NORTHERN EDUCATION INITIATIVE (NEI) PROJECT

MID-TERM PERFORMANCE EVALUATION

FINAL REPORT

Non-Formal Learning Center students in Sokoto, Nigeria

November 2013

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DISCLAIMER

The views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

AGP	Adolescent Girls' Program
ANFEA	Adult and Non-Formal Education Agency
BE	Basic education
BESC	Basic Education Steering Committee
CAII	Creative Associates International Inc
CBO	Community Based Organizations
CBMC	Center-based Management Committee
CC	Community Coalition
CEF	Community Education Forum
COE	College of Education
COMPASS	Community Participation for Action in the Social Sector project
COP	Chief-of-Party
CS	Civil Society
CSACEFA	Civil Society Action Coalition on Education for All
CSC	Community Support Coordinator
CSI	Child Status Index
CSO	Civil Society Organization
DCOP	Deputy Chief of Party
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information Systems
EOP	End-of-Project
ESP	Education Sector Plan
ESD	Educational Services Department
ESSPIN	Education Sector Support Program in Nigeria
FOMWAN	Federation of Muslim Women's Associations in Nigeria
GIS	Geographic Information System
GON	Government of Nigeria
HIV/AIDS	Human Immunovirus/Acquired Immune Deficiency Syndrome
IIEP	International Institute of Educational Planning
IP	Implementing Partner
KF	Kids Club or Forum (aka Dandalin Yara/DY)
LEAD	Leadership, Advocacy, Empowerment, and Development project
LEAP	Literacy Enhancement Assistance Project
LGA	Local Government Area
LGEA	Local Government Education Authority
LOP	Life-of-Project
M&E	Monitoring & Evaluation
MEMS	Monitoring and Evaluation Management Services II project
MOE	Ministry of Education
MOLG	Ministry of Local Government
MORA	Ministry of Religious Affairs

MOWA	Ministry of Women's Affairs and Child Development
MTSS	Mid-term Sector Strategy
NCE	Nigerian Certificate of Education
NEI	Northern Education Initiative
NEMIS	National Education Management Information System
NFE	Non-Formal Education
NFLC	Non Formal Learning Centers
NGO	Non-Governmental Organization
NOMIS	National OVC Management Information System
NPA	National Plan of Action
NTEP	National Teacher Education Policy
NTI	National Teachers Institute
OST	OVC Support Team
OVC	Orphans and Vulnerable Children
OVI	OVC Vulnerability Index
PMP	Performance Monitoring Plan
PS	Primary School
PSC	Psychosocial Counselling
PSS	Psychosocial Support
PTA	Parent-Teacher Associations
PY1	Project Year 1
PY2	Project Year 2
PY3	Project Year 3
PY4	Project Year 4
QA	Quality Assurance
QAWG	Quality Assurance Working Group
RF	Results Framework
RTI	Research Triangle Institute
SAME	State Agency for Mass Education
SBMC	School-based Management Committee
SC	Steering Committee
SEA	State Education Account
SESOP	State Education Sector Operational Plan
SIP	School Improvement Plan
SR	Sub-Result
STAT	Student Assessment Test
STEP	State Teacher Education Policy
STS	School-to-School
STTA	Short-Term Technical Assistance
SUBEB	State Universal Basic Education Board
TEP	Teacher Education Plan
TEWG	Teacher Education Working Group
TMIS	Teacher Management Information System
TRCN	Teachers Registration Council of Nigeria
TRD	Teacher Recruitment and Deployment
TSC	Teacher Service Commission

TSHIP	Targeted States High Impact Project
TTM	Teacher Training Manual
TWG	Technical Working Group
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
WG	Working Group
WOFAN	Women Farmers Advancement Network
WSDP	Whole School Development Plan

I. EXECUTIVE SUMMARY

The purpose of this mid-term performance evaluation of USAID/Nigeria's Northern Education Initiative (NEI) project is twofold:

- Assess the extent to which the project is on track to meeting its key objectives; and
- Identify promising practices, unmet needs, or unintended consequences from implementation of the project.

The evaluation will be utilized to make decisions for possible developmental redesign of the project for its duration and/or for follow-on activities.

Context. The poor quality of basic education in Nigeria disadvantages many of Nigeria's children, but particularly girls, orphans and vulnerable children. Nigeria's federal government has been supporting decentralization of education services, on the assumption that state and local governments can deal with basic education more efficiently. The NEI project is assisting this process in Bauchi and Sokoto.

Background. The NEI project has built on previous education sector investments by USAID/Nigeria that have sought to help mend a broken education system in need of more equitable access as well as improved quality and efficiency of learning. The project's goal is to deliver quality basic education services to children in the two states, through achievement of two objectives, (1) strengthened state and local government capacity to deliver basic education services; and (2) increased access of orphans and vulnerable children (OVCs) to basic education and other services.

Findings and Conclusions

The evaluation findings and conclusions are framed around eight key questions, summary answers to which follow:

Lessons Learned/Promising Practices. The NEI project was perceived by key stakeholders as largely on track to meet its key objectives. NEI has established multiple performance accountability factors for schools, and as a result, communities in participating local government authorities (LGAs) targeted by the project are much closer to their schools, have a sense of ownership, and now demand service as a right.

Security Situation. Both travel restrictions imposed by security alerts and the increased burden of internally displaced persons on available resources may have reduced project effectiveness, but the project was still on track.

Government of Nigeria (GON) Capacity Strengthening. NEI project activities have produced positive impact on public sector human capacity, and have actually resulted in improved budgeting priorities, based on local needs. But institutionalization of best practices in government institutions affecting the education sector is still at a very incipient stage, making the introduction of G2G initiatives in that sector appear premature.

Enabling Environment. The enabling institutional environment in Nigeria has not generally been supportive of education. The bottleneck may be described as lack of

political will, reinforced by the general absence of the parental, caretaker and community clout needed to effect change. Nonetheless, the evaluation team found that as a result of the links established by Community Education Forums between the communities and the schools, state government authorities in both Bauchi and Sokoto are now more willing to accept civil society contributions to education policy development.

OVC Interventions. NEI project activities benefiting OVCs have included advocacy and community sensitization, formation of collaborative government structures and formation of community project teams; and the evaluation team found that these activities were producing relevant and effective results in LGAs assisted by the project.

NFLC Effectiveness. The evaluation team found that the Non-Formal Learning Centers (NFLCs) established in LGAs supported by NEI have offered a promising alternative to formal schools, while also providing a blueprint for improving the quality of Nigeria's non-formal schools.

Gender Imbalance. While significant steps are being taken to redress gender imbalance in Bauchi and Sokoto, it was not possible to attribute these steps to NEI project activities; nonetheless the project has contributed to reducing gender imbalance.

Collaboration. NEI has built on what existed by working collaboratively with state and local counterparts and the same strategy was applied to donor and partner collaboration.

Recommendations

The evaluation outlines key recommendations for future USAID directions, including:

Institutional Sustainability. NEI should develop an institutional sustainability plan identifying a government team and community group structure that can operate sustainably to reform and improve the education sector after the project has closed out.

Planning and Budgeting Processes. In follow-on education activities supported by USAID, State-level Community Education Forums should be encouraged to lobby for timely release of funds, and state governments should be encouraged to provide funds for bi-annual State Education Account exercises, to help ensure value-for-money in education expenditures.

School Report Cards. USAID should strongly encourage NEI to follow through on its original objective to initiate a comprehensive School Report Card program that allows parents, communities, LGA authorities, and state and federal agencies to compare school performance based on readily available data.

Language of the Environment. USAID should encourage policies to see that reading in the language of the environment is added as a daily subject in the Basic Education curriculum.

NFLCs and Mainstreaming. USAID should work toward expansion of the number of non-formal learning centers, and conduct more study tours for Quranic school proprietors to visit integrated NFLCs, in order to reduce misinformation about them.

II. INTRODUCTION

This is a mid-term performance evaluation of USAID/Nigeria's Northern Education Initiative (NEI) project. The evaluation's purpose is twofold:

- Assess the extent to which the project is on track to meeting its key objectives; and
- Identify promising practices, unmet needs, or unintended consequences from implementation of the project.

The evaluation will take into account any contextual factors that might have enabled or inhibited project implementation. It will also be utilized to make decisions for possible developmental redesign of the project for its duration and/or for follow-on activities. Lessons learned will be used by NEI better to strategize and fine-tune the project for greater impact in the remaining life of the project. They will also guide USAID/Nigeria in identifying best practices for consideration in the design of follow-on activities, and by partner institutions to plan better sustainability strategies for replication and scale up.

Key questions in the Evaluation Scope of Work (Annex I) revolve around project performance and factors influencing the achievement of planned results, effectiveness of project interventions, gender considerations and collaboration with other partners and donors:

1. To what extent is the education project on track to meeting its key objectives as assessed from observers in the partner institutions and others? Identify lessons learned and promising practices and strengths and weaknesses that influence the success or lack thereof of management (operation) of the project.
2. Has the current security situation had any impact on project implementation and results?
3. How effective is the GON capacity strengthening component of the NEI project?
    a. What evidence suggests that skills acquired through Northern Education Initiative capacity improvement interventions are being applied by government officials and the system is being strengthened?
    b. Have the institutionalized new practices in the government education management system in these states made them ready for engagement in USAID's G2G initiative?
4. Is there an enabling and supportive institutional environment? If not, what is the bottleneck? What key success factors can be determined?
5. How relevant and effective have OVC interventions in the communities been, including the training of Community Coalitions?
6. How effective are the Non-Formal Learning Centers (NFLC) in literacy acquisition by the Almajiris and their mainstreaming into the formal education system?
7. In what ways did the project respond to the gender imbalance in education in these states, and what changed?
8. How has NEI's collaboration with other partners and donors affected project's performance?

III. BACKGROUND

The poor quality of basic education in Nigeria disadvantages many of Nigeria's children but particularly girls, orphans and vulnerable children. Nearly half (43%) of all primary school-aged girls have no access to basic education. The situation is no better among orphans and vulnerable children (OVC), for whom education has been rated the greatest unmet need in Nigeria, outranking even food.[1]

To address this situation, Nigeria's federal government has been supporting decentralization of education services, on the assumption that state and local governments can deal with basic education more efficiently. USAID's Northern Education Initiative (NEI) project is assisting this process in Bauchi and Sokoto.

The NEI project has built on previous education sector investments by USAID in Nigeria that have sought to help mend a broken education system in need of more equitable access as well as improved quality and efficiency of learning. Project LEAP (Literacy Enhancement Assistance Project, 2001-2004), awakened community demand for better education in Nigeria's primary schools by training and working with Parent-Teacher Associations (PTA).

LEAP was followed by Community Participation for Action in the Social Sector (COMPASS; 2005 – 2009), a joint health and education project to coordinate service delivery and strengthen citizen groups and NGOs at the school/clinic and Local Government Area (LGA) levels. Working in the states of Kano, Nasarawa, Bauchi, Lagos and in the Federal Capital Territory (FCT), COMPASS established LGA-wide community coalitions to broaden the forum for these two sectors. Building on the earlier LEAP project, COMPASS adopted the PTA model as the central feature of the Community Coalition (CC) management structure. It also enlisted NGOs with experienced facilitators and training skills to manage planning and training in selected LGAs. But the education links from the community to the state system remained unclear and were not robust, and the NEI project aimed to remedy this missing connection.

The overarching goal of the NEI project is to deliver quality basic education services to children in Bauchi and Sokoto states. The project has two objectives:

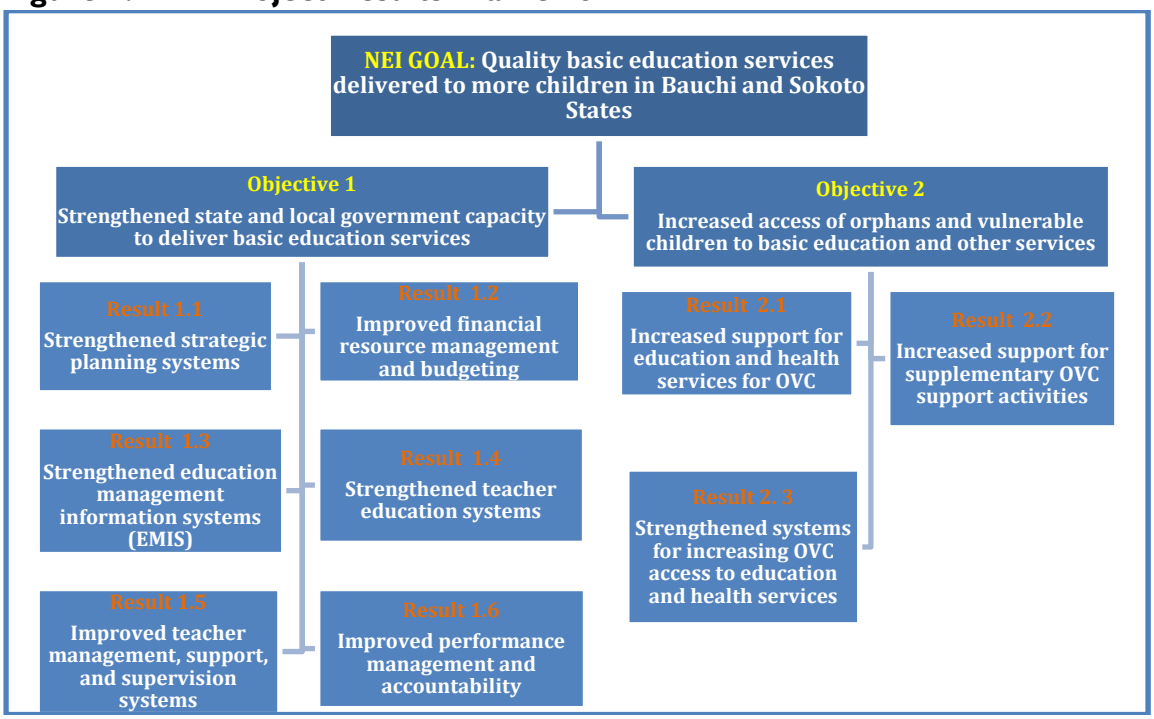
- **Objective 1:** Strengthened state and local government capacity to deliver basic education services; and

- **Objective 2:** Increased access of orphans and vulnerable children (OVC) to basic education and other services.

[1] See Annex 2, Evaluation Statement of Work, page 1.

The NEI project's results framework, shown in Figure 1 below, depicts the Mission's strategy for achieving the two objectives and lays the foundation for achieving its overarching goal.

Figure 1: NEI Project Results Framework



Source: Evaluation Statement of Work (see Annex 1)

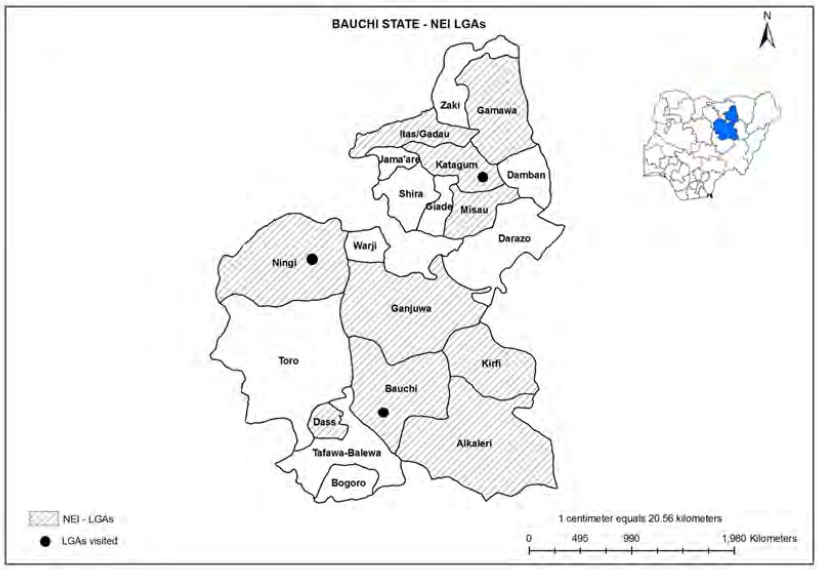
The project's development hypothesis is that quality basic education services will become accessible to all segments of society if:

> (i) a responsive policy-investment framework, and a system to operationalize and implement it effectively at each level of the education system is strengthened, and
>
> (ii) education services are tailored to fit the various educational, emotional, and physical needs of children and to provide support to "at-risk" and vulnerable children.

The theory of change underpinning the project is that if it succeeds in improving education services in Bauchi and Sokoto states, other states in Nigeria will be encouraged to adopt the practices that have led to those achievements.

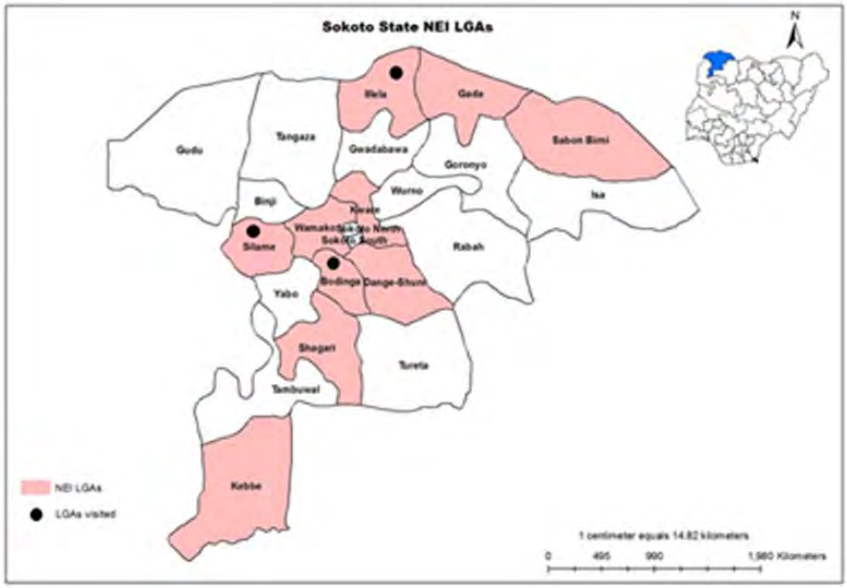
The NEI project focused its activities in ten (10) local government authorities (LGAs); figures 2 and 3 below show the LGAs in which NEI has been active.

Figure 2: Bauchi State LGAs in which NEI Operates



Source: NEI Project

Figure 3: Sokoto State LGAs in which NEI Operates



Source: NEI Project

A full description of the project's development hypothesis and strategy may be found in Annex I, which presents the Statement of Work for this Performance Evaluation.

IV. METHODOLOGY AND LIMITATIONS

This is a mixed methods evaluation design, featuring the following:

- Review of project documents and desk reviews
- Key informant interviews
- Focus group discussions (FGDs) and group interviews of stakeholders; and
- Quantitative data analysis using descriptive statistics.

Although the principal research methodology was qualitative in nature, analysis of descriptive statistics from project documents and other sources was also carried out (see References).

Focus group discussions and key informant interviews were conducted among members of Steering Committees, Technical Working Groups, government officials, members of State House of Assembly Committees on Education, Community Education Forums, Community Coalitions, and OVC Support Team members, as well as NEI project and partner staff. (See list of persons interviewed, in Annex IV), and interview guides in Annex III).

A multi-stage stratified sampling technique was employed for the focus group discussions and key informant interviews in the two states. In a stratified manner, in each state, 3 LGAs were selected from the 10 NEI LGAs to cover 1 urban, 1 peri-urban and 1 rural LGA each. In each selected LGA, members of all community partners of the project, including Community Education Forums, Community Coalitions and OVC Support Teams, were randomly selected based on their willingness and availability to participate in the interviews. In each LGA, groups of orphans and vulnerable children were randomly selected for FGDs from NEI-supported schools. The groups (each with an average of 8 participants) are were as follows: male 13-17 years, female 13-17 years, male 6-12 years and female 6-12 years. State government and LGAs official were also interviewed as well as key NEI project representatives in Bauchi and Sokoto States.

The team faced a number of data limitations, including a dearth of baseline information, which limited examination of changes effected by project interventions. In addition, resource constraints limited the team to 5 field work days per state, in a timeframe during which schools in Bauchi state were closed, and some key informants in each state were unavailable. Resource constraints also precluded visits to non-NEI supported local government authorities, for purposes of comparison.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this section, the evaluation team's findings and conclusions relating to each evaluation question are presented. Cross-cutting recommendations are then presented.

Question 1: *To what extent is the education project on track to meet its key objectives as assessed from observers in the partner institutions and others? Identify lessons learned and promising practices and strengths and weaknesses that influence the success or lack thereof of management (operation) of the project?*

Findings and conclusions:
Through material gathered from interviews and focus groups, the evaluation team found that despite mixed performance through the end of FY 2012 in meeting its results targets (see Table 1), the project was perceived by observers in partner institutions and other key informants interviewed as largely on track to meet its key objectives.

Members of the Bauchi state Steering Committee stated that NEI had instilled performance monitoring and advocacy in the community and as such community involvement in school management has increased; they said this has helped to increase enrolment and retention rates in the basic education system. Whole School Development Plans, designed by UNICEF and adapted by the School Based Management Committees, have greatly enhanced committee members' capacity on planning, budgeting and management purposes. NEI has in a very simple manner established multiple performance accountability factors for the basic schools. Communities are much closer to their schools, have a sense of ownership, and now demand service as a right; they can contribute to the development of schools with a sense of civic responsibility.

NEI has worked to sensitize parents to the need for quality basic education for the benefit of their children. With NEI's support, parents and caretakers received training on advocacy and shouldering the responsibility to work toward improving basic education. Members of interviewed community groups[2] stated that "our people used to have an I-don't-care attitude due to the (poor) status of basic education, but with the coming of NEI, they now realize they can demand quality school services as well as monitor school performance."

The most crucial thing that NEI has done is to link village education with state education structures and prepare communities to use this link by training them. To build this link,

[2] Including the Community Education Forum, School Based Management Committee, Center Based Management Committee, FOMWAN, and CSACEFA.

Table 1: NEI Results Targets and Achievements through end-FY2012

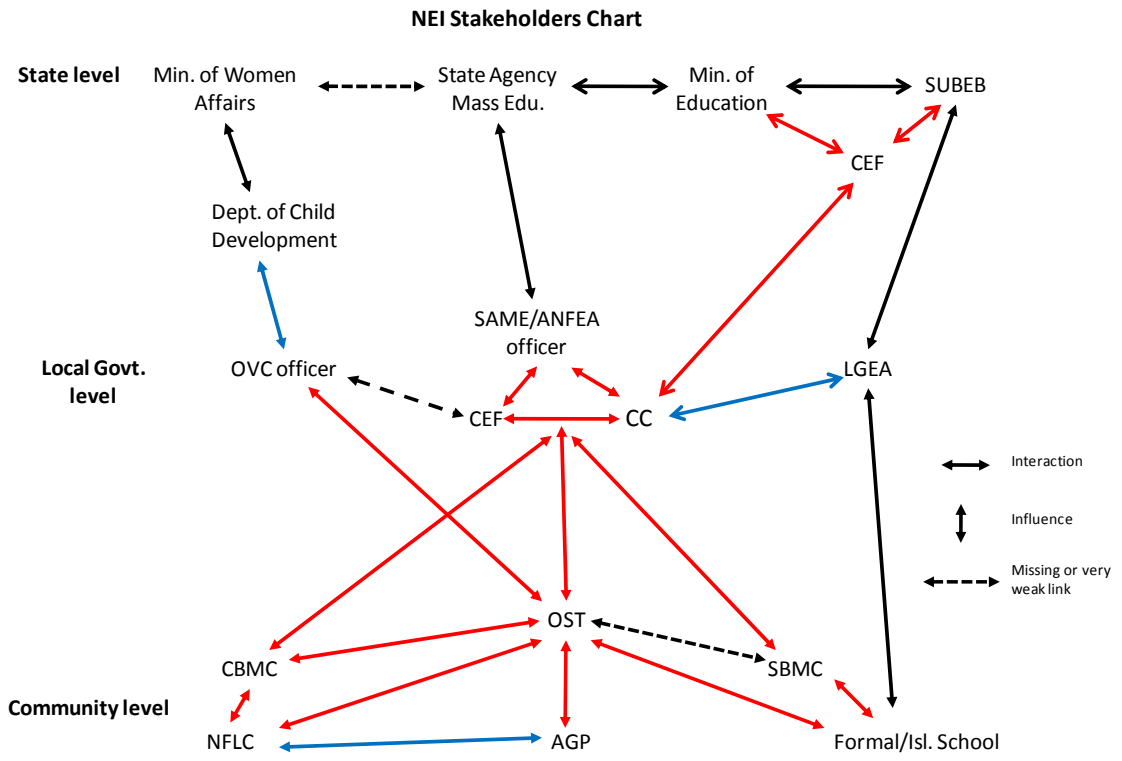
NEI Project Performance Indicator	FY 11			FY 12			Comments
	Target	Actual	% Achv.	Target	Actual	% Achv.	
NUMBER OF HOST COUNTRY INSTITUTIONS WITH IMPROVED MANAGEMENT INFORMATION SYSTEMS AS A RESULT OF USG ASSISTANCE	22	22	100%	22	22	100%	Targets met,
NUMBER OF HOST COUNTRY INSTITUTIONS THAT HAVE USED USG-ASSISTED MIS SYSTEM IN ADMINISTRATIVE/ MANAGEMENT DECISIONS	2	2	100%	22	22	100%	Targets met,
PERCENTAGE ANNUAL INCREASE IN ENROLLMENT IN TARGET SCHOOLS AND LEARNING CENTERS	105%	112%	107%				Target exceeded in FY 11; no target set in FY 12,
PERCENTAGE INCREASE IN ATTENDANCE RATE IN TARGET SCHOOLS AND LEARNING CENTERS	50%	0%	0%				Attendance registers were not available at schools.
PERCENTAGE DECREASE IN DROP-OUT RATE IN TARGET SCHOOLS	15%	0%	0%				Ditto
PERCENTAGE OF STUDENTS IN TARGET SCHOOLS MEETING/SURPASSING MINIMUM PERFORMANCE STANDARDS ON STUDENT ACHIEVEMENT AND EGRA/EGMA TESTS	30%		0%		26%		Students Achievement Test was not conducted until the end of 2012. Target for the year was 25%.
PERCENTAGE OF LEARNERS IN TARGET SCHOOLS AND LEARNING CENTERS THAT DEMONSTRATE IMPROVED KNOWLEDGE OF FLHE,WASH AND SWS ISSUES					0% 60%		There was no training manual for this activity.
NUMBER OF SPECIAL STUDIES CONDUCTED	2	2	100%	3	6	200%	Targets met or exceeded
NUMBER OF LAWS, POLICIES, REGULATIONS, OR GUIDELINES DEVELOPED OR MODIFIED TO IMPROVE EQUITABLE ACCESS TO OR THE QUALITY OF EDUCATION SERVICES	10	12	120%	0	0		No law, policy, regulation or guideline was planned to be developed in FY2012.
NUMBER OF LEARNERS ENROLLED IN PRIMARY SCHOOLS AND/OR EQUIVALENT NON-SCHOOL BASED SETTINGS WITH USG SUPPORT				70,995	79,766	112%	Target exceeded.
NUMBER OF PARENT-TEACHER ASSOCIATION OR SIMILAR 'SCHOOL' GOVERNANCE STRUCTURES SUPPORTED	200	120	60%	200	200	100%	Target met in FY 12.

NEI Project Performance Indicator	FY 11			FY 12			Comments
	Target	Actual	% Achv.	Target	Actual	% Achv.	
DOES YOUR PROGRAM SUPPORT EDUCATION SYSTEMS/POLICY REFORM? IF YES, PLEASE DESCRIBE THE CONTRIBUTIONS OF YOUR PROGRAM, INCLUDING PROGRESS AGAINST ANY MISSION-LEVEL OUTCOME OR IMPACT INDICATORS.	Yes	Yes		Yes	Yes		
NUMBER OF TEACHERS/EDUCATORS TRAINED WITH USG SUPPORT	3,266	5,659	173%	3,718	7,314	197%	Targets exceeded.
NUMBER OF ADMINISTRATORS AND OFFICIALS SUCCESFULLY TRAINED WITH USG SUPPORT				200	412	206%	Target exceeded.
NUMBER OF TRAINED TEACHERS IN TARGET SCHOOLS/LC MEETING OR SURPASSING MINIMUM PERFORMANCE STANDARDS FOR LITERACY AND NUMERACY INSTRUCTION	1,130		0%	70		0%	A Survey was supposed to be conducted to get this information. It was conducted at the end of 2012.
NUMBER OF CCS AND OSTS DEMONSTRATING EFFECTIVE USE OF CSI TOOL	220	110	50%	220	440	200%	Target exceeded in FY 12.
NUMBER OF NON-FORMAL LEARNING CENTERS ESTABLISHED OR REINFORCED (PER CRITERIA)	80	80	100%	80	80	100%	Targets met.
NUMBER OF NEW OVCS REGISTERED ANNUALLY IN STATE SYSTEM(S)	4,000		0%		0		National OVC Management Information System (NOMIS) was not established until the end of 2012.
NUMBER OF QURANIC SCHOOLS APPLYING TO INTEGRATE ACADEMIC CURRICULA	80	80	100%		0		There was no activity planned during this period (FY 12)

Source: Performance Reporting System (PRS) with comments from NEI staff,

NEI first activated pre-existing organizations (the School Based Management Committees/Parent-Teacher Associations, and Community Coalitions) and then trained members of these organizations how to plan, advocate for the plans and then monitor results. As promised, NEI has built on what existed. According to focus groups interviewed, this has benefited orphans as well as other educationally-disadvantaged children.

Figure 4: Building and Strengthening Education Stakeholder Linkages[3]



But this alone would not have been enough to strengthen state-level awareness of local needs because, as the COMPASS project evaluation noted, some connections between state and local levels were simply non-existent. So, NEI went further to establish new organizations that would help fill the gaps (see Figure 4).

The Orphans and Vulnerable Children Support Team and the Community Education Forum are both important products of NEI support. Both of them (with support and guidance from NEI) monitor, consolidate and advocate for village needs at the LGA level. A state-level Community Education Forum then amalgamates needs of all NEI schools in pilot LGAs to advocate for them with state-level education entities.

[3] Drawn from evaluation team findings, Figure 4 illustrates the linkages that weave together NEI Project Stakeholders. Linkages highlighted in red are those newly created by the project, and in blue those that have been strengthened by the project.

At the community level are found the Non-Formal Learning Centers[4], the Adolescent Girls Program (AGP)[5], the formal government schools (including Islamiyya[6]) and OVC Support Teams. Under NEI, each of the learning institutions has a support committee whose members are school staff and community leaders.

The School-Based Management Committees supporting each formal school have been around for some time longer than NEI under the PTA rubric. The Adolescent Girls Programs and Quranic schools (now called Non-Formal Learning Centers) that integrated literacy and numeracy curricula under NEI have formed support groups similar to the School Based Management Committees, called Center Based Management Committees.

> "This Forum for education gave opportunity for women to voice out their feeling and suggests ways women and girls' education problems will be addressed."
> — Hajia Marka Mohammed Boli
> Women Leader, Kirfi LGA

The NEI-founded OVC Support Team community groups are responsible for identifying orphans and other 'educationally vulnerable' children and then seeking educational materials and health interventions, from both public and private sources, to support them. Each local Community Coalition (created under USAID's COMPASS project), coordinates OVC and education needs and communicates these to LGA levels and officers.

At the LGA level the newly created, NEI-sponsored Community Education Forums meet quarterly to consolidate local priorities and needs for action. As Chart 1 illustrates, the LGA level is also where the OVC officers, the State Agency for Mass Education/Adult/Non-Formal Education Agency officers and the Local Government Education Authority officers are working, so the Forums are well placed to present community priorities to these other officers.

NEI has also supported a second, state-level Community Education Forum committee made up of two representatives from each NEI-sponsored, LGA-level Community Education Forum, which meets semi-annually with the Ministry of Education's State Universal Basic Education Board to present prioritized, consolidated local education needs and to monitor the line items of the Board's budget for the LGA / Local Government Education Authorities. Building on what existed (e.g. School Based Management Committee and Community Coalitions), and then fostering new groups (Community Education Forums) where communication gaps were found, have been major NEI contributions in these two states.

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[4] Sometimes, these are referred to as IQTE (Integrated Quranic and Tsangaya Education)

[5] The AGP is a smaller NEI program benefitting about 600 girls total in Bauchi and Sokoto. It teaches vocational skills, literacy and numeracy to girls who have dropped out of school and are hawking on the street.

[6] Integrated Islamiyya schools teach "literacy, numeracy, science and social studies…alongside religious subjects and the government provides support, including salaried teachers." P. 18, Creative Associates' Revised Technical Proposal-NEI, 2009.

The establishment of these new organizations, channeling priorities of local communities to the LGA and state levels, would not have been possible without another effective NEI practice, management through local NGOs. To work in 20 LGAs spread across 2 states, NEI provided sub-grants to 16 local NGOs to oversee NEI activities and monitor results in their respective LGAs. An NGO Facility Coordinator represents NEI in each community. With the help of these local NGOs, known as NEI Implementing Partners, community members took part in the education process from grassroots to state levels. (See Annex IV for a list of Implementing Partners.)

While the grants awarded to NEI IPs made possible all the training and meetings they managed in the LGAs, the team found two organizational concerns. The first related to travel and per diem allowances, which were provided to participants to encourage their participation.[7] This practice needs to be reconsidered to promote the sustainability of Community Education Forum participation at both levels (LGA and State) once the project ends.

A second concern about organization and operation arose because of the lack of a sustainable and reliable link between OVC activities, Community Coalitions and the Ministries and Agencies that oversee NEI OVC activities. A fuller discussion of this issue is presented in the section below with answers to Question 5.

Question 2: *Has the current security situation had any impact on project implementation and results?*

Findings and conclusions:
The evaluation team found that there were two main impacts on NEI project implementation deriving from the current security situation. Although both may have reduced project effectiveness, the project appears on track to achieve its targeted results.

First, travel restrictions imposed by security alerts slowed implementation of those activities requiring inputs from international experts and nationals based in Abuja. Second, rising numbers of internally displaced persons from neighboring regions and states had the effect of changing the environment in which the project was operating, by placing an increased burden both on available educational facilities and the provision of other social services to orphans and vulnerable children.

The NEI project team, NEI's Implementing Partners, and the Technical Working Groups of both Bauchi and Sokoto State told the evaluation team that technical experts were restricted periodically by security alerts from travelling to NEI intervention states. Crises in neighboring states also affected the participation of officials from those states

[7]Committee participants received a payment of Naira 3,000 for travel, and Naira 1,000 for lunch. This was true even for representatives who were already working in the place where Community Education Forum meetings were held. Some in the Community Education Forum who received these funds thought the allowances were larger than necessary (NEI, Community Forum Sustainability Review, November 2012, pp.7-8).

in NEI training events. But security alerts had much less of an impact on day-to-day project implementation. A more immediate concern, raised by the Sokoto Technical Working Group, was that USAID branding aroused suspicion in communities where people do not want external/foreign influence on their system.[8]

Another aspect of the security situation was the influx of internally displaced persons from crisis states neighboring Bauchi and Sokoto, which placed an increased burden on available facilities in the NEI states targeted to benefit orphans and vulnerable children. Members of the OVC Support Teams said they noticed that more people were coming from crisis areas outside their states to settle in their communities. This has increased the number of vulnerable children in their communities to whom they must provide services.

The NEI short-term technical assistance component most affected by insecurity was the assessment of reading and math skills (Early Grade Reading Assessment/Early Grade Mathematics Assessment) which was slow to find direction initially and then further delayed by intermittent travel bans.

Question 3: *How effective is the GON capacity strengthening component of the NEI project? What evidence suggests that skills acquired through Northern Education Initiative capacity improvement interventions are being applied by government officials and the system is being strengthened? Have the institutionalized new practices in the government education management system in these states been making them ready for engagement in USAID's G2G initiative?*

Findings and conclusions:
Amongst other activities, the NEI project strengthened Government of Nigeria capacity by improving connections and communications between the state level and communities and schools. The project also contributed to development of medium term sector strategies and operating plans with inputs from local communities.

NEI project activities also increased the capacity of local governments and community organizations to participate in these forums. They encouraged and empowered local groups to join the education budget allocation process as much as possible, and to monitor education expenditures, strengthening their feedback into GON decision making.

The evaluation team were informed, in interviews with key informants, that NEI project activities had produced positive impact on public sector human capacity that was being applied by government officials, actually resulting in improved budgeting priorities based on local needs. But the institutionalization of hiring, budgeting and other best practices

[8] The evaluation team were told that in response to such security concerns, unbranded vehicles were used when staff were traveling for trainings etc., while books and other school supplies continued to be branded.

in government institutions within the education sector is still at a very incipient stage, making the introduction of G2G initiatives in that sector appear premature.[9]

When interviewed, the Technical Working Groups, Community Coalitions and Community Education Forum mentioned the strength of the capacity building component of the project to the evaluation team. They claimed it has opened their eyes, empowered and equipped them with skills that have produced the results and successes of the project. They said training provided by both local and international facilitators in programming for vulnerable children has been practical, useful and more impactful than some institutional trainings they received previously.

NEI has produced one State Education Account each for Bauchi (2009 - 2010) and Sokoto (2009 - 2010), each of which serves as a guide for future budgets by allowing observation of trends and irregularities in expenditures. They are comprehensive, gathering information on all education spending by public, private and donor sources in a particular state. They have already influenced state governments to allocate more funds for basic education. It is anticipated that a second SEA will be submitted for each state, compiled by government officials, with NEI guidance.

Establishment and strengthening of the link between education authorities at the state level and schools and communities was a central concern for the NEI project in Sokoto and Bauchi. As a result, annual Medium-Term Sector Strategies[10] of State Education Strategic Operating Plans are now based on priority needs, some of which have been identified by local communities and Community Education Forums. State planning processes now begin at the school-level with each School Based Management Committee using a Whole School Development Plan[11] to determine three top priorities for school improvement. Each school has a Whole School Development Plan booklet that guides the School Based Management Committee through basic school needs and NEI Implementing Partners have trained the committee in its use.

> "NEI has empowered us through the capacity training on Whole School Planning and school Census to be able to generate our data, analyze and use it for school planning. The many capacity trainings we benefitted from have made us knowledgeable enough to understand the processes of school planning and community mobilization for advocacy." Basic Education Technical Working Group (BETWG), Bauchi State

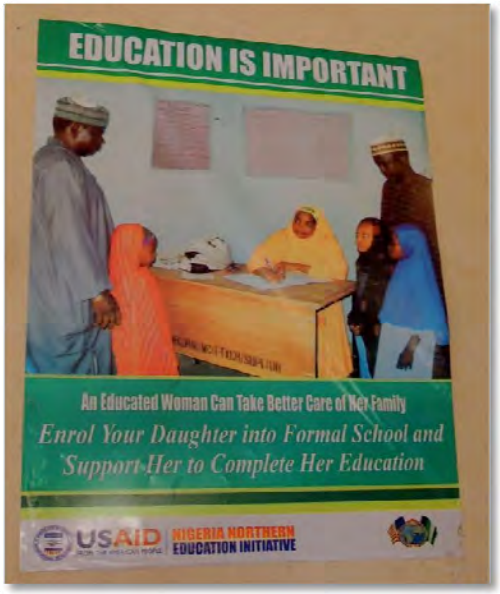
These needs are brought by School Based Management Committee members to meetings of the Community Coalition and LGA-level Community Education Forums, held quarterly in each of the ten NEI pilot LGAs. Semi-annually, a statewide Community Education Forum, comprised of two representatives per pilot LGA, meets with the State

[9] In 2009, the Obama Administration initiated a major realignment of USAID's programs to emphasize financial assistance, referring to it as "government-to-government" or "G2G" assistance.

10Forward planning document for the coming year, part of the State Education Sector Operational Plan's ten year plan.

11 The Whole School Development Plan is a booklet that guides the School Based Management Committee through basic school needs. It was adopted and adapted by NEI from the original one developed by UNICEF.

Universal Basic Education Board to harmonize and advocate for budgeting of the needs of the ten NEI pilot LGAs, and to monitor progress towards implementation.



2NEI poster encouraging the enrollment of girls in school

Going a step beyond the structure of the LEAP and COMPASS projects, NEI established Community Education Forums to enable schools and their School-Based Monitoring Committees to harmonize and articulate their priority needs to the State Universal Basic Education Board for budgeting. The results of this planning process are also monitored by the Community Education Forums to see whether money allocated for local needs stays in the budget as it moves forward through government circles.

Focus groups told the evaluation team that communities welcomed the revitalized School Based Management Committees as they give them the opportunity to monitor any function in the school as well as conduct oversight on project implementation. The School Based Management Committees and Community Education Forums have provided a window with which communities can look into the activities of State Universal Basic Education Board. The Whole School Development Plan in itself has greatly empowered communities to become development partners with the schools.

In terms of improved resource management and budgeting, NEI has helped to produce one State Education Account each for Bauchi (2009 - 2010) and Sokoto (2009 - 2010). These reports supply exhaustive reviews of the education sector in these states. Each State Education Account is widely comprehensive, gathering information on all education funding allocations and spending by public, private and donor sources in a given year.[12] State Education Account items can now be compared between states by types and amounts of spending. In these ways, the State Education Accounts can call attention to abnormalities and deficiencies as well as help explain successes.

The State Education Account has been received with enthusiasm in both states. The Commissioner for Education in Sokoto state, who is the chairman of the Basic Education Steering Committee, informed the evaluation team that the state Governor was highly impressed with the State Education Account presentation, and directed other public sectors to replicate the initiative.

[12] National Education Accounts-Tool Kit V.I, Creative Associates International, page 1

By the end of the NEI project, two years of educational spending per state will have been assembled and presented in State Education Accounts reports for Bauchi and Sokoto. With two other states in northern Nigeria (Zamfara and Kano) already drawing up State Education Accounts, their impact appears to be both highly sustainable as well as replicable. While this innovation greatly improved state-level financial transparency, the design to extend this down to the local level was halted in mid-stream.

Originally, the NEI project planned to pilot school-level discretionary funds for small improvements in the 80 NEI target schools. Two years after the project began, with school staff already trained in school-based budgeting, USAID cancelled this component. To the team, this seemed in contradiction with the objective to strengthen links between local and state education, as planned in the context of NEI activities relating to strategic planning and EMIS (Objective 1, Results 1 and 3). Local communities will better understand government budgetary processes and the need for transparency about them if they are able to participate in budgeting just as they now do in the planning and data collection processes.[13]

The flow of education information, has also improved from strengthened education management information systems. School census reports and other government data have typically been issued long after collection, rendering them of questionable accuracy and utility. But as a result of the NEI project, the Education Management Information System (EMIS) is now based on a more accurate school census and other data that are processed much more quickly on project-funded software and computer equipment at the office of the LGA. Information is transparent, shared and cross checked with community schools. It is also an essential means through which state representatives can verify the comparative needs of schools, through for example, review of reported numbers of pupils, teachers and classrooms.[14]

Teacher policy and training improvements have also been shaped by NEI. Before the NEI project was initiated, only 42% of teachers in Bauchi were qualified National Certificate of Education (NCE) holders and in Sokoto the percentage was even lower, at 30%; these levels compare poorly with a 62% national average, itself low by international standards. The historical use of teaching positions as political spoils and patronage very likely contributed to this problem. Large numbers of teachers hold false credentials and are unqualified for primary level teaching. Their rates of absenteeism can be unacceptably high.

NEI's original design would have drawn civil society into the monitoring of teacher and school performance, utilizing School Report Cards. These were to be publically available reports on the performance of each school, constructed from data on minimum educational quality standards (e.g. teacher attendance, presence of instructional

[13] It remains unclear from project documentation and meetings with USAID why this change of course occurred.
[14] One team member visited a local EMIS office unannounced and tested the system from the local government end. Additionally, legislators in Sokoto volunteered that they were using the EMIS data to assess schools most in need of funding.

activities, number pupils per teacher and per classroom, etc,) gathered at the community LGA, school and state levels. But the plan has not as yet been implemented; instead NEI created and distribute School Profiles to some schools, but did not institute a comprehensive system. As a result there still is no source of comprehensive and periodically updated information available to all parents to compare the performance of the schools their children attend with others in their state.[15] Indeed, none of the local school staff or community members interviewed by the evaluation team knew about the School Profiles, nor had they heard anything about School Report Cards.

Nonetheless, the NEI project has had a notable impact on education sector reform. Because primary school pupil assessment scores from a survey implemented by the NEI project in Bauchi and Sokoto were startlingly poor, they created an uproar that led to a dramatic shake-up in the education system. The project administered pupil achievement tests and assessments across a representative sample of 160 NEI pilot primary school students from formal and non-formal schools in Bauchi and Sokoto. The percentage of children who, after 3 years of school, were unable to read a single Hausa word in one minute was very high: 70% in Bauchi and 80% in Sokoto. The results were publicized and discussed at statewide Community Education Forums in each state in September 2012.

In response to the public uproar that arose after the publication of these survey results, the Governor of Bauchi ordered that all teachers should be screened with a written test in order to determine their qualifications. (All schools in Bauchi were closed for this screening process when the Evaluation Team visited Bauchi in February 2013.) Since then, two thousand teachers in Bauchi have lost their teaching posts.[16] In Sokoto, the Governor decided that school supervisors rather than the teachers were to blame for poor pupil performance. When the poor Early Grade Reading Assessment scores first came to light, NEI made plans to support improvements by training supervisors in better teacher performance monitoring. In preparation for this, NEI tested supervisors to determine their qualifications for the new responsibility. The score results were so poor that the Governor of Sokoto then suspended all state supervisors.

The extremely poor results on primary school pupil assessments contributed to state-level discussions on how to improve teacher training, supervision and qualifications that may result in fundamental improvements in education in Bauchi and Sokoto. Dismay over pupils' learning and teachers' inadequacy is widespread in northern Nigeria, so it is not possible to give NEI exclusive credit for the changes that are underway relating to teacher recruitment and deployment; nonetheless, NEI's Early Grade Reading Assessment was probably a catalyst that motivated change.

[15] It is unclear why the School Report Card concept was not implemented; when interviewed, senior NEI project management told senior MEMS II staff that they thought it was a good idea that should be pursued.
[16] Because of teachers' union objections, teachers displaced because they lack qualifications, or perform poorly, will be re-assigned to other civil service positions.

Although the NEI project has worked with Technical Working Groups in both states to help draft new policies intended to strengthen teacher education, recruitment and deployment, none of these policies has yet been backed by legislation in the State Houses of Assembly. Nonetheless, under discussion are provisions that teacher training should address the teaching of reading in the language of the environment – a need dramatically illustrated by Early Grade Reading Assessment results. Also under discussion is that recruitment and deployment of teachers should be reformed to minimize the use of teaching positions as political spoils or patronage rewards.

The success of the TWGs, as for example in respect to the policy drafting exercises mentioned above, is one of the NEI project's major accomplishments. The TWGs did not exist prior to NEI. TWG members stated that the NEI project supported their creation by the states with clear roles and responsibilities. TWG members also were trained by the NEI project to perform those roles and responsibilities. The project also follows up with state governments to ensure that regular TWG meetings are held and that assigned roles are carried out by TWG members.

Question 4: *Is there an enabling and supportive institutional environment? If not, what is the bottleneck? What key success factors can be determined?*

Findings and conclusions:

The enabling institutional environment in Nigeria, including in Bauchi and Sokoto states, has not generally been supportive of education. The bottleneck may be described as lack of political will, reinforced by the general absence of the parental, caretaker and community clout needed to effect change.

3Public hearing on education in Sokoto House of Assembly

Nonetheless, it appeared that NEI activities were producing positive impact on the enabling institutional environment. In particular, the team found that, as a result of the links established by the Community Education Forums between the communities and the schools, state government authorities in both Bauchi and Sokoto are now more willing to accept civil society contributions to education policy development.

There are many examples of this among NEI project results. For example, in Bauchi State, the Basic Education Steering Committee has approved the Teacher Education Policy, and advocacy is ongoing to obtain a supportive legal underpinning for it from the State House of Assembly. The Teacher Recruitment and Deployment Policy and the

Quality Assurance document were also completed and approved by the Basic Education Steering Committee in 2012.[17]

The Teacher Education Policy, which the NEI project has championed, would certainly add value to the teaching profession if enacted into law, providing protection for professional teachers from unfair competition from unqualified teachers, and added motivation to practicing teachers.

In Bauchi state, approval of the Teacher Recruitment and Deployment Policy has stripped the Education Secretary of the power to employ any category of teacher in the Local Government Education Authority. Only the State Teachers Service Board in conjunction with the State Universal Basic Education Board now may screen and interview prospective teachers. In the new dispensation, teaching vacancies will be advertised by specific local governments and candidates are free to apply to the appropriate Local Government Education Authority for particular teaching jobs.

The Sokoto State House Committee on Education in the State House of Assembly used the Medium Term Sector Strategy to carry out its oversight function in 2012. The Chairman said they were also introduced to the Education Management Information System, which captured all the basic schools in the state through the School Profile, adding value to their functions, especially in planning and managing the basic educational problems of the state. The combination of Medium Term Sector Strategy/State Education Sector Operational Plan and the Community Education Forum Action Plan guided members to establish the correctness of State Universal Basic Education Board budget submission.

The Teacher Recruitment and Deployment documents in each state have become the policy guide for recruiting all basic education teachers in the state. A Teacher Recruitment Screening Committee composing the State Teachers Service Board, State Universal Basic Education Board and Civil Society groups are constituted to conduct the screening and the interview of candidates for teaching jobs declared in particular Local Governments.

These are all examples of key success factors of the NEI project's approach that may lead to fundamental reform of the education system in Bauchi and Sokoto. What remains to be put into place is a sustainable means of ensuring that parents and communities are able to review objective evidence of the performance of the primary schools in their communities on a real-time basis, articulate their desire for improvements in the education system to improve that performance, advocate for policies and plans for reform, and monitor implementation of those policies and plans over time. While the NEI project has made progress in this aspect, much remains to be done. And, without sustained oversight from parents and their communities, the policies that have been reformed may not be implemented effectively.

[17] NEI is also collaborating with DfID's Education Sector Support Program in Nigeria on an Education Management Information System and a Medium Term Sector Strategy; see the answer to Question 8 for more details.

The evaluation team found, based on discussions with the OVC Steering Committees, Technical Working Groups and OVC Support Teams of both states, that there are government and community structures in place that have enabled NEI project achievements. These include the OVC Steering Committee chaired by the Honorable Commissioner for Women Affairs, which brings together all stakeholders at the State level for the coordination of the OVC intervention in a collaborative manner. For instance, the National Population Commission offices in the states ensure the registration of the birth of the children; while mainstreaming of the children into formal schools is facilitated by collaboration between the Ministry of Education and State Universal Basic Education Boards, which promote linkages between and integration of formal and non-formal education systems.

The Technical Working Groups also ensure the development of manuals on the processes for the mainstreaming of non-formal into formal schools. The Ministry of Information ensures information and sensitization materials are shared on OVC issues, especially about girl child education and integration of almajiri into formal education. The Technical Working Groups provide leadership in the planning, implementation, monitoring and supervision of such interventions. According to members of Bauchi Technical Working Group, their work goes beyond the NEI project to it cover all OVC projects and interventions in the State. The Steering Committee and Technical Working Groups of the two states were both formed before NEI but they were not inaugurated until initiation of the NEI project, which then supported training of its members in coordination, monitoring and supervision.

The OVC Support Team, Community Coalitions and the Community Education Forums are the community-based structures that run OVC interventions at the community level. The OVC Support Team identifies the most vulnerable children to be supported and gives out educational support material in terms of books, clothing and feeding, to the children. They ensure involvement of traditional and religious leaders in the OVC program. They also enlighten the community and mobilize community support for the project, working with LGA and state government structures in planning, implementation, monitoring and supervision. However, the management information system for the OVC response is not yet functional in the state ministry and at the LGA office coordinating activities for vulnerable children.

The greatest challenge relates to achieving institutional sustainability of the structure that the NEI project has supported to encourage community participation in education system reform. The State Universal Basic Education Boards in the target states need to create desk offices for Community Education Forums with a budget window attached to enable the functioning of Community Education Forums at both state and local government levels. In this way the Community Education Forums will attain some standing and empowerment. The State Universal Basic Education Board would also need to register the Community Education Forum as a Civil Society organization with the state Ministry for Social Development.

Question 5: *How relevant and effective have OVC interventions in the communities been, including the training of Community Coalitions?*

Findings and conclusions:
NEI project activities benefiting orphans and vulnerable children have included advocacy and community sensitization on OVC issues; formation of government structures such as the Steering Committee for OVC and the Technical Working Groups; formation of community project teams (OVC Support Teams, and Community Coalitions); and establishment of working relationships with project partners (such as FOMWAN, CSACEFA, TSHIP, and LEAD). The project also identified and held sensitization meetings to discuss vocational and educational opportunities, and trainings were carried out for different stakeholders.

The evaluation team concluded, based on interviews with key informants, that these activities were producing relevant and effective results in the communities assisted. NEI stakeholders indicated that the OVC interventions in the community are relevant and effective. They deemed the training to be impactful in ensuring the achievement of project objectives in terms of increasing access of OVC to education and strengthening the capacity of civil society to participate in educational planning and decision-making.

The community groups claimed the project has really helped them to be conscious of the needs of the children and build their capacity to identify means of solving problems collaboratively with other state and non-state actors in their communities. The training for media officers and the follow-up and mentoring activities have enabled stakeholders to develop understanding and passion for the OVC work. Stakeholders agreed that they have all received one form of training or another that has empowered them to provide educational and other support to the children. However, discussions with them indicated gaps in information sharing and use, especially between the project team and government representatives at LG and state levels. For example, data management remains in hard copy form because the electronic platform (National OVC Management Information System) is not yet operational in the government offices. Key informants also felt that graduates in vocational training from Non-Formal Learning Centers lacked some form of starting capital for establishing micro-businesses.[18]

An issue arose for the evaluation team in the assessment of results achieved in support of OVCs because of the inconsistency of project indicators. Not all indicators were reported in the annual reports and some that had been in early reports were revised at will in subsequent ones, without reference to the indicators they replaced. Yet it appeared that the project had met more than 50% of its targets as of December 2012. The results in terms of system strengthening have been the least satisfactory: most are either in progress, not completed or halted by directives from the national level and USAID. For instance, the NEI project's OVC team said they were directed to stop the

[18] The vocational training for NFLC students was not in the design; it was a good idea that spread as did the suggestion of start up capital. As such, it doesn't not show any lapse in meeting targeted results on the part of the NEI project.

support for the process of developing of the State Action Plan for OVCs since the National Plan for OVC response had expired and the new one was just being developed. For this reason they said they could not meet that target.

Focus group respondents credited a lot of project achievements to the capacity building strategy of the project. Respondents in focus group discussions said they went through various trainings, designed to empower them with skills to facilitate their work and help them develop a caring and patient attitude in dealing with the children. The trainings were designed for different project groups, including the Steering Committees, Technical Working Groups, Community Education Forums, Community Coalitions, OVC Support Teams, teachers, caregivers and the OVC. Topics included, among other things, sensitization, involvement of religious and traditional leaders, provision of psychosocial support and life skills training for the children, resource mobilization, use of data collection tools, community mobilization and sensitization, developing and implementing action plans, and advocacy.

Local and international facilitators from NEI, Implementing Partners, and UNICEF assisted with the programming for vulnerable children. Some of the trainings at the LGA and community levels were facilitated by the NEI team, as well as by Ministry officers, members of the Technical Working Groups including CSACEFA, FOMWAN and School Based Management Committee members.

All NEI stakeholders interviewed indicated that the OVC interventions in the community are relevant and effective. They deemed the trainings to be impactful in increasing access of OVC to education and strengthening the capacity of civil society to participate in educational planning and decision-making. Community group members claimed the project has helped them to be conscious of the needs of the children and has built their capacity to solve problems collaboratively with other state and non-state actors in their communities.

The Technical Working Group, Community Coalitions, and Community Education Forum also noted the strength of the capacity building component of the project. They were empowered and equipped with skills that have produced the results and success of the project. Technical Working Group members said the caregivers' training has also been very useful for mallams,[19] who learned how to care for the children, while advocacy and resource mobilization have helped communities identify and recruit both material and financial support locally for OVC. They also claimed that the Child Status Index training has been useful in the identification, selection and management of the children.

In response to the need for more coordination of OVC support within the states, the NEI project promoted the concept of "compassionate communities" to encourage the care of OVC. It established Community Coalitions and OVC Support Teams where no

[19] A Mallam is a 'learned one' of male gender, who in this context teaches boys and men in Quranic schools; Mallama is the female equivalent, who teaches girls and women.

such groups existed, and strengthened those already on the ground. The project targeted whole communities to understand the needs of OVC, avoid stigmatization, taking the needs of girls and Almajiri/Almajira into account particularly, while strengthening networks, systems, and institutions. The OVC Support Teams said the enlightenment has increased the community support for OVC and increased enrollment of OVC in formal and non-formal education, especially the girl child.

Interviewees also said the OVC Support Teams are well placed to help the children because they are members of the same community and they are able to support them in the community as well as in the school. Community Coalitions partner with the OVC Support Teams to ensure success of the activities collaboratively. They also said the NEI project helps the community identify their problems and means by which to resolve them.

NEI helped to increase support for OVCs among teachers by building the latter's' understanding of vulnerability and its impact on children's health and academic growth while strengthening their ability to teach literacy, numeracy, and basic life skills instruction. Some of OVC Support Team members said psychosocial life skills trainings have improved the methods of teachers working with the children. Teachers noted that, with trainings on sexual and reproductive health, there is improvement in OVC personal hygiene, interpersonal relationships and personal values, as well as reproductive health information; for example, adolescent girls are informed how to take care of themselves during menstrual cycles. As a result of the packages they receive, the children no longer miss school for want of clothes, educational supplies or other necessities.

> "The NEI project has spurred government action that has transformed Almajiri traditional system to an integrated Quranic education in the state."
>
> Alaramma Zirami
> State Secretary, Bauchi Association of Tsangaya Proprietors

The partnership between the OVC Support Teams and the Community Coalitions also enhances advocacy. There is an action plan in every school. The media advertisements are effective because they highlight the importance and usefulness of taking children to school. To make school attendance easier, NEI provides forms and registers for enrollment as well as other services for the children.

The Community Coalitions go regularly to schools to monitor the activities being carried out. The effectiveness of the strategy shows in a statement by a member of the OVC Support Team, who said, *'If outsiders (Americans) can think of and support our children, we too should support and take care of them'*. (OVC Support Team member, Illela, Sokoto State); another said, *"NEI has just reminded us of our obligation as Muslims to take care of OVC."*(OVC Support Team member Bodinga, Sokoto State)

The Technical Working Groups said there is improvement in the level of coordination between state actors and non-state actors; collaboration between government Ministries, Departments and Agencies; increases in state budgetary allocations for OVC for some state education activities; increases of enrolment of children in education,

school retention, and vocational training for the older OVC; and increased self-reliance and empowerment of the children, especially adolescent girls.

However, the oversight of OVC identification and support remains parceled out among several ministries (Ministry of Islamic Affairs, Ministry of Religious Affairs, Adult and Non-Formal Education Agency/State Agency for Mass Education and Ministry of Women's Affairs). The National OVC Management Information System remains only a paper roster. As of now, OVC achievements are considerably dependent on the continued support of NEI, its staff and its local NGO implementing partners. Until the NOMI data system is up and running, one cannot be sure that the hard work of OVC identification, support and referral to OVC beneficiaries done by local communities will be preserved and used as a base for action, including advocacy, once the NEI project closes.

Questions 6: *How effective are the Non-Formal Learning Centers (NFLC) in literacy acquisition by the Almajiris and their mainstreaming into the formal education system?*

Findings and conclusions:
The NEI project activities were designed to improve literacy acquisition by the Almajiris in non-formal learning centers, and their mainstreaming into the formal educations system. The evaluation team found that these activities were producing positive and sustainable results, including:

- Non-Formal Learning Centers are in demand, particularly among girls
- Children are passing Non-Formal Learning Centers exit exams in literacy and numeracy.
- Some are mainstreaming into formal schools.
- Non-Formal Learning Centers were supplied with facilitators to teach integrated curriculum.
- Non-Formal Learning Center facilitators have had additional training in literacy and numeracy.
- Vocational training has been added to some Non-Formal Learning Centers' curricula.

Non-Formal Learning Centers, pilot integrated Quranic schools established in NEI LGAs, have offered a promising educational alternative to formal schools, while also providing a blueprint for improving the quality of Nigeria's non-formal schools. At the project's start, ten LGAs per state were selected, based on geography and security. In each LGA, four public schools, two Islamiyya schools and four Non-Formal Learning Centers were chosen to be NEI pilot schools. The Non-Formal Learning Centers selected were Quranic schools whose proprietors agreed to add or improve literacy and numeracy instruction for their centers through NEI. About a third of them already included these subjects with their Quranic teaching.

Nigeria has about six million children enrolled in Quranic schools, [20]mostly in the north. Parents send their children to these schools to learn the Quran. For many of these children, the Quran is their only education. Through this education, some children learn to use Arabic script to write their own language (Hausa, the dominant language in Bauchi and Sokoto) in a writing system known as Ajami. Opinions differ as to whether this script is still widely used. It is reported that some Hausa, particularly girls and women, continue to rely on this script. But most Quranic schools do not offer literacy and numeracy or any other secular education curriculum; 'graduates' are often not literate in any language. Many parents apparently fear that if such subjects are allowed into the Quranic schools, Western values will infiltrate along with them and erode Muslim teachings.[21] This attitude persuaded NEI to start small; the first Non-Formal Learning Center literacy classes were limited in size. However, as NEI winds down, Non-Formal Learning Centers are growing in size in some LGAs; in Sokoto, pilot NFLCs have expanded enrollment by 50%, growing from 8,000 to 12,000, and still more parents clamor to enroll their children.[22] This turnabout was attributed to three things: a crucial study tour, literacy and numeracy teaching, and the addition of vocational training.

The initial response of Quranic school proprietors to NEI's proposals for literacy and numeracy integration was mixed. Some mallams that had initially agreed to be one of the 80 pilot Non-Formal Learning Centers withdrew before any activities started. Then a study tour took 20 Quranic school proprietors from both states to visit Integrated Quranic Schools in Kano state soon after the project began. Apparently liking what they learned from this tour, these proprietors have become 'ambassadors' for integration and could potentially become allies for more integrated Quranic schools post-NEI.

Second, literacy and numeracy were introduced into all of the Non-Formal Learning Centers with due regard for cultural and religious preferences. During the project's first year, NEI supported an Assessment of Non-Formal Learning Centers in Bauchi State (September 2010). The analysis of parental reservations on the introduction of 'Western' subjects to the Non-Formal Learning Centers was an important part of that report. Even though the parents wanted all three subjects for their children, they thought the Quran should be taught separately from the other two. A successful solution in some LGAs was the scheduling of Non-Formal Learning Center literacy and numeracy classes on Thursdays and Fridays when the Quranic schools were usually closed. NEI's flexibility on this promoted smoother adoption of the new subjects. Since the first 2010 assessment, NEI and State Universal Basic Education Board in both states have created two helpful manuals on: 1) integrating core subjects into Non-Formal

[20]Evaluation Scope of Work for Northern Education Initiative (NEI) Project, page 1.
[21] Assessment of Non Formal Learning Centers in Bauchi State, Final Report.NEI, 2010.
[22] Although smaller in number, the population of girls in NFLCs has grown more rapidly than enrollment of boys because parents and caregivers see these schools as safer for their daughters because they are religious schools.

Learning Centers and 2) mainstreaming willing Non-Formal Learning Centers learners into formal schools.[23]

Numeracy and literacy facilitators were assigned to all NEI pilot Non-Formal Learning Centers. Some facilitators are fully qualified teachers. If a fully qualified teacher was not available, a National Certificate of Education holder (senior high school graduate plus 3 years) or a grade 2 teacher (7 years of primary school, 5 years of teachers college) could be hired. Both the Non-Formal Learning Centers and their facilitators were managed by an NGO sub-grantee on behalf of the NEI LGA. Fortunately, a harmonized version of a curriculum for integrated Quranic schools, supported by UNICEF in 2003,[24] was already available (see box).

The harmonized UNICEF curriculum offers three years of study in two stages and, taken together, these stages help a pupil attain the equivalent of a P6 literacy level, ready for Junior Secondary School in half the time taken by the formal school curriculum. Were this kind of literacy package to be widely used and effective, it could shorten the path to widespread reading ability in Nigeria.

Outline of UNICEF syllabus:

a) Stage One: Literacy in Language of Immediate Community and Numeracy. Course lasts for one year and prepares a pupil to enter P 4.
b) Stage Two: Two groups of subjects for two years, preparing a pupil to enter Junior Secondary School
   - English language and Mathematics
   - Life Skills, Health and Social Studies, Peace and Conflict Resolution

Third, an NEI-supported vocational training program began in many Non-Formal Learning Centers with the purchase and installation of equipment for sewing, knitting, and embroidery within these centers. Then the Center Based Management Committees that NEI established and/or trained to support the Non-Formal Learning Centers went into action. Many of these Center Based Management Committees [25] recruited local artisans for a more varied and flexible plan of vocational apprenticeship. In return for a small payment from NEI (7,000 Naira), a local businessperson would agree to mentor a Non-Formal Learning Center student worker for a semester. Vulcanizing or tire repair, henna decoration, hair braiding, metal-smithing, pomade preparation and brick laying are some of the occupations that have been taught to Non-Formal Learning Center apprentices.

The pilot Non-Formal Learning Centers are now offering an appealing and quick educational package, including a short cut to literacy, and sometimes vocational training, while allowing Quranic studies to continue in their traditional manner.

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23 These manuals are particularly helpful in comparison to the national government's impractical guidance. The Operational Guidelines for the Implementation of the Almajiri Education Program, (see bibliography) are overly concerned with model school construction and bureaucratic expansion.

24 Non-Formal Education Curriculum for Quranic Schools, Federal Government of Nigeria/UNICEF Assisted Non-Formal Education Project, 2003

25 Center Based Management Committees help manage the Non-Formal Learning Centers in much the same way that School Based Management Committees help formal schools. They are both similar to Parent-Teacher Associations but membership is not restricted to parents and teachers alone.

But there are some rough patches to be found in the level of record keeping for Non-Formal Learning Centers and the attitude of Basic Education's Working Group and Steering Committee towards Non-Formal Learning Centers. Non-Formal Learning Center proprietors tend to be lax about systematic management tools and records. Most of these institutions are privately owned and their freedom from bureaucracy has allowed them to be this way. One of the challenges remaining is teaching proprietors the value and maintenance of records.

4Focus group discussion with NEI pilot school students, in Bauchi Ministry of Education

However, many formal schools were also failing to keep adequate records on transfers from Non-Formal Learning Centers. The Team found nothing comprehensive about mainstreaming from State Universal Basic Education Board or the Ministry of Education, not even in the Education Summit reports from September 2012. Sokoto's State Agency for Mass Education and Bauchi's Adult and Non-Formal Education Agency keep some incomplete records.

The team was able to obtain some incomplete statistics on mainstreaming from Community Coalitions, but data on mainstreaming would most appropriately be gathered and reported to EMIS by the formal schools into which the children transfer for further schooling, and unfortunately such data were not available.

In summary, NEI-supported Non-Formal Learning Centers could provide a viable model to extend literacy and numeracy to OVC in Nigeria. As already described, the task of educating out-of-school and Quranic school children is a large and critical one. Political leaders are well aware of this compelling need. When queried about the most important pending education program, the Chairperson of the Education Committee in the Bauchi House of Assembly emphatically confirmed school integration (i.e., the integration of literacy and numeracy into Quranic schools) was a top priority. Beyond this, in the opinion of the evaluation team, much remains to be done to facilitate the mainstreaming of pupils from non-formal schools into the formal system.

Question 7: *In what ways did the project respond to the gender imbalance in education in these states, and what changed?*

Findings and conclusions:
The evaluation team found that while significant steps are being taken to redress gender imbalance in Bauchi and Sokoto, it was not possible to attribute these steps directly to NEI project activities; nonetheless there is no doubt that the project has contributed its influence toward reducing gender imbalance.

Available data indicate more widespread gender awareness, and greater involvement of community and religious leaders in questions relating to gender imbalance, in Bauchi and Sokoto. There is generally increased enrolment of girls in formal schools in both states. Both states are enrolling and providing full scholarships to female teachers from rural areas in Colleges of Education, provided they agree to return to their rural village and teach for 3 years.

Yet despite the progress made on education of females, long distances to school and other cultural and economic barriers remain an impediment to enrolment of the girl-child. Participation of women is also relatively low in membership of the community groups (School Based Management Committee, Center Based Management Committee, Community Education Forum, Community Coalitions and OVC Support Teams). Therefore, more males than females are still empowered through the various capacity-building initiatives of the project.

Society's views of gender are difficult to change when gender roles are deeply seated in local religion and culture, so NEI limited its gender work to awareness. This has been part of nearly every NEI component, even if women are still not well represented among NEI committee members. Initial reservations about mixed gender membership on NEI committees slowly evaporated and men who originally opposed women on their team now have no problem working with them.

Media has been NEI's ally. Posters promoting education for the girl child were seen frequently in both states. NEI worked particularly to raise awareness among traditional and religious leaders, some of whom became champions for this issue. The latter have played key parts in the increases of girls' enrollment in school and the Non-Formal Learning Centers. "The Girl-Child" was also a presentation topic for discussion at the September 2012 Education Summits. Promotion of Non-Formal Learning Centers may slowly help improve gender education balance because many parents seem to prefer integrated Quranic Schools for their daughters' education.

In sum, although the absence of girls in rural public schools and of women on NEI-sponsored committees is still dramatic, local awareness of the gender equity issue has definitely increased.

Question 8: *How has NEI's collaboration with other partners and donors affected project's performance?*

Findings and conclusions:
One of the change strategies planned by NEI has been to build on what exists by working collaboratively with state and local counterparts to understand the status of the education plans and needs of the two States, and then to provide assistance to help them reach the next stage. [26]This same principle was applied to donor and partner

[26]Revised Technical Proposal – Nigeria Northern Education Initiative (NEI), 2009.

collaboration. The project worked collaboratively with UNICEF, USAID/LEAD Project and local partners to achieve results and goals.

Early on, LEAD used assessment tools[27] that it developed to evaluate community human capacity needs, and followed up with training. Since many local staff members were working for both projects, NEI benefited from LEAD's work. NEI built on LEAD assessments to complete its own initial human capacity assessment. But NEI also added its own expertise to further the goals of its partners. For example both NEI and LEAD were working in the same ten LGAs per state but LEAD was active in two additional LGAs. When asked whether these two LGAs differed from the other ten, a LEAD staffer noted delivery of social services was better in the ten LGAs shared with NEI. This could be because of NEI's emphasis and attention to action planning.

Additionally NEI had particularly strong ties with FOMWAN and CSACEFA, local NGOs that were full partners in the NEI project design, bidding and contracting process as well as sub-grantees supervising specific LGAs in both States. Through this partnership, NEI harnessed unusually powerful sources of knowledge and commitment to the success of its project. Interviewing representative of the two NGOs in both states, the team noticed a high degree of understanding and confidence among them .As a representative of one of these two partners noted, *'If we aren't there, you aren't there!'* (CSACEFA Representative, Sokoto State)

The evaluation found out that the project built also on existing programs of other donors to strengthen the educational system in both States. For example, the curriculum used for the Non-Formal Learning Centers is a harmonized version of a curriculum for integrated Quranic schools developed by the Federal Government of Nigeria with support from UNICEF in 2003. NEI is also collaborating with the DfID's Education Sector Support Program In Nigeria in Education Management Information System and Medium Term Sector Strategy through Monitoring Learning Achievement, on teacher practices, curriculum and Continuous Assessment system. As mentioned above, some of the community groups and communities already existed, developed by earlier USAID projects like COMPASS and LEAP, the Steering Committee and the Technical Working Groups for the education and OVC objectives also provide opportunity for the project team to interact and work with other partners supporting the States since the committees bring together many education and OVC stakeholders in the States

Finally, local participants in NEI, such as the OVC Support Teams, the Community Coalitions, and the School Based Management Committee were often successful in garnering contributions from the private sector. For example, wealthier community members built some Non-Formal Learning Centers, classroom blocks and even sold land to communities at half price so additional schools could be built.

27Organizational Capacity Assessment (OCA) Tool for LEAD Program's Civil Society Organizations

Key Recommendations

1. **Institutional Sustainability.** NEI should develop an institutional sustainability plan identifying a government team and community group structure that can operate sustainably to reform and improve the education sector after the NEI project has closed out. This plan should assess the extent to which State Universal Basic Education Boards can assume responsibility for coordination and logistics of both LGA-level and state-level Community Education Forums. More broadly, USAID should encourage state governments to consider some budget support for the Community Education Forums.

2. **Planning and Budgeting Processes.** In follow-on education activities supported by USAID, State-level Community Education Forums should be encouraged to lobby on behalf of the State Universal Basic Education Boards and local communities for timely release of funds by the Ministries of Budget & Economic Planning, and also the Ministry of Finance. This planning and budgeting process should be monitored closely by the Community Education Forums and supported by new legislation. Beyond this, state governments should be encouraged to provide funds for bi-annual State Education Account exercises, to be monitored by the Audit Office and community groups to ensure value-for-money in education expenditures.

3. **School Report Cards.** USAID should strongly encourage NEI to follow through on its original objective to initiate a comprehensive School Report Card program that allows parents, communities, LGA authorities, and state and federal agencies to compare school performance based on readily available data, such as enrollment records, pupil-teacher ratios, pupil-classroom ratios, pupil-toilet ratios, teacher absenteeism, and as they become available, annual primary school pupil literacy and numeracy tests. The form of the Report Card should communicate basic facts about each local school clearly to parents and communities.

4. **Language of the Environment.** USAID should encourage policies to see that both pre- and in-service teachers are trained to give reading instruction in the language of the environment, and that reading in the language of the environment is added as a daily subject in the Basic Education curriculum. Beyond this, a policy to assign only teachers who are fluent in the language of the environment to grades P1 to P3 should be considered.

5. **NFLCs and Mainstreaming.** USAID should work toward expansion of the number of non-formal learning centers, and conduct more study tours for Quranic school proprietors to visit integrated NFLCs, in order to reduce misinformation about them. NFLC students completing a Phase 1 literacy and numeracy course should be assessed and the results made available to public. Data on mainstreaming from non-formal learning centers should be gathered and reported to EMIS by the formal schools into which the children transfer for further schooling.

VI. ISSUES

There were no significant issues outstanding following USAID's review and the evaluation team's revision of the draft evaluation report.

VII. FUTURE DIRECTIONS

This section notes a number of suggestions for future directions that USAID might consider examining as it plans activities in the education sector in Nigeria.

As highlighted in the recommendations section, one of the key challenges for future programming in the education sector will be to ensure sustainability of the institutional structure that the NEI project, and previous USAID-supported activities, have been able to put into place. NEI should develop an institutional sustainability plan identifying a government team and community group structure that can operate sustainably to reform and improve the education sector after the NEI project has closed out. This plan should assess the extent to which State Universal Basic Education Boards can assume responsibility for coordination and logistics of both LGA-level and state-level Community Education Forums. More broadly, USAID should encourage state governments to consider some budget support for the Community Education Forums.

To take one example that would be actionable in any extension to the current project, NEI should prioritize the sustainability of OVC oversight by fully implementing NOMIS in appropriate ministries and agencies. In this way, state records of orphans and of historical and potential sources of help for orphans and vulnerable children can be part of the public record after NEI completes its work. More broadly, greater clarity about OVC oversight and support should become common, transparent knowledge.

Also as highlighted in the recommendations section, in follow-on education activities supported by USAID, State-level Community Education Forums should be encouraged to lobby on behalf of the State Universal Basic Education Boards and local communities for timely release of funds by the Ministries of Budget & Economic Planning, and also the Ministry of Finance. This planning and budgeting process should be monitored closely by the Community Education Forums and supported by new legislation. Beyond this, state governments should be encouraged to provide funds for bi-annual State Education Account exercises, to be monitored by the Audit Office and community groups to ensure value-for-money in education expenditures.

The fact is that transparent and accountable school budgeting is the very foundation for reform and improvement of the education sector in Nigeria, and in this light, it should be made clear that any consideration of G2G financing by USAID of education sector investments must be preceded by fully the establishment of fully transparent and

accountable education expenditures, to provide the basic information needed by parents and communities to advocate for reform.

Also in the vein of enabling and empowering parents and communities, the evaluation has recommended that USAID should strongly encourage NEI to follow through on its original objective to initiate a comprehensive School Report Card program that allows parents, communities, LGA authorities, and state and federal agencies. This basic information is needed by parents and communities so that the performance of each school may be compared with others, based on enrollment records, pupil-teacher ratios, pupil-classroom ratios, pupil-toilet ratios, teacher absenteeism and other data that are readily available. Simplicity and comprehensiveness is the key in this effort, which should not be made to wait until primary school pupil literacy and numeracy tests, or teacher evaluations, are available from all schools. The form of the Report Card should communicate basic facts about each local school clearly to parents and communities.

5NEI-sponsored meeting for caretakers of OVCs in Sokoto

The evaluation recommendations also envision that USAID will encourage policies to see to it that both pre- and in-service teachers are trained to give reading instruction in the language of the environment, and that reading in the language of the environment is added as a daily subject in the Basic Education curriculum.

Finally, the evaluation recommends that in future activities, USAID should work toward expansion of the number of non-formal learning centers, and conduct more study tours for Quranic school proprietors to visit integrated NFLCs, in order to reduce misinformation about them. NFLC students completing a Phase I literacy and numeracy course should be assessed and the results made available to public. Data on mainstreaming from non-formal learning centers should be gathered and reported to EMIS by the formal schools into which the children transfer for further schooling. USAID should consider conducting an assessment comparing Stage 1 and Stage 2 NFLC graduates with their formal school equivalents, to determine whether it might be appropriate to encourage some kids to stay in the NFLC long enough to obtain the equivalent of a primary education rather than pushing them toward mainstream schools.

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ANNEXES

Annex I: Evaluation Statement of Work

Evaluation Scope of Work for
Northern Education Initiative (NEI) Project

I. BACKGROUND INFORMATION

A. Project Identification Data

Development Objective	Project Title
AO 5: Education	Northern Education Initiative
Award Number	**Award Dates**
EDH-I-00-05-00026-00	November 20, 2009 - September 19, 2013
Funding	**Implementing Partners**
$43,702,838	Creative Associates International Inc. (CAII)
COR/AOR	
Haladu Mohammed	

B. **Development Context:** The quality of basic education in Nigeria is extremely poor, with low enrollment, unacceptably low academic performance and high levels of non-completion of primary education. There are 30 million primary school-aged children in Nigeria, with only 20 million of these enrolled in primary school. This leaves an enormous number of out-of-school children and young adults who possess limited literacy and numeracy skills and have little hope of ever joining the formal workforce. Nigeria has approximately six million pupils enrolled in Qur'anic schools (Almajiri), predominantly in northern states. These schools are under the direction of mosque leaders and local Imams, and do not offer any secular education curriculum. Often the school is unable to support its' students, and they are reduced to begging in the streets for their sustenance. This makes the Almajiri susceptible to engagement in extremist activities, like that of the Boko Haram sect, thus contributing to instability. The situation becomes more precarious when the gender dimension is added. Nationally, about 43 percent of primary school-aged girls do not have access to basic education, and approximately two million more girls than boys are out of school. Children orphaned or made vulnerable from any number of causes, including HIV/AIDS, often have greater difficulties accessing education. The *Situational Analysis of Orphans and Vulnerable Children in Eight States in Nigeria* conducted in 2008 by the USAID-funded Catholic Relief Services (CRS), and the Catholic Secretariat of Nigeria's S*caling Up Nigeria (SUN): Faith Based Responses to HIV/AIDS Orphans and Vulnerable Children* reports noted that most OVC and

caregivers rated education as the area of greatest need, followed by insufficient food.

Under Nigeria's constitution, the Federal Ministry of Education (FMOE) is responsible for guiding basic education policy decisions. Unfortunately multiple government agencies, including at least 21 parastatals with overlapping mandates in the education sector, has completely undermined FMOE effectiveness. Adding to this complexity is the relative independence of each State Ministry of Education (SMOE) and each State Universal Basic Education Board (SUBEB), creating a situation where no two states have exactly the same systems for the provision of quality basic education.

State and local governments lack the tools, mechanisms, and procedures for meaningful oversight of classroom and school activities. Education directors and School Head teachers have limited access to trainings that build their capacity as education leaders. Furthermore, efforts to boost accountability and participation through parental involvement are perfunctory or limited to the catchment areas of donor projects. The flow of data for decision making is almost non-existent and limited to basic indicators such as gross enrollment. HIV/AIDS and other socio-economic factors combine to produce orphans and vulnerable children driven to the streets to beg, where they often become the victims of further abuse and nefarious activities.

As the federal government places an increasing emphasis on decentralizing of education services, the opportunity exists to create greater efficiencies in the sector at the state and local government levels. The Northern Education Initiative is designed to respond to these challenges in target states of Bauchi and Sokoto in northern Nigeria.

C. **Results:** The overarching goal of the project is to deliver quality basic education services to children in Bauchi and Sokoto states. The project achieves this by working toward two objectives: (1) *strengthening state and local government capacity to deliver basic education services* and (2) *increasing access of Orphans and Vulnerable Children to basic education and other services*.

Achievement of Objective 1 requires the following:

(i) <u>Strengthen strategic planning systems</u> by building the capacity of states to develop Medium-Term Sector Strategies (MTSS) and Education Sector Plans (ESP); strengthen the review process of these plans and strategies; and strengthen civil society participation in their development process.

(ii) <u>Improve financial resource management and budgeting</u> by examining funding and expenditure patterns through a state education account study (SEA); improving budgeting procedures and funding application practices; improving the accounting, procurement and logistics management systems; and piloting the use of school discretionary funds and school-based budgeting.

(iii) Strengthen education management information systems (EMIS) by adapting the national EMIS policy; installing EMIS hardware and software; and providing training in the use of the system to link multiple education data sets to increase the scope of data; strengthening data utilization and communication capacity; and strengthening school census data collection system.

(iv) Strengthen teacher education systems by adapting the national teacher education policy; developing funding proposals for teacher education; and improving the quality of teaching and learning of literacy, numeracy, and life skills.

(v) Improve teacher management, support, and supervision systems by building teacher management information systems; strengthening teacher recruitment and deployment procedures; and increasing government capacity to provide pedagogical support to schools.

(vi) Improve performance management and accountability by strengthening capacity to monitor school performance and strengthening capacity of civil society to participate in educational planning and decision-making.

Achievement of Objective 2 requires the following:

(i) Increase support and provision of education and health services for Orphans and Vulnerable Children (OVC) by establishing community coalitions to sensitize the community on orphans needs; setting up an orphans referral system for education and health services; enhancing teacher ability for literacy and numeracy instruction to OVC; establishing non-formal learning centers; providing OVC support packages; and providing access to vocational education.

(ii) Increase support and provision of supplementary Orphans and Vulnerable Children (OVC) support activities by training teachers and OVC support persons in mentoring, psycho-social counseling and hygiene; implementing an adolescent girls program component; establishing "kids clubs"; and building capacity of communities and caregivers to support OVC education and well-being.

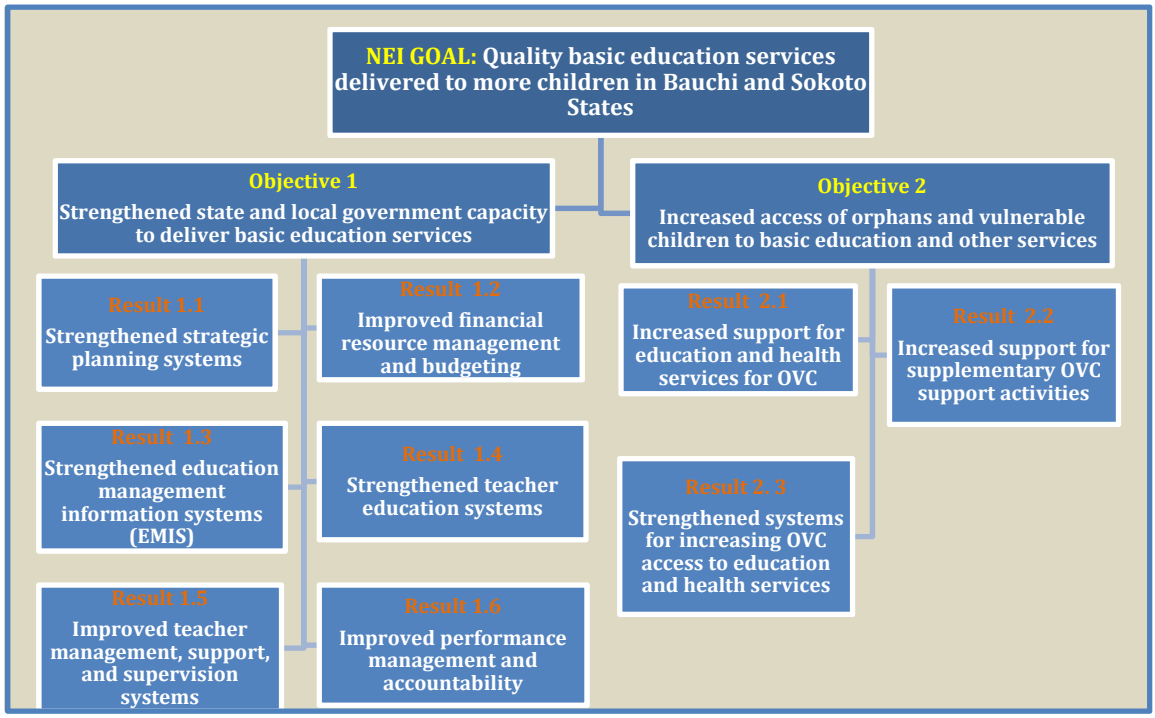
(iii) Strengthen systems for increasing access to education and health services by adapting the national OVC plan of action in Bauchi and Sokoto states, developing procedures to integrate academic subjects into Qur'anic schools, and building capacity of OVC-related government ministry systems and officers to integrate OVC into formal schools.

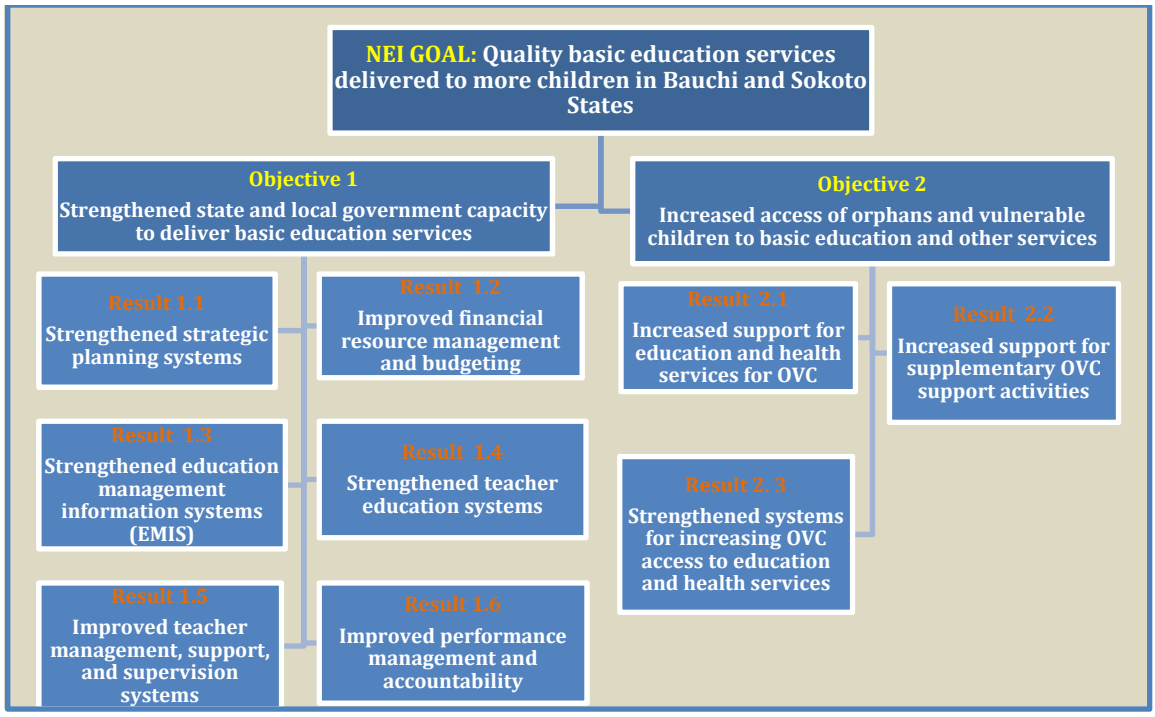
Theory of Change: The education project's development hypothesis connotes that if (i) a responsive policy-investment framework and the system to operationalize and implement it effectively at each level of the education system is strengthened, and (ii) education services are tailored to fit the various educational, emotional, and physical needs of children and provide support to "at-

risk" and vulnerable children, then the quality basic education services becomes for and accessible to all segments of society.

Essential systemic capacities to deliver services entail strong planning, good financial and resource management, accurate and reliable information, effective teacher education and management, and transparent management and accountability. Increased accessibility of education entails provision of basic educational and health services to OVC, Almajiri, and girls.

Results Framework: The Northern Education Initiative Results Framework (RF) depicts the project's results-based strategy for achieving the two objectives and lays the foundation toward attaining the goal.





Approach and Implementation: The education project works with government partners to adapt or operationalize policies, enhance (or create) systems, and develop procedures to address five key elements common to effective schools, including learning, teaching, school management, parental participation, and support for and responsiveness to children's needs that affect their ability to learn. This is done so that educational and other services are routinely and effectively delivered to schools and children by the Government of Nigeria. The project provides for and builds the capacity of both local communities and government agencies to initiate and support OVC programs and services, including education, health, life skills' and psycho-social counseling. The project catalyzes the delivery of some of these services by state and local government in selected local government education areas (LGEAs), schools, and communities. The project works intensively with 10 LGEAs in each state and in 10 demonstration schools (four government primary schools, two Islamiyya schools, and four non-formal Learning Centers) per LGEA, for total of 100 demonstration schools per state. Up to 10 schools per state (one per LGEA) are used to trial some of the more experimental interventions, which require more scrutiny before rolling out to demonstration schools.

This approach serves multiple purposes. 1) it builds capacity and provides hands-on experience of the state and local governments; 2), it demonstrates that the systems and procedures are viable; 3) it provides a structure for a "whole school" model, which brings together education system support and OVC support; and 4) it enables the project to measure the impact of these reforms and systemic improvements on schools, teachers, students, and communities within the project timeframe.

D. Existing Data:

USAID/Nigeria expects the evaluation team to review a number of relevant documents both from the team's home office and while in-country. These documents should include, but are not limited to:

- Original Northern Education Initiative (NEI) Scope of Objectives (SOO)
- Past Northern Education Initiative (NEI) Performance Management Plans (PMPs), as well as Quarterly and Annual Reports
- The 2010 Nigeria Education Data Survey NEDS report
- The 2010 and 2011 Early Grade Reading Assessments (EGRA) conducted by RTI
- The Mitchel Group's Evaluation of Community Participation and Action in Social Sector (COMPASS), a past USAID/Nigeria education project
- USAID/Nigeria's internal assessment of Literacy Enhancement Assistance Program (LEAP), a past USAID/Nigeria education project
- USAID's global Education Strategy, USAID/Forward documents, and USAID Evaluation Policy
- TIPS 17: Constructing An Evaluation Report
- Checklist for Assessing USAID Evaluation Reports
- Conducting Mini Surveys in Developing Countries
- Data Quality Assessment Reports.

Program reports and performance data can be obtained from Nigeria Monitoring and Evaluation Management Services (NMEMS II) and the project offices. USAID website is a good source for background briefs and policy and regulatory papers.

II. EVALUATION RATIONALE

A. Evaluation Purpose: The purpose of evaluating the Northern Education Initiative (NEI) is to assess the extent to which the project is on track to meeting its key objectives and identify promising practices, unmet needs, or unintended consequences from the implementation of the project, taking into account any contextual factors that might have been enabling or inhibiting ;in order to use the results to make decisions for possible developmental redesign of the project for its duration and/or follow-on project..

B. Audience and Intended Users: Lessons learned from the NEI Evaluation will be used

1. By the project management to better strategize and fine-tune the project for greater impact in the remaining life of the project
2. To guide USAID/Nigeria to identify best practices for consideration in the design of follow-on activities
3. By target partner institutions to plan better sustainability strategies for replication and scale up.

C. Evaluation Questions

1. To what extent is the education project on track to meeting its key objectives as assessed from observers in the partner institutions and others? Identify lessons learned and promising practices and strengths and weaknesses that influence the success or lack thereof of management (operation) of the project.

2. Has the current security situation had any impact on project implementation and results?

3. How effective is the GON capacity strengthening component of the NEI project?
   a. What evidence suggests that skills acquired through Northern Education Initiative capacity improvement interventions are being applied by government officials and the system is being strengthened?
   b. Have the institutionalized new practices in the government education management system in these states making them ready for engagement in USAID's G2G initiative?

4. Is there an enabling and supportive institutional environment? If not, what is the bottleneck? What key success factors can be determined?

5. How relevant and effective have OVC interventions in the communities have been, including the training of Community Coalitions? To what extent has the training of Community Coalitions?

6. How effective are the Non-Formal Learning Centers (NFLC) in literacy acquisition by the Almajiris and their mainstreaming into the formal education system?

7. In what ways did the project respond to the gender imbalance in education in these states, and what changed?

8. How has NEI's collaboration with other partners and donors affected project's performance?

III. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Design: Based on the information provided within this Statement of Work, the Offeror is expected to submit a written description of (or approach for developing) the proposed methodology they would apply to carry out the evaluation. USAID/Nigeria envisions a mixed methods evaluation.

B. Data Collection Methods: The following data collection methodology is proposed by USAID/Nigeria. However, USAID/Nigeria also expects the Offeror to recommend additional and/or alternative methodology based on the information provided in the Statement of Work, which can be done within time, security, and budgetary constraints.

- A mixed-methods evaluation that helps USAID/Nigeria make any necessary course-corrections for the project's final year, and informs future educational programming decisions
- Key informant interviews with stakeholders at multiple levels within the project, from the local level up to state and national level, including pupils
- Focus group discussions and group interviews of stakeholders at various levels

Evaluation Question	Type of answer needed	Method of Data Collection and Source	Sampling or Selection Approach	Data Analysis Method (s)
To what extent is the education project on track to meeting its key objectives as assessed from observers in the partner institutions and others?	Normative and Descriptive	Review of project documents, Key Informant Interviews Desk reviews	Purposive sampling by the different components of the project in the two states	Qualitative and Quantitative data analysis using descriptive statistics
Has the current security situation had any impact on project implementation and results?	Descriptive	Key Informants Interviews	Purposive sampling of project staff	Qualitative data analysis
How effective is the GON capacity strengthening component of the NEI project?	Descriptive	Key Informant Interviews with SC, TWG and CC members	Purposive sampling	Qualitative and quantitative data analysis

Evaluation Question	Type of answer needed	Method of Data Collection and Source	Sampling or Selection Approach	Data Analysis Method (s)
Is there an enabling and supportive institutional environment? If not, what is the bottleneck? What key success factors can be determined?	Normative	Key informant interviews with project staff, TWG and SC members	Purposive	Qualitative
How relevant and effective have OVC interventions in the communities been, including the training of Community Coalitions?	Descriptive	Document review FGD Interviews	Select from Kids clubs, Adolescent girls intervention s and NFLC.	Qualitative
How effective are the Non-Formal Learning Centers (NFLC) in literacy acquisition by the Almajiris and their mainstreaming into the formal education system?	Descriptive	Review of project documents, KII and FGD with proprietors of Qur'anic schools and local leaders	Purposive sampling of NFLCs and proprietors	Qualitative and Quantitative data analysis
In what ways did the project respond to the gender imbalance in education in these states, and what changed?	Descriptive	FGD KII	Sample Adolescent Girls Intervention participants, Ministry of women affairs, project staff.	Qualitative
How has NEI's collaboration with other partners and donors affected project's performance?	Descriptive	Interviews	Other Project COPs, project staff, Document review	Qualitative and quantitative

IV. EVALUATION PRODUCTS

A. Deliverables

Work Plan: The team will prepare and submit a detailed work plan to USAID/Nigeria within the first week of the evaluation. The plan should also include a final evaluation design and methodology that demonstrates how the evaluation will be conducted in the face of the current security challenges in the target states.

Progress and preliminary draft evaluation report: The team will periodically, as agreed, inform USAID/Nigeria of progress of the evaluation implementation.

Debriefing with USAID: The team will present the major findings of the evaluation to USAID/Nigeria and submit the draft report before the team's departure from the country.

Final Report: within two weeks of receiving and incorporating USAID/Nigeria comments, the team will submit a final report to the Mission and the DEC, including any data collection tools and raw data. The format for the evaluation report is as follows:

I. Executive Summary (2 pp.)
II. Table of Contents (1 pp.)
III. Acronyms
IV. Introduction (1 pp.)
V. Background (2-3 pp.)
VI. Methodology (1 pp.)
VII. Findings, Conclusions and Recommendations (17- 20 pp.)
VIII. Issues (1-2 pp.)
IX. Future Directions (2-3 pp.)
X. References
XI. Annexes

V. TEAM COMPOSITION

For planning purposes, the team for this assessment will consist of an Evaluation Team Leader/International Education Specialist, one Nigerian education specialist, and one OVC specialist. A logistics team, comprised of MEMS II and USAID staff, will provide support in the field.

1-Team Leader: An international education specialist with strong evaluation skills and good understanding of education system reform in developing countries. S/he should have an excellent understanding of USAID operational, management and technical approaches. S/he should have strong leadership, team management, analytical, and report writing and presentation skills.

2-Nigerian Education Specialist: Expert in education, a player in Nigerian education sector, with a good understanding of education system reform in Nigeria.

Experience with USAID evaluation approaches used for education projects is an added advantage.

3-OVC Specialist: Expert in the field of OVC interventions with excellent understanding of current approaches in OVC programming. S/he should have years of experience implementing and/or monitoring OVC programs in Nigeria.

4-Logistics Team

Level of Effort (LOE)	Nigeria			U.S.	Total
	Travel	Abuja	Field		LOE
Team Leader	6	20	10	5	41
Nigerian Education Specialist	3	20	10		33
OVC Specialist	3	20	10		33
Logistics Team	4	5	14	0	23

VI. EVALUATION MANAGEMENT

A. Logistics

USAID/Nigeria M&E contractor MEMS II will:

- Provide technical and administrative support
- Provide all logistical arrangements such as flight reservations to/from Nigeria, country clearances from USAID/Nigeria, in-country travel, airport pick-up/drops, lodging and interpreters where required
- Provide the team with a general list of suggested organizations and contact information
- Arrange for initial communications with appropriate contacts including: GON officials, key informants, and Focus State strategy stakeholders.

B. Scheduling

Date	Activity	Days	Location
Jan. 14-18, 2013	Desk Review (Team Leader)	5	U.S.
	Schedule Meetings (USAID/Logistician)		Abuja
Jan. 18-19, 2013	Arrival of Team Leader	2	Abuja
Jan. 21-29, 2013	Prep work/Desk Review/Instrument Development/Division of Labor (Team)	7	Abuja
Jan. 30, 2013	Travel to Field (Team)	1	Sokoto
Jan. 31-Feb. 6, 2013	Field Work (Team)	5	Sokoto
Feb. 7, 2013	Travel to Base (Team)	1	Abuja

Feb.8-9, 2013	Field Work Wrap-up	2	Abuja
Feb. 10, 2013	Travel to Field (Team)	1	Bauchi
Feb. 11-15, 2013	Field Work (Team)	5	Bauchi
Feb.16, 2013	Travel to Base (Team)	1	Abuja
Feb. 18-28, 2013	Data Analysis/Wrap-up (Team)	10	Abuja
Mar. 1, 2013	USAID De-brief (Team)/Departure of Team Leader	1	Abuja

Task	**Timeline**
Evaluation planning: review background documentation, design work plan with detailed methodology and data analysis plan, design survey instruments, prepare report template, train data collectors, and test survey instruments.	5 days (US for team leader) 7 days in-country for team leader and local team members
Conduct fieldwork	10 days
Analyze data and findings; draft report for USAID comment; finalize report	12 days
De-brief USAID	1 day

Annex II: Evaluation Methods and Limitations

This is a mixed methods evaluation design, featuring the following:

- Review of project documents and desk reviews
- Key informant interviews
- Focus group discussions (FGDs) and group interviews of stakeholders; and
- Quantitative data analysis using descriptive statistics.

Although the principal research methodology was qualitative in nature, analysis of descriptive statistics from project documents and other sources was also carried out (see References).

Focus group discussions and key informant interviews were conducted among members of Steering Committees, Technical Working Groups, government officials, members of State House of Assembly Committees on Education, Community Education Forums, Community Coalitions, and OVC Support Team members, as well as NEI project and partner staff. (See list of persons interviewed, in Annex IV), and interview guides in Annex III).

A multi-stage stratified sampling technique was employed for the focus group discussions and key informant interviews in the two states. In a stratified manner, in each state, 3 LGAs were selected from the 10 NEI LGAs to cover 1 urban, 1 peri-urban and 1 rural LGA each. In each selected LGA, members of all community partners of the project including CEFs, CCs, and OSTs were randomly selected based on their willingness and availability to participate in the interviews. In each LGA, groups of orphans and vulnerable children were randomly selected for FGDs from NEI-supported schools. The groups (each with an average of 8 participants) are were as follows: male 13-17 years, female 13-17 years, male 6-12 years and female 6-12 years. State government and LGAs official were also interviewed as well as key NEI project representatives in Bauchi and Sokoto States.

The team faced a number of data limitations, including a dearth of baseline information, which limited examination of changes effected by project interventions. In addition, resource constraints limited the team to 5 field work days per state, in a timeframe

during which schools in Bauchi state were closed, and some key informant were unavailable. Resource constraints also precluded visits to non-NEI supported local government authorities, for purposes of comparison.

Annex III: Data Collection Instruments

Instrument 1: Interview guide for SC (Steering Committee), BE TWGs (Basic Education Working Groups), LGEA (Local Government Education Authority) officials, and school management

Government of Nigeria (GON) with funding from United States Agency for International Development (USAID) is conducting an evaluation of the Northern Education Initiative Project with the aim of strengthening the capacity of state and local government to delivery basic education services and to increase access of orphans and vulnerable children to basic education and other services in Bauchi and Sokoto. Although participation may not benefit you directly, we believe that the information obtained from this study will help gain a better understanding of the project.

This evaluation is being carried out with the full realization of the practice of protection for human subjects participating in research. The following information is therefore provided for you to decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty. In addition, we do expect that the content of this interaction should cause no more discomfort than you would experience in your everyday life.

The interview is expected to last not more than two hours. We also solicit your understanding to use data recorder for ease of analysis.
Your participation is solicited, although strictly voluntary. Thank you

	Result	Question	Respondents
R1	Strengthened strategic planning systems	1. Have political/technical leaders/religious leaders/traditional rulers been involved in the development of the MTSS (Medium Term Sector Strategy)/EMIS Education Information Service/ SEA (State Education Account) documents? If so, how? What were the results? 2. Are there plans to continue using MTSS/SEA/EMIS when the intervention stops? Which ones? How? 3. What role did your team play in the development, implementation and monitoring of the MTSS? What were the successes and challenges?	Edu. Plan. & Prog. Impl.

		4. Has the current security situation had any impact on the project's implementation and result? 5. Has the project provided benefits to the educational system? Examples? (Probe for gender balance, OVC issues.)	
R2	Improved financial resource management and budgeting	1. Is the community involved in the SEA? (Verify with SBMCs.) How? 2. Do the legislature and the executive arms of government accept the SEA? Evidence? (Verify with SBMCs concerning LGEA officials.) 3. Do school managers develop and implement their budgets as a result of the SEA? (Probe for evidence.)	Budget & Finance
R3	Strengthened education management information systems	1. How have the components of EMIS (school census, training, data on teachers, school report cards) affected education planning and resource distribution? How do you know? (Verify from SBMCs(School Based Management Committees).) Should EMIS continue? Why or Why not?	Edu. Plan. & Prog. Impl.
R4	Strengthened teacher education systems	1. Has the STEP (State Teacher Education Policy) been implemented? If not, why not? What are the challenges? Successes? 2. In your view, has the state teacher education policy (STEP) affected the profession? (Verify with school managers and teachers.) 3. Has the state received federal funding for teacher professional development?	Teacher education

R5	Improved teacher management, support, and supervision systems	1. Has the state teacher recruitment and deployment procedure had any evident effect? Please give examples. (Verify use of EMIS with school managers and teachers.) 2. Has the whole school approach added value to the new QA (Quality Assurance) outcomes? (Probe for action taken on QA reports, e.g. teacher attendance, mentoring, lesson plans and the whole school environment.) 3. Are literacy manuals being used in the classroom? Which classes? How many classrooms? Have they affected the quality of classroom teaching? How do you know?	
IR6	Improved performance management and accountability	1. Are the S/C (Community) BMCs monitoring school performance? Examples? What challenges do they face in performing this function? 2. Have student achievements tests/school report cards had any effect on school performance accountability? How? Why or why not?	

Instrument 2a. Interview guide for SC and OVC TWG

(Talking Point Introduction)

Government of Nigeria (GON) with funding from United States Agency for International Development (USAID) is conducting an evaluation of the Northern Education Initiative Project with the aim of strengthening the capacity of state and local government to delivery basic education services and to increase access of orphans and vulnerable children to basic education and other services in Bauchi and Sokoto. Although participation may not benefit you directly, we believe that the information obtained from this study will help gain a better understanding of the project.

This evaluation is being carried out with the full realization of the practice of protection for human subjects participating in research. The following information is therefore provided for you to decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty. In addition, we do expect that the content of this interaction should cause no more discomfort than you would experience in your everyday life.

The interview is expected to last not more than two hours. We also solicit your understanding to use data recorder for ease of analysis.
Your participation is solicited, although strictly voluntary. Thank you.

One of the objectives of the NEI project is to increase access of OVC to basic education and other service (e.g., health information, counseling, referral to other services) in your community:

1. Please describe:
    a. The categories of orphans and vulnerable children to which you provide services
    b. The types of services you provide to the children
    c. The strategies your teams use for providing the services

    (Probe for the role of each category of the SC and TWG : 1) OVC Policy
    2) Girls' Support 3) Service Coordination 4) Almajiri and Quranic School Programs.)

    In your views, are these strategies consistent with National and/or PEPFAR (President's Emergency Plan for AIDS Relief) guidelines, standards and best practices? If not, explain.

2. How often do your teams meet?

3. Was the project discussed with the OVC at the development and implementation stages? Were religious leaders and/or traditional rulers involved? What was the nature of their involvement? Was the involvement enough? Explain

4. Have your teams helped create SOP (Guidelines and Standards of Practice) or action plans? How? What are your roles in oversight? Implementation?

5. Are you recognized or rewarded for your efforts? How often? What do you think of the reward?

6. What results have you achieved since the project began? How do you know you have achieved them? Were any of them unexpected or unanticipated? **(Probe for achievement in policy, girls' support, service coordination, Almajiri programs and Quranic school programs, including support packages; evidence of training impact; mainstreaming into formal system [NFLCs – Non formal Learning Centers)**

7. Do you think there are other needs not met by this project? Please describe them. Are any of these being met by other players or organizations?

8. What factors contribute to or hinder support of the children?
    a. Does the design of the 3-person OST (SSC, CSC, and NFC) support or slow down project work?
    b. What management (administration, supervision, etc.) issues contribute to or hinder progress of the project?
    c. What partnership (b/w NEI project team, SC, TWGs, and CCs) issues contribute to or hinder progress?

    (Probe for issues around selection of children (number of male/female) for service; training(number of male/female), scope, content; provision of other services like health, life skills, counseling, kids' clubs; support packages, referrals etc.)

9. In your opinion, has public security been an issue? How?

10. How do your teams provide information or increase awareness about basic education for children, especially OVC, in the communities? How do you verify the quality and standards of information in these messages?

11. How do you get information about this project? How useful is the information for basic education planning and resource allocation, e.g., increasing education access for OVC in this State? **(Probe for use of the NOMIS (National OVC Management Information System) and MTSS.)**

12. Are there any important lessons you have learned in the course of implementing this project? Describe.

13. Do you think the efforts of NEI should continue? Which ones? Why? How?

Instrument 2b: OST focus group discussion guide

Government of Nigeria (GON) with funding from United States Agency for International Development (USAID) is conducting an evaluation of the Northern Education Initiative Project with the aim of strengthening the capacity of state and local government to delivery basic education services and to increase access of orphans and vulnerable children to basic education and other services in Bauchi and Sokoto. Although participation may not benefit you directly, we believe that the information obtained from this study will help gain a better understanding of the project.

This evaluation is being carried out with the full realization of the practice of protection for human subjects participating in research. The following information is therefore provided for you to decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty. In addition, we do expect that the content of this interaction should cause no more discomfort than you would experience in your everyday life.

The interview is expected to last not more than two hours. We also solicit your understanding to use data recorder for ease of analysis.

Your participation is solicited, although strictly voluntary. Thank you.

One of the objectives of the NEI project is to increase access of OVC to basic education and other service (e.g., health information, counseling, referral) in your community:

1. Please describe:
    a. The categories of orphans and vulnerable children to which you provide services
    b. The types of services you provide for the children
    c. The strategies your team uses for providing the services

(Probe to learn if the OST (OVC Support Team) members know their roles: (1) School Support Coordinator-SSC (2) Community Support Coordinator-CSC (3) NGO Community Facilitator- NFC (4) Community Coalitions-CCs (5) NFLCs proprietors

In your views, are NEI strategies consistent with National and/or PEPFAR guidelines, standards and best practices? If not, why not?

2. Do you discuss the implementation/running of the project with the OVC?

3. Were the religious leaders/traditional rulers involved? How?

4. Were you trained before you began providing support to the children? What type of trainings have you had? By whom? Were these trainings adequate? Why or why not?

5. Are you recognized or rewarded for your efforts? How often? What do you think of the reward?

6. What results/successes have you achieved in the last 3 years? How do you know you have achieved these results? Were any of these unexpected or unanticipated results**? (Probe for services to the children, including support packages; evidence of training impact; mainstreaming into formal system [NFLCs])**

7. Do you think the children you take care of have any unmet needs?
   What are these needs?

8. What do you see as the greatest challenge(s) in caring for these children?

9. What factors contribute to or hinder the progress in support of the children?

    a. How does the design of the 3-person OST (SSC, CSC, and NFC) contribute to or hinder the progress of the project?
    b. What management (administration, supervision, etc.) issues contribute to or hinder progress of the project?
    c. What partnerships (b/w SSC, CSC, NFC and CCs) issues contribute to or hinder progress?

(Probe for issues around selection of children (male/female-gender balance) for service; training-gender balance, scope, content; provision of other services like health, life skills, counseling, kid's clubs; referral, etc.)

10. Have public security issues affected your work with the project? Please explain.

11. Are there any SOP/action plans? Please describe/show the forms/tools and routine data quality checks, etc.?

12. Have you heard or seen any information (for example, radio jingles, Information, Education and Communication- IEC materials) on OVC in the community? If yes, what did you hear or see? And how often? What did you think of these messages?

13. Please, explain the data management and reporting requirements for NEI project? How do you get information to manage this project? How useful is the information managing the children and the project? **(Probe for use of the National OVC Management Information System – NOMIS including Child Status Index - CSI)**

14. Are there any important lessons have you learned in the course of implementing this project? If so, describe the lessons.

15. Do you think any portions of this project need to be continued? What and why? How?

Participant List

SN	ROLE	SEX	AGE

Instrument 2c: Focus group discussion for OVC (Talking Point Introduction)

Government of Nigeria (GON) with funding from United States Agency for International Development (USAID) is conducting an evaluation of the Northern Education Initiative Project with the aim of strengthening the capacity of state and local government to delivery basic education services and to increase access of orphans and vulnerable children to basic education and other services in Bauchi and Sokoto. Although participation may not benefit you directly, we believe that the information obtained from this study will help gain a better understanding of the project.

This evaluation is being carried out with the full realization of the practice of protection for human subjects participating in research. The following information is therefore provided for you to decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty. In addition, we do expect that the content of this interaction should cause no more discomfort than you would experience in your everyday life.

The interview is expected to last not more than two hours. We also solicit your understanding to use data recorder for ease of analysis. Your participation is solicited, although strictly voluntary. Thank you.

To the moderator: Please ask the children to introduce themselves before you begin the questions or other warm up/ice breaking activity. Please use the local name of NEI throughout this discussion.

1. What do you know about the NEI project in your community? **(Probe and use the local name given to the project instead of NEI)**
2. Were any of you or anyone you know asked about [**local name of NEI**] before it started, e.g., were you asked how the project could help with your needs?
3. How were you selected/chosen for this project/school? For how long?
4. Has the project helped you? If yes, how? **(Probe for educational support packages, health and sanitary support, participation in Kids' Clubs, counseling, referrals, etc.)**
5. Have you heard or seen information on children like you (OVC) in your community? What did you hear/see? Where? **(Probe for the information source: radio, mosques, church, printed matter, others.)** What do you like or not like about the information?

6. How has the project changed (positively and negatively) your relationship with your friends (boys and girls), adults (male and female), teachers, and others in the community?
7. What do you not like (difficulties) in this project?
8. Do you think the efforts of this project should be continued? Which ones?

Annex IV: Persons Interviewed

NEI Evaluation
List of people interviewed - Sokoto

NAME	SEX	ORGANIZATION	DESIGNATION	EMAIL	PHONE No
Muhammed Attahiru Ahmad	M	SMOE Sokoto	DPRS	Attahiru05@yahoo.com	08035378704
Ibrahim Aliyu	M	SUBEB	DJSS	Ibrahimaliyu698@gmail.com	08036030963
Abrbalkar . M. Alkawnu	M		Prog. Director	abualkamma@yahoo.com	08062988357
Muhammad T. Umar	M		PO/PRS		08084262577
Mamuda Galadire	M		Hon SPN.	mahmoudsaladiri@yahoo.com	08036074739
Abdulkadir Usman	M		Ho EMIS	Abdulkadirusman32@yahoo.com	08039616150
Usman Mohammed	M		Assistant	usmanmt@hotmail.com	08030575296
Haleru Sabitu Kebbe		MS & Teacher Sokoto	DIS		08078908943

Zakari Muhd Sangari	M	SSCOE	Lecturer		08039611612
Abdullah H.K. Gobir	M	SUBEB H/Q	DQA	ahkgobir@yahoo.com	08036153054
NAME	SEX	ORGANIZATION	DESIGNATION	EMAIL	PHONE No
Umar Amin Ginga	M	SSCOE	Teacher	Uaginga2@yahoo.com	08069191276
Ahmad A. Umar	M	SUBEB			08035799512
Bello Yusufu Dachadi	M	Min. Of Education	Commissioner		08035075250
Mohammed Bello Abvobrkar	M		Perm.Sec.		08084768844
T.S. Bamgbaeiye	M	SSCOE	Chief Lecturer		08069352564
Lawal Garba Samaru	M		Teacher	lgsa62@yahoo.com	08055292577
Forule M. Jesh	M		HoD (PES)		08063035776
Hon Malami Gdadari	M	SOHA	Chairman	galadarehimalami@yahoo.com	08032510910

Hon. Samala Selhi	M		N/CHM		0802362793
Hon. Yusufu Mohd Gobir	M		Member		08038590749
Abdullahi .A.D	M		Director		08065366044
Bonhar Ibrahim	M	SOHA	Secretary	bashargandhi@yahoo.com	08032060994
Musa S. Ahttahiru	M		Co Secretary		07032047240
Sani Aliyu Arkrlla	M		Research Officer	aliyukeysa@yahoo.co.uk	08067018754
Nura Aliyu	M		Assistant Sect.		08067226979
Garbl Mettn	M		M Assistant		08036538792
Ahmad Garba	M		Budget and		08036398850
Sulaman Muhammed	M		Deputy Clerk	mindausokoto@yahoo.com	08062550787
Hon. Malami Ahmed Mohd	M		Hon Member	mainssok@yahoo.com	08036156779

Hon. Bello Muhammed	M		Hon Member	blouyhue@yahoo.com	0803577553
Kuluwa Abubakar Nuhu	F	Min. Women Affairs	Comm.		08025082531
Dr. Abubakar N. Umar	M	Min. Religious Affair	Perm Sec	Durababs58@gmail.com	08036163455
Pharm Uman Attahim	M	Min. Of Women Affair	Perm.sec	uapharm@yahoo.com	08034113216
H. Ramatu Talur	F	Min. Of W.A	P.R.O		080358911771
Zubadah A. Saleh	F		DCO	Deptchidwee2@yahoo.com	08035048764
Rahmatu A. Saleh	F	FOMWAW	Amirah	salehrahmatu@gmail.com	08036784879
Abdulganiyu A.A	M		State coordinator	Abdulabu2000@yahoo.com	08065585929
SAfinatu Umar	F	Min. Of Women Affairs	OVC Desk officer	ummusultana@yahoo.com	08034501236
Aisha S. Umar	M	Min. Of S/welfare	DDSW	hafsonworld@yahoo.com	08065466336

Mamuda Galadima	M	SUBEB	Hon .SP.N	mahmoudgaladim@yahoo.com	08036074739
Umaru A. Boyi			Hon Ali	umaruboyi@gmail.com	0803630930
Ababakar m. Alkammu	m		Prog. Dir	abrallammu@yahoo.com	08062988357
Ibrahim Salisu K	M	AFEB Sokoto	D/Director	Katuraibrahim@yahoo.com	07032499707
Shuaibu M. Lawal	M	MOWA	DDCD	Deptchildwel2@yahoo.com	08035294060
Kabiru Isah	M	Mal Mai Yaki	Faclitator		08058085230
Lawali Ibrahim	M	Maixaki	Unakili		
Anco Nomaau	M	D/Sobon cori	H/M		08084206737
Abubakar Adam	M	Cc Mever	Cc		07054816857
Ihyaasu Ahmad	M	CC Member	CC		07091993824
Fati Aminu	F	CC	ILLELA		08173876370
Aisha Shehu	F				081394206

					36
Mohammed Hawau	F				08075035821
Jamulu Sani	M	OST	H/Master Amarawa MPS		08031857760
Sani Muhd	M		Maiyaki		08029528538
Usman Danladi	M				08091678558
NAME	SEX	ORGANIZATION	DESIGNATION	EMAIL	PHONE No
ALH. Sani	M	Nizzamiya Utlea	S.B.M.C		08053155241
ALH. Hamza Jori	M	Amarawa M.PS			
Ibrahim Raniui	M		Member		08108032591
ALH. Yusufu Tudu	M		T/Ruler		08136173751
Sani Mohammed	M	A.P Quranic	S.B.M.C		08074241036
Araucati Ahmed	M				08060177360

Amadu Muhammed	M	chairman	S.B.M.c		08059581319
Sanaila Sulaiman	M	Serc D/ Sabo gari			08077386133
Dalhatu Harun	M	A.P. Qurania	OST		08091616766
Hajiya Ammu	F	Mai yaki	S.B.M.C		
Abouccahi Oan Kwacalo	M	Nizamayya	OST		08196334903
Hajiya Cam	F	NiZ2 TLLELA	SBMC		
Donatus Callistus	M	LEAD/USAID	M&E		08038809892
Gimba Goyi	M		SSDS		08033118476
Muba Muhammed Winic	M				08054676376
Dagang Gang	M		Snr. Tech Mgr.		08023578551
Salisu Mohammed	M		SCSS		08033043597
Hayatu Abdullhi	M		SLGS		08033932056

Abubakari Asdullhi	M		LGC		0803883576
Maryam Shehu Dikko	M		LGC		08032317852
Tijjani Mohammed	M	LEAD /USAID	DCOP		08033138563
Gidado Shehu	M	WAMEKKE Centre	chairman		
Tsoho Muhammad	M		Principal		07056476407
Madugu Garba	M		Area coordinator		080641180097
Sausi Abubarkra	M		CC Asst Sec.		08060366192
Hayatu Mulid Ladan			AGI Accountant		07038621797
Daliru Asare	M		Teacher		07037843250
Umanu Mani	M	MPS Silame	OST		07068334419
Mohammed Sani	M				07033186341

Faratu Gaisesda	M		SBMC		08065724450
Marafa Suame	M	A.D.S Silame	S.B.M.C.C		0735148457
Umaru Dikko		T/wada OIS	OST		
Malan SAni O/CTIA					
Usuman Makera			CBMC		07069258766
Danladi Barga					07068334327
Badamasi Umar		Jekanadu QIS	OST		08127219407
Mani Tela					08022519495
Alh Umaru Garba			CBMC		08035813352
Al.haji Uman					080236181 1
Mukatar Garba H.		MPS Gande	SBMC		07054344902
Abdullahi Bello					070580407

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Usman Sardauna			Ost		07052733398
Furan Aliyu					08052554252
Chika S/Kebbi		Nizamiyya Marafa	Ost		0802121312021
Abubaiiar Marogo					08088533730
Garba Sani Marafa			SBMC		08082318417
Bawa Marafa					08086696748
Darunbun Laban	M	CEF	Chairman		08128074614
Bala Dama	M		Secretary		08065124142
Umaru Ibrahi	M	Cc	chairman		08037257601
Choka Chnanu Silame			Secretary		07061592757
Hassan S. Kebbi Silam		L.G.C	Local Govt		070644231

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Suwaiba Abubarkar	F	CC	Women coordinator		08069207705
Ahmad Umanr	M	Emis Offoce	261		08056847700
Buhare Usman	M	BCiCE			08067831800
Abdulazi Abudakar	M	DCIIE			07056813168
Sani Ibrahim	M	Ali TAMBARI P.S.	OST		
Galman Sufawa	M				
Abubakar Mohd Sifara	M		SBMC		
Yusuf Abdllahi	M				
Lawalu Ibrahim	M	SAHABI BOJO			
Kabiru A. Garba	M		OST		
Hakimi Sanusi	M				
Basir Bala	M		SBMC		
Abdulaziz M. Mani	M	Alu Fodio PS	OST		

Abdullahi Abubakar	M		SBMC		
Sanusi A. Garba	M				
Muawuya L. Mohd	M		OST		
Altine Marafa	M	C.C. BODIWGA	C.C Asst		
Basheer Fanimu Mohd	M	CC	Chairman		
Alih Bawa Sani Turnki	M	Com. EDU Forum	SCE		
Fodio Aliyu	M	IBN Usman	OST		
Ibrahim Sanusi	M		CBMC		
Dahe Buhari H.	M				
Jibrin Musa	M		OST		
Nasiru Sida	M	LIMAN Aliyd Ding			
Kabiru A. Bello	M		CBMC		
Habibu Aliyu	M		Same above		