

# Project Proposal

## Resilience Integrated Education Programming for Children in Northeast Nigeria



A proposal submitted to Kreditanstalt für Wiederaufbau  
(KfW - German Government-owned Development Bank)

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## List of Abbreviations

ALP                      Accelerated Learning Programme

BCC	Behavior Change Communication
C/DRR	Conflict/ Disaster Risk Reduction
CRC	Convention on the Rights of the Child
DFID	UK Department for International Development
ECD	Early Childhood Development
EiE	Education-in-Emergency
EIEWG	Education-in-Emergency Working Group
EMIS	Education Management Information System
ESWG	Education Sector Working Group
EUR	Euro
GBV	Gender-Based Violence
GIZ	<i>Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH</i> (German Development Agency)
G4G	Girls for Girls
HACT	Harmonized Approach for Cash Transfer
HRP	Humanitarian Response Plan
IDPs	Internally Displaced Persons
JENA	Joint Education Needs Assessment
KfW	<i>Kreditanstalt für Wiederaufbau</i> (German Government-owned Development Bank)
LGAs	Local Government Areas
NENTAD	North East Nigeria Transition to Development
NGO	Non-Governmental Organization
NHF	Nigerian Humanitarian Fund
PCA/ SSFA	Programme Cooperation Agreement/Small-scale Funding Agreement
SBMC	School-Based Management Committee
SDG	Sustainable Development Goal
SEM	Social Ecological Model
SMS	Short Message Service
SMoE	State Ministry of Education
SMoRA	State of Ministry of Religious Affairs
SUBEB	State Universal Basic Education Board
TaRL	Teaching at Right Level
TISSIP	Towards Safe School Initiative Project

TLS	Temporary Learning Spaces
UNICEF	United Nations Children's Fund
UNOCHA	The United Nations Office for the Coordination of Humanitarian Affairs
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WCARO	West and Central Africa Regional Office

## List of References

- Schools as an Integrated Service Platform; East and Southern Africa Regional Office; September 2017
- Humanitarian Response Plan (HRP), December 2017, Nigeria
- UNICEF and UNESCO Institute for Statistics, Nigeria Country Study, March 2015
- National Population Commission (NPC), Nigeria Education Data Survey, 2015
- Country Programme Document, Nigeria (2018 – 2022)
- SUBEB/SMoE data 2017
- UNICEF and UNESCO publications
- UNICEF 2016/2017 Multiple Indicator Cluster Survey (MICS); Nigeria

## Development of the exchange rate

- UN Exchange Rate: 0.864 EUR = 1 USD

## 1. Brief Summary

Project Title	Resilience Integrated Education Programming for Children in Northeast Nigeria
Sectors	Education and Resilience
Project Duration	Five years (1 December 2018 – 31 December 2022)
Project Overall Objective	Girls and boys have increased opportunities to learn and develop within supportive and resilient communities in Adamawa and Yobe states
Expected Outcome	School-aged children, especially girls, Internally Displaced Persons (IDPs) and out-of-school children have access to education and learning opportunities in safe environments and benefit from a strengthened quality education system and increased capacity in the education sector in Adamawa and Yobe states.

Expected Results	<ul style="list-style-type: none"> <li>▪ 500 schools directly involved in the project of which 200 schools in conflict-affected areas are rehabilitated with Water, Sanitation and Hygiene (WASH) facilities</li> <li>▪ 1,060,000 children benefit from improved access and learning in target schools</li> <li>▪ 5,000 girls develop life skills and support to remain in schools as part of Girls for Girls (G4G) groups</li> <li>▪ Capacity building for 8,200 teachers and master trainers at primary and pre-primary levels on innovative learning approaches to enhance quality learning</li> <li>▪ 2,500 School-Based Management Committee (SBMC) members trained on planning and Conflict/ Disaster Risk Reduction (C/DRR) to make school communities safer</li> <li>▪ 10,000 parents provided with parenting skills to increase developmental support for young children</li> <li>▪ An EduTrac System for monitoring and improved governance and accountability is in place</li> </ul>
Target Group(s)	<ul style="list-style-type: none"> <li>• 1,060,000 boys and girls in Yobe and Adamawa states, with a focus on girls, IDPs, conflict-affected and out-of-school children;</li> <li>• 8,200 teachers and master trainers;</li> <li>• 2,500 SBMC community members;</li> <li>• 10,000 parents;</li> <li>• 5,000 targeted men ; and</li> <li>• 60 educational personnel; State Ministry of Education (SMoE)/ State Universal Basic Education Board (SUBEB) staff</li> </ul>
Intervention Area	Adamawa and Yobe states, Northeast Nigeria
Partners	SMoE, SUBEB, Plan International, national NGO & local school communities
Total Budget	Euro 15 million
Contact Persons	<p>Mohamed Fall Representative, <a href="mailto:mmfall@unicef.org">mmfall@unicef.org</a></p> <p>Pernille Ironside Deputy Representative, <a href="mailto:pironside@unicef.org">pironside@unicef.org</a></p> <p>Terry Durnnian Chief of Education, <a href="mailto:tdurnnian@unicef.org">tdurnnian@unicef.org</a></p>

## 2. Background and rationale

*(Description of the context, especially of the area of intervention, challenges & potentials; needs analysis, contribution to national strategies and SDGs, basic data on the relevant sector(s))*

The situation in North East Nigeria continues to be a highly complex humanitarian crisis. The eight-year conflict has affected over 14 million people, with approximately 1.7 million currently displaced, predominantly in the north-eastern states of Borno, Yobe, Adamawa. More than 50 per cent of those affected are children, including many unaccompanied minors or children orphaned by the crisis. The insurgency, which targeted schools and other facilities, has disrupted livelihoods for millions of households, leaving over seven million people in need of humanitarian assistance. More than 2.8 million children need urgent education services. Prior to the crisis, the North East had the highest percentage (52 per cent) of children who never attended schools, with at least 17.1 per cent in Adamawa state and 73 per cent in Yobe state. Moreover, the North East had the highest children drop-out rates, at 3.2 per cent (4.4 for Adamawa and 1.6 for Yobe). The current situation shows a decline in the total number of schools by 22 per cent and a decline in total enrolment by 38 per cent.

The action was tailored to contribute to national strategies and Sustainable Development Goals (SDGs) 4 and 5 (ensure inclusive and equitable quality education and promote lifelong

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<sup>1</sup> Targeted men include: fathers of girls in the G4G groups, male teachers in the focus schools, community leaders in the focus school communities, religious leaders in the focus school communities, selected boys in the same schools as the G4G girls and selected boys (undergraduates) to work as trainers.

learning opportunities for all and Achieve gender equality and empower all women and girls).

The action also aims to contribute to the Federal Ministry of Education's Education for Change: A Ministerial Strategic Plan (2016-2019), which focuses on addressing the shortage of skilled manpower, low technology, inadequate investment in research, and outdated educational materials. The Nigeria SDGs focus on obtaining a quality education as the foundation to improving people's lives and sustainable development. Although major progress has been made towards increasing access to education at all levels and increasing enrolment rates in schools particularly for girls, yet bolder efforts are needed to make even greater strides for achieving universal education goals. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.

The needs of children range from basic humanitarian support to a more developmental focus as most areas in Yobe and Adamawa are transitioning to early recovery.

### Potentials:

Schools in the North East resumed for the 2017/2018 school year on 11 September 2017 with an encouraging increase in enrolment across all accessible Local Government Areas (LGAs), reflecting an increased demand for education and the opportunities that it can provide by parents and community members. In addition, although the situation in Borno is focused primarily on humanitarian response, the situation in Yobe and Adamawa is increasingly stabilising as IDPs have returned to the communities that they left at the beginning of the crisis. This provides the opportunity for longer term interventions to build the resilience and capacity of communities to support the development and learning of their children centred around schools.

UNICEF's Resilience Integrated Education Programming for Children in North East Nigeria provides an opportunity to address children's needs holistically through an integrated approach combining interventions to strengthen institutional/ community systems with policy work. The potential KfW contribution is an opportunity to link humanitarian needs and longterm development opportunities in target school communities, LGAs and states, as UNICEF has already launched interventions to support recovery and development, rehabilitation of schools, development of an Education Management Information System (EMIS) and capacity building of master trainers, among others.

#### Challenges:

In returnee areas, IDPs are returning to areas with few services including education. There is a chronic lack of classrooms (a third of schools hold classes under trees and an average of six classrooms per school are currently non-functional). This has negatively impacted access and learning. Water and sanitation facilities within schools are in dire condition. Only 34 per cent of schools surveyed have clean drinking water available, 35 per cent do not have any toilets or latrines facilities and only 16 per cent have adequate facilities for handwashing. Attacks on schools still take place (take, for example, the recent incident at the school in Dapchi in Yobe state). Many parents are concerned about school safety for their children, especially girls. The limited capacity of service providers at state, LGA and community levels also hinders full-scale programme implementation.

## 3. Project Design and Strategy

### 3.1 Project Goal, Results, Indicators and Activities (detailed description of the logframe, especially explaining the impact chains)

**Project goal:** The Project goal is to contribute to quality and equitable basic education and to strengthen the resilience of the most vulnerable communities, especially children, in Adamawa and Yobe states.

**Outcome:** School-aged children, especially girls, IDP and out-of-school children have access to education and learning opportunities in safe environments and benefit from a strengthened



quality education system and increased capacity in the education sector in Adamawa and Yobe.

**Outputs:**

- 1.1 1,060,000 conflict-affected children and adolescents have increased access to quality education in safe and healthy learning environment.
- 1.2 8,200 Teachers have increased capacity to deliver quality learning at pre-primary and primary levels
- 1.3 500 school based management committees (2,500 members) plan and maintain a safe and healthy learning environment in schools with increased community participation
- 1.4 Inclusive quality basic education system, targeting boys and girls, strengthened at school, LGA and state level
- 1.5 A comprehensive Education and Management Information System (EMIS) is strengthened and functional
- 1.6 EduTrac System for monitoring and improved governance and accountability is in place (more details provided under Approach/ Methodology)

**Indicators:**

1. 1,060,000 children benefited from improved access and learning (supplies, construction, Accelerated Learning Programme (ALP), Communication for change/Radio/C4D, enrolment drive, pre-school) mainly from the below activities (counting excluded double count):
2. 200 out of the 500 schools rehabilitated with WASH facilities in conflict-affected areas
3. 200,000 children approximately benefited from rehabilitated schools and improved WASH facilities and are reached with communication messages on safe WASH practices
4. 800,000 children received essential learning materials and supplies
5. 6,000 children who dropped out of school or have never been to school provided with non-formal education (ALP) in returnee areas
6. 5,000 girls as part of Girls for Girls (G4G) groups develop life skills and support to remain in schools
7. 250,000 children and youth reached through Radio/C4D
8. 8,200 teachers and master trainers (3,200 teachers/master trainers with an outreach of 5,000 teachers) at primary and pre-primary levels trained on innovative learning approaches and psychosocial support to enhance quality learning including quality ECD



9. Availability of an operational Education Management and Information System (EMIS)
10. 2,500 SBMC members trained on planning and C/DRR empowering schools to make school communities safer
11. 10,000 parents provided with parenting skills to increase developmental support for young children so they are better prepared for school
12. Availability of EduTrac System for monitoring and improved governance and accountability is in place
13. Number of evaluations and studies conducted (one evaluation on the impact of KfW's 5-year contribution on education systems in Yobe and Adamawa states in North East Nigeria and baseline completed and lessons learned, best practices and recommendations presented and disseminated and one comprehensive analysis of the teaching workforce for basic education (teachers' status, motivation and performance), links to the professional development of teacher, recruitment, deployment and support policy) **Activities:**
  1. Rehabilitation of at least 200 schools including gender-segregated WASH facilities<sup>2</sup>, ensuring a sufficient supply of safe drinking water and classroom furniture in targeted schools in conflict-affected including handwashing facilities and hygiene education/practice reaching approximately 200,000 children including children with disabilities (availability of accessible water and sanitation facilities are a critical to ensuring that disabled children can attend school)
  2. Essential education supplies for 800,000 children and their teachers in conflictaffected LGAs
  3. Provision of non-formal education (ALP)<sup>3</sup> in returnee areas for 6,000 children who dropped out of school or have never been to school
  4. 5,000 girls as part of Girls for Girls (G4G) groups develop life skills and support to remain in school and mentoring and role modelling of G4G girls in 500 schools
  5. Training for 5,000 boys and 5,000 men in 500 schools as champions for girls' education and gender/ positive masculinity (training will be ongoing to ensure quality of delivery of services and project effectiveness. These will be ongoing capacity building activities covering various areas related to life skills. A curriculum has already been developed and is being implemented in other states with UNICEF support)
  6. System strengthening through the training of 500 SBMCs (planning and C/DRR; based on risk assessment and plan provision of funds to make schools safer: fence) benefiting 2,500 members
  7. Scaling up of teacher training under the Teaching at the Right Level (TaRL) model to reach 3,000 teachers (Currently UNICEF does not pay incentives to teachers but Plan

International provides incentives to teachers implementing TaRL through food vouchers. The training will include coverage of transportation (to and from the workshops' venues) and training expenses for all trainees/teachers.)

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<sup>2</sup> UNICEF's modalities are: either through private contractors/companies as per UNICEF Supply Procedures or through Government SUBEB/SmoE, through transparent procedures and direct payment to third party contractors as per the signed rolling work plan with SUBEB/SmoE. In both cases UNICEF engineers/specialists will be monitoring the process and the verification of the Bills of Quantities for the targeted schools.

<sup>3</sup> Non-formal education activities generally take place in TLSs and not in schools. UNICEF is currently undertaking research on ALP which will inform the future direction of support. ALP activities are also implemented, for example, through integrated Qur'anic schools. Standards for ALP are as follows: ALP is meant to provide educational opportunities for vulnerable children who are not able to access the formal school system, or are not supported to maintain the level expected in the formal classroom. Non-formal basic literacy and numeracy classes to out-of-school children are offered. Non-formal classes will be facilitated by volunteers from the community, who will receive incentives and capacity building. Ongoing professional development will be provided by mentor teachers from local government bodies. Community Education Committees will be strengthened in all target locations to support the TLC, and provide sustainable community engagement on the importance of education to outof-school children and girls' education.

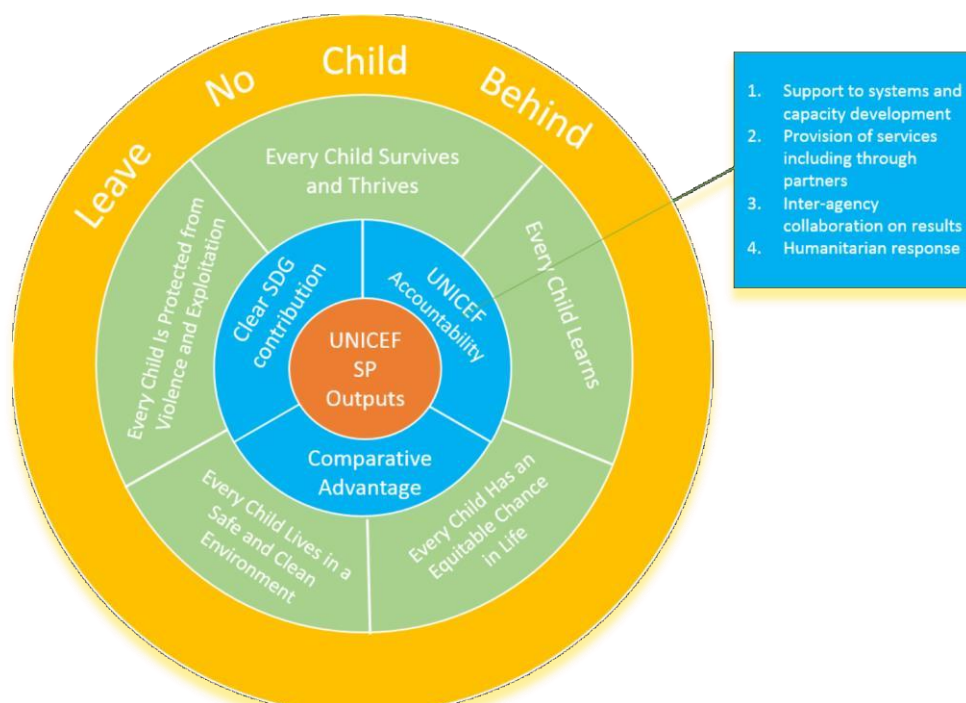
8. Support SUBEB/SMoE in developing EduTrac which will be used as survey tool to collect data from schools using SMS messages and as governance monitoring tool and improve accountability
9. Conduct a comprehensive analysis of the teaching workforce for basic education (teachers' status, motivation and performance) and links to the professional development of teacher, recruitment, deployment and support policy
10. Capacity building of 150 master trainers on pre-service and in-service teacher training provisions and EiE/Conflict Resolution with an outreach of 3,750 teachers (The training will focus on child-centred pedagogy, PSS and C/DRR; Education of Special Needs Children and managing overcrowded classrooms. The master trainers are selected from colleges of education and the University of Maiduguri faculty of education – both responsible for delivering pre-service teacher training programmes.)

11. Strengthening Education Management Information System (EMIS) including capacity building for 60 key SMoE/SUBEB senior staff and 10 technical education EMIS staff
12. Strengthening quality ECD capacity of 50 key stakeholders including parenting skills and integrated ECD cross-sectoral models reaching 5,000 pre-school children and 10,000 parents
13. Educating communities including 250,000 youth and children through radio (C4D) and support enrolment drive campaigns to reach 1,000,000 children

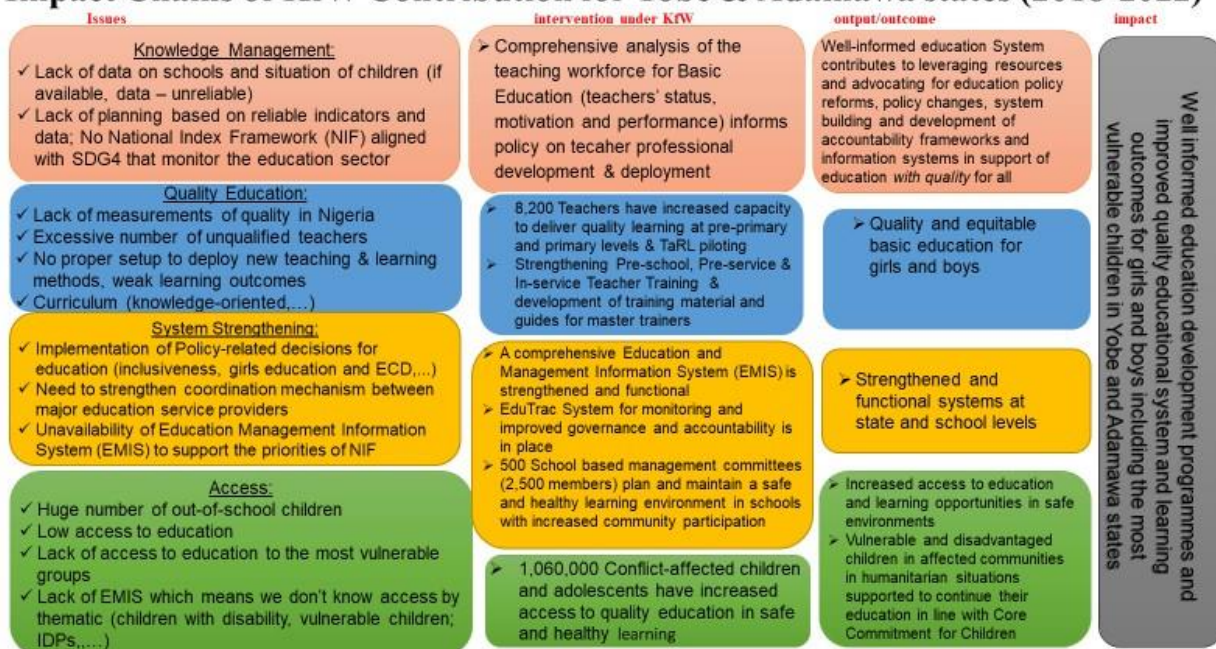
UNICEF will assess the impact of KfW contribution on the education system in Yobe and Adamawa states in the North East through an evaluation and collection of baseline data. Defining the baseline is a component of our evaluation plan and a precursor to implementation as it can play a key role in helping define the scope of our project.

### Output definition 'lens' in Theory of Change design

The **impact chains** will contribute to improved quality educational system and learning outcomes for girls and boys including the most vulnerable in Yobe and Adamawa states.



## Impact Chains of KfW Contribution for Yobe & Adamawa states (2018-2022)



### 3.2 Analysis of the target group(s)

The beneficiaries are conflict-affected school aged children, teachers, parents and community members in affected communities in the targeted LGAs and education personnel. The target group will be selected based on the integrated programming approach, and targets 500 schools in two states. UNICEF would firstly identify the target school. It is very important to choose schools in which activities could be implemented that encompass all elements of the proposed KfW action including the humanitarian-development nexus. All teachers and students in these schools will be targeted. Parents and communities associated with these schools (SBMCs) will be also targeted. Moreover, selection will be done in consultation with government to target schools/communities that are currently not receiving direct support from development partners and are in easily accessible and relatively stable locations. The action specifically targets the following:

- School aged children and returnees in affected LGAs;
- Children from host communities;
- Most vulnerable children (children with disabilities, children who have no access to schools);
- At least 52 per cent are girls;
- Teachers, education personnel, parents and community members (teachers/master trainers will receive capacity building and pre-service and in-service teacher training provision; Teachers will receive training on Teaching at the Right Level (TaRL)<sup>4</sup> (Teaching at the Right Level (TaRL) initiative was launched in 2018 in Borno state to mainly address the issue of learning outcomes. This initiative will be scaled up in



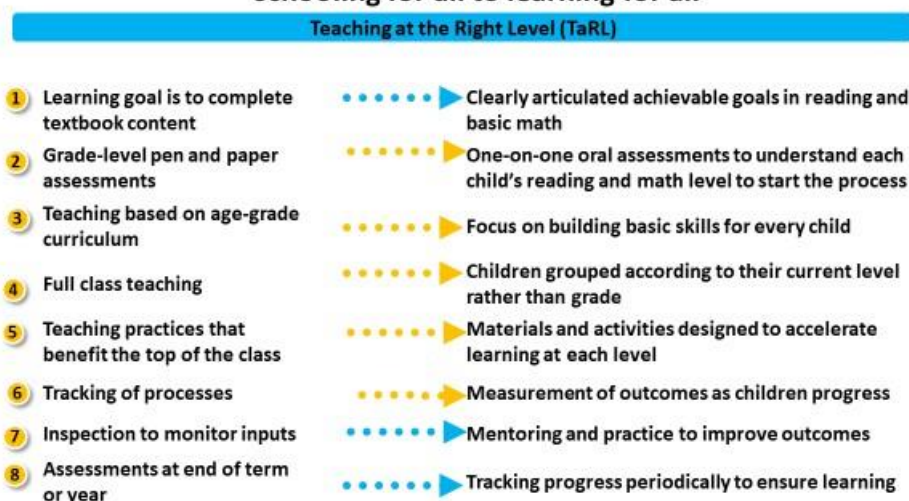
Adamawa and Yobe states through the KfW contribution); Master trainers will be trained on quality early childhood education (ECD). Parents will be trained on parenting skills. Education personnel will be trained on Education Management Information System (EMIS) and the use of data and indicators for education planning. Community members (in SBMCs) will receive training on planning and Conflict/Disaster Risk Reduction (C/DRR).

### Intervention: Teaching at the Right Level (TaRL) restructures the education system to focus on all children learning well



*The approach, developed by Pratham and rigorously evaluated by JPAL and other evaluation agencies in India and Africa, has been shown to lead to significant learning gains in a short span of time.*

### Major shifts are needed to enable education systems to move from schooling for all to learning for all



<sup>4</sup> This is a teaching approach that focuses on basic literacy and numerical skills acquisition. Under the approach children are grouped for remedial lessons by competency levels instead of by age or grade. The approach is currently being piloted in Borno State with UNICEF financial and technical support.

### 3.3 Establishing the Link with Humanitarian Aid and Long-Term Development Cooperation

**The humanitarian-development nexus:** As the crisis becomes more protracted, the education sector needs to gradually move from a short-term emergency response to a strategic

intervention to build individual and institutional capacities, strengthen systemic resilience and ensure predictability, sustainability and quality. The ongoing emergency response provides the opportunity to address some long-standing barriers to education, effectively linking humanitarian and development responses towards early recovery.

To strengthen the humanitarian-development nexus, UNICEF education response will consider the underlying causes of conflict – including poverty, climate change, and social and economic exclusion – with a special focus on the education system pre-crisis weaknesses and a prioritisation based on needs as expressed by the affected people. Responding to community feedback on education, UNICEF will enhance collaboration with the SUBEBs, SMOEs, the State of Ministry of Religious Affairs (SMoRA) and the State Agency for Mass Literacy to support formal and non-formal education alternatives. UNICEF is implementing its education (EiE & Recovery) programs in consultation and close cooperation with SUBEB and SMOE with whom UNICEF signed rolling work plan to lead their work and leverage resources for improvement of the education system. SUBEB will oversee and support the implementation of all its components. A SUBEB (state universal basic education board) is a parastatal of the ministry of education that has overall responsibility for basic education (pre-primary, primary and junior secondary); the ministry of education is responsible for senior secondary and policy issues in education; SAME (state agency for mass education) is responsible for nonformal education and adult literacy; the ministry of religious affairs is responsible for religious education including Qur'anic schools. In other words, these agencies are key implementing partners for UNICEF for their respective areas of responsibility, UNICEF will therefore continue to support investment into systems strengthening, including through advocacy, and harmonised planning and implementation of education service delivery between the state authorities and humanitarian actors.

Links between emergency and development activities are strengthened so that equitable access to quality education can be promoted for all children. It is equally important to coordinate and establish links between EiE interventions and education development programmes supporting formal systems. Although EiE support components are usually basic and temporary in their initial phases, as the response moves towards recovery, activities should become increasingly aligned with the formal education system.

Enhancing the links between emergency and development is key to support equity. The protracted crisis had a consequent impact on access and quality of education. UNICEF will draw on a range of networks and programmatic activities to leverage cross-sectoral synergies and linkages in programming for children and their families.

Through its leadership of three emergency sectors (Education, WASH and Nutrition), the<sup>5</sup> child protection sub-sector and its key role in delivering health assistance, UNICEF is in a unique position to coordinate a broad range of programmatic activities to ensure a holistic impact on children's development.

UNICEF Education Programme implements both development and humanitarian programmes in North East Nigeria. The synergies between the two will be optimized to ensure that conflict affected and displaced children as well as those with disabilities have access to quality education opportunities to reach their full potential. Fostering resilience and early recovery, and strengthening the humanitarian-development nexus by working towards collective outcomes is part of the Humanitarian Response Plan for Nigeria for 2018 and beyond (Strategic Objective Three). UNICEF does not lead the Disaster Risk Reduction (DRR) sector but mainstreams DRR in education and WASH responses. For instance, teachers, children and school based management committee members are trained on school based conflict/disaster risk preparedness and response planning.

UNICEF works in collaboration with development partners such as Norway, among others, to strengthen the resilience and wellbeing of children affected by armed conflict, linking the humanitarian action with early recovery and development programming. In 2018, UNICEF added systems strengthening approaches to its emergency response in northeast. These include EMIS, SBMC and Sector Planning along with quality education and piloting of initiatives aiming at improving learning outcomes. UNICEF is currently spearheading its education response for out-of-school children in Borno state in partnership with the Faculty of Education at the University of Maiduguri. Plans to scale up such initiatives in Adamawa and Yobe states will be in effect as soon as the pilot intervention is assessed and lessons learned and good practices analysed and documented.

Ongoing UNICEF projects in the targeted states are funded by DFID, Norway and UNOCHA, and cover the following sector focus areas:

1. Access: support enrolment of children, provision of supplies (stationery, uniforms and bags), school/classes rehabilitation, WASH in schools, temporary learning spaces (TLS)

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<sup>5</sup> Fostering resilience and early recovery, and strengthening the humanitarian-development nexus by working towards collective outcomes is part of the Humanitarian Response Plan for Nigeria for 2018 and beyond (Strategic Objective Three). UNICEF does not lead the DRR sector but mainstreams DRR in education and WASH responses. For instance, teachers, children and school based management committee members are trained on school based conflict/disaster risk preparedness and response planning.

<sup>6</sup> Avoiding double counting is taken into consideration and reflected in the logframe. WASH in schools is largely supported by education while UNICEF and other WASH programmes focus mainly on WASH in communities. Nevertheless, there is coordination around provision of WASH in schools between the education and WASH sector working groups.

2. Quality Education & Learning Outcomes: capacity building of teachers, Teaching at the Right Level (TaRL), early grade learning, simulation and communication/Shani pilot
3. Knowledge Management: Joint Education Needs Assessment (JENA), Political Economy Analysis



4. System Strengthening: Education Management Information System (EMIS), SchoolBased Management Committees (SBMCs), Sector Planning

### 3.4 Approach / Methodology

UNICEF is sharpening its support through a combined approach of institutional and community systems strengthening and a more focused approach on schools as an integrated service platform which will benefit children, parents, teachers and community members. It also aims at reinforcing knowledge generating and an evidence based approach for the Education Sector to establish a data generating system. In parallel, UNICEF is strengthening the Education Sector Working Group (ESWG), established and led by UNICEF since mid-2015, to provide a coherent and coordinated Education Sector response plan with a focus on strategic linkages to resilience building and early recovery. UNICEF is also working to strengthen the capacity of the State Ministry of Education (SMoE)/ State Universal Basic Education Board (SUBEB) and national and international partners to respond to the crises through enhanced coordination activities and synchronized scaling up of interventions with an increased focus on integrating sustainable development approaches.

UNICEF interventions in North East Nigeria will be guided by the schools as an Integrated Service Platform Initiative to ensure communities grow more resilient and children learn and develop and have uninterrupted access to quality education. A main part of the strategy of the action will focus on building the capacity of at least 200 master trainers of pre-school, pre-service and in-service teacher training provisions. This project aims to significantly address the protracted humanitarian crisis within a broader developmental context.

The project will also adopt the principle of “Do No Harm,” namely ensuring that if documenting, reporting, monitoring or providing a service to vulnerable children, an IDP or a survivor of the crisis will have greater risks than benefits, it must be avoided. Accessing schools at the front lines in the North East will take into consideration the security and safety of children. Coordination with the security and military forces has been deemed essential to reduce risks to children. On the other hand, the capacity building on C/DRR for SBMC members and teachers contributes to mitigating risks. One of the lessons learned is that strong school governance structures with community involvement is key to the protection of schools.

SBMCs will be established within the targeted schools to ensure parents and community involvement. Each SBMC consists of five members. Training will be provided to SBMCs on conflict/disaster risk reduction (C/DRR) planning and prepared C/DRR plans for their respective schools. Strong school governance structures with community involvement is key for the protection of schools. Working with SBMCs is a key strategy for basic education interventions. SBMCs are effective tools of school management and have brought positive change to schools. If properly empowered, SBMCs could change the management role of school from “passive execution” to a “self-managing system”.

SBMCs will be established through meeting with members of the host community where the school is located. Members will be selected through participation and consultation with school management and host community members (members could be parents, head teachers/teachers, village heads, traditional rulers, religious leaders, youth leaders, women leaders, artisans, and/or students). SBMCs will be trained by UNICEF-trained master trainers so that they will be able to: Collaborate with the community to sensitize and mobilize parents on enrolment, attendance and retention of their children or wards in schools; monitor staff with regard to attendance at school and effectiveness in curriculum delivery; support the head teacher in innovative leadership and effective management of school; monitor school physical facilities with a view to ensure their proper maintenance; serve as a medium for the transmission of skills, knowledge, values and traditions of the community; assist head teachers in treating discipline problems in the school; ensure security of human/material resources and render annual statements of account, income expenditure, and identify staff requirements.

Another approach the project will employ to ensure sustainability is the use of EduTrac, a data collection system from schools at the sector level using free text messaging services. Initially, EduTrac will be used as survey tool to collect data gaps from schools using SMS messages. Later, EduTrac will be used as a governance and monitoring tool, gathering data on the absence of students, teachers and head teachers, progress in the curriculum and availability of textbooks, cases of violence that have been recorded or referred to a social worker, hygiene and sanitation and the school budget. In this way, problems are identified early on and the Ministry of Education receives an accurate picture of the status of the schools and roads, which will help improve the planning stage of basic education, and accountability at the sector is increased.

**Example of SMS questions (EduTrac):**

stcotArtsArosAp rsr otrAssopsertsrotcA	ysserW
ssetcstA	ecnossCA're Assts
ssetcstA	ItsAsstsro reseocsetcstArpsrAtcoor
etcoorrreseocsetcstA	s Asstsro rssetcstA

stcotArtsArosAp rsr otrAssopsertsrotcA	yosccrW
etcoorrreseocsetcstA	Disorder and violence among students registered monthly
etcoorrreseocsetcstA	Availability of breakfast for students during the break

stcotArtsArosAp rsr otrAssopsertsrotcA	End of school semester
etcoorrreseocsetcstA	yepscssestsro rcoprscA
etcoorrreseocsetcstA	snepre prpcWro rbecstresorAoerAr otrcesobeAcpse
etcoorrreseocsetcstA	snerpcWro rbecstrcerA

### 3.5 Implementation Modality

UNICEF is committed, in all its humanitarian interventions and regular programmes, to create, maintain, and strengthen a broad network of partnerships, including NGOs, line ministries and decentralised entities, and other UN agencies. Partnerships between UNICEF and other entities as mentioned are critical to achieving results for children in both development and humanitarian action contexts.

Partnerships with SMoE/SUBEB and through EiEWG will be scaled up to ensure access to education for conflict-affected children. Advocacy sessions for families in IDP camps and host communities will be compounded by the enrolment drive campaign and will result in an increase in the number of girls and boys who access educational opportunities under KfW intervention.

Efficiency is a key factor in determining the implementation modality. The main three modalities employed by UNICEF are: direct payment to a third party<sup>7</sup> (such as project beneficiaries, trainers and consultants hired through institutional contract), based on a joint rollout work plan with Government entities (SMoE/SUBEB), partnership with international and national

<sup>7</sup> UNICEF's modalities are either through private contractors/companies as per UNICEF Supply Procedures or through Government (SUBEB/SmoE) with transparent procedures and direct payments to third party contractors based on the signed rolling work plan with SUBEB/SmoE.

NGOs under PCA/SSFA and procurement of services under institutional consultancies through competitive international bidding.

All partnerships with both Government and Plan International, the only international NGO with which UNICEF will partner for this project (national NGOs/CSOs will be identified and involved under the G4G initiative. Currently UNICEF works with three other international NGOs i.e. Norwegian Refugee Council, Street Child and Save the Children), are governed by robust financial and performance monitoring, which includes periodic programme monitoring visits (which include site visits), spot checks, and - where transfers reach a certain amount<sup>8</sup> - audits. The frequency of visits and checks depends on the assigned risk rating following a financial assessment, conducted at the start of the partnership. In general, one audit is scheduled during the programme cycle if one or more of the programme documents with the INGO/CSO reach a cumulative value of \$500,000 or more.

This will be our third consecutive project supported with contributions from DFID/NENTAD, Norway/TSSIP and the Nigerian Humanitarian Response/NHR), and each time we build on our partnership to combine technical expertise with deep contextual knowledge. All our partners were involved in the stakeholder consultation on education that was held in June and August this year, and have been consulted on project locations, as well as provide inputs on activities and outputs.

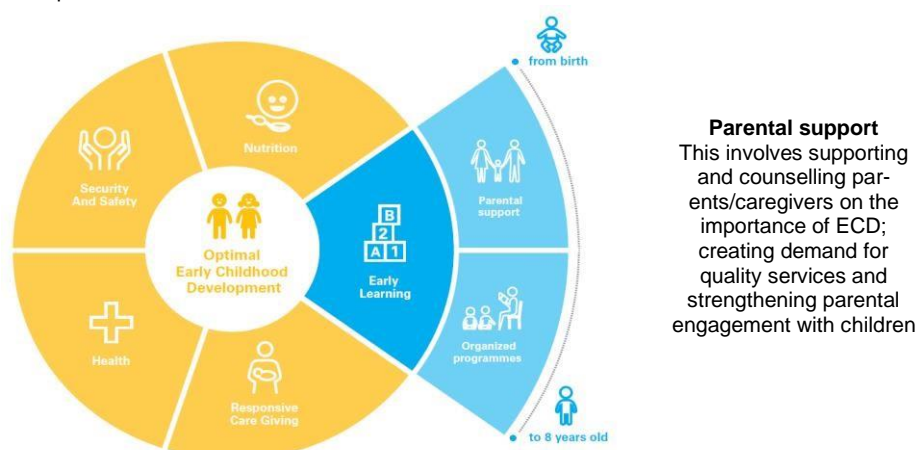
### 3.6 Cross-cutting Issues

The project includes interrelated components related to three sectors (education, WASH and child protection) and three cross-cutting areas (behaviour change communication (C4D), gender and early childhood development (ECD)). The project also has a convergence approach with learners and schools at the centre for safe, healthy and protective learning environment where they are learning effectively within a wider school community.

#### **Early Stimulation and Parenting in the broader ECD landscape**

UNICEF is assisting the state government of Borno state in Shani LGA in the implementation of an Integrated Basic Nutrition Project (INP+) focused on addressing nutrition, WASH, Child Protection and Early Childhood Development communication and stimulation for children 0-3 years of age. This intervention is being delivered in an integrated manner at the community level for a pilot period of 21 months. Within this pilot project in Shani, the global Care for Child Development (CCD) package was adopted. The education section, drawing on lessons learnt using CCD, will scale up this approach to other LGAs.

<sup>8</sup> If the amount expected to be transferred to the partner in a year reaches \$500,000 or more, an audit must be carried out in addition to quarterly spot checks. For a transfer of up to \$100,000, there must be a micro-assessment and spot checks by Programme and Operations staff.



## Education for sustainable development must start in early childhood

There was a strong consensus that educating for sustainability should begin very early in life. It is in the early childhood period that children develop their basic values, attitudes, skills, behaviours and habits, which may be long lasting. Studies have shown that racial stereotypes are learned early and that young children are able to pick up cultural messages about wealth and inequality. As early childhood education is about laying a sound intellectual, psychological, emotional, social and physical foundation for development and lifelong learning, it has enormous potential in fostering values, attitudes, skills and behaviours that support sustainable development – e.g. wise use of resources, cultural diversity, gender equality and democracy.

### Targeting parents

The Action will target the role of the family in young children's learning as families are the child's first educators and have the greatest influence in shaping young children's attitudes, values, behaviours, habits and skills. As such, they have a significant role to play in educating their children for sustainable development. Learning for sustainability can therefore be effectively undertaken by parents, siblings, grandparents and other extended family members. Thus, where formal early education programmes are not available, non-formal education can be set up – as an integral component of community programmes or otherwise – to provide parents and grandparents with opportunities to discuss what can be done differently in daily life to become an effective agent of bringing about sustainable development. Where an early childhood education programme does exist, provision of parenting skills and parental education can fill the gap.

The Action aims at strengthening the ECD capacity of 50 key stakeholders including parenting skills and integrated ECD cross-sectoral models, reaching 5,000 pre-school children and 10,000 parents.

**Communication for Development (C4D)** is a systematic, planned, and evidence-based approach to promote positive and measurable behavioural and social change. C4D is an approach that engages communities and decision-makers at local, national, and regional levels in dialogue towards promoting, developing, and implementing policies and programs that enhance the quality of life for all. The C4D approach uses information- and dialogue- based processes and mechanisms to empower populations, especially those that are marginalized and vulnerable, and to facilitate and build collective efficacy and actions. C4D aims to strengthen the capacity of communities to identify their own development needs, assess the options and act, and assess the impact of their actions to address remaining gaps. C4D approaches and tools facilitate dialogues between those who have rights to claim and those who have the power to realize these rights ([UNICEF C4D Position Paper](#)).

Educating communities including 250,000 youth and children through radio (C4D) and support enrolment drive campaigns to reach 1,000,000 children will contribute to increasing access to education for the most vulnerable groups including girls.

**Gender** is at the heart of UNICEF programming. Convergence with other sectors will ensure that gender-sensitive WASH facilities are available in all targeted schools under this Action and that issues related to corporal punishment and GBV are addressed and incorporated into the structures of the SBMCs. Reducing gender and other disparities in relation to increased access, narrowing gender and social disparities in enrolment participation and completion of quality basic education are integral parts of this action. Gender equality continues to be incorporated in UNICEF interventions throughout 2018, ensuring that acceptable, culturally appropriate gender-based standards were applied to service provision.

The Action includes training for boys and men as champions for girls' education and gender / positive masculinity and mentoring and role modelling through Girls for Girls (G4G) groups. G4G groups aim to develop life skills and support to girls to remain in school.

The G4G initiative will be centered in targeted formal schools and will be led by an experienced national NGO in Yobe and Adamawa states.

## 4. Institutional and Financial information

### 4.1 Recipient, Executing Agency (UNICEF)

UNICEF Nigeria is the project-executing agency working with implementing partners, government and non-government in the project target school communities and LGAs in Yobe and Adamawa states. KfW funds will be utilized to strengthen the capacity of State Ministry of Education (SMoE)/ State Universal Basic Education Board (SUBEB), and local school

communities to respond to the protracted crises in North East Nigeria through enhanced coordination activities and synchronized scaling up of interventions to support an inclusive basic education system. There are two offices in North East Nigeria. Maiduguri Field Office covers Borno and Yobe states while the Bauchi Field Office covers Adamawa state and receives support from the field office in Maiduguri and from the Country Office in Abuja.

## 4.2 Partnerships

UNICEF's presence in northeast Nigeria is based on a strong commitment to humanitarian principles, and guided by its Core Commitments for Children in Humanitarian Action. UNICEF maintains strong collaboration and partnership with a broad range of national institutions in the Northeast, including with the State Ministry of Education (SMoE), State Universal Basic Education Board (SUBEB), the Ministry of Religious Affairs and the University of Maiduguri. Recently graduated teachers from the university will be involved in reaching out-of-school children and supporting their integration into formal education. The pilot project with the university in 2018, which involves 500 teachers/graduate students and aims to reach 12,500 out-of-school children in Borno state, will be scaled up (many graduate teachers are from Adamawa and Yobe states). Teachers as agents of social change will be involved and will benefit from the capacity building that will be provided to them (concept note is available and can be shared).

Partnership pre-qualification is based on the humanitarian nature of the INGO, direct presence or operations inside Nigeria and solid or proven track record in delivering humanitarian assistance according to humanitarian principles. These pre-qualified agencies have also completed a "Due Diligence" process. Furthermore, UNICEF will undertake an independent micro-assessment to pre-qualify the INGOs. Once an agreement is signed, UNICEF and partner teams will interact daily in addition to more formal weekly meetings to review progress. UNICEF will discuss with partners either in person or via telephone to gather information on progress and discuss the challenges of project implementation. UNICEF will also monitor implementation through facilitators. The continuous interaction with the implementing partner including the review of periodic reports will ensure that implementation corresponds with plans and addresses problems at initial stages.

All partnerships with Government, Plan International and national NGOs (a decision has not yet been taken on which national NGO could be an implementing partner under this project) are governed by robust financial and performance monitoring, which includes periodic programme monitoring visits (which include site visits), spot checks, and, where transfers reach a certain amount (from \$500,000 and above, an audit is required - spot checks and microassessments are required under all agreements up to \$100,000), audits. The frequency of visits and checks is depending on the risk rating assigned to the entity following a financial assessment, conducted at the start of the partnership.



### 4.3 Harmonization with other Donors and Aid Agencies

Through the Education Sector Working Group and the Education Cluster, both led by UNICEF, the planned project will be harmonized with those of other donors to ensure that there is no overlap in efforts and that the activities under this project are complementary to activities supported by other donors such as the Norwegian Embassy, UK Department for International Development (DFID), USAID, World Bank and GIZ as well as to NGOs implementing in both states.

UNICEF also met with GIZ in relation to the planned project to identify ways that actions take into consideration their programming in Adamawa. On 17 July 2018, UNICEF met with Peter Abue, Support to Strengthening Resilience in North East Nigeria, and briefly with Felix Sarrazin, Head of Programme. During the meeting, we discussed GIZ programming in Adamawa (there is currently no GIZ programming in Yobe), including locations and scope of work, and agreed on the importance that KfW supported work be complementary to GIZ supported work. Peter shared the list of education facilities that they are rehabilitating and the procurement of supplies. In addition, we mentioned some of the initial ideas of the proposed work with KfW funding. We plan to have a follow up meeting the following week. In August, UNICEF conducted a field visit to Adamawa and met with the Adamawa GIZ team to discuss complementary programming.<sup>9</sup>

UNICEF will consult with the Education Sector Working Group and the Education Cluster and its members regarding the targeting of locations and activities. Through its co-leadership of the Education Cluster and as chair of the Education Sector Working Group, UNICEF is in a unique position to coordinate with sector partners and engage with a broad range of programmatic activities to ensure a holistic impact on children's development.<sup>10</sup>

### 4.4 Timeline

The project timeline covers five calendar years from 1 December 2018 to 30 December 2022.

The detailed implementation timeline is provided in Appendix 5.

### 4.5 Overall Costs & Financing

The overall costs of the five-year project (December 2018 – 30 December 2022) is Euro 15 million (Appendix 3). Budgetary revisions exceeding 20% of the initial cost allocation require no objection by KfW.

<sup>9</sup> Regarding schools already targeted by GIZ. Specific roles/contributions need to be discussed before targeting the same schools. The main issue is to ensure complementarity and avoid duplication of work in the same school.

<sup>10</sup> Plan International and CBM will both receive funding from BMZ for projects in Northern Nigeria. UNICEF will harmonize / coordinate with them. UNICEF already has a programme cooperation agreement with Plan International, so the new project will build on an existing partnership.

## 4.6 Reporting

UNICEF will submit semi-annual progress-reports to KfW and will be responsible for the coordination related to timely report generation with all implementation partners. The semiannual reports will cover the following elements:

- 1) Executive summary of the report, including overview of principal progress in project implementation, main challenges and financial overview
- 2) Context report (brief description of project relevant contextual developments in the country and specifically in the project region in relation to the socio-economic situation, security, humanitarian situation, etc.)
- 3) Detailed implementation report
  - a. Realized measures and attained objectives in relation to initial planning, reasons with regards to potential delays in implementation
  - b. Documentation with pictures and maps of project measures
- 4) Overview of challenges and lessons learned (challenges met, potential changes in risk assessment for the project, including risk mitigation strategy overview)
- 5) Overview of the future implementation planning (underlining all potential changes to the implementation plan, project concept) 6) All other relevant information

Annexes:

- 1) Detailed progress review of all activities
- 2) Updated Logframe with current indicators
- 3) Financial reports for all activities
- 4) Updated lists of all project implementation partners and businesses receiving funds under the project to enable compliance relevant monitoring (in relation to procurement, rehabilitation measures, trainings and awareness-raising)
- 5) Annually: update of the peace and conflict matrix (November reports)

## 4.7 Changes in Project Design

Any major changes in Project design shall require KfW's prior consent. UNICEF shall inform KfW thereof immediately, stating the reasons, the planned measures and the consequences

of the change (including budgetary consequences). Execution of such measures may only commence on the basis of revised planning and upon KfW's consent.

#### 4.8 Environmental and Social Risk Management

UNICEF will provide the UNICEF Social and Environmental Screening Note (SESN) with the first foreseen semi-annual report (31<sup>st</sup> May 2019).

Within the first year of project implementation UNICEF will provide further documentation regarding the environmental and social management approach resulting from the SESN in relation to the identified risks (such as an Environmental and Social Impact Assessment or Environmental and Social Management Plan) together with the second foreseen semi-annual project report (31<sup>st</sup> November 2019).

All further semi-annual reports will contain a summary of relevant events and mitigation measures taken related to the management of environmental and social risks.

### 5. Intended and Unintended Effects and Risks

Major risks and assumptions associated with the implementation of the Action include but are not limited to the following:

Children have been among the most negatively impacted by the protracted crisis. Girls are particularly impacted by the crisis with parents reluctant to send them to school for fear of being kidnapped by the insurgency. Children have been the victims of violence, multiple displacement, forced recruitment and abduction. The psychosocial impact has been devastating and aggravated by the death of relatives or friends, and by their experience of forced displacement and abduction.

There is a likelihood of intensification of the armed conflict, which could render communities inaccessible. All planned activities could encounter delays if the security situation deteriorates, in which case UNICEF will actively seek alternatives. The political atmosphere associated with the upcoming elections might also have an influence on security and stability in North East Nigeria.

Emergency situations exacerbate marginalization, as poverty, social exclusion, conflict and natural disasters interact to compound vulnerability. They weaken the social compact and lead to a high number of incidents of school attacks, sexual violence, further marginalizing of already disadvantaged groups and increased number of out-of-school children.

In Yobe, humanitarian services can access roads with an armed escort only. Monitoring in Yobe is mostly done by third party facilitators. UNICEF has also deployed the services of third party education facilitators/consultants to monitor UNICEF supported programme areas where there is no UNICEF staff presence to liaise with implementing partners on behalf of UNICEF; they also assess needs, and monitor distribution of supplies and verification of implementation

of UNICEF supported projects. UNICEF and all other UN agencies' work in the north east is guided by the policies and procedures of the UN Department of Security Services (UNDSS). UNICEF also has a security specialist based in Maiduguri to provide support on security issues including risk assessments and providing advice on safety and security.

Risk	Rating high, medium, low)	Rating of controllability	Measures taken to mitigate risk / adverse effects
Political Risk	high	high	<p>Successful engagement with influential stakeholders at SUBEB &amp; SMoE to secure their support for ongoing and planned education programmes. These efforts will promote buy-in for the Programme and mitigate the risk that security incidents may occur or be threatened to compromise implementation.</p> <p>Community-supported education tends to create a dynamic circle of stability, as communities realize the benefits of education for their children, and this may have a mitigation effect on security incidents (SBMC as an example).</p> <p>It is also worth noting that despite the protracted crisis for eight years, education continued at state level and remained under the auspices of SUBEB and the SMoE.</p> <p><u>Other mitigation measures:</u></p> <ul style="list-style-type: none"> <li>- Update emergency preparedness plan</li> <li>- Close monitoring of the political situation</li> <li>- Neutrality</li> </ul>
Risk during the implementation	medium	high	<p>The Programme is designed to capture the benefits of expertise already gained by SUBEB and SMoE in the relevant programmatic areas and the issues that need to be addressed are already known.</p> <p>Lead times for procurement can in some cases delay projected implementation schedules and SUBEB, UNICEF and other relevant stakeholders, will pay attention to this issue by developing and monitoring a procurement plan and timetable.</p> <p>The risk that implementation of the Programme and achievement of projected results and outcomes will be compromised because of inadequate implementation planning.</p> <p>UNICEF and SUBEB/SMoE will design a detailed implementation plan for the Programme within the parameters of the Programme approval and the budget allocation. This implementation plan will be at a deeper level of detail than this proposal and will include specifics on timing and sequencing of various activities and sub-activities and their relation to each other.</p>

Operational Risks	medium	high	<p><b>Funds Management and Accountability:</b></p> <p>The risk that funds will not be used for the purposes for which they are provided, including the risk of diversion of funds and lack of proper and</p>
			<p>complete accounting for funds provided.</p> <p>Funding will be subject to the extensive checks and controls established by SUBEB with support of UNICEF consistent with the commitment to mitigate transaction costs, to capture the benefits of work already done in North East Nigeria, and to avoid unnecessary imposition on the State Government entities.</p> <p>The KfW funds will increase the capacity in the SUBEB and the SMoE to improve delivery of services and strengthen systems (EMIS, SBMC, etc.).</p> <p>UNICEF will be available to support the training of officials in budgetrelated issues, cash-flow projections and HACT, to better facilitate programme design and better cash flow monitoring. The flow of funds architecture involves sufficient review by a range of stakeholders, assisted by the UNICEF HACT Officer, to mitigate the risks of diversion of funds. UNICEF will meet quarterly with main stakeholders to review programme implementation and promote coordination within the State Government, as well as to foster transparency, thus serving as a risk-mitigation tool.</p> <p><u>Other mitigation measures:</u></p> <ul style="list-style-type: none"> <li>- Training of partners on HACT</li> <li>- HACT assurance activities (Spot checks &amp; Programme Monitoring Visits)</li> <li>- Micro-assessments &amp; Audit</li> <li>- Sharing of information</li> </ul>

Social and Environmental Risks	medium	high	<p>The risk that implementation of the programme will result in unanticipated social problems in the states where the programme is implemented and elsewhere.</p> <p>The programme is to be implemented in specific LGAs. Implementation will involve securing support for the programme from the leadership of local communities. This should promote community support and buy-in, and mitigate the risk of unanticipated social problems.</p> <p>The risk that implementation of the programme will lead to unanticipated environmental problems in the LGAs where the programme is implemented. School rehabilitation, especially in remote and hard-to-reach LGAs, can present environmental risks. The school construction components of the programme will be undertaken with special sensitivity to the local environment (including about provision of water points, water access, and waste disposal) and will consider the wisdom and guidance from local communities about local conditions, and the wishes of local communities generally. The rules and regulations applied regarding the school construction and refurbishment component of the programme will be uncomplicated and basic, and based on community support.</p>
Corruption	high	high	<p>The Government of Nigeria is committed to combatting corruption. The SMoE/SUBEB are already implementing very substantial amounts of funding support from international development partners through the</p>

			<p>direct payment to third party approach. The mitigation measures associated with fiduciary risks are also important mitigation measures relating to corruption and the possible diversion of funding.</p> <ul style="list-style-type: none"> <li>➤ Office has developed a robust HACT plan which is being rigorously implemented (Fraud &amp; corruption)</li> <li>➤ Micro-assessments and Audit (Fraud &amp; corruption)</li> <li>➤ Office has resorted to the use of international NGOs where there is lack of local capacity (Fraud &amp; corruption)</li> <li>➤ Office has conducted special audits where suspicion of fraud existed (Diversion of funds)</li> <li>➤ Enhance capacity building of partners (No sufficient partners at country level able to manage funding to required standards)</li> </ul> <p>Risk mitigation measures should have a significant effect in this risk area. However, it is important to note that any programme involving routine transfers of moderate amounts of cash (as will be the case for the “school rehabilitation and procurement of furniture” component of the programme), in any environment or country, carries substantial inherent risks. Special attention will be paid to the risks associated with school rehabilitation and procurement of furniture as the programme is implemented.</p> <p><u>Other mitigation measures:</u></p> <ul style="list-style-type: none"> <li>- Office has developed a robust HACT plan which is being rigorously implemented</li> <li>- Micro-assessments and audit</li> <li>- Office has resorted to the use of international NGOs where there is lack of local capacity</li> </ul>
Any other potential Risk: Intensification of the armed conflict	high	medium	Intensification of the armed conflict could render communities inaccessible. All planned activities could encounter delays if the security situation deteriorates, in which case UNICEF will actively seek alternatives.
Total	medium	high	Mitigation measures in place

## 5.1 Consideration of Socio-economical, Socio-cultural and Ecological Perspectives<sup>11</sup>

Over the past eight years, the armed conflict in the North East has affected civilians already living in precarious conditions, undermined poverty reduction and development efforts,



<sup>11</sup> Under this project World Bank's EISF standards will guide related issues as needed. Documenting these approaches will help develop lessons learned for application in future similar contexts.

strained government resources and depleted community coping capacities. Adamawa, Borno, and Yobe States have been disproportionately affected.

Education is a fundamental human right. Every girl and boy is entitled to attend school and learn. UNICEF is dedicated to making sure that all children can enjoy their right to a quality education, from early learning opportunities that lay the groundwork for success in school, all the way through secondary school. Because merely getting children into school is not enough, UNICEF promotes child-friendly approaches that include securing safe and healthy school environments, and teaching and learning processes that speak to children's individual needs – so that children can acquire the skills and knowledge they need.

To reach the most vulnerable children in the most challenging situations in North East Nigeria, UNICEF aims to foster innovative solutions tailored to local contexts, and to support the two states in building robust and resilient education systems. Educating children in North East Nigeria is an investment in their futures, and in peaceful and prosperous societies. At the most fundamental level, providing adequate investments that enable children to thrive is a moral imperative, and investing in a child is to invest in society's future.

In the north-eastern Nigerian context, patterns of poverty vary by geographic location and are also influenced by socio-cultural and religious norms and prevalence of conflict and instability, as much as by economic environment. High rates of unemployment and limited availability of livelihood opportunities in conflict-affected and hard-to-reach areas continue to restrict the economic opportunities available to men and women, and youth, preventing a route out of poverty. Poverty is influenced not only by income also by economic and social risks, which result in gender inequalities and child protection deprivations. Children also face severe deprivations which, like gender inequality, are often driven by poverty alongside socio-cultural and religious norms which vary by and within regions and states. Early marriage, trafficking and child labour are of concern.

The Social Ecological Model (SEM) is a theory-based framework for understanding the multifaceted and interactive effects of personal and environmental factors that determine behaviours, and for identifying behavioural and organizational leverage points and intermediaries for health promotion within organizations. There are five nested, hierarchical levels of the SEM: Individual, interpersonal, community, organizational, and policy/enabling environment (see Figure 1).

The Social Ecological Model (SEM) is relevant when, due to cultural norms where there is a need to address individual needs and empower communities as an active social agent for change in addressing the barriers to education through behaviour change and communitybased approaches. An unequitable, poorly performing education system in North East Nigeria states prior to the insurgency, with large cohorts of children and youth out of

school, mostly from extremely poor homes and great domination and prevalence of cultural norms that hinder access to school mainly for girls, offered a fertile ground for poverty and recruitment into armed groups. The effective provision of equitable, inclusive and quality education can be a game changer turning years of underdevelopment, poverty, violence and radicalisation into self-empowerment and a brighter socio-economic future. Unlike countries where schools are collateral victims, the so called Western education was the prime target of the insurgents in Nigeria. The emergency in northeast Nigeria is a sad and perhaps unique case where the systematic destruction of the education system was a key objective and tragic result of the conflict.

The community mobilization strategy to be employed by UNICEF starts from the individual to a wider spectrum and aims at addressing the identified barriers and promote parental engagement to increase access and retention in education in collaboration with a focus on C4D that employs the Social Ecological Model (SEM) framework for understanding the multifaceted and interactive effects of personal and environmental factors that determine behaviours, and for identifying behavioural and organizational leverage points. Addressing individual behaviours, which are shaped by social, cultural, economic and political contexts, requires interactive approaches and a mix in communication channels to encourage and sustain positive and appropriate behaviours. With well-defined strategies and participatory practices, behaviour change communication can provide individuals with relevant information and motivation.



Figure 1. The Social Ecological Model.

There should be an amelioration of the educational system in Nigeria which will allow a holistic approach to solving the educational problems and to address the needs of vulnerable children and children at risk as a result of the conflict through the establishment of mechanisms and systems in education while supporting recovery and reform of the North East Nigeria basic

education system through immediate support to the full functionality of the school system, stakeholder consultations and sector coordination; improved data collection and analysis; reviewing education policies and school framework, and supporting strategies to increase planning, administrative, and teaching capacity for inclusive quality learning with a view towards addressing gender, geographical, and other disparities. Added to the above, more schools and facilities as well as teachers should be provided at all levels of education.

## 6 Visibility and Reporting

UNICEF is committed to providing communication materials in support of visibility requirements, wherever that is possible. Human interest stories and communication materials that are produced will focus on the KfW audience. Media products will be issued jointly and branded according to graphic standards, through social media and the issuance of a press release.

### 6.1 Objectives

1. To highlight the achievements of the KfW project through UNICEF's interventions,
2. To present how implementation of the Action has positively impacted the lives of children and communities in North East Nigeria,
3. To ensure that the donor visibility requirements are met and that sufficient recognition is given to KfW for their financial support and
4. To raise awareness on the importance to invest in children, and showcase how the partnership between the KfW and UNICEF is achieving positive results in North East Nigeria and in the WCARO region.

### 6.2 Target audience

The key target audiences will vary depending on the activity but the following outlines the major groups:

1. German public: Raise awareness among the people and KfW on the importance of KfW's involvement and financial support through UNICEF for Nigeria as well as in the WCARO region.
2. Highlight the achievements and impact of the present programme and related activities supported by the KfW. The objective will be achieved primarily through media and communication tools specially aimed at audiences in Germany, including social media.
3. Nigerian beneficiaries and target groups (Nigerian political sphere and civil society, state line ministries, education stakeholders, parents, and community leaders): Ensure that Nigerian authorities at national and decentralised levels are aware of the KfW's support to UNICEF's programmes as well as the general Nigerian population that might not be

directly benefiting from the interventions. This will be achieved through working with national and local media, social media and tailor-made communication platforms.

4. The Government of Germany institutions and decision-makers: Regularly inform German institutions on the achievements made through the financial contribution by KfW to Nigeria and to UNICEF. This will be achieved through close collaboration with the focal points for this programme and opportunities offered by the KfW's own communication platforms.

The above target audiences will be reached through activities centred on public promotion and media outreach, visibility items, appropriate visual identity on projects sites and systematic recognition in public events, digital and social media communication, and distribution of visibility materials.

All communication products related to the KfW-supported Action will be disseminated through UNICEF's relevant platforms, including but not limited to:

UNICEF's Twitter accounts:

- @UNICEFNigeria
- @UNICEF

UNICEF's Facebook accounts:

- UNICEF WCARO
- UNICEF Nigeria

UNICEF's websites:

- <http://www.unicef.org/WCARO>
- <http://www.unicef.org/Nigeria>

UNICEF's YouTube channels:

- [www.youtube.com/user/unicefnigeria](http://www.youtube.com/user/unicefnigeria)

UNICEF Instagram Nigeria

- [UNICEF Nigeria \(@unicef\\_nigeria\)](https://www.instagram.com/unicef_nigeria)

UNICEF will also ensure that the KfW name and logo appears on school-in-a-box kits during transportation and distribution and major pieces of equipment installed at project sites (when applicable). The funding will be acknowledged during meetings, in external situation reports and in correspondence involving project implementation.

## Appendix 1: Budget

## Appendix 2: Logframe (template attached to the email)

## Appendix 3: FCV matrix

## Appendix 4: Map with area of intervention

## Appendix 5: Implementation timeline

## Appendix 1: Budget

	2018 1 December 2018 - 31 December 2018	2019	2020	2021	2022	Total
<b>1. Programme Costs</b>						
<b>1.1 Education Interventions (Expected Outcome)</b>						
<b>Programme cost (87%)</b>	<b>\$5.769.242</b>	<b>\$1.589.322</b>	<b>\$2.367.661</b>	<b>\$2.659.936</b>	<b>\$316.589</b>	<b>\$12.702.750</b>
Rehabilitation of schools including gender-segregated WASH facilities, ensuring enough supply of safe drinking water including handwashing facilities and hygiene education/practice in conflict-affected areas (material and work through contractors/companies)	\$1.940.417	\$76.436	\$191.242	\$668.341	\$0	<b>\$2.876.436</b>
Procurement of classroom furniture in targeted schools in conflict-affected areas (supplies)	\$327.325	\$284.731	\$201.765	\$221.707	\$66.721	<b>\$1.102.249</b>
Essential education supplies (stationery/school-in-a-box & bags) for both children and their teachers in conflict-affected LGAs (supplies)	\$2.100.000	\$86.655	\$280.000	\$0	\$0	<b>\$2.466.655</b>
Provision of non-formal education (ALP) in returnee areas for 6,000 children who dropped out of school or have never been to school (Plan International and 1 National NGO) (Partnership with INGO which includes operational expenses, salaries, running cost,...)	\$250.000	\$100.000	\$200.000	\$203.889	\$0	<b>\$753.889</b>
Girls for Girls (G4G) groups develop life skills and support to remain in school and Training for boys and men as champions for girls' education and gender / positive masculinity (Partnership with NGO which includes operational expenses, salaries, running cost,...)	\$300.000	\$150.000	\$303.500	\$323.500	\$0	<b>\$1.077.000</b>
System strengthening through SBMC training (planning and C/DRR; based on risk assessment and plan provision of funds to make schools safer: fence) (partnerships)	\$200.000	\$100.000	\$205.348	\$200.000	\$99.118	<b>\$804.466</b>
Scaling up of teacher training under the innovated Teaching at the Right Level (TaRL) model to reach 3,000 teachers (institutional consultancy)	\$150.000	\$250.000	\$219.499	\$200.000	\$0	<b>\$819.499</b>
Support SUBEB/SMoE in developing EduTrac which will be used as a survey tool to collect data from schools using SMS messages and as a governance monitoring tool to improve accountability (institutional consultancy)	\$0	\$110.000	\$200.000	\$200.000	\$0	<b>\$510.000</b>

Conduct a comprehensive analysis of the teaching workforce for basic education (teachers' status, motivation and performance). The results from development recruitment, and deployment of teacher. (institutional consultancy)	\$0	\$100.000	\$214.306	\$0	\$0	<b>\$314.306</b>	the analysis will inform policy on the professional
Capacity building of 150 master trainers on pre-service and in-service teacher training provisions and EIE/Conflict Resolution with an outreach of 3,750 teachers (institutional consultancy)	\$200.000	\$0	\$100.000	\$300.000	\$0	<b>\$600.000</b>	
Strengthening the Education Management Information System (EMIS) including capacity building for 60 key SMOE/SUBEB senior staff and 10 technical education EMIS staff	\$100.000	\$30.000	\$30.000	\$30.000	\$30.000	<b>\$220.000</b>	
Strengthening the ECD capacity of 50 key stakeholders including parenting skills and integrated ECD cross-sectoral models reaching 5,000 pre-school children and 10,000 parents (partnership and institutional consultancy)	\$100.000	\$200.000	\$120.501	\$109.499	\$70.000	<b>\$600.000</b>	
Educating communities including 250,000 youth and children through radio (C4D) and support enrolment drive campaigns to reach 1,000,000 children (Partnership)	\$101.500	\$101.500	\$101.500	\$203.000	\$50.750	<b>\$558.250</b>	
<b>Programme Human Resources (8%)</b>	<b>\$0</b>	<b>\$152.751</b>	<b>\$348.660</b>	<b>\$348.660</b>	<b>\$348.660</b>	<b>\$1.198.731</b>	
Education Manager, (P4) 50%	\$0	\$28.158	\$117.636	\$117.636	\$117.636	<b>\$381.066</b>	
Education Specialist, (NOC) 100%	\$0	\$34.113	140.544,00	140.544,00	140.544,00	<b>\$455.745</b>	
Two National Education Officers, (NOB) 50%	\$0	\$90.480	\$90.480	\$90.480	\$90.480	<b>\$361.920</b>	
<b>Sub-total for Expected Outcome</b>	<b>\$5.769.242</b>	<b>\$1.742.073</b>	<b>\$2.716.321</b>	<b>\$3.008.596</b>	<b>\$665.249</b>	<b>\$13.901.481</b>	
<b>1.2 Programme Monitoring and Evaluation (5%)</b>							
Three third party facilitators/consultants by external service provider - (institutional consultancy/travel)	\$26.250	\$109.000	\$109.000	\$109.000	\$109.000	\$462.250	programme and financial monitoring
Evaluation at the end of the project on the impact of the KfW contribution on the Education System in the 2 targeted states in North-East Nigeria (first \$50.000 \$0 \$0 \$0 \$200.000 \$250.000 year Baseline) (institutional consultancy)	\$50.000	\$0	\$0	\$0	\$200.000	\$250.000	
<b>Sub-total for Programme Monitoring</b>	<b>\$76.250</b>	<b>\$109.000</b>	<b>\$109.000</b>	<b>\$109.000</b>	<b>\$309.000</b>	<b>\$712.250</b>	
<b>Sub-Total Programme Direct Costs (87%+8%+5%=100%)</b>	<b>\$5.845.492</b>	<b>\$1.851.073</b>	<b>\$2.825.321</b>	<b>\$3.117.596</b>	<b>\$974.249</b>	<b>\$14.613.731</b>	

<b>2. Cross Sectoral Support (Programme &amp; Operational effectiveness) (10% of the Total Programme Direct Costs)</b>	<b>\$584.549</b>	<b>\$185.107</b>	<b>\$282.532</b>	<b>\$311.760</b>	<b>\$97.425</b>	<b>\$1.461.373</b>
Operations (risk management, financial transactions, administration, ICT, office running costs) 4.5%	\$263.047	\$83.298	\$127.139	\$140.292	\$43.841	\$657.617,87
Management for Results (financial assurance activities including the harmonized approach to cash transfers, programme monitoring with data analytics, gender mainstreaming) 2.5%	\$146.137	\$46.277	\$70.633	\$77.940	\$24.356	\$365.343,26
Communications for Development (social behavioural change materials/activities) 1%	\$58.455	\$18.511	\$28.253	\$31.176	\$9.742	\$146.137,31
Communication, advocacy and partnership (visibility, social media, human interest stories, photography) 1%	\$58.455	\$18.511	\$28.253	\$31.176	\$9.742	\$146.137,31
Field operations – (field office operations, security, logistics) 0.5%	\$29.227	\$9.255	\$14.127	\$15.588	\$4.871	\$73.068,65
Emergency (emergency coordination) 0.5%	\$29.227	\$9.255	\$14.127	\$15.588	\$4.871	\$73.068,65
<b>Total Programmable</b>	<b>\$6.430.041</b>	<b>\$2.036.180</b>	<b>\$3.107.853</b>	<b>\$3.429.356</b>	<b>\$1.071.674</b>	<b>\$16.075.104</b>
<i>HQ Recovery Costs ( 8% as per UNICEF Executive Board Decision - of the Total Programmable)</i>	\$514.403	\$162.894	\$248.628	\$274.348	\$85.734	<b>\$1.286.008</b>
<b>Total</b>	<b>\$6.944.444</b>	<b>\$2.199.074</b>	<b>\$3.356.481</b>	<b>\$3.703.704</b>	<b>\$1.157.408</b>	<b>\$17.361.112</b>
<b>EURO</b>	<b>6.000.000</b>	<b>1.900.000</b>	<b>2.900.000</b>	<b>3.200.000</b>	<b>1.000.000</b>	<b>15.000.000</b>
<b>Equivalent in USD (0.864 Euro = 1 \$)</b>	<b>6.944.444,44</b>	<b>2.199.074,07</b>	<b>3.356.481,48</b>	<b>3.703.703,70</b>	<b>1.157.407,41</b>	<b>17.361.111,11</b>



## Appendix 2: Logframe

Name of FC project: Resilience Integrated Education Programming for Children in Northeast Nigeria Project no. (BMZ-No.) 201818624

Country/Region: Nigeria/ Yobe and Adamawa states

Results Matrix compiled on 21 August 2018

Objectives	Indicators	Sources	Assumptions
<b>DC-programme objective:</b>	DC-programme indicator: <i>(list indicator the module contributes to)</i>	<i>(Transferred/copied from the DC programme)</i>	<i>Do not fill!</i>
<b>Project objective:</b> Girls and boys have increased opportunities to learn and develop within supportive and resilient communities in Adamawa and Yobe states	Project indicator: Number of boys and girls that access safe, inclusive, quality learning opportunities in formal and nonformal education settings. Baseline value: TBC Target value: 1,060,000 (52% girls) Actual value <sup>1</sup> : Achievable during project duration <sup>1</sup> : yes	<ul style="list-style-type: none"> <li>- School and learning spaces records <i>(registration &amp; attendance)</i></li> <li>- Implementing partners reports</li> <li>- Monitoring field visits by UNICEF staff</li> <li>- Third party facilitators' reports</li> <li>- Baseline records</li> <li>- Evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>• No further deterioration in security situation</li> <li>• No restrictions on movement</li> <li>• Election results have no impact on country's stability and will not contribute to escalation of conflict in North east Nigeria.</li> <li>• No civil unrest due to the upcoming 2019 elections</li> <li>• Government is committed to support this project</li> </ul>

<sup>1</sup> Only relevant for annual reporting, not for project proposal



Objectives	Indicators	Sources	Assumptions
	Project indicator: Number of teachers and other education personnel trained. Baseline value: 1,649 (females 700 & males 949) Target value: 8,200 (at least 40% females) Actual value <sup>1</sup> : Achievable during project duration <sup>1</sup> : yes	- <i>Registration sheets</i> - <i>Implementing partners reports</i> - <i>Monitoring field visits by UNICEF staff</i> - <i>Third party facilitators' reports</i>	<ul style="list-style-type: none"> <li>• Availability of adequate number of teachers in targeted schools</li> <li>• Master trainers able to rollout the training</li> <li>• No further deterioration in security situation</li> <li>• No restrictions on movement</li> <li>• Government is committed to support this project</li> </ul>
	Project indicator: Pupil/ teacher ratio Baseline value: Adamawa: 37; Yobe: 86 (state average) Target value: Adamawa: 35; Yobe: 80 Actual value <sup>1</sup> : Achievable during project duration <sup>1</sup> : yes  [baseline and target are state averages; in year 1 of the project, the average for the target schools will be calculated]	- <i>Monitoring field visits by UNICEF staff</i> - <i>Third party facilitators' reports</i>	<ul style="list-style-type: none"> <li>• No further deterioration in security situation</li> <li>• No restrictions on movement</li> <li>• Government is committed to support this project</li> </ul>
Objectives	Indicators	Sources	Assumptions

	<p>Project indicator: Pupil attendance rate (students present on day of visit/ students enrolled) in targeted schools in Adamawa and Yobe states</p> <p>Baseline value: <i>To be determined in Year 1 of project</i></p> <p>Target value: 50% increase in targeted schools/60% for girls Actual value <sup>13</sup>:</p> <p>Achievable during project duration<sup>1</sup>: yes</p>	<ul style="list-style-type: none"> <li>- <i>Implementing partners records/ reports</i></li> <li>- <i>Monitoring field visits by UNICEF staff</i></li> <li>- <i>Third party facilitators' reports</i></li> </ul>	<ul style="list-style-type: none"> <li>• No further deterioration in security situation</li> <li>• No restrictions on movement</li> <li>• Government is committed to support this project</li> </ul>
	<p>Project indicator: Primary completion rate</p> <p>Baseline value: <i>Adamawa: 58%; Yobe: 44% (state average)</i></p> <p>Target value: <i>Adamawa: 65%; Yobe: 54% (girls at average or above)</i></p> <p>Actual value <sup>14</sup>:</p> <p>Achievable during project duration<sup>1</sup>: yes [baseline and target are state averages; in year 1 of the project, the average for the target schools will be calculated]</p>	<ul style="list-style-type: none"> <li>- <i>Implementing partners records/ reports</i></li> <li>- <i>Monitoring field visits by UNICEF staff</i></li> </ul>	<ul style="list-style-type: none"> <li>• No further deterioration in security situation</li> <li>• No restrictions on movement</li> <li>Government is committed to support this project</li> </ul>

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<sup>13</sup> Only relevant for annual reporting, not for project proposal <sup>14</sup> Only relevant for annual reporting, not for project proposal

Outputs			
<p><i>Output A</i></p> <p>Conflict-affected children and adolescents have increased access to quality education in safe and healthy learning environment.</p>	<p>Indicator:</p> <p>Baseline value: TBC</p> <p>Target value: 1,060,000 (52% girls) Actual value <sup>1</sup>:</p> <p>Achievable during project duration<sup>1</sup>: yes</p>	<ul style="list-style-type: none"> <li>- <i>School and learning spaces records (registration &amp; attendance)</i></li> <li>- <i>Implementing partners reports</i></li> <li>- <i>Monitoring field visits by UNICEF staff</i></li> <li>- <i>Third party facilitators' reports</i></li> </ul>	<ul style="list-style-type: none"> <li>• No deterioration in the situation</li> <li>• Procurement and distribution of supplies is done in timely matter</li> <li>• No restrictions on movement</li> </ul>
<p><i>Output B</i></p> <p>Teachers have increased capacity to deliver quality learning at pre-primary and primary levels</p>	<p>Indicator:</p> <p>Baseline value: 1,649 (females 700 &amp; males 949)</p> <p>Target value: 8,200 (at least 40% females)</p> <p>Actual value <sup>1</sup>:</p> <p>Achievable during project duration<sup>1</sup>: yes</p>	<ul style="list-style-type: none"> <li>- <i>Registration sheets</i></li> <li>- <i>Implementing partners reports</i></li> <li>- <i>Monitoring by UNICEF staff</i></li> <li>- <i>Third party facilitators' reports</i></li> </ul>	<ul style="list-style-type: none"> <li>• Availability of adequate number of teachers in targeted schools</li> <li>• Master trainers able to step over the training</li> </ul>
<p><i>Output C</i></p> <p>School based management committees plan and maintain a safe and healthy learning environment in schools with increased community participation</p>	<p>Indicator:</p> <p>Baseline value: TBC</p> <p>Target value: 2,500 SBMC members</p> <p>Actual value <sup>1</sup>:</p> <p>Achievable during project duration<sup>1</sup>: yes</p>	<ul style="list-style-type: none"> <li>- <i>Registration sheets</i></li> <li>- <i>Implementing partners reports</i></li> <li>- <i>Monitoring by UNICEF staff</i></li> <li>- <i>Third party facilitators' reports</i></li> </ul>	<ul style="list-style-type: none"> <li>• Community support and buy-in is available for the selected schools</li> <li>• Ability to transfer the skills acquired through the capacity building into actions</li> <li>• No deterioration in security situation</li> </ul>

<b>Output D</b> Inclusive quality basic education system, targeting boys and girls, strengthened at school, LGA and state level	Indicator: Baseline value: na Target value: 500 schools in 2 states accessible to children with disabilities Actual value <sup>1</sup> : Achievable during project duration <sup>1</sup> : yes	- <i>Implementing partners reports including list of schools involved - Monitoring by UNICEF staff</i> - <i>Third party facilitators' reports</i>	<ul style="list-style-type: none"> <li>• Access to target areas maintained and security conditions during the project duration are stable</li> <li>• Availability of building material and contractors</li> <li>• No deterioration in security situation</li> <li>• Accessibility of targeted schools</li> </ul>
<b>Output E</b> A comprehensive Education	Indicator: Baseline value: 0 (available but not fully)	- <i>Statistical book by state</i> - <i>Implementing partners reports</i>	<input type="checkbox"/> Support and cooperation from from SUBEB/SMoE and main
and Management Information System (EMIS) is strengthened and functional	operational) Target value: 2 states Actual value <sup>1</sup> : Achievable during project duration <sup>1</sup> : yes	- <i>Monitoring by UNICEF staff</i> - <i>Third party facilitators' reports</i>	Education stakeholders <ul style="list-style-type: none"> <li>• Commitment from EMIS technical personnel</li> <li>• Ability to collect data from all operational schools</li> <li>• No deterioration in security situation</li> <li>• No movement restrictions for data collection</li> </ul>
<b>Output F</b> EduTrac System for monitoring and improved governance and accountability is in place (more details provided under Approach/Methodology)	Indicator: Baseline value: 0 Target value: 2 states Actual value <sup>1</sup> : Achievable during project duration <sup>1</sup> : yes	- <i>Compiled data by state</i> - <i>Implementing partners reports</i> - <i>Monitoring by UNICEF staff</i> - <i>Third party facilitators' reports</i>	<ul style="list-style-type: none"> <li>• Buy-in and support from SUBEB/SMoE, headteachers and teachers</li> <li>• Availability of mobile phones (teachers &amp; headteachers)</li> </ul>
<b>Activities within the project</b>	<i>Do not fill!</i>	<i>Do not fill!</i>	

A. Rehabilitation of at least 200 schools including gendersegregated WASH facilities, ensuring enough supply of safe drinking water and classrooms furniture in targeted schools in conflict-affected area including handwashing facilities and hygiene education/practice reaching approx. 200,000 children			<ul style="list-style-type: none"> <li>• Access to target areas maintained and security conditions during the project duration are stable</li> <li>• Availability of building material and contractors</li> <li>• No deterioration in security situation</li> <li>• Accessibility of targeted schools</li> </ul>
B. Essential education supplies for both 800,000 children and their teachers in conflict-affected LGAs			<ul style="list-style-type: none"> <li>• Procurement and distribution of supplies is done in timely matter</li> <li>• No restrictions on movement</li> </ul>
C. Provision of non-formal education (ALP) in returnee areas for 6,000 children who dropped out of school or have never been to school			<ul style="list-style-type: none"> <li>• Selected partners able to implement</li> <li>• Support from SUBEB/SMoE and community</li> <li>• Ability to work with Quranic</li> </ul>
			school and influence inclusion of additional literacy and numeracy subjects
D. 5,000 girls as part of Girls for Girls (G4G) groups develop life skills and support to remain in school and mentoring and role modelling of G4G girls in 500 schools			<ul style="list-style-type: none"> <li>• Manageable Cultural barriers</li> <li>• Support from community and religious/community leaders</li> </ul>
E. Training for 5,000 boys and 5,000 men in 500 schools as champions for girls' education and gender / positive masculinity			<input type="checkbox"/> Community support and facilitation from schools



F. System strengthening through 500 SBMC training (planning and C/DRR; based on risk assessment and plan provision of funds to make schools safer: fence) benefiting 2,500 members			□ Community support and buy-in is available for the selected schools
G. Scaling up of Teacher Training under (TaRL) model to reach 3,000 teachers			<ul style="list-style-type: none"> <li>• Buy-in and support from SUBEB/SMoE for TaRL initiative</li> <li>• Ability to scale up based on lessons learned</li> </ul>
H. Support SUBEB/SMoE in developing EduTrac which will be used as survey tool to collect data gap from schools using SMS messages and as governance monitoring tool and improve accountability			<ul style="list-style-type: none"> <li>• Buy-in and support from SUBEB/SMoE</li> <li>• Availability of mobile phones (teachers &amp; headteachers)</li> </ul>
I. Conduct a comprehensive analysis of the teaching workforce for Basic Education (teachers' status, motivation and perfor-			<ul style="list-style-type: none"> <li>• Cooperation and support from SUBEB/SMoE</li> <li>• Ability for school observation</li> </ul>

mance) Links to the professional development of teacher, recruitment, deployment and support policy			
J. Capacity building of 150 master trainers on pre-service and in-service teacher training provisions and EiE/Conflict Resolution with an outreach of 3,750 teachers			<ul style="list-style-type: none"> <li>• Master trainers commitment for stepping down and transmitting the knowledge acquired</li> </ul>
K. Strengthening Education Management Information System (EMIS) including capacity building for 60 key SMOE/SUBEB senior staff and 10 technical education EMIS staff			<ul style="list-style-type: none"> <li>• Support and cooperation from from SUBEB/SMoE and main Education stakeholders</li> <li>• Commitment from EMIS technical personnel</li> </ul>
L. Strengthening quality ECD capacity of 50 key stakeholders including parenting skills and integrated ECD cross-sectoral models reaching 5,000 pre-school children and 10,000 parents			<ul style="list-style-type: none"> <li>• Support from parents and community</li> <li>• More attention and support by education stakeholders to ECD</li> </ul>
M. Educating communities including 250,000 youth and children through radio (C4D) and support enrolment drive campaigns to reach 1,000,000 children			<ul style="list-style-type: none"> <li>• Community mobilization and support</li> <li>• Mobilization of media, government and community during enrolment drive</li> </ul>

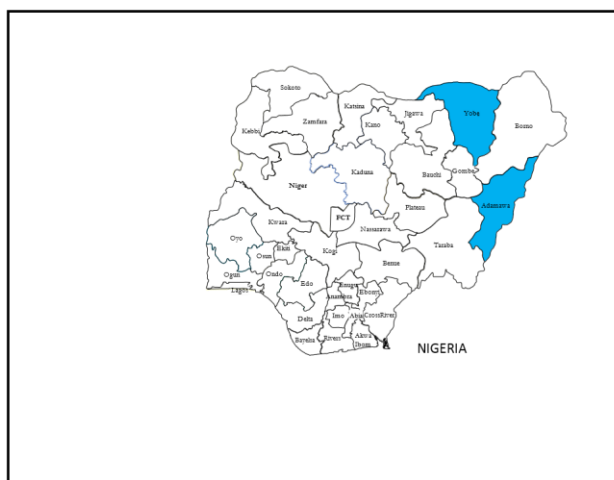
### Appendix 3: Fragility, Conflict and Violence - example matrix of a reconstruction program in a post-conflict country

Central aspects of FCV-context	Program context	intended positive impacts	Unintended negative impacts and risks	Measures to deal with potential negative impacts and risks
<i>Substantial lines of conflict, phenomena of violence and aspects of state fragility relevant for the project (Sources: UN analysis XX)</i>	<i>Substantial elements of program context, e.g. target, target group, sponsor, measures, implementation, region, personal</i>	<i>Intended positive impacts on the FCV-context</i>	<i>Possible unintended negative impacts on target group and other participants as well as risks for the program which arise from the FCV-context</i>	<i>Planned measures for the avoidance or cushioning of negative impacts and to the contact with risks</i>
Hostilities between Nigerian security forces and non-state armed groups (Boko Haram) enter their ninth year in the north-east states of Borno, Yobe, Adamawa	Support for school structures, and capacity building for the main education stakeholders, system strengthening through EMIS, Sector Planning and SBMCs, training on C/DRR to make communities safer	Support decentralization of the main 2 education actors at state level (SUBEB & SMoE)	Corruption, fraud and the possible diversion of funding Lack of access	Special attention will be paid to the risks associated with school rehabilitation and procurement of furniture as the programme is implemented.  The mitigation measures also include strict control. <ul style="list-style-type: none"> <li>➤ A robust HACT plan which is being rigorously implemented (Fraud &amp; corruption)</li> <li>➤ Micro-assessments and Audit (fraud &amp; corruption)</li> <li>➤ Special audits where suspicion of fraud existed (Diversion of funds)</li> <li>➤ Enhance capacity building of partners)</li> <li>➤ Capacity building and involvement of national partners and teachers</li> </ul>
North-east Nigeria lies within a region experiencing high levels poverty, underdevelopment, unemployment and inequality	Improvement of the access to education for out-of-school children with focus on girls, piloting of new initiatives and scaling up of interventions	Reduction of out-of-school children, increase access to girls' education and contribute to society development	Unaddressed issues related to thousands of children in Tsangaya and Islamiya centers/schools will keep the group of these children between cracks (The	Focused interventions on vulnerable groups and hard-to-reach areas and building the capacity of SBMC along plan provision of funds to make schools safer: fence, etc.)

			government will keep considering them as	
			out-of-school). Deterioration of security situation and influxes of IDPs will delay work and exhaust resources	
Unanticipated social problems in north-east Nigeria states where the programme is implemented and elsewhere	Promotion of community support and buy-in for existing system (SBMCs & CBMCs), educating communities through radio (C4D) and support enrolment drive campaigns	Mitigate the risk and tension of unanticipated social problems and strengthen communities' participation and school governance	Weak government capacity and o sufficient partners at state level able to manage funding to required standards	Interventions to include community and stakeholders and involvement of SBMC along with Advocacy

## Appendix 4: Map with area of intervention

Yobe and Adamawa states





[illegible]



[illegible]

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
<b>Output 2: Teachers have increased capacity to deliver quality learning at pre-primary and primary levels</b>																
<b>Activity 2. 1 Capacity building of 150 master trainers on pre-service and in-service teacher training provisions and EiE/Conflict Resolution with an outreach of 3,750 teachers</b>																
Sub-Activity 2.1.1 Discussion with SUBEB/SMoE and development of ToR for capacity building																
Sub-Activity 2.1.2 Finalize ToR for institutional consultancy and bidding process (International bidding)																
Sub-Activity 2.1.3 Issuance of contract and approval of workplan/timeline																
Sub-Activity 2.1.4 Selection of master trainers																
Sub-Activity 2.1.5 Training of 150 master trainers for 1 week																
Sub-Activity 2.1.6 Rollout/cascade training for 3,750 teachers																
<b>Activity 2.2: Scaling up of Teacher Training under (TaRL) model to reach 3,000 teachers</b>																
Sub-Activity 2.2.1 Discussion with SUBEB/scale up of TaRL																
Sub-Activity 2.2.2 Partnership documentation between UNICEF and Plan International INGO completed and signed (along with 1.3.1)																
Sub-Activity 2.2.3 Identification of schools and development of material																
Sub-Activity 2.2.4 Selection of master trainers																
Sub-Activity 2.2.5 Training of 60 master trainers for 1 week (30 trainers from each state)																
Sub-Activity 2.2.6 Rollout/ascade training for 3,000 teachers																
<b>Activity 2.3: Strengthening quality ECD capacity of 50 key stakeholders including parenting skills and integrated ECD cross-sectoral models reaching 5,000 pre-school children and 10,000 parents</b>																
Sub-Activity 2.3.1 Discussion with SUBEB/SMoE and development of ToR for capacity building																
Sub-Activity 2.3.2 Finalize ToR for institutional consultancy and bidding process(International bidding)																

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Sub-Activity 2.3.3 Issuance of contract and approval of workplan/timeline																
Sub-Activity 2.3.4 Selection of master trainers																
Sub-Activity 2.3.5 Training of 50 master trainer for 1 week																
Sub-Activity 2.3.6 training for 10,000 parents																
<b>Output 3: School based management committees plan and maintain a safe and healthy learning environment in schools with in-creased community participation</b>																
<b>Activity 3. 1 System strengthening through 500 SBMC training (planning and C/DRR; based on risk assessment and plan provision of funds to make schools safer: fence) benefiting 2,500 members</b>																
Sub-Activity 3.1.1 Re-activation and/or establishment of SBMCs in cooperation with SUBEBs																
Sub-Activity 3.1.2 Training of SBMCs memebrs (through UNICEF arrangement)																
Sub-Activity 3.1.3 Awareness sessions by SBMC members																
Sub-Activity 3.1.4 Provision of funds to SBMCs to make schools safer, i.e., construction of a fence, etc.																
<b>Output 4: Inclusive quality basic education system, targeting boys and girls, strengthened at school, LGA and state level</b>																
<b>Activity 4. 1 Conduct a comprehensive analysis of the teaching workforce for Basic Education (teachers' status, motivation and performance) Links to the professional development of teacher, recruitment, deployment and support policy</b>																
Sub-Activity 4. 1.1 Discussion (with SUBEB & SMoE) and draft of ToR for institutional consultancy																
Sub-Activity 4.1.2 Finalize ToR for institutional consultancy and bidding process (International bidding)																
Sub-Activity 4. 1.3 Issuance of contract																
Sub-Activity 4.1.4 Agreement on methodology and identification of 40 schools for school observation																
Sub-Activity 4.1.5 Conduct interviews, qualitative & quantitative study																
Sub-Activity 4.1.6 Finalize study																
Sub-Activity 4.1.7 Validation workshop on findings and recommendations																
Sub-Activity 4.1.8 Printing and dissemination of the study																

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
<b>Output 5: A comprehensive Education and Management Information System (EMIS) is strengthened and functional</b>																
<b>Activity 5. 1 Strengthening Education Management Information System (EMIS) including capacity building for 60 key SMOE/SUBEB senior staff and 10 technical education EMIS staff</b>																
Sub-Activity 5. 1.1 Meetings with SUBEB/SMoE to agree on implementation plan for EMIS																
Sub-Activity 5.1.2 Development of ToR for institutional consultancy (for capacity building and development of State/National Index Framework)																
Sub-Activity 5. 1.3 Issuance of contract																
Sub-Activity 5. 1.4 Issuance of Sales Order for needed EMIS hardware (2 sets)																
Sub-Activity 5. 1.5 Capacity building for 60 key SMOE/SUBEB senior staff																
Sub-Activity 5. 1.6 Capacity building for 10 technical education EMIS staff																
Sub-Activity 5. 1.7 Collection of data																
Sub-Activity 5.1.8 Statistical yearbook and dissemination																
<b>Output 6: EduTrac System for monitoring and improved governance and accountability is in place</b>																
<b>Activity 6. 1 Support SUBEB/SMoE in developing EduTrac which will be used as survey tool to collect data gap from schools using SMS messages and as governance monitoring tool and improve accountability</b>																
Sub-Activity 6. 1.1 Discussion with SUBEB/SMoE and development of ToR for EduTrac institutional consultancy																
Sub-Activity 6.1.2 South-South Cooperation: UNICEF expert from Uganda to North-East Nigeria (Uganda was the first to implement EduTrac)																
Sub-Activity 6. 1.3 Meetings of local SMS (telephone short messages) service providers (local - institutional consultancy)																
Sub-Activity 6.1.4 Advertisement of ToR and bidding process																
Sub-Activity 6.1.5 Implementation of EduTrac																
Sub-Activity 6.1.6 Data collection and utilization																

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
<b>7. Evaluation</b>																
<b>Activity 7.1 Evaluation at the end of the project on the impact of the KfW contribution on the Education System in the 2 targeted states in North-East Nigeria (first year Baseline) (institutional consultancy - International bidding)</b>																
Sub-Activity 7. 1.1 Discussion (with SUBEB & SMoE) on the evaluation objectives and plan																
Sub-Activity 7.1.2 Draft/finalize ToR for institutional consultancy and bidding process (international bidding)																
Sub-Activity 7. 1.3 Collection of baseline (in cooperation with UNICEF Monitoring & Evaluation Programme)																
Sub-Activity 7. 1.4 Issuance of contract																
Sub-Activity 7.1.5 Agreement on methodology and identification of 40 schools for school observation																
Sub-Activity 7.1.6 Conduct interviews, qualitative & quantitative study																
Sub-Activity 7.1.7 Finalize study																
Sub-Activity 7.1.8 Validation workshop on findings and recommendations																
Sub-Activity 7.1.9 Printing and dissemination of the study																