Education Strategy for Internally Displaced (ID) Children in Host Communities

TABLE OF CONTENT

ACRONYMS

IDP	Internally Displaced Persons
LGAs	Local Governing Areas
LTSMs	Learning and Teaching Support Materials
MFA	Ministry of Foreign Affairs
NEMA	National Emergency Management Agency
OOSCs	Out of School Children
SEMA	State Emergency Management Agency
SC	Steering Committee
SCC	State Coordination Committee
SMoE	State Ministry of Education
SSI	Safe Schools Initiative
SUBEB	State Universal Basic education Board
TC	Technical Committee

EXECUTIVE SUMMARY

Most displaced populations prefer to reside with host families or communities rather than staying in organized IDP camps. Partly, this has to do with the fact that there may be important protection dividends for IDPs residing outside camps and this can be a very positive coping strategy for most IDPs. After all, there is a long-standing tradition in Northern Nigeria for communities to support neighboring communities in dire need as a result of conflict, draught, famine and the like. This positive practice by communities is commendable and should be viewed as a (sustainable) strategy towards addressing IDP issues.

According to the DTM and IOM Round II Report of February 2015, there is 1,235,294 IDPs in northern Nigeria with the highest number of IDPs in Borno (672,714 IDPs), followed by Adamawa (220,159 IDPs) and Yobe (135,810 IDPs).   In addition, 47,276 IDPs (5910 were identified in Plateau, Nasarawa, Abuja, Kano and Kaduna states (NEMA, 2015). The total number of IDP children (3-17 years of age) in Borno, Adamawa and Yobe states is 452,620. Of these 387,287 (85.6%) live in host communities while 65,333 (14.4%) live in IDP camps (IOM/DTM, 2015). Although the focus is on the three states directly affected by the insurgency (i.e. Borno, Adamawa and Yobe), SSI activities in Gombe state have also been considered in the budget within this strategy, given the fact that SSI work has already started there.

Social services in these host communities are overstretched by the influx of IDPs, many of whom are occupying community facilities and services such as schooling, water and sanitation, health and so on. Responding only to the needs of those hosted often causes spiralling tensions, which may end the peaceful co-existence between the IDP community and the hosting community. It is for this reason that this strategy emphasizes the point that even though the main goal is to serve those "without", and even though there are only so many resources, there is need to avoid stigmatization. Therefore, ways and means need to be found of how to do this so that it is not at the expenses of focusing resources on those most in need.

1.   Background

In conflict affected and emergency situations, as in the case of North East States of Nigeria currently, displaced populations often prefer to reside with host families or communities rather than staying in organized IDP camps. Partly, this has to do with the fact that there may be important protection dividends for IDPs residing outside camps and this can be a very positive coping strategy for certain IDPs. Moreover, decisions by IDPs to reside with host families or communities may be due to a number of factors, such as:

- The absence of camps in many situations of internal displacement;
- The opportunity to pursue local integration
- Protection problems for certain IDPs within camps which lead them to seek greater security outside a camp;
- The simple opportunity of having relatives or friends and other social networks where hosting is possible; or
- A combination of some or all of the above factors leading some families to split their options, whereby part of the family may reside in a camp while one or several family members migrate to areas where work opportunities are greater, and where they may have host-enabling networks (UNHCR, 2012)

The North Eastern States (Borno, Adamawa, Yobe and Gombe) and some states in Nigeria have witnessed unprecedented insurgency and conflicts from 2009 to date, eventually leading up to the declaration of state of emergency in Borno, Yobe and Adamawa States 2013. With an estimated total of 1,235,294 IDPs currently in the northern Nigeria, more than 80% are living in host communities (*IOM Feb 2015*).

The displaced communities are mobile and largely living with host families and communities, or makeshift settlements in the bush a few kilometres from their village of origin where they are less exposed to violence. Millions people living in northern Nigeria have been affected in one way or the other by the insurgency attacks, as well as by the collapse of families, communities, basic infrastructure and disruption of food and market systems.

Created by National Emergency Management Agency (NEMA), October 2014
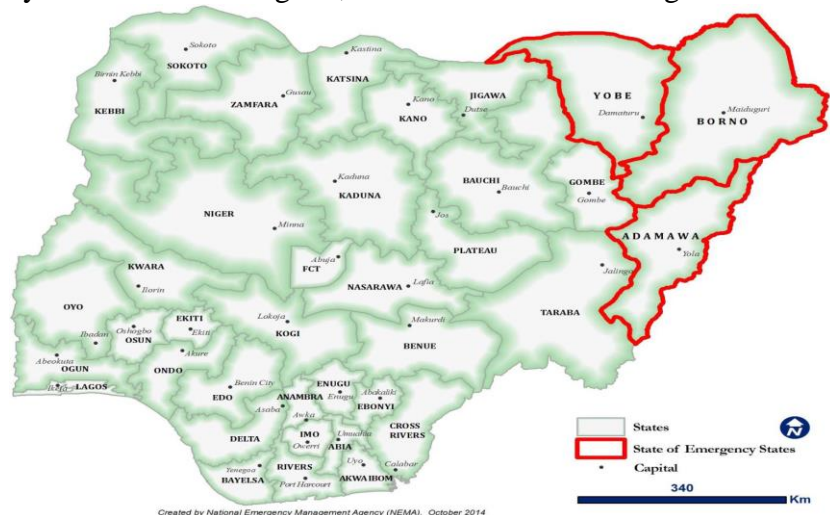
The number of displaced population is expected to change as a result of the relative peace that is returning to most LGAs after being liberated from occupation by Boko Haram insurgents. During the displacement, the most-at-risk and vulnerable groups have included children, girls, women, youth, minorities and larger communities with little or no established links with host

communities, those trapped in conflict areas or residing informal settlements or in the IDP camps. With overcrowding, insufficient sanitation and psychosocial trauma associated with inadequate living conditions in IDP camps, there are heightened risks of health epidemics and sexual and other forms of gender-based violence (SGBV), lack of access to education, as well as increased child protection concerns.

In most cases, displaced populations from these conflict affected states are accommodated by and settled within the host community or families. In fact, these communities hosting and living in the vicinity of the large concentration of displaced population are considered the most vulnerable due the increased demands of IDPs for essential public services and livelihoods.

As pointed out, social services in these host communities are overstretched by the influx of IDPs, many of whom are occupying community facilities and services such as schooling, water and sanitation, health, etc. Responding only to the needs of those hosted often causes spiralling tensions, which may end a peaceful hosting. Supporting only hosts can lead to exploitation of the displaced. However, getting the data on IDPs in host communities (as well as on the hosting communities) is found to be very challenging compared to data on IDPs living in camps. Thus, multi-sector programming is needed to equitably ensure that basic social services and relief assistances are accessible to all in need – host communities, IDPs and other vulnerable groups – to ease inter-communal tensions and promote social cohesion.

 The DTM/IOM Round II Report of February 2015 provide the following information about the IDP population:

- 1,188,018 IDPs (149,357 households) were identified in Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe states. (DTM)
- Another 47,276 IDPs (5910 households) were identified in Plateau, Nasarawa, Abuja, Kano and Kaduna states. (NEMA)
- Total 1,235,294 IDPs identified in northern Nigeria.
- The highest number of IDPs are in Borno (672,714 IDPs), followed by Adamawa (220,159 IDPs) and Yobe (135,810 IDPs).

Table 1 provides the numbers of IDP children in host communities in Borno, Adamawa and Yobe states

Table 1

	Adamawa	Yobe	Borno
General Statistics	#	#	#
Total IDP Children (3-17 years) (44% of Total Pop)	96,870	59,756	295,994
Total IDP Children in hosting communities (3-17 years)	84,721	59,756	242,810
Total IDP Children in IDP camps (3-17 years)	12,149		53,183

Source: IOM 2015

6

2.   Why should Education be a priority in North East States of Nigeria?

The education sector has negatively been affected and schooling has continuously been interrupted by the Boko Haram insurgency for the past few years in North East Nigeria. School children were killed, abducted, displaced leading to a high level of trauma. Many of the School facilities were destroyed have been burnt down. Large numbers of the population in the affected states have been displaced leading to thousands of children being out of school. This has adversely affected the gains in education achieved prior to the insurgency in 2009. It is clear that with large numbers of children out of school, the north east states (especially Adamawa, Borno and Yobe) and Nigeria as country will suffer socially, economically and even politically unless meaningful interventions are devised to circumvent the situation. As of November 2014,

- 426 schools have been affected by the insurgency, including 73 in Adamawa, 297 in Borno and 56 in Yobe. At least 115 have been completely destroyed while 311 schools have been partially destroyed with the majority being in Borno State.
- More than 340,000 students have been affected by the insurgency with death among 314 (Adamawa-33, Yobe-263, Borno-18).
- 196 teachers killed from three states (Adamawa-14, Yobe-4, Borno-178)

With more insurgent attacks in December and since the beginning of the new year, these numbers might have changed drastically. In Borno state, almost all schools had been closed in 2014 due to attacks. About 200 schools in only 4 LGAs were able to reopen in January 2015. In Adamawa and Yobe most schools had reopened within the metropolis LGAs. With stability returning in most LGAS of all states there is a chance for more schools to reopen.

It is with this realisation about the urgent need to bring about normalcy in the educational welfare of children in the affected states that the Safe Schools Initiative (SSI) was launched in 2014 by the Nigerian government and the United Nations. The SSI Technical Committee (under the mandate of the SSI Steering Committee) has developed the **double shift schooling** strategy to cope with the education crisis in this emergency situation in the northeast states and this concept on double shift schooling forms the basis for this paper.

3. The Double Shift Schooling as a Strategy

The double shift schooling system as a strategy ensures continuation of basic education for the IDP learners in nearby schools which have limited resources/infrastructure. Limited infrastructure and space as well as lack of adequate human resources means that not all IDP learners can be enrolled in the normal school programme, hence the recommendation for a platoon system or double shifting—as mooted by the SSI Technical Committee in taking cognizance of the serious inadequacies of infrastructure in schools (lack of adequate space (classrooms), furniture, WASH and recreational facilities, teaching and learning materials and human resources (shortage of teachers and support staff). Double shift schooling enables the utilization of the few facilities, services and resources that are available without straining the schooling system in the sense that the "normal" school programme is allowed to run as normal

for children from the school community but with a slight adjustment of school hours to allow for afternoon classes for IDP children. In this sense, the resources available to children in the "normal" school programme are put to use or made available for the IDP learners in the afternoon hours within the existing schools. In terms of prioritising for resource sharing, what is critical is to determine means of assessing those children that are most needy amongst the IDPs but also those most needy from the hosting communities.

This strategy is two-fold in nature in the sense that where the number of IDP learners are very low (below 50 per level), it is recommended that extra space should be made available so that the IDP learners join into the normal school programme instead of double shifting in small groups. In such situations, creation of extra classrooms could be through election of tents and recruitment of additional teachers. In all cases whether IDP children do double shift schooling or join the normal school programme, there is need for improvement in terms of school infrastructure and additional qualified teachers to ensure quality teaching and learning. The budget outline in sections 9 & 10 of this strategy (**Logical Framework and Budget**) takes cognizance of this need.

N.B: *It should be born in mind that while the focus of this strategy is introducing double shift system, it should be one of a series of options but not the only one. In emergency situations other partners need to think outside the four walls (the classroom structure) and entertain the idea of other educational delivery systems (e.g. setting non-formal learning centers for the IDP communities); integrating core curricula into the existing Qur'anic schools in order to reach more ID children; adolescent girls and youth programs whose focus is to provide literacy, numeracy and life skills, etc*

4. The Objectives of this Strategy

The main objective of this strategy is to improve the wellbeing of internally displaced children and youths who are living in host communities, including those of the hosting communities. The strategy will investigate ways of improving access to education for ID children who are residing in host communities but are out-of-school (OOS). This strategy will also take cognisance of the importance of supporting those children and youths from within the hosting communities themselves to avoid discrimination. In other words, the strategy is an attempt to advocate for support of entire communities i.e. the hosted and the hosting communities. It should be noted that this means dispersing resources for those children in an emergency situation by stretching those resources to cover a much larger number of not affected children therefore not only good planning is required but also good practice of collaboration amongst development partners. Therefore the **specific *objective** or purpose for this project is to provide quality basic education for internally displaced children who have been integrated into host communities and those most needy children/youths from within the hosting communities*. From this specific objective, the following outputs are the outputs expected to be achieved:

    i.   Output 1: Increased equitable **access** to basic education

ii.   Output 2: Improved **quality** of education (teaching and learning; including increased capacity of education personnel and parent community). This can be measured, for example, through pre/post-tests with transient population (purpose of the baseline study)

Based on these outputs, *key activities* or intervention areas are identified and form the basis of discussion in the next sections

5   Implementation Strategy

Federal Level

- The SSI Steering Committee, through the SSI Technical Committee facilitates and timely disburses the required financial needs for the implementation of education programme activities for each state.
- Inter-Agencies/Partners/Cluster technical working group jointly with the SSI implementing partners devise education programme implementation strategies and modalities for resource allocation

State Level

- State Ministries of Education and SUBEBs in conjunction with State Coordination Committees (SCCs, which includes SEMA) will identify of IDPs in host communities, assist in organising and conducting baseline assessments, and facilitate, in collaboration with SSI implementing partners, the implementation of the project activities
- Assist in identifying the resource/financial requirements to the SSI Steering Committee and Technical Committee to establish the double shift schools in each location
- Key stakeholders (e.g. SMoEs, SCCs, and SUBEB) will take responsibility for the management and quality assurance of double shift schooling

Community Level

- Establish a committee drawn from both hosted and the hosting community to fully participate in the development work, including distribution of educational resources and management of schools (one possibility id by putting community structures in place to pursue this initiative)
- Provide leadership at the community level for the day to day upkeep of school and community facilities established through this initiative.

6. Outputs and Key Activities or Intervention Areas

6.1 Output1: Increased Access to Basic Education

Activities

6.1.1 Conduct Need Assessment

Conducting needs assessment is a prime activity that should be led by UNICEF but undertaken collectively by all partners and the Inter-Agency Working group in the education sector especially with focus on the three conflict affected states of Northeast Nigeria and the neighbouring states prone to conflict areas. Specific data/information on IDPs (hosted communities and hosting communities) is required in order to plan and design a proper education programme. Most importantly, the needs assessment requires a multi-sectoral approach in order to ensure that the basic social services of the hosting community can be shared with the hosted community IDPs without causing any inter-communal tensions. It is also important to give priority to the education sector so that host community schools can be used by all children without discrimination. Based on the results from the assessment(s), other options for some strategic interventions can jointly be looked into by education partners and the government. Thus the following will be the specific activities:

- Profiling of IDP children per household (to determine age, gender, level of education, etc)
- School mapping (to determine school needs: infrastructure-including availability of classrooms, furniture etc, teaching/learning materials, human resources-teachers/support staff, this would include determining their qualifications & professional development needs, etc)
- In terms of identifying the most needy (poorest of the poor) within hosting communities, verification of beneficiaries/children based on evidence based selection criteria (must be developed).

6.1.2   Construct additional classrooms/Make-shift learning spaces

Depending on the findings of the needs assessment, school expansion/construction of additional classrooms may be required. For such intervention, the government in collaboration with agencies operating and implementing education activities will jointly look for financial options to meet this need so that all children at ECD, Primary and Junior Secondary School level can get access to quality education without any discrimination. As pointed out, this will require effort in fund raising by the SSI Technical/Steering Committee as well individual development partner organizations. In this strategic priority, the focus should be given to financial inputs/earmarked budget by the state governments and other resources from development partners within and outside the SSI. As mentioned in the preceding sections, in some cases, as a temporal measure, additional learning spaces will be in the form of make-shift structures, such as tents. This will apply in situations where the

numbers of additional ID children are low to constitute double shift classes but can easily be integrated by slightly creating more learning spaces.

Ideally, as discussed earlier, the use of **double shift schooling system** is recommended in most instances instead of constructing new classrooms, which could be economically challenging. Therefore the state governments, in conjunction with State Coordination Committees (SCCs) should *devise an implementation modality* and *develop guidelines on the use of the double shift system* in their respective areas to address the educational needs of ID children.

6.1.3 Provide uniforms and shoes for vulnerable school children

Another area of intervention is provision of other forms of learning materials such as uniforms and shoes in order to encourage them continue their education. This could be a way of helping IDP children to be more motivated and perhaps even overcome the trauma caused by the displacement. However, in doing so, it is important to bear in mind that proper identification and selection of needy children from the hosting community requires should be considered seriously in order to avoid any creation of tensions as a result of discrimination. Thus, the focus of this strategic priority should target the most marginalized and vulnerable group of children from both hosted and hosting communities.

6.1.4 Organise education campaigns/Enrolment Drive

Organising education campaigns for raising the awareness of the host community and IDPs regarding the value of education to all children and needs of displaced children is important. This should be viewed as both, a communication plan as well as an advocacy plan and will have to be undertaken by all project implementers under the guidance of the lead agency.   The campaign should also be geared towards minimising tensions between the host community and IDPs living in the host community which could be as a result of resources sharing. This could also be used as a platform to clarify issues of integration of the western and koranic curriculum where applicable—given the fact that the Northeast part of Nigeria is predominantly Muslim where Islamic Education seems to be preferred by ordinary persons than western education. This, combined with other cultural practices is still a barrier to children's schooling.

6.1.5 Construct/strengthen water and sanitation services

Addressing the needs of IDPs hosted in the host community territory requires a multi-sectoral intervention in order to avoid risks of conflicts due to resource demands and sharing. Likewise, school children of both IDPs and host communities need water and sanitation services in schools. In general, WASH issues (and gender) should include sanitary products to the girls in the menstruation age (lack of which keeps them out of school) including things like trash cans in the girls bathrooms. In certain cases, the available resources in the host community may not suffice the needs of the host community itself and the coming of IDPs community in host community puts pressure in accessing the available resources which may cause conflicts between the two communities. To avoid such conflicts, the state/local government in cooperation with

stakeholders and international partners need to apply an integrated development approach so that the needs are met without creating any antagonism.

6.2 Output 2: Improved Quality of Education

Activities

6.2.2 Provide Education and Recreation Materials

Internally displaced children hosted in the host community and vulnerable children of the host community should be identified based on vulnerability assessment of school children (there is need to agree on what this should include, i.e. parameters/criteria). Opening up discussion forums between host community and IDP leaders is required in terms of identification and selection of children that can benefit from the provision of education materials is necessary. Again, this approach helps to minimise risk of conflict and tension between the two communities (hosted and hosting).

6.2.3 Recruit/select Teachers

Pressure on the host community schools can be exasperated as a result of the displacement of community from conflict affected areas. ID children need education and should be accommodated within the host community schools. This may cause tension on the hosting community due to sharing of school resources. Even though the main goal is to serve those without and even though there are only so many resources, there is need to avoid stigmatization. Ways and means need to be found of how to do this so that it is not at the expenses of focusing resources on those most in need.

This includes recruitment of new teachers and payment of monthly salaries. Even where the double shift is preferred, there will be need for **stipends** to be paid to teachers**.**

6.2.4 Train Recruited Teachers

Training selected teachers in child-centred and participatory teaching/learning methodologies is important in order to enable teachers systematically handle psychologically traumatised ID children. A model for such training will be developed by implanting agencies. These children need special attention to overcome the problem that they are faced with during the conflict and post conflict situations. Teachers, thus, need to be supported accordingly with relevant skills and knowledge. Training in the area of psychosocial support, positive disciplining, child rights, refresher programme in subject teaching methodologies and the like is crucial.

6.2.5   Strategic Priority 3: Enhance <u>Capacity Building</u> (SMOEs, SCC, SUBEB, Education Personnel, and Communities)

<u>Activities</u>

6.2.5.1 Build the capacity of SMOEs, SCCs and SUBEBs

At state level, SMOEs, SCCs and SUBEBs require capacity building in the areas of education in emergencies, child rights, conflict sensitivity education, community mobilisation, monitoring and evaluation. It is thus very important to sensitise these groups on how to provide assistance both to IDP and host communities as well as their children in accessing and equally benefiting from education – as education is a right to children.

6.2.5.2 Train Head teachers and Supervisors

In a conflict affected situations, the presence of large numbers of displaced population living in host communities requires special educational management skills if children are to be fully catered for. In such circumstances, head teachers and supervisors also require special training programmes in leadership and management as well as areas of curriculum management in addition to general topics on child rights in order to serve all children equitably: marginalised, disabled etc. This would also include training teacher development, Safe school and child protection, DRR, Mine Action, Conflict Sensitivity Education, PSS, etc.

6.2.5.3 Raise awareness of LGAs, Community and School Based management Committees (SBMCs)

In conflict affected situations, the most vulnerable groups are internally displaced persons as they usually suffer from marginalisation and neglect by hosting communities. School communities need to be sensitised about this and SBMCs, SCCs and other education structures require capacity building in this area.

7   The Target Group

The target group are internally displaced (ID) out of school children (OOSCs, ages 3-16 years) in host communities in the Northeast states affected by insurgency especially Borno, Adamawa and Borno states, including surrounding states. Also in need of such support are the needy children/youths from the hosting communities (3-16 years) in order to enable then enrol in the ECD, primary and secondary education. In this sense, the **target group for this initiative is both,** the hosted school community and the hosting school communities in the three states earmarked for the SSI project but also in the other nine (9) surrounding states affected by the insurgency (see tables 2a, 2b and 3)

8   Programme Management and Monitoring and Evaluation

8.1 Programme Management

8.1.1 Federal Level

Programme management for any education programme or activities is deemed to be the responsibility of the Federal Ministry of Education in conjunction with the SSI Technical Committee. While specific SSI implementing partners will take responsibility for the programme implementation strategy, the FMOE will be responsible for overall monitoring and evaluation. In terms of financial management, following the SSI framework, it is the responsibility of the Federal Ministry of Finance through the SSI Steering and Technical Committees to ensure proper fund utilisation.

8.1.2 State Level

The State Ministry of Education (SMoE) and State Universal Basic Education Board (SUBEB) at state level will be assisted with SSI structures such as the SCC in overseeing programme implementation.

8.2 Inter-Agencies Technical/Partnership Role

At a Federal level, the inter-agency education cluster partners are to be key members of the technical coordination group and should focus, amongst other things, on dialogue/lobbying and technical assistance to the federal government and national SSI structures. Inter-agencies cluster/Partners supporting education programmes in conflict affected states should also take part in state coordination meetings, education programme planning, technical and financial assistances.

8.3 Monitoring and Evaluation

Being an emergency initiative, there is need for joint monitoring and evaluation of the implementation, with the national and state SSI structures (Steering, Technical Committees and SCCs) joining hands with the Federal and State Ministries of Education. Specifically, the SSI Technical Committee as the technical arm of the SSI steering committee would be expected to account for progress on a regular basis.

9. Logical Framework

OVERALL OUTCOME/GOAL	Indicators	Means of verification	Assumptions
To contribute to improved wellbeing of internally displaced (ID) children and youths in host communities and needy children/youths from hosting Communities through widening of access to education	• 100% (ALL) ID children/youths in hosting communities are enrolled at the correct level of education • Increased access to basic education for the needy children/youths of hosting communities _% to _% by the end of 2015/6	• Quarterly School Survey reports of MOE and UNICEF by the end of 2015/6 • Assessment reports on OOSCs • School registers	• IDPs hosted in the host community may leave and return back to original homes • Insurgency attacks may escalate and further affect the security of IDPs and hosting communities
PURPOSE To provide access to quality basic education for ID children that are integrated into the host communities through the double shift system and meet the needs of children/youths from the hosting communities	• Out of the total number of ID children that are out of school, 98% (with 50% girls) get enrolled in the double shift schools (primary and JSS) by end of 2015 • 100% of young children age 3-5 years get enrolled in ECD centres • More than 80% of needy children from hosting communities are supported to enrol and remain in school	• Enrolment data obtained from supported ECD centres, primary, and junior secondary schools • Cash transfer: receipts, payment sheets • #ECDs in established • # extra learning spaces created • School registers	• IDPs hosted in the host community may leave • Funding for support to both ID children and needy children in HCs may be inadequate or unavailable
Objective 1: Increase access to basic education	• 98% (50% girls) of IDP children in host community got enrolled in schools • # of primary school classrooms constructed • # of ECD centres established	• Enrolment data obtained from supported ECD centres, primary, and junior secondary schools • Construction reports • Monitoring reports	• Parents may not be interested to send children to school •

Objective 2: Improve quality of education	• # of primary and JSS school teachers trained • # of head teachers and supervisors trained • # of community leaders, LGAs and SBMCs received awareness training	• Training reports • Attendance of trainings	• Lack of teachers • Security problem may exasperate
OUTPUTS	**ACTIVITIES**	**INDICATORS**	**MEANS OF VERIFICATION**
OUTPUT 1 **Increased ACCESS to basic education**	1.1 Conduct education need assessment/ baseline study in 4 states 1.2 Construct additional 100 classrooms/makeshift 1.3 Organise enrolment drive campaigns 1.4 WASH facilities/services for each schools serving IDP and host community children 1.5 Procure and supply school furniture (desk, tables and chairs, and black boards) 1.6 Establish 50 ECD centres in selected IDP hosting community area 1.7 Establish 12 recreation centres for each IDP hosting community	• # of education need assessments conducted • # of classroom/makeshift constructed • # of children and youth (50% girls) got access to primary school • # children received uniforms and sandals • # of ECD children (age 3-5) got access to learning and protection in each IDP hosted in host community • # of Junior Secondary School children (45% girls) got access to education by 2015 in two shifts/double shift system • # of schools provided with WASH	• School level enrolment data • Benchmark data and admission/enrolment records/attendance registers • Performance evaluation reports • Campaign reports • School/centre level competency report/ transition records • Quarterly progress reports • Field visit reports
OUTPUT 2 **Improved QUALITY of Education**	1.1 Train recruited teachers 1.2 Train ECD practitioners, teachers 1.3 Provide Education and Recreation Materials • Primary schools & JSS • ECD Centres	• Increase the number of ECD teachers from the current _% to _% by the end of 2015 • Increase the number of primary school teachers from the current _% to _% by the end of 2015 • Increase the number of junior secondary school teachers through in-service training from __% to ___% by 2015	• Training reports • Regular project monitoring and supervision reports. • Survey of school children in target schools • Final evaluation report

		• # of teachers received participatory teaching techniques/pedagogics in 2015 • # of recreation centres established • Boys and Girls –toilet ratio • # of School in a box distributed • # of school bags distributed	of the programme
	Build the capacity of Education personnel and community 1.4 Build the capacity of SMOEs, SCCs and SUBEBs 1.5 Train Head teachers and Supervisors 1.6 Raise awareness of LGA Officials, Community and School Based management Committees (SBMCs) on value of education & Child Rights	• # of SMOEs, SCCs, and SUBEBs' staff received training in planning and management of EiE and Conflict Sensitivity education • # of Head-teachers and supervisors trained in PSS, Child Rights, child protection, etc. • # of LGA Officials and School Based management Committee members trained in school management, community mobilisations, school disciplining, etc. • # of school management participated in experience sharing programmes	• Training reports • Regular project monitoring and supervision reports. • Survey of school children in target schools Final evaluation report of the programme
	Monitoring and Evaluation 1.7 Collect data/information every month from schools 1.8 Conduct quarterly joint monitoring on the status of IDP and host community children 1.9 Review the education programme implementation annually 1.10 Conduct annual review meetinng	• status of school visits per quarter • quality of progress reports, reviews • feedback sessions to teachers, head-teachers	• Information sheets (enrolment, attendance, retention, transition) • Quarterly reports

10. BUDGET

Activities and Cost (February- December 2015)

	Activities	Costs in USD/Per Item	Total Cost in USD
OUTPUT 1:	**Increased ACCESS to basic education**		
	1.1 Conduct need assessment (baseline study) in 4 States	$90,000 per state X 4 states (Borno, Adamawa, Yobe & Gombe)	$ 360,000.00
	1.2 Construct additional 100 classrooms/makeshift	$15,000 per classroom X 100 classrooms	$1.500.000.00
	1.3 Organise education/enrolment drive campaigns	$15,000 per state/4 states (Borno, Adamawa, Yobe & Gombe)	$ 60,000.00
	1.4 Supply Water, sanitation and health (WASH) facilities/services for each schools serving IDP and host community children	Tbc with WASH	
	1.5 Procure and supply school furniture (desk, tables and chairs, and black boards)	$2,500 per classroom (Borno, Adamawa, Yobe and Gombe) X 100 classrooms in the states	$250,000.00
	1.6 Establish 50 furnished ECD centres in selected IDP hosting community areas	$15,000 per centre X 50 centres	$750,000.00
	1.7 Establish 12 pilot recreation centres as pilot for selected IDP hosting community children	$25,000 per centre X 12	$300,000.00

19

	1.8 Provide Education and Recreation Materials • 100 Primary schools & JSS • 50 ECD Centres	$1,500 per school/centre X 150	$225,000.00
OUTPUT 2	**SUB-TOTAL**		**$3,175,000.00**
	2. Improved QUALITY of Education		
	2.1 Conduct training of 32 master trainers for 12 days	$250 per day/per trainer X 32 Master trainers X 12 days	$96,000.00
	2.2 Hire 2 Professional Trainers for training Master Trainees for 12 days	$600 per trainer X 2 persons X 12 days	$14,400.00
	2.3 Train 500 Teachers in child-centred teaching methodologies for 12 days	$150 per day/per trainee X 500 teachers 12 days	$ 900,000.00
	2.4 Train 50 ECD practitioners/teachers in ECD and Recreation kits utilisation for 10 days	$150 per day/per trainee X 50 ECD teachers X 10 days	$ 75,000.00
	2.5 Hire 2 trainers for training ECD teacher trainers for 10 days	$400 per day/per trainer X 2 trainers X 10 days	$8,000.00
	SUB-TOTAL		**$1,093,000.00**
	SMOEs, SCC, SUBEB, Education Personnel, and School Board Management Communities capacity enhanced		
	2.6 Build the capacity of 24 staff of SMOEs, SCCs and SUBEBs selected from the 4 states (6 persons from each state	$300.00 per day X 24 staff X 7 days	$50,400.00
	2.7 Train 60 Head teachers and Supervisors	$250 per day X 60 trainees X 7 days	$ 105,000.00
	2.8 Raise awareness of 200 persons (LGA Officials, Community		

	leaders and School Based Management Committees - SBMCs) on value of education & Child Rights	$200 per person X 200 persons X 4 days	$160,000.00
	Monitoring and Evaluation		
	2.9 Collect data/information every month from schools	Stationery & travel = $8,000 per state (x12)	$96,000.00
	2.10 Conduct quarterly joint monitoring on the status of IDP and host community children	Stationery & travel= $5,000 per state (x12)	$60,000.00
	2.11 Review the education programme implementation annually	$15,150 per state X 4 States	$60,600.00
	2.12 Annual Review Meeting	$200 per person X 200 persons X 5 days	$200,000
	SUB-TOTAL		**$732,000.00**
	GRAND TOTAL		**$5,000,000.00**