Education Crisis Response Project

Meeting Learning Needs in Crisis-Affected Northeast Nigeria

Education Crisis Response
Final Report
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The successful implementation of the Education Crisis Response (ECR) project is attributed to the support provided by various stakeholders. Foremost, our appreciation goes to the United States Agency for International Development (USAID)/Nigeria Education Team under the able leadership of Croshelle Harris-Hussein, Director of the Education Office, and Timothy Curtin, Nafisa Ado and Sunday Fwogos who each served as Agreement Officer’s Representative at different times during the life of the project. Beyond providing hands-on technical direction to the project, the USAID’s guidance was critical to the project’s success. We would also like to extend our gratitude to the leadership provided by Michael Harvey and Stephen M. Haykin who served as Mission Directors for USAID/Nigeria during the same period.

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Problem Statement: Education under Attack

In 2009, the Boko Haram extremist insurgency erupted in northeast Nigeria, a region characterized by historical political insecurity, conflict and religious crisis on top of already high rates of poverty. Violent attacks by extremists in northern Nigeria have forced more than 2.2 million people to flee their homes—including more than 1 million school-aged children. As the violence erupted, families moved to safer zones sometimes hundreds of kilometers from their homes. This often resulted into chaos, panic, trauma and loss of lives and property.

Local governments faced challenges providing quality education services for those affected by the conflict, including the unequal distribution, poor quality and unfriendly learning environment of formal government schools. These educational challenges combined with cultural and religious constraints, the marginalization of vulnerable groups - specifically females and children with physical disabilities - resulted in a high percentage of out-of-school children and youth. Many internally displaced children lacked access to safe and friendly learning environments as the conflict forced some schools to close for several years, particularly in Borno.

Since 2009, Boko Haram, whose name in Hausa, the dominant language in northern Nigeria, means “Western education is forbidden,” has targeted and killed both teachers and students. In 2016, Human Rights Watch reported that at least 611 teachers had been deliberately killed and an additional 19,000 had been forced to flee since 2009. The report also states that, since the beginning of the conflict, more than 2,000 people, most of them female, have been abducted by the group, many directly from their schools. Thousands more students and teachers have been injured by the attacks, some in deadly suicide bombs. Between 2009 and 2015, attacks in northeast Nigeria destroyed more than 910 schools and forced at least 1,500 to close. By early 2016, an estimated 952,029 school-age children had fled the violence. With little or no access to education, these children face a difficult future for years to come.

At least 611 teachers had been deliberately killed, an additional 19,000 forced to flee and more than 2,000 people, most of them female, had been abducted by Boko Haram since 2009.

Human Rights Watch (April 11, 2016): “They Set the Classrooms on Fire”: Attacks on Education in Northeast Nigeria

Both children and teachers experienced trauma, often in or around schools, making the learning environment in the region one of stress and fear. Therefore, traumatized parents and caregivers kept their children out of school, which led to low attendance rates. “72% of primary age children never attended school in Borno state. This compares with less than 3% in most southern zones,” says the United States of America Embassy in Nigeria.

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Launch in October 2014, the three-year Education Crisis Response (ECR) project, funded by the United States Agency for International Development (USAID), was initially implemented in the three northeastern states of Adamawa, Bauchi and Gombe. To address the main learning needs of internally displaced children living in host communities affected by the crisis in northeast Nigeria, the project implemented an accelerated nine-month basic education program (equivalent to the first three years of primary education) using a non-formal/alternative education approach.

The project later expanded into Yobe and Borno states, and by the end of the three-year initiative, it brought accelerated basic education and psychosocial support to more than 80,000 children whose futures would have otherwise been put on hold through more than 1,400 non-formal learning centers established throughout the life of the project.

The project was implemented by a consortium of both indigenous and international development organizations. The lead implementer, Creative Associates International, oversaw and led activities in Bauchi, Borno, Gombe and Yobe states while its partner, the International Rescue Committee, was responsible for programming in Adamawa state. The International Rescue Committee provided vital support for internally displaced persons (IDPs) and host communities and brought its expertise in child protection and education, including the promotion of social emotional learning (SEL), to all project states.

The consortium also relied on two Nigerian NGOs, the Federation of Muslim Women’s Association in Nigeria and the Civil Society Action Coalition on Education for All, to quickly mobilize support and implement community-based activities. In addition, Florida State University provided technical assistance to the project in the areas of basic literacy and numeracy curriculum development and adaptation.
The Education Crisis Response Approach

The project worked with critical stakeholders to identify communities with high concentrations of IDPs and host community children that were out of school and conducted rolling Community Education and Conflict Assessments, engaging both communities and government officials to ascertain the level of safety, number of beneficiaries in the community and the needs for education. Initial assessment results were used to design an adaptive approach to enroll out-of-school children ages 6-17 into formal schools and non-formal learning centers, as well as provide psychosocial support required to start the emotional healing process.

Based upon subsequent rolling assessment findings, the project established learning centers within communities and provided vocational skills to adolescent boys and girls to improve their economic status and make them self-reliant. The project also provided dignity kits to the learners to improve their health condition, as well as daily snacks to encourage enrollment, attendance, retention and completion. The project provided teaching and learning support to the educators and the learners alike to support the acquisition of basic education skills. To help learners cope with trauma, social emotional learning was introduced as a stand-alone subject and infused into the core subjects of literacy and numeracy.

To ensure age appropriateness and gender inclusiveness in the enrollment of learners, the project initially established four types of learning centers: Non-Formal Learning Centers for boys and girls ages 6-12, Adolescent Girls Learning Centers for young girls ages 13-17, Youth Learning Centers for young boys ages 13-17, and Centers for the Physically Challenged for learners living with disabilities ages 6-17.

In subsequent years, when the project scaled up to two additional states of Yobe (2015) and Borno (2016), Community Education and Conflict Assessments findings indicated that girls were still underserved, and more boys were enrolled than girls. The project then established one more category of center, Girls Learning Centers for girls only, ages 6-12, to close the gaps identified in gender parity in enrollment and provide more opportunity for girls to access basic education. Wherever possible, learning facilitators employed multi-grade teaching techniques to meet the individual needs of their diverse groups of learners.

The success of the ECR project was largely due to its ability to adapt to changing contextual factors and develop meaningful relationships with a broad network of key stakeholders in the communities. Since its inception in 2014, the project evolved its programming to adapt to the volatile communities in Adamawa, Bauchi, Borno, Gombe and Yobe states. The project’s Collaborating, Learning and Adapting (CLA) approach became a powerful tool that not only made the project more responsive to its beneficiaries, but also helped to embed it in communities and build local ownership.

By allowing the ECR project to adapt its implementation to improve effectiveness, its CLA approach enhanced its sub-grantees’ organizational capacity and increased the project’s development outcomes. In total, the project mobilized and trained 56 NGOs to organize communities in support of non-formal education opportunities.

In 2017, the U.S Agency for International Development’s Learning Lab announced the ECR project as one of the 10 winners of the prestigious Collaborating, Learning and Adapting Case Competition.

Enhanced Non-Formal Education Curriculum: Literacy, Numeracy and Social Emotional Learning

The project adopted a non-formal education approach with Florida State University’s Learning System Institute leading the enhancement of the non-formal basic education curriculum and adaptation of the national benchmark for basic literacy. Experts from Florida State University supported the project in designing an early grade literacy scope and
The Education Crisis Response Approach

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sequence and then a corresponding set of early grade literacy scripted lessons to guide the ECR project’s learning facilitators in delivering instruction. The university provided technical feedback and quality control support to the project in numeracy teaching-learning materials. Lessons were designed to align with the non-formal curriculum used by Nigeria’s State Agencies for Mass Education and were translated into Hausa by local language experts.

Working with local academics and with technical input from the International Rescue Committee, the project developed a specific social emotional learning (SEL) curriculum in addition to integrating SEL principles in the teaching methods of the core subjects, including Reading/Literacy and Numeracy. The SEL competency skills aimed to equip displaced learners with the competencies necessary to process the trauma they have faced, establish healthy social relationships and increase their sense of self-esteem, efficacy, motivation and purpose.

**Strategies for Healing and Recovery: Social Emotional Learning in the Classroom**

When children and youth are exposed to prolonged stress, such as in conflict-affected settings like northeast Nigeria, their brain development can be affected, causing a “toxic stress” response which impacts their wellbeing and ability to learn. Providing children and youth with a safe and predictive learning environment and supportive adult relationships can help them develop in a healthy manner.

The project built upon International Rescue Committee’s Healing Classrooms approach, which provides children with a safe and predictive environment and was developed through the organization’s work in conflict-affected countries over 27 years. Based on this approach, the ECR project developed explicit SEL teaching and learning materials, paired with safe spaces and supportive relationships, aiming to help learners develop social awareness, impulse control, and responsible decision-making skills. These SEL skills can increase their resiliency to recover and rebuild from the potentially traumatic events they have experienced. Over the life of the project, 1,107 (816 male, 291 female) community-based learning facilitators and 10,477 (5,072 male, 5,405 female) formal school teachers were trained.

> “With this concept [Social Emotional Learning], I have seen the results of working with people that have been derailed as a result of sudden attacks by insurgencies. It is not the end of life. As long as one is living, there is hope.”
> Susanna Hussein, Wraparound Service Specialist with Education Crisis Response
male, 5,405 female) formal school teachers were trained to teach SEL, both as a stand-alone topic and strategies for infusing it into reading and math lessons. These educators were also trained to identify children in need of secondary services and how to make referrals to wraparound services when appropriate. Based on yearly assessments and a tracer study conducted at the end of the project, positive results for learners include improvements in scores on the Strengths and Difficulties Questionnaire and academic performance and comparatively greater social and emotional skills when mainstreamed into formal schools. Additionally, the project increased community support for its child-friendly non-formal education model.

**Preparing Learning Facilitators & Monitoring Non-Formal Learning Centers**

To staff the non-formal learning centers it established, the ECR project turned to the host communities themselves to find the teachers needed. It was important for the selected facilitators to be community-based and have a unique understanding not only of the local dynamics but also of the learners' needs. Because many of the youth had been traumatized during their forced displacement, it was also important to provide the teachers with special conflict-sensitive training. The project found it difficult, however, to identify skilled learning facilitators in many communities, particularly in Borno state.

To address the challenge of a shortage of skilled learning facilitators, the project adapted a cascaded professional development approach to rapidly build and strengthen the capacity of the more than 1,000 learning facilitators recruited to deliver the non-formal education program. The learning facilitators also received teaching aids including a scope and sequence and scripted lessons in literacy, numeracy, social emotional learning and recreation, which guided them in contact days’ instruction delivery. Furthermore, the learning facilitators received weekly mobile messages with pedagogical or curricular information to guide them in the delivery of curricular content. During five days of training, teachers were taught how to create a friendly and welcoming learning environment for the often-traumatized children, incorporating group activities and recreation, a break from the usually more formal lecture-based settings of most Nigerian classrooms. The learning facilitators were shown techniques that create a learner-centered environment, instead of relying on lectures, notes on the chalkboard and memorization. They were also encouraged to invite local community leaders into their classrooms to emphasize messages of peace and tolerance.

The project’s learning facilitators created support structures within the student groups themselves through pair

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1 A scope and sequence is a weekly breakdown of the teaching-learning activity derived from the course curriculum. A scripted lesson is a guide already prepared for the facilitator to use verbatim. It includes clear and concise directions, and offers appropriate examples of the skill or concept being taught; Contact days: Any three flexible days and time, chosen by communities, when learners attend the centers for lessons. Adolescent boys and girls chose additional time during the week for marketable skill acquisitions by local craftsmen/women.

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and group work; students who were more advanced served as in-class mentors for those lagging behind. Learning facilitators were encouraged to teach in local languages with an emphasis on best practices for teaching literacy. By boosting reading skills, the project aimed to give learners the skills to keep learning and performing well in other subjects beyond the program.

**A Community Effort**

To support its cadre of teachers, the project relied on local committees known as community coalitions to assist each facilitator, help monitor attendance and provide basic supplies to students when needed.2 In addition, the project adapted a coaching and mentoring handbook and recruited and trained 138 (113 male, 25 female) local government education officials on classroom observation and mentoring of learning facilitators. The mentor teachers carried out scheduled visits across learning centers to observe classroom instruction and management, conflict-sensitive compliance and provided critical pedagogical feedback. Using a classroom observation form for the first two project years and CreativeMapper, web-based GIS technology platform, in the third year, mentor teachers scored each learning facilitator against a checklist.3 In the first year of the project, the learning facilitators scored between 30-40 percent; however, with constant mentoring over the life of the project, average scores improved to above 80 percent in the third year.

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2 Community coalitions consist of representatives of community-based organizations established by the project to support the access, identification, enrollment and safety of IDPs in established centers.

3 CreativeMapper is a web-based GIS technology platform that the ECR project employed to facilitate mobile data collection.

"Using the training on mentoring and coaching I received from the project, I was able to support over 15 learning facilitators in Gamawa local government area. The project has changed my perception as a school supervisor. When the project closes, I will continue to provide coaching and mentoring to the teachers I supervise rather than look for ways to penalize them for mistakes that can be corrected."

Salisu Babando Ibrahim, a mentor teacher in Gamawa local government area of Bauchi state.
Vocational Skills: A Financial Path Forward for Displaced Youth

During conflicts, youth and adolescent girls take on increased responsibility to provide for themselves and contribute to their family incomes. Unfortunately, a lack of skills and opportunity for economic activity can result in serious physical protection challenges and a rise in vulnerability, gender-based violence, and sexual exploitation.

Interventions by most development partners in the region have focused on providing food, clothing, shelter, health care and sometimes cash to internally displaced persons to start businesses. Despite these interventions, many youths still lack the basic skills necessary to engage in trade to earn a living.

To address the vocational needs of its adolescent beneficiaries, the Education Crisis Response project provided nine months of basic literacy lessons and employability skills to 22,238 (10,321 male, 11,917 female) adolescent girls and boys affected by conflict. Low-cost, relevant and marketable skills were identified and prioritized in the five project states including making perfumed ointments and creams, liquid soap, air fresheners, knitting, dyeing, tailoring, beads, leatherwork, body decoration (henna & dyes), vegetable oil extraction, mobile phone repairs, hairdressing, and shoemaking. Some apprenticed with master craftsmen/women to learn computer skills, vulcanizing and brickwork for economic empowerment and self-reliance.

The project collaborated with Maximizing Agricultural Revenue and Key Enterprises in Targeted States (MARKETS) II, a USAID-funded project which employed an innovative methodology for engaging youth, women and people with disabilities with limited literacy skills. The project leveraged MARKETS II’s entrepreneurial expertise and procured their patented microenterprise training kits, which build on the Business, Expense and Savings idea that micro-entrepreneurs can succeed as business people.

Through this process the project trained adolescent girls and boys in 115 Youth Learning Centers and 117 Adolescent Girls Learning Centers on microenterprise fundamentals in the five project states. The project trained 46 (28 male, 18 female)
master trainers drawn from ministries, departments, and agencies and NGOs who then cascaded the training down to the adolescent girls and youth centers in their respective states.

The training provided relevant, market-oriented business skills training for youth and adolescent girls to strengthen their ability to run profitable businesses and generate income, which helped sustain their educational progress after completing the project’s basic literacy program. To further support the education of these displaced learners, the project collaborated with one of its national partners, the Civil Society Action Coalition on Education for All, to provide vocational and entrepreneurial skills training to 296 IDP mothers and caregivers in Adamawa (90), Bauchi (90) and Gombe (116). They were taught how to make beverages, pomade, soothing balm, antiseptics, insecticides and hand bags. Now, the mothers and caregivers are able to produce these items for their households and sell them for additional income to support the education of their children.

Unlike many other interventions, the ECR project engaged targeted beneficiaries (adolescent girls and boys) through community coalitions, sub-grantees, government partners, mentor teachers and learning facilitators to prioritize the skills to be taught to them. In the same vein, the project supported the beneficiaries to select skills that were truly marketable in their communities. The microenterprise training provided them with hands-on information on how to succeed in business.

### Total Youth Empowered with Marketable Skills

- **22,238**
  - (10,321 male, 11,917 female)
- Adolescent girls and boys affected by conflict empowered with employability skills in the five project states

- **46** Master trainers trained to cascade microenterprise training
- **115** Youth Learning Centers benefited from microenterprise training
- **117** Adolescent Girls Learning Centers benefited from microenterprise training
- **180** IDP mothers in Adamawa and Bauchi trained on vocational and entrepreneurial skills
- **116** IDP mothers in Gombe trained on vocational and entrepreneurial skills
Six years ago, 16-year-old Hadiza Modu and her family fled her village after Boko Haram insurgents attacked her community of Buni Yadi, Gujba in Yobe state. Tragically, many of their neighbors were killed and injured.

Hadiza has had an entrepreneurial spirit, even from a young age. When she wasn’t assisting her family with farm duties in her former village, she joined her peers to sell cookies along the street to make extra money to support her parents and eight siblings. However, when the family migrated to an overstretched village with many other internally displaced persons, accessing educational and financial opportunities in the community was severely limited.

“One day, I heard from a friend that children were enrolling into learning centers and community people are leading the program,” says Hadiza. “I informed my father and he supported me by finding out where the enrollment was taking place.”

After enrolling in the Education Crisis Response (ECR) project’s Adolescent Girls Program Center in her new village of Fika in Yobe state, Hadiza learned numeracy and literacy skills and how to make traditional Nigerian fans.

“My village used to be very hot during the Harmattan [a season of dry, dusty, strong wind in the Sahel region of West Africa] and people often use whatever they can find to fan themselves; this was why I was interested in producing hand fans,” she explains.

“I can create any design of hand fan I see,” she proudly says.

She perfected her fan-weaving skills by the end of a nine-month non-formal education program. With the extra earnings, she covered the expense of her school uniform and purchased her own books.

Her father, Modu Abdullahi, says he is grateful to the program for not only providing education to his child, but also vocational skills that guarantees her financial independence.

With initial support from her father, Hadiza says she procured raw material and began producing and selling the hand fans in the local market, making a profit of between 500 Naira and 1,000 Naira ($1.58 and $3.17) weekly.

“The skills that she has acquired are a blessing not only to her but also the entire family, because she no longer requires money from me for her little demands,” says Abdullahi. “She also supports the needs of our family.”
In 2017, the sub-grantee managing the project’s Adolescent Girls Learning Center from which Hadiza graduated recruited her as a trainer, where she shared her fan-making skills with other young learners—thereby empowering even more girls to be financially independent and boosting their confidence.

“Having the opportunity to teach the adolescent girls is highly cherished by my family and the community,” she says. “I will ensure I leave a legacy by providing these adequate skills with the girls before they graduate—so that they feel empowered and self-reliant.”

Launched in 2014, the ECR project seeks to expand access to quality and protective non-formal and alternative education opportunities for out-of-school children ages 6 to 17 in Adamawa, Bauchi, Borno, Gombe and Yobe. With funding from the U.S. Agency for International Development, the project provided basic non-formal education and psychosocial support to more than 80,000 children in 1,454 NFLCs and 233 formal schools in the five northern Nigeria states.

With so many children affected by conflict, the project weaves in social emotional learning (SEL) activities aimed at strengthening resilience and promoting healing, which in turn can help students succeed in school. In the project-supported non-formal learning centers, SEL is infused into every aspect of education. In addition to social emotional-specific lessons and activities, instructors incorporate the same ideas into the broader curricula. Teachers and administrators are trained on how to foster a positive and structured learning environment to promote positive relationships and a sense of normalcy.

Low skill, high yield

Muhammed Shehu starts by making a fire. Once the flames are high he puts a pot over them, and when the pot is hot he adds a candle. To the melted wax he adds oil, mixes it until the concoction is smooth, removes the pot from the heat and adds liquid oil and fragrance, then waits for it to cool before pressing it into pots.

Sixteen-year-old Muhammed learned how to make these little jars of scented lotion through an after-school program organized by the Nigeria Education Crisis Response program, which targets internally displaced school-aged children and teens like him.

Muhammed says he started learning many skills at the non-formal learning center set up by the project, but decided for himself to go into the lotion business. He sells his larger cans for 90 Naira and small ones for 30 Naira, equivalent to between 15 - 45 cents. He can produce around 12 cans each week, which he sells in the marketplace every Saturday and Sunday.

The profits seem meager—but they are enough to fuel his dreams of becoming a medical doctor. The earnings Muhammed brings home from his small business are enough to pay for his school supplies, books and shoes.

Muhammed has been in Gombe for three years, since his family left the town of Biu in Borno State when he was 13 years old. With his father, recently deceased, every Naira counts.

“It really helps me,” he says.
The Education Crisis Response Approach

Responding to Contextual Realities: Fostering Adaptive Learning and Tutoring

The Context

A growing body of research indicates that international aid agencies are most successful when able to operate flexibly, particularly in fragile environments. In conflict contexts characterized by frequent eruptions of fighting, shifting populations and an overwhelming demand for basic necessities, providing access to quality education for displaced children requires a flexible design and agile implementation approach.

Since the beginning of the current humanitarian crisis in northeast Nigeria, many school-aged children’s and adolescents’ schooling has been disrupted. To increase the availability of safe and protective learning opportunities for affected children, the ECR project engaged stakeholders at all levels.

In implementing the project, several adaptive programming considerations were necessary given the transition and recovery contexts in the focal states. These considerations were largely based on the Community Education and Conflict Assessment findings, which indicated that many learners were unable to attend classes because they engaged in hawking goods for income and farming to support their parents and/or because they attended traditional Qur’anic schools on specific days. The enrollment rate for girls was particularly inadequate in the first year of the project.

In addition, the project also faced the challenge of catering to learners with a wide age range in academic abilities. It was thus imperative to explore alternative recruiting, training and mentoring options considering the short supply of qualified teachers in the focal states.

Another complicating factor was the extremely high poverty rate among IDPs and host communities, which contributed to low nutritional outcomes and inhibited learning. Linguistic differences also presented a challenge. In Borno state, for example, the dominance of the Kanuri language forced the project to consider adapting its Hausa-language teaching-learning materials. Through periodic local government area-based meetings, the project discovered other challenges including insufficient space in learning centers and the long distances learners had to travel to attend classes.

Our Response

Throughout its implementation, the ECR project stressed the importance of designing and implementing educational support through the process of ‘learning by doing’, continually testing and adapting strategic approaches to deliver good outputs.

To ensure the effectiveness of the learning process, the project adopted the adaptive learning approach using feedback from various sources to design its programming.

To deliver its non-formal education model, the project engaged persons who had met the minimum qualifications of the National Certificate of Education, held diplomas and/or had completed their secondary education with basic skill for literacy in Hausa and English as well as the ability to perform basic operations in numeracy as learning facilitators.

To increase the capacity of its learning facilitators, the project conducted trainings in improved pedagogy, classroom management and social emotional learning. The project also engaged more than 130 serving and retired education experts from the local government education authorities and trained them in mentoring and coaching. These mentor teachers visited the learning centers twice a month each to observe lessons and coached learning facilitators.
to improve their pedagogical skills. In Borno state, for example, mentor teachers observed that center records were not being properly utilized and conducted refresher trainings to put the learning facilitators back on course. This led to an improvement in record keeping.

In response to a request from the Borno state government, the project, trained 7,169 (2,910 male, 4,259 female) primary school teachers in formal schools in Biu, Jere, Kaga, Konduga and Maiduguri Metropolitan Council on best practices in delivering education in crisis and conflict. Following the training, the Borno state government requested electronic copies of the training manuals for production and training of more teachers in the state.

The project conducted a similar training on the provision of education in a conflict and crisis environment for 1,000 (501 male, 499 female) primary school teachers in Fufore, Giri, Numan, Shelleng, Song, Yola South and Yola North local government areas of Adamawa state. This training refreshed the skills of teachers who had been out of the classroom, particularly in Borno state, for two to three years. It also improved the teachers’ wellbeing, enhancing their capacity to deliver lessons while integrating social emotional healing concepts.

To improve class attendance, the project consulted with communities to select days and times for classes that worked for learners to attend in order to avoid disrupting their survival-focused socio-economic engagements. For instance, rural communities selected contact days that were not their market days. Others avoided Thursdays and Fridays as many children attended Tsangaya (Qur’anic) centers then.

Using multi-grade teaching methodologies, the project differentiated instruction for its heterogeneous IDP beneficiaries, connecting learners to daily experiences and encouraging peer-to-peer learning for improved performance.

To address gaps in girls’ enrollment, the project established girls-only learning centers and conducted compound meetings with parents and caregivers to encourage them to enroll their daughters. This gender-sensitive programming was in line with efforts to improve the gender equity of the federal government policy on girls’ education and Education for All. By the end of the project, girls’ enrollment represented 55% of total enrollment, or 43,944 of 80,341 learners.

To encourage attendance, improve nutrition and students’ overall learning, retention and completion, the project provided daily meals to its learners.

To address language differences, the project decided to translate its Hausa facilitators’ guide into Kanuri language, the dominant language in the region, after stakeholders advocated for such during the project’s expansion into Borno state in its third year of implementation.
Results

By taking an adaptive programming approach, the ECR project gained community and stakeholder acceptance and ownership. This resulted in replication of the project model by communities themselves. Across project states, communities established 17 centers (2 in Adamawa, 2 in Bauchi, 3 in Borno, 8 in Gombe, and 2 in Yobe) and funded the payment of learning facilitators while the project provided training, scholastic materials, and monitoring of instruction. Likewise, some NGOs including national partners, the Federation of Muslim Women Associations of Nigeria and the Civil Society Action Coalition on Education for All, established an additional 66 centers (5 in Adamawa, 3 in Bauchi, 29 in Borno, 4 in Gombe, and 25 in Yobe).
Mainstreaming to Formal Schools

Over the last three years, the project has mainstreamed 30,154 (12,365 male, 17,789 female) certified completers of the nine-month accelerated learning program in collaboration with the State Agencies for Mass Education/Adult and Non-Formal Education Agencies in Adamawa, Bauchi, Borno, Gombe and Yobe states. This figure represented 44% of the learners who successfully completed the non-formal basic education program.

The project’s mainstreaming support has been an effective way to increase the transition of learners, especially girls, into the formal school system. Learners who failed the placement examination were mainstreamed into one grade below if they were within the appropriate age limits, while the State Agencies for Mass Education enrolled older children into post-literacy centers.

To ensure the learners fit into their new learning environments, the project provided them with scholastic materials including school uniforms, exercise books and core textbooks. This initiative addressed the fact that many parents were unable to provide these basic materials to ensure the smooth transition of their children from non-formal to formal school. The project also worked with the community coalitions to conduct follow-up visits to the schools to ascertain how the learners were coping, and identify and address their challenges.

The 2016 Education Crisis Response Model Review mission found that the mainstreaming efforts of the project were effective. The report stated, “The initial response to the success of mainstreaming was exceptionally positive...It was perceived by all stakeholder groups that financial and material resources were a significant inhibitor to mainstreaming to formal schools (uniforms, books, school supplies, etc.).” Therefore, the project negotiated a three-month extension from October 2017 - January 2018 to allow it mainstream more than 18,000 graduates of its third cohort, including nearly 8,000 learners from its first Borno state cohort.

The project also strengthened the capacity of over 9,000 teachers in the formal schools into which the learners were mainstreamed by training them in learner-centered teaching methodologies, classroom management and social emotional learning. The purpose of this training was to give further psychosocial support to the learners as they continued and completed their primary education.

Pathway to Achieving Education for All

Mainstreaming is the process of absorbing graduates of non-formal learning centers into formal education system in line with the policy of Education for All (EFA). Once IDP learners gain the basic education skills they need as well as the psychosocial skills to overcome trauma they have experienced, returning to formal school can help to restore a sense of normalcy and get a learner back on track for education success. The Education Crisis Response project has worked to help non-formal education learners reach this goal.
Sustaining the Gains

To ensure continued success in the mainstreaming of learners, the project collaborated with sub-grantees and other stakeholders in the focal states to mobilize resources for the mainstreaming of additional learners who passed the state level placement examination.

For example, in 2016, the proprietor of Zion Pilgrim Primary and Secondary School, Kagadama in Bauchi state, Joel Jijingi, supported the mainstreaming of 12 (6 male, 6 female) graduating learners from the first cohort of IDPs into formal schools and provided training in carpentry and basic computer literacy for the internally displaced youths. Also, in 2017, the Assets Management Corporation of Nigeria donated N100 million ($285,714.28) for the mainstreaming of 2,800 learners (600 in Adamawa state, 1,600 in Borno state, and 600 in Yobe state) while a member of the National Youth Service Corps, Onybuieke Lynda Onyinye, donated scholastic materials worth N330,000 ($942.86) to support the mainstreaming of 20 adolescent girls in Tirwun, Bauchi state.

The State Agencies for Mass Education in the five focal states also supported mainstreamed learners with scholastic materials. They have made budgetary provisions to continue supplying scholastic materials even after the project phases out. The project’s government partners also included in their sustainability plans the mainstreaming of learners from non-formal learning centers into formal school.

“I was surprised when I found that some of the best performing students in my school were internally displaced persons who passed through the ECR project’s non-formal learning centers.”

Raymond DanBown, headmaster of Saint Patrick Primary School, Numan local government area of Adamawa state
At the onset of the project, many communities were not able to adequately respond to emergencies due to the overwhelming influx of internally displaced persons from conflict-affected areas. Host communities’ support to IDPs was centered on the provision of shelter, clothing, food and farmland while basic education took the back stage. This led to a situation in which internally displaced school-aged children could not attend school because of overstretched facilities, trauma, fear and the poor economic status of the IDP parents.

Organizing a communal response to these challenges required knowledge of the terrain and an ability to leverage local resources to address problems. In line with this, the ECR project built on what existed at national, state and local government areas levels and took advantage of the sub-granting experiences accumulated under previous USAID-funded projects such as the Northern Education Initiative (NEI).

**Government Partners in the Lead**

The project constituted and inaugurated the Non-Formal Education Technical Working Groups in Adamawa, Bauchi, Borno, Gombe and Yobe states to position government partners on the driver’s seat and support project technical activities that relate to non-formal learning centers, especially in the areas of teacher training, instructional materials development and benchmarks/standards for implementation.

The working group was comprised of inter-ministerial representatives drawn from key relevant ministries, departments,
and agencies and other key stakeholders. It served as a platform through which technical input and standards were coordinated by each state government. Through its Teacher Education Sub-Committee and Learning Materials Development Working Group, the Non-Formal Education Technical Working Groups developed the project’s facilitators’ manual and trainers’ guide. These materials were approved by the working group in each state.

The ECR project also initiated the Project Consultative Group, which was comprised of policymakers, chief executives of line ministries of education, departments, and agencies and partners. The group served as a forum in which the project shared achievements and challenges such as mainstreaming graduated learners to formal schools, sustainability, transition plans and monitoring of the project at each state level.

The Project Consultative Group and the Non-Formal Education Technical Working Groups helped to improve the project visibility and implementation in all states. Outside of these working groups, critical government ministries, departments and agencies also contributed to the successful implementation of the project. In Borno state, for example, the government allowed the project to use classrooms in formal schools on a shift basis. Over 90 percent of the learning centers in the state were housed in government schools. In addition, the governments of Adamawa, Bauchi, Borno, Gombe and Yobe states donated enrollment and attendance registers and other scholastic materials to learning centers. To convene essential project meetings, workshops or trainings, state governments offered up meeting spaces in their buildings to the project at no cost. Additionally, the primary healthcare development agencies in the states donated medicines to support the deworming of learners in the five states.

A Critical Role for Civil Society

One of the key approaches the ECR project used in implementation was sub-granting to both national and local NGOs. Through these civil society organizations, the project was thus able to work with communities at a grassroots level and effectively mobilize them in support of non-formal education opportunities. Over three years of implementation, the project issued grants to two national NGOs, the Civil Society for Action Coalition on Education for All and the Federation of Muslim Women Association of Nigeria, as well as 56 local NGOs to increase communities’ engagement in non-formal education and manage and monitor non-formal learning centers across the project states. The project awarded these organizations more than 100 grants through a competitive request for applications and rigorous screening process.

These civil society organizations harnessed their singular and collective strengths in leading education and community-based programs that supported the most vulnerable children and youth in these communities. To equip these local organizations with the skills they needed to successfully implement the activities, the ECR project conducted capacity strengthening workshops that built their institutional strength and boosted their ability to advocate for educational and other wraparound support services.

The project conducted joint quarterly state-level grant review and coordination meetings with sub-grantees. The discussions at the meeting centered on reviewing grant program status in terms of learners’ enrollment targets, learners’ attendance rates and learning outcomes, and sharing best practices in community engagement in center management,

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56 Local NGOs trained and mobilized to support project implementation

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4 Wraparound services are services (such as peacebuilding and psychosocial support) that are designed to cater for children with special needs in crisis and conflict affected environments.
resource mobilization, and retention and completion. NGOs raised operational issues and the team brainstormed solutions.

The meetings provided an avenue for the project’s technical staff to further equip sub-grantees with skills to improve their performance in terms of implementation strategy, community engagement, learning center monitoring, technical reporting, internal control, liquidation and procurement processes, human and material resources management and resource leveraging.

In addition, participants reviewed resource mobilization strategies to sustain the project’s legacies after it phases out. For example, NGOs were coached to source funding from local and international donors to support their sustainability plans.

From the initial involvement of 14 NGOs in year one, the ECR project expanded to engage and work with more than 50 NGOs including the Civil Society Action Coalition on Education for All and the Federation of Muslim Women Association in Nigeria across the five project states of Adamawa, Bauchi, Borno, Gombe and Yobe who supported and advocated for conflict-sensitive education.

Thanks to this capacity building in organizational effectiveness, resource mobilization and business development, eleven local civil society organizations developed proposals, submitted bids and secured additional funding totaling N526,322,575 ($1,470,174) from the ELMA Foundation, the US Embassy in Nigeria, the TY Foundation, the USAID/Northern

“Our interaction with ECR has assisted us in managing large sums of money properly without overspending or underspending.”

Rahila Lamiya, Foundation for Youth Awakening and Empowerment
Education Initiative Plus project, the Tony Elumelu Foundation, the World Food Programme in Yobe, the Victims Support Fund, the Malala Foundation, the Asset and Management Cooperation of Nigeria, the Bureau for Islamic Education Lagos and the World Bank.

The capacity building provided to the NGOs in education in emergency programming and other organizational management trainings serve as an impetus to manage and sustain similar programs. Beyond the project, Civil Society for Action Coalition on Education for All, the Federation of Muslim Women Association of Nigeria, and local NGOs will continue to support community coalitions to provide access to education in their localities. In addition, they will continue to conduct advocacy visits to critical government stakeholders to ensure the release of education funds. These coalitions and NGOs have developed sustainability plans to ensure that gains achieved through the ECR project are sustained.

**Community Engagement & Ownership**

Building on the experiences of previous USAID-funded projects including Community Participation for Action in the Social Sector and the Northern Education Initiative in forming and working with community coalitions, the project formed and worked with 67 community coalitions in the 31 focal local government areas to ensure the safety of the learning environment.

The members of the community coalitions were trained to implement early warning systems with rapid response to and reporting of any threats in and around the learning centers. This reduced parents’ and caregivers’ fears of sending their children to school. These systems helped to create an environment in which children could learn in a safe and predictive environment, thinking of the future rather than the past.

Because of the insurgency’s disastrous effects, most host community members could provide for only the basic needs of the internally displaced persons they absorbed – safety, shelter and food. In contrast, education was not prioritized and many school-age children (6-17) were exposed to vulnerabilities such as street begging, child labor and hawking.

Although government provided some support, it was largely focused on humanitarian relief while education was relegated to the background. There was thus a need to organize communities and raise awareness on the importance of schooling as a precursor to addressing the root cause of the insurgency and to promote socioeconomic growth in northeast.

“**My appointment as community coalition chairperson in Itas-Gadau, Bauchi state, has given me an opportunity to be heard and has shown that a woman can hold a leadership position and do it well.**”

**Hajia Hadiza Ibrahim, community coalition chairperson Itas-Gadau**

To make education a priority in the communities, the project began by harnessing strategic information on the location of communities with concentration of IDPs from the State Emergency Management Agencies.

To promote inclusiveness and acceptance, the ECR project conducted advocacy visits to the Education and Social Development Departments of target local government areas.
and held discussions on forming coalitions. Through its national partners, the Federation of Muslim Women’s Association in Nigeria and the Civil Society Action Coalition on Education for All, the project organized community groups such as youth and women’s groups, trade unions, and tribal associations to discuss and explore the importance of community action around education.

This led to the formation of 42 community coalitions in the project’s first three target states, Adamawa, Bauchi, and Gombe. The project formed an additional 25 community coalitions after it expanded into Yobe and Borno. The project made deliberate efforts to include women in the coalitions, especially in leadership positions, and to give them a chance to contribute to decision-making in their communities.

Through cluster trainings with the newly established community coalitions and other local education stakeholders, the coalitions developed action plans and assigned roles and responsibilities for identifying safe learning spaces, and enrolling IDP children and youth into the established centers.

They also raised community awareness on the benefits of basic education and what community members can do to support non-formal education, promoted and supervised non-formal learning center activities, mobilized resources, supported centers and pupils with instructional and learning materials and established Safe School Sub-Committees and
supported them in developing Safe School Early Warning Systems. A community education handbook along with organized inter-state exchange visits to share best practices helped to further mobilize communities around education.

These exchanges led community coalitions to establish centers with their own resources, register with local and state authorities and open bank accounts. All these steps increased the sustainability of the project, and equipped community coalition with skills to mitigate present and future challenges.

To solicit stakeholder perceptions of project performance, the project employed a community feedback loop, which it then used to adjust its operation. Through collective and collaborative problem solving, the ECR project worked to ensure its actual outputs were the desired outputs. Feedback loops helped to identify key implementation issues affecting project success in areas of access, learning performance and safety, and to assign roles and responsibilities to stakeholders to address the challenges. They provided ample opportunity for community members to identify issues, proffer solutions, and implement decisions reached with stakeholders as a way of building trust.

Inspired by the project’s non-formal education model, community coalitions established an additional 33 centers across the five project states to cater for internally displaced and host community children. Moreover, they facilitated the identification of the project’s 1,456 safe learning spaces which increased parents’ confidence in the safety of their children and led to an increase in enrollment from 14,321 in year one to 49,045 in year three.

Demonstrating their strong commitments, community coalitions leveraged N5,538,040.00 ($15,172.71) in-kind and cash resources including teaching and learning aids, additional classrooms, water, sanitation and hygiene facilities, security of centers and recreational facilities. Community coalitions facilitated the absorption of graduated learners into formal schools and supported them with books, writing materials and school uniforms. In Lauki Community (Palama Ward) in Toro local government area of Bauchi state, community coalitions embarked on a communal project to build a block of two classrooms to provide a safe learning space for 100 IDP and host community children in their community.
Results: Learning and Healing Gains for Thousands

With the support of government, civil society organizations and community partners over the past three years, the ECR project has helped thousands of out-of-school and displaced children and youth find a future through education and a path to healing through psychosocial support. It is an achievement that not only benefits learners but also helps to restore stability and hope to their communities.

By October 2017, 80,341 (36,397 male, 43,944 female) children in three cohorts received quality basic education instruction and psychosocial support in 1,456 established non-formal learning centers and 786 formal schools in Adamawa, Bauchi, Borno, Gombe and Yobe states. This surpassed the project’s enrollment target of 65,158 by 23%. Enrollment information showed that 47% of the learners enrolled had never attended formal school before.

<table>
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<tr>
<th>States</th>
<th>NFLCs</th>
<th>GLCs</th>
<th>YLCs</th>
<th>AGLCs</th>
<th>CPCs</th>
<th>Total Centers</th>
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<td>58</td>
<td>57</td>
<td>40</td>
<td>2</td>
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<tr>
<td>Gombe</td>
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<td>45</td>
<td>50</td>
<td>54</td>
<td>4</td>
<td>310</td>
</tr>
<tr>
<td>Yobe</td>
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<td>49</td>
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<td><strong>708</strong></td>
<td><strong>234</strong></td>
<td><strong>261</strong></td>
<td><strong>240</strong></td>
<td><strong>13</strong></td>
<td><strong>1,456</strong></td>
</tr>
</tbody>
</table>

The ECR project produced substantial learning gains in each of its three cohorts. The project’s final endline learning assessment showed remarkable improvement in learning performance as about 49% of the learners could read in Hausa, 37% could read in English language, and 39% of them could perform at least one basic mathematics operation. This result is a remarkable contrast to the baseline assessment where 64% of the learners could not recognize any Hausa letters, 50% scored at zero level for English, and 40% could not recognize the numbers 1-9.
Results: Learning and Healing Gains for Thousands

Learners' Hausa reading levels at PY3 baseline and endline

- Zero
- Letter
- Word
- Paragraph
- Story

Baseline vs Endline

Learners' numeracy levels at PY3 baseline and endline

- Zero
- Recognize 1-9
- Recognize 10-99
- Addition
- Subtraction
- Division

Baseline vs Endline

Learners' English reading levels at PY3 baseline and endline

- Zero
- Letter
- Word
- Paragraph
- Story

Baseline vs Endline
Furthermore, the project established 12 non-formal education centers in the five project states for the physically challenged where they were taught numeracy, literacy, social emotional learning, and vocational skills to improve their livelihoods after graduating. Over the life of the project, 539 (280 male, 259 female) learners with disabilities enrolled in and graduated from these centers.

To ensure social inclusion, the project collaborated with local associations for the physically challenged to distribute 46 tricycle-type wheelchairs and 20 pairs of crutches to 66 (36 male, 30 female) learners with physical disabilities to aid their movement to and from the learning centers.

The ECR project is proud of the female participation in its community coalitions. In two coalitions, established in Itas-Gadau local government areas in Bauchi state and Damaturu in Yobe, two women were elected as chairpersons which is a first in these communities. Women formed 21% out of the total community coalition members, which provided an opportunity for them to be involved in decision-making at the community level and help resolve issues that affects their children’s education.

The project also consciously ensured the inclusion of women in its programming through information-sharing sessions and through meetings with women within the confines of their compounds.

Furthermore, the project mainstreamed 30,154 (12,365 male, 17,789 female) learners who passed the end-of-program examination moderated by the State Agencies for Mass Education/Adult and Non-Formal Education Agencies into formal schools and provided them with complementary scholastic materials to complete their primary education.
coalitions and government partners were mobilized to support additional learners to access primary education in formal schools or in post-literacy centers.

During the third year of implementation, the project collaborated with the governments of its focal states and stakeholders from federal ministries, departments, and agencies to enhance and adopt the 18-month National Post-Literacy Curriculum that will cater to the needs of over-aged learners who complete the nine-month basic literacy program.

**Leveraging Local Resources**

From the first day of implementation, the project realized and appreciated the critical roles of communities and other local stakeholders in the management of educational institutions and programs. It also relied on existing structures and mobilized communities to encourage their support for education.

Through its three years of implementation, the project mobilized and engaged communities to demand better quality education and other services from the state government. The communities also made tremendous contributions to support the successes of the program.

For instance, committees of residents and local leaders helped decide the locations of each of the project’s learning centers, and community coalitions made action plans to support education for internally displaced students. Brought together by the program and informed of the power of their collective action, they identified people to be trained as learning facilitators, took responsibility for protecting internally displaced children from abuse or stigmatization, and mobilized communities to support the centers with school materials.

The project succeeded in leveraging funds from private philanthropists, private foundations, local and international NGOs in addition to providing local organizations with the support they needed to become effective advocates for education and providers of education services.

In total, the project leveraged equipment, scholastic materials and vocational skills training kits worth N128,191,126 ($358,075) from individuals, communities, corporate organizations, government partners and NGOs to support education.

"The ownership of the non-formal learning centers can only be realized if you allow communities to be involved and to participate."

Ayo Oladini, Director of Nigeria Education Crisis Response
Notable among these resources leveraged were the donations of scholastic materials, vocational skills material, dignity kits and food items worth N100 million ($279,329) by the Assets Management Corporation of Nigeria, a stabilizing financial institution created by the Nigerian National Assembly to support 2,800 learners in Adamawa, Borno and Yobe state. The project also received support from the OANDO Foundation’s Adopt-a-School Initiative, which donated of scholastic materials worth N3,322,340 ($9,280) for mainstreaming 500 (250m, 250f) IDP learners to formal schools in Adamawa and Bauchi states.

**Sustaining the Gains**

Following the remarkable successes recorded by the project and the low cost of managing the non-formal learning centers, governments of the five focal states agreed to replicate the ECR project’s non-formal education model.

To demonstrate their commitment, they developed transition plans worth N103 million ($287,709) for inclusion in the 2016/2017 budget. The funds will be used to establish 100 non-formal learning centers using the project’s model in Adamawa (N5 million), Bauchi (N15 million), Gombe (N29 million), Borno (N24 million) and Yobe (N30 million).

The governments of the five project states have also committed to take responsibility for 27,334 learners admitted into formal schools. Part of this commitment includes training 8,169 formal school teachers in Adamawa and Borno in conflict sensitive education and infusing social emotional learning and healing learning environments into the formal schools. This will allow learners entering the formal school system to continue developing resilience skills promoted during the project.

Non-formal post-literacy classes will be provided by the government for overage learners not admitted into formal school. The post-literacy curriculum also includes subjects infused with social emotional learning to ensure the learners continue learning in recovery.

The project’s enhanced non-formal education curriculum has received positive responses from various implementing partners planning to provide education in emergency in the northeast and several organizations have requested the project’s teaching-learning materials. Likewise, states have requested the use of the ECR project’s training manuals to
train their formal school teachers.

Combined, these successes—including learners who have begun to heal or have mainstreamed into formal schools, communities that have stepped up to support the educational needs of displaced children and youth, and governments who have dedicated resources to support these learners—have left a profound positive impact on the displaced learners and their communities alike. The ECR project commends the continued local commitment to carrying out this work and sustaining this progress.
Main Challenges

During implementation, the ECR project experienced these implementation challenges and creatively explored solutions and ways to overcome them:

1. **High demand for non-formal education:** In Borno and some parts of Yobe, the demand for non-formal education was particularly overwhelming, especially compared to the project's enrollment targets. The government and community coalitions in these communities have therefore drawn up action plans to establish additional learning centers to provide access to more children in the area and any other accessible local government areas where there is need. Furthermore, the project has engaged state governments to implement sustainability plans and scale up in some other local government areas. Nevertheless, the needs of many out-of-school children are still unmet.

2. **Security concerns:** Isolated insurgent attacks continued throughout the project cycle, particularly in Borno state, leading to the death of two learners in Kofa Community in Konduga local government area, and some of the community members supporting beneficiaries in Jere local government area of Borno state. Though the project’s programming in the five states was never disrupted by these incidences, the project maintained a heightened security strategy for both staff and learning centers.

3. **Fluctuating attendance rates:** As peace returned to much of the conflict-affected communities, some IDPs gradually relocated to their communities of origin, thereby decreasing the number of enrolled learners at the non-formal learning centers. In addition, attendance during the farming season also dropped due to learners’ engagement in agricultural activities. To address these challenges, community coalitions intensified campaigns among IDP communities to identify enrolled children who participated in the pre-enrollment exercise but did not have opportunity to enroll. In addition, community coalitions decided on flexible contact hours to ensure children could attend to their farming responsibilities without missing class.

4. **Weather challenges:** Raining and flooding during the rainy season disrupted the teaching-learning process in some learning centers, especially those located in temporary locations. However, the community coalitions and mentor teachers promptly relocated these centers to safer accommodations, whenever possible.

5. **Keeping records:** Initially, the non-formal learning facilitators’ record keeping performance in most centers was often poor. This challenge was first addressed through on-the-job training and later through sustained in-service support by mentor teachers and the joint monitoring team which included project staff and government officials.

6. **Improving quality for all learners:** The project observed an influx of children from host community public schools into its learning centers due to better quality teaching and learning being facilitated in the non-formal learning centers. To address this problem, the project facilitated training of teachers in formal schools.

7. **Government appointments:** Late appointments of commissioners in some of the states of intervention slowed down the formation of policy structures like the Project Consultative Groups headed by Commissioners for Education in all states. In response, the project leveraged the support of Permanent Secretaries of key ministries, departments and agencies to set up these structures.
Throughout implementation, the ECR project documented and used key lessons learned to inform its technical support to project sites. The following represent an excerpt of these lessons and recommendations:

**General**

◊ Involving community stakeholders and government partners at every stage of project implementation encourages them, gives a sense of ownership, and spurs them into actions they would otherwise not take to benefit the program. For instance, the involvement of community members and community coalitions in monitoring non-formal learning center facilitators boosted learner and facilitator attendance.

◊ Consistency in program support to the state and communities increases trust in USAID projects.

◊ Stakeholders are ready and willing to participate in affairs that concern them if well-informed about implementation progress and project outcomes.

◊ Mobile data collection and reporting is a major innovation in project implementation. It enabled real-time data collection to support timely programmatic decision-making.

**Engaging Government Stakeholders**

◊ Engaging government officials as enumerators and monitors immensely reduces problems associated with survey and data collection, which in turn also reduces community suspicions of surveys and helps manage the high expectations of the IDP groups.

◊ Closer collaboration with government partners will make the government want to replicate the program and take on greater ownership.

◊ Working with existing structures and through government institutions increases projects acceptance, community and government commitment and sustainability. The Borno states translators from Colleges of Education Azare, Gashu’a, Gombe, Yola and Kashim Ibrahim Maiduguri worked as a team with the project staff in translating project manuals into Hausa and Kanuri for timely production.

◊ Constant monitoring and feedback by all stakeholders is a major key factor to meeting and surpassing targets, especially in conflict and crisis situations to improve service delivery and enhance quality performance.

**Supporting Local NGOs**

◊ With resource mobilization strategies and capacity building trainings, community coalitions can sustain the project’s non-formal education model through fundraising, monitoring and sensitization of communities to support the non-formal education centers.

◊ Sourcing facilitators from within communities to teach and manage classes increases a sense of community ownership of centers and will likely increase sustainability. Training of learning facilitators and teachers also increases the chances of stimulating a sense of ownership of the project, as communities feel fulfilled by the observable improved capacity in their communities.
Lessons Learned

Involving Communities

◊ Participatory screening and recruitment of facilitators assists in managing expectations of the community and prevents favoritism.

◊ If mobilized effectively, communities are ready to support non-formal education delivery.

◊ Involving communities in programming as it affects security and the welfare of learners, facilitates an easier resolution of challenges.

◊ The community coalition is a sustainable and reliable structure to work with in project implementation for strong ownership. When sensitized properly, it can easily obtain the commitment of philanthropists and other stakeholders.

Supporting Non-Formal Learning Centers

◊ Frequent monitoring and supervision of centers by mentor teachers and community coalitions ensures compliance to project standards and procedures, and improves teaching and record keeping. Similarly, spot checks of centers and the local stakeholder feedback loop improved project implementation outcomes.

◊ Coordination meetings where sub-grantee representatives interface with project staff are another form of mentoring and a feedback loop that has proven effective for project implementation.

◊ Creating opportunities for displaced learners to participate in recreational activities as well as academic work in small groups reduces anxiety, discrimination, melancholy, and exclusion and promotes positive social actions.
Annex
Map of centers established by USAID-Education Crisis Response project in Adamawa state

Adamawa state project local government areas: Fufure, Girie, Numan, Shelleng, Song, Yola-North and Yola-South
Project achievements in Adamawa state

- **319** Learning centers established
- **17,898** Learners enrolled; 52% of enrolled learners were female
- **N99.42 m** Grants awarded to 11 local NGOs
- **82%** (14,702) of enrolled learners completed basic literacy and skills acquisition program
- **51%** (7,427) of enrolled learners demonstrated that they can read by end of program
- **193** Learning facilitators recruited and trained
- **1,408** Formal school teachers trained
- **55%** (8,042) of enrolled learners mainstreamed to formal schooling
- **4,960** Youth empowered with vocational skills
- **84%** (15,119) of enrolled learners met or surpassed criteria for Socio-Emotional Competency
- **1,408** Physically challenged learners enrolled

Meeting Learning Needs in Crisis-Affected Northeast Nigeria
Annex

Map of centers established by USAID-Education Crisis Response project in Bauchi state

ECR Learning Centers in Bauchi State

Type of Learning Centers
- AGLC - 56
- CPC - 2
- GLC - 50
- NFLC - 145
- YLC - 52

Bauchi state project local government areas: Alkaleri, Bauchi, Dambam, Gamawa, Ganjuwa, Itas-Gadau and Toro
Project achievements in Bauchi state

- **305** Learning centers established
- **15,503** Learners enrolled; 53% of enrolled learners were female
- **N103.4 m** Grants awarded to mobilize 11 local NGOs to implement project activities
- **91%** of enrolled learners completed basic literacy and skills acquisition program
- **51%** of enrolled learners demonstrated that they can read by end of program
- **26%** (3,702) of enrolled learners mainstreamed to formal schooling
- **67%** of enrolled learners met or surpassed criteria for Socio-Emotional Competency
- **15,503** 53% of enrolled learners were female
- **4,191** Youth empowered with vocational skills
- **272** Formal school teachers trained
- **96** Physically challenged learners enrolled
- **212** Learning facilitators recruited and trained
- **204** Learning centers established
Map of centers established by USAID-Education Crisis Response project in Borno state

Borno state project local government areas: Biu, Jere, Kaga, Kodunga and Maiduguri Municipal
Project achievements in Borno state

- 304 Learning centers established
- 15,197 Learners enrolled; 58% of enrolled learners were female
- N214.26m Grants awarded to 11 local NGOs
- 37% (5,025) of enrolled learners demonstrated that they can read by end of program
- 72% (10,927) of enrolled learners met or surpassed criteria for Socio-Emotional Competency
- 89% (13,496) of enrolled learners completed basic literacy and skills acquisition program
- 69% (9,378) of enrolled learners mainstreamed to formal schooling
- 307 Learning facilitators recruited and trained
- 7,169 Formal school teachers trained
- 4,989 Youth empowered with vocational skills
- 102 Physically challenged learners enrolled
- 58% of enrolled learners were female
- 69% (9,378) of enrolled learners mainstreamed to formal schooling
- 4,989 Youth empowered with vocational skills
Annex

Map of centers established by USAID-Education Crisis Response project in Gombe state

Gombe state project local government areas: Akko, Balanga, Dukku, Gombe, Kwami, Shomgom and Yamaltu

http://arcgis.is/2ay3954
Project achievements in Gombe state

- **310 Learning centers established**
- **16,026 Learners enrolled; 53% of enrolled learners were female**
- **N126.5 m**
  - Grants awarded to mobilize 12 local NGOs to implement project activities
- **50%**
  - (7,180) of enrolled learners demonstrated that they can read by end of program
- **90%**
  - (14,359) of enrolled learners completed basic literacy and skills acquisition program
- **29%**
  - (4,182) of enrolled learners mainstreamed to formal schooling
- **4,163**
  - Youth empowered with vocational skills
- **248**
  - Formal school teachers trained
- **235**
  - Learning facilitators recruited and trained
- **129**
  - Physically challenged learners enrolled
- **72%**
  - (11,574) of enrolled learners met or surpassed criteria for Socio-Emotional Competency
- **50%**
  - (2,080) of enrolled learners passed exit examinations
- **53%**
  - (7,180) of enrolled learners demonstrated that they can read by end of program
Annex

Map of centers established by USAID-Education Crisis Response project in Yobe state

Yobe state project local government areas: Bade, Damaturu, Fika, Potiskum and Nguru
Project achievements in Yobe state

- 218 Learning centers established
- 15,717 Learners enrolled; 56% of enrolled learners were female
- N279.9 m Grants awarded to mobilize 13 local NGOs to implement project activities
- 62% (7,341) of enrolled learners demonstrated that they can read by end of program
- 75% of enrolled learners completed basic literacy and skills acquisition program
- 41% (4,850) of enrolled learners mainstreamed to formal schooling
- 69% of enrolled learners met or surpassed criteria for Socio-Emotional Competency
- 3,935 Youth empowered with vocational skills
- 216 Formal school teachers trained
- 160 Learning facilitators recruited and trained
- 64 Physically challenged learners enrolled
- 69% of enrolled learners met or surpassed criteria for Socio-Emotional Competency