



USAID | NIGERIA

FROM THE AMERICAN PEOPLE

REQUEST FOR INFORMATION (RFI)

RFI Number: RFI-620-17-000003

Issuance Date: May 5, 2017

Closing Date/Time: May 25, 2017 at 14:30 P.M. Nigeria Time (GMT +1)

Subject: Request for Information for the Addressing Education in Northeast Nigeria Activity

Dear Industry:

The United States Agency for International Development (USAID) in Nigeria, seeks comments from all organizations regarding “Addressing Education in Northeast Nigeria” Activity.

DISCLAIMER:

This is a Request for Information (RFI) only. It is not a Request for Proposal/ Application/ Quotation, an Invitation for Bids or a Solicitation. This RFI is an opportunity for USAID/Nigeria to obtain information from interested parties regarding the Program Description (PD) herein enclosed. Responses to this RFI are strictly voluntary and USAID will not pay respondents for information provided in response to this RFI. Responses to this RFI will not be returned and respondents will not be notified of the result of the review. If a Notice of Funding Opportunity (NFO) is issued, it will be announced on www.Grants.Gov at a later date, and all interested parties must respond to that NFO announcement separately from any response to this announcement. It should be noted that responding to this RFI will not give any advantage to any organization in any subsequent procurement.

INSTRUCTIONS:

Responses (comments, suggestions, and enhancements) to this RFI are due to the email address identified below no later than the date and time listed at the top of this letter. Responders may provide responses through email or through attachments to email in Microsoft Word compatible format or Adobe Acrobat formats. There will not be a Q&A opportunity during this RFI. By issuing this draft for comment, USAID/Nigeria aims to consult with the broad community of actors involved with education services, particularly in Northeast Nigeria. Your comments are requested to help refine the Program Description to ensure clarity, maximum development impact, sound coordination with existing activities, and alignment with the Government of Nigeria’s top priorities. Please ensure your comments are concise and specific to informed include within the PD. While there are no limits on the length of submissions accepted, we value concise, issue-specific responses with reference to page and section numbers in the draft Program Description.

Areas of particular interest include:

- 1) Is our theory of change clear and inclusive of the key challenges for access to education for children in the target region? From your perspective, are there any gaps that we have not addressed?
- 2) Are the expected outcomes clear and realistic? If not, please elaborate.
- 3) Could the proposed intermediate results be implemented separate and still achieve the anticipated outcomes?
- 4) Given the context of Northeast Nigeria, what is a realistic number of beneficiary girls and boys that can be impacted by this intervention (considering a budget floor of \$10 million and ceiling of \$25 million)?
- 5) Have we identified useful Monitoring and Evaluation approaches to accurately reflect our programmatic results? Are there different or further approaches we could consider to strengthen our ability to collaborate, learn and adapt?

To expedite USAID review and be considerate of your time, please keep responses to no more than three (3) pages in length (if possible). Responses to the RFI must be written in English, and use 12pt font. Please number each page consecutively.

Please send responses via email to abujasolicitations@usaid.gov with the subject title; **“RFI-620-17-000003 - Addressing Education in Northeast Nigeria Activity”**, no later than the closing date/time stated above.

Thank you for your interest in USAID/Nigeria programs.

We look forward to receiving your comments.

Sincerely,

//s//

Crystal Byrd-Ogbadu
Agreement Officer
Office of Acquisition and Assistance
USAID/Nigeria

Attachment: Draft Program Description

ATTACHMENT

PROGRAM DESCRIPTION

1.1. Summary

Title: Addressing Education in Northeast Nigeria

Purpose: Girls and boys equitably access certified basic education opportunities in targeted areas of northeast Nigeria

Scope: The Addressing Education in Northeast Nigeria activity will target girls and boys ages 6 to 15 living in targeted areas of Nigeria's conflict-affected northeastern states of Borno, Adamawa and Yobe, with a possibility for expansion of select interventions into Gombe State. Children will benefit from equitable access to certified basic education opportunities, including girls and boys who were otherwise out of school and gain new access.

1.2. Context

Nigeria is Africa's largest economy, its most populous country, and largest democracy, but it faces daunting development challenges. Today, nearly 65 percent of Nigerians live in extreme poverty. If current trends continue, the country is on course to surpass China and India by 2030 as the country with the highest number of people living in poverty. Already, Nigeria has the highest number of out-of-school children in the world¹ -- and those Nigerian children who do attend school have learning outcomes that are among the worst in the world.² These development challenges are further exacerbated by the ongoing Boko Haram insurgency in the Northeast, which has terrorized communities, destroyed infrastructure and farmland, and led to massive displacement.

Insurgency, violence and attacks on education

In addition to destroying villages, homes and farmland, the ongoing Boko Haram insurgency in Northeast Nigeria has had devastating effects on the education sector. UNICEF estimates that 952,000 children who are of school-age have been forced to leave their homes and communities as a direct result of violence. At the same time an estimated 3 million children have no access to education across Borno, Adamawa and Yobe states³. Boko Haram has directly targeted teachers, students, and school materials and buildings as part of their fight against western education. Since 2009, over 611 teachers have been killed by Boko Haram. They have forcibly recruited boys from classrooms to join their ranks, and abducted as many as 500 women and girls (many who are students) for "marriage" and forced labor⁴.

¹ UNICEF

² NEDS

³ Office for the Coordination of Humanitarian Affairs (OCHA). (2016). *2017 Humanitarian Response Plan Summary (Nigeria)*. UNOCHA.

⁴ Idem

In early 2016, state authorities in Borno reported widespread destruction of educational institutions in the state. According to their reports, nearly 95% of the schools outside of Maiduguri were completely destroyed over the last 6 years. According to Yobe education authorities, 60% of schools in Damaturu, the state capital, were destroyed⁵. In Adamawa, attacks on education have largely ceased, but the influx of both internally displaced people (IDP) and returnees is overburdening an already strained system⁶.

Displacement and Access to Services

As a result of the widespread attacks by Boko Haram, millions have been displaced from their homes, and are suffering from lack of access to the most basic necessities of food, shelter, and healthcare, as well as education. IDPs have primarily settled in host communities, but some have settled in IDP camps.

Humanitarian actors in the Northeast face immense challenges related to serving the IDP population, as the location of attacks and availability of resources is constantly changing. As a result, many IDPs move frequently, making regular service provision and establishment of related infrastructure nearly impossible⁷.

Each living arrangement presents a unique set of challenges. In host communities, competition between IDPs and poor community members for access to basic services is proving to be extremely problematic – and sharing of already scarce resources has the potential to lead to further conflict and secondary displacement of many IDPs⁸.

In camps, food and basic supplies are scarce, and it is estimated that only about 10% of the children who are living in camps (across the Northeast) have access to education⁹. Overall, protection services in the Northeast are extremely limited. In October 2016, Human Rights Watch reported that members of the military and other authorities in Nigeria have raped and sexually exploited women and girls displaced by the conflict. There is concern among humanitarian actors that the Government of Nigeria (GoN) and those in charge of camps are not doing enough to protect displaced women and girls, and that perpetrators are generally not prosecuted (or even investigated). None of the victims interviewed as part of the HRW research had received any counseling or psychological support after being attacked, and the few that filed reports with the authorities reported that no action was taken^{10,11}.

Livelihood Security/Humanitarian Concerns

⁵ Idem

⁶ Faruata, P. K. (2016, November 16). Honorable Commissioner of Education, Adamawa State Ministry of Education. (N. Papadopoulos, Interviewer)

⁷ DART interview

⁸ Office for the Coordination of Humanitarian Affairs (OCHA). (2015). *2016 Humanitarian Response Plan*. UNOCHA

⁹ Human Rights Watch. (2016). *They Set the Classrooms on Fire: Attacks on Education in Northeast Nigeria*. Washington, DC: Human Rights Watch.

¹⁰ As of early December 2016, Nigerian media outlets reported investigations were opened and arrests were made as a result of the HRW report, but the problems detailed in the report are ongoing.

¹¹ Human Rights Watch. (2016). *Nigeria: Officials Abusing Displaced Women, Girls*. Abuja: Human Rights Watch.

Violence and insecurity are severely impacting an already weak livelihood security. With 80-90% of people living in the north relying on agricultural production for their livelihoods, the situation has become dire as the insurgency has destroyed farmland and livestock, and in places where land is usable, farmers are often at risk of abduction or attack when working in their fields¹². Decreasing oil prices and increased inflation of the Naira (it has depreciated by 40% since early 2016) further contribute to the precarious financial situation of those living in the northeast (ACAPS, 2016).

Issues around lack of access to livelihoods are compounded by the current humanitarian crisis. UN OCHA estimates that 8.5 million people, including 1.6 million children in need of humanitarian assistance in the northeast¹³. However, humanitarian access is still limited. In Borno, over 80% of the state is considered very high risk for international organizations. In places that are accessible, a military convoy/escort is often required to move around, which also severely limits access (ACAPS, 2016). FEWSNET is reporting that evidence of acute famine (IPC Phase 5) may be occurring in the worst-affected and hardest to reach areas of Borno. In addition, populations in Borno, Yobe and Adamawa are experiencing emergency (IPC Phase 4) food insecurity which suggests high levels of malnutrition are likely occurring¹⁴.

Extremely low levels of educational attainment

The education sector in Nigeria has suffered from persistently low outcomes, and there is limited capacity in the government to deal with the magnitude of problems plaguing the sector. Despite improvements in the last few years, nearly 30% of all school-age children are still not attending school, which amounts to over 10 million children nationwide. This translates to roughly 1 in 3 primary age children in the country being out of school (UNICEF OOSCY). Those children who are attending school are often faced with under-resourced, overcrowded classrooms with untrained teachers.

While educational attainment is low throughout the country, NEDS 2015 data showed that the northeast states have some of the lowest educational outcomes/indicators nationwide. While the national literacy rate among children is 49%, in Borno and Yobe it is 27% and 28% respectively. In Borno, the primary net attendance ratio was estimated at 17% in 2015. Seventy five percent of children in Borno and 73% of children in Yobe have never attended school. When comparing historical data (2010 vs. 2015), the magnitude of displacement and overcrowding of schools, especially in Adamawa is clear, as the primary gross attendance ratio jumped from 86% in 2010 to 114% in 2015. The most recent UNICEF study on out-of-school children and youth found that the proportion of children who were out of school ranges between 33% and 73% across Adamawa, Gombe, Borno and Yobe¹⁵.

¹² Food and Agriculture Organization of the United Nations. (2016). *Northeast Nigeria Situation Report*. UNFAO.

¹³ Office for the Coordination of Humanitarian Affairs (OCHA). (2016). *2017 Humanitarian Response Plan Summary (Nigeria)*. UNOCHA.

¹⁴ FEWSNET. (2016). *A Famine likely occurred in Bama LGA and may be ongoing in inaccessible areas of Borno State*. Washington, DC: FEWSNET.

¹⁵ UNICEF (2012)

1.3. Problem Statement

This activity will address acute emergency education needs while laying the foundation to rebuild and transform the education system in northeast Nigeria, redressing long-standing education grievances related to the conflict.

Historically, education outcomes in the Northeast have been extremely low. In 2010, at the beginning of the insurgency, 31 percent of children in Nigeria had never been to school, of which the majority were living in the northeast of the country. In this region of the country poor education infrastructure is common, with many schools located too far from beneficiaries and lacking adequate furniture, classrooms, school supplies and sanitation facilities. There is an ongoing teacher shortage, and many of the current teachers (especially in the northeast) do not have adequate training and/or skills. In addition, the education system suffers from fragmented oversight and poor accountability. Inequity in the education system was one of many grievances contributing to instability in the northeast.

The ongoing insurgency in Northeast Nigeria has exacerbated these already low levels of educational quality and access and resulted in a humanitarian crisis. Displacement, violence and insecurity have disrupted school routines for children of all ages, forcing some to abandon school altogether. The insurgency and related violence displaced nearly 1 million school-age children¹⁶. The latest round of IOM's displacement tracking matrix data collection in January 2017 found that in nearly 30% of host communities and camps, less than 25% of children are attending school.¹⁷ In addition to missing the opportunity to go to school and learn, many children have experienced traumatic stress as a result of firsthand violence, witnessing violence, and sexual and gender-based violence and exploitation while fleeing their homes and adapting to living in cramped and shared housing or Internally Displaced Persons (IDP) camps.

1.4. Theory of Change and Activity Outcomes

USAID's theory of change for this activity holds that:

If education authorities have increased capacity to plan, manage, and oversee education services; and

If safe education opportunities are available, with a minimum package of instructional materials/supplies; and

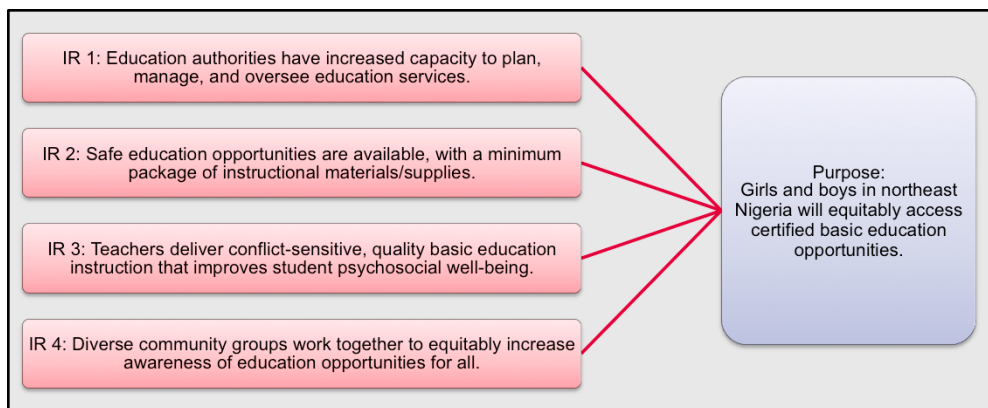
If teachers deliver conflict-sensitive, quality basic education instruction that improves student psychosocial well-being; and

If diverse community groups work together to equitably increase awareness of education opportunities for all;

then children in northeast Nigeria will equitably access certified basic education opportunities.

¹⁶ International Organization for Migration (IOM) Displacement Tracking Matrix Round VII

¹⁷ IOM DTM Jan 2017 https://nigeria.iom.int/sites/default/files/dtm_reports/01%20DTM%20Nigeria%20Round%20XIV%20Report%20January%202017.pdf



Based on USAID/Nigeria’s Country Development Cooperation Strategy (CDCS), achievement of these results will directly contribute to USAID/Nigeria’s Development Objective 2: A healthier, more educated population in targeted states; and thus contribute to USAID/Nigeria’s goal of reduced extreme poverty in a more stable, democratic Nigeria.

USAID also believes that this activity will support other areas of the USAID/Nigeria CDCS. Specifically it is expected that this activity will contribute to:

- IR 3.2: Improved responsiveness of targeted government institutions
- IR 3.4 Conflict mitigated among at-risk communities
 - Sub-IR 3.4.1: Strengthened conflict prevention, mediation and early warning
 - Sub-IR 3.4.2: Improved skills for peaceful dispute resolution
 - Sub-IR3.4.3: Improved linkages between conflict mitigation and development initiatives.

This activity is expected to contribute to conflict mitigation at various levels - individual, community and institutional. At the individual level this activity will support interventions that directly build the skills necessary for peaceful dispute resolution. To understand the links between conflict mitigation and violence reduction, USAID draws on evidence-based practices from both fields of study. USAID Youth Power’s broad review of literature on social and emotional learning found five key soft skills, or social and emotional skills, supported positive outcomes in violence prevention: positive self-concept, empathy, self-control, social skills and higher-order thinking skills¹⁸. Evidence shows that effective social and emotional learning are sequenced, active, focused and explicit, leading to both short-term and long-term outcomes for children.¹⁹

The education activity also looks beyond the classroom and into the broader mechanisms of governance, inclusion/exclusion and representation to address the structural root causes that underlie violence and instability in the targeted areas. Key studies report a significant link between social unrest and inequity of access to social services – including education – along religious, ethnic, language group, gender, and geographic lines²⁰. Equitable access to a quality and safe education has the potential to mitigate the effects of crisis and conflict, including social

¹⁸ Gates, S., Lippman, L., Shadowen N. Burke, H., Diener, O., and Malkin, M. (2016). Key Soft Skills for Cross-Sectoral Youth Outcomes. Washington, DC: USAID’s YouthPower: Implementation, YouthPower Action.

¹⁹ Durlak et al., 2012

²⁰ Collier and Hoeffler, 2002; Bush, K.D & Sartarelli, D. (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Chila*.smith@ulster.ac.ukdren, UNICEF.

fragility. At the same time there is growing literature on how social services, including education, provide an entry point for addressing underlying causes of conflict through both education policy and programming, such as inter-group contact programs²¹. Education activities can help forge cohesive societies and restore the social fabric damaged during conflict by improving state-society relations and by bringing diverse community groups to work together to fulfill a shared right to education for all children²².

1.5. Achieving Results

USAID seeks to support a flexible and responsive education program that can effectively respond to the acute emergency education needs of children while laying the foundation to rebuild and transform the education system in the Northeast during the transition to early recovery and development. Using the Government of Nigeria's definition of basic education (grades 1-9 and ages 6-15) from the National Policy on Education (2004)²³, USAID will support basic education opportunities for children ages 6 to 15 in targeted areas of Borno, Adamawa, Yobe and possibly Gombe states. Supported programs are expected to be able to achieve results under each outcome area using scenario-based planning and implementation strategies that account for deteriorating, stable or improving security and access to affected populations. Given the fluid operating environment in the targeted states, USAID understands that the package of education services or intensity of interventions support may vary by state and over time in order to respond to local needs. As well, USAID may decide to award the activity in its entirety, or divide the activity into components or by region, based on priority of intervention and/or availability of funding.

Intermediate Result 1: Education authorities have increased capacity to plan, manage, and oversee education services

USAID seeks to support programs providing technical support to local education authorities and result in increased capacity to plan, manage and oversee education services in targeted areas. While acute emergency education needs exists in select areas of Borno, Adamawa and Yobe states, local education authorities have limited capacity to coordinate emergency education support from a variety of state and non-state actors. As stability returns to targeted areas, development assistance will also need to be appropriately planned for and sequenced to ensure support provided to the education sector contributes to GON education sector plans, avoids duplication and is equitably distributed to reach all children in need. USAID may support programs that build the capacity of local education authorities to analyze and use available education sector data and assessments (e.g. NEDS) to develop local education response/development plans. USAID may also support programs that provide technical support to local education authorities to develop appropriate policies, curricula and regulatory frameworks to ensure non-formal education meets basic education standards and is responsive to the evolving needs of children. USAID expects capacity building of local education authorities to support and complement investments from USAID activities and other donors including the World Bank and the African Development Bank. Recipients are expected to develop

²¹ [Smith and Ellison \(2015\). The Integration of Education and Peacebuilding: A Review of the Literature](#). UNICEF.

²² Idem

²³ http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/AFR/Nigeria/TCH/National%20Policy%20on%20Education.pdf

contextually-relevant and conflict-sensitive strategies to increase the capacity of local education authorities in order for children to equitably access certified basic education opportunities.

Intermediate Result 2: Safe education opportunities are available, with a minimum package of instructional materials/supplies

USAID seeks to support programs that make safe education opportunities available to crisis-affected children in the targeted areas and ensuring that those education opportunities have a minimum package of instructional materials/supplies in targeted areas. Safe education opportunities require a safe learning environment, which “involves every aspect of creating a positive experience for students. The physical space is one important element, but equally important are the relationships between students, teachers, and the learning community as a whole.”²⁴ USAID will support basic education opportunities including both formal and non-formal basic education (grades 1-9 or equivalent). Basic education opportunities are expected to deliver, at a minimum, quality instruction in reading, math and other subjects using the national basic education curriculum or equivalent competency-based instruction. In addition, USAID will support basic education opportunities that include education support services that improve protection and psychosocial wellbeing outcomes for children in targeted areas. Non-formal education opportunities are expected to deliver a certified accelerated basic education to out-of-school children, enabling transition to formal education, training or work opportunities. Multi-grade, accelerated education may also be supported in formal education settings where communities have experienced extended school closures and all children have missed out on years of education.

USAID will not support education infrastructure construction or rehabilitation under this IR, but expects support under this IR to be sequenced with infrastructure investments of the GON and other donors. However, USAID will support programs that work with local education authorities and/or local civil society to expand access of education opportunities using other temporary solutions, such as double-shifting, temporary learning spaces, alternative learning spaces, etc.

In light of the protection concerns for children and education personnel in and around schools, USAID will support programs to ensure available education opportunities are safe. Safe education opportunities should protect students and education personnel from internal, external and environmental threats to their safety while also promoting their psychosocial well-being. The Recipient is expected to mainstream protection throughout this activity and ensure activity beneficiaries can access age-appropriate protection services if needed. Protection refers to a “focus on the prevention and response to violence, exploitation and abuse that cuts across the life cycle of the child.”²⁵ USAID expects interventions that contribute to the achievement of this result to be consistent and aligned with the interventions planned under IR 3 on instruction that supports student wellbeing. USAID also expects interventions that contribute to the achievement of this result to build on and collaborate with USAID’s early warning systems support at the community level (CDCS IR3.4.1).

Regardless of the type of education opportunities supported by USAID, it is expected that the Recipient will ensure a minimum package of instructional materials are available to students and

²⁴ UNHCR & IRC. (2010). Creating safe learning environments e-course (Website). Retrieved from <http://www.safelearningenvironments.org/ecourseoverview/welcome.html>

²⁵ UNICEF. Retrieved from https://www.unicef.org/protection/57929_57990.html

educators. Instructional materials are those that convey instructional content and aligned to the basic education curriculum. Instructional materials may include reading materials, instructional guides, recreation supplies and supplemental reading materials. Classroom supplies, such as pencils and chalk, that do not convey instructional content may be included in addition to a complete set of instructional materials. In alignment with USAID's Checklist for Conflict Sensitive Education²⁶, instructional materials provided under this activity must be distributed equitably, free from bias and violence, and in a language that is understood by learners or education personnel (use of more than one language may be proposed).

Recipients are expected to develop contextually-relevant and conflict-sensitive strategies to make safe education opportunities available with a minimum package of instructional materials/supplies in order for children to equitably access certified basic education opportunities.

Intermediate Result 3: Teachers deliver conflict-sensitive, quality basic education instruction that improves student well-being

USAID seeks to support programs that use an evidence-based approach to delivering conflict-sensitive, quality instruction that improves student well-being in the targeted areas. Depending on the education opportunities supported (see IR 2), USAID understands that teachers may be formal, credentialed personnel of the GON education system or non-formal educators with alternative qualifications and training. USAID will support quality basic education instruction that is aligned to the national basic education curriculum, grades 1 to 9, or the non-formal education equivalent, and is age-appropriate.

In alignment with USAID's Checklist for Conflict Sensitive Education²⁷, USAID seeks to support programs that deliver conflict-sensitive instruction, specifically instruction that:

- Ensures the content and delivery of curricula is free from bias and violence;
- Accommodates learners from different language backgrounds and ability levels;
- Is inclusive and gender transformative²⁸;
- Fosters a sense of belonging; and
- Improves students' wellbeing.

In order to ensure the above is met, USAID expects instructional support to be informed by an analysis of the two-way impacts between the conflict and education (see Section 1.6).

In order to achieve IR 2, USAID may support programs that work with local education authorities to develop, revise or strengthen non-formal education curricula and/or ensure that accelerated education curricula is certified. Support to such interventions must be aligned with interventions under IR 1.

²⁶ <https://www.usaid.gov/what-we-do/education/conflict-sensitivity-checklist>

²⁷ <https://www.usaid.gov/what-we-do/education/conflict-sensitivity-checklist>

²⁸ Transformative gender programming includes policies and programs that seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics, 2) recognizing and strengthening positive norms that support equality and an enabling environment, 3) promoting the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.

USAID understands that achievement of IR 3 is contingent on availability, deployment and well-being of teachers. For the formal education system it is expected that this activity will complement efforts by other donors supporting state education authorities to hire and/or deploy teachers as schools reopen or expand in the northeast. USAID will support programs that ensure non-formal educators are available and deployed, responding to the emergency education needs of children. However, USAID will not pay teacher salaries under this activity. Finally, USAID will support programs that work to improve the well-being and motivation of teachers as this is critical for teachers to be able to deliver quality instruction that improves student well-being.

Recipients are expected to develop contextually-relevant and conflict-sensitive strategies to ensure teachers deliver conflict-sensitive, quality basic education instruction that supports student well-being in order for children to equitably access certified basic education opportunities.

Intermediate Result 4: Diverse community groups work together to equitably increase awareness of education opportunities for all

USAID seeks to support programs that will equip and empower diverse community groups to increase the awareness of communities to the importance of education for all children, and to spread awareness about the availability of education services in the geographic focus areas. Diverse community groups include those who are comprised of IDPs, host community members, and/or returnees. These community groups are expected to play an important role in ensuring that all community members (whether IDP, host community member, or returnee) are equally aware of all educational opportunities that exist for their children to equitably access education. USAID interventions should directly target policies or practices that restrict equitable access to education based on gender, ethnicity, race, disability, language group, geographic location, religious affiliation, socioeconomic status, academic ability, and other factors that serve as a basis for exclusion.

Community awareness may be created through advocacy and “back-to-school” campaigns led by community groups, or through other innovative methods. In all cases, these approaches will be informed by the specific community context, and will be implemented in a conflict-sensitive and contextually-appropriate manner.

It is expected that interventions under this IR will also foster an environment of peace, equity and inclusion in targeted communities. This may be achieved through facilitation of community dialogues or other innovative strategies. It is expected that conflict-sensitive and contextually relevant strategies will be implemented in close collaboration with community members and apply best practices from USAID’s Collaborating, Learning and Adapting approach..

Scenario-based Implementation

USAID expects the Recipient to achieve the above intermediate results using a scenario-based implementation strategy. Scenario-based implementation will allow the Recipient to quickly and nimbly adapt or pivot activity implementation to the local needs and respond to the fluid operating environment in northeast Nigeria. Implementation strategies should be developed for

three likely scenarios: security and access to affected populations in the northeast (1) deteriorates, (2) remains stable, or (3) improves. Scenarios should include assumptions about the impact the operating environment will have on education services and stakeholders.

As security and access to affected populations in the northeast improves, it is expected that the GON will re-open schools, redeploy teachers, and seek opportunities for children to catch up on the lost years of education, especially in select LGAs in Borno and Yobe states. Alternatively, in the event security and access to affected populations in the northeast deteriorates, it is possible that more families and children are displaced, more schools are closed and availability of teachers will be limited. As a result, different strategies will be needed to achieve the above results.

Scenario-based implementation will need to be tailored to the needs and operating environment in targeted areas for each of the three states. As such, USAID understands that the package of education services, the type of education services, delivery modalities and/or intensity of services may vary from state to state or within targeted states.

1.6. Required Approaches

- **Conflict Sensitivity:** USAID/Nigeria requires partners to take into account conflict dynamics in all activities, and to demonstrate in their applications how they will do so throughout the implementation of the activity. Conflict sensitivity refers to the discipline and capacity of an organization to:
 - Understand the conflict context in which programs are being implemented;
 - Understand how the conflict context might affect programs and how programs might affect the conflict context;
 - Act on this understanding to minimize risk of negative impacts on programs (i.e., staff, beneficiaries, communities, results) and the conflict dynamics; and
 - Identify options for positively impacting the conflict context.

It is essential that partners implement programming under this award in a conflict-sensitive manner with upfront and continuing contextual analysis and monitoring that inform interventions throughout the life of the program. The Recipient may use the USAID Rapid Education Risk Analysis tool to assist in the initial risk analysis. The tool is available at <http://eccnetwork.net/wp-content/uploads/USAID-RERA-v1.pdf>.

Rapid Education Risk Analysis: In crisis-affected environments like the northeastern regions of Nigeria, USAID requires partners to conduct a Rapid Education Risk Analysis (RERA) as a first step to ensuring conflict sensitivity and adaptability into activity implementation. The RERA combines elements of conflict analysis, disaster risk analysis, and resilience analysis with a rapid education analysis. It consists of national or regional level mapping, stakeholder consultation and analysis of primary and secondary data sources carried out over two (2) to three (3) weeks. Primary data collection may be conducted only to fill gaps in knowledge based on analysis of available secondary data. It aims to capture general information about how the education system, learners and their communities interact with a dynamic multiple risk environment, and how those risks interact. The findings of the RERA must be incorporated into the proposed interventions and delivery modalities for this award.

- **Inclusive Development:** Under this activity, USAID/Nigeria expects implementing partners to promote different aspects of inclusive development in education and integrate them within proposed strategies for meeting the activity results. Partners are expected to demonstrate how they will do so throughout the implementation of the activity. The ultimate goal of inclusive development in education is to reform policies or practices that restrict equitable access to education based on gender, class, disability, ethnicity, language group, geographic location, religious affiliation, academic ability, or other factors that have been identified as the basis for exclusion. It is expected that the Recipient comply with the objectives of the USAID Disability Policy²⁹ and USAID's Gender Equality and Female Empowerment Policy³⁰ in performing the program under this grant or cooperative agreement. USAID/Nigeria requires that contextual analyses conducted at the outset of this activity include an analysis of gender and disability.
- **Collaborating, Learning and Adapting (CLA):** USAID has defined CLA as a framework that includes principles and approaches to promote country-led development that will enable the Agency to become a more effective learning organization and in turn provide more effective development assistance. A goal of USAID programming is to institutionalize adaptability in programming to changing circumstances, new knowledge, and new evidence, whether originating from the program itself or another donor. Institutional arrangements incorporating local systems, knowledge, skills, and attributes can take the form of group(s) of eminent people or advisory councils; technical working groups; or activity steering committees, boards, or other implementation units. These inclusive and participatory structures are viable vehicles to foster adaptive management, nurture trust, and develop enduring partnerships within a collegial, non-threatening learning environment. CLA implementation is expected to increase the effectiveness and relevance of programs, catalyze learning and capacity building among local actors, and sustain an optimal fit between USAID programs and the broader operating context even as country conditions rapidly change. The Recipient is expected to collaborate with other partners and donors working in the same geographic zone in the form of regular coordination and learning meetings, and to build synergies among programs.

Adaptability refers to an adjustment to new conditions, shocks, crisis, or stabilization and its impact on long-term decisions and corresponding programmatic adjustments. In order to build adaptability into the implementation of this activity, the Recipient will be expected to act on RERA findings and to conduct on-going rolling assessments. Conducted every two months, rolling assessments will gather information and monitor trends on a critical set of data and inform the Recipient's ability to adapt to northeastern Nigeria's fluid and dynamic context. At a minimum the process will focus on critical events that significantly affect activity implementation. Questions to be addressed may include: what are the emerging issues in the selected areas of activity implementation?

²⁹ USAID's Disability Policy can be found at: http://pdf.usaid.gov/pdf_docs/PDABQ631.pdf

³⁰ USAID's Gender Equality and Female Empowerment Policy can be found at: https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf

What are the critical events planned in the next two months? Do activities or approaches need to be adjusted? If so, how? The findings from these assessments and any course corrections taken will be incorporated into the activity's quarterly reports.

- **Synergy and Collaboration**- Implementation of activities under this Award must be grounded in dynamic and productive partnerships and must ensure coordination of interventions between the Recipient; the GON; USAID/Nigeria; other donors, international NGOs or local NGOs working in the education sector; and activity beneficiaries. Integrated work plans reflecting how IRs fit with/complement each other are expected.

1.7. Coordination USG and other donors programs

This activity will build on learning and sustain successes from past USAID projects, and will be required to collaborate with activities being implemented simultaneously in the education, protection and democracy sectors, as well as those providing humanitarian and transitional assistance in the Northeast.

USAID Activities

Education Crisis Response (ECR) (2014-2017) is a three year USAID-funded activity implemented in Adamawa, Bauchi, Borno, Yobe and Gombe States. It is aimed at expanding access to quality, protective, and relevant non-formal education (NFE) and alternative education opportunities for internally displaced out-of-school children, ages 6 to 17 as well as out-of-school children in host communities, including the physically challenged. ECR focuses on increasing: i) the availability of quality, protective and relevant NFE and alternative education opportunities by establishing non-formal learning centers; ii) the quality and relevance of instruction and teaching-learning materials for literacy, numeracy, life skills, and wraparound services in NFE and alternative education; iii) community engagement and support of schooling in targeted NFE and alternative education learning centers; iv) state and local government, and civil society support for NFE and alternative education options for internally displaced children.

Northern Education Initiative Plus (The Initiative) (2015-2020) is a five-year activity that aims to strengthen the ability of Bauchi and Sokoto states education authorities to provide access to quality education—especially for girls, orphans and children enrolled in nontraditional schools—and improve children's reading skills for more than 2 million school-aged children and youth. The Initiative is strengthening Local Government Education Authorities' ability to better train and manage teachers; to plan, budget and deliver on professional development; to ensure school governance; to mobilize community support for learning; and to distribute instructional materials. The Initiative will also train and equip approximately 45,000 teachers and learning facilitators. It is not expected that **Addressing Education in Northeast Nigeria** will overlap with The Initiative geographically, but it will be required to collaborate and use lessons learned from the materials development and teacher training components of The Initiative.

State-to-State (State2State) (TBD) is an anticipated governance activity to be released by USAID/Nigeria. The purpose of the State2State activity is to increase the effectiveness, accountability and transparency of selected state and local governments (LGAs) in Nigeria. This will be achieved by strengthening systems to improve the delivery of services in key sectors

(basic education, primary health care, and water, sanitation and hygiene); increasing the efficiency of key governance operations (with a focus on public financial management and procurement, as well as monitoring and evaluation); increasing government's responsiveness to citizen needs and priorities; and improving government and civil society capacity to manage conflict. **Addressing Education in Northeast Nigeria** will be expected to work in close coordination with State2State to support institutional capacity building in the education sector, including seeking opportunities to layer the activities in the some geographic areas.

Humanitarian Assistance (ongoing) in Nigeria is provided through USAID's Office of Foreign Disaster Assistance (OFDA). This assistance supports Nigeria's national and state emergency management agencies to improve data collection, monitoring, and information dissemination for humanitarian programs assisting internally displaced persons (IDPs), as well as tracking of other population movements. In Yobe State, USAID is improving targeted populations' access to relief items and water and sanitation services (WASH). USAID's implementing partner is also increasing vulnerable people's purchasing power while protecting and restoring livelihoods. This 12-month activity aims to assist 14,000 people, of whom half are estimated to be IDPs. In Borno State, USAID is providing psychosocial support for girls and women who have escaped Boko Haram captivity, captives and escapees' family members, as well as other populations affected by conflict and gender-based violence. In Adamawa State, USAID is supporting critical humanitarian assistance, including gender-based violence prevention and treatment services; WASH services, and emergency relief commodities, for IDPs and other vulnerable households. The 12-month activity aims to reach 62,000 people, including approximately 23,250 IDPs.

USAID provides psycho-social first aid for women and young girls abducted by Boko Haram, most notably girls from the town of Chibok. Christian and Muslim women use the skills received during training to help traumatized individuals from Chibok and the wider communities. In collaboration with federal and state governments and the International Organization for Migration, treatment and services are available to trauma victims. In addition to the practical healing process, participants are helping citizens in the northeast manage the effects of trauma and stress.

Addressing Education in Northeast Nigeria is expected to coordinate activities in any GLA where activities overlap. Using activity's scenario-based implementation strategies, this activity is expected to actively seek opportunities to sequence and/or layer activities in order to ensure children and education personnel can access protection, health and WASH services supported by OFDA.

Transitional Assistance (ongoing) is provided through USAID's Office of Transition Initiatives (OTI). OTI has launched the North-East Regional Transition Initiative to improve stability and strengthen democratic institutions in northeast Nigeria. OTI focuses on building the resilience of communities vulnerable to the effects of the Boko Haram insurgency, weak governance, and insecurity by increasing positive engagement between government and communities, increasing access to credible information; and supporting activities to reduce youth vulnerability to recruitment to illegal armed groups. **Addressing Education in Northeast Nigeria** is expected to coordinate activities in any LGAs where activities overlap and may also leverage investments made in community engagement and peacebuilding activities by the North-East Regional Transition Initiative.

Food Assistance (ongoing) is provided through USAID’s Office of Food for Peace (FFP) by partnering with non-governmental organizations and United Nations (UN) agencies. FFP is providing targeted cash transfers and food vouchers to displaced persons and host community members in Adamawa, Borno, and Yobe States. This cash-based assistance is increasing household access to food while supporting local markets and contributing to dietary diversity. FFP also supports the UN World Food Program (WFP) to distribute cash transfers and, in areas where markets are not functioning, food procured in Nigerian and regional markets. FFP also supports WFP to provide nutrient-enriched supplementary food to children and pregnant and lactating women to prevent acute malnutrition. FFP supports complementary nutrition programming that helps families use locally available foods to meet nutritional requirements. Activities include radio messaging, small group meetings and cooking demonstrations. Through its partnership with the UN Children's Fund, FFP is also providing in-kind, ready-to-use-therapeutic food for the treatment of severe acute malnutrition. “**Addressing Education in Northeast Nigeria**”, is expected to coordinate activities in any LGAs where activities overlap.

Ministry of Education Priorities

In June 2016, the Presidential Committee on the North East Initiative published The Buhari Plan, an extensive document which outlines “the broad policy thrusts and strategies in the rebuilding agenda of the Federal Government of Nigeria, as a presidential intervention to address the crisis which has affected the North East and other parts of Nigeria since 2009”³¹. The plan is designed to guide the implementation of all development interventions in the northeast for the next 4 years (2016-2020), including education. The Recipient is expected to coordinate with PCNI’s interventions in overlapping geographic areas.

Other Donor Priorities

The key donors active in the education sector in northeast Nigeria include the African Development Bank, DFID, the European Union, GIZ, Norway, and the World Bank. USAID works in close coordination with other donors and will expect the Recipient to maintain working relationships with relevant donor agencies, and to ensure complementarity of activities. In particular support to Nigeria education authorities and local institutions should leverage investments from other donors whenever possible and avoid duplication.

1.8. Monitoring & Evaluation

There are two fundamental purposes for monitoring and evaluating activity performance:

1. Reporting on activity progress:
 - through the tracking of critical output indicators on a monthly or quarterly basis to measure whether it is meeting specified targets, and
 - through reporting on specified outcome and impact indicators using periodic performance monitoring and evaluation events held throughout implementation in special studies and at activity mid-term and closure.
2. Capturing knowledge about:
 - how the activity is progressing and the extent to which theories of change and their assumptions are still relevant and accurate, and

³¹ Buhari Plan

- whether external assumptions about the activity’s operating environment and the contextual factors that influence the activity’s performance remain valid and appropriate, as anticipated, throughout activity implementation.

To support progress reporting, the Recipient will develop a complexity-aware Activity Monitoring, Evaluation and Learning Plan (AMELP). The AMELP must define a sound and realistic approach to measure the quality, effectiveness, and outcomes of implementation of the activity keeping in mind the possibility for insecurity and limited access to certain geographic locations at certain times. The plan must describe the planned monitoring approach to activity management and to measure progress towards the activity purpose, outcomes and results. The AMELP will address data collection and reporting on a manageable number of outcome and output indicators to track progress towards the achievement of activity goal. The monitoring plan must abide by best practices for monitoring, such as the use of unique identifiers. The Recipient will carry out special studies using appropriate complexity-aware monitoring methods such as most significant change, outcome harvesting, etc. to monitor a range of both intended and unintended outcomes resulting from this activity as well as contextual indicators.

The following indicators may be included in the AMELP:

Strategy	Illustrative Indicators (disaggregated by sex, age-group, and marginalized group)
Purpose	• Total number of new entrants in primary schools or equivalent non-school based settings with USG support (disaggregated by sex and age)³² • Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance³³ • EQUITY INDICATOR?
IR 1	• Number of LGAs and State Ministries of Education with education sector response/development plans • Number of host country institutions demonstrating improved coordination of education actors • Number of education administrators and officials who complete professional development activities with USG assistance³⁴
IR 2	• Number of formal schools opened with USG assistance • Number of formal schools with expanded enrollment capacity with USG assistance • Number of new non-formal education opportunities opened with USG assistance • Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance³⁵ • Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance³⁶
IR 3	• Percent of learners that demonstrate improved well-being at the end of basic education opportunities supported with USG assistance • Percent of observed teachers who regularly meet quality basic education instruction benchmarks

³² USAID Education Strategy Goal 3 standard indicator

³³ Foreign Assistance Framework (FAF) indicator E.S. 1.3

³⁴ Foreign Assistance Framework (FAF) indicator E.S. 1.12

³⁵ Foreign Assistance Framework (FAF) indicator ES.1-10

³⁶ Foreign Assistance Framework (FAF) indicator ES.1-11

	• Number of primary or secondary school educators who complete professional development activities with USG assistance³⁷ • Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance³⁸
IR 4	• Percentage of community members who report awareness of available education opportunities. • CMM INDICATOR • Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance³⁹

For each indicator proposed, the AMELP will indicate targets and plans for the determination of baseline values and include a target that assures the reliability and validity of data collected, elaborate the process by which the indicators will be tracked and how monitoring processes and results will be used to inform activity management decisions. Proposed indicators should move beyond collecting data on inputs and outputs for the activity, and propose a limited number of relevant outcome-level indicators to measure and track the progress of the program in achieving the activity results in addition to those provided above. Proposed indicators should be gender-sensitive and must include the appropriate disaggregation including disaggregation by sex, age group, marginalized groups (e.g. children living with disabilities), and any other relevant fragility dimension (e.g., by ethnic group, religion, or geographical location).

The use of standard indicators is required, although Applicants may suggest a limited number of custom indicators in the AMELP. See Section 6.3 for a complete list of indicators and data required for reporting of this award.

USAID may contract an independent evaluation of this activity through a parallel mechanism that will be separately funded and managed by USAID. The Recipient may be required to collaborate with USAID/Nigeria and an Evaluation Contractor on the following:

- Final Evaluation design to align with the activity design and implementation plan.
- Final selection of intervention areas (geographic) to enhance comparability of treatment and control cohorts (if applicable).
- Selection criteria and recruitment process for participants/schools/communities, including potential randomization of participants into treatment and control (delayed treatment) cohorts (if applicable).
- Joint review of activity performance monitoring plan with an Evaluation Contractor to ensure activity monitoring data collection is sufficient to monitor changes in the activity design over time and implementation fidelity.
- Timing for the recruitment of participants, collection of data, and initiation of services to participants in compliance with USAID Evaluation Policy requirement that baseline data collection takes place before the start of the intervention.
- Participation in annual reviews of the performance monitoring plan and actuals, facilitated by the evaluation contractor.

³⁷ Foreign Assistance Framework (FAF) indicator ES.1.6

³⁸ Foreign Assistance Framework (FAF) indicator ES.1.9

³⁹ Foreign Assistance Framework (FAF) indicator ES.1-13