

Addressing Education in Northeast Nigeria

Year Three

Quarter Two: January 1– March 31, 2021



Addressing Education in Northeast Nigeria

Corporative Agreement #72062018CA00001 DISCLAIMER This document was produced for review by the United States Agency for International Development. It was prepared by Family Health International (FHI 360).

Addressing Education in Northeast Nigeria

Year Three Quarter Two Report

January 1 to March 31, 2021

Submission Date: April 30, 2021

Cooperative Agreement #: 72062018CA00001

AOR Name: Olawale Samuel

CONTENTS

ACRONYMS4

1. ACTIVITY OVERVIEW/SUMMARY	5
1.1 Activity Description/Introduction.....	5
1.2 Summary of Results to Date.....	8
2. ACTIVITY IMPLEMENTATION PROGRESS	13
2.1 Progress Narrative	13
2.2 IMPLEMENTATION STATUS	18
RA 1: Education authorities have increased capacity to plan, manage, and oversee education services.	18
RA 2: Safe education opportunities are available with a minimum package of instructional materials/supplies.	23
RA 3 Teachers deliver conflict-sensitive, quality basic education instruction that improves students’ psychosocial well-being and learning outcomes.	29
RA 4 Diverse community groups work together to equitably increase awareness of education opportunities for all.	33
2.3 Implementation Challenges	42
2.4 Monitoring and Evaluation Plan Update	43
3. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES	48
3.1 Gender Equality and Female Empowerment.....	48
3.2 Safeguarding.....	48
3.3 Sustainability Mechanisms	49
3.4 Local Capacity Development	49
3.5 CLA, ADAPTIVE MANAGEMENT	52
4. STAKEHOLDER PARTICIPATION AND INVOLVEMENT	53
5. MANAGEMENT AND ADMINISTRATIVE ISSUES	54
6. LESSONS LEARNED	57
7. PLANNED ACTIVITIES FOR YEAR THREE QUARTER THREE	58
8. FURTHER INFORMATION FOR USAID	60
9. ADDRESSED COMMENTS FROM PREVIOUS REPORTS	61
10. ANNEXES	62
10.1 ANNEX A: PROGRESS SUMMARY	62
10.2 ANNEX B: ANNUAL PROGRAM ACTIVITIES FOR YEAR Three	69
10.3 TRAINing REPORT	78
10.4 ANNEX D: FINANCIAL REPORT	82
10.5 ANNEX F: LIST OF TEACHING & LEARNING MATERIAL DEVELOPED AND DISTRIBUTED	83
10.6 ANNEX I: SUCCESS STORIES	89
10.7 Findings from the egra/egma assessment	91

1. ACTIVITY OVERVIEW/SUMMARY

Activity Name:	Addressing Education in Northeast Nigeria
Activity Start Date and End Date:	September 28, 2018 to September 27, 2021
Name of Prime Implementing Partner:	Family Health International (FHI 360)
Contract/Agreement Number:	#72062018CA00001
Name of Sub-awardees	1. Save the Children International 2. Viamo
Major Counterpart Organizations	State Ministries of Education (MOE), State Agencies for Mass Education (SAME), State Universal Basic Education Boards (SUBEB), Community-Based Organizations, Community Coalition, Education in Emergency Working Group (EiEWG), University of Maiduguri, Yobe State University, Kashim Ibrahim College of Education and Umar Suleiman College of Education Gashua, Yobe State.
Geographic Coverage (cities and/or countries)	Borno and Yobe states of Nigeria

1.1 Activity Description/Introduction

USAID's Addressing Education in Northeast Nigeria (AENN) activity is a \$17,876,124 cooperative agreement that was planned to address the immediate education needs of 302,500 children and youth, in Borno and Yobe states through new non-formal and safer formal education, while laying a foundation for sustainable, conflict-sensitive improvement of education systems at the community and government levels. The closure of schools and non-formal learning centers in 2020 during the pandemic, however, reduced this by a whole year's target (112,500) to 187,500.¹ children and youth, as approved in the Activity MEL plan. AENN's reopening of schools and NFLCs in January 2021 included an additional 12,500 direct beneficiaries in formal schools, plus 12 new centers. Ten of these centers were girls only NFLCs, while two focused on accessibility for learners with disabilities. These additional interventions boost AENN's target to about 200,600 beneficiaries.

AENN is implemented by FHI 360 in partnership with Save the Children US (Save), Viamo, the Nigerian Government and 13 selected community-based organizations (CBOs). The AENN team

¹ Revised enrollment target in the MEL approved plan

leverages partnerships with stakeholders in Borno and Yobe States, including the Education in Emergencies (EiE) Working Group, universities, State Universal Basic Education Boards (SUBEBs), State Agencies for Mass Education (SAMEs) and Local Government Education Authorities (LGEAs. AENN) builds their capacity to plan, manage, and oversee education activities with a strong focus on the collection and use of data for decision-making as funded by Foreign, Commonwealth and Development Office (FCDO). The AENN team facilitates community-led action planning to identify barriers to education and implement solutions. AENN is also working to harmonize curriculum quality and certification frameworks to improve transition pathways to formal education systems.

In its first year, AENN provided safe and certified education opportunities by opening Safe Spaces-600 non-formal learning centers (NFLCs) in 111 communities, developing the Hausa Basic Literacy non-formal curricula, and training teachers and non-formal learning facilitators in school safety, positive school climates and early grade literacy, numeracy, and social emotional learning. Additionally, AENN conducted initial trainings for education authorities in education in emergencies, began data collection and dashboard design for data hubs, and led community outreach activities including training community coalitions, school-based management committees, and parents on strategies to improve school and NFLC enrollment, safety, and quality.

In year two, the AENN Activity expanded to new communities and opened additional 300 new NFLCs, enrolled a second cohort of 30,000 learners into NFLCs, finalized the adaptation of the Basic Literacy curriculum into Kanuri, and completed the development of the first phase of the Post-Literacy curriculum. However, following the onset of the Covid-19 pandemic in March 2020, the AENN Activity closed the 900 NFLCs in Borno and Yobe States and suspended all in-person activities, in accordance with Federal Government's public health guidelines and the closure of formal schools. USAID promptly approved AENN's plan to pivot to a distance learning program to support continued learning during school closures, along with robust distance monitoring and community involvement. These initiatives yielded enormous results, such as the sustenance of learners and caregivers' interest in education; the sustenance of learning content and reduced learning loss; and the mobilization and engagement of LFs and CSOs during the period.

Year three continued with IRI broadcasts in the first quarter, reaching over **81,708²** learners. Learners and other stakeholders were also mobilized to return to NFLCs/schools.

This quarter two report provides an overview of the activities completed in implementation (January– March 12020). In summary, it opened full support and implemented back-to-class activities that to sustain delivery of quality to instructions to improve the academic outcomes of the 45,467 (18,756 male; 26,711 female) learners in the 912 NFLCs established in Borno and Yobe States. AENN carried out all-inclusive monitoring of learning activities to ensure compliance

² AENN established a monitoring system that allowed partners to monitor listenership during the transmission of the radio program. Feedback from CCs and LFs indicated that AENN's cohorts 1 and 2 learners (66,000) clustered in small groups within the communities to listen to the program in areas with radio signal. Partners like IRC also leveraged on the radio program with 11,708 of their learners accessing the Radio program. Radio signals are not received in three LGAs including Bade (in Yobe), Dikwa and Monguno (in Borno) where we have about 7,800 learners who are provided with home learning kits (HLK)

1.2 Summary of Results to Date

Indicators		Baseline FY 2019	FY2021 Annual Target	Q1 FY21	Q2 FY21	Annual Target Achieved to date (%)	On Target (Y/N)
1.	[ES.1-46] Percent of individuals who transition to further education or training following participation in USG-assisted programs	0	60%	-	-	-	This is an annual target. Will be reported in Q4 after mainstreaming exercise of the current learners into formal schools.
2.	[ES.1-50] Number of public and private schools receiving USG assistance	0	979	-	1,031 Borno- 688 Yobe- 343	105%	Yes, target met. 119 formal schools and 612 NFLCs supported through the training of teachers/facilitators, distribution of instructional materials, supervision coaching to the facilitators.
3.	Total number of new entrants in USG-supported primary schools or equivalent non-school based settings	0	17,663	-	NFLC- 595 Borno- 295 Yobe- 300 Formal school TBD	103 % (NFE)	This is an annual target. AENN enrolled 595 learners in 12 additional NFLCs established for girls only and children living with disability (CWD).
4.	[ES.1-3] Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance **	0	41,000	-	45,467 (18,756 M, 26,711 F) Borno- 31,376 (13,006 M, 18,370F) Yobe- 14,091 (5,750 M, 8,341F)	111%	Target exceeded. 595 learners enrolled into a12 additional NFLCs for girls and children living with disabilities increased the enrolment to 45,467 learners, enrolled into 912 NFLCs.

Indicators		Baseline FY 2019	FY2021 Annual Target	Q1 FY21	Q2 FY21	Annual Target Achieved to date (%)	On Target (Y/N)
5.	[ES.1-48] Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2	0	30%	-		-	This is an annual indicator. Will be reported in Q3/4. Baseline study was conducted in formal schools in Q2. AENN will conduct an endline assessment in Q3/4.
6.	[ES.1-1] Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2	34%	30%	-		-	This is an annual target. This will be determined after endline assessment in Q3/4.
7.	[CBLD-9] Percent of USG-assisted organizations with improved performance	0	60%	-	-	-	This is an annual indicator. An endline assessment will be conducted to measure the improvement of organizational capacity assessment for SUBEBs, SAMEs, and LGEAs across Borno and Yobe in Q4
8.	[ES.1-12] Number of education administrators and officials who complete professional development activities with USG assistance**	0	485	54	119	36 % (173/485)	This is in progress. AENN will conduct more trainings in Q3. AENN plans to conduct training targeting 348 (71%) administrators from SAME, SUBEB, LGEA & EIEWG members
9.	Number of rapid education and risk analyses (RERA) carried out	0	0	1			There is no target for this indicator in Y3 as AENN's target for this activity was twice (Y1 and Y2) at LOP, however being an adaptive learning activity, AENN conducted one in Q1 of Y3 to assess the COVID risk perception of sample populations of AENN communities
10.	Number of LGAs and State Ministries of Education with education sector response/development plans in place)	-	10	-		-	This is an annual indicator, and the target is LOP's to be reported in Q4.

Indicators		Baseline FY 2019	FY2021 Annual Target	Q1 FY21	Q2 FY21	Annual Target Achieved to date (%)	On Target (Y/N)
20.	Number of learning facilitators recruited	0	0	12 Borno- 6 Yobe- 6	-		AENN recruited 12 f additional LFs to manage 12 NFLCs established for girls and children living with disability (CWD as part of our adaptive strategy
21.	[ES.1-6] Number of educators who complete professional development activities with USG assistance**	0	542	12	486	90%	486 formal schoolteachers received training on RANA materials, ‘Mu Karanta and pedagogy.
22.	[ES.1-9] Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance**	0	542	12	486	90%	486 formal schoolteachers received AENN training on delivering conflict sensitive education in Borno and Yobe States
23.	Percentage of observed teachers who regularly meet quality basic education instruction benchmarks	0	90%	-	92%	92%	By Q2, AENN is at 92%. Q3
24.	Number of teachers/NFLC facilitators supported through follow-up coaching/mentoring	0	1,200	-	429	36%	This is an annual indicator. About 800 NFLCs and FS teachers will be supported through mentoring in Q3 and 4. t monthly SSVs) will be monitored in Q3 to achieve this target
25.	Percentage of community action plan goals implemented	0	90%	-	-	-	This is an annual indicator to be reported in Q3.
26.	Number of local partners trained on community action cycle	0	0	-	-	-	Target already met in Y1
27.	Number of safe spaces introduced	0	0	-	-	-	Target exceeded in Y2 by 132%. Due to the establishment of NFLCs in more communities, more safe spaces were established as return to learning (RTL) centers as pilot after which full blown NFE activities were conducted in NFLCs.
28.	Number of community groups participating in community mapping	0	0	-	-	-	Target met in Y2

Indicators		Baseline FY 2019	FY2021 Annual Target	Q1 FY21	Q2 FY21	Annual Target Achieved to date (%)	On Target (Y/N)
29.	Percentage of schools and NFLCs who hold regular Parent Awareness Sessions	0	70%	-	94%	94%	Target already met in Q2.
30.	[ES.1-13] Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance**	0	0	-	-	-	Target already met in Y2

* Indicator consistent with USAID Education Strategy

** Indicator consistent with USAID/Nigeria Annual PPR

Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.

Due to COVID-19 interruption, AENN plans to achieve Y3 and LOP target after completion of the AEP program in Q3 and Q4 when the current learners are mainstreamed into formal schools.

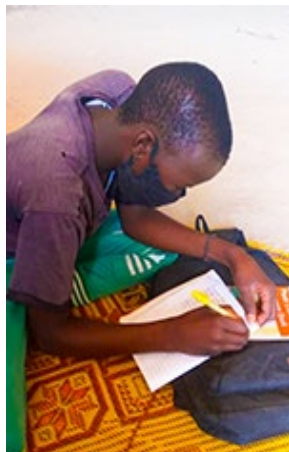
2. ACTIVITY IMPLEMENTATION PROGRESS

2.1 PROGRESS NARRATIVE



“With reopening of centers our teachers read story books and teach us lessons on how to relate with people and to overcome trauma in SEL class. We can now forget what happened in the past”?

**Zainab Sulieman (Basic Literacy learner)
Mohammed Goni Stadium Camp NFLC**



“with the reopening of the centers I am now able to read a paragraph in literacy and know how to add Hundred Tens Unit, and using to buy things in shop”

Alhaji Modu Abubakar (Post Literacy learner) Mohammed Goni Stadium Camp NFLC



“I now know how to greet people in English and introduce myself and form words in English”.

**Hasiya Ibrahim (Post Literacy learner)
Mohammed Goni Stadium Camp NFLC**



“With PSS activities at the learning center, I now know how to color and know different types of animals” ...,

Mohammed Ibrahim (Basic Literacy) Mohammed Goni Stadium Camp NFLC



“returning back to learning after the covid break is so exciting as we were being disturbed on a daily basis by parents and guardians on when will their children return to learning again since they were unable to coach and teach them at home due to the fact that they are unlearned themselves.”

Aggah Samuel facilitating in Dangote, Dalori center



“Covid-19 lockdown has brought a major setback in children's learning. Returning to school is an exciting moment for both the learners and their teachers”.

Malam Modu, a CC from El-Yakub camp community in Jere LGA (Borno state)

Monitoring and support to learning activities and progress.

Return to Learning: Preparations for return to learning were concluded in Quarter 1 and the 912 non-formal learning centers (NFLCs) were reopened on January 4, 2021 with full commencement of teaching and learning activities in Borno and Yobe States after nine (9) months of in-person teaching-learning closure. Learning Facilitators (LFs) and learners received teaching and learning materials respectively. Dignity kits (bathing soap, packet of sanitary pads (for girls), small-size container of Vaseline (skin gel), toothbrush, toothpaste, detergent and hairbrush) and re-usable facemasks were also given to 45,467

(18,756 male: 26,711 female) learners across the centers through the CBOs managing the NFLCs.

Documents with the detailing lesson progression and objectives by date were also provided for the LFs to guide their lesson facilitation. Some IDP learners in Mohammed Goni Stadium Camp community expressed feelings of joy over the reopening of the centers, with full resumption of academic activities. See excerpts of their expressions above. See details in RA2.1.



Photo 1: Cross section of learners at COCOSHODI center in Maiduguri. Photo credit: ~Ibn Ali.

All-inclusive staff monitoring of NFLCs: The Activity conducted enhanced all-inclusive monitoring involving AENN staff, the CBOs, CCs, CBMCs to supervise and support all of the 912 learning centers across Borno and Yobe States. This ensured every center received ongoing

supervisions from CBO representatives and drop-in “spot check” visits from AENN staff in addition to regularly scheduled Center Support Visits from Master Trainers. In teams assigned to a group of centers under one CBO, staff visited centers to ensure teaching and learning were underway with full attendance of Learning Facilitators (LFs) and learners under strict compliance to COVID-19 protocol. The staff monitoring teams checked: availability and proper usage of WASH items; wearing of facemasks by LFs and learners; observance of social distancing in sitting arrangement of learners; availability of teaching and learning materials in all learning centers; sequential following of weekly lesson scope and sequence according to the dates of lesson delivery; quality of



Photo 2: Gubio Camp or BULAMA DORI Monitoring activities. Photo credit: Nurudeen Ibrahim.

lesson delivery to ensure learners fully comprehend the lessons taught to them. Routine visits to the centers enhanced first-hand information on the running of the centers and provided extra support to LFs resulting in improved lesson safety and quality. See details in RA2.1

Formal School s' Teacher capacity built: To improve quality of instruction delivery and sustain continuous professional development of teachers in AENN-selected formal school across Borno and Yobe States, and strengthen the academic skills of the children, the Activity conducted a series of teacher professional development activities. During the quarter, 15 Master Trainers were trained to cascade training to 172 LFs on post-literacy One material. These 172 materials; the LFs delivered lessons on the four post-literacy subjects (English, Math, Basic Science and Technology and Nigerian History and Values), to 7687 (3152 males, 4535 females) learners enrolled in the post-literacy NFLCs. Additionally, 12 Master Trainer were retrained on RANA and Mukaranta materials to step-down the training to 120 (31 male, 89 female) P1-P3 schoolteachers - 42 in Borno and 78 in Yobe, respectively. This training in RANA and Mukaranta directly complemented the efforts of Borno and Yobe States governments who were to train all teachers using the materials. See details in RA 3.2 below.

Baseline set in nonformal centers and formal school: The AENN Activity trained 124 Master Trainers (MTs) and School Support Officers (SSOs) in the administration of EGRA/EGMA/SEL instruments and learner/pupil questionnaires to conduct baseline assessment in selected 716 (475 in Borno, 241 in Yobe) NFLCs and 300 (152 Borno and 148 Yobe) formal schools in Borno and Yobe States. The MTs conducted data collection for baseline EGRA/EGMA/SEL assessments in NFLCs and the SSOs conducted the assessment in formal schools. A sample of 4 learners per center were randomly selected, and were administered the EGRA/EGMA/SEL instruments to assess their reading and math skills and social emotional status at a baseline. Results of the assessments provided a basis for comparative learning gains among learners enrolled by the end of the five-and-a-half month basic literacy program when endline assessment is conducted.

CBOs mobilization activities: AENN Activity trained 13 CBOs and 40 (25 males; 15 females) Community Coalitions on the *Return to Learning* Program, which includes 35 scripted activities that support the development of basic literacy, numeracy and social emotional learning skills, and provide basic psychosocial support. AENN technical team conducted one-day quarterly review and coordination meeting (virtually) with the CBOs. A total of 39 (33 male; 6 female) individuals, comprising AENN technical staff, Executive Directors and Program Officers of the 13 CBOs, participated in a one-day quarterly review and coordination meeting. The meeting was held to discuss the strategies and support to learning activities at the NFLCs following full reopening of canters on January 4, 2021. The meeting acted as a means for the AENN technical staff to communicate agreed action points from the quarter two AENN staff technical summit, particularly the adoption and implementation of AENN all-inclusive monitoring plan which comprised members of staff from AENN, CCs, CBOs, and the government stakeholders.

Community mobilization: During the reporting period, the AENN Activity collaborated with 13 CBOs and 45 CCs and 861 LFs to facilitate community awareness sessions in 143 communities in 6 LGAs - MMC, Jere and Konduga in Borno and Damaturu, Bade and Potiskum in Yobe - to sensitize 25,226 (9,452 male; 15,774 female) parents/caregivers and other community members on recurring challenges that were featured in routine monitoring visits to NFLCs by AENN team. One of the main issues discussed centered around low enrolment rates in communities with reduced numbers of learners due to relocation of IDPs back to their LGAs of origin. The awareness

sessions also reiterated the importance of strict adherence to all the Covid-19 prevention and mitigation protocols, which included washing of hands for personal hygiene, social distancing and wearing of facemasks in social gatherings, as contained in the Public Health Guidelines released by the Nigeria Center for Disease Control (NCDC) in September 2020.

Security Update

The security situation in Northeast Nigeria continued to be more volatile, and highly unpredictable due to the activities of Armed Opposition Group (AOG) directly against various actors rendering the humanitarian support. There was a total of 972 (Borno – 811, Yobe -161) recorded cases of major security threats experienced which comprised 424 cases of terrorism, 259 armed conflicts, 74 abductions/kidnappings, 3 civil unrests, 212 criminality across Borno and Yobe States during the reporting period. There were cases of indirect fire/crossfire attacks resulting from clash between the Government Forces (GF) and the Armed Opposition Group (AOG) attacks on civilians including IDPs; illegal vehicle checkpoint/looting along main supply routes; AOG abductions and ambushes against civilians and GF convoys; killing of farmers by AOG, as well as road-planted improvised explosive device (IED) or unexploded ordnances (UXOs) deployed by the AOG targeting GF and motorists.

The climax of these was the Dikwa overrun *on* March 1, 2021 which has directly affected the humanitarian community and resulted in suspension of all educational activities in the local government authority by all non-government agencies. Learning activities in 21 AENN-supported NFLCs in Dikwa LGA were suspended due to the attack on Dikwa communities. The centers will therefore remain closed until stability returns and security guaranteed in the LGA. Similarly, Monguno LGA is also listed by the United Nations Department of Safety & Security (UNDSS) UNDSS as a high -risk area and implementation of activities were suspended during this reporting period. Implementation of activities in these LGAs is expected to resume when the security and accessibility have improved. Insecurity and inaccessibility are the main challenges that have made it very hard for project staff to reach project locations in Dikwa and Monguno LGAs. AENN was able to learn lessons based on these events and avoid harm through predictive analysis and implementing contingency plans that helped the project to implement without unduly exposing staff and beneficiaries to harm.

Conflict-Sensitive Education (CSE) Programming and Training of Stakeholders on EiE Principles

AENN ensured conflict sensitive education programming in all activities planned and implemented in Year 3 Quarter Two, focused on maximizing positive impacts and simultaneously minimizing negative impacts of education interventions in conflict settings. This required making all decisions with an awareness of how education interventions could affect power relations and intergroup relations that may contribute to conflict. The Inter-agency Network for Education in Emergency INEE Conflict Sensitive Education (CSE) Guiding Principles and Reflection Tool for Designing and Implementing Conflict Sensitive Education Programs provided guidance on selection of communities for intervention. These INEE CSE resources also guided selection of IDP children, youths, adolescent girls, and persons living with disability from diverse ethnic,

religious, and cultural settings. AENN also used the INEE CSE resources to train state education managers drawn from Borno and Yobe States. Furthermore, engagement of communities in implementation of activities, for example, in selection and training of learning facilitators, location of learning centers and formation of community coalitions were all conducted with a conflict-sensitive lens by a wide range of stakeholders in the two states. All manuals and guides developed by the activity incorporated the CSE principles and practices, including ‘Do No Harm’ principles such as neutrality, impartiality, inclusiveness, respect for culture and custom, accountability, interpersonal skills, conflict-mitigation, peacebuilding and building social-emotional competencies of learners in the non-formal learning center curriculum implementation. Learning materials were piloted and reviewed around these CSE principles and practices to ensure any necessary adjustments would help every child achieve more equitable learning outcomes and psychosocial wellbeing. In addition, the activity has rapidly adapted itself, through contingency and emergency planning to the coronavirus pandemic crisis, to ensure that it is sensitive to the prevailing complex context that combines a regional conflict and a global pandemic.

2.2 IMPLEMENTATION STATUS

RA 1: Education authorities have increased capacity to plan, manage, and oversee education services.

RA 1.1 Partnerships established, systems capacity built, and best practices contextualized around education in conflict and crisis.

Three-day training of 58 stakeholders in EiE concepts.

AENN organized a three-day Education in Emergency (EiE) training for 58 (42 male; 16 female) key education authorities in Borno and Yobe States on globally accepted standards for delivering education services in a conflict context, and on skills for collaboration, and resource mobilization



Photo 3: Participants at the Education in Emergency training at Gaat Hotel in Yobe . Photo credit: Shuaibu Adamu

to support the education of children affected by conflict. The workshop was organized in two cohorts - first cohort in Damaturu for Yobe stakeholders (2nd to 4th February 2021) and the second cohort in Maiduguri (10th – 12th February 2021) for Borno stakeholders. The stakeholders were drawn mainly from SUBEBs, SAMEs, MoEs, and LGEAs. They were equipped with knowledge to identify areas of collaboration and draw up strategies to mobilize resources in support of the educational needs of the children and youths using the concepts of EiE and Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education during COVID-19 pandemic. In addition, the participants were trained to contextualize and

adapt the ten (10) principles of Accelerated Education to reach children who had their education interrupted by conflict or crisis. The training informed decisions of the education managers and community members to develop strategies to ensure safety of learners within and around their learning environment; advocate for girl-child enrolment; sensitize communities to surmount factors leading to exclusion of children to education opportunities; and how to promote retention of learners in schools.

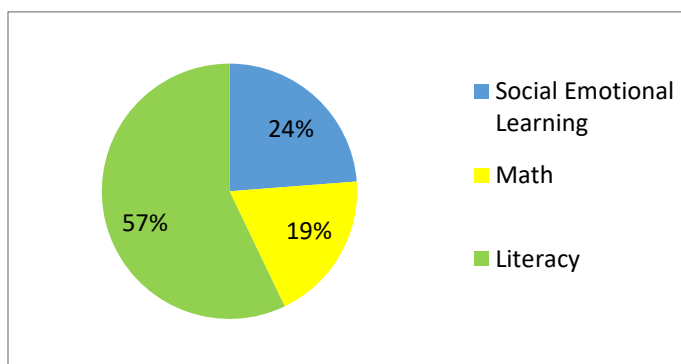
RA1.3. Improve education monitoring, establish Data Hubs and education sector response plans at state and LGEA levels.

AENN Updated information line established to provide an on-demand repository for teachers/LFs to receive information.

Starting from PY2 Q3, the AENN Activity has operated two (2) Interactive Voice Response (IVR) repositories – Infoline for project stakeholders and a 3-2-1 service³ for the public.

The Infoline provides on-demand access to information where beneficiaries call in when they wish to get access to audio information. It also serves as a repository of resources for use throughout the activity's duration. The Infoline platform currently reaches learners through their caregivers with relevant project contents on Math, Literacy and Social Emotional Learning (SEL). The contents are dynamic in nature such that AENN updates the platform with fresh contents periodically. This way, beneficiary learners have access to educational contents on basic math, literacy and SEL lessons.

In the quarter under review, the contents of the Infoline were pushed to the caregivers as a way of enforcing the learning content on beneficiaries. In the quarter, there were 6,963 unique caregivers' interactions with 11,273 engagements recorded from caregivers in the project locations. The Literacy content had the largest share of the of listenership with 57%, while Math had a listenership of 19% and SEL had 24%.



The 3-2-1 service, on the other hand, targets the public with general basic education information. Callers were able to call 3-2-1 using an Airtel line and listen to public service information in the local language anytime, anywhere, free of charge in voice. The service currently runs on 5 major Nigeria languages - English, Hausa, Igbo, Yoruba and Pidgin.

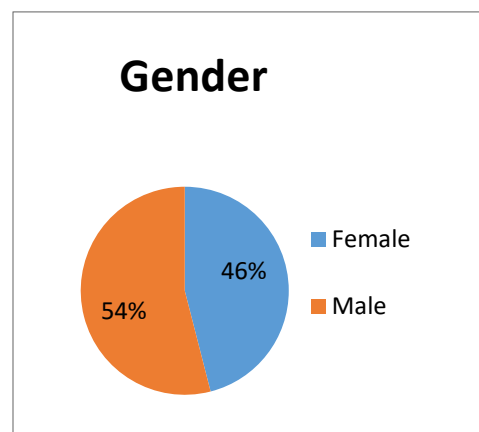
³ The 3-2-1 service is an on-demand information service available on simple mobile phones to the public through an established partnership with the local mobile network operator Airtel

In the quarter under review, AENN is working with relevant project stakeholders to identify more key messages on major priority areas and across different target groups (learners, teachers, education authorities, etc.). The modified content has been finalized while translation and subsequent recording is ongoing. In Q3 Y3, the new content will be expected to go live for the general public. To cater to the Northeast population, AENN will include the Kanuri language content as well. With this translated content, callers from the AENN target states can effectively benefit from the contents.

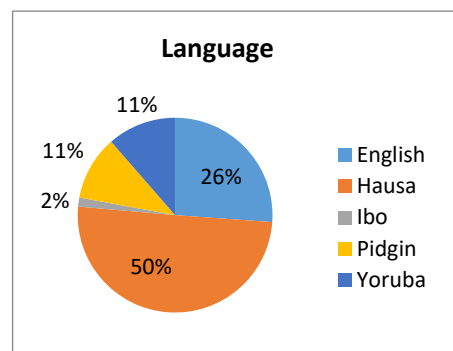
The 3-2-1 service is expected to support the AENN activity sustainability strategy as content on the service will remain accessible for free to callers even after the end of the AENN Activity and continue to create the desired impact. The 3-2-1 service has enhanced digital literacy and helped the 3-2-1 users to learn beyond the limitation of physical classroom. With this, 3-2-1 callers learn comfortably at their own pace using the navigation menu to access the different education content topic. For its part, Airtel is rewarded through a loyal customer base as customers retain their Airtel sims to enable them to continually access the service.

Key observations of 3-2-1 during the Reporting Quarter:

- A. Callers continue to engage more frequently with the 3-2-1 service across Nigeria. While the service has maintained a higher rate of callers (83%) from the Northern part of Nigeria, the Northeast region maintains higher engagements than any other Northern regions.
- B. The nature of the contents enabled users to select from the various topics, including government provision for schools, children schooling and maintaining proper hygiene in schools available on the service. Results show that “Government provision for schools” contents enjoyed higher listenership rate with 53% while “Children schooling” contents stand at a listenership rate of 28%. Only 19% of listeners have opted for “Hygiene in school” content. It is expected that the ongoing update of the contents on the service will further improve and drive traffic on the education theme of the service to improve the education knowledge of the various audiences.
- C. Gender disaggregation shows that 54% of unique registered callers who listened to the education content are males, while 46% of the registered callers are females. This shows that there is almost gender balance of the registered callers who accessed the content.



D. The service continues to show the highest rate of callers accessing contents using the Hausa language. This buttresses the fact that majority are callers from the Northern part of the country with specific focus on AENN target states in the Northeast. Result shows that 50% of callers who access the education content are Hausa listeners, 26% listen in English while Pidgin and Yoruba language listeners are 11% each. The activity plan to include the Kanuri language to the education content in Q3 to meet the language expectations of Borno and Yobe callers.



Routine monitoring of hardware, software, and connectivity support at State and LGEA level

In Year 2, the AENN activity deployed 39 datahubs to 35 AENN-supported and accessible Local Government Education Authorities (LGEAs) and 4 state levels institutions in Borno and Yobe States. This was provided with top-up funds from the Foreign, Commonwealth and Development Office (FCDO). Each datahub consists of 3 desktop computers, 2 printers, an internet connectivity device and a solar-powered inverter system for maximum uptime operation of the equipment. The AENN IT technical support team devised a two-pronged approach to monitor and ensure optimal usage and maintenance of the datahub devices. First through a remote monitoring and usage control approach that prevents the installation of unauthorized software programs on the computer systems, and secondly through an on-site visit to each datahub for physical examination of the condition and operation of the devices. Additionally, the team provided mentorship support to the datahub center managers to improve performance of the devices and supported relevant authorities in the efficient access and usage of datahub dashboard visualizations to support real-time data-driven decisions in education service delivery, humanitarian support and security.



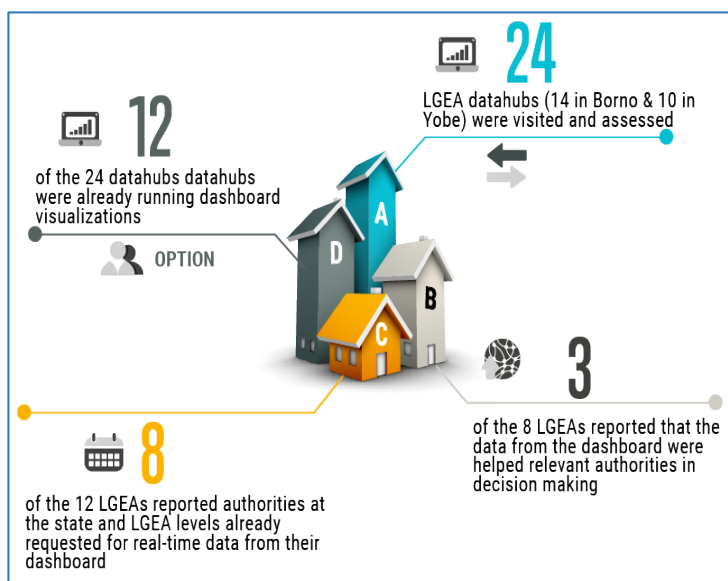
Photo 4: Bade LGEA datahub computers and devices fully setup with dashboard applications installed . Photo credit: Ibrahim Yerima Bala

During the quarter, AENN technical conducted on-site visits to inspect conditions of datahub devices 24 LGEA datahubs (14 in Borno and 10 in Yobe). Plans has been concluded to visit the remaining 11 LGEAs if security in Q3 and if security improves in Dikwa and Monguno LGAS of Borno State. During the assessment exercise, evaluation of the software-hardware status and

performance of the devices was conducted in addition to assessment of the efficacy of the equipment in supporting dashboard visualizations and decision making. Findings showed that:

- Desktop computer systems in all the 24 LGEA datahub were fully setup and functional to support datahub activities.
- 12 out of the 24 LGEA datahubs were already running dashboard visualizations supporting real-time throughput decision making in three key areas of educational, humanitarian and security data-driven decision making.
- 8 LGEAs reported that authorities at the state and LGEA levels already requested for real data from the dashboard, and 3 out of the 8 LGEAs reported that the data from the dashboard helped relevant authorities in decision making.

In quarter three, the AENN activity plans to continue providing technical support to the LGEA Education Management Information System (EMIS) units hosting the datahubs. The remote monitoring is conducted on daily basis through an automated data center remote monitoring tool residing on AENN server that flags up instances of authorized usage of the devices, while the physical visits are conducted monthly. These physical visits have been conducted thrice in Yobe state and twice in Borno State.



Sub RA 1.4: Improve non-formal education policies and frameworks for quality and certification.

Monitoring and support to 100 AENN mainstreamed learners in Borno communities

AENN continued to support mainstreamed learners' attendance, retention and continuity in the formal schools. During the reporting period, AENN staff coordinated with members of CCs to contribute funds to sew and donate school uniforms to support education of 100 (50 male, 50 female) less-privileged host community children mainstreamed to Ngarannam and Goni Kachallari Community Primary Schools in Borno State. Total cost of the support was valued approximately N350,000 (\$921) - it costs about N1,500 (\$3.9) and N2,000 (\$5.3) to make the male and female uniforms respectively. This was a complementary effort to facilitate improved learning outcomes and create a sense of belonging among the children. The Head Teachers, parents/caregivers and the communities expressed their appreciation for the gesture. AENN in Yobe office and the CCs organized a ceremonial handover of school uniforms to the beneficiaries at Sumsumma Primary School, Damaturu LGEA on Wednesday, February 24, 2021. Twenty (20) female and 5 males learners received the uniforms. The AENN Chief of Party, Yobe State Coordinator, CCs, the school Head Teacher, traditional title holders and school Parent Teacher Association (PTA) members graced the occasion. The uniforms that were presented to the mainstreamed learners costed N1500 male and N2000 female.



Photo 5: AENN Chief of Party handing over a set of school uniform to a female learner. Photo credit: Tanko Maisamari

RA 2: Safe education opportunities are available with a minimum package of instructional materials/supplies.

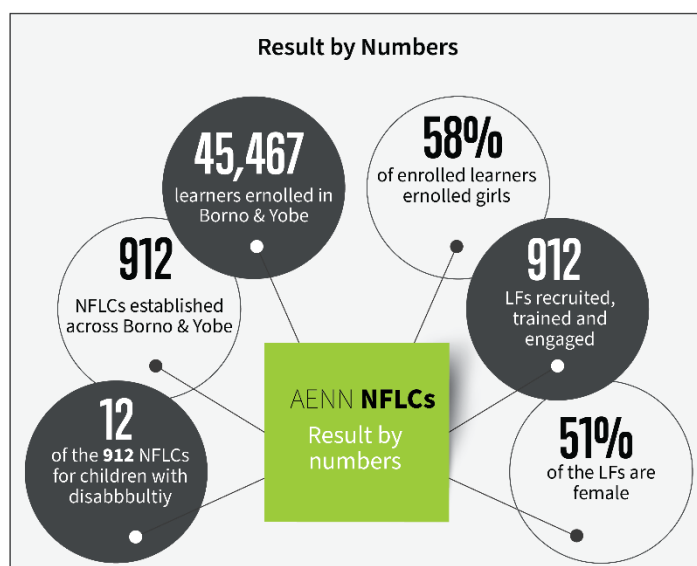
RA 2.1 Establish or re-establish existing NFLCs with local partners.

All-inclusive monitoring and support to Return-to-Learning activities in 912 NFLCs across Borno and Yobe

Reopening of Nonformal Learning Centers: Preparations for resumption of in-person learning activities were concluded in Quarter One and all the 912 non-formal learning (NFLCs) were reopened on January 4, 2021 across Borno and Yobe States after nearly one year of closure due to Covid-19 pandemic. The Activity provided teaching and learning materials to all the 912 (446 male, 466 female) learning Facilitators (LFs) and 45,467 (18,756 male; 26,711 female) learners, respectively, to support resumption of full academic activities at the NFLCs. LFs and learners were provided with all necessary teaching and learning materials, an prior to resumption of classes, trained on Covid-19 protocols including masks, social distancing, and handwashing. To promote good hygiene practices at the centers, the Activity also provided dignity kits to all the learners through the 13 community-based organizations (CBOs) managing the NFLCs. Each learner received one unit of each of the following dignity items: soap, packet of sanitary pads (for girls), small-size container of Vaseline (skin gel), toothbrush, toothpaste, detergent and hairbrush, as well as reusable facemasks. Each NFLC was provided with handwash stations, water supply and liquid soap to combat Covid-19 prevention and mitigation practices at the centers. Copies of lesson progression scope and sequence were also provided to the LFs to guide their lesson facilitation.



Photo 6: 3 Taimako-CDI staff in action during distribution of dignity kits at 54 centers under 11 communities. Photo credit: Drenkat Nanma



Routine joint or all-inclusive monitoring of NFLCs: Following resumption of full academic activities in all the NFLCs, the Activity developed an all-inclusive monitoring schedule to ensure that teaching and learning hold seamlessly in conducive learning atmosphere, with improved LFs punctuality and learners' attendance under strict compliance of COVID-19 prevention and mitigation protocols. The all-inclusive or joint monitoring team comprised members of staff from AENN Activity, CBOs, community coalition (CCs) and center-based management committees (CBMCs) The

monitoring team checked: availability and proper usage of WASH items; wearing of facemasks by LFs and learners; observance of social distancing in sitting arrangement of learners; availability of teaching and learning materials in all NFLCs; sequential following of weekly lesson scope and sequence according to the dates of lesson delivery; quality of lesson delivery to ensure learners

fully comprehend the lessons taught to them, attendance of learners and LFs. The routine monitoring of the centers enhanced first-hand information on the running of the centers and and provided extra support to LFs, resulting in improved lesson safety and quality.

However, towards the end of the quarter, learning activities in 21 NFLCs in Dikwa LGA were suspended due to insurgent attack on Dikwa communities. The centers will therefore remain closed until stability returns and security guaranteed in the LGA.

RA 2.2 Mitigate external threats to schools through school safety plans and Early Warning Systems

Training of Community Based Organizations and Community Coalitions on comprehensive school safety planning and early warning systems`

AENN Activity trained 40 members (25 male; 15 female) Community Coalition and 14 (9 male; 5 female) CBO staff on comprehensive school safety planning and early warning systems in Year Three Quarter Two (2). The objective of the training was to enable CBOs and CCs to provide support in ensuring the safety of schools and non-formal learning centers in their communities. In addition, the training aimed to capacitate the CBOs and CCs to support the development of emergency response mechanisms to help mitigate against threats and vulnerabilities such as fire, road accident and harassment on routes to and from learning centers in school communities.

Feedback from the participants indicated that the training strengthened the to consider different ways to keep schools and learning centers safe from internal and external threats in their communities. They pointed to the development and implementation of school safety plans which has helped to prevent, mitigate, respond and recover from threats and vulnerabilities. For example, the CCs resolved to mobilize local resources to construct emergency exit gates in schools where there are none. Similarly, the CCs also pledged to continue with their oversight duties of supporting children in crossing major roads leading to schools and NFLCs to ensure that vehicles do not knock down children when they cross the main roads in Bulabulin community of Borno State.



Photo 7:: CC & CBO members expressing their desire to utilize the knowledge during the training in Damaturu. Credit: Adamu Garba. Photo 8: and Photo 9: A CC member controlling traffic to help learners cross the road at Bulabulin. Photo

Training of CBOs, CCs and CBMCs on positive school environments

AENN trained 20 (15 male; 5 female) Community Coalition members, 20 (17 male; 3 female) Center Based Management Committee (CBMC) members and 14 (9 male; 5 female) CBOs staff (on the implementation of positive school climate in Year Three Quarter Two (2)). The training aimed at building the capacity of CBOs, CCs and CBMCs during monitoring visits ensure that learning facilitators (LFs) practiced classroom routines, positive discipline, inclusive learning strategies to keep learners engaged, and establish referral pathways for children identified as needing additional support. Similarly, CBOs, CCs, CBMCs were trained to support the promotion of LF's wellbeing through identifying how to promote greater community support to keep LFs motivated.



Photo 10:: CCs, CBOs & CBMCs expressing ideas during group discussion on support and ensuring favorable learning and teaching environment. Photo credit: Joy Simon

As result of the training, the CC, CBMC and CBO members gained the knowledge of inclusive learning, code of conduct, positive discipline, school related gender-based violence etc. to utilize during monitoring and support visits to support LFs in implementation of teaching and learning techniques and practices that promoted the wellbeing of learners and learning facilitators for effective learning and teaching. The CCs and CBOs were also part of NFLCs monitoring team and were trained to ensure safe and conducive learning environment for the learners.

Refresher training of learning facilitators on the usage of expressive materials

AENN conducted refresher training for 783 (371 males; 412 females) learning facilitators (excluding Dikwa and Monguno, due to security concern) on extracurricular activities involving the use of expressive learning materials⁴, which include alphabet and number puzzles, empty image coloring books, story books and playful materials. These extracurricular activities can be guided by LFs before, during, and after class activity or as take-home exercises to promote peer collaboration amongst siblings,



Photo 11: A learner in Bulunkutu NFLC using alphabet puzzle to form the name of AENN center she is enrolled in. Photo credit: Rukkaiva Deo

⁴ Expressive learning materials are creative materials such as alphabet puzzle, number puzzle, coloring images, skipping rope etc. use as co-curricular activities for children

group learning, fun and creativity; improve thinking, reasoning, attention, and concentration for effective learning and wellbeing outcomes.

LFs gained knowledge on the use of expressive materials as co-curricular activities that can be used during or after class activity or take-home activity. They LFs reported that the use of these materials promoted the learning and wellbeing of children in the NFLCs as observed during our monitoring. We observed that learners were creatively using letter and number puzzles to form words, sentences and numerical operations. Learners were also using colors to express their feelings and describe their communities through the creative works of art.

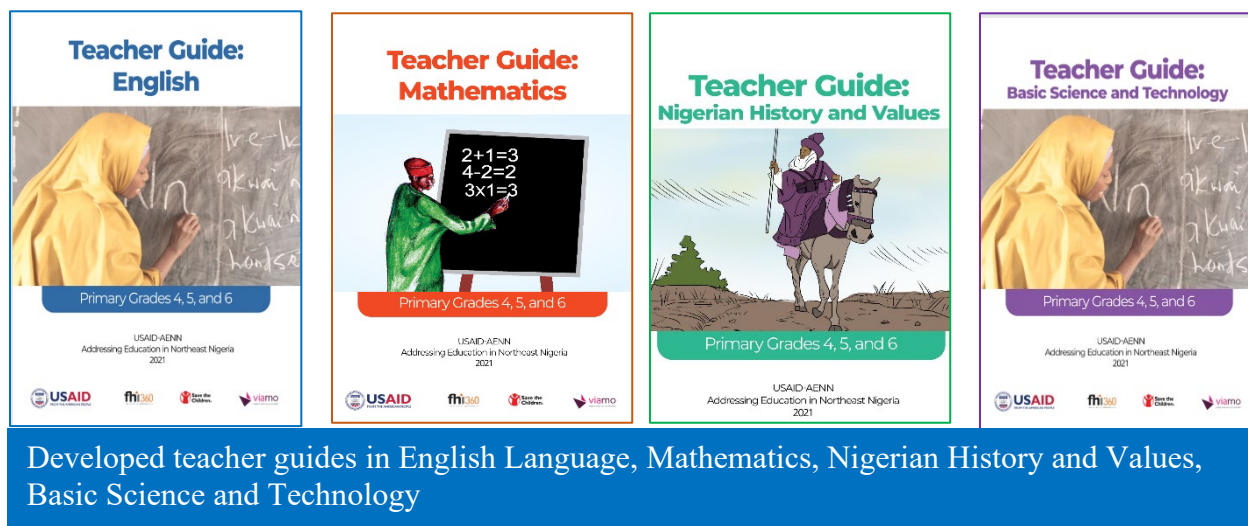
RA 2.4 Develop minimum package of evidence-based instruction and learning materials.

Development of teacher guides in 4 core subjects (English, Math, Basic Science & Technology and Nigerian History and Values.) for formal schoolteachers.

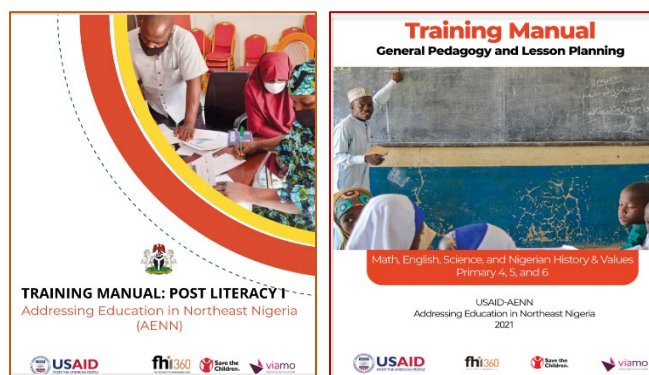
AENN has been supporting early grade reading in formal schools in Borno State using teaching and learning materials adopted from the Reading and Numeracy Activity (RANA) project materials, and the Mukaranta materials from Northern Education Initiative Plus (NEI+) for formal schools in Yobe State. These adopted materials are for teachers and pupils in the early grade classes P1 – P3. In quarter two, AENN extended its support to the upper primary grades by intervening in training teachers on general pedagogy of four core subjects, by developing teacher guides for English, Math, Basic Science and Technology, and Nigerian History and Values. The guides essentially contain:

- Lesson planning tips on effective lesson planning and lessons samples and lesson planning template.
- Activity bank- suggested activities for practice segment of the lessons to emphasize activity centeredness.
- Scope and sequence for each grade (P4-P6) based on the national curriculum.
- Text library- containing contextually relevant factual and fiction texts of subjects' contents teachers can use.
- Classroom management tips for teachers to practice inclusiveness and positive discipline in the classroom.

These teacher guides are easy to use and contained all what is needed to plan and deliver an effective lesson based on a subject's scope and sequence, thereby reducing the burden of sourcing expensive textbooks for teaching. The guides were used to train the 366 P4-P6 teachers in March.



AENN developed new training guides for post literacy 1 and formal schools teachers pedagogy trainings.



AENN developed two training manuals for the upper primary level. For formal schools, the training subject was General Pedagogy and Lesson Planning for Formal School P4-6 teachers in math, English, Nigerian History and Values, and Basic Science and technology, using the teacher guides developed for those subjects. For NFLCs, the manuals were for the next stage of the Post Literacy I (to follow the English Bridging program). The manuals were used to train the

Master Trainers, who in turn used them during the March trainings of post-literacy LF's and formal schools' teachers on core subjects in both Borno and Yobe. The manuals were developed in simple and clear language with step-by-step instructions on how LF's and teachers use the teacher guides and learner books for effective and quality teaching in the classroom. These manuals will be left as one of the sustainability legacies for government stakeholders and subsequent projects by donors for use during training of trainers (ToT) and cascading training on the post-literacy and the formal school materials.

AENN Conducted Virtual Workshop to Consultants engaged to write texts for the formal school Kanuri materials.

The main objective of this activity was to develop Kanuri language texts based on the Kanuri language curriculum framework for formal schools developed in quarter two. Specifically, consultants with Kanuri text scripting expertise were carefully selected to map out and develop

texts for early grade contents. The Kanuri text writing workshop included the steps of the writing process, fitting texts into the lesson structure, writing stories for dramatization, considerations of children's perspective, being mindful of gender and context sensitivity, special text features in Kanuri, and different genres of stories and texts.

The activity gave the participants the opportunity to understand the process of developing text and steps involved in translating and scripting texts. It also gave them the opportunity to appreciate the importance of scripting child friendly texts, improved their knowledge of special text features in writing factual and fictional stories, proverbs, among others. This process when completed, will sustain development of reading materials in Kanuri based on the Kanuri language structure and culture, where children speaking Kanuri as their first language in Borno and Yobe will find it easy to comprehend and enable them to understand their culture and the various events happening in their culture while learning how to read.

RA 3 Teachers deliver conflict-sensitive, quality basic education instruction that improves students' psychosocial well-being and learning outcomes.

RA 3.1 Learning Facilitators for NFLCs recruited

Learning Facilitators participate in regular teacher learning circles.

Monthly Teacher Learning Circles (TLCs) were usually formed by LFs within a community hosting up to five (5) NFLCs. Where they are less than five in a particular community, they join other LFs in a nearby community for the TLC meeting. In some instances, LFs of different CBOs operating within a community come together to form a TLC group. A total of 210 TLC meetings were held by 630 LFs in Borno and Yobe States. The objective of a TLC is to discuss and map strategies to address common challenges they encounter in the teaching and learning process. For example, some of the challenges discussed and resolved during the quarter included:

- Difficulty of delivering some SEL topics. It has been observed too that some of the SEL activities require further contextualization. Hence in Q3, AENN plans to review SEL components of the basic education materials.
- Inadequate availability of scholastic materials for learners. From the TLCs, LFs collaborated with CCs to raise support for scholastic materials for learners.
- Challenges in adhering to Covid19 protocols. LFs worked to have CBOs procure more mats to increase the spacing required NFLCs.
- Security of learners at the NFLCs. To mitigate, LFs resolved to work with CBOs to provide tags to learners as a means of identification and follow up when absent from NFLC as well as liaising with school security to prevent the intrusion of passersby into the school environment during learning, as well as prompt notification of CBOs and AENN staff on issues relating to SGBV for immediate response.

The TLC meetings created strong relationship among LFs, parents/caregivers and learners as well



Photo 12:: Learning facilitators during the learning cycle at Old Maiduguri, Jere LGA, Borno State discussing ways forward. Photo credit: Abdulkareem Jidda. Photo 13: Cross-

as school management/CBMCs/CCs as resolutions from meetings were relayed to the CCs and CBOs who coordinate with parents/caregivers to elicit support in addressing them. Issues not resolved were escalated to AENN technical staff who bring them up to AENN for adaptive engagement. This process has improved the acceptability of the AENN activity within the project communities and motivated communities to take initiative in solving challenges encountered by their children at the NFLCs. An example of this initiative was an impactful story of Amina Kyari, an LF in Old Maiduguri community, who is a part-time tailor that sewed 50 quality

facemasks for her learners to enable them attend NFLCs. This story was as shared in one of the TLC meetings for other LFs to emulate.

RA 3.2 Master Trainers and teachers trained to deliver conflict-sensitive, gender-transformative, age-appropriate, and emotionally responsive education.

AENN trained 15 post-literacy Master Trainers on post-literacy 1 material package.

In preparation to roll out AENN's post literacy 1 package after delivering the 8 weeks English bridging to transit learners to full instructions in English, the activity trained the 15 post-literacy Master Trainers (6 female, 9 male). The detail distribution is as below:

The Training of Trainer (TOT) workshop was conducted in both Borno and Yobe from 3rd -5th and 8th - 10th March 2021 respectively. The



Photo 14: Post Literacy training sessions at KICOE, Maiduguri. Photo credit: Salamatu Yahaya

State	Male	Female	Total
Borno	5	5	10
Yobe	4	1	5
Total	9	6	15

training included an overview of the AENN's post-literacy program, the lessons content overview and structure of the facilitator guide, and instructional strategies adopted in the lessons as well lesson demonstrations and practice. Due to the delays caused by Covid-19, this was the first-time trainers engaged with the post literacy subject material on English, Math, Science, and Nigerian History and Values. The ToT introduced the new content and approaches and equipped the Master Trainers (MTs) with the skills to cascade the training to 172 post-literacy learning facilitators.

AENN trained 172 Learning Facilitators on Post-Literacy 1 Material Package

AENN trained 172 (107 males, 65 females) of the 180 post-literacy LFs on the post-literacy1 material package in Borno and Yobe from 8th-10th and 15th- 17th March 2021 respectively. The table below shows the details of LFs trained according to states:

State	Male	Female	Total
Borno	73	58	131
Yobe	34	7	41
Total	107	65	172

The post-literacy training focused on use of the facilitator guide and the texts in the learner book and teaching strategies, particularly the use of graphic organizers that enhance accelerated learning. LFs were also trained on the observance of COVID-19 protocols at the learning centers. The training will LFs skills of delivering lessons at upper primary level and learners will have opportunity to continue learning beyond the basic literacy.



Photo 15: MT going round to inspect work by LFs and to guide the participants. Photo credit: Shuaibu Adamu Mohammed

The AEEN's post-literacy program is 18 months course divided into three phases, starting with 8 weeks English bridging which ended in February 2021. The post-literacy 1 equivalent of P4 and parts of P5 which commenced in March 2021 will last for 27 weeks (September 2021). The last phase is the post-literacy 2, a 36-week course equivalent of P6 and remaining parts of P5 not covered in post-literacy 1. Though the full course of the post-literacy cannot be completed within the lifetime of the project,

efforts are being made for sustainability by SAME and other stakeholders in the two states. The table below shows the AENN post-literacy schedule and suggested plans for sustainability.

Post-literacy course	Starting	Ending	Course Duration	Comments
English Bridging	January 2021	February 2021	8 weeks	completed
Post-literacy 1	March 2021	September 2021	27 weeks	Ongoing, but likely be completed by SAME as center activities will be rounded up by June.
Post-literacy 2	October 2021	June 2022	36 weeks	Post-literacy 2 materials will be handed to relevant Government agencies for to sustain the centers.

AENN Trained Master Trainers on RANA and Mukaranta for P1-P3 Teachers training

AENN trained 12 Master Trainers 6 each from Borno and Yobe (Borno- 4 female, 2 males; Yobe 5 males, 1 female) who in turn trained teachers from the 46 new schools (Borno 20, & 26 in Yobe) added in year 2 of the project. The trained Master Trainers cascaded training down to 138 formal schoolteachers from 46 schools on RANA and Mukaranta early grades reading materials. The objective of the Training was to provide a refresher for the MTs on the RANA and Mukaranta materials contents and prepare them for the stepdown the training to the selected teachers. The training also covered elements of Covid-19 safety mitigation protocols in school and improve their ability to provide mentoring support to Teachers of Formal Schools. With this training the 12 MTs' capacities were improved to cascade training to the teachers on the EGR pedagogies using the RANA and Mukaranta materials, teacher mentoring and COVID-19 mitigation strategies.



Photo 16: Cross section of participants at the TOT Mukaranta in Yobe. Photo credit: Shuaibu Adamu Mohammed TEO Yobe

120 formal schoolteachers on P1-P3 RANA and Mukaranta early grades reading materials.

Following the TOT, the Master Trainers cascaded the skills to 120 P1-P3 teachers out of the 138.

targeted from the 46 new schools in Borno and Yobe

Formal schoolteachers trained in Borno and Yobe

LGA	M	F	Total
Borno			
MMC	3	15	18
JERE	0	24	24
KONDUGA	0	0	0
Total	3	39	42
Yobe			
Damaturu	5	22	27
Bade	12	14	26
Potiskum	11	14	25
Total	28	50	78
Grand Total	31	89	120

States on RANA and Mukaranta material package. A total of 42 teachers (3 male, 39 female) from 15 schools in MMC and Jere LGAs of Borno were trained.

Similar in Yobe state, 78 (28 male; 50 female) teachers from 26 Formal Schools were trained in the 3 supported LGAs of Damaturu, Bade and Potiskum. The training in Borno could not hold in

Monguno and Dikwa due to security concerns in the two locations in recent times. With these RANA and Mukaranta trainings, AENN is directly complementing the efforts of Borno and Yobe States governments by reducing the burden of training these



Photo 17: Cross section of formal school teachers at the Mukaranta stepdown training in Yobe. Photo credit: Salamat Yahaya Nangere NFEYO Yobe

Number of teachers and pupils potentially not reached due to insecurity			
	Monguno		Dikwa
Level	Teachers	Pupils	Teachers
P1-P3	6	1934	9
P4-P6	24	1529	8
Total	30	3463	17

teachers. Borno and Yobe have adopted the RANA and Mukaranta respectively, to support early grades reading in Hausa for the public schools.

RA 4 Diverse community groups work together to equitably increase awareness of education opportunities for all.

RA 4.1 Local partners trained in the Community Action Cycle.⁵

Conduct training of LGA Social Mobilization Unit Staff and CCs on Community Action Cycle (CAC)

The Activity built capacities of 41 (27 males; 14 females) members of the Social Mobilization



Photo 18: Cross section of participants during group discussions on ways to address barriers to education. Photo Credit: Daniel Rotgakka

Unit, 3 staff (2 male; 1 female) of 5 CBOs, and 261 (165 males; 96 females) CC members drawn from 6 LGAs - MMC, Jere and Konduga LGAs in Borno and Damaturu, Bade and Potiskum LGAs in Yobe on Community Action Cycle (CAC) approach for inclusive community mobilization to support community driven social change in education. As in PY1 and PY2, the AENN Activity trained selected social mobilization unit personnel from 6 LGAs in Borno and Yobe States LGAs on the 7 phases of the CAC approach, and subsequently supported them to facilitate stepdown trainings to CCs from the 6 LGAs. The Training of Trainers and stepdown trainings were focused on using the knowledge and skills from the CAC approach to drive resource mobilization at community level towards the sustainability of AENN interventions

in the post PY3. During the trainings, the seventh phase of the approach which is 'prepare to scale-up' was emphasized as part of preparing the social mobilization unit personnel and CCs for the eventual hand-over of AENN interventions in September 2021. During the training, the AENN team reviewed the use of the CAC approach since PY1 to-date, while emphasizing the need of CBOs and CCs to continue to apply the knowledge and skills acquired from the training to support mobilization of parents/caregivers, and community stakeholders to conduct advocacy with government and non-government institutions focused on the attainment of education right for all children.

At the end of the training, Amina S. Kabir, CC member from Kushari community in Jere LGA of Borno State thanked AENN for the capacity building opportunities provided in the Community

⁵ Community Action Cycle (CAC) fosters a community-led process through which those most affected by and interested organize, explore, set priorities, plan, and act collectively for their wellbeing. Phases in the CAC include preparing to mobilize; organizing for action; exploring the issues affecting access and demand for education and setting priorities; planning together, acting together, evaluating together, and "scaling up" successful efforts.

Action Cycle approach. Amina further pointed out that the capacity building sessions helped her and others to be better organized in their community. In particular, many CCs are now registered with Corporate Affairs Commission (CAC) – a move that she said would enable them to continue strengthening their advocacy for vulnerable people in education, health and social protection beyond the life of the project.

Quarterly review and coordination meeting with CBOs and CCs

In Q2, the Activity facilitated a virtual (Microsoft Teams) review and coordination meeting with 28 (24 male; 4 female) staff of 13 CBOs and 12 (8 male; 4 female) CC members from 8 LGAs to assess activity implementation in the different result areas in Q1, share Q2 work plans and collectively design strategies for smooth activity implementation in Q2. The review and coordination meeting also aimed to support AENN partners in system strengthening towards the sustainability of AENN interventions during post PY3. The key issues discussed during the meeting centered around the sector wide strategies designed by AENN in consultation with key government and community stakeholders for NFLC reopening in January 2021. Additionally, the meeting provided an opportunity to further cascade strategies on NFLC management CBOs and CCs to support. The meeting enabled the CBOs and CCs to make final inputs into the strategies and set timelines for achieving action plans within the strategies. The strategies focused on COVID-19 prevention and mitigation in NFLCs, community driven emergency response mechanisms, and gender sensitive back-to-learning campaigns given the likely increased educational exclusion of girls due to the Covid-19 pandemic. The LF's refresher training for effective delivery lessons was critical after an extended period of NFLC closure. This refresher training provided LFs with the opportunity to revisit best practices for teaching and learning, and helped make them feel prepared and ready to return to the classroom.

CBOs and CCs agreed to collaborate with AENN technical team to lead community awareness raising sessions with parents/caregivers and other community members to discuss practices to safely reopen NFLCs in line with Covid-19 prevention and mitigation protocols. During these awareness raising sessions, the Activity also shared the findings of the disability assessment conducted in December 2020, which informed the establishment of NFLCs for children with disabilities in Mashamari community of Jere LGA in Borno State and Pawari community in Damaturu LGA of Yobe State. Additionally, the meeting provided an opportunity to address challenges relating to the delay in the release of funds to the CBOs which centered on the delay in the submission of monthly financial reports and request for reimbursement by the CBOs. In this respect, FHI360 AENN finance team and CBO management agreed on specific timelines for the CBO partners to send relevant documentations to ensure timely funds reimbursement.

RA 4.2 Community Coalitions created/revitalized and Safe Spaces introduced

Training of Community Based Organizations and Community Coalitions on Return to Learning Activity Package:

AENN Activity trained 14 CBOs and 40 Community Coalitions on the objectives of *Return to Learning* Program, which includes 35 scripted activities that support the development of basic literacy, numeracy and social emotional learning skills, and provide basic psychosocial support. Through this training, the Activity built their capacities on how best they can contribute to making sure learning content is gender and culturally sensitive and inclusive for all learners. The training also familiarized them with the dos and don'ts of working with children in learning centres, by reviewing some key child safeguarding principles.



Photo 19: CC & CBO members demonstrating name song activity during training on Return to Learning. Photo Credit: Daniel Rotgakka

After the training, the CBOs and CCs demonstrated the ability to set up learning canterers in their communities, and ability to deliver the Return-to-Learning scripted activities. Through participating in these activities focused on addressing their wellbeing and improving school readiness, out-of-school children became prepared to start learning in non-formal learning program in the NFLCs.

Training of parents/caregivers on family and community-based reading and learning materials to support children at home.

The Activity trained 40 (25 male, 15 female) Community Coalition members on Kanuri supplementary reading materials who are supporting 1,100 parents/caregivers (745 male; 355 female) to help children boost their reading skills through primers and story books provided by AENN.



Photo 20: One of the AENN beneficiaries in Abbaganaram community reading a primer in Kanuri language at home. Credit: Umar Aja

Children now have access to reading materials and story books with illustrations to boost their reading skills while parents/caregivers provide the necessary support to ensure that children actually read and comprehend the content of the books.

Support to parents/caregivers in SEL Home Meetings

AENN Activity trained 40 (25 males: 15 females) Community Coalition members on the content of the social emotional learning home package. CCs are currently supporting 1,100 (745 male; 355 female) parents and caregivers to apply strategies and activities they can use at home to help children develop key social and emotional skills, such as emotional awareness, emotional regulation, positive social skills, empathy and perseverance.



Photo 21: Caregivers during meeting session demonstrating how they are supporting children at home to develop SEL skills. Credit: Raymond Osuji

Parents and caregivers are using the contextualized SEL home package with complementary strategies, such as creating home routines, children telling stories, washing of cooking utensils, saying “thank you”, completing homework, among others to promote children’s development of SEL skills. Especially during this COVID-19 pandemic, it is helping parents and caregivers to reflect on their roles in supporting children’s social emotional development and wellbeing so they can adapt and implement activities to support their children’s learning at home.

RA 4.4 Action plan for non-formal and formal education created and implemented.

Quarterly review of community action plans implementation with CCs

The Activity engaged 280 (179 male; 101 female) CCs in 6 LGAs - MMC, Jere and Kondug a LGAs in Borno and Damaturu, Bade and Potiskum LGAs in Yobe States in reviewing community action plans created in PY1 and PY2 as part of community action cycle approach. The community action plans were created to address factors that contribute to education exclusion that were identified during the community mapping exercises conducted in PY1 and PY2. The review meeting provided the CCs with opportunity to assess the implementation of the action plans and revise these plans in response to emerging challenges, such as Covid-19, which supported their fast-track implementation. During the review meeting, CCs were grouped according to their zones in the various LGAs and were given the opportunity to provide updates about their contexts in relation to education. The CCs assessed their progress against plan milestones, which helped outline a clear way forward to achieving the goals of their respective plan s. The review meeting showed that the CCs are making significant progress in the implementation of the action plans, for example, as at end of PY2 in September 2020, 75% of the action plans have been achieved. The review meeting also shed light on the challenges several CCs were experiencing in enforcing

Date	17/09/2020
State	Yobe
LGA	Damaturu
Community	Kukareta
CCs/Total number	179

Goal	Indicator	Status (achieved, ongoing, not achieved)	Means of verification	Notes
1. CC to engage NTLB and LGAs to provide of water connection to learners and learning facilitators within the community (July to September 2020)	# of schools/NTLCs connected by CC to LGAs and NTLB	Achieved since quarters had been provided at the primary schools	Report of advance visit	Intention to be provided to the teachers
2. To collaborate with NTLB project team to provide regular and consistent water supply in schools and NTLCs by ensuring regular water supply during learning hours with immediate effect	% of learners who reported access to water in schools/NTLCs	Ongoing, not achieved	Water containers placed in strategic locations in schools and NTLCs	NTLCs are providing water to the centers
3. To collaborate with CCs and SUBEs in engaging qualified teachers/learners towards providing quality education in community (July - October 2020)	# of qualified teachers in schools and NTLCs	Achieved as we have qualified	Personal record file of teachers/CCs in schools/NTLCs	We will be providing them into primary schools



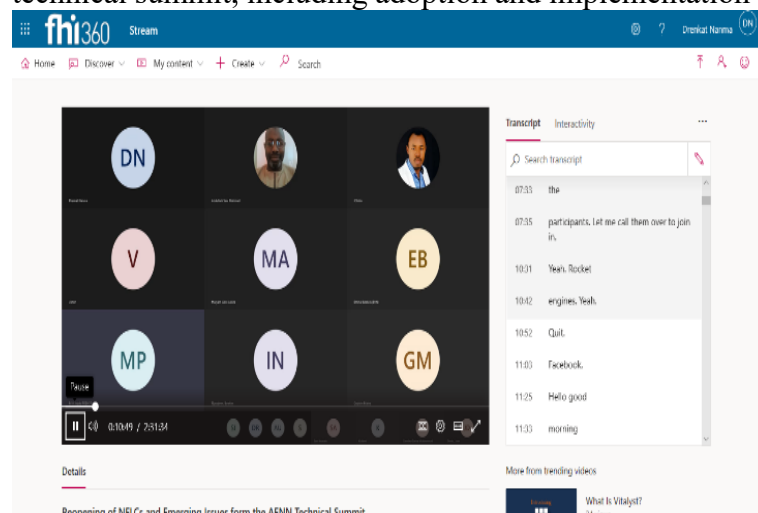
Photo 22: Outcome of community action plans review by Kukareta cluster Photo by: Ibrahim Nurudeen; Photo 23: Participants during group work discussing on ways to support children’s education. Photo Credit: Raymond Osuji

Covid-19 health and safety protocols in the NFLCs. This, in part, could be due to limited awareness of Covid-19 given the low number of Covid-19 cases in both states. To overcome this challenge, the AENN team resolved to intensify safe programming awareness sessions targeting CCs and made a concerted effort to direct follow up with CBOs and CCs to enforce Covid-19 prevention and mitigation protocols through regular NFLC monitoring visits.

RA 4.5 Support Community Coalitions and School-Based Management Committees in education management, Early Warning Systems, and ongoing monitoring and reflection

Quarterly Review and coordination meeting with CBOs

AENN technical team conducted one-day quarterly review and coordination meeting (virtually) with the CBOs virtually. A total of 39 (33 male; 6 female) participants comprising AENN technical staff, Executive Directors and Program Officers of the 13 CBOs attended the meeting held on January 8, 2021. The meeting was held to discuss the strategies and support to learning activities at the NFLCs following full reopening of centers on January 4, 2021. The meeting was avenue for the AENN technical staff to communicate action points from the AENN PY3 quarter two staff technical summit, including adoption and implementation of AENN all-inclusive monitoring plan



comprising members of staff from AENN, CCs, CBOs, and the government stakeholders. Strategies for supporting back-to-school campaign which had begun in December 2020, as well as the plan to work closely with members of target communities and CCs to ensure that the kids were properly mobilized and learners were enrolled and retained at centers, were discussed. The meeting also mapped out strategies to address emerging issues from the test

running of the centers in December 2020 which include improved punctuality of the LF's at the NFLCs, which will give promote learners' stability and academic outcomes. It was also agreed that LF's stipend will be prorated if they do not work according to the full time as required. Furthermore, it was discussed that there was going to be modification of the CBOs gr ants to include the disability centers and the girl child centers. The Senior Grants Officer also disseminated information regarding AENN closeout plans and reiterated that close out notifications will be shared with the CBOs in due course. At the end of the meeting, the AENN and CBOs reached a consensus and mapped out strategies to implement the following action points agreed from the meeting:

1. Continuous mobilization of communities to improve learners' attendance at the NFLCs.
2. Promote an almost 100% retention rate of learners at the NFLCs.
3. Increase involvement of government stakeholders in AENN activities.

4. Ensure adequate monitoring of NFLCs.
5. Ensure that hygiene items, biscuits and personal protective equipment (facemasks) distributed to the NFLCs are adequate and in use at the NFLCs.

Quarterly grants monitoring with CBOs.

Subrecipient monitoring, as specifically identified in 2 CFR 200, which governs FHI 360's awards - 2 CFR 200.331 (d) requires that as a pass-through entity, FHI 360 must monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, and in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved. The monitoring and mentoring took place between the 12th - 22nd February 2021 and 22nd – 29th March 2021 for CBOs in Yobe and Borno States, respectively. The monitoring visit took place at offices of the six (6) CBOs working in Yobe State (MAIN, FOMWAN Yobe, TCDI, PREYHA, YOPCODI and COCOSOUDI) and seven (7) CBOs in Borno State (FOMWAN Borno, HOHVIPAD, EYN, RWDP, KSCF, KABHUDA and CSACEFA). Focus of the visit included followings:

- Reconciliation of the cash book and sub recipient financial (SFR): It was observed that during the visit there were some discrepancies between the cashbook and SFRs of the CBOs which needed to be resolved. It was expedient to ensure that accounts were balanced since their activity will be closing out in June 2021. Following extensive discussions with management of respective CBOs, plans are in place for the organizations to submit necessary documentations to facilitate account reconciliations, and they have made plans to deployment OneDrive or procure additional google or cloud storage space in the cloud or google drive to back up all supporting documentations.



Photo 24: Right to left Nura Garba (Finance Officer TCDI) & Nanma Drenkat (SGO FHI360) during the grant monitoring. Photo credit: Rukkaiya Deo

- The procurement documents were also reviewed: Major observation on the procurement documents was non-adherence to procurement thresholds by the Finance. They were taken through the limits and type of relevant procurement procedures that guided them on how improve the process and easy audit.
- Review of progress & financial report: The monthly progress and financial reports were received from the CBOs for the months of January to March 2021. The progress reports received from the CBOs indicated the level of implementation in the NFLCs. The reports indicated the progress of learning in the post literacy, girl child and the regular NFLCs. The cashbook and sub recipient financial (SFRs) reports from the CBOs was also received

and reviewed to ensure that there is prudent management of funds. During the reviews it was ensured that all cost incurred were allowable costs. However, cost that were disallowed were communicated to the CBOs and ensured that they were returned to the accounts.

- [Processed funds request for 13 CBOs within the Quarter:](#) Funds was processed for the 13 CBOs within the quarter to ensure that activities were carried out without hitches. This was to provide the CBOs funding to carry out their activities according to the terms of their agreements. They were provided with funds for staff salaries, admin expenses, LFs stipends, learners biscuits, dignity kits, center running costs for soap and water, face masks and facilitators' instructional materials.
- [Check-in meetings:](#) Th Grants unit, together with other technical leads held check in meetings with Program, Finance and M & E Officers of CBOs to discuss issues of startup of centers, enrollment, LFs engagement, distribution of scholastic materials and retention. The meetings were held on the 15th of January 22nd January 28th January, 29th of January 5th February 12th February 19th February 26th February 2021, 5th March 12th March 19th March and 26th March 2021. CBOs were also trained on Community feedback mechanism and save guarding during the check-in meeting.
- [Updated the AENN Subaward trackers:](#) The sub award tracker for AENN was also updated to reflect real-time activities and spending of the CBOs within the period. This was required to ensure that information on about the subrecipient were obtained by the click of the button.
- [Modification of grant agreements:](#) The grants agreements of 11 CBOs were modified, to include additional 10 girlchild centers and 2 centers for children with disability. This was the third modification for the CBOs - RWDP, HOHVIPAD, KSCF, COCOSOHD, EYN, KABHUDA, MAIN, PREYHA, YOCODI, Taimako-CDI and FOMWAN Yobe. The modification was necessary for program description and budget realignment.

Community awareness events for 800 caregivers/parent on COVID-19 pandemic, SRBGV, etc.

During the reporting period, the AENN Activity collaborated with 13 CBOs and 45 CCs and 861 LFs to facilitate community awareness sessions in 143 communities in 6 LGAs - MMC, Jere and Konduga in Borno and Damaturu, Bade and Potiskum in Yobe-to sensitize 25,226 (9,452 male; 15,774 female) parents/caregivers and other community members on recurring challenges that were featured in routine monitoring visits to NFLCs by AENN team. One of the main issues discussed centered around low enrolment rates in communities with reduced numbers of learners due to relocation of IDPs back to their LGAs of origin. Specifically, the reduction of number of learners in the NFLCs was observed in the IDP camps and parts of host communities within Maiduguri. During these awareness-raising sessions, the participants also discussed the poor attendance of learners enrolled in the NFLCs and need to intensify adherence to Covid-19 protocols for visitors and some learners at the NFLCs. The other issues discussed centered around the need to continue to seek parents/caregivers' participation in working with CCs on safety and security of children, as well as continuing to strengthen the capacity of parents/caregivers to support the education of children at home.

During the sessions, parents/caregivers were reminded about their role as the primary duty bearers in the education of their children, and SC urged them to participate actively in supporting their learning. Some concrete strategies that were discussed focused on encouraging parents/caregivers to: always wear face masks in and around NFLCs; support children to wash their hands; importance of punctuality when attending NFLCs; have a guided/escorted to and fro NFLCs to prevent accidents on their ways to the centers; talk to children about security issues to raise their consciousness about the security threats in the communities; and create home routines and reading corners to support children's education at home.

At the end of the sessions, the parents/caregivers resolved to continue supporting their children/ward's education by ensuring that they adhere to Covid-19 protocols and making sure they attend the NFLCs on time on a daily basis. At Stadium Camp, a caregiver expressed appreciation to the CCs and LFs for leading the awareness session. They also mentioned that the



Photo 25: Cross-session of participants during sessions discussing ways parents can support education in the communities. Photo 26: Cross-session of participants during sessions discussing ways parents can support education in the communities.: Photo Credits: Danie Rotgakka

session has enabled them to better understand their role in ensuring that their children receive their support in education while at home, despite not being literate but by creating the right home routines and reading corners, their children will perform better.

Conduct Ongoing Monitoring and Reflection

AENN Activity conducted routine monitoring support visits to 912 NFLCs across 6 LGAs in Borno and Yobe States to ensure that structures including CCs and CBMCs are supporting the operations in the centers, retention of learners and observation of COVID-19 prevention protocols, such as providing water for washing of hands. The monitoring visits also provided direct supervision to CBOs and CCs in the general management of the NFLCs. The visits enabled the AENN team to follow up on the level of adherence to lesson delivery and sequence to ensure uniformity across the centers on weekly basis. The visits also enabled AENN team members to monitor compliance to protocols put in place to prevent and mitigate the outbreak of Covid-19 pandemic. The visits afforded the AENN team the chance to collaborate with CCs and CBOs in addressing challenges relating to LF's punctuality, learners' attendance and retention, as well as engage LF's in learning cycle activities to share experiences and support peer learning.



Photo 27: Cross section learners during lesson at Center 5 in Gwanje Primary School in MMC LGA in Borno State. Photo credit: Ibrahim Nurudeen. Photo 28: Cross section of learners at Center 1 in Kuseri Primary School in Jere LGA. Photo credit: Sadiq Abubakar. Photo 29: CC Member in Bulunkutu NFLC seen providing water to learners during monitoring visit. Photo by Daniel Rotgakka

Mobilize community to send children to Formal and NFLCs and support them to learn and awareness on Complaint and Feedback Mechanism (CFM)

Since the onset of the AENN project, the community and the government have been the leading party to sustainability AENN Activity. The CCs and CBMCs have been the community structure to mobilize children to formal and NFLCs and support their learning even in COVID-19 era. Having access to an improved education system is key but accountability to the affected population is paramount. AENN introduced a mechanism to show accountability to its beneficiaries by taking account of, giving account to, and being held accountable by the target beneficiaries. A complaint and feedback mechanism is a two-way communication. It is simply offering beneficiaries, a channel through which they can provide feedback and raise complaints about the assistance they

receive. The system enables stakeholders and/or beneficiaries to raise concerns freely and safely or make complaints regarding our work or operations. It is a formal mechanism to help the organization understand their program from the beneficiary's perspective, giving the information to adapt the programs to best meet beneficiary communities' needs. The mechanism not only empowers beneficiaries who may feel as though they have no power over their own lives, but it

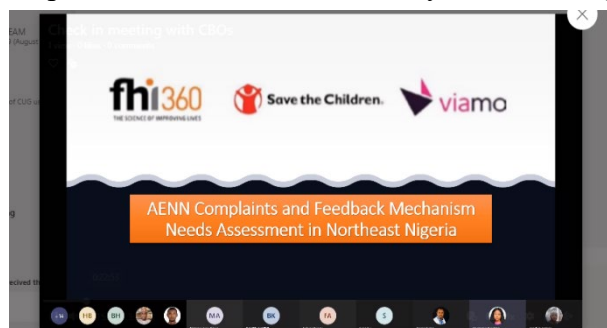


Photo 30: During AENN CFM needs assessment training for CBOs. Photo 31: during focus group discussion with community leaders in Tashan kuka. Photo Credit: Ishaku

makes FHI 360 program activities and staff accountable to the communities they serve; ensures that we remain responsive and adaptive to reflect the changing environment of our beneficiaries; improves the effectiveness and efficiency of our program interventions; provides early warning to project staff of issues that may escalate. It helps the organization gather systematic feedback on the quality of the project; enables the management to identify and respond to the concerns of IDPs and project communities. It increases trust and communication between us and the communities where we work; creates sense of ownership among our beneficiaries and target groups; as well as increases FHI 360 transparency.

During the quarter AENN conducted training for 12 CBOs and step-down training to 12 CCs in 12 selected communities in Yobe and Borno States, on AENN Complaint and feedback mechanism needs assessment data collection. The aim of the need assessment was to better understand how to improve our programming in the project communities, map out existing complaint and response practices and gather information on

which complaint and feedback mechanism reporting channels are preferred by the beneficiaries. The targeted audience for this assessment was children benefitting from AENN activities, parents/caregivers of the children, learning facilitators, community coalitions (CCs), and center-based management committee (CBMCs) and Community-Based Organizations (CBOs). The data collection tools were designed and uploaded in the ODK platform. The assessment is a cross-sectional method (qualitative and quantitative method), and data collection is still ongoing to determine which complaint and feedback mechanism will be established for the project.

2.3 IMPLEMENTATION CHALLENGES

- ***Movement along Maiduguri/Damaturu road is restricted*** for all humanitarian workers due to high risk of security issues along the road. This has reduced the frequency of travel by staff to Yobe State to support the implementation of activities. However, technical staff

have traveled by air from Maiduguri-Abuja-Kano/Bauchi before embarking on road travel to Yobe State, which is very time-consuming, stressful and expensive. AENN is exploring conducting virtual activities.

- ***Insecurity and inaccessibility of project sites*** are the main challenges that have made it very hard for project staff to reach project locations in Dikwa and Monguno LGAs. For example, the recent attack in Dikwa LGA of Borno State during the reporting period has directly affected the humanitarian community and resulted in suspension of all educational activities in the local government authority by all non-government agencies. Similarly, Monguno LGA is also listed by the UNDSS as a high -risk area and implementation of activities were suspended during this reporting period. Learning activities in 21 AENN-supported NFLCs in Dikwa LGA were suspended due to the attack on Dikwa communities. Also, 47 formal schoolteachers in Dikwa (17) and Mungono (30) could be not reached during the recent training and academic performance 3463 pupils in both LGAs may be affected due to the insecurity. The AENN centers will therefore remain closed until stability returns and security guaranteed in the LGA. Implementation of activities in these LGAs is expected to resume when the security and accessibility have improved. AENN management is proactively ensuring risk mitigation strategies and adhering to security protocols to ensure the safety of staff & program participants. Staff provided with relevant security training and use of satellite phone during field trips.
- ***Staff Attrition:*** High attrition from direct program staff, CBO Staff, LFs in the field affects program implementation. The Senior Finance and Administrative Officer (Yobe Office), Procurement and Logistics Officer (Yobe Office) resigned dear duties due to personal reasons. The Senior Finance and Administrative Officer position has been filled while the process for the replacement of the Procurement and Logistics Officer position is still ongoing. However, AENN management is multi-tasking staff with strong skills in vacant positions and working for replacements as soon as possible.
- ***LFs' stipends:*** Sustainability of LFs stipend when AENN closes out. AENN continued to have conversations with WB BESDA, SAME, CBOs, CCs, community leaders and caregivers/parents for possible sustainable solutions regarding the support for the LFs.

2.4 MONITORING AND EVALUATION PLAN UPDATE

Carry out routine program monitoring through School Support Visits (physically or remotely), and other data collection mechanisms.

375 centers were visited by 44 Master Trainers in both Borno and Yobe States where they conducted lesson observation at the NFLCs to assess the pedagogical skills of LFs. School observations were also done to assess the environment as regards to safety of the learning environment, hygiene and wellbeing of learners. The SSV tool also provided real time feedback on results of the lesson observation, which is being reviewed on the spot by both LF and assessor

and recommended practices for each gap observed are discussed. This has facilitated improvement in quality of basic education instruction as observed during monitoring visits. This in turn improves psychosocial well-being and learning outcomes of learners due to the coaching provided to the LFs through an interactive review of the lesson observation results by both the assessors and LFs.

Training of 124 Master Trainers and School Support Officers in EGRA/EGMA/SEL instruments, learner/pupil questionnaires

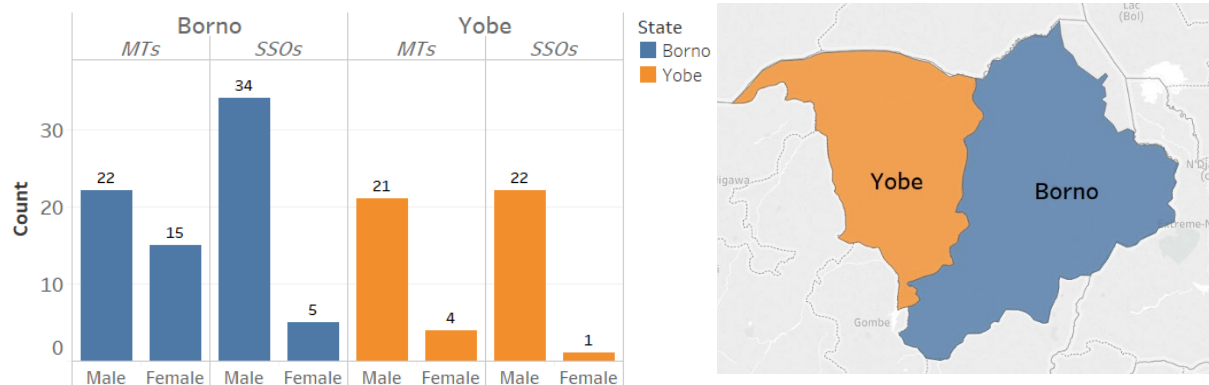
The baseline assessment commenced with the training of Master Trainers (MTs) and School Support Officers (SSOs) as assessors in Early Grade Reading Assessment (EGRA), Early Grade Math Assessment (EGMA) and Social Emotional Learning (SEL) Assessment. The training objectives were to strengthen the knowledge of the assessors with common and best practices for measuring learners' level in reading, math and SEL prior to entering the nine-month USAID-assisted AENN accelerated and conflict-sensitive basic literacy program. Sessions in the training guided the assessors through the overview, scoring rule and procedure for administering EGRA/EGMA/SEL instruments, as well as administration of learner questionnaires in the language familiar to the child. Additionally, the assessors were equipped with skills to use tablet-based TANGERINE© mobile application to conduct EGRA/EGMA for Formal Schools (FS) and routine conduct of Schools Management, Schools Observation and Lesson Observation using tablet-based forms. The training was concluded with an onsite visit to selected non-formal learning centers (NFLCs) in Borno State for practical interaction with learners and administration of the instruments. Resultant feedbacks from the visit were used to improve the assessors' skills in the administration of the instruments. In all, 124 (62 MTs and 62 SSOs) assessors drawn from State Universal Basic Education Board (SUBEB), State Agency for Mass Education (SAME) and Local Government Education Authority (LGEA) were trained in Borno and Yobe States – see table below for disaggregation of assessors by gender and states.



Photo 32: IRR sessions during the EGRA/EGMA/SEL training in Maiduguri . Photo credit: Innocent Chukwu

Number of Borno and Yobe MTs and SSOs trained on EGRA/EGMA instruments

State	Male	Female	Total
Yobe SSOs	22	1	23
Borno SSOs	34	5	39
Yobe MTs	21	4	25
Borno MTs	22	15	37



EGRA/EGMA baseline data collection in selected 716 NFLCs and 117 formal schools in Borno and Yobe States

Following conclusion of their training, the MTs were mobilized to conduct data collection for baseline EGRA/EGMA/SEL assessments in NFLCs and the SSOs mobilized to conduct the assessment in formal schools. A sample of 4 learners per center were randomly selected and administered Basic Hausa, Kanuri, Numeracy and post literacy stimuli to assess their reading and math skills and social emotional status at a baseline. Results of the assessments provided a basis for measuring learning gains among learners enrolled by the end of the five-and-a-half month basic literacy program when endline assessment will be conducted.



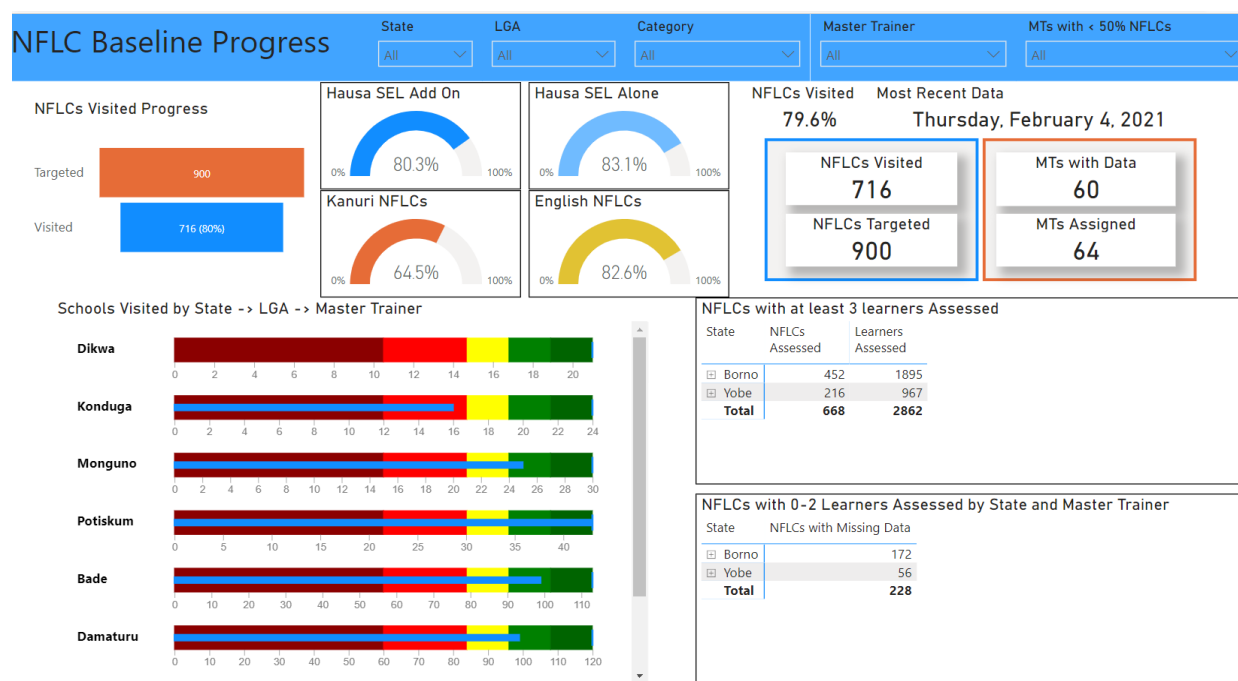
Photo 33: An assessor administering learner questionnaire sessions during the EGRA/EGMA/SEL assessment in Maiduguri . Photo credit: Ankale Kongude

A sample of learners' demographics assessed showed that more than 3,032 learners across 711 NFLCs in 7 LGAs participated in the exercise as follows:

- 57.8% were females.
- 35% Hausa SEL Standalone
- 32% Hausa SEL Add-on
- 13% Kanuri
- 20% Post Literacy

The Activity concluded the data collection for baseline learning assessment in the selected NFLCs while the assessment is ongoing in AENN supported 226 formal schools in Borno and Yobe States. Data analysis shows that an average of 57% of the learners had a zero score in oral reading fluency, and about 57.5% of them could not pass the maths subtasks of number identification, addition and

subtraction. In addition to assessing children's reading and math skills using EGRA/EGMA, learner Socio-Emotional Learning (SEL) outcomes was also assessed using two modules adapted for the northeast Nigeria context. We deployed the Children's Stories module, which includes an ambiguous scenario in which one child does something to another child in a story. The learner is asked to interpret whether the child in the story intended to hurt the other child or if it was an accident. Please see Annex 10.7 for more detailed statistics.



NFLC Baseline EGRA/EGMA/SEL Progress Tracking Dashboard

Carry out Rolling Assessments through monthly phone surveys and collection of secondary humanitarian's data.

AENN conducted monthly phone surveys to collect real-time attendance and incidence reports from 740 LFs (369 males, 371 females) in Borno and Yobe states. The phone surveys use interactive voice response (IVR) messages that are answered by the LFs. LFs interviewed reported attendance rates, incidences and early warning in their NFLCs. Results of this survey serve as an adaptive management tool; results such as security threats or attendance rates observed are used to advise the LFs and CBOs in managing and ensuring safety within and outside the NFLC. The survey results are also uploaded and visualized on the SUBEB data hub dashboards to enable education administrators categorize LGAs and communities according to their threat levels and take informed decision as regards to provision of education services based on the peculiarity of each location.

Collect data for longitudinal panel study of Most Significant Change

To understand how the context in the northeast conflict and AENN intervention shapes children's outcomes, AENN conducted a baseline longitudinal study to determine the most significant change in the lives of selected learners and teachers benefit from AENN intervention in year three. The follow-on study will be repeated on the same learners and teachers at endline (in June 2021). Fifty-five (55) respondents from 10 NFLCs and 10 formal schools in Borno and Yobe States participated in the study which sought to answer to the following questions:

- perspectives of learners and teachers as it relates to learning, attitudes, and environment.
- what AENN participants perceive as the impacts of AENN interventions on their lives (outcomes, both anticipated and unanticipated, in the form of change stories)
- differences in experience for learners in NFLCs versus formal schools; and
- differences for returning learners relative to new learners in the program.

This activity was conducted in 5 communities in both Borno and Yobe States, and a purposeful sample of participants to gather change stories using the most significant change (MSC) methodology was used during the study. MSC is a qualitative, participatory approach where stakeholders are engaged to share the human impact of a program by generating most significant change stories as a result of the intervention. While this methodology will not be sufficient to establish a causal relationship, the study seeks to identify ways in which the program might have impacted learners and teachers' lives, and how this differs across type of school and type of learner. These insights will then be used by AENN as success stories and for programmatic adjustments in the long run.

The table below shows the categorization of respondents interviewed during the study in both Borno and Yobe States:

State	LGA	Site	NFLCs			Formal Schools		
			Cohort	Teachers	Students	Cohort	Teachers	Students
Yobe	1	1	Cohort 1 Post Literacy	1	2	Cohort 1 Mainstreamed	1	2
	1	1	Cohort 2 Basic Hausa/Kanuri		2	Cohort 2 Formal	1	2
Yobe	1	2	Cohort 1 Post Literacy	1	2	Cohort 1 Mainstreamed	1	2
	1	2	Cohort 2 Basic Hausa/Kanuri		2	Cohort 2 Formal	1	2
Borno	1	3	Cohort 1 Post Literacy	1	2	Cohort 1 Mainstreamed	1	2
	1	3	Cohort 2 Basic Hausa/Kanuri		2	Cohort 2 Formal	1	2
Borno	2	4	Cohort 1 Post Literacy	1	2	Cohort 1 Mainstreamed	1	2
	2	4	Cohort 2 Basic Hausa/Kanuri		2	Cohort 2 Formal	1	2
Borno	3	5	Cohort 1 Post Literacy	1	2	Cohort 1 Mainstreamed	1	2
	3	5	Cohort 2 Basic Hausa/Kanuri		2	Cohort 2 Formal	1	2
Total				5	20		10	20

Training: To conduct this training, three consultants were engaged and trained to conduct the study in the state. The training sessions also included a brief meeting with CBO staffs to intimate them on their roles in the survey such as mobilizing LFs, learners and getting consent of the parents for their children to be interviewed. Also, among their roles was to introduce the study concept to community members and headteachers of selected schools and to seek consent for the study to be conducted in their schools.

3. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

3.1 GENDER EQUALITY AND FEMALE EMPOWERMENT

In Y2, findings from the Gender Equality and Social Inclusion (GESI) assessment provided AENN with community level data and information in prioritizing girls' enrolment in NFLC activities, and women's involvement and participation in trainings, workshops and meetings organized for education stakeholders. Consequently, female involvement and participation in activities organized by AENN in the quarter remained a deliberate approach by ensuring invitation letters for stakeholder activities clearly places a demand on equal gender representation. This was done with positive discrimination for female candidates and learners to allow gender sensitivity in the implementation of safe space activities and NFLCs. This deliberate action facilitated enrollment of about 59% (26,711 out of 45,467) out-of-school female learners in PY3 and 51% (466 out of 912) of female facilitators were engaged at the safe spaces. AENN ensured that ten (10) girls only NFLCs established in Q1 continued to be monitored towards promoting attendance, punctuality and retention of 500 girls enrolled in the centers. This was deliberate as part of expanding educational opportunities for girls and discouraging early child marriage, while also engaging community stakeholders through CCs, CBOs and SBMCs in awareness sessions to promote a behavioral change in perception about girl-child education. In addition, this intervention is helping to address gaps from the "Girls' education and COVID-19 in Nigeria" study conducted by Malala Fund, which highlighted the negative impact of school closures on girls due to Covid-19 pandemic.

Similarly, AENN commemorated the International Women's Day 2021 on March 8th with staff and community awareness sessions to celebrate the successes of women in social, political, economic and cultural development. The theme of the day which focused on "***Women in leadership: Achieving an equal future in a COVID-19 world***" commemorated the tremendous efforts by women and girls around the world in shaping a more equal future and recovery from the Covid-19 pandemic. At community level, the day was set aside to sensitize 25,226 (9,452 males: 15,774 females) community members on the value of girl-child education and ensuring equal access for girls and boys in formal and non-formal education programs.

In addition, the Activity continues to infuse the findings of Gender and Social Inclusion (GESI) analysis conducted in Y2 in ensuring that gender equality and transformational activities are built into materials development in a conflict-sensitive manner during. Furthermore, AENN continues to monitor to ensure teaching and learning materials are free of stereotypes and gender biases.

3.2 SAFEGUARDING

FHI 360 maintains a strict safeguarding policy on preventing harm to people, especially children, youth, and vulnerable adults during the delivery of development and humanitarian assistance. During the quarter, AENN conducted training on FHI360 Safeguarding for all new hires and existing staff, as well as volunteers and partners. In the trainings the participants were made aware of FHI360's zero tolerance to breach of any of the safeguarding policies of ensuring protection of

program participants from all types of harm, including sexual exploitation and abuse (SEA), child abuse/neglect, and human trafficking-related activities. The training was conducted virtually on March 26, 2021 with the program implementing partners in attendance. 19 persons (18 males and 1 female) from 7 CBOs (MAIN, EYN, COCOSOHD, RAHAMA, KISHIMI, KABHUDA, HOHVIPAD) participated in the training. The training also included Community Based Organizations (CBOs) staff and Community Coalition Members (CCs) that are regarded as the ‘foot soldiers’ of the AENN Activity. After the training, the participants expressed their satisfaction on the knowledge gained on the training. Emphasis was made to the participants on compliance obligation, and they are to ensure they uphold the tenets of the Safeguarding policies.

A phone, (SAMSUNG Galaxy J36) has been designated for Safeguarding related calls. The number will be shared with the partners and implementing participants (CBO staff, CC members, LFs, and learners to report concerns of breach of FHI 360 Safeguarding policies for disciplinary action.

Anti-Trafficking in Persons document was adopted for implementation by AENN. Posters on this have been disseminated and pasted on notice boards of AENN offices in Borno and Yobe states, CBO offices in both Borno and Yobe as well as, other all other AENN implementing partners.

3.3 SUSTAINABILITY MECHANISMS

The AENN activity continued to make concerted efforts to ensure that its program and interventions are sustained through the engagement of government and community stakeholders. This engagements with critical stakeholders were done deliberately to transfer the knowledge and skills to them and to promote ownership of the program and ensure the AENN activity is sustained beyond its life cycle. During the reporting, AENN continued the linkage between Social Mobilization Unit personnel in six (6) LGAs – Jere, MMC, Konduga in Borno and Damaturu, Potiskum and Bade in Yobe through capacity building opportunity in Community Action Cycle (CAC) approach towards local resource mobilization to sustain non-formal education interventions post-Y3. This training has culminated in Community Coalitions mobilizing literate community members as volunteer learning facilitators in setting up community owned learning centers that would be used to phase-over the NFLCs established by AENN at a minimal scale.

To ensure sustainability of the models and continue to provide access to marginalized children and youth, the Activity met with BESDA to discuss support and takeover of the 282 centers in Yobe State. Discussions are still ongoing to further strengthen this engagement with critical stakeholders in SUBEB to facilitate the process before the project closeout. In the same vein, AENN built the capacity of school support officers as assessors from LGEAs in using tablet-based data collection for EGRA/EGMA baseline assessment, and to support the AENN Activity in conducting routing school support visits. Hence, the LGEA has now been migrated from paper-based data collection to tablet(mobile)-based data collection system, where the MoE and SUBEB now real-time data-driven decisions.

3.4 LOCAL CAPACITY DEVELOPMENT

During the quarter, AENN Activity trained 35 Master trainers drawn from SUBEB, SAME, MOE, Universities, and colleges of education in the two focal states on new skills to deliver trainings on subjects' pedagogies, classroom management, Early Grades Reading as well as COVID-19 safety protocols in schools. These trainings were also cascaded to 486 schoolteachers. The activity also trained and supported 172 post literacy LFs in Borno and Yobe on how to deliver teaching and learning in English, Maths, Science and Nigeria History and Values.

The Activity trained 58 (42 male, 16 female) government stakeholders in EiE concepts and practices in Borno and Yobe States. The goal of the workshop was to continue increasing capacity in planning, managing, and overseeing delivery of conflict-sensitive education services. The stakeholders, drawn mainly from SUBEBs, SAMEs, MoEs, and LGEAs, were equipped with knowledge to identify areas of collaboration and draw up strategies to mobilize resources in support of the educational needs of children and youths affected by conflicts.

AENN Activity also trained the community members on how to use concepts of community action cycle in community and resource mobilization to support education of their children, constructing additional learning spaces and contributing to mainstreaming of the learners into formal schools. Similarly, the Program officers and M&E officers of the 13 CBOs supporting AENN activities were trained in efficient NFLC management and resource mobilization strategies to create critical mass for humanitarian/development projects and support policy implementation to promote safety of NFLC learners, reduce School Gender Based Violence and threat to abduction.

AENN also engaged the government stakeholders as master trainers who were selected from the various agencies including staff from SUBEB, MoE and Nigeria Union of Teachers (NUT). as well as members of the academic community Kashim Ibrahim College of Education Maiduguri (KICOE) precisely. They stepped down the training to formal schoolteachers. 15 master trainers were trained on general pedagogy for delivering the 4 core subjects, the new lesson planning format and Covid-19 mitigation protocols. Three (3) of the 15 (11 males, 4 females) master trainers was selected from SUBEB, MOE and NUT respectively, and the remaining 12 were from KICOE.

AENN Local Capacity Building

- 15 Post-literacy Master Trainers trained to cascade training to post-literacy LFs.
- 172 post-literacy LFs trained
- 35 Master Trainers trained on new skills to deliver training on pedagogies, classroom management and EGR to formal school's teachers.
- 486 formal school's teachers trained on subject's pedagogies and early grades reading support.
- 124 Master Trainers and School Support Officers trained on the conduct of EGRA/EGMA Baseline Assessment across 3-focal LGAs of Damaturu, Potiskum and Bade.
- 34 key education managers and practitioners trained on Concepts of EiE Programming.
- 5 Consultants trained on Longitudinal Panel Study on Most-Significant-Change (MSC).

The master trainers expressed satisfaction and acknowledged the long-term impact of the training in their career. Below are some of their expressions:

1. *“This training has given us the opportunity to acquaint ourselves with the new lesson planning template, it will definitely help us as teacher training institution”* – **Mohammed Adamu - (KICOE)**
2. *“Carryout sensitization to ministry of Education, SUBEB and TSB to organize seminar and workshop to implement this general pedagogy and lesson planning. Also organize meeting with association of principals/head teachers and TRCN officials to understand this concept of the pedagogy and lesson planning”* – **Bako Lawan (NUT).**
3. *“I think it’s an eye opener to the system, it will improve the learning skills of the teachers”* – **Naomi Gizhim (BOSUBEB).**

Two (2) categories of teacher training were conducted. The first category was for early grade teachers on RANA/MUKARANTA material packages in Borno and Yobe states, respectively. In Borno, 42 teachers were trained (3 males, 39 females) from 15 schools in MMC and Jere on RANA material package. The teachers expressed optimism to apply the knowledge and skills they acquired during the training to increase learning outcome of their pupils when they return to teach in their respective schools. Captured below is a feedback from one of the participants.

“I have been a teacher for 11 years; I am teaching in Gwange 2 Primary School. Seriously, I have learned many things, and this workshop has opened my eyes that I can actually use my mother tongue or the general language that my pupils understand to teach them. Most of my learners are Shuwa-Arabs and I am a Kanuri man. Before, I was teaching Computer Studies using English; I came down to the level of the pupils to drive some points home, even at that, it was not easy but with this concept now I can teach them in the language they can easily understand. During my career, I have also attended cluster and PSS trainings organized by UNICEF; so, I’m optimistic that with this training, my learners will improve in their reading and writing skills and their mode of understanding”. – **Mohammed Ibrahim (Gwange 2 Primary School)**

The other category of training was on the general pedagogy in four core subjects for upper grade teachers (P4 – P6) conducted for 246 (90 male, 156 female) teachers from 35 selected schools in MMC, Jere and Konduga of Borno State. After the training, AENN developed and distributed teacher guides and training manuals the trained teachers. Thereafter, the management of Zenith Academy International (a private-owned school in Maiduguri) was impressed with the training contents sponsored 6 teachers to attend the training. An interview with two (2) of the teachers revealed that their management team appreciated the contents and as such decided to sponsor the six (6) teachers to take part in the training. Below are some of their feedbacks after the training.

1. *“My name is Yagana Dauda, I was employed in 1992 and was posted to Awulari primary school under Konduga LEA, I was a teacher there from 1992 to 2006 before I went on to*

further my studies. I went to complete my NCE in 2010 that was the year I started attending workshops ever since I was employed. In 2013 we were displaced by the Boko Haram and our school closed, I traveled back to my village in Chibok, even there it was not safe, and I later got transferred to Pompomari Primary School. I attended 5 workshops including this current training workshop, all of which were organized by NGOs. My experience after being displaced was a tough one. First, I was in Kawuri village and my learners there speak Kanuri and I had to somewhat make them understand through translating into Kanuri. With the knowledge I acquired from this training, I promise to impact on the learners, and I plan to do so through carefully following the steps we were taught in planning our lessons, starting with warm up, learn, practice and share". – Yagana Dauda (Pompomari Primary school, Konduga LGEA)

2. *"I have been a teacher in Pompomari Primary School for the past 22 years, and I am Primary 6. In this workshop, I have learnt a lot. Before, I was used to the teacher-centered method of teaching but now, I have learned to use the child-centered approach - the steps and structure to follow in planning my lessons, the use of the scheme of work, etc. I have learned to use the warm-up to arouse the pupils' interest. I have learned the 5 domains of teaching Mathematics, before I do not even know that. I have learned to use positive discipline and classroom management. I am opportune to be part of this training, so I will make sure to cascade the knowledge I acquired to my colleagues. I expect the pupils to improve in their learning. – Rukayya H Umar (Pompomari primary school, Konduga LEA)*

3.5 CLA, ADAPTIVE MANAGEMENT

Adaptive Learning

Use of dashboard visualization tools to inform decision-making: The AENN activity has deployed dashboards for all forms of data captured during the implementation of its activities. The purpose of this data is to inform decision makers and facilitate decisions based on accurate data. SUBEB and MOE have consistently been using the AENN humanitarian dashboard to filter out intervention being carried out by the various international partners in Yobe and Borno states. The annual school census dashboard provided the local governments with information at a click of a button. They now know where to focus their efforts in ensuring increase in enrollment through enrollment drive campaigns and know the schools with shortage of manpower and infrastructure. These were all made possible through the use of data visualization tools deployed by AENN to inform their decision making.

Provision of safe learning spaces and monitoring of learning activities: The AENN program has provided opportunity to conflict-affected children who have volatile access education. The provision of safe spaces has allowed seamless teaching and learning within secured communities in all the AENN implementing LGAs. Learning centers for the adolescent boys/girls, girls only

and children with disability have proved to be great strides that have strengthened the needed environment for children with special needs in Northeast Nigeria. There is still a higher demand for education as children continue to crowd around the AENN NFLCs in host communities, seeking enrollment into the learning centers. Through AENN community awareness raising sessions, communities have come to accept education, and more learning centers need to be established to support the teeming number of out-of-school children in communities. AENN NFLCs have provided succor to the traumatized learners and provided conducive environment for teaching and learning with learning facilitators' capacity built on effective delivery of lessons. The capacity building of the LFs has improved their ability to teach, using the most effective pedagogical approaches. This has made the AENN centers stand out as special NFLCs.

Additionally, collaborative monitoring of NFLCs by AENN staff, CBOs staff and CCs kept the centers checked and ensured teaching and learning were effectively taking place. LFs and CCs participated in mobilizing learners to return to learning, which they did by visiting the parents/caregivers in the communities. The use of LFs' attendance tool has further captured the availability of LFs during lessons.

Three teacher training activities were carried out within the Q2 involving both training of trainers (TOT) and stepdown trainings. Two of the trainings targeted formal schoolteachers and the one was for post-literacy learning facilitators. All the trainings were planned in cognizance with the security uncertainties and in accordance with Covid-19 prevention protocols. Due to travel ban on along the Maiduguri-Damaturu highway, the TOTs which usually conducted centrally in Maiduguri were separately in the two states. All the technical supports required from the technical backstops on the trainings were received virtually, including training of staff to facilitate TOTs that were conducted in March.

4. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

AENN engaged CCs and CBMCs in the routine all-inclusive monitoring of NFLCs which helped the AENN technical team to receive feedback about learners' attendance and punctuality of learning facilitators. The involvement of these stakeholders helped addressing issues that had the potential of affecting the smooth implementation of the NFLCs. For instance, the CCs assisted in resolving minor conflicts that arose between the Head Teacher and the CBO managing NFLCs at Goni Kachallari Primary School in Jere LGA, which would have led to evicting learners from using the school as an NFLC. Also, the CCs also supported in liaising with LGEA officials in securing public schools as training venues. This effort supported in divesting the resources that would have been used to pay for the rent of training venues into providing teaching and learning materials to learners. The AENN Grants unit supported the CBO in Borno to involve an External Auditor for the organization. This is part of the plans of AENN to ensure that all partner CBOs are being audited regularly to comply with financial regulations and ensure transparency in their operations. The Board of Directors of EYN (a partner CBO) requested the AENN Senior Grants Officer to support the process. Following the interview of the prospective Auditors on the 5th of

March 2021, an External Audit firm, Haruna Yahaya & Co, was selected and the process of engagement is in process.

MoE and SUBEB in both Borno and Yobe states have continuously supported the AENN by allowing NFLCs run in the government-owned schools. They allowed the learners full access to the use the classroom furniture and infrastructure. This has offered secured environment and conducive atmosphere for teaching and learning.

Proprietors in Yobe State offered safe spaces in Bayaya Private School, Islamiya, Schools in Buhari Extension and Al-Falah Nayi Nawa for use as NFLCs. A Damaturu-based philanthropist in Yobe, Mallam Jafaru Iliya, in Shehuri North, Damaturu, also offered his property for use as NFLCs. Kashim Ibrahim college of Education, Hallmark Leadership Initiative, and an office of Borno CCs were offered their conference rooms to AENN as venues for TOTs and trainings and orientation for Master Trainers in February and March 2021. Also, LGEAs in Borno and Yobe offered the following schools: Federal Low Cost and Galtimari Primary Schools (Borno) and Njiwa, Ramat and Sabon Gari Primary Schools as venues for stepdown trainings of formal schoolteachers and learning facilitators.

5. MANAGEMENT AND ADMINISTRATIVE ISSUES

Year 3 Quarter One Security Report – AENN

The security situation within the reporting period January – March 2021 was volatile and highly unpredictable due to heightened activities of Islamic State of West African Province (ISWAP)/Jama’atul Alin Sunna Lidda “Awati (JAS) across the North-East particularly AENN area of operation in Borno and Yobe state.

The key incidents within the period emerged from:

- i. ISWAP violence against international organizations in Dikwa.
- ii. Indirect fire/crossfire resulting from the clash between the government forces and the armed opposition groups in MMC/Jere.
- iii. ISWAP continues infiltrations in Yobe state.
- iv. Abductions/looting following Armed Other Group (AOG) mounted illegal vehicle checkpoints across the major supply routes (MSRs) in Borno state.

Within the reporting period, Borno state experienced the worst and most complicated humanitarian situation in the history of the insurgency in the north-east of Nigeria. Insurgents directly targeted assets, facilities and workers of international organizations. ISWAP/JAS conducted several violent attacks on many garrison towns in Borno and Yobe States, impacting civilians including international and humanitarian organizations, principally to abduct and loot valuables for logistics support.

On January 29th, February 19th, and March 1st, 2021 at approximately 1800 hrs., AOG operatives attacked and infiltrated Dikwa main town where international organizations reside. During the

attack, vehicles, health facilities, accommodation, and offices of international organizations were set ablaze and at least five staff were reportedly abducted by the armed groups. Also, on March 1st incident, the AOGs maintained a presence for about 16 hours before withdrawing.

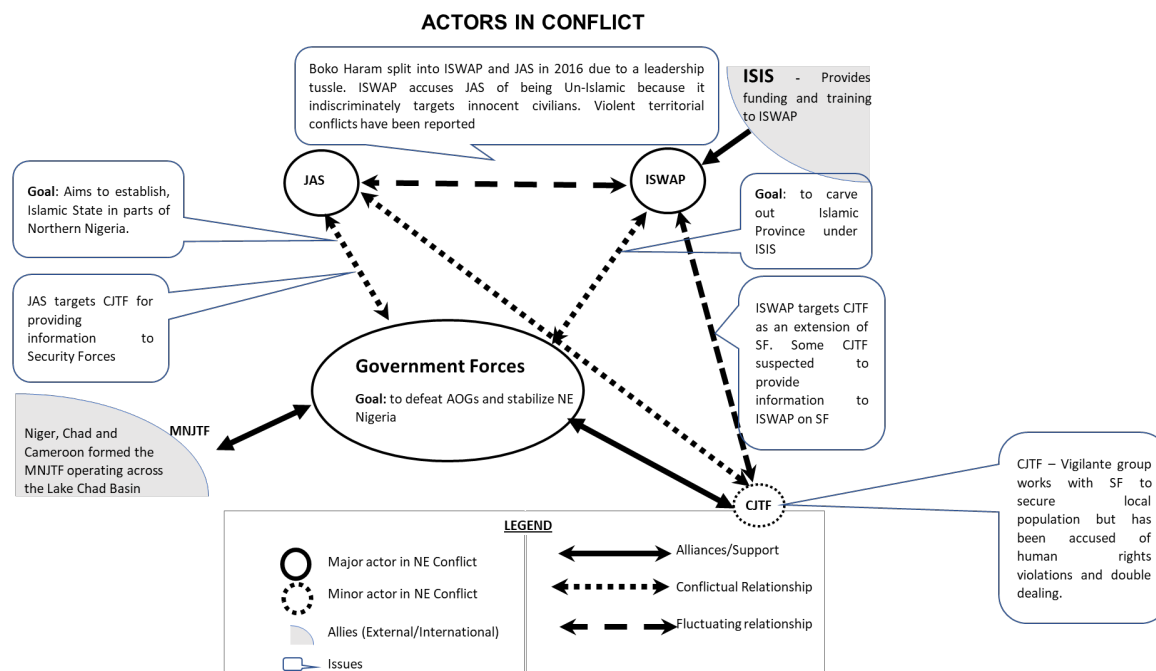
On March 14th and 18th 2021 at approximately 1700hrs, similar incidents were recorded in the garrison towns of Ngala, Rann, Marte, Monguno, and Damasak. An unspecified number of ISWAP operatives attacked the garrison town of Damasak in Mobbar LGA. During the armed conflict, about 10 government forces were reportedly killed, at least five were injured, and international organization-owned vehicles were set ablaze, and a compound was impacted by stray bullets. Near miss abduction of international staff was reported during the attack - incident that took place in Damasak where some international organizations staff nearly got abducted by the AOG's. They were chased and luckily managed to escape the abduction.



On February 23rd, at exactly 1800hrs, AOG operatives fired unspecified projectiles into the city center of Maiduguri from the eastern outskirts of the town injuring at least 45 civilians. Seventeen civilians were reportedly killed. Several vehicles and buildings were damaged. However, the attempted infiltration was successfully repelled by the government forces.

Several illegal vehicle checkpoints were registered along the major supply routes of Maiduguri – Monguno road, Maiduguri – Damasak road, and Maiduguri – Dikwa road resulting in carjacking, civilian abductions, and looting of valuables.

On March 11th, at exactly 1400hrs, AOG operatives set up an illegal vehicle checkpoint at Jahalta along Maiduguri – Monguno road and carjacked two trucks loaded with foodstuffs and abducted the drivers. Similarly, on March 2nd at about 10:00 am, AOG mounted an illegal vehicle checkpoint and abducted about 10 male civilians at Birimari along Maiduguri – Monguno road. Road movement to AENN areas of operation within Borno state and some parts in Yobe state remain prohibited by staff.



In Yobe state, on January 9th, ISWAP insurgents attacked Gujba town and took away an ambulance from a health facility supported by INGO. Similarly, on February 2nd, ISWAP infiltrated Garin Gada community in Yunusari LGA targeting an INGO cash-based transfer program. During the attack, the staff and the affiliates fled with the cash from the location which led to abduction of two female civilians and a vehicle left behind was set ablaze by the AOGs. On February 16th, AOG operatives infiltrated Baimari community of Bursary LGA in which seven civilians sustained gunshots injuries resulting from the armed clash between the government forces and the armed group. On the same day, AOG operatives infiltrated Katarko community in Gujba LGA setting ablaze the Primary/Junior secondary school in the community and looted medical supplies from the community health facility and subsequently set it ablaze.

In response to the increasing attacks by the insurgents, Nigerian government security forces introduced and launched a new operation in the north-east called Operation Tura Ta Kai Bango (meaning, enough is enough to the armed groups) within the quarter (precisely on January 3rd, 2021) to curb the threat of the armed groups operating in the northeast. This operation which is currently at the second phase continued to record significant successes against the armed groups in Sambisa forest general area. This perhaps triggered the AOG violence against the garrison towns in the fringes of Lake Chad, as a retaliation against the government forces assault on one of their strongholds in the Sambisa forest.

During the period, AENN continues to learn from the recent happenings and prevented direct impact on implementation and programming through constant staff movement tracking, close monitoring of the security environment, and providing necessary security tips and mitigation measures to ensure staff optimal delivery of assigned duties. Staff were tracked and the security situation closely monitored to avoid having staff at the wrong place and the wrong time. Also, as

part of the mitigation measures, field visits to Dikwa and Monguno were suspended due to the imminent AOG threats. Also, security training was delivered to about 20 staff and this will continue to ensure staff best practice.

Violence against humanitarian personnel, assets and facilities was the major access constraint faced. AENN was unable to access some of its locations particularly Dikwa and partly Monguno due to the changing security situation which leads to UNHAS suspension of operations in Dikwa. In February, United Nation humanitarian air services suspended operations to Dikwa from February 24th to the time of this report due to the frequent AOG attacks on the town. Government forces restrictions of movements across Yobe state led to AENN suspension of activities due to state local government election.

Summary of incidents during the quarter

Incident Category	Borno	Yobe	Total
 Terrorism	389	35	424
 Armed Conflict	239	20	259
 Abduction/ Kidnapping	73	1	74
 Civil Unrest	1	2	3
 Criminality	109	103	212

6. LESSONS LEARNED

The lessons learned during this period are as follows:

- Willingness of the community actors to support continuation of learning activities for children and youth went a long way in providing a bonding opportunity for community members, community actors and learners. A key factor in supporting children's learning at home.
- By asking open-ended questions during routine monitoring calls and visualizing the data through qualitative data dashboards (interactive word clouds), the AENN team has been able to directly integrate responsive mentoring and messaging to caregivers into the SMS and phone-based caregiver support system.

7. PLANNED ACTIVITIES FOR YEAR THREE QUARTER THREE

RA 1: Education authorities have increased capacity to plan, manage, and oversee education services.

In Q3, AENN management will continue to engage external stakeholders at both state and LGA levels as part of sustainability plans; will continue to conduct capacity building activities with key stakeholders (education in emergency training); will finalize and print mainstreaming guides for distribution to formal schools, and handover the structure of the mainstreaming committee to the government; will hand over the soft copy of all the materials developed under AENN program for replication by the government stakeholders for use - discussions are still ongoing with BESDA; the completed post literacy scripted lessons will be handed over to government stakeholders; will finalize the engagement with NERDC on adaptation of the AENN post literacy materials into the Accelerated Education Program Curriculum.

Under the FCDO (DFID) top up activities, the MEL team will conduct training-of-trainers (TOT) in Borno and school support officers (SSOs) in Yobe on Digitized Annual School Census Data Collection. This will be followed by stepdown training at the LGEA level. The team will also train SUBEB/SAME Officers on geographic information system (GIS); and on Extract, Transform, and Load (ETL) tools. During Q3, SUBEB and SAME Officials will receive training on organizational performance assessment and workplan development and monitoring. This will be followed by training on Data Utilization and Review of SUBEB's Strategic Plan. The team will continue to go on routine monitoring of hardware, software, and connectivity at State and LGEA level.

AENN operations/programs unit will continue to provide fire safety training, security awareness training; training on defensive driving techniques, monthly site security assessment of learning centers, monitoring of AENN equipment and furniture supplied to LGAs, completion of distribution of learning materials to NFLCs, and capacity building for operations and key technical staff on operational policy procedure and manual.

RA 2: Safe education opportunities are available with a minimum package of instructional materials/supplies.

While the COVID-19 situation remains uncertain, AENN will continue advocacy on adhering to COVID-19 restrictions in the 912 NFLCs in Borno & Yobe States. The AENN team will monitor the centers to ensure adherence to COVID-19 mitigation protocols and availability of all relevant teaching and learning materials in all the NFLCs. The team will finalize the materials development process for Kanuri materials in formal schools as well as post-literacy II materials. AENN will also explore possibilities for low-cost school safety trainings. As part of the sustainability plan AENN will consolidate on the advocacy meetings with Government stakeholders including MOE, SUBEB and SAME specifically on sustaining the 912 NFLCs. The key agenda of the planned meeting in Q3 is sustenance of the NFLCs with funding from BESDA after AENN's close-out.

RA 3: Teachers deliver conflict-sensitive, quality basic education instruction that improves psychosocial well-being and learning outcomes among all students.

Following the reopening of NFLC and resumption of in-person learning in January 2021, AENN will monitor the 912 NFLCs, including the 10 Girls Centers and the 2 Disability Inclusive Centers. MTs will be supported to provide ongoing coaching and mentoring to NFLC facilitators to ensure quality education instruction delivery and ensure LF strictly follow the sequence of lesson delivery in the designated scope and sequence for current cohort. AENN will also roll out its Post Basic refresher training to reinforce key concepts and orient LFs to the abbreviated lesson structure at the end of their manuals.

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

In Q3, AENN will continue working through the 13 CBOs and CCs to support various community groups in the 164 new communities in providing sensitization and awareness against the COVID-19 pandemic; conduct ongoing monitoring and reflection activities with SAME and SUBEB officials as part of sustainability activities which will enable government to inherit and sustain NFLCs established in Y1 and Y2. CCs will also be supported to continue implementation of community action plans created in Y1 and Y2 to address barriers leading to education exclusion in communities while working towards finalizing supplementary capacity building materials for SBMCs on safe and inclusive education management.

The Grants will modify 2 of the CBOs Grants agreements, conduct CBO capacity building training, Quarterly Grants monitoring of the CBOs' field implementation, develop monitoring plan for each of the CBOs, conduct quarterly review meetings with CBOs in conjunction with the Community Mobilization and NFE units, and review of monthly financial and progress reports.

8. FURTHER INFORMATION FOR USAID

9. ADDRESSED COMMENTS FROM PREVIOUS REPORTS

None

10. ANNEXES

10.1 ANNEX A: PROGRESS SUMMARY

#	Indicators	Baseline	FY2019 Annual Target	Annual Achieved	FY2020 Annual Target	Annual Achieved	FY2021 Annual Target	Q1 FY21	Q2 FY21	LOP Target	LOP (Annual Target) Achieved to date (%)	On Target (Y/N)
1	[ES.1-46] Percent of individuals who transition to further education or training following participation in USG-assisted programs**	Borno- 0	-	Borno- 0 Yobe- 0-	Total- 60% Borno- 60% Yobe- 60%	Total -71% Borno - 62% (13051/20955) Yobe - 92% (8445/9149)	60% Borno- 60% Yobe- 60%	-	-	60%	71%	LOP target exceeded by 18%. Similar exercise will be reported in Q4 after completion of the AEP program in Q3 and the current learners are mainstreamed into formal schools.
2	[ES.1-50] Number of public and private schools receiving USG assistance**	0	679 Borno- 459 Yobe- 220	679 Borno- 459 Yobe- 220	979 Borno- 607 Yobe- 372	900 Borno- 624 Yobe- 276	979 Borno- 665 Yobe- 314	-	1,031(912 NFLCs & 119 FS) Borno- 688 (630NFLCs & 58 FS) Yobe- 343 (282 NFLCs & 61 FS)	979	105%	LOP target met. 119 formal schools and 912 NFLCs were supported through the training of teachers/facilitators, distribution of instructional materials, supervision coaching to the facilitators.
3	Total number of new entrants in USG-supported primary schools or equivalent non-school based settings	0	75,000	57,995 Borno- 32,674 Yobe- 25,321	40,000 Borno- 25,000 Yobe- 15,000	39,342 Borno- 27,162 Yobe- 12,180	17,663	-	NFLCs 595 (3%) Borno- 295 (M=16, F=279) Yobe- 300 (M=20, F=280)	115,000	85%	LOP target currently at 85%. New entrants in formal school for Y3 will be reported when official enrollment figures for formal schools (ASC data)

#	Indicators	Baseline	FY2019 Annual Target	Annual Achieved	FY2020 Annual Target	Annual Achieved	FY2021 Annual Target	Q1 FY21	Q2 FY21	LOP Target	LOP (Annual Target) Achieved to date (%)	On Target (Y/N)
									Formal school TBD Borno- TBD Yobe- TBD			in both states are released by SUBEBs and state ministry of education. Already exceeded targets for NFE by 3%.
4	[ES.1-3] Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance **	0	75,000	102,609 Borno- 60,918 Yobe- 41,691	112,500	44,872 Borno- 31,081 Yobe- 13,791	41,000 Borno- 25,420 Yobe- 15,580	-	45,467 Borno- 31,376 (M13,006, F18,370) Yobe- 14,091 (M=5,750, F=28,341)	187,500	103%	LOP target met
5	[ES.1-48] Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2**	0			-	-	30%	-	-	30%	-	LOP target will be achieved after Y3 end-line EGRA is conducted in Y3 Q3.
6	[ES.1-1] Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2**	34%	-	-	-	-	30%	-	-	30%	-	LOP target will be achieved after Y3 end-line EGRA is conducted in Y3 Q3.

#	Indicators	Baseline	FY2019 Annual Target	Annual Achieved	FY2020 Annual Target	Annual Achieved	FY2021 Annual Target	Q1 FY21	Q2 FY21	LOP Target	LOP (Annual Target) Achieved to date (%)	On Target (Y/N)
7	[CBLD-9] Percent of USG-assisted organizations with improved performance**	0	-	-	-	-	60%	-	-	60%	-	LOP target will be achieved when endline assessment is conducted to measure the improvement of organizational capacity assessment for SUBEBs, SAMEs, and LGEAs across Borno and Yobe in Q4
8	[ES.1-12] Number of education administrators and officials who complete professional development activities with USG assistance**	0	100	91	165	137	485	54	119	750	53%	LOP target will be achieved in Q3 as AENN plans to conduct training targeting 348 (71%) administrators from SAME, SUBEB, LGEA & EIEWG members
9	Number of rapid education and risk analyses (RERA) carried out	0	1	1	1	1	0	1		2	150%	LOP target exceeded. There is no target for this indicator in Y3, however being an adaptive learning activity, AENN conducted Covid RERA in Q1 of Y3 to assess the risk perception of sample populations of AENN communities
10	Number of LGAs and State Ministries of Education with education sector	-	0	Y2	0	-	10	-		10	-	This is an annual target, and the target is LOP's to be reported in Q4.

#	Indicators	Baseline	FY2019 Annual Target	Annual Achieved	FY2020 Annual Target	Annual Achieved	FY2021 Annual Target	Q1 FY21	Q2 FY21	LOP Target	LOP (Annual Target) Achieved to date (%)	On Target (Y/N)
	response/development plans in place)											
11	Number of education policies/frameworks supported/improved with USG support	0	0	Y2	0	-	2	-		2	-	This is an annual target, and the target is LOP's to be reported in Q4
12	Percentage of schools/ NFLCs meeting minimum safety/security benchmark	0	0%	75%	60%	99%	75%	-	74%	75%	74%-	LOP target met. More assessments may still be conducted in Y3 Q3.
13	[ES.1-51] Number of learning environments supported by USG assistance that have improved safety, according to locally defined criteria**	0	600	600	300	-	900	-	912	900	101%	LOP target met. 12 additional centers for girls only and CWD were added, and safety ensured.
14	Percentage of schools and NFLCs with a Comprehensive School-Based Safety & Security Plan	0	50%	92%	60%	-	95%	-	94%	70%	94%	LOP target exceeded. 12 additional centers for girls only and CWD were added, and safety ensured
15	Number of schools/ NFLCs with code of conduct available	0	150	488	900	600	900	-	317	900	35%	This is an annual target. This will be reported in Y3 Q3/4
16	[ES.1-49] Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG**	0	150,000	180,028	150,000	18,150	0	-	146,580	300,000	115%	LOP target exceeded. Established 12 additional centers for girls only and CWD which learners and LFs were also provided with teaching and learning materials.

#	Indicators	Baseline	FY2019 Annual Target	Annual Achieved	FY2020 Annual Target	Annual Achieved	FY2021 Annual Target	Q1 FY21	Q2 FY21	LOP Target	LOP (Annual Target) Achieved to date (%)	On Target (Y/N)
17	Number of classrooms supplied with a minimum package of instructional materials/supplies	0	600	600	900 Borno- 624 Yobe- 276	-	900 Borno- 624 Yobe- 276	-	912 Borno- 630 Yobe- 282	900	101%	LOP target met.
18	Percentage of learners who no longer exhibit aggressive conflict resolution strategies or hostile attribution at the end of basic education opportunities supported with USG assistance	0	-	-	-	-	60%	-	-	60%	-	This is an annual target to be reported in Q3 after Y3 end-line SEL assessment is conducted.
19	[ES.2-47] Percent of individuals with improved reading skills following participation in USG-assisted programs**	44%	-	Y2	50%	-	60%	-	-	60%	-	This is an annual target to be reported in Q3 after Y3 end-line EGRA is conducted.
20	Number of learning facilitators recruited	0	600 Borno- 418 Yobe- 182	600 Borno- 418 Yobe- 182	300 Borno- 206 Yobe- 94	300 Borno- 206 Yobe- 94	0	12 Borno- 6 Yobe- 6	-	900	101%	LOP target met in Y2. However, 12 more LFs were recruited due to the establishment of additional NFLCs for girls and children living with disability (CWD) but there was no target in Y3
21	[ES.1-6] Number of educators who complete professional development activities with USG assistance**	0	1,650	1,650	825	300	542	12	486	,475	99%	LOP Target met. 486 formal schoolteachers received training on RANA

#	Indicators	Baseline	FY2019 Annual Target	Annual Achieved	FY2020 Annual Target	Annual Achieved	FY2021 Annual Target	Q1 FY21	Q2 FY21	LOP Target	LOP (Annual Target) Achieved to date (%)	On Target (Y/N)
												materials, 'Mu Karanta and pedagogy.
22	Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance**	0	1,650	1,650	825	300	542	12	486	2,475	99%	LOP target met. 486 formal schoolteachers received AENN training on delivering conflict sensitive education in Borno and Yobe States
23	Percentage of observed teachers who regularly meet quality basic education instruction benchmarks	0	50%	50%	90%	99%	90%	-	92%	90%	92%	In progress, AENN at 92% in Y3 Q2. Class observation is ongoing in Q3 and 4
24	Number of teachers/NFLC facilitators supported through follow-up coaching/mentoring	0	300	300	975	620	1,200	-	429	2,475	55%	In progress. AENN at 55%. School support officers (SSOs) trained to conduct monthly SSVs in Q3 to meet this target
25	Percentage of community action plan goals implemented	0	50%	74%	90%	75%	90%	-	-	90%	75%	This is an annual indicator; more data will be reported in Y3 Q3.
26	Number of local partners trained on community action cycle	0	12	13	0	-	0	-	-	12	108%	LOP target exceeded in Y1. 12 local partners were targeted, however due to the engagement of 13 CBOs in Borno and Yobe States, all of them, hence the achievement of 108%.
27	Number of safe spaces introduced	0	20	156	30	75	50	-	-	100	231%	LOP target exceeded in Y2. Due to the establishment of

#	Indicators	Baseline	FY2019 Annual Target	Annual Achieved	FY2020 Annual Target	Annual Achieved	FY2021 Annual Target	Q1 FY21	Q2 FY21	LOP Target	LOP (Annual Target) Achieved to date (%)	On Target (Y/N)
												NFLCs in more communities, more safe spaces were established as return to learning (RTL) centers as pilot after which full blown NFE activities were conducted in NFLCs.
28	Number of community groups participating in community mapping	0	12	12	12	18	0	-	-	12	100%	LOP target met in Y2
29	Percentage of schools and NFLCs who hold regular Parent Awareness Sessions	0	50%	-	60%	75%	70%	-	94%	70%	94%	LOP target exceeded by 34% due to additional 12 centers established in Y3
30	[ES.1-13] Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance**	0	300	299	150	146	0	-	-	450	99%	LOP target met.

* Indicator consistent with USAID Education Strategy

** Indicator consistent with USAID/Nigeria Annual PPR

* Indicator consistent with USAID Education Strategy

** Indicator consistent with USAID/Nigeria Annual PPR

10.2 ANNEX B: ANNUAL PROGRAM ACTIVITIES FOR YEAR THREE

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
Rapid Start-Up / Management / Operation			
A	AENN professional development and team building activities	Technical summit attended by all staffs. 4-7 th January 2021	Conducted, April 7-9 th 2021
B	Year 3 technical review meeting with stakeholders	Done, stakeholders introduced	Not planned
C	Participate and input into EiEWG meetings	Ongoing	Ongoing
D	Prepare and submit quarterly reports	Done, report submitted to AORs.	Planned for April 2021
E	Quarterly technical meetings	Done	Done
F	Participate in monthly USAID coordination meetings	Ongoing	Ongoing
Result RA 1: Education authorities have increased capacity to plan, manage, and oversee education services.			
Sub RA 1.1: Establish partnerships, build systems capacity, and contextualize best practices around education in conflict and crisis			
1.1.3	Conduct needs-based trainings and contextualization workshops	Done, 58 (42males, 16females) government stakeholders were trained on Education in Emergencies concepts and practices in Borno and Yobe States.	Planned for 25 th – 27 th May 2021
1.1.4	Capacity building for CBOs based on gaps identified in the organizational capacity assessment	Activity done in Q1; 13 CBO's trained.	Not planned
1.1.5	Joint meeting of major stakeholders to initiate transition plans	In process, meeting with educational stakeholders on ways to ensure sustainability	Planned
Sub RA 1.2: Conduct Rapid Education Risk Analyses (RERA)			
Sub RA 1.3: Improve education monitoring, establish Data Hubs and education sector response plans at state and LGEA levels			
1.3.1	Provide ongoing capacity development and coaching for data suppliers, data managers, data champions and data consumers.	Done, EMIS of SUBEB, LGEAs mentored on data use for decision making	Planned
1.3.2	Enhance data hub functionalities and information based on reviews	Not done	Planned
1.3.3	Routine monitoring of hardware, software, and connectivity support at State and LGEA level	Monitored data hub systems and provided capacity building for IT leads of each LGEA	Planned
1.3.4	Update information line established to provide an on-demand repository for teachers/LFs to receive information	Done (VIAMO)	Planned

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
1.3.5a	Bi-weekly phone surveys at LGEA-level	Not planned for Q2	To be implemented in Q3
1.3.5b	Training of School Support Officers on data collection at LGEA-level	Not planned for Q2	To be implemented in Q3
1.3.5c	Data collection exercise at LGEA-level by School Support Officers.	Not planned for Q2	To be implemented in Q3
1.3.5d	Training of LGEA officers on Data use	Not planned for Q2	To be implemented in Q3
1.3. 6e	EiEWG Partners workshop on the dashboard utilization.	Not planned for Q2	To be implemented in Q3
1.3.7	EiE Projections Dashboard developing Planning Workshop	Not planned for Q2	To be implemented in Q3
1.3.8	EiE Projections Dashboard Training	Not planned for Q2	To be implemented in Q3
1.3.9a	Resource management training for SUBEB, SAME, SMoE	Not planned for Q2	To be implemented in Q3
1.3.9b	Refresher training for EMIS staff on digitized data collection tools	Not planned for Q2	To be implemented in Q3
1.3.9c	Training on GIS mapping for formal and non-formal education centers for SUBEB and SAME	Not planned for Q2	To be implemented in Q3
1.3.9d	Training of SUBEB & SAME EMIS officers on use of ETL for data analysis	Not planned for Q2	To be implemented in Q3
1.3.9e	Spatial data analysis tools training for SUBEB and SAME	Not planned for Q2	To be implemented in Q3
1.3.13	State and LGEA-Level EMIS Peer Exchange Visits	Not planned for Q2	To be implemented in Q3
1.3.17a	Organizational Development Training of SUBEB and SAME Officials Workplan Development and Monitoring Implementation.	Not planned for Q2	To be implemented in Q3
1.3.17b	Organizational Development Training of LGEA Officials on Workplan Development and Monitoring Implementation.	Not planned for Q2	To be implemented in Q3
1.3.17c	Organizational Development Training of SUBEB and SAME Officials on Industry Standards, Stakeholder Engagement and Social Capital.	Not planned for Q2	To be implemented in Q3

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
1.3.17d	Organizational Development Training of LGEA Officials on Industry Standards, Stakeholder Engagement and Social Capital.	Not planned for Q2	To be implemented in Q3
1.3.18	TOT on Digitized Annual School Census Data Collection	Done in Yobe in Q1, SUBEB EMIS Officers trained on use of digital data for collection of annual school census data. Borno pending.	Planned for Borno in Q3
1.3.19	SSO Training on Digitized Annual School Census Data Collection	Done in Yobe in Q1, 110 LGEA SSOs trained on use of digital data for collection of annual school census data. Borno pending.	Planned for Borno in Q3
1.3.21	Data Utilization Workshop and Review of SUBEB's Strategic Plan	Not done, stakeholder not available	Planned
1.3.22	Monthly Review Meeting with LGEA Education officers and EMIS officers:	Done, capacity building to IT leads and data collection managers.	Planned
Sub RA 1.4: Improve non-formal education policies and frameworks for quality and certification			
1.4.1	Advocacy and sensitization meetings with SMoE, SAME and SUBEB for project acceptance and sustainability around non-formal education	Advocacy and sensitization meeting with SUBEB Chairman.	Planned
1.4.5	Mainstreaming of cohort 2 NFLC completers to Formal Schools and post-basic literacy programs	Not done, will be done in Q4 by Government stakeholders (SAME and BESDA)	Planned for Q4
1.4.6	Training of SAME officials on Advocacy and Resource Mobilization	Not done	Planned
1.4.7	Develop implementation guidance on the application of the PQE for NFLC facilitators	Not done	Planned
Result Area 2: Safe education opportunities are available with a package of instructional materials/supplies.			
Sub RA 2.1: Establish or revitalize existing NFLCs with local partners			
2.1.1x	Advocacy and sensitization of Government stakeholders and communities on guidelines for reopening schools and NFLCs	Done in first quarter.	Not planned
2.1.2x	Review and update learner enrollment for all NFLC classes	Learner enrollment reviewed and updated.	Not planned
2.1.3x	Support and conduct routine remote monitoring of distance learning activities (RA 5.2.2)	Done in first quarter	Not planned

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
2.1.1	Advocacy and sensitization of Government stakeholders and communities on sustainability plan	Advocacy and sensitization to Chief of Staff and SUBEB Chairman.	Planned for 3 rd quarter.
2.1.2	Distribute teaching and learning/expressive materials to NFLCs	Distributed 180 post literacy teaching manuals and 9,000 post literacy student workbooks.	Planned
2.1.3	Support and conduct NFLC monitoring	Done, monitoring tool developed for the monitoring of NFLC.	Monitoring not be continued throughout the quarter.
2.1.4	Support and conduct routine staff monitoring of NFLCs	Ongoing, tool developed for Staffs on monitoring of NFLC's.	Monitoring not be continued throughout the quarter.
Sub RA 2.2 Mitigate external threats to schools through school safety plans and Early Warning Systems			
2.2.1	Collect feedback on the implementation 2b n of school safety plans and revise materials	86 Year 1 schools have school safety plans are implementing the emergency response plans they have in their school safety workbook.	Not planned for Q3
2.2.2a	TOT for master trainers on school safety and early warning systems for NFLCs and formal schools	Could not be implemented in Q2 due to budget constraint	To be implemented in Q3
2.2.2b	Workshop for Head Teachers and NFLC facilitators on comprehensive school safety plans and Early Warning Systems	Could not be implemented in Q2 due to budget constraint	To be implemented in Q3
2.2.2x	Rollout of risk mitigation measures to learners	Completed in 79 schools in Year 1 schools and 46 in Year 2	Not planned for Q3
2.2.3a	Training for CBOs and CCs on school safety and early warning systems for NFLCs and formal schools	Trained 40 members (25 males; 15 female) Community Coalition and 14 (9 male; 5 female) CBOs staff	Not planned for Q3
2.2.3b	Workshop for CBOs and CCs on comprehensive school safety plans and Early Warning Systems:	Stepdown training to CCs and CBOs will be conducted in the next quarter.	Not planned for Q3
Sub RA 2.3 Positive school climates established, and internal threats mitigated			
2.3.2a	TOT for master trainers on positive school environments	Could not be implemented in Q2 due to budget constraint	To be implemented in Q3
2.3.2b	Workshop for Teachers and NFLC facilitators on Positive school environments for NFLCs and formal schools	Could not be implemented in Q2 due to budget constraint	To be implemented in Q3
2.3.3a	TOT for CBOS, CCS and CBMCs on positive school environments	Trained 40 members (25 male; 15 female) Community Coalition and 14 (9 male; 5 female) CBOs staff	Completed
2.3.3b	Workshop for CBOs, CCs and CBMCs on positive school environments	Stepdown training to CCs and CBOs will be conducted in the next quarter.	Planned
Sub RA 2.4 Develop minimum package of evidence-based instruction and learning materials			

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
2.4.7x	Hybrid Learning	Completed in Q1	Not planned
2.4.8x	Learning materials assessment	Completed	Not planned
2.4.10	22.4.1x Learning materials assessment:	completed	Not planned
2.4.11b	Consultants to write texts based on the Kanuri framework	Texts were scripted;	Illustration and review by experts in Q3
2.4.11c	Stakeholders' review and validation of P1, P2 and P3 Kanuri materials for formal schools.	Moved to Q3- material to be validated not finalized.	Planned for Q3
2.4.13	Monitoring and reporting on effectiveness of Basic Literacy and Post-Literacy Materials Packages	Ongoing as part of monitoring of NFLCs	Continuing in Q3
Result Area 3: Teachers deliver conflict-sensitive, quality basic education instruction that improves psychosocial well-being and learning outcomes among all students.			
Sub RA 3.1 Recruit Learning Facilitators for NFLCs			
3.1.2	Advocacy efforts for eventual addition of NFLC facilitators to SAME payroll	Not done, moved to next quarter.	Planned
Sub RA 3.2 Train Master Trainers and teachers to deliver conflict-sensitive, gender-transformative, age-appropriate, and emotionally responsive education			
3.2.1	Update training guides based on feedback from basic and post-basic materials implementation.	Training guides for P4-P6 teachers' training developed and that of post-literacy 1.	Training guide for post-literacy 1 lesson planning training
3.2.4a	Conduct TOT for Master Trainers on Post Literacy Materials Package (initial English Bridging, Post Literacy and refresher)	15 MTs trained on post-literacy 1 package	TOT for MTs on post-literacy lesson planning
3.2.4b	Master Trainers train teachers and NFLC facilitators in Hausa Post Literacy Materials Package (initial English Bridging, Post Literacy I, and refresher)	172 post-literacy LFs trained	Step-down training for post-literacy LFs on lesson planning.
3.2.5a	Conduct TOT for Master Trainers on formal school training (Literacy and Math P1, P2, P3, CSE, special education) (initial and refresher)	12 MTs trained on RANA and Mukaranta	Refresher training needed
3.25b	Master Trainers train formal schoolteachers (Literacy and math P1P2 P3, CSE, special	120 p1-P3 teachers from 46 schools trained on RANA and Mukaranta.	Refresher training needed

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
	education) (initial and refresher)		
3.2.6a	TOT for Master Trainers on formal schools' materials package P4-6 (subjects other than literacy and math)	23 MTs trained on general pedagogies on teaching English, Math,	Refresher training needed
3.2.6b	Master Trainers train teachers on formal schools' material package P 4-6 (other than literacy and math)	366 P4-P6 teachers from 79 schools were trained on general pedagogy.	Refresher training needed, and initial training for 46 new schools.
Sub RA 3.3 Support teachers through follow-up coaching, peer learning, and mobile mentoring			
3.3.1a	Formal Schools Teachers participate in regular teacher learning circles	Will form part of teacher training in Q3	Planned
3.3.1b	Teachers and Learning facilitators practice remote TLCs through WhatsApp platforms	This was designed for scenario of continuous remote learning. Learning facilitators practiced TLCs in-person in Q2.	Planned
3.3.2	Train Master Trainers on school support visits (data collection, coaching)-Refresher	Done, trained MTs on data collection.	Not planned, activity completed but planned for MTs that missed the training.
3.3.3	Teachers/Facilitators receive ongoing support through Master Trainers visits and remote monitoring and coaching of LFs.	Done, stepdown training to formal schoolteachers on data collection.	Planned
3.3.4	Teachers/Facilitators receive ongoing support through Push SMS/IVR messages	Done, VIAMO	Planned
3.3.5	Explore mobile mentoring options	Done, VIAMO	Planned
3.3.6	Evaluate digital mentoring and prepare for wider dissemination	Not done	Planned
3.3.7	Training of Head Teachers on data collection/management for EMIS and dashboard design	Not done	Not planned
Result Area 4: Diverse community groups work together to equitably increase awareness of education opportunities for all.			
SUB RA 4.1: Train local partners in the Community Action Cycle			
4.1.1	Amendment of contract for existing CBOs based on PY2 assessment.	11 CBO's contract amended base on PY2 assessment.	Not planned
4.1.2	Conduct quarterly grants monitoring with CBOs	Conducted and reported	Planned
4.1.3.a & b	Conduct training & refresher training on community action	Conducted and reported 274 (165 males, 109 females)	Planned

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
	cycle for Social Mobilization unit staff at LGA for CCs		
4.1.6	Quarterly Review and coordination meeting with CBOs	Ongoing	Planned
SUB RA 4.2: Creation/revitalization of Community Coalitions and introduction of Safe Spaces			
4.2.1	Bi-annual CC review meeting on community action plans	Conducted and reported. 324 (189 males; 135 females)	Planned
4.2.3	Workshop of community coalitions and CBOs on resource mobilization through social businesses to sustain NFLCs	Planned to be achieved in Q3	Planned
4.2.6	Support continuing of Cohort II NFLCs in new communities	Ongoing	Not planned
4.2.8	Train CCs, CBMCs and LFs on Complaint and Feedback Response mechanism to improve accountability at community and LGA levels	13 CBOs trained on CFM and CBO's cascade to selected CCs across communities.	Training of CCs, LFs and CBOs that rolled out the CFM.
SUB RA 4.3: Participatory community mapping			
SUB RA 4.4: Create and implement an action plan for non-formal and formal education			
4.4.2	Quarterly reviews of community action plans implementation with CCs	Planned, conducted, and reported: 324 (189 males; 135 females)	Not planned
4.4.5	Community awareness events for 800 caregivers/parent on COVID19 pandemic, SRBGV	Planned, conducted, and reported: 27,300 (10,944 males; 16,416 female)	Not planned
SUB RA 4.5 Support Community Coalitions and School-Based Management Committees in education management, Early Warning Systems, and ongoing monitoring and reflection			
4.5.1a	Train MTs on supplementary SBMC materials developed in Y2	Planned to be conducted in Q3	to be conducted in Q3
4.5.1b	Use supplementary SBMC materials developed in Y2 to train SBMCs in formal schools	Planned to be conducted in Q3	to be conducted in Q3
4.5.2	Conduct ongoing monitoring and reflections with SAME and SUBEB	Ongoing till end of Q3	till end of Q3
4.5.3	Mobilize community to send children to Formal and NFLCs and support them to learn and awareness on Complaint and Feedback Mechanism (CFM)	Ongoing till end of Q3	till end of Q3

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
Monitoring and Evaluation			
5.1 MEL Planning and Reporting			
5.1.1	MEL Planning and Reporting	Done, indicators reported.	Planned
5.2 Program Monitoring & Rolling Assessments			
5.2.1	Continue COVID-19 remote monitoring system and associated Power-BI data dashboard through the end of the radio intervention	Monitoring tools developed	Not planned
5.2.4	Carry out routine program monitoring through School Support Visits (physically or remotely), and other data collection mechanisms	On going	MT's conducted for NFLCs.
5.2.5	Carry out Rolling Assessments through bi-weekly phone surveys and collection of secondary humanitarian data	Done	Planned, monthly activity
5.2.12	Attend capacity building trainings	Not Done	Moved to Q3
5.2.15	Design a database collection of complaints and feedback	Moved to Q3	
5.2.16	Design CFM data collection tools both electronic and paper-based	Draft tool designed for CFM data collection	To finalize draft tool designed for CFM data collection
5.2.17	Set up the CFM implementation model	Moved to Q3	Planned
5.2.18	Set up a CFM committee to handle and close all cases at the LGA and state level	Moved to Q3	Planned
5.2.19	Collect CFM data using tablets through partner CBOs	Moved to Q3	Planned
5.2.20	Collate CFM data, analyze and disseminate to various units for response	Moved to Q3	Planned
5.2.4	Carry out routine program monitoring through School Support Visits (physically or remotely), and other data collection mechanisms	Done	Planned
5.2.5	Carry out Rolling Assessments through bi-weekly phone surveys and collection of secondary humanitarian data	Done	Planned
5.2.6	Conduct baseline and end-line study for cohort 2/3 baseline	Done	Planned

Task (Activity Cluster)	PY3 Q2 Activities	Outputs	Planned Activities for PY3 Q3
	January 1, 2021 – March 31, 2021	January 1, 2021 – March 31, 2021	April 1 - June 30, 2021
5.2.8	Conduct mock DQA on select indicators	Not Done, moved to Q3	Planned
5.2.9	Conduct capacity building training for CBOs/sub-grantees	Done	Planned
5.3 Research & Evaluation Activities			
5.3.3	Collect data for longitudinal panel study of Most Significant Change	Done	Planned
5.4 Adaptive Management Activities			
5.4.1	Share rolling assessment data at monthly EiEWG meetings	Done	Planned

10.3 TRAINING REPORT

S/No.	Training	Start Date	End Date	Location	M	F	Total
1	Education in Emergency (EiE) Training for Stakeholders in the Education Sector	12-Nov-19	14-Nov-19	Kano	35	9	44
2	Capacity building workshop for CBOs	22-Nov-19	24-Nov-19	Borno	35	5	40
3	Refresher Capacity Training for CBOs on DQA	22-Nov-19	24-Nov-19	Borno	35	2	37
4	Rapid Education Risk Analysis (RERA) Training	18-Nov-19	21-Nov-19	Borno	6	6	12
5	Training SSOs on EGRA/EGMA	28-Oct-19	1-Nov-19	Borno	46	10	56
6	AENN Datahub Dashboard Training for SUBEB and SAME EMIS Staff	19-Dec-19	20-Dec-19	Borno	17	7	24
7	Education in Emergency (EiE) Training for Stakeholders in the Education Sector	Q2 Y2	Q2 Y2	Abuja	11	20	31
8	ToT training of Master Trainers on Hausa/Kanuri and Post-Literacy Basic Materials package and Teacher Learning Cycle	29-Jan-20	2-Feb-20	Borno & Yobe states	24	13	37
9	Step-Down Training on Hausa/Kanuri and Post-Literacy Basic Materials package and Teacher Learning Cycle to Learning Facilitators (LFs)	18-Feb-20	25-Feb-20	Borno & Yobe states	455	445	900
10	ToT training for Master Trainers on Psychosocial Support (PSS) activities	27-Jan-20	29-Jan-20	Borno & Yobe states	24	13	37
11	Step-down training on Psychosocial Support (PSS) for Learning Facilitators (LFs)	3-Mar-20	6-Mar-20	Borno & Yobe states	460	438	898
12	Training of LEA School Support Officers on conduct of school support visits (SSV) in formal schools using knowledge acquired on 'Mu Karanta' Instructional Material	22-Jan-20	24-Jan-20	Borno & Yobe states	26	6	32
13	Training of LEA School Support Officers on conduct of school support visits (SSV) using school management, lesson observation and school observation forms on mobile applications in formal schools	22-Jan-20	24-Jan-20	Borno & Yobe states	26	6	32
14	ToT training for Master Trainers on Positive School Climate (PSC) and Comprehensive School Safety Plan (CSSP)	24-Feb-20	26-Feb-20	Borno & Yobe states	24	13	37
15	Step-Down Training of Formal School Teachers and new Learning Facilitators on Positive School Climate (PSC) and Comprehensive School Safety Plan (CSSP)	5-Mar-20	6-Mar-20	Borno & Yobe states	270	319	589
16	Training of staff of the 13 Community-Based Organizations (CBOs), Community Coalition members and enumerators on Cohort 2 enrollment processes	16-Jan-20	17-Jan-20	Borno & Yobe states	136	46	182
17	Training of the 13 Community-Based Organizations on the use of Microsoft® Office Excel	5-Mar-20	6-Mar-20	Borno & Yobe states	25	4	29
18	Training of Community Coalition members on how to conduct community mapping	5-Feb-20	6-Feb-20	Borno & Yobe states	46	39	85
19	Training of Local Community Heads & Partners on Community Action Cycle (CAC)	11-Feb-20	14-Feb-20	Borno & Yobe states	285	145	430

S/No.	Training	Start Date	End Date	Location	M	F	Total
20	Training of Community Coalition members and Social Mobilization Unit staff on conduct of Result-oriented Community Mobilization activities aimed improving basic education opportunities for out-of-school children.	18-Feb-20	22-Feb-20	Borno & Yobe states	276	145	421
21	ToT training for CBMCs on roles and responsibilities of school-based management committees (SBMCs).	5-Mar-20	6-Mar-20	Borno & Yobe states	10	9	19
22	Step-down training for SBMCs/PTA/CBMCs members on roles and responsibilities of school-based management committees.	11-Feb-20	15-Feb-20	Borno & Yobe states	487	271	758
23	Training of Community Coalition and CBO staff on identifying factors leading to education exclusion and how to ensure that out-of-school children continue to have access to formal and non-formal education opportunities, conflict sensitive education.	11-Feb-20	15-Feb-20	Borno & Yobe states	48	8	56
24	Training of Community Coalition members on resource mobilization, conduct advocacy to improve education opportunities for boys and girls, gender mainstreaming in non-formal learning centers (NFLCs) and record keeping of CC led activities for better reporting.	18-Feb-20	19-Feb-20	Borno & Yobe states	31	17	48
25	Training of re-activated Community Coalition in Konduga LGA of Borno State on their roles and responsibilities in supporting education opportunities in their communities through community mobilization, resource mobilization, community action planning and advocacy.	7-Feb-20	8-Feb-20	Borno & Yobe states	28	12	40
26	Training of CBO staff and Community Coalition members on promoting violence-free home environments and gender equity and inclusive access to safe and protective education opportunities from 8 LGAs of Borno and 3 LGAs Yobe States.	6-Feb-20	6-Feb-20	Borno & Yobe states	27	10	37
27	Training of Community Coalition members on how to use training needs assessment tool to conduct focused group discussions (FGDs) with SBMCs	13-Feb-20	13-Feb-20	Borno & Yobe states	12	12	24
28	ToT Training on PSS Activities including Expressive Materials for Non-Formal Learning centers	24-Feb-20	26-Feb-20	Borno State	24	13	37
29	Step-down Training on PSS Activities including Expressive Materials for Non-Formal Learning Centers	27-Feb-20	29-Feb-20	Borno State	460	438	898
30	Stepdown Training on PSS Activities including Expressive Materials for Non-Formal Learning centers	6-Mar-20	8-Mar-20	Damaturu, Yobe State	152	122	274
31	Train CC and CBO on positive parenting, gender norms and SRGBV	17-Mar-20	18-Mar-20	Borno & Yobe states	27	10	37
32	Train parents/caregivers on positive parenting, gender norms and SRGBV	19-Mar-20	20-Mar-20	Borno & Yobe states	145	105	250
33	Complaints and Feedback Mechanism/PSEA Training for CBOs	4-May-20	7-May-20	Borno & Yobe states	17	2	19
34	Post-literacy 2 material development workshop-Orientation for consultants on units scripting	14-May-20	14-May-20	Borno & Yobe states	8	2	10

S/No.	Training	Start Date	End Date	Location	M	F	Total
35	Datahub Expansion Workshop: Orientation for SUBEB EMIS Staff	19-May-20	19-May-20	Borno & Yobe states	8	1	9
36	Training of CBOs on Implementation and Monitoring of Distance Learning Activities	20-May-20	22-May-20	Borno & Yobe states	25	5	30
37	ToT for Master Trainers – Training of CCs on Development of Community Action Plans in New Communities	16-Jun-20	17-Jun-20	Borno & Yobe states	16	8	24
38	Orientation Training for Master Trainers on Remote SSV	18-Jun-20	19-Jun-20	Borno & Yobe states	51	23	74
39	Training of CCs on Development of Community Action Plans in New Communities	18-Jun-20	19-Jun-20	Borno & Yobe states	152	56	208
40	Education in Emergency (EiE) Training for Stakeholders in the Education Sector	29-Jun-20	29-Jun-20	Borno & Yobe states	23	7	30
41	SUBEB & SAME EMIS Staff training of digitized data collection tools	24-Aug-20	27-Aug-20	Kano (for Borno & Yobe States)	15	0	15
42	Training of LGEA, SUBEB, SAME & SMoE IT Leads on the use of Tablets and Computers	21-Sep-20	24-Sep-20	Borno & Yobe States	37	2	39
43	Education in Emergency (EiE) Training for Stakeholders in the Education Sector	1-Sep-20	3-Sep-20	Borno & Yobe States	28	14	42
	Year 3 Quarter 1						
44	Training of Trainers on Digital Annual School Census Data Collection	3 rd Nov 20	5 th Nov 20	Yobe State	8	4	12
45	Education in Emergency (EiE) Training for Stakeholders in the Education Sector	10 th Nov 20	10 th Nov 20	Borno & Yobe States	16	13	29
46	Training of data collectors for disability assessment	16 th Nov, 20	17 th Nov, 20	Borno & Yobe States	19	10	29
47	Training of LGEA School Support Officers on Digital Annual School Census Data Collection	23 rd Nov 20	25 th Nov 20	Yobe State	102	8	110
48	Training of Master Trainers on Hausa, Kanuri and Post Literacy Lesson Delivery	9 th Dec 20	11 th Dec 20	Borno & Yobe States	48	23	71
49	Training of Learning Facilitators on Hausa, Kanuri and Post Literacy Lesson Delivery	14 th Dec 20	16 th Dec 20	Borno & Yobe States	446	466	912
	Year 3 Quarter 2						
50	Training of Trainers on RANA Materials package for MTs	4 th March 21	4 th March 21	Borno	3	3	6
51	Stepdown Training on RANA Materials package for	5 th March 21	7 th March 21	Borno	3	39	42
52	Training of Trainers on General Pedagogy	24 th Feb 21	26 th Feb 21	Borno	11	4	15

S/No.	Training	Start Date	End Date	Location	M	F	Total
53	Trainers for Formal School Teacher on General Pedagogy	5 th Feb 21	7 th Feb 21	Borno	90	156	246
54	Training of SSOs on EGRA/EGMA			Borno	34	5	39
55	Training of Trainers on Post Literacy Program	4 th March 3021	6 March 2021	Borno	5	5	10
56	Stepdown Training	8 th March 2012	10 th March 2021	Borno	82	59	141
57	Education in Emergency Training	9 th Feb 21	11 th Feb 21	Borno	17	6	23
Total					4,732	3,362	8,094

10.4 ANNEX D: FINANCIAL REPORT

FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment)		Page 1		of 1			
Agency For International Development		72062018CA00001				pages			
3. Recipient Organization (Name and complete address including Zip code) Family Health International 359 Blackwell Street, Suite 200 Durham, NC 27701									
4a. DUNS Number 067180786		4b. EIN 23-7413005		5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) 102484.001		6. Report Type x Quarterly ☐ Semi-Annual ☐ Annual ☐ Final		7. Basis of Accounting ☐ Cash x Accrual	
8. Project/Grant Period From: (Month, Day, Year) 9/28/2018				To: (Month, Day, Year) 9/27/2021		9. Reporting Period End Date (Month, Day, Year) 3/31/21			
10. Transactions (Use lines a-c for single or multiple grant reporting)						Cumulative			
Federal Cash (To report multiple grants, also use FFR Attachment):									
a. Cash Receipts						\$		13,621,357	
b. Cash Disbursements								13,935,764	
c. Cash on Hand (line a minus b)								(314,408)	
(Use lines d-o for single grant reporting)									
Federal Expenditures and Unobligated Balance:									
d. Total Federal funds authorized								16,278,894	
e. Federal share of expenditures								13,954,339	
f. Federal share of unliquidated obligations								190,441	
g. Total Federal share (sum of lines e and f)								14,144,780	
h. Unobligated balance of Federal funds (line d minus g)								2,134,113	
Recipient Share:									
i. Total recipient share required								-	
j. Recipient share of expenditures								-	
k. Remaining recipient share to be provided (line i minus j)								-	
Program Income:									
l. Total Federal program income earned								-	
m. Program income expended in accordance with the deduction alternative								-	
n. Program income expended in accordance with the addition alternative								-	
o. Unexpended program income (line l minus line m or line n)								-	
11. Indirect Expense		a. Type Actual/ Provisional	b. Rate FY13-35.71% SSM 1.53%; FY14- 36.56% SSM 2.60%; FY15-35.47% SSM 4.65%; FY16-33.79% SSM 3.27%; FY17-31.52%; SSM 2.54%; FY18-33.92%; SSM 2.25%; -FY19 - 35.69%; SSM 2.95%; FY20 & beyond 39.83% SSM 4.20%	c. Period From 9/28/2018	d. Period To 3/31/2021	e. Base 11,108,754	f. Amount Charged 2,921,041	g. Federal Share 2,921,041	
				g. Totals:		11,108,754		2,921,041	
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:									
13. Certification: By signing this report, I certify that it is true, complete, and accurate to the best of my knowledge. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)									
a. Typed or Printed Name and Title of Authorized Certifying Official Kathy Santos-Rezendes, Director - Treasury						c. Telephone (Area code, number and extension) (919) 544-7040			
						d. Email address KSANTOS@FHI360.ORG			
b. Signature of Authorized Certifying Official 						e. Date Report Submitted (Month, Day, Year) 4/25/2021			
						14. Agency use only: Standard Form 425 OMB Approval Number: 0348-0061 Expiration Date: 10/31/2011			
Paperwork Burden Statement According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0061), Washington, DC 20503.									

10.5 ANNEX F: LIST OF TEACHING & LEARNING MATERIAL DEVELOPED AND DISTRIBUTED

S/N	Materials titles	Target users	Material development update	Remarks
Materials for Basic Literacy Hausa and Kanuri				
1.	Basic literacy Facilitator Guide (Hausa)- Jogoran Malami na Karatu	Learning Facilitators of NFLCs with Hausa as language of instruction	150 copies procured and distributed to new NFLCs (SEL standalone)- they are in use at the NFLCs supported by AENN	Fully procured (copies to be retrieved from cohort 1 LFs that were converted to post-literacy and SEL addons facilitators
2.	Basic Literacy Learner Book (Hausa)- Litaɓin Dalibai na Karatu	Learning Facilitators of NFLCs with Hausa as language of instruction	40,000 copies procured and distributed to new NFLCs.	Fully procured (copies to be retrieved from cohort 1 LFs that were converted to post-literacy and SEL addons facilitators.
3.	Basic Literacy Facilitator Guide (Kanuri)- Mukkoram Malɓmbe Kɔrabe	Learning Facilitators of NFLCs with Kanuri as language of instruction	145 copies procured and distributed.	Additional 50 copies fully procured.
4.	Basic Literacy Learner Book (Kanuri)-Kitawu Fuwurabe Kɔrabe	Learning Facilitators of NFLCs with Kanuri as language of instruction	4,335 copies printed and are in use.	2750 copies more copies fully procured.
5.	Basic Numeracy Facilitator Guide (Hausa)- Jagoran Malami na Lisafi	Learning Facilitators of NFLCs with Hausa as language of instruction	150 copies procured and distributed to new NFLCs (SEL standalone)- they are in use at the NFLCs	Fully procured (copies to be retrieved from cohort 1 LFs that were converted to post-literacy and SEL addons facilitators
6.	Basic Numeracy Learner Book (Hausa)- Litaɓin dalibai na Lisafi	Learning Facilitators of NFLCs with Hausa as language of instruction	40,000 copies procured and distributed to new NFLCs.	Fully procured (copies to be retrieved from cohort 1 LFs that were converted to post-literacy and SEL addons facilitators.
7.	Basic Numeracy Facilitator Guide (Kanuri)- Mukkoram Malɓmbe Isawube	Learning Facilitators of NFLCs with Kanuri as language of instruction	145 copies procured and distributed.	
8.	Basic Numeracy Learner Book (Kanuri)- Kitawu Fuwurabe Isawube	Learning Facilitators of NFLCs with Kanuri as language of instruction	4,335 copies printed and are in use.	2750 copies added
9.	Basic SEL Facilitator Guide (Hausa)-Jagoran Malami na ilmin Zama da Jama'a	Learning Facilitators of NFLCs with Hausa as language of instruction where SEL is taught as standalone.	150 copies printed and distributed.	More copies to be retrieved from LFs switching to SEL addons, Kanuri and post-literacy centers.

S/N	Materials titles	Target users	Material development update	Remarks
10.	Mindfulness Activity Guide (Hausa)-Jagoran Malami na Ayyukan Fahimtar Kai	Learning Facilitators and teachers at formal schools	Printed for new NFLCs.	Enough copies printed for NFLCs. Additional copies may be needed for formal schools supports.
11.	Brain Games Manual (Hausa)-	Learning Facilitators and teachers at formal schools	Printed for new NFLCs.	Enough copies printed for NFLCs. Additional copies may be needed for formal schools supports.
12.	Basic SEL Facilitator Guide (Kanuri)-Mukkoram Malɓmbe Ilmu Kɔɗaa-a Ro bunabe-a	Learning Facilitators of NFLCs with Kanuri as language of instruction	145 copies procured and distributed.	Additional 50 copies fully procured.
13.	Mindfulness Activity Guide (Kanuri)- Mukkoram Cidawa Yekintɔbe	Learning Facilitators and teachers in centers and schools in Kanuri communities.	Printed enough copies for Kanuri NFLCs	2750 copies available for use in formal schools of Kanuri communities.
14.	Brain Games Manual (Kanuri)-Biskewa Kɔrɔnbe	Learning Facilitators and teachers in centers and schools in Kanuri communities.	Printed enough copies for Kanuri NFLCs	2,750 copies available for use in formal schools of Kanuri communities.
15.	SEL Integrated Literacy Facilitator Guide Hausa (Literacy SEL Addons)-Jagoran Malami na Karatu da surkin Ilmin Zama da Jama'a	Learning Facilitators of NFLCs with Hausa as language of instruction where SEL is integrated.	150 copies printed and distributed	220 more copies fully procured.
16.	SEL Integrated Numeracy Facilitator Guide Hausa (Numeracy SEL Addons)-Jagoran Malami na Lisafi da surkin Ilmin Zama da Jama'a	Learning Facilitators of NFLCs with Hausa as language of instruction where SEL is integrated	Printed enough copies for Kanuri NFLCs	2750 copies available for use in formal schools of Kanuri communities.
Post-Literacy materials				
17.	Post-Literacy English Bridging Facilitator Guide	Post-literacy LFs	185 copies printed	40 of the prints were photocopies printed in excess for trainings and were being used by the 40 LFs from Yobe for the 8 weeks bridging English
18.	Post-Literacy English Bridging Learner Book	Post-literacy Learners	8000 copies printed for post-literacy learners use in Borno and Yobe.	The estimated post-literacy learners in cohort 2 was 9000.
19.	Post-Literacy Facilitator Guide Volume I	Post-literacy LFs	145 copies printed for use after the 8 weeks	4 copies were damaged due to accident during delivery. Considered

S/N	Materials titles	Target users	Material development update	Remarks
			English bridging program	for adaptation by NERDC for National AEP curriculum. currently in use at the post-literacy NFLCs after completing the 8 weeks English bridging in March.
20.	Post-Literacy Learner Book Volume I	Post-literacy Learners	8000 copies printed	Not used due to COVID-19 Pandemic. Considered for adaptation by NERDC for National AEP curriculum. Distributed to CBOs after reopening NFLCs and currently in use by learners.
21.	Post-Literacy Facilitator Guide Volume II	Post-literacy LFs	Fully developed, soft copy available but not printed.	Validated by gov't stakeholders. Considered for adaption by NERDC for AEP national curriculum. This is due for roll-out in October 2021, likely to be sustained by BESDA
22.	Post-Literacy Learner Book Volume II	Post-literacy Learners	Fully developed, soft copy available but not printed.	. This is due for roll-out in October 2021, likely to be sustained by BESDA
23.	Teacher Guide: English Primary Grades 4,5 and 6	English Teachers of upper primary grades.	Soft prints made and shared to trained teachers.	
24.	Teacher Guide: Mathematics Primary Grades 4,5 and 6	Math teacher of upper primary grades.	Soft prints made and shared to trained teachers.	
25.	Teacher Guide: Nigerian History and Values Primary Grades 4,5 and 6	NHV teachers of upper primary grades.	Soft prints made and shared to trained teachers.	
26.	Teacher Guide: Basic Science and Technology Primary Grades 4,5 and 6	Basic Science and Technology teachers of upper primary grades	Soft prints made and shared to trained teachers.	
Materials for Cohort 2 Safe Spaces				

S/N	Materials titles	Target users	Material development update	Remarks
27.	Return to Learning Activity Package English Version	Learners of cohort 2 safe spaces in 300 new communities	Enough copies produced	Used for the Hausa and Kanuri Translations
28.	Return to Learning Activity Package Hausa Version	Learners of cohort 2 safe spaces in 300 new communities	Enough copies produced	Used in return to learning centers with Hausa as language of instruction
29.	Return to Learning Activity Package Kanuri Version	Learners of cohort 2 safe spaces in 300 new communities	Enough copies produced	Used in return to learning centers with Kanuri as language of instruction
PSC, CSSP and EWS Resources				
30.	Positive School Climates and Comprehensive School Safety Planning Facilitator Guide	Learning Facilitators, Teachers and Head Teachers	More copies printed in Q2 for new centers and schools	In use
31.	Positive School Climates and Comprehensive School Safety Planning Workbook	For use by schools and learning centers	More copies printed in Q2 for new centers and schools	In use
Parents/caregivers and Teachers/Facilitators support materials				
32.	Supporting Children Social Emotional Learning at Home- Parents and Caregivers Guide	Parent and caregivers	Under review	This can be used as part of the COVID-19 contingency plans.
33.	Supporting Children Social Emotional Learning at Home- Parents and Caregivers Workbook	Parent and caregivers	Under review	This can be used as part of the COVID-19 contingency plans.
34.	Teacher Learning Cycle Guide Hausa Version- Jagoran Zauren Malamai	Learning Facilitators, Teachers and CBOs	Printed 800 copies	Distribution halted by COVID-19 pandemic, to be concluded when schools/NFLCs resumes
35.	Teacher Learning Cycle Guide Kanuri Version- Dandal Malɓmwa Shimotɓe	Learning Facilitators, Teachers and CBOs	200 copies printed	Distribution halted by COVID-19 pandemic, to be concluded when schools/NFLCs resumes
36.	Teacher Learning Cycle English Version	Learning Facilitators, Teachers and CBOs	Few copies printed for reference.	Not meant for distribution
Supplementary Reading Materials in Kanuri				
37.	Stories for emergent readers 1	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills

S/N	Materials titles	Target users	Material development update	Remarks
38.	Stories for emergent readers 2	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
39.	Stories for Beginners 1	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
40.	Illustrated books for beginners 1	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
41.	Illustrated books for emergent readers 2	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
42.	One pager and Illustration for independent readers 1	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
43.	One pager and Illustration for independent 1	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
44.	One pager and Illustration for independent 2	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
45.	Premier 1	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
46.	Premier 4	Kanuri Learners	Printed and distributed	To boost reading and comprehension skills
Adopted Materials from RANA and NEI Plus for Formal Schools				
47.	RANA Teacher Guide P1	P1 teachers in new schools we support in Borno.	165 copies printed for teachers in new schools	In the Warehouse- to be distributed when selection process of new schools is completed
48.	RANA Teacher Guide P2	P2 teachers in new schools we support in Borno.	165 copies printed for teachers in new schools Borno	In the Warehouse- to be distributed when selection process of new schools is completed
49.	RANA Teacher Guide P3	P3 teachers in new schools we support in Borno.	165 copies printed for teachers in new schools	In the Warehouse- to be distributed when selection process of new schools is completed
50.	RANA Pupil Book P1	P1 Learners in new schools we support in Borno	18,700 copies printed for learners in new schools in Borno	In the Warehouse- to be distributed when schools resume.
51.	RANA Pupil Book P2	P2 Learners in new schools we support in Borno	18,700 copies printed for learners in new schools in Borno	In the Warehouse- to be distributed when schools resume.
52.	RANA Pupil Book P3	P3 Learners in new schools we support in Borno	18,700 copies printed for learners in new schools in Borno	In the Warehouse- to be distributed when schools resume.

S/N	Materials titles	Target users	Material development update	Remarks
53.	RANA Read Aloud Stories P1	P1 teachers in new schools we support in Borno.	18,700 copies printed for learners in new schools in Borno	In the Wearhouse- to be distributed when schools resume.
54.	RANA Read Aloud Stories P2	P2 teachers in new schools we support in Borno.	18,700 copies printed for learners in new schools in Borno	In the Wearhouse- to be distributed when schools resume.
55.	RANA Read Aloud Stories P3	P3 teachers in new schools we support in Borno.	18,700 copies printed for learners in new schools in Borno	In the Wearhouse- to be distributed when schools resume.
56.	Waqokin RANA Poster	Teachers and pupils of formal schools we support in Borno	115 copies printed	In the Wearhouse- to be distributed when schools resume.
57.	Taken Nahawu (P3 Chants)	Teachers and pupils of formal schools we support in Borno	115 copies printed	In the Wearhouse- to be distributed when schools resume.
58.	Mukaranta Teacher Guide P1	P1 teachers in new schools we support in Yobe.	174 copies procured	Delivered during the luck-down
59.	Mukaranta Teacher Guide P2	P2 teachers in new schools we support in Yobe.	174 copies procured	Delivered during the luck-down
60.	Mukaranta Teacher Guide P3	P3 teachers in new schools we support in Yobe.	174 copies procured	Delivered during the luck-down
61.	Mukaranta Pupil Workbook P1	P1 Learners in new schools we support in Yobe	18,700 being procured	Delivered during the luck-down
62.	Mukaranta Pupil Workbook P2	P2 Learners in new schools we support in Yobe	18,700 being procured	Delivered during the luck-down
63.	Mukaranta Pupil Workbook P3	P3 Learners in new schools we support in Yobe	18,700 being procured	Delivered during the luck-down
64.	Mukaranta Read Aloud Stories P1	Teachers and pupils of formal schools we support in Yobe	18,700 being procured	Delivered during the luck-down
65.	Mukaranta Read Aloud Stories P2	Teachers and pupils of formal schools we support in Yobe	18,700 being procured	Delivered during the luck-down
66.	Mukaranta Read Aloud Stories P3	Teachers and pupils of formal schools we support in Yobe	18,700 being procured	Delivered during the luck-down

10.6 ANNEX I: SUCCESS STORIES



Ahmed Ibrahim uses skills gained on positive school climate to mitigate road accidents and improve learner's attendance.

Studies find that positive school climate increases attendance, motivation to learn, academic achievement, and psychological well-being, and most importantly retention of children in a learning environment.⁶ A positive school climate exists when all learners feel comfortable, wanted, valued, accepted, and secure within and around an environment where they can interact with caring people they trust.⁷

One of key objectives of the USAID's Addressing Education in Northeast Nigeria (AENN) activity is to ensure that conflict-affected children and youth in Borno and Yobe States, access education opportunities under conducive learning environment and a positive school climate. Throughout Year 2 until the current reporting quarter, AENN Activity has built the capacity of key community structures, including members community coalition (CC), Center Based Management Committee

⁶ https://greatergood.berkeley.edu/article/item/how_to_create_a_positive_school_climate

⁷ <https://www.edu.gov.mb.ca/k12/specedu/fas/pdf/3.pdf>

and Community Based Organizations (CBOs) on the concept School Safety Planning and Positive School Climate, to prevent and mitigate external threats and vulnerabilities to schools/NFLCs through the development of Emergency Response plans and Early Warning Systems to ensure schools/NFLC environments are safe for learning activities.

Ahmed Ibrahim, a member of CC and a member of the Civilian Joint Task Force in Bulabulin community in Maiduguri Metropolitan City, is utilizing the knowledge gained from the trainings to support children in mobilizing and supporting education of the children. During school hours, Ahmed uses the skills gained from the training to control traffic and help learners in Bulabulin NFLC to cross the roads.

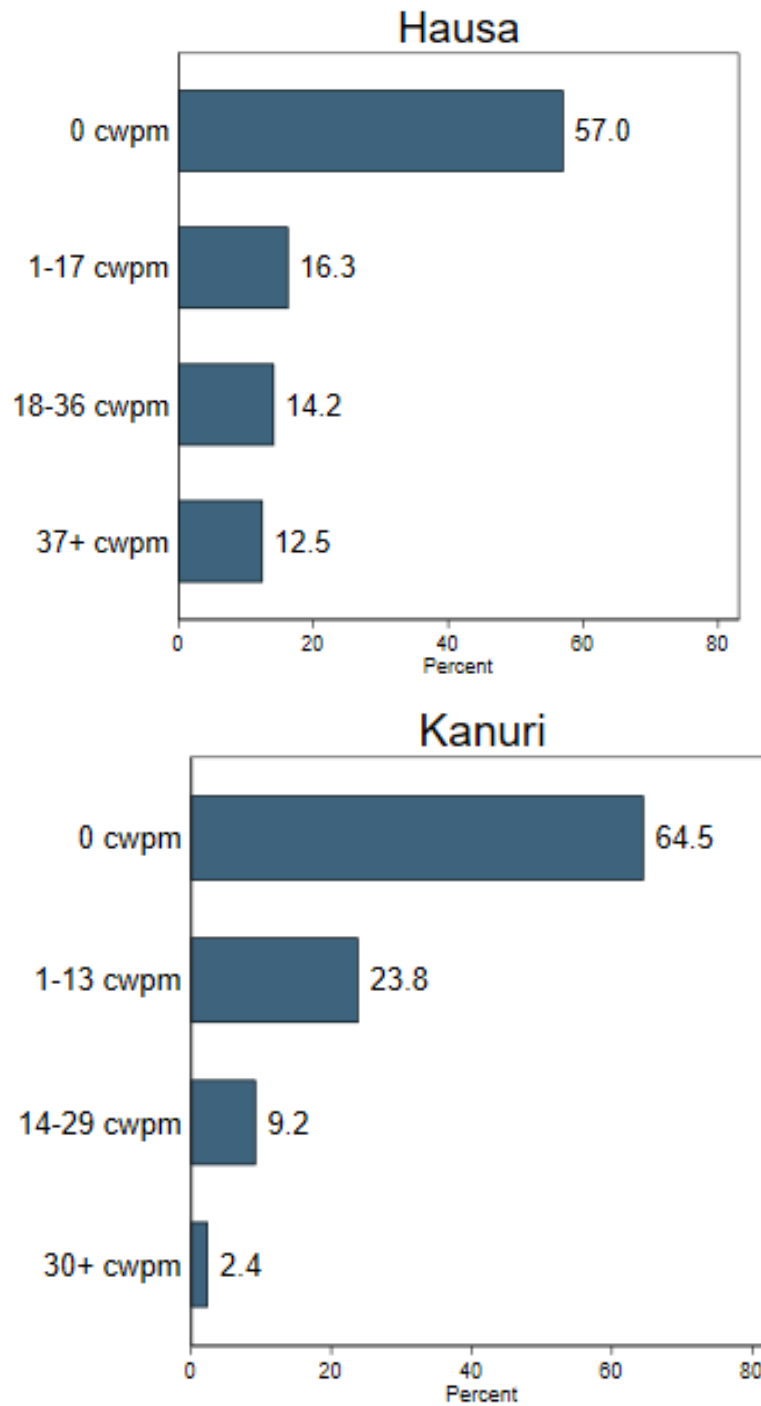


Ahmed was motivated to take up role after witnessing a horrible scenario about a learner who was almost run over by a tricycle when she was struggling get across the road. He promised to continually assume this responsibility on every school day to ensure learners are safe from road accidents and are encouraged to attend their classes.

“Henceforth, I will use the skills I gained from the training to ensure the safety of children in and around schools/NFLCs has become part of me. This motivates me to always support children cross the roads to enable them to continue with their learning as education is the tool that can bring about sustainable change and lasting peace to the insurgency we are experiencing. I will continue to support them cross the road and implement any safety measures that can protect the children”, says Ahmed Ibrahim.

10.7 FINDINGS FROM THE EGRA/EGMA ASSESSMENT

Figure 1. Distribution of EGRA subtask scores at baseline, by NFLC type – Oral Reading Fluency: Performance Standards



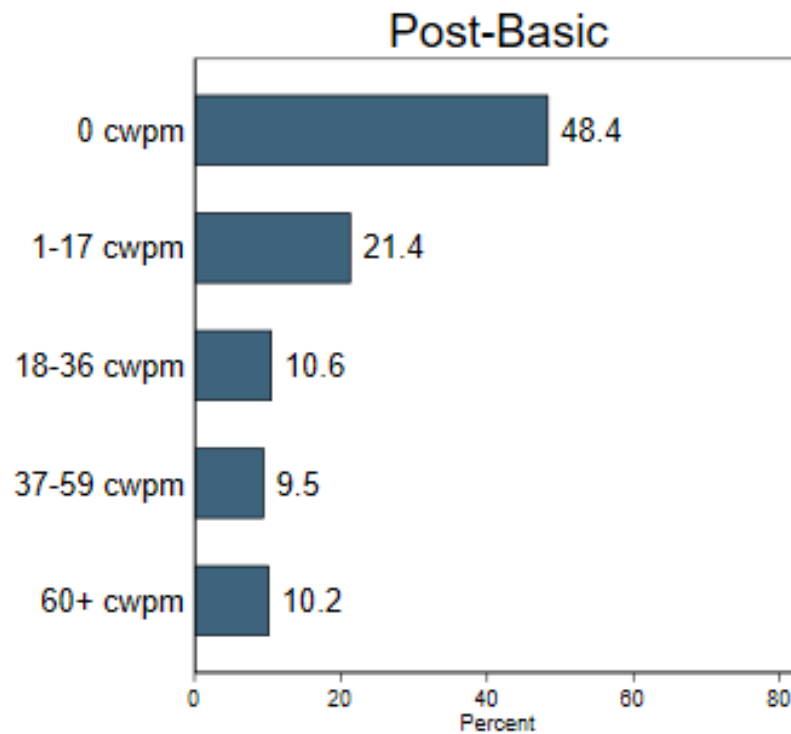
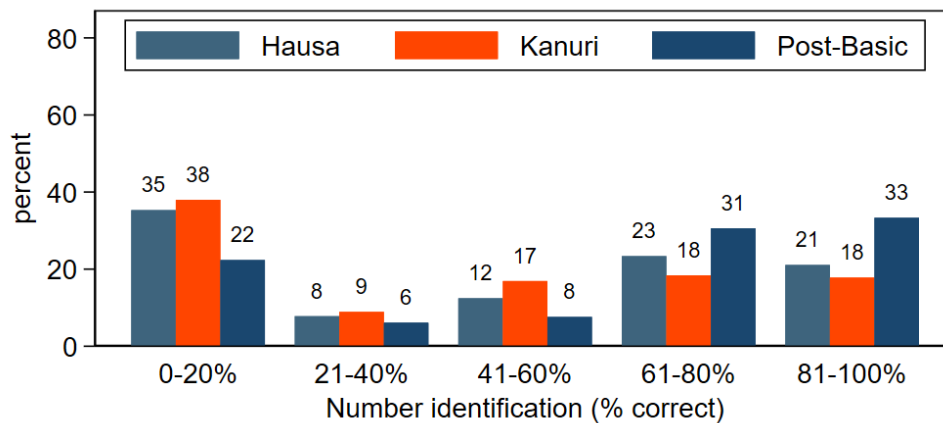


Figure 2: Learners' performance in Maths tasks of number identification, addition and subtraction.



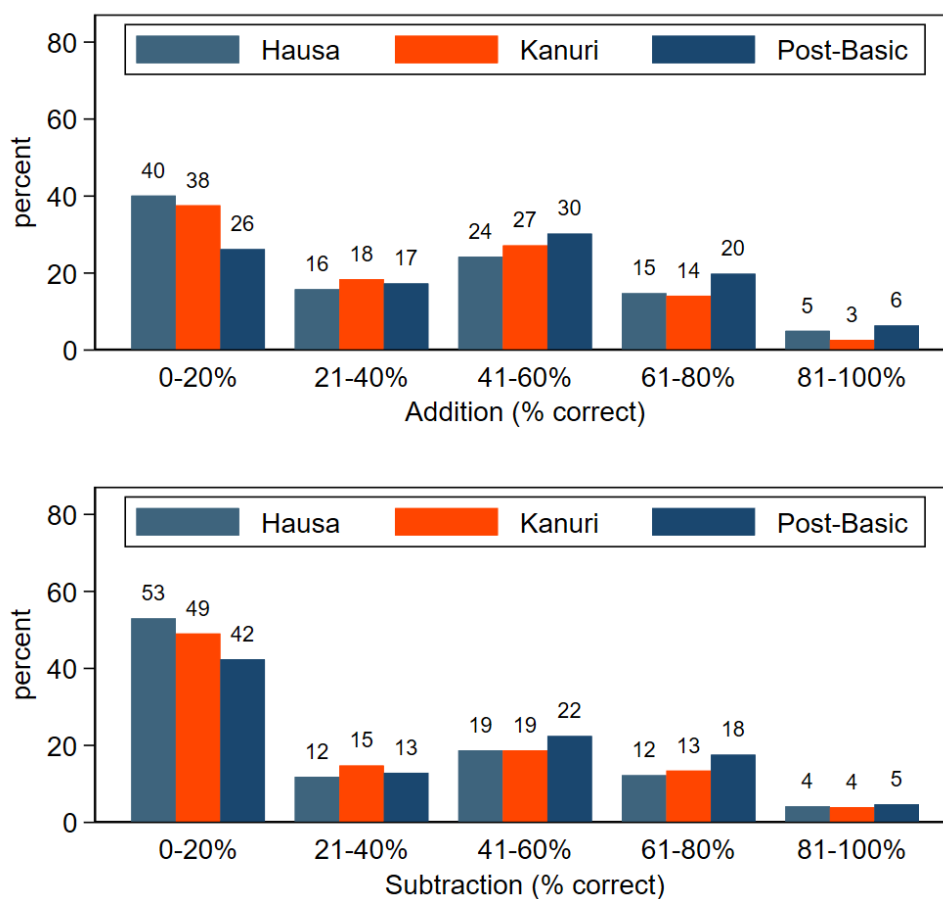
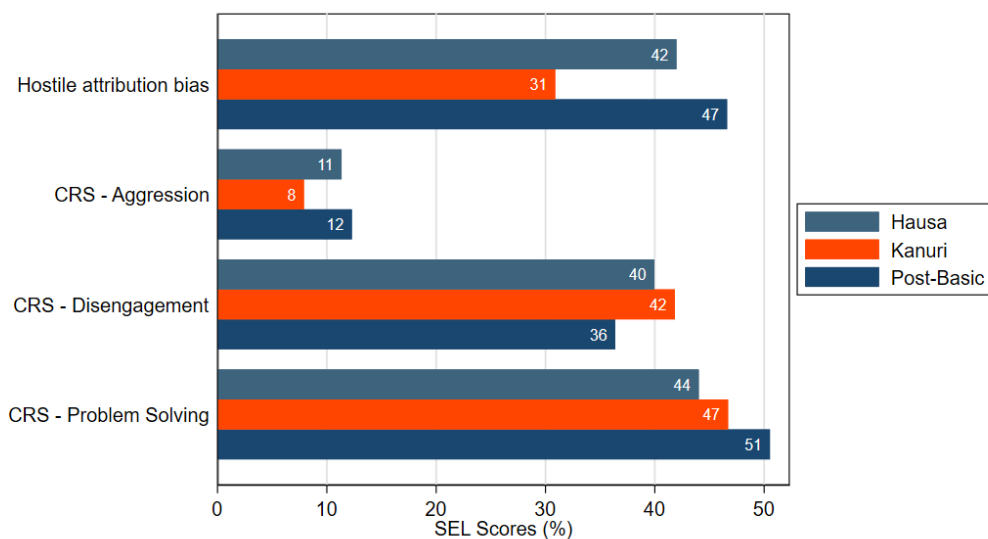


Figure 3: Distribution of Social and Emotional Learning scores at baseline, by NFLC type



*CRS = stands for conflict resolution strategy.