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ANNEX 5

To the Commission Implementing Decision on the financing of the Annual Action Plan in favour of the Federal Republic of Nigeria for 2023 - Part 2

Action Document for Education and Youth Empowerment in Nigeria - Phase 2: Expand, Integrate and Strengthen Systems (EISS) to Build Teachers' Capacity and Resilience

ANNUAL PLAN

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Education and Youth Empowerment in Nigeria - Phase 2: Expand, Integrate and Strengthen Systems (EISS) to Build teachers' capacity and resilience OPSYS number: ACT- 61662 Financed under the Neighbourhood, Development and International Cooperation Instrument (<u>NDICI-Global Europe</u>)
2. Team Europe Initiative	No
3. Zone benefiting from the action	Nigeria
4. Programming document	Nigeria Multiannual Indicative Programme (MIP) of the NDICI 2021-2027
5. Link with relevant MIP(s) objectives / expected results	Priority Area 3: Human Development - Specific Objective 3: “ Improving Basic Education programmes, in particular for girls ” to enable inclusive and effective State systems that will deliver quality learning and skills development opportunities for children especially girls (DAC Code 110)” and in particular to the following expected result: Increased quality teaching and learning in targeted schools, improved teacher education policies and teacher-student collaboration.
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	Priority Area 3: Human Development [Education; Basic Education] (DAC Code 110)
7. Sustainable Development Goals (SDGs)	Main SDG: SDG 4 (Inclusive and Equitable Quality Education and Lifelong Learning for all). 4C – By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teachers training in developing countries, especially least developed countries and small island developing states.

	Other significant SDGs (up to 9) and where appropriate, targets: (Gender Equality, Water and Sanitation) SDG 4 (quality education), SDG 5 (gender equality), SDG 10 (Reduced inequalities), SDG 17 (Partnerships for the Goals).			
8 a) DAC code(s)	DAC Code 1: - 11120 – education facilities and training (40%) DAC Code 2: - 11130 – Teacher Training (10%)			
8 b) Main Delivery Channel	UNESCO – 40304			
Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. Internal markers and Tags	Policy objectives	Not targeted	Significant objective
Digitalisation @		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	

	digital connectivity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	digital governance	<input type="checkbox"/>	<input type="checkbox"/>	
	digital entrepreneurship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	digital skills/literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	digital services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Connectivity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	digital connectivity	YES	NO	
	energy	<input type="checkbox"/>	<input type="checkbox"/>	
	transport	<input type="checkbox"/>	<input type="checkbox"/>	
	health	<input type="checkbox"/>	<input type="checkbox"/>	
	education and research	<input type="checkbox"/>	<input type="checkbox"/>	
	Migration @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BUDGET INFORMATION				
12. Amounts concerned	Budget line: BGUE-B2023-14.020120-C1-INTPA Total Estimated Cost: EUR 5 400 000 Total Amount of EU Contribution: EUR 5 400 000			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing	Indirect management with an entrusted entity – cf. section 4.4.1			

1.2 Summary of the Action

This second phase of the programme “Education and Youth Empowerment in Nigeria” focuses on teachers’ education. It complements the first phase with an overall focus on education for out-of-school, and on the move children, especially girls. The purpose is to build individual teacher capacities by developing an expanded teacher education programme focused on strengthening teacher resilience for challenging job demands in fragile contexts. The project will organise pre-service- and in-service training and establish collaborative teacher learning teams to develop functional connections between teacher colleagues and students.

As agreed with the federal government, relevant National authorities and State level agencies responsible for quality development of teachers and, for improved quality of teaching and education from the six geopolitical zones of the country will be involved. This project will cover Adamawa, Bayelsa, Enugu, Katsina, Plateau and Oyo states. It aims particularly at supporting the government in system governance with an emphasis on developing the management of systems to support schools in improving students’ learning results.

Capacity enhancement of government institutions responsible for implementing sector strategies that address poor teaching quality will be supported to ensure that the trainers, managers, supervisors and head teachers have the necessary knowledge and skills to fulfil their mandates. The aim is that the instructing and teaching will be learner centred, participatory and inclusive. Adequate teaching and learning materials will be provided inside classrooms for an inclusive, safe and resilient environment. This includes the provision of equipment using digital media and education-technology (EdTech) approaches to deliver sustainable education services for quality learning.

The programme will also focus on building better teacher connections to their students and colleagues through the establishment of collaborative teacher teams. The school management will be supported in its capacity to provide pedagogical leadership and create a culture of peer learning events that would promote knowledge sharing of innovative approaches. Improvements are also expected in the development, dissemination and use of evidence based products including in research innovations, digital solutions and best practices. This action

implements priority 3 of the MIP1 and fits in the partnership for sustainable growth and jobs partnership of the comprehensive strategy with Africa. It also contributes to the education (as well as digital) pillar of the Global Gateway. With this new action, the EUD will be involved in policy dialogue and strategies that would ensure education curricula focus on other important Commission's priorities such as, civic education for peace building, digital literacy as well as integration of climate change and environmental degradation. The Action's specific objectives are complementary to the Regional Teachers Initiative for Africa tagged 'Transforming Teaching Together' planned to offer opportunities for collaboration, peer to peer learning and strengthening teaching stakeholders. By exploring and supporting cost effective approaches for effective teacher training and teaching this project should deliver transformative and complementary impact to national and regional efforts.

The Action aligns with the broad intentions of SDG4, and specifically target 9 – which states that by 2030 the supply of qualified teachers should have substantially increased, including through international cooperation for teacher training in developing countries. In addition, the Action furthers the attainment of target 7 to ensure that by 2030 all learners acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

2 RATIONALE

2.1 Context

Basic education in the country is served by 1.7 million personnel, 1.45 million (or 87%) of them teaching staff with at least 20% in public basic education schools who are not trained to teach². The situation worsens the learning crisis with 41.5 million children currently needing basic education services³. In addition, annual growth rate of school aged children in Nigeria is 2.8%. This is coupled in recent years with a rapid growth in primary enrolment including rising transition rates to secondary school on the demand side and expansion of school infrastructure on the supply side. However, qualified teachers and continuous teacher capacity development still remain in short supply leading to a basic education delivery crisis.

Nigeria's education sector plan: Education for Change: A Ministerial Strategic Plan: (2018-2022) has as one of its 10 pillars: "Teacher Education, Capacity Building and Professional Development". The Plan highlights the low quality of entrants into pre-service training; failure of the Colleges and Faculties of Education to match teacher supply with demand; badly organised and implemented teaching practice among the key issues facing teacher education and proposes pathways for its implementation towards meeting the 2030 Agenda for Education.

This new action "Education and Youth empowerment in Nigeria 2nd phase: Expand, Integrate and Strengthen Systems (EISS) to Build Teachers' Capacity and Resilience" programme will contribute to strengthening the teaching workforce and support government in dealing with the problem of teacher shortage and attrition. It proposes to address teacher preparation for current and challenging job demands towards improved teacher resilience in Nigeria.

This action is located under Priority - area 3 (Human Development) of the current European Union Multi-annual Indicative Programme (EU MIP) for Nigeria - Achieving the demographic dividend aiming to support the supply of the needed Human Capital through the provision of safety in schools and secure environment for teaching and learning including linkages. Over the current multi-year programming period (2021-2027), the EU is focusing on strengthening education systems to respond to the learning poverty and the teaching deficit, a main education challenge exacerbated by COVID-19.

It is aligned with Nigeria National Gender Policy which emphasizes the government's obligation to provide equal access to education at all levels.⁴ Moreover, the action contributes to the EU Gender Action-Plan 21-25 (GAP III),

¹ Specific objective "Improving Basic Education programmes, in particular for girls".

² Based on personnel audit conducted together with the 2018 annual school census Nigeria Education Sector Analysis November 2020 - page 82

³ A recent UNESCO monitoring report shows that over 18.5 million of Nigeria's children are currently out of school

⁴ National Gender Policy, 2006; p.62

and particularly its thematic area of engagement 1) Promoting economic and social rights recognizing education as a key policy area to accelerate progress towards gender equality in EU external action.

The Action aligns significantly to the Global Gateway, especially to its *Education and Research and Digital Pillars* as well as the green and digital agendas. By promoting inclusive and equitable quality education the Action will not only benefit to young girls and other vulnerable groups but participate in the transformation of education and reliable access through digital tools, without discrimination, with specific sensitisation activities directed at teachers and school management.

The project will work with Federal and State government in Nigeria to improve the quality of 100,000 teachers and achieve better learning outcomes for over one million students annually.

2.2 Problem Analysis

The objective of the action is to address a number of teaching specific problems which have affected the quality of the education sector in Nigeria through the implementation of national policies and continuous professional development of teachers. In that regard, the issues are:

1) A weak management of the education system and its impact on teachers, their careers and working context resulting in teacher attrition. A *National Teachers' Policy (2014)* and a *Policy on Career Path for the Teaching Profession (2019)* exist, that provide recruitment and deployment policies and career pathways for teachers, among others. However, the guidelines on their implementation are yet to gain grounds across the target States, resulting in inadequate and inequitable teacher supply. With teacher shortages, classrooms become overcrowded, teachers overworked and demotivated, and the quality of teaching decreases. Especially affected are the most vulnerable children and those in rural and hard to reach areas. Nationally, teaching is not an attractive career choice; for many it is an option of last resort. With low pay, low social status, poor working environment and difficult living conditions in remote locations, it fails to attract high calibre entrants, who themselves need initial capacity development which is not readily provided by the system. Deployment to schools remains inefficient with weak links to enrolment, resulting in widely varying Pupil to Teacher Ratios (PTR). This project will work with national and State governments to review and strengthen the implementation of the existing policies to ensure efficient management of teachers for effective class room delivery.

2) Poor service delivery and the poor quality of teaching in schools and classrooms. Indeed, a significant number of teachers are not able to deliver quality education for a number of reasons ranging from training to structural issues, curricular, infrastructural limitations and low morale. Initial Teacher Education (ITE) programmes fail to adequately prepare them to current classroom realities of large classes and pupils at wildly varying learning levels. There is an over emphasis on subject content over pedagogy combined with poor management and supervision of practical teaching. This results in students in the system not receiving the kind of education that would prepare them to a competitive 21st century that demands innovation, creativity, critical thinking skills, and digital skills, adaptable and transferable skills. The global challenges presented by climate change, loss of biodiversity and environmental degradation, require behavior change, new knowledge and skills. This puts education at the heart of both short and long term solutions – to mitigate impact, improve resilience and adaptation, while changing patterns of consumption and greening economies. Associated with this is the problem of school leadership, with job descriptions focusing more on administration and management than on instructional leadership. Subsequent opportunities for professional development tend to be ad hoc and not always linked to the priority of enabling learning.

Linked to this is the need for increased use of digital technology in teachers' education. This offers potential to support both the initial training and continuous professional development of teachers. Teachers' access to ICT is rapidly growing and there are some interesting innovations in using technology to reach teachers and improve their digital skills and digital literacy. The impact of Covid 19 and the need for school continuity during pandemics has helped bring this to the fore. This action will seek to support government's action in its 'Learn at Home Programme' embedded in its overarching Strategy in partnership with some educational technology companies to provide virtual learning platforms including radio broadcasts and links to e-learning resources.⁵ It will also provide approaches at ensuring greater capacity for continuous development of teachers through development of expanded

⁵ [COVID-19: FG launches free e-learning portals for students \(premiumtimesng.com\)](https://premiumtimesng.com)

curriculum for in-service training and teacher training institutions including on the use of technology to access materials and build teachers' digital competences.

3) The lack of relevant connections amongst teachers and with their students. They do not belong to integrated learning communities and teachers' networks, which would help improve their practice and involvement in decision-making. Locally conducted research and knowledge transfer can help build connections and provide practical support to Initial Training institutions through innovative/more effective models of pre-service training and the development of communities of practice in selected States. To support teachers green competences, local and indigenous knowledge, skills and practices can be used in the search for solutions to locally relevant sustainability concerns. Local communities often have deep understanding of human-nature interconnectedness and of how to live harmoniously with and within nature. This Action foresees research, knowledge management and sharing. It will also include practical support to improve service delivery, including through the development of open resources, technical support and partnerships with peer organisations to strengthen national programmes of training and capacity development in selected States.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

The main stakeholders will include the federal and state level agencies involved in Pre-service and Capacity Development for teachers.

At the National and State levels, major key stakeholders will be the **Federal and State Ministries of Education** and their relevant agencies dealing with the training of teachers: Teacher Training Institutes and colleges, Higher Education Institutions, National Teacher Unions. The under listed stakeholders will be supported to fulfil their mandates related to development and review of policies, regulations, professional practices, as well as the monitoring of standards and quality assurance.

- **The Universal Basic Education Commission and their state counterpart – State Universal Basic Education Board (UBEC; SUBEB):** funds Teacher Professional Development (TPD) across all 36 states + the Federal Capital Territory (FCT), and has guidelines to access and use those funds; setting policies, national standards and expectations for schools, system level assessments and inspection for schools. It prescribes the minimum standards for basic education throughout the country in line with the National Policy on Education and the directive of the National Council on Education (NCE) and ensure the effective monitoring of the standards.

- **Teachers' Registration Council of Nigeria (TRCN)** has a mandate to regulate and control the teaching profession and improve standards and professionalization of teachers in service.

- **National Commission for Colleges of Education (NCCE)** – ensures quality assurance in teacher education, including curriculum content for teacher education programmes in Colleges of Education.

- **National Teachers Institute (NTI).** Management, deployment and professional development of teachers. Data collection and analysis, information and reporting (downward and upward)

- **Nigeria Union of Teachers (NUT)** – trade union protecting the interests of teachers and improving educational standards.

- **Principals, teachers, students, parents and communities:** management of school and budget, planning and delivery of quality teaching and learning; child protection; monitoring performance and accountability to communities. The principal must establish clear goals, managing how the curriculum is presented, monitoring lesson plans allocating resources and supporting and evaluating teachers to promote student learning

- **Ministry of Women Affairs and any other entity (GO or CSO)** supporting persons with disabilities such as the national Commission for Persons with disabilities (NCPD)

Specific needs of these organisations and how best to support them will be assessed at start of project.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The **Overall Objective (impact)** of this action is to contribute to human development by innovatively strengthening the education system.

The Specific Objective (outcome) of this action is to support the implementation of national policies and efforts to address teacher's shortage, capacities and resilience and interaction with students.

The **Outputs** to be delivered by this action are:

1. Teacher education policies and career paths for the teaching profession in Nigeria are improved
2. Teacher capacity and resilience is enhanced through pre-service and in-service teacher education programme
3. Teacher-student collaboration and learning teams at school and community levels is strengthened

3.2 Indicative Activities

The planned activities are grouped under each output headings outlined in section 3.1 as was discussed with proposed Implementing Partner (UNESCO). They could be negotiated and improved upon on adoption:

Activities related to output 1

1. Support the revision of Teacher Education Policies including on Career Path and the guidelines for implementation at national and state level (6 states)
2. Engagements with top state political authorities, teacher unions, teachers and other relevant stakeholders to develop and commit to a plan for the implementation of the reviewed policy and the Policy on Career Path
3. Support government to develop and adopt a framework for open and transparent teacher recruitment and deployment, including volunteers and incorporate them into formal teaching service where they are most needed.

Activities related to output 2

1. Support the review and expansion of the curriculum of teacher education programme with a focus on resilience to include (i) global citizenship education (ii) education for sustainable development, including gender equality and human rights, iii) socio-emotional support and resilience; iv) digital skills and use of ICTs for technology enhanced learning (TEL)
2. Conduct capacity building for master trainers, head teachers and teachers on peace and global citizenship education, health and socio-emotional support skills for wellbeing and resilience
3. Conduct training of in service teachers
4. Conduct training of teacher educators and train pre-service teachers in Colleges of Education.

Activities related to output 3

1. Training of master teachers, teacher educators, head teachers, staff of State Universal Basic Education Boards (SUBEB) and State Ministry of Education (SmoE) on collaborative teacher techniques
2. Establishment of collaborative teacher learning teams in clusters of schools in communities
3. Support the institutionalization of teacher learning teams in cluster of schools by National Council of Education (NCE)

3.3 Mainstreaming

Environmental Protection & Climate Change

Outcomes of the SEA screening

The Strategic Environmental Assessment (SEA) screening concluded that no further action was required.

Outcomes of the EIA (Environmental Impact Assessment) screening

The EIA (Environment Impact Assessment) screening classified the action as Category C (no need for further assessment).

Outcome of the CRA (Climate Risk Assessment) screening

The Climate Risk Assessment (CRA) screening concluded that this action is no or low risk (no need for further assessment). However, there are opportunities for teaching materials to include educational information on sustainable management of natural resources and the impacts of climate change and how to contribute to its mitigation.

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. There will be a strong focus to address gender disparities in the teaching profession and to improve gender equality in the education sector. The EU will seek to address gender equality by encouraging the application of a gender dimension and analysis in teacher policy interventions, particularly relating to strategies to be adopted at national level on the recruitment and deployment of qualified teachers with specific attention to female teachers, and on the pre-service and in-service training programmes. The approach to gender will also seek to ensure a gender balance and, to the extent possible, priority to female representation and participation in training and capacity development activities. The action aligns with the objectives of the EU Gender Equality Strategy (2020-2025) and the Country Level Implementation Plan (CLIP) of the Gender Action Plan (GAP) III (2021-2025), to ensure that women and children are well protected and have access to quality education.

Human Rights

Quality education is a fundamental human right and one of society's great equalizers, a prerequisite for young people to be equipped to exercise their voice and contribute to society. Quality education is key in helping tackling today's most pressing global challenges, in eradicating poverty and in contributing to the achievement of all the Sustainable Development Goals (SDGs). By investing in teachers' policies and management systems, as well as in teachers' professional development and better teaching and learning resources, the Action is contributing to improved well-being and performance of teachers and improved quality of education to children from early childhood education to secondary level. The Action is in line with the United Nations Convention on the Rights of the Child. All pedagogical approaches and interventions within teacher development programmes are child-centred. Gender-based violence remains a serious problem and has been on the rise in the COVID-19 context. In addition, there have been reports of increased child marriages as a coping mechanism in several African countries. The Action will address some of these issues through including modules of training in gender sensitive education and managing conflict.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that Disability is a significant objective of the programme. The aim is to sensitize and capacitate teachers so that they are able to better support children with disabilities and special educational needs in the mainstream educational system, in order to ensure the right to education for this vulnerable and traditionally excluded groups. Children and adults with disabilities will be supported in access to an inclusive, quality and free education on an equal basis with others in the communities in which they live.

Reduction of Inequality

Education is both an expression of inequalities and a driver of equality. Unequal access to education affects people's ability to obtain decent jobs with fair compensation. The programme will build the capacity of target teachers to improve equality.

Democracy

The Action will be focusing on teacher governance aspects and it will encourage the integration of participatory approaches in order to ensure that teachers and their representative organisations have a say in decision-making processes that affect them.

Conflict sensitivity, peace and resilience

The Action will have a specific component directly addressing issues related to conflict. When defining the interventions the security situation and the related tensions in the countries/regions of intervention will be assessed, and there will be flexibility and adaptation to rapidly changing dynamics in the implementation approach. It will take into account the recommendations from the Conflict Analysis Screening (CAS) for Nigeria undertaken in 2021. In addition, by including the prevention of violent extremism through education as a training module for teachers, it is expected that educators will be empowered to apply related pedagogies in their teaching practices that prevent and manage conflict and promote peace.

Disaster Risk Reduction

While the programme does not target disaster risk reduction, it will provide updated training to teachers on procedures to follow in case of disaster, basic safety principles and climate change mitigation activities as part of their curricula; how to teach students adapted versions of these subjects and design class activities would also be part of the training.

Other considerations if relevant: NA

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/Medium/Low)	Impact (High/Medium/Low)	Mitigating measures
External environment	Security; disaster related risks and insecurity risks e.g. kidnapping activities, epidemics, etc. might cause closure of schools and inaccessibility of communities causing a delay in the implementation of programme activities.	Medium	Medium	<ul style="list-style-type: none"> The programme will watch the space very closely and be conflict sensitive working through downstream partners and local NGOs. We'll also partner with the UN system to gain access. For epidemic related risks – links with online/offline learning platforms for continuous learning is integrated in the programme
Planning; processes and systems	Limited oversight and coordination of the proposed action could lead to delays in implementation	Medium	Medium	<ul style="list-style-type: none"> Enhance collaboration and partnerships amongst stakeholders in the states on the basis of enhanced frequency of field visits and improved oversight and communication by a national programme steering committee
Planning; processes and systems	Lack of local government institutions and State Authorities to cooperate through appropriate budgeting, tracking and appropriation to address	High	High	<ul style="list-style-type: none"> Engage in high-level policy dialogue and leverage project funds for result as well as support strengthening of the system at LGA/State levels. Engage with local authorities and community leaders for the successful implementation of interventions.

	critical service delivery sectors.			
Planning; processes and systems	Limited number and poorly qualified teachers will slow the speed and effectiveness of project implementation	High	High	<ul style="list-style-type: none"> Engage in high-level policy dialogue and leverage project funds for result as well as support strengthening of the system at LGA/State levels.

Lessons Learnt:

- A thorough review of past and ongoing education programmes implemented by the EU and other donor partners across Nigeria has informed the design of this action and it includes the importance of early engagement with political leaders and bringing on board government decisions makers in order to help address policy inconsistencies and maintain sustainability and continuity.
- Improving education quality requires far more than just having enough teachers in the education system: teachers need to be trained, supported through professional development, motivated and willing to continually improve their teaching practices.
- Specific training for female teachers can enhance gender sensitivity.
- Having an overview of donor funding in each location can help the state budgeting and planning processes. Development partners speaking with one voice to government can help drive change.
- In-service teacher training provides teachers with enhanced classroom teaching methods and incentives to stay in the profession.
- Building on existing structures and strengthening capacity of micro-systems ensure sustainability of project gains and possible scale-up.

3.5 The Intervention Logic

The underlying intervention logic for this action is that *if* education programme policy is revised to strengthened teacher education; and *if* teaching delivery methodology and system are improved; and *if* teachers' conditions and skills are improved to attract more teachers to deliver quality teaching; and *if* durable connections are established to improve education networks; and *if* more teachers are supported including with technology to deliver 21st century quality teaching through pre-service and in-service teacher training. Then, this will result to more children learning at appropriate level. This in turn will improve in the medium-term learning outcomes; and in the long term, broader development outcomes.

3.6 Logical Framework Matrix

This indicative log frame constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this log frame matrix, a more detailed log frame (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete log frame (e.g. including baselines/targets).
- Progress reports should provide an updated log frame with current values for each indicator.
- The final report should enclose the log frame with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the log frame matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

Results	Results chain : Main expected results (maximum 10)	Indicators (at least one indicator per expected result)	Baselines In 2022	Targets In 2027	Sources of data/ Means of Verification	Assumptions
Impact	To contribute to human development by innovatively strengthening the education system.	1. Increased retention and resilience of teachers in the basic education schools in states supported by the EU 2. Reduction in teacher attrition rate in the basic education schools in states supported by the EU	1. to be established at inception 2. idem	1. At least 30% increase 2. At least 80% reduction	State Survey document State Survey document	<i>Not Applicable</i>
Outcome	To support the implementation of national policies and efforts to address teacher's shortage, capacities and resilience and interaction with students.	1. National Teacher Education Policy and Policy on Career path for the Teaching profession in Nigeria is reviewed and implemented in States supported by the EU 2. A framework for open and transparent teacher recruitment and deployment to promote adequate supply and deployment of qualified teachers in states supported by the EU is developed	1. None 2. To be established at inception	1. Approved policies at National Level 2. A framework developed and proposed for implementation in each of the states.	1. National Government Gazette 2. Proposed framework document	Improved Government commitment for sector reforms Improved Government commitment

		3. Extent to which government policy promotes teacher education and teaching practices that are gender-sensitive and inclusive (GAP III key outcome indicator)	3. To be established	3. Mentioning in a policy document on government level	3. Interviews of relevant partners	
		4. Percentage of teachers (including master teachers, head teachers and teacher educators) who have completed nationally required training programmes (both in-service and pre-service training) disaggregated by sex in States supported by the EU	4. To be established at inception	4. At least 30% increase.	4. National education ministry (EMIS), school registers, teacher records, school census or special surveys on teaching staff.	Availability of at least 100 master teachers, head teacher and teacher educators per state across the three categories
		5. Pupil/teacher ratio; pupil/trained teacher ratio - PTR/PTTR (disaggregated by level of education)	5. 3500	5. 100,000 in-service teachers trained	5. Training attendance records and monitoring/certificates issued where applicable	Resilience of teachers can be improved
		6. Number of teachers trained on inclusive gender-sensitive education, of management staff working in the public education sector who are women (disaggregated by level – school, district or national level) (GAP III key thematic indicators).	6. To be established	6. To be established	6. Training attendance records and monitoring/certificates issued where applicable	An increase in the number of teachers trained on inclusive gender-sensitive education of management staff working in the public education. Availability of funding sustained political & financial support is provided

Output 1 related to the Outcome	1. Teacher education policies and career paths for the teaching profession in Nigeria are improved.	1.1 # of meetings/workshops/discussions , from initiation meetings with FMoE and inception meetings with national and state stakeholders to policy review, validation and presentation meetings organised with EU support / # of participants (disaggregated by sex and indicating number and type of attending stakeholders, CSOs, government and representatives of most marginalised groups)	1.1 None	1.1 At least 6 times by project end	1.1 Project progress report/Workshop attendance registers	States and all key stakeholders are committed to reform and are willing to implement programme as designed
		1.2 strategic policy documents developed/reviewed and adopted with EU support	1.2 None	1.2 At least 1 documents before end of project	1.2 NCE approved reviewed policy document	States and all key stakeholders are committed to reform and are willing to implement programme as designed
		1.3 Availability of a developed framework for teacher recruitment and deployment to promote adequate supply of qualified teachers in each of the focus states.	1.3 None	1.3 reviewed/developed framework	1.3 Framework document	States and all key stakeholders are committed to reform and are willing to implement programme as designed

Output 2 related to the Outcome	2. Teacher capacity and resilience enhanced through pre-service and in-service teacher education programmes.	2.1 Based on needs assessment new course in teacher education program curriculum are offered	2.1 None	2.1 To be established	2.1 Teacher education programme curriculum	Relevant agencies are willing and committed to the reform
		2.2 Availability of a comprehensive needs assessment document of teachers in states supported by the EU	2.2 None	2.2 Needs assessment documents	2.2 Needs assessment documentation	States and key stakeholders are committed to the need to improve/strengthen teacher capacities and support the needs assessment activity
		2.3 Validation of new modules for strengthening teacher capacities	2.3 None	2.3 2 modules developed	2.3 Reports of module development and validation activities/availability of modules	
		2.4 # of master trainers, teacher educators and head teachers trained in states supported by the EU (disaggregated by sex)	2.4 To be established at inception	2.4 600 master trainers and teacher educators. 100,000 teachers.	2.4 Certificates of completion of trainings issued Monitoring, Evaluation, Accountability and Learning (MEAL) tool.	

		2.5 # of in-service teachers with assessed, improved skills in ICT and in sustainable digital pedagogy and methods, trained with EU support (disaggregated by sex)	2.5 3500	2.5 100,000	2.5 Certificates of completion of trainings issued	Education is prioritised by the state government
		2.6 # of modules developed and validated to scale up specific platforms for building teachers' ICT skills in State supported by the EU	2.6 10	2.6 at least 5 more modules developed and deployed to make 15	2.6 module development and validation reports, availability of modules on imaginelearning.africa platform	Renewed commitment to teacher training and capacity development by all stakeholders
		2.7 # of pre-service teachers and teacher instructors that receive training on digital skills, use of ICTs for TEL and digital pedagogies (disaggregated by sex) in States supported by the EU	2.7 To be established at inception	2.7 10,000 inclusive of instructor teachers	2.7 Certificates of completion of trainings issued	Teachers are motivated to strengthen their skills
Output 3 related to the Outcome	3. Teacher-student collaboration and learning teams at school and community levels is strengthened	3.1 # of collaborative teacher learning teams (TLTs)/clusters defined in relation with state school/LGEA school maps in States supported by the EU	3.1 To be established at inception	3.1 72	3.1 Cluster meeting minutes/reports, NCE meeting reports for institutionalization.	Teachers are motivated to build strong teaching and learning relationships within communities
		3.2. # of master teachers and teacher educators trained on collaborative teacher techniques (disaggregated by sex).	3.2 To be established at inception	3.2. 720	3.2 Training reports and certificates issued where applicable	
		3.3 # of research studies on innovation in education published with EU support	3.3 To be established at inception	3.3 At least 3	3.3 Research reports	

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is envisaged to conclude a financing agreement with the partner country.

4.2. Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is **60 months from the date** of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3. Implementation of the Budget Support Component: N/A

4.4 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures⁶.

4.4.1 Indirect Management with an entrusted entity:

Objectives 1, 2 and 3 of this action may be implemented in indirect management with the United Nations Educational, Scientific and Cultural Organisation (UNESCO). This implementation modality is justified by the fact that UNESCO has proven capacity and technical expertise in education globally. It has a network of specialized institutes notably, the UNESCO Institute for Statistics (UIS), International Institute for Educational Planning (IIEP), UNESCO Institute for Lifelong Learning (UIL), International Bureau of Education (IBE), and the International Institute for Capacity Building in Africa (IICBA) which provide technical support to countries and regional offices on request. UNESCO's expertise and experience at headquarters, field offices and specialized institutes would be deployed to support the interventions proposed under this action.

The in-depth knowledge and the added value of the Organization for countries' priorities for the teaching profession is recognised. In the recent months, UNESCO led two important projects targeting teachers, in which Nigeria played a key role: Establishment of an online learning platform for teachers (Imagine Learning. Africa) funded by GPE and the ICT Training for teachers in response to COVID (with the financial support) of ECOWAS.

The organisation has a track record of working with key government institutions such as the Teacher Registration Council of Nigeria (TRCN) - dealing with teachers' standards, operational mechanisms, training, accreditation, mobility and career development, and the Universal Basic education Commission (UBEC). UNESCO operates a Teacher Task Force for policy advocacy, research and learning – serving as a platform to share lessons learnt, action research and best practices. Furthermore, the International Institute for Capacity Building in Africa (IICBA) in Addis Ababa, with the mandate of strengthening teacher capacity in the continent; as well as the International Bureau of Education (IBE) in Geneva, responsible for curriculum matters, and any other institute/office aforementioned will support the execution of this Action. Accountability about matters related to the teacher, teaching and the teaching profession is a key result of this action which UNESCO, dealing primarily with monitoring SDG Goal 4 through the Global Education Monitoring Report (GEMR), will also help to address.

⁶ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

If negotiations with the entrusted entity mentioned above fail, this initiative may be implemented in indirect management with similar structures, e.g. UN agencies or cooperation bodies that are positively pillar assessed. The implementation by these alternative entrusted entities would be justified by active engagement in the education sector with specific expertise in the capacity development of teachers. The alternative entrusted entity would carry out the tasks initially entrusted to UNESCO.

4.5 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.6 Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Indirect Management with an entrusted entity – cf. section 4.4.1	5 160 000
Evaluation – cf section 5.2	150 000
Audit – cf section 5.3	20 000
Contingencies	70 000
Totals	5 400 000

4.7 Organisational Set-up and Responsibilities

Project Steering Committee (PSC)

A National Project Steering Committee (NPSC) shall be set up at the federal level to oversee and validate the overall direction and policy of the project. The NPSC will primarily serve as a platform for dialogue on and monitoring of the performance of the national and states' sector policies.

The NPSC will meet once a year and shall be composed of: (i) the Honourable Minister of Education or his/her representative, who will be the Chairman; (ii) the Ministry of Budget and Planning as co-chair; (iii) Commissioner of Education from each of the EU participating States; (iv) the Director Teachers' Education at the Federal Ministry of Education will act as the Secretary; (v) representatives of key ministries, department and agencies responsible for the training of teachers at the national level: NTI, NCCE, TRCN, UBEC, etc. (vi) a representative of the EU Delegation with an observer status and (vi) representative of UNESCO as observer.

The NPSC shall perform the following functions: (i) Review the progress made by the FME and the EU participating States in terms of systems strengthening architecture; especially with the implementation of policy, regulatory and institutional frameworks and (ii) Exchange good practices among the states to encourage implementation of policies and actions to foster inclusive quality teaching and learning (peer review).

To support the NPSC and provide the basic data needed for informed decision making, the FME will play a leading role.

State Project Steering Committee (SPSC)

In each of the participating States, the Commissioner of Education or Permanent Secretaries of SME shall establish and chair a State Project Steering Committee (SPSC), composed of representatives State Universal Basic Education Boards, Chairmen of participating LGAs' and CSOs. EU and UNESCO will be represented in the SPSCs as observers. The SPMC will (i) provide supervision and orientation; (ii) approve the state's aggregated work plan, (iii) endorse reports on project progress; (iv) ensure linkage and synergy with other related programmes and projects by EU and other donors in the state, and (v) relate with and report progress of project to the State Executive Council. The SPSC will meet at least every six months.

4.8 Pre-conditions

No pre-condition has to be met prior to implementation at federal level.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring:

Based on lessons learnt from the sector programmes and the Evaluation results, the Action shall ensure that there is a systematic M&E system covering the overall project, as well as specific M&E systems to capture each component's own progress towards implementation. The development of these component-level M&E systems shall be done in close association between EUD and each component leader IP. Yearly M&E sessions shall be set up at the level of the project, including the institutional beneficiaries' representatives, and regular M&E documentation shall be provided by the IPs (bi-annually or quarterly) to ensure a comprehensive follow-up and assessment.

The identification of the baselines and the collection of data shall be the responsibility of each IP leader while the overall M&E indicators follow-up shall be done by the EUD, with dedicated funds and staff, working closely with the M&E staff from each of the implementers. M&E focal points should also be identified within each of the institutional beneficiaries, to facilitate data gathering and collection, and smoothen the overall process.

Monitoring and evaluation will assess gender equality results, an impact on rights of groups living in the most vulnerable situations and the implementation of the rights based approach working principles (applying all human rights for all; meaningful and inclusive participation and access to decision-making; non-discrimination and equality; accountability and rule of law for all; and transparency and access to information supported by disaggregated data). Monitoring and evaluation will be based on indicators that are disaggregated by sex, age, disability and group when applicable. Indicators of social inclusion of persons with disabilities will include number of teachers trained in inclusive education methods. Human rights and gender equality competence is ensured in the monitoring and evaluation teams.

5.2 Evaluation

Having regard to the importance and nature of the action, a mid-term and final evaluations will be carried out for this action or its components via independent consultants contracted by the Commission. A mid-term

evaluation will be carried out for problem solving, learning purposes in particular with respect to: reduction in the number of Out of school children, improvement in the quality of learning and inclusive education.

A final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the importance of EU involvement in policy dialogue in education sector.

The Commission shall inform the implementing partner at least three months in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

Evaluation services may be contracted under a framework contract.

The evaluation will assess to what extent the action is taking into account the human rights-based approach as well as how it contributes to gender equality and women's empowerment. Expertise on human rights and gender equality will be ensured in the evaluation teams.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle has adopted a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

In line with the 2022 “[Communicating and Raising EU Visibility: Guidance for External Actions](#)”, it will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

Appendix 1 REPORTING IN OPSYS

Action level		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action
Group of actions level		
<input type="checkbox"/>	Group of actions	Actions reference (CRIS#/OPSYS#):
Contract level		
<input checked="" type="checkbox"/>	Single Contract 1	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>	Group of contracts 1	