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ANNEX 2

of the COMMISSION IMPLEMENTING DECISION on the financing of the annual action plan in favour of the Federal Republic of Nigeria for 2022

Action Document for the EU- Education and Youth Empowerment in north-western Nigeria

ANNUAL PLAN

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, and action plans within the meaning of Article 23(2) 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 NORTH-WESTERN NIGERIA OPSYS number: ACT-60867 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 ¹
5. Link with relevant MIP(s) objectives / expected results	<p>This Action intends to contribute to priority area 3 of the MIP on Human Development, in its 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 results:</p> <ul style="list-style-type: none"> • Increased access of Out of School Children (OoSC) and youth to inclusive, quality education and skills development with a special focus on interventions for bringing and keeping girls in schools; • Increased quality teaching and learning in targeted schools including child centred pedagogy, sexual reproductive health, nutrition and gender equality; • Strengthened state and community based systems for efficient and effective education service delivery; • Out of school children, with a special focus on girls are supported through the Accelerated Basic Education Programme. <p>Attention to focus on skills for green jobs.</p>

PRIORITY AREAS AND SECTOR INFORMATION

¹ Federal Republic of Nigeria – Multi-Annual Indicative Programme 2021-2027

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). Other significant SDGs (up to 9) and where appropriate, targets: (Gender Equality, Water and Sanitation) SDG 3 (good health and well-being), SDG 4 (quality education), SDG 5 (gender equality), SDG 6 (clean water and sanitation), SDG 8 (decent work and economic growth), SDG 10 (Reduced inequalities), SDG 16 (Peace Justice and Strong institutions), 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%) DAC Code 3: - 11330 – Vocational Training (20%) DAC Code 4: - 11220 – Primary Education (10%) DAC Code 5: - 11231 – Basic life skills for youth (10%) DAC Code 6: - 14030 – Basic Drinking Water Supply and Basic Sanitation (10%)			
8 b) Main Delivery Channel	<i>International NGO – 21000</i> <i>UNICEF – 41122</i> <i>NGOs and Civil Societies– 20000</i>			
9. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Internal markers and Tags	Policy objectives	Not targeted	Significant objective	Principal objective
	Digitalisation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	digital connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	/
	digital governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	digital entrepreneurship	<input type="checkbox"/>	<input checked="" 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	/
energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
transport	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
health	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
education and research	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Migration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reduction of Inequalities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Covid-19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BUDGET INFORMATION				
12. Amounts concerned	Budget line: BGUE-B2022-14.020120-C1-INTPA Total Estimated Cost: EUR 40 000 000 Total Amount of EU Contribution: EUR 40 000 000			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing	Direct management through: - Grants - Procurement Indirect management with UNICEF and another entity(ies) to be selected in accordance with the criteria set out in section 4.4.3			

1.2 Summary of the Action

The Education and Youth Empowerment in North-Western Nigeria is a basic and vocational education programme aimed at supporting the Nigerian government in ensuring inclusive and equitable quality education and skills development, especially for girls in rural, underserved and nomadic communities in the North-West. This project will contribute to the Global Gateway commitments to support the provision of, and access to modern, inclusive education by investing in quality education and training for youth. It will consist of the following three key objectives: (i) strengthening the education sector planning and policy implementation to improve education service delivery, (ii) increasing access to inclusive and safe learning environments and improving the quality of teaching and learning for all girls and boys and (iii) providing vocational education as well as critical skills to the youth and promoting behavioural change campaigns to challenge harmful social norms and empower girls. This project will work with the

government at the national level and support three northern states², Sokoto, Kano and Jigawa, where the education needs are dire for improving access to quality inclusive education opportunities, especially among girls. The EU through this programme will support the implementation of existing sector plans in these three states.

Under objective 1, the programme will focus on the strengthening of sector governance to improve system monitoring (including the Education Management Information System (EMIS), planning, implementation, evaluation/assessment, reporting for a better service delivery. This will include efforts to strengthen the institutional capacity of national, state and local governments to better ensure inclusivity and equity in the delivery of quality educational services. At the Federal level, the objective will be to strategically support the government in reengineering coherence across the basic education systems through policy dialogue for effective and efficient review and implementation of existing plans and policies. This will also include the provision of technical assistance and capacity development to ministries and agencies responsible for education services delivery. As part of the support to be provided to the State and local governments is the updating of EMIS, including the harmonisation of existing education monitoring and evaluation systems for the enhancement of data collection, analysis and the improvement in evidence-based planning and decision making in the sector. At the local level, the programme will also support the capacity development of government officials. All three tiers of government will be supported to address demand and supply sides constraints that impede access to education for the delivery of desired results.

Under objective 2, the programme will support increased access to safe³ and accessible learning environments, especially for girls in rural, underserved, and nomadic communities, with the aim to improve the quality of teaching and learning for all. At the school level, the programme will support the capacity development of teachers through in-service teacher training, professional development opportunities, learners centred participatory and inclusive instruction, the provision of adequate teaching and learning materials (e.g., inclusive, gender-sensitive and climate-change adaptation curriculum), and the provision of equipment using digital media and education-technology (EdTech) approaches inside classrooms for an inclusive, safe, and resilient environment to deliver sustainable education services for the improvement of quality learning. Moreover, it will explore the piloting of new measurement methods and leveraging on existing measuring of educational quality and learning outcomes (cognitive, creative, and emotional skills). It will also support community management systems to better demand for quality education and to raise the awareness of the local community regarding the benefits of education especially for girls. Considering the poor learning outcomes for in-school children, the fact that Nigeria has more than 10 million children out of school (yet some of the lowest education spending in the world) and the fact that future school lockdowns cannot be ruled out, this programme will explore supporting a series of “home-learning” initiatives that use accessible EdTech approaches to teach at the right level in a sustainable manner, including their combination with online learning campaigns⁴ and with community resources, such as community youth volunteers as instructors. This EdTech component will also explore testing new and low-cost measurement tools that assess early grade reading and math skills through the use of gamified tools.

Under objective 3, the programme will leverage partnerships with enhanced public and private sector engagement to provide formal and non-formal education and skills acquisition and development opportunities tailored to employment demands and/or livelihood opportunities for youth. Adolescents and youth have specific learning needs linked to improved livelihood and employment opportunities, as well as reducing vulnerability to influence by violent groups. The programme will support the implementation of the Accelerated Basic Education Curriculum to mainstream a number of out of school children (including the Almajiri) into formal schools and/or to help them transition into vocational skills acquisition and development opportunities tailored to employment and/or livelihood opportunities for youth in Nigeria. It will especially include targeting of female youth for these skills acquisition interventions to facilitate entry into the labour market. In addition, a safe space⁵ approach will be used to deliver critical social life

² These states have important numbers of poor, underserved and marginalized population groups. They also have poor outcomes related to school attendance and learning outcomes, and broader gender and sexual health indicators, including high rates of child marriage and teenage pregnancies.

³ Considering the insecurity in this area, safety needs will have to be analysed and worked into the operational aspects of the programme.

⁴ All EdTech and online work products will be open source and provided as a global digital public good for others to use, inside and outside of Nigeria.

⁵ A Safe Space refers to an adolescent girls’ group that meets over an extended period to learn under the mentorship of a trained female community member on a range of topics -including health, menstruation, hygiene, self-confidence, leadership, and climate change. The safe space groups are female only spaces comprised of groups of girls and young women who meet on a weekly basis at a designated time and location of their choice with a mentor.

skills training for building girl's capacity and confidence to effectively navigate the transition to adulthood and to better prepare them for jobs. This life skills training approach will also include elements to raise awareness about climate change issues and effective action. Climate-change education is an essential component to foster shared understanding of the nature and impact of climate change. Environmental awareness needs to be part of education and training at all levels. The programme will also promote community-based and mass media campaigns to reshape harmful social norms, change perceptions, including about children with disabilities, returns to girls' education, and to increase parental aspirations about their children's future. Lastly, the programme will also provide a financial support package to families to reduce direct and indirect costs of schooling.

The programme will be implemented through direct and indirect management, including a contribution agreement with UNICEF. A component of the project, to be implemented through direct management with an international organisation(s) in partnership(s) with local Non-Governmental Organisation(s) will carry out several activities to support improvement in teaching and learning as well as capacity building of state and local governments' agencies responsible for education services delivery at the local communities and school levels. Technical Assistance will be deployed to the government with the aim of exploring innovative and inclusive approaches to learning and skills development.

2 RATIONALE

2.1 Context

With an estimated population of 211 million in 2021 and 400+ million by 2050, Nigeria is the most populated country in Africa with over 60% of the population under the age of 25. Nigeria is also Africa's leading economy with a wealth of natural resources as well as a thriving entrepreneurial culture and creative industries. Yet, the country is confronted with numerous political, socio-economic, environmental, and severe security challenges. After a recession in 2016, the country returned to marginal growth in 2017, but the COVID-19 pandemic, coupled with the collapse in oil prices in 2020, led the Nigerian economy into its second recession in 5 years. GDP recorded a negative growth of 3.62 % in 2020, but has since returned to positive growth at around 3%, according to the IMF⁶. All analytics point to considerable socio-economic consequences in the aftermath of the pandemic. The World Bank estimates that some 7 million more people have fallen into poverty as a result of the crisis⁷. Given that poverty in Nigeria is widespread and inequality is widening, the benefits of growth have only marginally accrued to the poor. Notwithstanding the rebounding of the economy, per capita incomes continue to decline, while high inflation (of around 15.5%, down from over 18% in 2021) is reducing Nigerians' purchasing power.

Globally, about 20% of the total out of school population are from Nigeria⁸ with as many as 13 million **out of school children** (OoSC) in Nigeria⁹. One of the biggest barriers to enrolling children in schools is household poverty. Though basic education in Nigeria is supposed to be free, fee payments constitute more than half of total household out-of-pocket education payments, other costs including uniforms, books¹⁰ and various fees and contributions. Even though primary education is officially free and compulsory, about 10.5 million of the country's children aged 5-14 years are not in school. Only 61% of 6-11 year-olds regularly attend primary school and only 35.6% of children aged 36-59 months receive early childhood education. While access to schooling is rising among the more affluent quintiles, it is declining among the bottom 40, widening the gap and reducing the human capital of vulnerable groups¹¹.

Gender disparities increase between primary and secondary school and attending school doesn't necessarily translate into better **learning outcomes**. States in the north-east and north-west have female primary net attendance rates of 47.7% and 47.3% respectively, meaning that more than half of the girls are not in school. Over two-thirds

⁶ Nigeria and the IMF

⁷ <https://documents1.worldbank.org/curated/en/099730003152232753/pdf/P17630107476630fa09c990da780535511c.pdf>

⁸ <https://www.weforum.org/agenda/2020/06/education-nigeria-covid19-digital-divide/>

⁹ Estimates range from 10.3 to 13million. Accurate figures are not available.

¹⁰ Fees for books are the second largest household payment and are directly correlated to learning outcomes

¹¹ Nigeria-on-the-Move-A-Journey-to-Inclusive-Growth-Moving-Toward-a-Middle-Class-Society.pdf (worldbank.org)

of girls ages 15–19 in the north are unable to read, compared with less than 10% in the south; in the north, only 3% complete secondary school, and 76% are married by age 18 in the North West¹².

Many children that attend school arrive unprepared and often complete primary school without knowing how to read and write. This “learning crisis” is widespread in developing countries. Vulnerable populations that do not acquire foundational literacy and numeracy skills are unlikely to be emancipated from poverty traps. **Access to education** is affected by poverty with the recent COVID-19 pandemic school lockdowns widening the gaps and exposing the education divide, especially for poor and vulnerable households that lack access to online resources and remote learning opportunities. The monthly COVID-19 National Longitudinal Phone Survey (NLPS) also shows that the pandemic created knock-on crises for human capital, livelihoods, and welfare: health services, including children's vaccinations, have been disrupted; school closures have increased educational inequalities. Education levels in the Northwest were amongst the lowest in the country; in 2010, 73% of children aged 5-16 had never attended school, and literacy rates were 21%, compared to the national average of 52%. Worse still is that children in rural, **underserved and nomadic** communities in this region are being **left behind**. For **women and girls**, the impact is much more as they experience greater restrictions to access financial and social resources due to reasons ranging from gender stereotypes and other stigma, to inequality of policies, to systems that do not address their needs. Gender inequality is frequently overlooked, but it is significant, especially in access to services and participation in economic activities. This action proposes to address the improvement in children's enrolment, attendance, retention and transition to higher levels of basic and vocational education including acquisition of skills leading to future functional livelihood, better access to labour market opportunities, and optimised future socio-economic outcomes therefore reducing the country's inequalities, in particular income ones. Thus, improving participation of marginalised children in both formal and non-formal education and ensuring children learn while in school. This is critical to averting a demographic disaster and improving the wellbeing of children and youth. Considering the challenges faced by school-based interventions for improving learning outcomes, it is key to invest in effective home-learning interventions. This is particularly timely considering school closures and other challenges that the COVID-19 pandemic and insecurity have brought to educational systems.

Nigeria has a new National Development Plan (NDP - 2021 to 2025) targeting the improvement of access to education system and teaching quality. Also, at the 2021 Global Education Summit, the government of Nigeria pledged commitment to increase the national annual education budget during the next two and five years by 50% and 100% respectively, in order to reach the global benchmark of public allocation to education. However, huge gaps still remain. This programme will support efforts to ensure access to inclusive quality education and promote learning opportunities for children, especially girls, through support to key government agencies (national, state, and local governments) with the mandate for the provision of education services delivery. Technical Assistance will be provided to assist with the development of robust crisis, emergency, and disaster responsive costed sector plans including the implementation of these plans and policies in the basic education context to enhance resilience of the system. Our approach will be multisectoral, addressing many of the issues associated with the OoSC (including Almajiri children). We will ensure systematic capacity building programmes for teachers' professional development on topics such as inclusive and child centred pedagogy and basic literacy and numeracy. These programmes will address gender-biased social norms and cultural practices that hinder schooling, in particular when transitioning to Junior Secondary Schools (JSS). The multidimensionality of the economic and social constraints for education, such as poverty, early child marriage, child labour and other opportunity costs for education will be considered when designing programmes having the aim of improving school outcomes, learning and skills for children and youth. Campaigns and advocacies related to benefits of girls' education and skill acquisition will be incorporated. Girls' education reduces maternal and child mortality, contributes to reducing fertility rates, raises schooling levels for the next generation, increases opportunities for decent jobs and leadership positions, and meets human rights standards. Empowering youth through vocational training and skills acquisition will assist them to discover their potentials, develop and deploy them to the optimum. In this regard, innovative and cost-effective approaches to skills development with a focus on EU added value and emphasis on content relevant to northern Nigerian youth will be explored. Further focus will be placed on low- and high-tech mechanisms and scaling up of play-based pedagogy in pre-primary schools and the strengthening of teachers' capacity to implement play-based approaches.

The Project will include direct assistance to families through cash transfers, social protection through income generation schemes, indirect assistance through agricultural practices, greater access to markets or support for

¹² Nigeria-on-the-Move-A-Journey-to-Inclusive-Growth-Moving-Toward-a-Middle-Class-Society.pdf (worldbank.org)

SMEs along with links to local employment. **Key impacts** would be a reduction of out-of-school children, especially girls, an increase of access to and demand for quality and inclusive education, an increase in total number of years spent at school and improvement in foundational learning outcomes.

Education is a new sector of intervention for the EU in Nigeria, the very first being a component of education programme implemented to support the reconstruction and early recovery of basic services for crises affected communities, including activities for improved livelihood, health and WASH provision in Borno State. The lessons learned from this and similar operations of other donors' programmes in Nigeria have inspired the design of the current programme of the EU support to the sector.

The third National Communication (TNC) of the Federal Republic of Nigeria under the United Nations Framework Convention on Climate Change (UNFCCC) (2020) states that the level of awareness of the climate change phenomenon is still low in Nigeria and that citizens are mostly not aware of changing climatic patterns and their consequences. It also recognizes that education plays a major role in addressing climate-change related challenges and that an increase in climate-literacy amongst the population, especially among young people, fosters a change of attitude and behaviour whilst mitigating and adapting to the impacts and consequences of climate change. On the basis of other national strategic plans (such as National Strategic Plan of Action; Climate Change Policy Response and Strategy, Nigeria's NDC), it gives also some proposals for educating, training and improving public awareness of the nation on climate change. Some of them are development of skills-based curriculum at all levels of the education system aiming at empowering young people to be aware of the threats of climate change and be equipped with effective response strategies, investment in school-based programmes and projects aiming at helping children and students better respond to the threats posed by climate change, and organizing training for teachers on techniques for teaching climate change mitigation and adaptation.

In addition to that, it is worth mentioning the Great Green Wall (GGW) Initiative with the ambition to restore 100 Mha of degraded land, sequester 250 MtC and create 10 million green jobs. According to United Nation Convention to Combat Desertification¹³, since its launch there are 1,205 people trained in food and energy security as well as in biodiversity maintenance, and 1,396 jobs created in Nigeria. This action is aligned with and contributes to Pillar 3 of the GGW initiative 'Climate resilient infrastructures and access to renewable energy in order to alleviate rural poverty and youth unemployment, support prosperity and security' by integrating environmental and climate change issues in education and training curricula to increase awareness and promote green jobs.

The Action aligns significantly to the Global Gateway, especially to its pillar on Education and Research. 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.

The foregoing is also selected to support the achievement of SDG4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and SDG 5 - Achieve gender equality and empower all women and girls, as well as contributing indirectly to other SDGs including on health, employment, economic growth, reduced inequalities, peace, justice, and strong institutions. Moreover, the action contributes **to the EU GAP III, and particularly its' thematic areas of engagement 1) Promoting economic and social rights. It is also in line with the 2020 Council Conclusions in EU's external action to promote equitable access to inclusive** quality education and will contribute to the Youth Action Plan (adoption foreseen in 2022). They are also in line with the European Consensus on Development commitment to pay particular attention to ensure people acquire knowledge, skills, capabilities, and rights for a life in dignity, fully engaged in society as responsible and productive adults. The intervention also contributes to supporting EU's commitments in the EU Disability Rights Strategy (2021-2030).¹⁴

2.2 Problem Analysis

The objective of the action is to address a number of specific problems identified in the education sector in Nigeria which the EU can intervene as a new entrant in the sector through some key major objectives as under listed:

One of the causes of the Out-of-school children (OoSC) phenomenon in Nigeria is the prevalence of weakness in basic education governance, management, and accountability systems, including monitoring and evaluation mechanisms and coordination. Plans and policies exist but strategies and political enforcement to this concrete

¹³ <https://www.unccd.int/our-work/ggwi/impact>

¹⁴ https://ec.europa.eu/commission/presscorner/detail/en/ip_21_810

implementation is inadequate. For instance, the federal government has enacted the universal basic education of free and compulsory basic education law since 2004 (updated in 2014) for the first 10 years of children's education, but this has been poorly implemented, if at all, and has resulted in inefficient allocation of the limited resources and poor budget execution of government funding to education. At national and local levels, the sector can boast of myriads of monitoring and data collection and analysis mechanisms including the Education Information Management Systems. All these have been noted to be unreliable, inconsistent and most times non-functional, and therefore unable to inform evidence-based policymaking and implementation. This new action will support the strengthening of the education system to make plans/policies and enact reforms including improvement in the implementation of already existing plans and strategies.

Another major issue of concern to be addressed by this action is the lack of access and low quality of basic education measured in terms of low enrolment, attendance, poor retention, and transition and completion rates especially from primary to the Junior Secondary School and from Junior Secondary to Senior Secondary. On the supply side, the expansion of school infrastructure has not kept pace with the rapid growth in primary enrolment or the raising transition rates to secondary school. This includes the lack or little emphasis on continuous teacher capacity development and motivation resulting in extremely low teacher quality and ultimately in low learning outcomes. Most children who are enrolled in schools are not learning or learning very little, as evident in measured literacy and numeracy test scores. Various causes of the low-quality basic education could be traced to teacher's lack of formal qualification, lack of required content knowledge and lack of skills for effective teaching. Other causes include the evidence of overcrowded classrooms and lack of transport in the urban areas and poorly staffed schools in rural areas; meaning that management and deployment of teachers is also a concern. In addition to these constraints that impede access and quality education are distant school facilities, safety and security, poor learning environment, and the unavailability of teaching and learning materials and equipment (pen, pencils, notebooks, textbooks, blackboards, chalks, etc.). In addition, the poor conditions of infrastructure and lack of water, sanitation and hygiene (WASH facilities) impede girls' attendance and retention in school, and most schools are inaccessible to children with physical disabilities. This new action would ensure the provision of sustainable safe and adequate learning environment including sufficient and adequate teaching and learning facilities and materials, inclusive of water and sanitation facilities for girls and boys.

Demand-side constraints, chronically present in rural and low-literacy environments, mean that children start primary school unprepared. This, in turn, leads to limited learning and worse long-term welfare outcomes. Financial costs (including opportunity costs of household work, and petty trading), lack of perceived value (including of future employment opportunities), harmful gender norms and stereotypes, and religious practices often prevent girls from accessing and completing basic education. Poorer households are less likely to send their daughters to school, especially at the secondary level. Direct costs (school fees), indirect costs (uniforms, transport), and opportunity costs lead to high education expenses for secondary children. When costs are high and resources limited, households generally prefer to educate boys over girls. The worsening economic situation due to the COVID-19 pandemic and the Russian war of aggression against Ukraine skyrocketing food prices¹⁵ are exacerbating such financial struggles. In many communities, girls' education is also hindered by the gendered division of household labour, with girls often expected to contribute to providing care for younger siblings, engaging in farming activities, or other domestic chores. This perception is reinforced by a lack of formal jobs and examples of educated women in the local communities who have improved their economic status. The high prevalence of early marriage and teenage pregnancies also lead girls dropping out of the school system entirely. The COVID-19 pandemic has worsened the learning crisis, and this has exacerbated long-standing gender inequalities by increasing early marriage and reducing school enrolment, particularly for girls.

Another important issue is the effect that the lack of access and low quality of basic education has on inequality reduction. The National Bureau of Statistics (NBS) released the 2019 Poverty and Inequality in Nigeria report¹⁶, which highlights that 40% of the total population, or almost 83 million people, live below the country's poverty line of 137,430 naira (USD381.75) per year¹⁷. Public education has long been described as 'the Great Equalizer' because of its transformative power for individuals and society. Investment in increasing education levels has a

¹⁵ UN FAO Food Price Index

¹⁶ Reports | National Bureau of Statistics (nigerianstat.gov.ng)

¹⁷ <https://nigerianstat.gov.ng/elibrary>

stronger impact on future earnings for girls than boys, and thus can have a powerful impact on reducing income inequalities between men and women.

Lastly, girls are often at risk of suffering from gender-based violence in and around schools since they tend to travel long distances to the nearest school. In northern Nigeria, as female students have been directly targeted, families are increasingly reluctant to send their girls to school. This new action will support the provision of critical social life skills to the youth for navigating adulthood and better preparing them for green jobs. In addition, this action will promote community-based approaches through behavioural change campaigns to challenge harmful social norms and empower girls. This also includes the implementation of non-formal education programmes such as accelerated learning or catch-up programmes (with options to transition to formal system), and technical and vocational training implemented to ensure that children's education links to future possibilities including further education and employment opportunities.

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

1) National and State Levels: – the main task of the Federal Ministry of Education (FME) is to prescribe policies and maintain minimum standards in education; monitor, appraise and oversee the operation of schools. Under the auspices of the Federal and State Ministries of Education are the Commissions, Boards & Agencies responsible for basic education policy formulation and implementation. The FME will have an oversight function including coordinating and monitoring role in the project. They'll be assisted with implementation of some project activities. The Universal Basic Education commission (UBEC) is the executive agency established by the Universal Basic Education Act of 2004 to implement the free, compulsory and universal basic education policy. It functions as the advisory group to prescribe and maintain minimum standards and provide operational guidance for improved coordination across the basic education system including with capacity for data management and use of data to improve policy. However, the paucity of data has resulted in lack of quality planning resulting in inefficient and ineffective coordination, and poor resource mobilisation and utilisation have resulted in limited progress. Low levels of absorption of UBEC large capital funds held within UBEC not released to SUBEB due to their lack of credible plans or to inability to match funds by the state counterparts. UBEC can be assisted to strengthen the utilisation rules of the UBE intervention funds matching grants. Another stakeholder at the national level for support consideration is the National Commission for Nomadic Education. Specific needs of these organisations and how best to support will be assessed at start of project.

2) State Level: Each respective State Ministries of Education is responsible for project implementation in close coordination with relevant agencies: such as State Agency for Mass Education (SAME), Commission for Nomadic Education, the State Universal Basic Education Board (SUBEB), etc. The State Universal Basic Education Boards are the state counterparts of the UBEC which is also responsible for planning, coordinating and monitoring role at state level. The staffing and management of SUBEB are involved in school supervision. SUBEB uses the UBEC Intervention Fund (UBEC-IF) to deliver basic education services at the state and local government levels. Allocation and release of funds from federal and state levels is problematic and exacerbated by the system of monthly allocation to states dependent on revenues and the requirement for matched funding from all states irrespective of their revenue capability. This is compounded by the uneven funding and unclear responsibilities of SUBEBs and LGEAs. There are low levels of absorption of funds in many states. There're reports of large capital sums held within UBEC which are not released to states because of their lack of credible plans or because they are unable to match funds. There have been programmes which have supported aspects of strengthening of the UBEC funds utilisation matching grant which could be built upon. Also to be supported at the state level is the Primary Education Board and the agency responsible for overseeing the JSS.

3) Local Level: The Local Government Education Authority (LGEA) an arm of SUBEB, is responsible for the smooth running of schools including with the monitoring and support of educational activities in the local government areas. They assess school educational inputs requirements through basic school data collection coordinate meetings, identify and deliberate on gaps in responses among actors. They also act as intermediaries for disseminating information to schools/SBMCs (including policy notifications and instructions). Capacities will be built at this level for efficient performance of their mandates and other coordination activities including assisting the SmoE in coordination and monitoring of project activities.

4) Civil Society: The teacher's union religious groups and local NGOs have policy negotiation instruments at their disposal such as legislation, pressure, union group action, propaganda and investment and are capable of initiating changes in the system. There's need for close collaboration to the objective of this action by proactive targeting,

advocacy, information, persuasion, partnership and collaboration, to facilitate the exchange of experiences and learning on how to better contextualize implementation.

5) Ministry of Budget, Finance and National Planning (MBFNP) is responsible for coordination of national and state economic concerns and financing development commitments. This group can influence or muster resources to argue, mobilise or procure political influence in support for a political change and need to be regularly consulted.

6) SBMCs/PTAs, School-aged children (in particular girls), and youth (aged 15+), their families and communities, including community and religious leaders, SBMCs and teachers. This group have the capacity to make and drive impactful negotiations for change in the school. The SBMCs will be responsible for organising meetings and raising awareness with relevant community members for improvement in school performance including in attendance and enrolment. The community plays a valuable role in ensuring the implementation of project activities that are designed to benefit them. The project will build and strengthen mechanisms to increase the involvement of parents and community members in school management, including implementation and monitoring of project supported activities through SBMCs.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective (Impact) of this action is to emancipate the poorest, underserved and most marginalised population groups including women and girls in the North-West of Nigeria.

The Specific Objectives (Outcomes) of this action are:

SO1: To strengthen the education sector planning and policy framework implementation;

SO2: To increase access to safe learning environment and improve the quality of teaching and learning for all, with particular attention to participation of girls;

SO3: To provide vocational training and critical social life skills for youth, including training for green jobs.

The Outputs to be delivered by this action contributing to the corresponding Specific Objectives (Outcomes) are:

Outputs contributing to Outcome 1 (SO 1):

1.1.1. Strengthened policy dialogue in the education sector;

1.1.2. Strengthened community engagement in management of education at school levels public administration;

1.1.3. Strengthened education data planning, monitoring and management at Federal, State and Local government levels.

Outputs contributing to Outcome 2 (SO 2):

2.1.1. Classrooms and schools are renovated and/or equipped with adequate security, water and sanitation and learning materials;

2.1.2. The skills and capacity of teachers are strengthened;

2.1.3. Digital materials and equipment that uses innovative media and EdTech approaches inside and outside schools are promoted.

Outputs contributing to Outcome 3 (SO 3):

3.1.1. Provision of alternative/accelerated education/catch up education programmes with options to transition to formal system and non-formal education appropriate to the context and needs of learners;

3.1.2. Non-formal education, training and skills development of youth tailored to employment or opportunities are developed;

3.1.3. Implementation of safe spaces or Girls Clubs that provide critical social life skills for navigating adulthood and to better prepare them for green jobs;

3.1.4. Behavioural change campaigns with focus on girls' empowerment are promoted.

3.2 Indicative Activities

Activities related to outcome 1

The following activities will be carried out to support the policy framework and education sector planning in order to deliver inclusive quality education:

- Reinforcement/Development of National Education Management Information System/State Education Management Information System (NEMIS/SEMIS) for education data reliability
- Supporting communities to increase demand for quality and inclusive education
- Reinforcement of community engagement in school governance
- Supporting dialogue on integration of religious and secular education
- Supporting the ministry/national agency to review policy and curriculum update
- Supporting the review of sector analysis, sector operational plans and annual school census
- Supporting the deployment of a digital teacher's workforce registry domiciled at the national and state ministries of education

The data ecosystems in the country have shown that education data exist but is neither fully developed nor harmonised. The above activities (not exhaustive) would need to be supported for continuity in the system and to have reliable and accountable data for evidence-based planning and accountability.

Activities related to outcome 2

- Assist government with recruitment and equitable deployment of additional teachers, including volunteers and support their mainstreaming especially to where they are mostly needed
- Conduct continued teacher capacity assessments using innovative capacity assessment models/methods; including capacities related to the environment and climate
- Conduct hybrid (in-person and digitally enhanced Interactive Voice Response/Video Training (IVR/VTR) in-service training/teacher development for teachers on child-centred pedagogy, cognitive, creative and social emotional learning and including on nutrition, disability, sexual reproductive health, gender equality and peace and conflict resolution
- Carry out measurement of education quality (learning assessment) and learning outcomes
- Provision of adequate schools' facilities equipped with WASH, either through rehabilitation of existing classrooms and toilets, or provision of learning spaces and constructions of gender and disability appropriate segregated latrines
- Provision of approved teaching materials and supplies for teachers and students
- Embed gender-sensitive approaches into teacher training to help combat gender stereotypes and improve the learning environment for girls
- Pilot in schools EdTech approaches that use high quality and engaging content
- Adapt curricula to include greater emphasis on climate change, desertification and environmental concerns

Activities related to outcome 3

- Leverage partnerships with enhanced public and private sector engagements to provide formal and non-formal education and skills acquisition and development opportunities tailored to in-country employment demands and/or livelihood opportunities for youth
- Support for the consolidation, finalisation of the national guidelines and implementation of scale up of Accelerated Basic Education Programme (ABEP) with possibility of linkages with formal school or to technical and vocational training through partnerships
- Use Human Centred Design (HCD) to innovatively conduct research/studies on labour market demand for jobs and economic growth and subsequently linking youth as required
- Conduct of hybrid training of youth (in-person and leveraging digital solutions such as Interactive Voice Response (IVR) and Video Training (VTR) in business management and development and functional literacy classes using participatory models
- Leverage domestic funding to provide support to small and micro enterprises geared towards sustainability
- Ensure tailored training to adapt to current livelihoods demands and employment opportunities, including public works, afforestation and land management, waste management/recycling and rehabilitation of public infrastructure, community/school gardening
- Provide conditional-cash transfers or vouchers or non-monetary incentives (certifications, professional associations/clubs membership) to enable a return to education/training in cases where youth are now already engaged in employment
- Safe spaces or Girls' Clubs that provide critical social life skills for navigating adulthood

- Promote behavioural change campaigns, in partnership with community institutions, to challenge harmful social norms, promote demand for schooling and empower girls.
- Generate shifts in mindsets around climate action through awareness campaigns and provide skills to youth for green and sustainable jobs
- Promote campaigns for inclusion of children and poor families to education opportunities and school to work transition for decent jobs

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. Building the competencies, skills and knowledge needed to grab new job opportunities, in particular **green** jobs, establishing preference in school material that are raising awareness on climate change, environment, natural resource (including land) degradation and **climate-sensitive infrastructure** and strengthening resilience will be thoroughly explored. Beneficiary areas and communities will be selected with government according to their vulnerability to climate change. Environmental protection, desertification, disaster risk management and early warning actions (such as hygiene and management of waste, wastewater, sewage, noise and dust during minor construction works, fire, electrical and no-lead-based paints, etc.) have been identified and will receive specific attention in all programme components, embracing the Green Deal and Nigeria's NDC and relevant policies as well as contributing to the objectives of GGW initiatives.

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. This implies that activities to engender gender equality - the empowerment of women, addressing social norms including early child marriage; etc., are significant elements in the proposed activities which will be mainstreamed throughout the programme. Additional gender analysis will be carried out during the inception period.

Human Rights

Education is a fundamental right of the child which will be vigorously pursued and integrated throughout the programme cycle from design to implementation. Gender and disability rights are further included as specific results in order to improve the participation and non-discrimination of marginalised groups. Freedom of expression and association will also be promoted.

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.

Democracy

N/A

Conflict sensitivity, peace and resilience

Conflict prevention will be integrated using political dialogue and through specific actions to ensure that the electoral competition does not lead to violence before, during and after the elections. Actions implemented under the programme will be conflict-sensitive, in line with the “do-no-harm principle” and to prevent politically motivated tensions and violence.

Disaster Risk Reduction

DRR will be integrated into the core activities of the curriculum to ensure that both children and teachers are kept abreast of the climate change phenomenon including its adaptation principles especially as it relates to school safety.

Other considerations if relevant

Inequality reduction

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.

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/Medium/Low)	Impact (High/Medium/Low)	Mitigating measures
External environment	Security; disaster related risks e.g. kidnapping activities, epidemics, etc might cause closure of schools causing a delay in the implementation of programme activities.	Medium	Medium	<ul style="list-style-type: none"> The programme will be conflict sensitive working through downstream partners and local NGOs. The EU will 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 critical service delivery sectors.	Low	Low	<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 Local Government Area/State levels. Engage with local authorities and community leaders for the successful implementation of interventions.
Planning; processes and systems	Limited number and poorly qualified teachers will slow the speed and effectiveness of project implementation	Medium	Medium	<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.
Planning; processes and systems	Show of hostility by some target communities due to lack of acceptance of the social norms being advocated leading to antagonised and perceived feeling of non- inclusion in the provision of some basic amenities	Medium	Medium	<ul style="list-style-type: none"> The project will prepare a social management framework and Stakeholder Engagement Plans to systematically mitigate the risk.
Planning; processes and systems	The institutions involved in project implementation have	Medium	Medium	<ul style="list-style-type: none"> TA to be provided at Federal and State levels to support implementation and capacity

	capacity limitations and often encounter difficulty with coordination of project activities and entities			building support to ensure sustainability of impacts
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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.
- Another important lesson is that education reform and delivery require improvements that are often outside the responsibility of the education sector. Therefore, links with other sectors such as the social welfare, health professionals, environment and climate change, water and sanitation Ministries, Departments and Agencies (MDAs) and legislators are required for effectiveness. Also, consortia of development partners to implement the programme brings together a range of skills and expertise and achieves better results.
- Vouchers and cash transfers for education (conditional or unconditional) act as incentives for poor families to send children to school hence improving enrolment and attendance.
- Specific training for female teachers can enhance gender sensitivity.
- School infrastructure including WASH programmes and menstrual hygiene management encourage parents to bring their children to school, particularly girls.
- Coordination between service providers and alignment with government planning is necessary to avoid gaps or overlaps. Currently levels of government capacity vary, and whilst there are efforts amongst donors to share information and coordinate activities, further strengthening of this on the ground, in conjunction with government partners, could bring transformational change. 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.
- Reducing the distance to schools through school construction in rural and disadvantaged areas boost girls' enrolment including the provision of boarding facilities for the attraction of the underserved and migrant communities has proven effective.
- Teaching that incorporates a wide set of skills including academic, livelihood and life skills including the economic empowerment of girls and youth has had positive impact on education and labour market outcomes.
- For enhancement of access, equity and inclusion, integration of online learning with information and communication technology for education should be complemented with traditional classroom method. Online platforms and apps are public goods that can be rapidly scaled in multiple settings and at a low cost.
- Edutainment, the use of entertainment media with development objectives¹⁸, can reshape adverse social norms, increase aspirations and increase school attendance in a cost-effective way in northern Nigeria, as recently shown by the DIME Movies and Mobiles trial in the region¹⁹.

¹⁸ <https://www.worldbank.org/en/research/dime/brief/edu-tainment>

<https://www.worldbank.org/en/events/2021/06/10/using-smartphones-to-strengthen-the-human-capital-of-online-and-offline-populations-new-evidence-and-collaborations-for->

¹⁹ Orozco-Olvera and Rascon-Ramirez (2022). Improving Enrollment and Learning Through Videos and Mobiles: Experimental Evidence from Northern Nigeria. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4221220

3.5 The Intervention Logic

The underlying intervention logic for this action is that *if* State and LGA education agencies are strengthened in terms of planning and resourcing for efficient use of federal allocations to States; and *if* more teachers are supported to deliver quality teaching through in-service teacher training, including in life skills, nutrition, gender, sexual reproductive health among other appropriate context specific topics; and; *If* more learning spaces online and offline with adequate facilities and appropriate and engaging learning materials are available; and; *if* social protection services are tailored to school enrolment and attendance; and; *if* States are assisted with learning assessment and; *if* all stakeholders value potential returns from education for all girls and boys; and; *if* Youth have access to learning and vocational training tailored to potential employment opportunities; *then* more children, particularly girls, and youth in the three North Western States of Jigawa, Kano and Sokoto will participate in more equitable and inclusive quality education services, training and employment opportunities, in the medium and longer terms. This in turn will improve in the medium-term learning outcomes; and in the long term, broader development outcomes, such as a decrease in child marriages and greater gender equality.

3.6 Logical Framework Matrix

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	Assumptions
Impact	To emancipate the poorest, underserved and most marginalised population groups including women and girls in the North-West of Nigeria.	<p>1. # of Out of school children (disaggregated by sex in States supported by the EU²⁰)</p> <p>2. Rate of increase in foundational literacy and numeracy (disaggregated by sex)</p> <p>3. Girl child marriage rate (before age 18)</p>	<p>1. 2.1 million</p> <p>2. 35%</p> <p>3.76%</p>	<p>1. 1,5 million (-25%)</p> <p>2. 40% (+5%)</p> <p>3. 50%</p>	<p>1. Baseline & end-of-project studies</p> <p>2. Education Sector analysis Report</p> <p>3. Demographic and Health Surveys (DHS)</p>	<i>Not applicable</i>
Outcome 1	SO1: education sector planning and policy framework implementation are strengthened.	<p>1.1 # of meetings/workshops organized by the project for policy dialogue and attended by key stakeholders</p> <p>1.2 # of policy briefs, legal, financial, institutional and regulatory framework and strategies developed and implemented.</p> <p>1.3 degree of internal system efficiency seen in: repetition, drop out, survival and completion</p>	<p>1.1 1</p> <p>1.2. 0</p> <p>1.3. To be determined at inception</p>	<p>1.1 2</p> <p>1.2 1</p> <p>1.3. + 15%</p>	<p>1.1 meeting/workshop records</p> <p>1.2. Policy briefs</p> <p>1.3. EMIS</p>	*Government's continuous willingness to support education sector reform

²⁰ Throughout the logframe this will always be in the states supported by the EU through this action, unless otherwise specified.

Outcome 2	SO2: access to safe learning environments is increased and the quality of teaching and learning for all is improved, with particular attention to participation of girls.	<p>2.1. Net enrolment rate of children in primary education (disaggregated by sex)</p> <p>2.2. Primary school attendance rate (disaggregated by sex)</p> <p>2.3. Net enrolment rate of children in Junior Secondary education (disaggregated by sex)</p> <p>2.4. Junior secondary school attendance rate (disaggregated by sex)</p> <p>2.5. Junior Secondary transition rate disaggregated by sex in states supported by the EU)</p> <p>2.6. Junior secondary education completion rate (disaggregated by sex in states supported by the EU)</p>	<p>2.1 Jigawa 70%, Kano 123% Sokoto 70%;²¹</p> <p>2.2. Jigawa 58% Kano 70% Sokoto 52%,</p> <p>2.3. Jigawa 28%, Kano 30% Sokoto 18%,</p> <p>2.4 Jigawa 27%, Kano 38% Sokoto 21%,</p> <p>2.5. Jigawa 78,9%, Kano 64.7, Sokoto 87.2,</p> <p>2.6. to be established at inception</p>	<p>1.1 75%; 125%; and 75% respectively</p> <p>2.2. 65%; 80%; and 60% respectively</p> <p>2.3. 35%; 40%; and 25% respectively</p> <p>2.4 35%; 45%; and 30% respectively</p> <p>2.5 80%; 70%; and 90% respectively</p> <p>2.6 + 10%</p>	<p>2.1 Annual School Census (ASC)</p> <p>2.2 Annual School Census (ASC)</p> <p>2.3 Annual School Census (ASC)</p> <p>2.4 Annual School Census (ASC)</p> <p>2.5 National Personnel Audit (NPA)</p> <p>2.6 Baseline & end-of-project studies</p>	* Political will of the state government

²¹ The baselines are from 2020. For Kano, the net enrolment rate is over 100% because the population projected by government is less than the total enrolment for the age group.

		<p>2.7. #. of children at end of primary education achieving a minimum proficiency rate in reading and mathematics (disaggregated by sex).</p> <p>2.8. In-service teacher training programme completion rate (disaggregated by sex in states supported by the EU).</p> <p>2.9. Increased availability of adequate and secure learning spaces</p>	<p>2.7. Jigawa Reading 19.5% maths 19.9%, Kano reading 35.2%, maths 31.7% Sokoto reading 22.9% maths 19.8%</p> <p>2.8. to be established at inception.</p> <p>2.9. to be measured at inception in the selected communities</p>	<p>2.7 + 10%</p> <p>2.8. 30% increase above baseline</p> <p>2.9 + 10%</p>	<p>2.7 Students assessment study including EGRA type</p> <p>2.8. Baseline & end-of-project studies</p> <p>2.9. Baseline & end-of-project studies</p>	
Outcome 3	SO3: vocational training and socially critical life skills acquisition by youth, including training for green jobs.	<p>3.1. # of youth that complete the action TVET programme, focusing on green and sustainable jobs (disaggregated by sex)</p> <p>3.2. Employment rate of youth involved with the action TVET programme focusing on green and sustainable job opportunities (disaggregated by sex).</p> <p>3.3. # of parents who changed perceptions of education's</p>	<p>3.1. 0</p> <p>3.2. 0%</p> <p>3.3. 0</p>	<p>3.1 200,000 youth</p> <p>3.2 + 20%</p> <p>3.3. + 35%</p>	<p>3.1 TVET attendance register</p> <p>3.2 Training attendance records and monitoring</p> <p>3.3 Studies and surveys</p>	<p>enabling environment for private sector's participation is created sustained political & financial support is provided</p>

		usefulness and their children's place in society				
Outputs related to Outcome 1/specific objective 1	Op 1.1: Strengthened policy dialogue in the education sector	1.1.1 # of policy dialogue events organised with EU support / # of participants (disaggregated by sex and indicating number and type of attending CSOs, including representatives of most marginalised groups) 1.1.2 # of strategic documents developed/reviewed with EU support	1.1.1. to be established at inception 1.1.2 to be established at inception	1.1.1. At least 3 times by project end 1.1.2. At least 2 documents before end of project	1.1.1 Project progress report/Workshop attendance registers 1.1.2. Federal or state government gazettes	States and all key stakeholders are committed to reform and are willing to implement programme as designed
	Op 1.2: community engagement is strengthened in management of education at school level	1.2.1 # of persons from community (SBMC, PTA) trained with EU support to monitor children's access to education and learning performance, in particular for girls (disaggregated by sex)	1.2.1 0	1.2.1. 1,500 in 150 SBMCs/PTAs	1.2.1. Training or workshop registers; training questionnaire registers	SBMC, PTA and other community structures actively engaged in school management
	Op1.3: quality education data planning, monitoring and management systems are strengthened at Federal, State and Local government levels	1.3.1 Operational status of the EMIS/SEMIS system with EU support 1.3.2 # of govt. MDAs equipped with functional M & E systems with EU support 1.3.3 # of sector status reports published with EU support	1.3.1 EMIS is 30% operational 1.3.2 0 1.3.3: 0	1.3.1 EMIS is 50% operational 1.3.2: 15 MDAs at National, State and LGA levels 1.3.3: twice a year – at National, State and LGA levels	1.3.1 Implementing Partners Progress reports 1.3.2 Implementing Partners Monitoring and status reports 1.3.3. Statistics books by States	Government is committed to regular sector monitoring and review

Outputs 2 related to Outcome 2 or Specific Objective 2	Op 2.1: Classrooms and schools are renovated and/or equipped with adequate security, water and sanitation and learning materials	2.1.1 # of classrooms/schools and WASH facilities (child friendly, gender separated, disabled) rehabilitated /constructed and equipped with adequate security with EU support	2.1.1. to be established at inception	2.1.1. 300 schools	2.1.1. Progress reports	
		2.1.2 # of children who received learning materials with EU support (disaggregated by sex)	2.1.2 to be established at inception	2.1.2. 1,500,000	2.1.2. Progress reports	
	Op 2.2: The skills and capacity of teachers are strengthened	2.2.1. # of teachers trained with EU support (disaggregated by sex) out of the 72 000 workforce	2.2.1. 0	2.2.1 20,000	2.2.1 Project progress report	*Education is prioritised by the state government Availability and motivation of teaching staff
		2.2.2. % of teachers (disaggregated by sex) able to apply newly acquired skills	2.2.2 0	2.2.2 16 000	2.2.2. Training attendance sheet, training questionnaire	
	Op 2.3: digital materials and equipment that use innovative media and EdTech approaches inside and outside schools are promoted	2.3.1 # of children with improved reading and writing skills with EU support (disaggregated by sex and age)	2.3.1. 0	2.3.1 600 000	2.3.1. Baseline & end-of-project studies	Teachers are motivated to strengthen their skills
		2.3.2 # of teachers and teacher trainers that receive training with EU support on creative curriculum, interactive student-learning and alternative teaching methods (disaggregated by sex)	2.3.2 0	2.3.2: 3,000 teachers inclusive of Master Trainers	2.3.2. Training register	
2.3.3 # of pilots set up with EU support that test EdTech solutions in schools and in communities to improve learning		2.3.3. 0	2.3.3. 12 pilot Edtech solutions (2 in each State)	2.3.3 Progress reports		

		outcomes in Kano, Jigawa and Sokoto				
Outputs 3 related to Outcome 3 or SO3	Op3.1: Alternative/ accelerated education/catch up education programmes with options to transition to formal system and non-formal education appropriate to the context and needs of learners are promoted	3.1.1 # of youths provided with non-formal education/training opportunities with EU support (disaggregated by sex)	3.1.1 : 0	3.1.1: 500,000	3.1.1 Project report and Training register	Youth are interested in training and committed to self-development
		3.1.2 # of schools/centres providing education and skills development opportunities supported by the EU(disaggregated by skills related to climate/environment concerns)	3.1.2 0	3.1.2 60 centres/schools (20 in each State)	3.1.2. Project report	
	Op3.2: Non-formal education, training and skills development of youth tailored to employment or livelihood opportunities are developed	3.2.1 # of youths supported through livelihoods/employment opportunities (disaggregated by sex and employment opportunities in green jobs)	3.2.1 0	3.2.1 60,000 youth (60% girls and 40% boys)	3.2.1 Project reports and Training register	
	Op3.3: Safe spaces or Girls Clubs that provide critical social life skills for navigating adulthood and to better prepare them for green jobs are developed	3.2.2 # Safe space for girls' clubs supported by the EU	3.2.2. to be determined at inception	3.2.2. 150 safe spaces for girls' clubs	3.2.2. Project report	
	Op3.4: Behavioural change campaigns with focus on girls empowerment are promoted	3.4.1 # of pilots developed with EU support in communities that used innovative media approaches in Kano, Jigawa and Sokoto	3.4.1. 0	3.4.1. 12	3.4.1 Project reports	Absence of resistance from families
		3.4.2 # of behavioural change campaigns launched with EU support	3.4.2. 0	3.4.2 20	3.4.2. Project reports	

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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 measures²².

4.4.1 Direct Management (Grants)

4.4.1.1 Grants: (direct management).

a) Purpose of the grant(s)

Specific Objective 3 To provide vocational training and critical social life skills to the youth, including training for green jobs.

This action will be implemented through call for proposals using the restricted procedure.

Coherence and synergy with actions funded by other development partners will be sought to a maximum extent.

(b) Type of applicants targeted

Participation is opened to legal entities, natural persons or groupings without legal personality; local authorities, public bodies, Non-governmental Organisations (both national and international) and economic operators such as SMEs), INGO's forming consortium with local NGO's and/or CSOs familiar with the region are desirable.

4.4.2 Direct Management (Procurement)

A procurement process will be launched for the implementation of the programme. This call will tentatively be launched on 15 November 2022, possibly under a suspensive clause 11.b, i.e. before a financing agreement between the European Commission and the partner country has been signed. This would be justified to allow enough time for the selection of the Technical Assistant Team for coordination support of the entire project objectives and Assistance should intervene from the very first start of project cycle. The TA support will be provided for the National government and to the basic education ministries, department and agencies in the participating States with the aim of support for programme implementation. These would consist but not be limited to support for curriculum development to integrate climate change /environment, gender and social inclusion concerns, including water and sanitation in schools as it relates to disease prevention and control,

²² ---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.

monitoring and evaluation, and communication activities to promote the overall programme, They will assist the government with development and review of sector plans exploring innovative and inclusive approaches to learning and skills development.

4.4.3. Indirect Management with an international organisation

Parts of objectives 1 and 2 of this action may be implemented in indirect management with the United Nations' Children Education Fund (UNICEF).

This implementation by UNICEF entails a co-funding with the EU to improve access to education and overall strengthening of the sector governance and planning architecture. This will entail support to the effort of the national government and participating States in the deployment of the Education Information System in addition to the development of other digital technology and e-learning approaches of the government. The approached will include but not be limited to support to strengthening of community engagement in the management of school levels education administration as well as in expanding access to safe quality learning with particular attention to keeping girls in school, ensuring completion and transition to higher levels of learning.

UNICEF combines extensive experience and technical expertise in educational sector in crisis, post crises and development context including good familiarity with all relevant actors in this particular region. The entity leverages on other related sectors in the UN system (WASH, Health & Child Protection) to achieve desired results.

In addition, parts of objectives 2 and 3) may be implemented in indirect management with another pillar assessed international organisation or their specialised agencies. This entity will be selected by the commission services using their specialised work in the area in terms of relevance of the proposed action to meet the objectives of the programme, design, effectiveness, feasibility, sustainability and the ratio cost/effectiveness.

If negotiations with UNICEF or the other pillar assessed entity fail, this initiative may be implemented in indirect management with similar structures, e.g. UN agencies e.g. UNESCO, UNDP or cooperation bodies that are positively pillar assessed. The implementation by these alternative entrusted entities would be justified by the entities active engagement in education sector with extensive knowledge of existing plans and policies and sustainable implementation strategies. Eventually if the alternative entrusted entity would carry out the tasks initially entrusted to UNICEF or the other agency, it would be chosen with the same criteria, such as having undergone an *ex ante* assessment of their systems and procedures.

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)
Implementation modalities – cf. section 4.4	
Objective 1: composed of Support for strengthening the education sector planning and policy framework implementation to better ensure inclusivity and equity in the delivery of quality educational services.	15 800 000

Indirect management with UNICEF - cf. section 4.4.3	10 000 000
Direct management (Procurement) – cf. section 4.4.1	5 800 000
Objective 2: composed of: Increasing access to safe learning environments and improving the quality of teaching and learning for all, with particular attention to participation of girls.	12 000 000
Indirect management with UNICEF or with another pillar assessed entity - cf. section 4.4.3	12 000 000
Objective 3: composed of Leverage partnerships with enhanced public and private sector engagement to provide formal and non-formal education and skills acquisition education development opportunities tailored to in-country employment demands and/or livelihood opportunities for youths.	11 000 000
Indirect management with a pillar assessed entity – cf section 4.4.3	1 000 000
Grants (direct management) – cf. section 4.4.1.	10 000 000
Grants – total envelope under section 4.4.1	11 000 000
Procurement – total envelope under section 4.4.2	5 800 000
Evaluation – cf. section 5.2	400 000
Audit – cf. section 5.3	200 000
Contingencies	600 000
Totals	40 000 000

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 Basic and Secondary Education at the Federal Ministry of Education will act as the Secretary; (v) representatives of key ministries including the Federal Ministry of Health, Federal Ministry of Water Resources, Federal Ministry of Labour and Youth, Federal Ministry of Humanitarian Affairs Disaster Management and Social Development (vi) a representative of the EU Delegation with an observer status and (vi) representative of UNICEF 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. The technical assistance team (TAT) will provide secretarial and administrative support to the PSC.

State Project Steering Committee (SPSC)

In each of the EU 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, Primary and Junior Secondary Education Boards and agencies of Local Government, Finance, Women Affairs, Ministries of Religious Affairs, Chairmen of participating LGAs' and CSOs. EU and UNICEF 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. The TAT in the state will provide secretariat/administrative support to the SPSC.

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.

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.

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 will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

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

The present Action identifies as

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 checked="" type="checkbox"/>	Single Contract 2	
<input checked="" type="checkbox"/>	Single Contract 3	
<input type="checkbox"/>	Group of contracts 1	