

Nigeria SSI MDTF

PROJECT PROPOSAL SUBMISSION FORM

Part A. Meeting Information (To be completed by the SSI Secretariat)	
Board Meeting No:	Project¹ No: SSI0XX
Date of Meeting:	Board members in attendance at meeting:
Part B. Project Summary (To be completed by the Participating UN Organization)	
Date of Submission: 14 December 2015	Participating UN Organization receiving funds: <ul style="list-style-type: none"> United Nations Children's Fund (UNICEF)
	Signature, name and title Jean Gough, UNICEF Representative, Nigeria
Focal Point of the Participating UN Organization(s): Name: Eva Ahlen Telephone: 070 641 84 022 Email: eahlen@unicef.org	Project Title: Education strategy for IDP and marginalized children in host communities
	Project Location(s): Borno, Adamawa & Yobe
	Projected Project Duration: 1 January – 30 December 2016
Proposed project, if approved, would result in: <input checked="" type="checkbox"/> New Project <input type="checkbox"/> Continuation of previous funding <input type="checkbox"/> Other (explain) <input type="checkbox"/> No-cost extension: <u>(from – to)</u>	Total Project Budget: USD 1,732,738 Amount of MDTF funds requested: USD 1,732,738 Percentage of indirect support costs from MDTF contribution: USD 20,546 (1.2%)

¹ The term "project" is used for projects, programmes and joint programmes.

Projected Annual Disbursements:	2016 US\$ 1,732,738	2017 US\$	2018 US\$
Projected Annual Commitments:	2016 US\$ 1,732,738	2017 US\$	2018 US\$

Application Instructions for Narrative Summary

The questions below are for guidance in developing the narrative under each sub-heading. Applicants should address these questions to the extent possible.

Overview

Provide a brief overview of the project, including overall goals and objectives, key strategies, expected results, and intended beneficiaries.

Specify the geographic location(s) of the proposal.

Proposal's compliance with SSI ToR

Success criteria and means of evaluating results

Explain how the Participating UN Organisation(s) submitting the proposal have the institutional capacity to successfully achieve the proposed objectives.

Describe the overall management structure of this project.

Explain how the proposal will be monitored and evaluated.

Budget

Describe any co- financing to this proposal

Narrative Summary

1. Overview

The education sector has negatively been affected and schooling has continuously been interrupted by the Boko Haram insurgency for the past few years in North East Nigeria. School children were killed, abducted, displaced leading to a high level of trauma. Many of the School facilities were destroyed and some schools have been burnt down. This has created an acute shortage of learning space and as a result, a total of 319,000 are without access to safe learning spaces in the three states most affected by the insurgency (Adamawa, Borno and Yobe. Large numbers of the population in these affected states have been displaced and over 1 million children have been affected. The large numbers of displaced people has led to congestion in host communities and IDP camps. For example, according to the HNO November 2015), Maiduguri metro and Jere LGA are host to 787,000 IDP children which is 178 % increase in schools which has over-stretched the available resources and school facilities. This has adversely affected the gains in education achieved prior to the insurgency in 2009. In Adamawa, where 98% of the IDPs have returned to their original communities, 55% of children lack access to safe learning spaces due to the destruction of school facilities in the return areas (HNO, 2015). It is clear that with large numbers of children out of school, the north east states (especially Adamawa, Borno and Yobe) and Nigeria as country

will suffer socially, economically and even politically unless meaningful interventions are devised to circumvent the situation. As of November 2015,

- About 1,200 schools have been affected by the insurgency, including 619 in Adamawa, 524 in Borno and 57 in Yobe (note: this data is indicative and the figure in Borno is likely to be much higher)
- More than 600,000 students have lost access to learning due to the insurgency with death among 314 (Adamawa-33, Yobe-263, Borno-18).
- 600 teachers: Borno (308), Adamawa (75), Yobe (18); plus in other neighbouring states such as Kaduna (25), Plateau (120), Kano (63) and Gombe (2).

In Borno state, almost all schools had been closed in 2014 due to attacks. About 463 schools in only 11 LGAs were able to reopen in October 2015. In Adamawa and Yobe most schools had reopened within the metropolis LGAs. With stability returning in most LGAs of all states there is a chance for more schools to reopen in the local government areas that have been liberated but the conditions do not allow for IDPs to return back immediately to their original communities. Therefore this strategy aims to ensure that the necessary humanitarian and education support is provided to IDP communities covering IDP camps present and host communities.

In most cases, displaced populations from these conflict affected states are accommodated by and settled within the host community or families. Host communities hosting IDPs will be considered as equally vulnerable due the increased demands of IDPs for essential public services and livelihoods. Social services in these host communities are overstretched by the influx of IDPs, many of whom are occupying community facilities and services such as schooling, water and sanitation, health, etc. Multi-sector programming is needed to equitably ensure that basic social services and relief assistances are accessible to all in need – host communities, IDPs and other vulnerable groups – to promote social cohesion.

During the displacement, the most-at-risk and vulnerable groups have included children, girls, women, youth, minorities and larger communities are trapped in conflict areas or residing informal settlements or in the IDP camps. With overcrowding, insufficient sanitation and psychosocial trauma associated with inadequate living conditions in IDP camps, there are heightened risks of health epidemics and sexual and other forms of gender-based violence (SGBV), lack of access to education, as well as increased child protection concerns.

The DTM/IOM Round VI Report of October 2015 provide the following information about the IDP population:

- *2,233,506 IDPs (318,937 households) were identified in Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe states. (DTM)*
- *The highest number of IDPs are in Borno (1,606,406 IDPs), followed by Yobe (144,302 IDPs) and Adamawa (135,605 IDPs).*

Table 1 provides the numbers of IDP children in host communities in Borno, Adamawa and Yobe states

Table 1

	Camp	Host Community	Total
ADAMAWA	3,338	56,328	59,666
BORNO	52,489	654,330	706,819
GOMBE	-	11,891	11,891
YOBE	6,113	57,380	63,493
Grand Total	61,941	779,928	841,869

Source: IOM 2015

2. Proposal's compliance with the SSI ToR

The Safe School Initiative framework entails a combination of three quick wins: a) transfer of secondary students, b) piloting of safe schools models including community mobilization and c) education support to IDP children. These components form basis for terms of reference ToR) and this proposal is positioned within the SSI framework by as it focuses on the third component of the three quick wins, i.e. education support to IDP children. Within this design of the SSI Technical Committee's Action Plan as approved by the Steering Committee, UNICEF was initially assigned the responsibility to support and oversee provision of quality education to displaced children living in IDP camps. This mandate has now been broadened to include support for all IDP children living in host communities therefore strategically, this proposals will address all the requirements described in the SSI framework regarding ensuring that IDP children access quality education through the objective and interventions stated in the next chapter

3. Objective

The objective of this project is to increase access to quality basic education for internally displaced children who are living in camps, those who have been integrated into host communities and those returning to their original communities (return areas).

4. The Strategy

The strategy will aim to **increase access to quality education** for IDP children in living in IDP camps and those living in host communities by creating additional learning space through the provision of containerised classrooms. Provision of containerised classrooms will allow schools in IDP camps and those in host communities but also in return areas with shortage of learning space (and therefore unable to enrol IDP children) to enrol more IDP children. Each containerised classroom comes fully equipped with all the necessary classroom facilities including furniture to accommodate a class of 40 learners therefore in attracting out-of-school children into the school as well as the parents to send their wards to school. As provision of these classrooms will be extended to schools in host communities.

5. Output: Increased equitable access to basic education

This output will be realised through the support to temporary learning spaces by providing schools that have shortage of learning space with containerised classrooms which is expected to cater for accommodation of the increased number of children that are likely to enrol after the Back to School campaign launched in Adamawa, Borno and Yobe states. Preliminary reports on the Back to School Campaign (enrolment drives) which was launched by UNICEF in conjunction with PINE and the Vice President's Office at the end of October 2015 shows that an additional 170,000 children have been enrolled into schools for the first time in Borno and Yobe states. This figure is likely to increase when the Adamawa campaign is reported this quarter therefore more learning spaces will be required in all schools that are enrolling new children in these states. Creation of temporary learning spaces through provision of tents has been the common practice by UNICEF and containerised classrooms will complement these.

The pilot on containerised classrooms was launched by PINE as part of the Back to School Campaign organised by UNICEF during the month of October 2015. With 28 containerised classrooms distributed for pilot purposes to Borno (20), Adamawa (5) and Yobe (3), many more children were attracted to enrol as these classrooms provide a more conducive environment for learning (compared to the ordinary tents), with all classroom facilities provided for, including furniture. Thus, the containerised classrooms under pilot have been a '*pull-factor*' for more children to enrol. To accommodate the increasing numbers of children (now eager to enrol or already enrolled), more of the containerised classrooms will be required. UNICEF in collaboration with the government and other agencies operating and implementing education activities will jointly look for financial options to complement this initiative by providing other necessary teaching and learning materials to ensure full access to quality education for all girls and boys, without discrimination, at Primary and Junior Secondary School level.

The current available funds of **USD 1,732,738** will provide 73 containerised classrooms (which can cater for 2,920 learners), but to cater for the increased number of children being enrolled through the Back to school Campaign this academic year (and years to come), the government (Federal and state level) together with development partner organisations will be required to make effort in fund raising through the SSI Technical/Steering. In this strategic priority, the focus should be given to financial inputs/earmarked budget by the state governments and other resources from development partners within and outside the SSI. As mentioned in the preceding sections, in some cases, as a temporal measure, where provision cannot be made for containerised classrooms additional learning spaces will be in the form of make-shift structures, such as tents. This will apply in situations where the numbers of additional IDP children are low to constitute double shift classes but can easily be integrated by slightly creating more learning spaces. The use of **double shift schooling system**, whether with containerised classrooms or tents, is recommended in most instances instead of constructing new classrooms, which could be economically challenging.

6. Activities

6.1 Procurement and freight of containerised classroom

73 containerised classroom will be procured and delivered by the beginning of January 2016 before schools reopen for the second quarter.

6.2 Distribution of containerised classrooms to Adamawa, Borno and Yobe states

Table 2 indicates the distribution of the containerised classrooms using the ratio of 5:3:2 for Borno, Adamawa and Yobe respectively.

Table 2: Distribution per state

STATE	# of CONTAINERISED CLASSROOMS	# of CHILDREN	CONTACT POINT
BORNO	37	1,480	State Coordination Committee (SCC) Mr Baba Gana Goni Ali Tel: 08020756925 (State Universal Basic Education Board (SUBEB))
ADAMAWA	22	880	State Coordination Committee (SCC) Mr Bashir Tukur (Perm Sec) Tel: 08125151918 (State Ministry of Education -SMoE) Mr Ahmed Muhammed: EiEWG Secretary Tel: 07069306516 (State Universal Basic Education Board (SUBEB))
YOBE	14	560	State Coordination Committee (SCC) Ms Fatsuma Accama Tel: 08036554898 (State Ministry of Education-SMoE)
TOTAL	73	2,920	

6.4 Capacity Building for teachers and support staff

Capacity building on how to use the containerized classrooms will be provided to the identified teachers and support staff at each school/location. Such training of teachers will be conducted by the service provider at each location where the containerized classrooms will be located. It is expected that training of teachers in each location will resume upon or during the process of mounting the classrooms.

7. Success criteria and means of evaluating results

The indicators for success and means of evaluation as well as means for verification are provided in the log framework which also provides details of the specific activities to be implemented. In addition, time

frames as indicated for accomplishing the various activities or tasks will measure success (see annexure 1).

State Level

- UNICEF and implementing partners will support the State Coordination Committees (SCCs) in the distribution of containerised classrooms and establishing the double shift schools
- Key stakeholders (e.g. SMOEs, SCCs, and SUBEB) will take responsibility for the maintenance, utilisation of containerised classrooms as well as management and quality assurance of double shift schooling.

School and Community Level

- The service provider (company) will train teachers and support staff within schools on the use of containerised classrooms. In addition UNICEF and implementing partners (SMoE/SUBEB/SCC) will set up a committee within the camps/hosting communities/return areas (e.g. Local Community Leaders) to fully participate in the development work, including distribution of containerised classrooms and other educational resources
- The established Local Community Leadership (in above) will provide leadership at the community level for the day to day running of school and will ensure maintenance of community facilities, including containerised classrooms.

8. Explain how the Participating UN Organisation(s) submitting the proposal has the institutional capacity to successfully achieve the proposed objectives.

UNICEF has full institutional and qualified education professional capacities who are able to manage, monitor and evaluate, develop proposals and write reports based on the donor's required procedures. These professionals have wide range of experiences in programme/project management, financial management, designing strategies for effective implementation of the project.

9. Describe the overall management structure of this project.

UNICEF

The project will be supported by UNICEF and implemented through the state level authorities as well as through inter-agency structures. UNICEF has an effective management system and capacity of managing complex projects in emergencies. Moreover, UNICEF has a well-established system of risk management through its result-based management structures, monitoring and evaluation, and working in partnership with multiple organisations, including government. The rich experiences that UNICEF has in managing complex education in emergencies can be a guarantee for mitigate any risks challenging the implementation of the project.

Federal Level

Programme management for any education programme or activities is deemed to be the responsibility of the Federal Ministry of Education in conjunction with the SSI Technical Committee. While specific SSI

implementing partners will take responsibility for the programme implementation strategy, UNICEF will be responsible for overall monitoring and evaluation.

State Level

The State Ministry of Education (SMoE) and State Universal Basic Education Board (SUBEB) at state level will in collaboration with the SSI-State Coordination Committees (SCCs) implement the programme.

Inter-Agencies Technical/Partnership Role

At a Federal level, the inter-agency education partners are to be key members of the technical coordination group and should focus, amongst other things, on dialogue/lobbying and technical assistance to the federal government and national SSI structures. Inter-agencies cluster/Partners supporting education programmes in conflict affected states should also take part in state coordination meetings, education programme planning, technical and financial assistances.

10. Explain how the proposal will be monitored and evaluated.

The monitoring and evaluation will be carried out by the national and state SSI structures (Steering, Technical Committees and State Coordination Committees-SCCs), jointly with the Federal and State Ministries of Education. In collaborating with the state level actors, UNICEF will take the responsibility for monitoring and evaluation of the project in accounting for progress during the project cycle as illustrated below:

OUTPUT	OUTPUT INDICATORS	BASELINE	MILESTONE (Year 1)	TARGET (Year 2)	DATA SOURCE	FREQUENCY	RESPONSIBLE	DATA COLLECTION METHOD
Increased ACCESS to basic education	# of children and youth enrolled in primary schools	0	2,000	90,000	School data: reports, registers	Annually	SMoE SUBEB SCC UNICEF	UNICEF & partners
	# of Junior Secondary School children (45% girls) enrolled	0	920	10,000	School data: reports, registers	Annually	SMoE SUBEB SCC UNICEF	UNICEF & partners reporting

11. BUDGET

BUDGET		
CATEGORY		AMOUNT US \$
1. Supplies, Commodities, Materials		1,645,070
2. Travel		13,216
3. Contractual Services		53,906
Total Program Costs		1,712,192
Indirect Support Costs (cannot exceed 7%)	1.2%	20,546
TOTAL		1,732,738

Explanation of Budget Categories

The Finance and Budget Network approved the above harmonized expense categories for interagency reporting effective 1 January 2012 in decision 54 at the 12th FDN session^[1]. This was further confirmed by the HLCM and the CEB in their 20th sessions in later 2010. For detailed explanation on the definitions of each category, refer to Annex A.

ANNEX A - Detailed Descriptions of Revised Harmonized Expense Categories

The following definitions are as per the F&BN WG paper, which form part of the approved decision

Staff and other personnel costs: Includes all related staff and temporary staff costs including base salary, post adjustment and all staff entitlements.

Supplies, Commodities, Materials: Includes all direct and indirect costs (e.g. freight, transport, delivery, distribution) associated with procurement of supplies, commodities and materials. Office supplies should be reported as "General Operating".

Equipment, Vehicles and Furniture including Depreciation: For those reporting assets on UNSAS or modified UNSAS basis (i.e. expense up front) this would relate to all costs to put asset into service. For those who do donor reports according to IPSAS this would equal depreciation for period.

Contractual Services: Services contracted by an organization which follow the normal procurement processes. In IPSAS terminology this would be similar to exchange transactions. This could include contracts given to NGOs if they are more similar to procurement of services than a grant transfer.

Travel: Includes staff and non-staff travel paid for by the organization directly related to a project.

Transfers and Grants to Counterparts: Includes transfers to national counterparts and any other transfers given to an implementing partner (e.g. NGO) which is not similar to a commercial service contract as per above. In IPSAS terms this would be more similar to non-exchange transactions.

^[1] 12th Session of the Finance & Budget Network Minutes- CEB/2010/HLCM/FB/30.

General Operating and Other Direct Costs: Includes all general operating costs for running an office. Examples include telecommunication, rents, finance charges and other costs which cannot be mapped to other expense categories.

Indirect Support Costs: (No definition provided).

Part C. Initial Review of Proposal	
(To be completed by the SSI Secretariat)	
(a) Is the project explicitly linked to the SSI TOR?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(b) Is the project effective, coherent, and cost-efficient?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(c) Does the PUNO have capacity to carry out this proposal?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(d) Have risk management activities been fully described?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(e) Have social and environmental safeguards been elaborated?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(f) Is the Project Proposal Submission Form fully completed?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(g) Is the Budget in compliance with the standard format?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(h) Is the indirect support cost within the approved rate?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Part D: Decision of the Board	
(to be completed by the Board)	
5. Decision of the Steering Committee	
<input checked="" type="checkbox"/> Approved for a total budget of US\$ <u>1,732,738</u> —	
<input type="checkbox"/> Approved with modification/condition	
<input type="checkbox"/> Deferred/returned with comments for further consideration	
<input type="checkbox"/> Rejected	
Comments/Justification:	

Chairperson of the Board

Name (Printed) ..

Signature..

Date 15/2/2016

Part D: Participating UN Organization acknowledgement

(To be completed by the Participating UN Organization)

Name/Title	Date	Signature
Focal Point of Participating UN Organization receiving funds:	<u>15.02.16</u>	

Fund Allocation Matrix (FAM)

Fund Name: **Nigeria Safe School Initiative Multi Donor Trust Fund (SSI MDTF)**

Date of allocation decision/meeting: **20/1/2016**

Total Amount Available for Programming (from Funding Framework): _____

Total Allocation Approved: US\$ _____

Fund allocation matrix to be completed by the Fund Secretariat. This document has to be signed by the SC Chair

Allocation Decision of the SSI MDTF Steering Committee					
	Project Number/Title	Name of participating UN Organization	Approved Allocated Amounts (US\$)	Total Approved Amount (US\$)	Total Approved Amount (US\$)
FULLY APPROVED	Education strategy for IDP and marginalized children in host communities	UNICEF	\$1,732,738	\$1,732,738	\$1,732,738
CONDITIONALLY APPROVED	n/a	n/a	0.00	0.00	0.00
TOTAL ALLOCATIONS APPROVED (including Conditionally Approved):					\$1,732,738

Steering Committee Chair: **/**

Signature: _____

Name: **/**

Date: **/**

Mandatory supporting documentation:

- Proposal(s)/Project Document(s)
- Proposal Appraisal Forms for all projects

Annex 9: Fund Transfer Request letter

Date: 14 December 2015

To: Executive Coordinator, Multi-Partner Trust Fund Office, UNDP

Programme Reference: **Education strategy for IDP and marginalized children in host communities**

Cc: **United Nations Children's Fund (UNICEF)**

This is to request the transfer of US\$ 1,732,738 per the attached submission form and Fund Allocation Matrix.

I confirm that the attached documentation conform to the requirements of the SSI Steering Committee decision on the approved submission form and the SSI Terms of Reference.

Title: Head of Technical Committee 

Attachments:

Signed submission form

Fund Allocation Matrix