

## **1. INTRODUCTION**

This document serves as a guidance for drafting the Humanitarian Response Plan 2019 education in emergencies proposals. It takes into account the inputs of the Humanitarian Programme Cycle (HPC) process at various stages including Periodic Monitoring Reporting (PMR), Humanitarian Needs Overview (HNO) briefings and feedback from education stakeholders, federal and state government priorities for the NE as articulated in the various documents, key EiE issues discussed at states, national and regional forums, emerging trends in the crisis environment and the strategic humanitarian objectives.

The HRP 2019 will be a multi-year plan running from 2019-2021. In a changing crisis environment, the priority remains the provision of education services to children affected by the conflict in northeast Nigeria. Education humanitarian actors will be able to propose education interventions that respond to the critical needs of those affected.

## **2. HUMANITARIAN NEEDS OF THE AFFECTED POPULATION**

An estimated 1.8 million people are displaced in Borno, Adamawa and Yobe and around 40 percent (0.8 million) of that population is comprised of school aged children between three and seventeen years displaced across the three states. While the number of displaced persons and returnees increased compared to the previous year, the total number of children and education personnel in need decreased from 2.9 million for 2018 to 2.2 million for 2019 based on education sector estimates (EiEWG HNO, 2019).

Recent data<sup>1</sup> on the key education indices in the NE still indicate a dire situation in education with Yobe recording one of the highest rates of children out of school at 42.2% compared with 27.2% of the estimated children out of school in the whole of Nigeria. Borno is reported in the same survey (MICS 2016-17) as having the highest number of girls out of school in Nigeria at 71%. Education sector faces an upward task of infrastructural rehabilitation and expansion, education management stretching and the need to address emerging education needs such as skills acquisition and protection of education against attacks. In a Human Rights Watch Report 2016, “They Set the Classrooms on Fire: Attacks on Education in the North East Nigeria<sup>2</sup>” it is evident that the deliberate and systematic destruction of learning institutions, killing and maiming of learners and teachers had adverse impact that is deeply embedded in the communities. Children and teachers in all three affected states are in dire need of psycho-social support to cope with the negative effects of the conflict. There is an urgent need to engage the local communities in supporting education as a longer-term strategy for recovery and peacebuilding.

The operating environment in the NE remains unpredictable with a fluid security situation. Despite the decreased security incidents targeting education (where 2017 witnessed numerous attacks in the University of Maiduguri and stabbing of children in school in Southern Borno), the threat of violent attacks, abduction and kidnappings remain ever so likely that in February 2018, at least 110 girls were abducted from their school in Dapchi in Yobe State. In the process five girls died while one of the

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<sup>1</sup> Multi Indicator Cluster Survey 2016-17, Nigeria

<sup>2</sup> 2016 Human Rights Watch

remains in captivity. A greater concern is the abduction and recruitment of children into armed groups, use of children in suicide attacks and enslavement of children which are both grave violations against children.

Between October and November 2017<sup>3</sup>, education sector partners conducted an education needs assessment across the three states. The findings indicated that poverty was identified by the respondents as the greatest barrier to access to education expressed as inability of parents to meet financial costs demanded in schools. Lack of infrastructure such as classrooms, school furniture and WASH facilities was also recorded as a critical need. Lack of teaching and learning materials was a major factor contributing to poor attendance and retention of learners in schools.

### 3. GUIDING PRINCIPLES

- **Basic education for children during emergency is a fundamental human right.** Providing education to crisis affected children is life saving and life sustaining. Children are able to receive lifesaving messages in health, WASH, nutrition and life skills. School are important avenues where children stay in a protective and safe environment while acquiring knowledge and skills that help them achieve their full potential in life.
- **Do-no-harm.** Carefully assess any consequence and impact of your intervention on the wellbeing and safety of children, adolescents and caregivers. Avoid putting beneficiaries at risk as a result of your action. Always consider vulnerabilities and risks related to age and gender, before implementing a program. Every organization should endorse a Code of Conduct and every staff/volunteer must sign and abide to such regulation.
- **Protective function of education.** Education actors need to consider that the activities proposed are promoting child protection within the school environment and reduce the various vulnerabilities that children get exposed to.
- **Age and gender appropriate programming.** Interventions will consider the importance of reducing gender parity in education access and improving the school environment to be gender friendly to all children.
- **Community participation.** Project sustainability need to be well articulated in the drafting demonstrating the active roles and responsibilities to be taken by the communities in supporting education activities.
- **Data collection and reporting.** Detailed and clear monitoring framework is necessary in supporting the coordination mechanism to learn and record best practices.

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<sup>3</sup> Joint Education Needs Assessment, JENA 2017

#### **4. EDUCATION SECTOR STRATEGIC OBJECTIVES - MULTI-YEAR HRP 2019-2021**

##### **Objective 1 - Conflict-affected children and adolescents have access to inclusive quality basic education and vocational skills opportunities within a safe learning environment**

- # of conflict-affected boys and girls (3-17 years) attending a learning centre or school
- # of conflict-affected boys and girls (3-17 years) accessing alternative basic education models (Integrated Qur'anic Education and accelerated learning programmes)
- # of TLS, classrooms constructed, rehabilitated, reopened or vacated

##### **Objective 2 - Conflict-affected children and adolescents receive quality and conflict sensitive educational services to enhance their resilience**

- # of conflict-affected boys and girls (3-17 years) benefiting from learning supplies including ECD kits
- # of teachers (m/f) trained in psycho-social support skills and positive discipline
- # of teachers (m/f) trained in improved teaching and learning approaches
- # of conflict-affected boys and girls (3-17 years) provided with sex segregated WASH facilities

##### **Objective 3 - Communities have increased capacity to participate in school development and risk reduction planning and demand equitable access to conflict sensitive quality education for all children and adolescents**

- # of school based management committee (SBMCs) members (m/f) trained
- # of schools/learning centres that have student groups/clubs to promote children's participation and life skills including peace and sports clubs

#### **5. TO ACHIEVE THE STRATEGIC OBJECTIVES, THE SECTOR PARTNERS WILL:**

- Provide 1.6 million learners and teachers with learning and teaching materials
- Provide temporary incentives to support teachers in hard-to-reach areas;
- Establish temporary safe and protective classrooms with adequate basic WASH facilities for both formal and non-formal education, targeting half a million children;
- Train teachers on psycho-social support and life skills to cope with the negative effects of the conflict;
- Empower communities through school management committees to protect education and assist in the establishment and maintenance of child-friendly school environments;
- Support parents and guardians with cash-based programmes to increase enrolment and retention rates;
- Provide sanitary kits to adolescent girls to encourage them to stay in school;
- Provide recreational materials to school going children and support peace/sports clubs in schools;
- Provide early childhood development materials to preprimary school-aged children;
- Empower teachers and school management committee members with knowledge on referral mechanisms for issues related to GBV and child protection.

- Advocacy to donors and humanitarian actors to take up education development needs manifested in North East Nigeria

**6. PARTNERS ARE ENCOURAGED TO REFER TO THE FOLLOWING DOCUMENTS (THROUGH LINKS) TO CONSTRUCT THE PROPOSALS WITHIN CONTEXT. PARTNER MUST REFERENCE THE SOURCES OF THEIR INFORMATION FOR CREDIBILITY.**

- **Education Sector 2019 Monitoring Framework:**  
[https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/22102018\\_nga\\_education\\_sector\\_monitoring\\_framework\\_template.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/22102018_nga_education_sector_monitoring_framework_template.pdf)
- **HNO 2019 briefing input and feedback for the BAY states:**  
[https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/01102018\\_nga\\_education\\_sector\\_2019\\_pin\\_target.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/01102018_nga_education_sector_2019_pin_target.pdf)
- **Local Coordination Group meeting minutes**
- **IOM DTM assessments 2018:** <https://displacement.iom.int/nigeria>
- **Joint Education Needs Assessment, 2017:**  
<https://www.humanitarianresponse.info/en/operations/nigeria/assessment/nigeria-northeast-joint-education-needs-assessment-jena-november-2017>
- **Multi Sectoral Needs Assessment, MSNA by REACH-Initiative, August 2018:**  
<https://www.humanitarianresponse.info/en/operations/nigeria/document/nigeria-reach-multi-sector-needs-assessment-msna-education-joint>
- **Individual partner assessments in various locations in BAY states**
- **Education sector targets, PiN, segregated data on IDPs, returnees, RPiN, Inaccessible population:**  
[https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/30092018\\_nga\\_education\\_2019\\_people\\_in\\_target.xlsx](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/30092018_nga_education_2019_people_in_target.xlsx)
- **Operational presence maps, IM-EIEWG:**  
<https://www.humanitarianresponse.info/en/operations/nigeria/education/infographics/infographic-type/operational-presence>
- **RPBA BUHARI Plan (World Bank) Nigeria:** <http://pcni.gov.ng/the-buhari-plan/>
- **The School GBV guidelines + GBV integration in Education + tools:**  
<https://www.dropbox.com/sh/6iyzyy5c6d4mzkq/AAC5CDgJ61a8gOUJp9UBTMBda?dl=0>
- **WASH in Schools:**  
[https://www.unicef.org/wash/schools/files/WASH\\_in\\_Schools\\_Maintaining\\_the\\_Momentum.pdf](https://www.unicef.org/wash/schools/files/WASH_in_Schools_Maintaining_the_Momentum.pdf)
- **Education Sector Strategy (updated draft):**  
<https://www.humanitarianresponse.info/en/operations/nigeria/document/nigeria-education-emergencies-working-group-eiewg-2018-strategy>
- **Priority LGAs for humanitarian response in 2019:**
  - [https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/15102019\\_nga\\_hno\\_lga\\_severity.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/15102019_nga_hno_lga_severity.pdf)
  - [https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/priority\\_lgas\\_with\\_severity\\_status.xlsx](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/priority_lgas_with_severity_status.xlsx)
- **Centrality of protection principles:**

To assist your efforts in this regard, there are a wealth of resources available at: <http://www.globalprotectioncluster.org/themes/protection-mainstreaming/> among the various resources on that web-link, the following are especially relevant for HRP and HRP project development:

- **A brief (1/3 pg) recap of the 4 elements of protection mainstreaming** for all sectors to consider. [FIND THIS at top of the above web-link.](#)
- **Sector-specific Tip Sheets** for many sectors (CCCM, Education, Food Security, Health, Shelter, WASH) developed by the respective Global Cluster in collaboration with the Global Protection Cluster. [FIND THIS on the left, 2/3 down, of the web-link.](#)
- **General Tip Sheets for all sectors**, i.e. those sectors which don't have a sector-specific tip sheet aren't off the hook! ;-)  
[FIND THIS on the left, 2/3 down, of the web-link.](#)
- **An APP (android and IOS) that recaps crux of this guidance on your phone!** Searchable by sector and by project cycle stage. English, French, Arabic. [FIND THIS at   
http://www.globalprotectioncluster.org/ assets/files/presentation-pm-app.pdf](#)
- **CASH for Education draft from CaLP:**  
[https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/22102018 nga\\_hrp\\_cash\\_narrative.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/22102018 nga_hrp_cash_narrative.pdf)

## 7. PARTNER'S ORGANIZATION REGISTRATION ON HPC PROJECT MODULES.

To get your organization list on the project modules please provide the following information:

|  |  |
|--|--|
| Focal Person's Full name<br>(Firstname lastname) *   |  |
| Focal Person's Phone number<br>(with international calling code, i.e. "+234 800 000 0001") *                   |  |
| Organization Generic Email<br>(Registered on <a href="https://humanitarian.id">https://humanitarian.id</a> ) * |  |
| Organization Name *  |  |
| Website (if applicable)  |  |

|   |  |   |
|---|--|---|
| Please specify your organization type                         | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | National NGO<br>International NGO<br>Private Organizations or Foundations<br>UN Agencies<br>Red Cross/Red Crescent<br>Inter-governmental Organizations<br>Other |
| Below briefly provide your organization profile and your role |  |   |
|   |  |   |
| Operation Location (State/LGA)                                |  |   |
|   |  |   |

Please note this will get **24 hours** to reflect.