

Federal Government of Nigeria- UNICEF Rolling Workplan 2014-2015: QUALITY BASIC EDUCATION PROGRAMME: Enugu A-Field Office

CPD Outcome 5 : By 2017, at least 90% of target states and LGAs have strengthened education systems, strategies and human resources that enable sustainable and equitable access to quality basic education.

Outputs and Indicators	Planned Activities	Timeframe (in months)				Implementing Partner(s)	Source of Funds	Budget Description	Planned Budget		
		1-6	7-12	13-18	19-24				Amount in 2014 (USD)	Amount in 2015 (USD)	Total Amount 2014 - 2015 (USD)
Output No. 21 : CS sector-wide SESP/SESOPs that mitigate/respond to emergency implemented in 8 states and 2 LGAs in each of these states by end of 2017.		X	X	X	X	FME, NIEPA, UBEC, SMOEs, SUBERs, SAMEs	RR OR	GC SC109901	40,000.00 112,297.00		40,000.00 224,594.00
Indicator 1: SESP-SESOP developed in two States	Enugu 21.1: Provide technical support to Rivers and Abia States in the process of SESP/SESOP Development. Develop human and institutional capacities for implementation of SESP/SESOPs		X	X	X	FME, NIEPA, UBEC, SMOEs, SUBERs, SAMEs	RR OR	GC SC109901			
Indicator 2: # of SESP/SESOP Core Team members trained.											
Indicator 3: # of States with EPR Contingency Plans											
Indicator 4: # of schools with EPR plans and materials.	Enugu 21.2: Develop implementation guidelines of SESP/SESOP. Enhance the development of their human and institutional capacities for implementation of SESP/SESOPs	X	X	X	X	FME, NIEPA, UBEC, SMOEs, SUBERs, SAMEs	RR OR	GC SC109901			
	Enugu 21.3: Provide technical support to emergency prone states & selected LGAs in conducting for strengthening EPR systems & adequate financing. Procure and pre-position emergency supplies on education to enhance preparedness and response whenever emergency occurs. Short Version. Strengthen EPR Systems		X	X	X		RR OR	GC SC109901			
	Enugu 21.4: Provide Technical Support to six States (Akwa Ibom, Anambra, Ebonyi, Cross Rivers, Imo and Enugu); Review SESOP and develop their LESOPs	X	X	X	X	FME, NIEPA, UBEC, SMOEs, SUBERs, SAMEs	RR OR	GC SC109901			
SUB-TOTAL FOR OUTPUT 21:							RR OR	GC Thematic	152,297	112,297	264,594

Output No. 22 : Functional data base system/EMIS used to inform policy and planning at all levels in 8 states and 2 LGAs in each of these states by end of 2017.										
Indicators: (a) # of states with up-to-date EMIS Reports; (b) # EMIS staff trained on SQL; (c) # of states with functional and robust EMIS; (d) NIEPA learning Portal completed and operational.	Example 22.1: Strengthen states capacities for enlarging the data base available for education sector planning through completion of the processing of the 2011-2012, 2012 - 20013, 2013 - 2014 ASC data, the 2010-2011 MLA for Prt-4 and Prt-6, strengthen systems for integration, MLA programme, build capacity for application of SQL, in education data management, utilisation of school mapping reports in policy formulation etc; Short Version: Data base Dev & ASC	X	X	X	X	RR and OR SC109901	GC SC109901	24,000.00	24,000.00	48,000.00
SUB-TOTAL FOR OUTPUT 22:	Example 22.2: Conduct ASC 2014-2015 in all public and private Basic Education schools in the Bhojpur & Suresh and LGAs and support SMOE/SUBEB to implement school tool project in selected schools Anambra State schools	X	X	X	X	RR and OR SC109901	GC SC109901			
	Example 22.3: Conduct training on dissemination and demonstration of National EMIS policy and implementation guidelines through the establishment and strengthening of EMIS committee and upgrade of EMIS facilities at State and LGA levels	X	X	X	X	RR and OR SC109901	GC SC109901			
	Example 22.4: Support to monitor trainings, and conduct post-training assessment in order to measure effectiveness, efficiency and productivity of the trained personnel on EMIS functionality for data integrity at school, LGEA & State levels preparatory for SME/SUBEB Impact Assessment of EMIS functionality at the State and LGAs level by the end of 2015	X	X	X	X	RR and OR SC109901	GC SC109901	60,044	60,044	120,088.00

Outcome 6: Increased and equitable access to quality basic education by out-of-school and most vulnerable children by 2017

Output No. 26 : 50% of deprived/marginalized girls and boys enrolled in formal basic education in 13 focus states by end of 2017.						RR	GC	45,000.00	45,000.00	90,000.00
						OR	SC109901			
Indicator 1: Commitment by State/LGAs/Communities to increase access to basic education Indicator 2: # of additional OOSC registered and enrolled in school.	Enugu 26.1: Support MoE/SUBEB/SAME/LGEA, Town/Market Association systems to conduct advocacy to increase access, and delivery of functional literacy for out of school living in the hard to reach farming and riverine communities and most at risk LGAs of Benue, Ebonyi and Anambra Short version: Education Access through advocacy	X	X	X	X	MoE/SUBEB/SAME/LGEA, Town Market Association	RR	GC		
	Enugu 26.2: Strengthen SUBEBs, ANFEAS/SAMES to advocate for and coordinate, plan, implement and monitor progress in education curricula and programmes for re-entry of out of school boys and girls in Benue, Ebonyi and Anambra most at risk LGAs	X	X	X	X	SUBEBs, ANFEAS/SAMES	RR	GC		
	Enugu 26.3: Support SMOEs/SUBEBs/SAMES in Mainstreaming and Roll out of Learning Plus (Lp) and School based protocol initiative into Basic Education; support mitigation of Violence in schools/NFE centres	X	X	X	X		RR	GC		
	SUB-TOTAL ON OUTPUT 26:							45,000.00	45,000.00	90,000.00

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Outcome 7: Improved primary education retention, completion and achievement rates, and transition to lower secondary schools for all boys and girls by 2017.

Output No. 32 : 60% of Teachers/NFE facilitators and head teachers apply gender responsive, child centered methods in teaching, reading, learning and school leadership in 8 focus states by 2017.									
Indicators: 1: # of Colleges of Education mainstream gender responsive and child friendly teaching methodology; 2: # of COE lecturers trained applying child centered skills;	Range 32.1: Conduct teacher training using School based Teacher Development (SBTD) approaches focusing on gender-responsive child-centered teaching methods and school leadership.	X	X	X	X	Same COE/SME/IGAs	RR & OR	GC & SCI09901	40,000.00
							OR	SCI09901	30,637.00
									30,637.00
									61,274.00
OUTPUT 32 SUB-TOTAL									
							RR & OR	GC and SCI09901	70,637
							RR	GC	32,000.00
							OR	SCI09901	4,047.00
									-
									4,047.00
Output No. 33 : FME's and SMOE's minimum quality standards for child friendly schooling adopted and implemented in 50% of the schools in 8 states by 2017.									
Indicator 1 #s school/centers conducting school self assessments including use of FIS tools and CFS benchmarks	Range 33.1: Conduct training for school managers/teacher/energyers/facilitators on the use of CFS modules and gender-sensitive teaching/learning methodologies	X	X	X	X	FME HS, FME SH, SMOE HS, SUBER, RUWATSANBS	RR & OR	GC & SCI09901	
Indicator 2 % of head teachers/teachers trained and applying CFS pedagogy/methodologies.									
Indicator 3 # states/CEAs/schools with revised SH policy and implementation guidelines for SH, SF, SSHE.	Range 33.2: Develop strategies and monitor the implementation of CFS packages including training of teachers and school level officials on the use of school health kits (deworming excercises, iodine assessments, and procurement tool kit).	X	X	X	X	FME (SH+ TSE), SH LINE MINISTRIES (MOH, M.Env, Water Resources, RUWATSANBS, Min Agric., Min Women Affairs)	RR & OR	GC & SCI09901	

	Example 33.3: Advocate with SBMC/CBOs involvement in supervision/monitoring of schools/centres in support of entrenching CFS standards	X	X	X	X	FME FIS, FME SH, SMOE FIS, SUBEB, RIWATSANBS	RR & OR	GC & SCI09901			
	Example 33.4 Advocate for and improve state-level quality assurance systems for implementation of minimum quality standards for CFS in formal and non-formal education settings. This includes: a) Advocate for adoption and use of FME FIS QA instruments, revised IQTE benchmarks, EIDS and minimum standards and M&E tool for School Health. b) Train quality assurance officers at SLBEB/LGEA and c) Monitor and track implementation of quality assurance and adoption of child-friendly environments in schools.	X	X	X	X	FME FIS, FME SH, SMOE FIS, SUBEB, RIWATSANBS	RR & OR	GC & SCI09901			
	Example 33.5: Conduct Monitoring and evaluation of BE programme implementation to enhance timeliness, synergy with SRAs, Equity and other CFS benchmarks, BE programme planning, quarterly/annual joint reviews and reporting.	X	X	X	X	FME FIS, FME SH, SMOE FIS, SUBEB, RIWATSANBS	RR & OR	GC & SCI09901			
OUTPUT 33 SUB-TOTAL									36,047.00	-	36,047.00