

Impact Evaluation Report

RFP-2016/PME/9125292

IMPACT EVALUATION OF UNICEF NIGERIA GIRLS' EDUCATION PROJECT PHASE 3 (GEP3) CASH TRANSFER PROGRAMME (CTP) IN NIGER AND SOKOTO STATES

29 June 2017

UNICEF NIGERIA
COUNTRY OFFICE



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Final Report

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United Nations Children's Fund
Plot 617/618, UN House,
Diplomatic Zone, Central Area District
Abuja, Nigeria

December 2017

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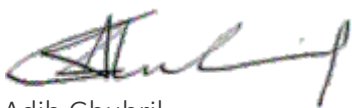
Acknowledgments

It is my distinct pleasure to submit this impact evaluation report on Girls' Education Project Phase 3 Cash Transfer Programme (GEP3-CTP) to UNICEF Nigeria, along with its partners at DFID, and the Office of The Vice President of Nigeria.

Professor John Adeoti and I, along with our entire consulting and support team, are honoured by the opportunity to explore the issues at hand with you and are thankful for the support of all the steering committee members along with government representatives at the federal, state and local levels.

There can be little doubt of the significant positive effects the unconditional cash transfer has had on community and family dynamics in Niger and Sokoto States, certainly in the short-to-medium term. The CTP changed the opportunity cost profile of education, nutrition and health for low-income households. So, in principle, Ghubril supports a wider deployment of CTP provided proper measures for improving the education infrastructure are put in place and CTP sensitization activities communicating the benefits of girls' education are strengthened so as to ensure those short-to-medium term effects persist in the long term.

Respectfully,



Adib Ghubril,
President

Capra International, a division of Ghubril Ltd.

Foreword

Despite national attempts to promote girls' participation in education, Nigeria continues to have a significant gender gap, with girls' primary net attendance averaging 59,2 percent nationally, with the rate dropping to an average of 53 percent in the three northern geopolitical zones. Although there is almost parity between girls and boys in secondary school attendance nationally, girls aged 12-17 from the poorest 40 percent of households are six percent less likely to attend secondary school than boys.

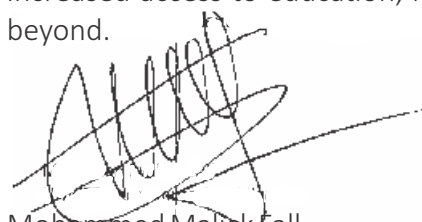
Since Mat 2012, UNICEF has been implementing the multi-year Girls' Education Project Phase 3 (GEP3), funded by the UK Department for International Development (DFID), which aims at contributing to improved social and economic opportunity for girls in northern Nigeria through increased enrolment, completion, and learning of girls in basic education. Through community-based research, UNICEF identified poverty-related issues as the primary barriers that keep girls and boys out of school. To address these findings, a cash transfer component of GEP3 was designed and implemented in selected schools in Niger and Sokoto states aiming to increase girls' enrolment and attendance; increase girls' transition from primary school to junior secondary school; and reduce gender inequality through the provision of cash transfers to the female caregiver of girls, accompanied by a sensitisation campaign educating caregivers about the importance of girls' enrolment and attendance in school. These inputs contribute to a greater value being placed on girls' education, an increase in household income, and to women controlling a greater share of this income. These, in turn, lead to increased expenditure on girls' education, and increasing girls' enrolment and retention rates in basic education. The cash transfer programme was implemented through a significant and successful partnership between the State Governments of Niger and Sokoto, the Economic Policy Research Institute (EPRI), and UNICEF.

In collaboration with its development partners and the UK Department for International Development (DFID), UNICEF Nigeria commissioned this impact evaluation study to determine the effectiveness and impact of the cash transfer programme and to identify lessons learnt that could be applied to future programme both within and beyond Nigeria's borders.

The study determined that the cash transfer programme under GEP3 had a positive impact on reducing financial barriers to girls' enrolment and attendance at school as well as on household consumption and welfare in the two targeted states of Niger and Sokoto. There was an average increase of 52 girls per targeted school in Niger State with a programme impact of 29.4 percent; and an average 73 girls per targeted school in Sokoto State with a programme impact of 32.37 percent.

I would like to thank our partners, especially the State Governments of Sokoto and Niger, for their commitment to this important social protection intervention; the Special Adviser on Social Protection Plan, the Office of the Vice-President, the Presidency, and the UK Department for International Development (DFID) for their unwavering support and sincere commitment to promoting the empowerment of Nigerian girls and women; and the Federal Ministry of Education and Ministry of Budget and National Planning, for their partnership in reaching the results reflected herein.

I believe the findings of this impact evaluation will support advocacy for more and similar interventions that will provide social protection for children and ensure young girls and boys have increased access to education, leading to better retention and learning outcomes in Nigeria and beyond.



Mohammed Malick Fall
UNICEF Representative, Nigeria

Executive Summary

Introduction

This report presents the findings of the impact evaluation of Girls' Education Project Phase 3 Cash Transfer Programme (GEP3-CTP) in Niger and Sokoto States.

The main objective of the impact evaluation is to better understand how the CTP was implemented, how the impacts were achieved and to identify lessons that can inform further implementation of the CTP. The impact evaluation is thus expected to provide vital information and evidence for policy dialogue on CTP at federal and state levels.

GEP3-CTP was a two-year unconditional cash transfer programme (September 2014 - August 2016) with primary objective of increasing girls' enrolment, retention and completion of basic education in selected schools in Niger and Sokoto States. The impact evaluation of GEP3-CTP was carried out by Capra International, a division of Ghubril Ltd, from October 2016 to March 2017 in two stages. The first stage was the Evaluability Assessment of GEP3-CTP, and the second stage was the Impact Assessment of GEP3-CTP. The Evaluability Assessment confirmed the expediency of carrying out an impact evaluation of the CTP. The impact evaluation addressed five criteria, in accordance with the ToR: impact and effectiveness, process, efficiency, relevance, and sustainability. Each criterion has a set of evaluation questions that guided the impact assessment.

Approach

Mixed methods with quantitative and qualitative features were employed to address the questions raised under the five criteria for the impact assessment. The quantitative methods involved the use of descriptive statistics, Propensity Score Matching (PSM) and Difference-in-Difference (DD) estimator in a quasi-experimental research design. Sources of quantitative data include survey of households (caregivers), survey of schools (head teachers), and secondary data obtained from the PIUs and project documents. Qualitative data were collected from key informants using a Focus Group Discussion (FGD) protocol and an In-depth Interview (IDI) guide. The FGDs and IDIs provided insights into issues that were not aptly captured by the quantitative data and also offered opportunity for data triangulation.

Findings of GEP3-CTP in Niger and Sokoto States

The results of the evaluation are put in context of the programme's five impact criteria: Impact and Effectiveness, Process, Efficiency, Relevance, and Sustainability.

Assessment of Impact and Effectiveness

The CTP had a positive impact on household consumption and welfare in Niger and Sokoto States. The CTP intervention significantly increased the income of poor households, in the CTP communities of both states, allowing them to eat better quality food (higher protein content) more frequently. The household average weekly expenditure on food in Niger increased by ₦2,237.63 (representing a net programme impact of 15.82 percent) and increased by ₦961.06 in Sokoto States (representing a net programme impact of 15.59 percent). The net change in average monthly expenditure on health per household was positive and statistically significant in the two states. In Niger State, there was an increase of ₦1,742 in household average monthly expenditure on health, constituting a programme impact of 19.54 percent. In Sokoto State there was an increase of ₦758.32 in household average monthly expenditure on health, constituting a programme impact of 12.8 percent.

Besides its positive impact on household welfare, the CTP promoted income-generating activities among caregivers in the CTP communities in the two states, and the household decision about sending girls to school was to a very large extent influenced by the cash transfer as well as CTP sensitization and mobilization activities at the community level in both states. The CTP however had a negative impact on some parents' attitude to boys' enrolment and attendance at school. It was reported in both states that some aggrieved parents who did not benefit from the CTP withdrew boys from school and some boys' were getting frustrated or envious that they were not included in the CTP.

The CTP helped in reducing financial barriers to girls' enrolment and attendance at school in Niger and Sokoto States. These effects were widespread for girls across the target LGAs in both States. The change in Caregivers' spend pattern in favour of girls' education was statistically significant – showing a shift of 17.71 percent and 17.91 percent in Niger and Sokoto States respectively. The net change in household average expenditure per term on girl child education was ₦906.68 and ₦1,436.49 in Niger and Sokoto States respectively. This resulted in an estimated increase of 52 girls per CTP school in Niger State, representing a programme impact of 29.4 percent, and an estimated increase of 73 girls per CTP school in Sokoto State, representing a programme impact of 32.37 percent.

Unfortunately, the physical and human infrastructure in the CTP schools could not cope with rising demand. Classroom facilities and the number of teachers became grossly inadequate for the increased enrolment in the CTP schools, a condition that hampered programme effectiveness.

Assessment of Process

The results of the analysis revealed that the GEP3-CTP was implemented as planned in all sites in Niger and Sokoto States. In Niger State, six tranches of payment were made to the caregivers, while five tranches were paid in Sokoto State. Data from the IDIs and document review revealed that the processes for the design and implementation of the GEP3-CTP in the two states were strikingly similar. The design involved a consultative process led by EPRI in collaboration with the PIUs; and the process of CTP implementation involved stakeholders at the community and state levels with the PIU as the lead agent of CTP implementation.

The CTP payment system was effective in providing the cash transfer to the correct recipient in Niger and Sokoto States. The payment system in Niger State was able to pay between 86 to 96.1 percent of the correct recipients while it paid between 88.6 and 97.9 percent of the correct recipients in Sokoto State.

However, the targeting process did not select the poorest caregivers as CTP beneficiaries in the GEP3 communities. The results indicated that CTP beneficiaries had average weekly income almost four times those of the control communities in each of the two states. Nevertheless, the beneficiaries were chosen from the low-income group bracket.

The CTP operations were actually carried out as specified by the programme operations manual. The only significant change observed was the inability to pay the CT on time and the irregularity of the CT payment. The only intervening event that affected the CTP especially in Niger State was the 2015 general election campaign which necessitated delayed payment of the CT in the first year.

Assessment of Efficiency

The CTP was adjudged to be efficient. It cost only 2 percent of the total amount paid to beneficiaries in Niger state to deliver the cash and it cost just over 3 percent of the total amount paid to beneficiaries in Sokoto state to deliver the cash.

Assessment of Relevance

The CTP, as implemented in Niger and Sokoto States, was coherent with the broader policy environment. Niger State is keen on promoting educational development and the CTP is viewed by the Ministry of Education, Science and Technology and SUBEB as an important instrument of achieving the state policy objective of increasing girls' enrolment in schools and improving women's participation in social and economic development activities. The targets of the Sokoto Strategic Education Sector Plan are in line with the goal and objectives of the CTP. The CTP is also coherent with the broad policy environment at the Federal level. The Federal Government advocates inclusiveness in all dimensions and cash transfer has in recent years been a major development policy instrument.

The needs and priorities of the targeted beneficiaries/local partners were consistent with the CTP objectives and deliverables in Niger and Sokoto States; and the design and delivery approach of GEP3-CTP in the selected schools in Niger and Sokoto States proved to be sound and appropriate. The active participation of the PIU in the development of the programme operational manual, which ensured that the design was contextual with respect to the realities in both states, was particularly an important area of the appropriateness of the design and delivery approach of the CTP.

Sustainability

The views of CTP stakeholders, from both states, express a strong support for scaling up the programme. The findings also suggest that the current operational mode of using a commercial bank or a private sector direct money transfer, with capacity for payment delivery to large number of people in rural areas, should be retained.

Policy makers from the two states confirmed their wherewithal for implementing a scaled-up version of the CTP. At the time of the impact evaluation, the Niger State Government was planning for sustaining the CTP in

the six target LGAs, while the Sokoto State Government was planning for a scale up to the 23 LGAs in Sokoto State. This was an indication of a political will to sustain the programme and implement a scale up in Niger and Sokoto respectively. Yet, despite this willingness and political goodwill, the findings in each of the two states indicate that the government capacity to sustain or scale up the CTP is tightly constrained by funding.

Lessons Learnt

The two major aspects of the programme identified for modification are the unconditionality of the cash transfer and level of community participation in programme monitoring. It was repeatedly suggested by the project managers interviewed in the two states that conditionality would make the CTP more effective in achieving the twin objective of girls' school enrolment as well as attendance. It was also suggested that the empowerment of the community level agents (e.g., SBMCs and MAs) to be more involved in programme monitoring would enhance programme performance especially with respect to school attendance.

The findings of the impact evaluation of GEP3-CTP clearly demonstrate that the unconditional CT was successful in achieving the twin objective of significantly improving girls' enrolment and attendance at school in all sites where the CTP was implemented in Niger and Sokoto States. Stakeholders at the state and community levels were generally desirous of sustainability and scale up of the CTP. The specific recommendations for sustaining and scaling up of the CTP in the two states are presented in Table 10.1 (section 10) of this report.

Acronyms

CCT	Conditional Cash Transfer
CT	Cash Transfer
CTP	Cash Transfer Programme
DFID	Department for International Development
DD	Double-in-Difference
EA	Evaluability Assessment
ECDC	Early Childcare Development Centre
EFA	Education For All
EMIS	Education Management Information System
EPRI	Economic Policy Research Institute
FGD	Focus Group Discussion
GEP3	Girls Education Project Phase 3
IDI	In-depth Interview
IE	Impact Evaluation
JSS	Junior Secondary School
KII	Key Informant Interview
LGEA	Local Government Education Authority
LGA	Local Government Area
MA	Mothers' Association
MBSE	Ministry of Basic and Secondary Education
MDGs	Millennium Development Goals
MIS	Management Information System
MoE	Ministry of Education
MTE	Ministry of Tertiary Education
NIPEP	Nigeria Partnership for Education Project
OOS	Out of School
PIU	Project Implementation Unit
PSM	Propensity Score Matching
RCT	Randomized Control Trial
RFP	Request for Proposal
SDGs	Sustainable Development Goals
SESP	Strategic Education Sector Plan
SBMCs	School Based Management Committees
SPC	State Project Coordinator
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
ToC	Theory of Change
ToR	Terms of Reference
UCT	Unconditional Cash Transfer
UNICEF	United Nations Children's Fund

Table of Contents

Acknowledgment	iii
Foreword	iv
Executive Summary	vi
<i>Assessment of Impact and Effectiveness</i>	<i>vii</i>
<i>Assessment of Process</i>	<i>vii</i>
<i>Assessment of Efficiency</i>	<i>viii</i>
<i>Assessment of Relevance</i>	<i>viii</i>
<i>Sustainability of GEP3-CTP in Niger and Sokoto States</i>	<i>viii</i>
Acronyms	x
1 INTRODUCTION	1
1.1. Background	1
1.2. Evaluability Assessment	2
2 DESCRIPTION OF THE INTERVENTION (GEP3-CTP, 2014-2016)	3
2.1 Design Parameters	4
2.2 Programme Management	4
3 EVALUATION OBJECTIVES AND SCOPE	7
3.1 Objectives of the Impact Evaluation	7
3.2 Scope of the Impact Evaluation	7
4 METHODOLOGY	9
4.1 Research Design	9
4.2 Sampling Technique	10
4.2.1 <i>Estimating sample size using power calculation</i>	<i>11</i>
4.3 Data Sources and Types	13
4.4 Analytical Framework for the Impact Evaluation of GEP3-CTP	13
4.4.1 <i>The empirical framework</i>	<i>13</i>
4.4.2 <i>Evaluation of the process of GEP3 -CTP</i>	<i>14</i>
4.5 Quality Assurance Mechanism and Limitations of the Methodology	14
4.5.1 <i>Quality assurance mechanism</i>	<i>14</i>
4.5.2 <i>Limitations and constraints faced and mitigation strategies</i>	<i>14</i>

EVALUATION RESULTS

5	FINDINGS OF THE IMPACT EVALUATION OF GEP3-CTP IN NIGER STATE	16
5.1	Impact and Effectiveness of GEP3-CTP in Niger State	16
5.1.1	<i>Impact on household consumption and welfare</i>	16
5.1.2	<i>Impact on financial barriers to girls' enrolment and attendance at school</i>	20
5.1.3	<i>Impact on community and family dynamics</i>	23
5.1.4	<i>Enrolment effects and schools' capacity</i>	30
5.1.5	<i>Effectiveness of the CTP payment system</i>	35
5.2	Evaluation of the Process of GEP3-CTP in Niger State	36
5.2.1	<i>CTP implementation process and outputs</i>	36
5.2.2	<i>Programme operations and outcomes</i>	38
5.3	Efficiency of GEP3-CTP in Niger State	40
5.4	Relevance of GEP3-CTP in Niger State	41
5.4.1	<i>CTP coherence with the broader policy environment</i>	41
5.4.2	<i>Appropriateness of the CTP</i>	45
5.5	Sustainability of GEP3-CTP in Niger State	46
5.5.1	<i>Government capacity and sustainability of the programme</i>	47
5.5.2	<i>Scaling up of the programme</i>	48
6	FINDINGS OF THE IMPACT EVALUATION OF GEP3-CTP IN SOKOTO STATE	50
6.1	Impact and Effectiveness of GEP3-CTP in Sokoto State	50
6.1.1	<i>Impact on household's consumption and welfare</i>	50
6.1.2	<i>Impact on financial barriers to girls' enrolment and attendance at school</i>	54
6.1.3	<i>Impact on community and family dynamics</i>	56
6.1.4	<i>Enrolment effects and schools' capacity</i>	64
6.1.5	<i>Effectiveness of the CTP payment system</i>	68
6.2	Evaluation of the Process of GEP3-CTP in Sokoto State	69
6.2.1	<i>CTP implementation process and outputs</i>	69
6.2.2	<i>Programme operations and outcomes</i>	71
6.3	Efficiency of GEP3-CTP in Sokoto State	73
6.4	Relevance of GEP3-CTP in Sokoto State	74
6.4.1	<i>CTP coherence with the broader policy environment</i>	74
6.4.2	<i>Appropriateness of the CTP</i>	77
6.5	Sustainability of GEP3-CTP in Sokoto State	78
6.5.1	<i>Government capacity and sustainability of the programme</i>	78
6.5.2	<i>Scaling up of the programme</i>	79

WAY FORWARD

7	Summary of Findings	81
7.1	Impact and effectiveness of GEP3-CTP in Niger and Sokoto States	81
7.1.1	<i>Impact on household consumption and welfare</i>	81
7.1.2	<i>Impact on financial barriers to girls' enrolment and attendance at school</i>	82
7.1.3	<i>Impact on community and family dynamics</i>	82
7.1.4	<i>Enrolment effects and schools' capacity</i>	83
7.1.5	<i>Effectiveness of the CTP payment system</i>	84
7.2	Evaluation of the process of GEP3-CTP in Niger and Sokoto States	84
7.2.1	<i>CTP implementation process and outputs</i>	84
7.2.2	<i>Programme operations and outcomes</i>	84
7.3	Efficiency of GEP3-CTP in Niger and Sokoto States	85
7.4	Relevance of GEP3-CTP in Niger and Sokoto States	85
7.4.1	<i>CTP coherence with the broader policy environment</i>	85
7.4.2	<i>Appropriateness of the CTP</i>	85
7.5	Sustainability of GEP3-CTP in Niger and Sokoto States	86
7.5.1	<i>Government capacity and sustainability of the programme</i>	86
7.5.2	<i>Scaling up of the programme</i>	86
8	Conclusions	87
9	Lessons Learnt	88
10	Recommendations	89
	REFERENCES	93
	ANNEXES	95
	Annex A. GEP3-CTP Theory of Change	95
	Annex B. Schools and Household Data Availability Status	96
	Annex C. Household (Caregivers) Questionnaire	98
	Annex D. School Questionnaire	108
	Annex E. Focus Group Discussion (FGD) Protocol	114
	Annex F. In-depth Interview (IDI) Protocol	115
	Annex G. List of Key Informants Interviewed in Niger and Sokoto States	117
	Annex H. The Empirical Model Specification for the Impact Evaluation	119
	<i>Propensity score matching</i>	120
	<i>Assessing the quality of the match</i>	121
	<i>Difference in Difference (DD) estimator</i>	121
	Annex I. Evaluation Matrix	123
	Annex J. Quality Assurance Mechanism	130
	<i>Design of data collection instruments</i>	130
	<i>Recruitment of enumerators and supervisors</i>	130
	<i>Training of enumerators and supervisors</i>	130
	<i>Monitoring of questionnaire administration</i>	131
	<i>Issuance of identification number</i>	131
	Annex K. Programme for the Training of Enumerators and Supervisors	133

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TERMS OF REFERENCE FOR EVALUATION OF UNICEF

CASH TRANSFER PROGRAMME IN NIGER AND SOKOTO	135
Background	136
Program design and theory of change of the CTP under GEP 3	137
Justification: advocacy, scaling up and closing knowledge gaps	140
Duty station	143
Major task to be accomplished	144
Scoring methodology	152
Evaluation sheet	158



Introduction

1.1. Background

Many strategic plans and intervention programmes at national and global levels have aimed at ensuring universal basic education for all. The most profound in recent years are the Millennium Development Goals (MDGs) 2 and 3, which have been aptly replaced by the Sustainable Development Goals (SDGs) 4 and 5. The SDGs 4 and 5 commit nations to providing quality education for all boys and girls by 2030. Over the years, Nigeria with the support of development partners has made considerable efforts aimed at achieving free and universal primary education. The End-Point Report on the progress towards the MDGs concluded that strong progress was made towards achieving gender parity in basic education (OSSAP-MDGs, 2015). The primary six completion rate increased from 73 percent in 1993 to 82 percent in 2013; and the ratio of girls to boys in basic education increased from 0.82 in 1991 to 0.94 in 2013. One of the major interventions that enabled this outcome is Girls' Education Project (GEP) which is currently in phase 3.

The GEP started in 2004 and its primary goal is to improve the quality of life of girls and women in Nigeria by ensuring increased access, retention and learning outcomes for girls in GEP states.¹ The Cash Transfer Programme (CTP) was launched by UNICEF as a component of the Girls' Education Project Phase 3 (GEP3), and was implemented between September 2014 and August 2016 in Niger and Sokoto States. The main objective of the CTP was to increase girls' enrolment and attendance in selected schools in Niger and Sokoto States. The CTP had technical support from the Economic Policy Research Institute (EPRI) and financial support from the UK Department for International Development (DFID). UNICEF supported the implementation of the programme by state governments, with state governments demonstrating their commitment to social protection measures in education initiatives by budgeting for cash transfers in their education sector budgets.

¹The GEP3 states are Bauchi, Katsina, Niger, Sokoto and Zamfara.

1.2 Evaluability Assessment

In accordance with the Terms of Reference (ToR) in the project's request for proposal, an Evaluability Assessment (EA) of GEP3-CTP was carried out by Capra International as the first stage of the impact evaluation of GEP3-CTP. The findings of the EA concluded that there was no major barrier to the impact evaluation of GEP3-CTP in Niger and Sokoto States, and therefore recommended that the impact evaluation should proceed as planned. The findings of the EA with respect to its threefold purpose are summarized as follows:²

The design of the CTP and its embedded Theory of Change are consistent with the existing evidence in Niger and Sokoto States. The sound basis of the CTP design and its understanding of the local contexts have enabled the widespread acceptance and implementation of the CTP. Though the long-term impact and outcomes of the CTP are clearly identified in the project documents, there was no sufficient evidence that the steps involved in the process of project implementation conformed to the standards of Results-Based Management. The steps in project implementation focused more on the processes rather than the change to be realized in the improved attendance of girls and the quality of the education received.

The existing performance management system for the CTP and data availability for the impact evaluation are fairly robust and provide some baseline data/information, which though scattered in project documents, could be retrieved and organized for the analysis of the impact of GEP3-CTP. Preliminary exploration of the existing data revealed that most of the data are sex disaggregated. The findings of the EA also indicate that relevant baseline data and information not currently available could be collected by means of household (caregivers) and school surveys.

The GEP3-CTP stakeholders at every level not only emphasized the desirability of the impact evaluation, but also expressed their support for the impact evaluation. The state government officials are particularly keen on what they could learn from the outcomes of the impact evaluation in order to effectively implement CTP scale up plans.

Based on the findings of the EA, the initial methodology for the impact evaluation of GEP3-CTP in Niger and Sokoto States was revised, and the impact evaluation was launched in Abuja at the GEP3-CTP Steering Committee meeting on Friday, 03 February 2017.

The following section presents a succinct description of the GEP3-CTP; the scope of the impact evaluation as indicated by the ToR is presented in section three; and section four describes the methodology for the impact evaluation. The results of the impact evaluation in Niger and Sokoto States are respectively presented in sections five and six; while sections seven, eight, nine and ten respectively present the summary of findings, conclusions, lessons learnt, and recommendations.

²The three fold purpose of EA are to ensure that the embedded Theory of Change (ToC) of the CTP is consistent with the existing evidence and is sound; to explore the availability of existing performance management system and data as they relate to individual Cash Transfer Programme in Niger and Sokoto States; and to explore conduciveness of the programme context as they relate to cash transfer programmes, and ensure that stakeholders are aware and interested in an evaluation of the CTP.

2

Description of the Intervention (GEP3-CTP, 2014-2016)

The Theory of Change (ToC) for GEP3-CTP presented in Annex A describes the pathways through which the unconditional CT programme is designed to increase enrolment and retention of girls in school. The key assumptions of GEP3-CTP theory of change are as follows:

- A. Gender-targeted programmes are the most effective in addressing the gender disparity in primary school enrolment.
- B. As supported by the evidence referred to in the situational analysis, poverty is a key reason for girls not attending primary school.
- C. Unconditional cash transfers have proven to be effective policy instruments that promote human capital investment and remove financial barriers to school enrolment.
- D. Sensitizing parents to the value of girls' education within their cultural belief system will lead parents to place a higher value on girls' education and encourage them to enroll their daughters in school.
- E. Families will be able to support their daughters' education with the addition of cash transfers.
- F. Increased supply of cash at household level to families with school age daughters will lead to improved enrolment and retention of girls.

The Cash Transfer Programme (CTP) covered six Local Government Areas (LGAs) in each of the two target states. For Niger State, the six target LGAs are Agaie, Gbako, Mariga, Mashegu, Munya and Rafi. For Sokoto State, the six target LGAs are Binji, Bodinga, Goronyo, Gudu, Kebbe and Wurno.³

Evidence abounds demonstrating the profound impacts of cash transfers on individuals and households in developing countries. These impacts include reduction in monetary poverty, improvement in education through increases in school attendance, improvement in health and nutrition, increase in savings and investment, employment generation, and women empowerment.⁴ Poverty reduction is often regarded as a major empowerment mechanism that encourages parents to send their children to school. For example, recent literature on cash transfers and a report by World Bank demonstrate that cash transfers help reduce household poverty and consequently improve girls' opportunity to enter and remain in school.^{5 6}

³UNICEF Out of School Mapping Niger and Sokoto (2014)

⁴Bastagli et al (2016)

⁵Ibid.

⁶Tembon, M. and L. Fort (2008). Girls' Education in the 21st Century: Gender Equality, Empowerment and Economic Growth, Directions in Development, The World Bank, Washington, DC.

After the 2013/2014 Community Mapping and Listing of Out-of-School (OOS) children in Niger and Sokoto States confirmed that poverty was the single most referenced reason responsible for non-enrolment of children, particularly girls in Niger and Sokoto States, the Cash Transfer Programme (CTP) was launched as a major component of the Girls' Education Project Phase

2.1 Design Parameters

GEP3-CTP uses a combined geographical-categorical targeting approach.⁷ In this targeting approach, the catchment areas of schools with the highest proportion of out-of-school girls are targeted (geographic targeting). Within these catchment areas, the female caregivers of all girls within the age of 6 to 15 are eligible for a transfer with the girl child as the intended beneficiary (categorical targeting).

A quarterly benefit of ₦5000 (about US\$30) per girl is paid in cash to the caregiver at a pay point at a cluster school each quarter.^{8 9} Payments are exclusively channeled through these pay points, which are administered by a contracted bank, Eco Bank Nigeria PLC. Caregivers have to show their programme identity card, which they received upon enrolment into GEP3-CTP, to the payment official who will hand over the transfer.¹⁰

GEP3-CTP is an unconditional cash transfer programme, whereby enrolment into school is not a condition for transfer receipt. A sensitization campaign aimed at changing the perception on girls' education was however carried out to increase the willingness of parents to enroll their girls in school.

2.2 Programme Management

The GEP3-CTP management institutional set-up had three levels: State level, Local Government Area (LGA) level, and School level.

State level programme management

The key agents responsible for GEP3-CTP management at the state level are the Ministry of Education (MoE), State Universal Basic Education Board (SUBEB), and the GEP3-CTP Project Implementation Unit (PIU).

The Ministry of Education has the GEP3-CTP policy responsibility, and its roles in this respect include:

- Integrating and synchronizing GEP3-CTP with other education policies.
- Assessing the potential integration and synchronization of GEP3-CTP with other, non-educational, social policies.
- Reviewing and approving policies proposed by the PIU.
- Authorizing operationalization of the reviewed and approved policies proposed by the PIU.
- Functioning as a focal point for donor partners regarding GEP3-CTP.
- Developing a Strategic Programme Plan for the programme.

⁷Cash Transfer Operational Manual

⁸At an exchange rate of US\$ = N165 in 2014, the quarterly cash transfer was about US\$30 per beneficiary.

⁹DFID/UNICEF budget for the GEP3-CTP in Niger and Sokoto States was Five Million US Dollars (US\$5 million) for the two years. The budget was equivalent of Eight Hundred and Twenty Five Million Naira (₦825 million). Each state was to contribute Twenty One Million Naira (₦21 million) for the take-off of the Project Implementation Unit in the first year. (See the Report of the First Year First Tranche Disbursement to the Caregivers of GEP3-CTP Beneficiaries in Niger State, November 2014).

¹⁰Ibid

- Facilitating programme expansion.
- Monitoring GEP3-CTP activities.
- Ensuring compliance of administrative structures to approved GEP3-CTP processes.

The State Universal Basic Education Board (SUBEB) is the government agency responsible for the provision of basic education. The roles SUBEB in GEP3-CTP are:

- Facilitating the implementation of decisions made by the MoE for which SUBEB has been mandated.
- Facilitating programme expansion by conducting a community mapping in 2014/2015.
- Integrating and synchronizing GEP3-CTP with other SUBEB policies.
- Ensuring adequate levels of school quality for selected schools.
- Enabling headmasters and school teachers to perform monitoring activities in their schools and classes.
- Facilitating the school enrolment drive campaign.

The Project Implementation Unit was purposely established for GEP3-CTP operation and for reporting on project implementation. The overarching roles and responsibilities of the PIU include:

- Developing and proposing policies regarding GEP3-CTP to MoE for approval.
- Coordinating the operationalization of the approved design and implementation features of GEP3-CTP.
- Coordinating involvement of other organizations such as service providers and Local Government Education Authorities (LGEAs).
- Monitoring and reporting about GEP3-CTP activities.
- Updating existing documentation with approved process modifications in the preparation for the school year 2015/2016.

LGA level programme management

The local government role in GEP3-CTP is carried out through the Local Government Education Authority (LGEA). In addition, the UNICEF LGA coordinators serve as desk officers supporting the LGEA in its responsibilities under GEP3-CTP. The responsibilities of the LGEA in GEP3-CTP include:

- Training School Based Management Committees (SBMCs) concerning mobilization, sensitization, monitoring, payment assistant, appeals and complaints procedures.
- Coordinating and supervising GEP3-CTP activities in their LGA.
- Collecting data on enrolment and attendance from all headmasters from the selected schools in the LGA and delivering them to the PIU.
- Addressing immediate supply side constraints that threaten GEP3-CTP impact.
- Facilitating registration and programme enrolment after the start of the school year.
- Reviewing appeals, complaints and change management requests and submitting these to the PIU.

School level programme management

The school level management involves active participation of the School Based Management Committee (SBMC), Mothers Associations, Headmasters and Teachers. The roles of the SBMCs in GEP3-CTP include:

- Conducting mobilization and sensitization activities.
- Assisting households with appeals, complaints and change management procedures.
- Communicating with beneficiary households, in particular to inform them about the payment day

each quarter.

- Being present on payment days to assist with communication, identity verification and submission of appeals, complaints and change management requests.
- If instructed, conducting home visits of girls that are not enrolled in school or not attending regularly.

The Mothers Association (MA) is responsible for assisting the SBMC with its tasks. The functions of the Mothers Associations in GEP3-CTP include:

- Conducting mobilization and sensitization activities.
- Being present on payment days to assist with communication, identity verification and submission of appeals, complaints and change management requests.
- Assisting the SBMC with other GEP3-CTP activities should this be required.

The headmasters are responsible for coordinating all GEP3-CTP activities within their school. They are also responsible for gathering data on enrolment and attendance at their schools.

Teachers are responsible for all GEP3-CTP activities within their classroom and for monitoring attendance of girls in their classes.

3

Evaluation Objectives and Scope

3.1 Objectives of the Impact Evaluation

The overall aim of GEP3-CTP impact evaluation is to better understand how the programme was implemented, the impacts achieved, and identify lessons that can inform further implementation of the CTP. According to the terms of reference (ToR), the specific objectives of the impact evaluation are to:

- A. determine the evaluability of the GEP3-CTP in Niger and Sokoto States;
- B. determine the fidelity across sites in both Niger and Sokoto States (comparability);
- C. determine the effectiveness and impact of the GEP3-CTP in Niger and Sokoto States;
- D. determine the efficiency of the GEP3-CTP in Niger and Sokoto States;
- E. determine the relevance of the GEP3-CTP in Niger and Sokoto States; and
- F. determine the sustainability of the GEP3-CTP in Niger and Sokoto States.

UNICEF Nigeria is the primary stakeholder and commissioner of the GEP3-CTP Impact Evaluation. It is anticipated that UNICEF and other major stakeholders such as DFID, Federal and State Governments will use the evaluation findings as a performance management tool to inform future policy and programme design.

3.2 Scope of the Impact Evaluation

The scope of the impact evaluation covers two stages. The first stage is the Evaluability Assessment of the GEP3-CTP, which has been completed. The second stage is an Impact Assessment of the GEP3-CTP which is the focus of this report. The Evaluability Assessment confirmed the expediency of carrying out an impact evaluation of the CTP, and provided sufficient support for its impact assessment. The ToR for this study defined the scope of the impact assessment to include five criteria and specified evaluation questions for each criterion. These five criteria are: impact and effectiveness, process, efficiency, relevance, and sustainability of the CTP. The findings of the EA did not require amendment to the evaluation questions raised in the ToR, and the evaluation questions for each criterion of the impact assessment are as follows:

Impact and effectiveness of GEP3-CTP

- A. What is the impact of the cash transfer on poor household's consumption/welfare?
- B. How has household expenditure changed and to what extent has this been influenced by providing the cash to women?
- C. To what extent has the CTP removed financial barriers preventing girls' enrolment and attendance at school?

- D. What are the positive and negative effects of the transfer on the community and family dynamics with regard to control of resources?
- E. To what extent does decision on sending girls to school have been influenced by (i) sensitization and (ii) cash transfer?
- F. Did the CTP lead to an increase in girls' enrolment?
- G. Were schools able to cope with the increased demand?
- H. Did CTP reduce inequities between households in terms of access to education for the girl child?
- I. What, if any, are the other unintended (positive and negative) impacts of the CTP?
- J. What are the key differences in impact between the communities receiving non-conditional benefits and those not receiving any benefit?
- K. To what extent has the CTP reached the intended target beneficiaries?
- L. How effective have SBMCs been in providing support for CTP implementation?

How effective has the sensitization campaign (including elements focused on men) been in supporting girls' enrolment?

How effective has the payment system been in providing the cash transfer on time and to the correct recipient?

How have information management systems and monitoring processes supported effective delivery of the CTP?

Process of GEP3-CTP

- A. Was the CTP implemented as planned in both states and in all sites?
- B. Were the expected outputs actually produced?
- C. What processes were used to design and implement the programme?
- D. How are programme operations actually carried out? Were there any significant changes in the CTP over time in both states?
- E. Were there any intervening events that have affected implementation and outcomes?

Efficiency of GEP3-CTP

- A. Is the programme cost-effective? Does the impact justify the cost of the programme?
- B. What is the cost effectiveness of the CTP?

Relevance of GEP3-CTP

- A. Is the CTP coherent with the broader policy environment at state and federal level? This should consider education, social protection and gender policies.
- B. How does the CTP relate to other interventions, e.g., supply side improvements in the education sector, including interventions delivered as part of GEP3 and interventions delivered by others?
- C. Are the needs and priorities of targeted beneficiaries/local partners consistent with the CTP objectives and deliverables?
- D. Is the CTP intervention appropriate in terms of design and delivery approach, given the contextual realities in Niger and Sokoto States?

Sustainability of GEP3-CTP

- A. Is there sufficient government capacity to implement and monitor a government-supported CTP?
- B. Should the programme or a variant of it be scaled up to a state level?
- C. If the programme is to be scaled up, which aspects of the operation must be modified and strengthened for it to operate effectively at the state level? Which aspects of the programme should remain the same?



Methodology

4.1 Research Design

The methodological approach to this impact assessment adopts a quasi-experimental research design. The quasi-experimental design is adopted because the Randomized Control Trial (RCT), though more scientific, is considered not feasible in this study. This is due to the fact that programme placement and participation decisions were already made prior to the design of the impact assessment, implying lack of randomization. Consequently, for the purpose of establishing the counterfactual and attribution in the intervention, the Propensity Score Matching (PSM) method and the Difference-in-Difference (DD) estimator are employed.

Propensity Score Matching selects CTP beneficiaries among GEP3 schools and also non-beneficiaries among GEP3 schools so that beneficiaries and non-beneficiaries are as similar as possible in terms of observable characteristics expected to affect programme participation as well as outcomes. DD is also appropriate for the Impact Assessment because it enables the analysis of data collected at two points in time. By measuring the value of cases on an independent variable and a dependent variable at different times, it can be determined whether variation in the independent variable precedes variation in the dependent variable.

An exploration of existing data on GEP3-CTP during the EA revealed that baseline data exist only for some of the identified variables for the impact assessment. As shown in Annex B (Table A1), baseline data exist for the following variables: school enrolment, school attendance, reasons for out of school children, demographic data on caregivers, teachers-pupil ratio, teachers' attendance, and gender distribution of teachers. Data on other indicators shown in Annex B (Table A1) were obtained through household and school surveys, Focus Group Discussions, and interviews of key informants in Niger and Sokoto States.

Tables B2 and B3 in Annex B respectively show the distribution of the number of GEP3-CTP target schools, the distribution of the number of beneficiaries and their caregivers/procurators across the six CTP target LGAs in Niger State and the six CTP target LGAs in Sokoto State.

Two semi-structured questionnaires shown in Annexes C and D were designed as instruments of data collection for the impact assessment. The first questionnaire (for household survey) was aimed at collecting data on household income and expenditure, girl child's contribution to household income, rationales for schooling, and benefits from the cash transfer. Before and after questions were asked to enable the impact assessment of the cash transfer; and as much as applicable, questions that enable assessment of the relevant

indicators of the five dimensions of the impact assessment were raised. The respondents to the household questionnaire were the girl child caregiver.

The second questionnaire was the school questionnaire designed to collect data on the performance of schools targeted for GEP3-CTP. The respondents to the school questionnaire were the head teachers. The questionnaire was aimed at ascertaining whether CTP led to significant increases in girls' enrolment and school attendance, the costs and benefits of the CTP for the school, and likelihood of up-scaling of the CTP.

The survey of households (caregivers) and schools (head teachers) generated four sets of data for the impact assessment. These datasets are:

- Treatment group baseline data (before the intervention) (T1)
- Control group baseline data (before the intervention) (C1)
- Treatment Group end-line data (after the intervention) (T2)¹¹
- Control Group end-line data (after the intervention) (C2)

This approach enabled the use of the difference-in-difference (DD) estimator to calculate the average CT programme impact.

4.2 Sampling Technique

In Niger State, there are a total of 862 schools in the selected six LGAs while there are 514 schools in the selected six LGAs in Sokoto State (Tables B2 and B3 in Annex B). In each state there are a total of 210 schools which constitute the GEP3 schools. The CTP benefitting schools were selected from the GEP3 schools based on the results of the community mapping which identified communities with relatively high number of out-of-school girls. Due to financial constraints, the GEP3 schools that benefited from the CTP were only 72 schools in Niger State and 62 in Sokoto State. This implies that there are 138 and 148 GEP schools respectively in Niger and Sokoto States that were not covered by the CTP programme. Since the CTP benefitting schools were not so many, all the 72 schools in Niger and 62 schools in Sokoto which benefited from GEP3-CTP constituted the treatment group schools for Niger and Sokoto States respectively. The control group schools were randomly selected from the remaining 138 GEP3 schools in Niger and 148 GEP3 schools in Sokoto since these schools belong to the same population of GEP3 schools from where the treatment groups were taken. The control group sample size was the same as the treatment group sample size for each state, that is, 72 schools in Niger State and 62 schools in Sokoto State.

Similarly, the households (caregivers) in the treatment group sample were selected from households in communities where CTP benefitting schools were located while the households (caregivers) in the control group sample were selected from communities where GEP3 schools that did not benefit from CTP were located. The households in the treatment group sample were randomly selected from the list of CTP caregivers while the households in the control group sample were randomly selected from caregivers within the GEP3 communities but with no CTP beneficiaries.

¹¹All respondents were female caregivers because it was difficult finding a male caregiver or procurator.

4.2.1 Estimating sample size using power calculation

Djebbari and Lopera (2014) reported that baseline data is often not available prior to impact evaluation study though it is needed to determine sample size before collecting the data for the impact evaluation. In such circumstances, as typified by this study, other sources of data from the population can provide the necessary proxy for the baseline data on the main outcome of interest for the impact evaluation. A recent review of empirical studies on cash transfer indicated that household consumption expenditure is the major impact outcome variable for cash transfer programmes (see Bastagli et al, 2016). In this study, household consumption expenditure reported by the Harmonised Living Standard Survey (HNLSS) 2010, which is a nationally representative data, was therefore employed to determine the sample size using power calculation.

Bastagli et al (2016) reported that the impact of cash transfer on household consumption expenditure varied between 5 and 33 percent. In this study, the median of the impact (approximately 20 percent) was assumed as the predicted impact of the CTP. Power calculation using STATA “samps” command, alpha level (error rate we are willing to accept) 0.05 and power of 0.80, produced a sample size of 386 caregivers for Niger State and a sample size of 343 caregivers for Sokoto State. According to White and Sabarwal (2014), both the treatment and control groups required by PSM must be larger than the sample size suggested by power calculations.

Based on the available resources for the survey, two enumerators were employed to administer 12 Household (caregivers) questionnaires per day in each LGA for 9 working days. This was expected to produce 216 completed household (caregiver) questionnaire per LGA. In order to avoid under-representation of the LGAs, an equal number of household (caregivers) questionnaires were to be administered in each LGA. This should result in a sample of 108 CTP benefitting caregivers as the treatment group, and 108 CTP eligible but non-benefiting caregivers as the control group in each LGA. Thus, for each of the two states, the research samples for the impact evaluation were expected to comprise of 648 caregivers for the treatment group, and 648 caregivers for the control group. As required by PSM, these sample sizes were much larger than the sample sizes of 386 and 343 obtained for Niger and Sokoto States respectively using power calculation.

As shown in Tables 4.1 and 4.2, all LGAs in the two states have more than the required number of caregivers for the treatment and control groups. At the end of the caregiver survey, a total of 1,296 completed household (caregivers) questionnaires (648 for treatment and 648 for control) were expected from each of the two states. As shown in Table 4.3, the actual total number of household questionnaires administered by the enumerators in Niger State was 1296, while the total number for Sokoto State was 1285. For Niger State, the final household (caregivers) treatment group sample comprises of 648 households (caregivers); and for Sokoto State, the final household (caregivers) treatment group sample comprises of 646 households (caregivers). The control group samples had 648 and 639 households (caregivers) for Niger and Sokoto States respectively. Table 4.3 also shows that the final treatment group samples at the end of the schools survey comprised of 72 and 60 schools in Niger and Sokoto States respectively, while the final control group samples comprised of 67 and 60 schools in Niger and Sokoto States respectively.

TABLE 4.1

DISTRIBUTION OF THE SAMPLES FOR THE CAREGIVERS AND SCHOOL SURVEYS IN NIGER STATE

LGA	No. of Caregivers/ procurators in 2014/15	Treatment Group		Control Group	
		Caregivers sample	Schools sample	Caregivers sample	Schools sample
1. Agaie	553	108	3	108	3
2. Gbako	514	108	5	108	5
3. Mariga	1080	108	17	108	17
4. Mashegu	565	108	16	108	16
5. Munya	1028	108	11	108	11
6. Rafi	2139	108	20	108	20
Total	5879	648	72	648	72

Source: Capra International, 2017

TABLE 4.2

DISTRIBUTION OF THE SAMPLES FOR THE CAREGIVERS AND SCHOOL SURVEYS IN SOKOTO STATE

LGA	No. of Caregivers/ procurators in 2014/15	Treatment Group		Control Group	
		Caregivers sample	Schools sample	Caregivers sample	Schools sample
1. Binji	1178	108	18	108	18
2. Bodinga	756	108	6	108	6
3. Goronyo	1099	108	4	108	4
4. Gudu	1007	108	13	108	13
5. Kebbe	1678	108	12	108	12
6. Wurno	899	108	9	108	9
Total	6617	648	62	648	62

Source: Capra International, 2017

TABLE 4.3

DISTRIBUTION OF THE QUESTIONNAIRES ADMINISTERED IN NIGER AND SOKOTO STATES

Niger State	LGA	No. of questionnaires administered					
		Households (c aregivers)			Schools		
		Treatment	Control	Total	Treatment	Control	Total
	1. Agaie	108	108	216	3	3	6
	2. Gbako	108	108	216	5	5	10
	3. Mariga	108	108	216	17	17	34
	4. Mashegu	108	108	216	16	16	32
	5. Munya	108	108	216	10	10	20
	6. Rafi	108	108	216	21	15	35
	Total	648	648	1296	72	67	139
Sokoto State	LGA	Treatment	Control	Total	Treatment	Control	Total
	1. Binji	108	106	214	16	18	34
	2. Bodinga	108	108	216	6	6	12
	3. Goronyo	108	107	215	2	4	6
	4. Gudu	106	108	214	14	12	36
	5. Kebbe	108	108	216	11	11	22
	6. Wurno	108	102	210	11	9	20
	Total	646	639	1285	60	60	120
Grand Total		1294	1287	2581	132	127	259

Source: Capra International, 2017

4.3 Data Sources and Types

Both quantitative and qualitative data were employed for this study. Besides the quantitative data collected using the household and the school questionnaires, quantitative data from secondary sources (e.g., data on programme performance, costs, benefits, and prospects) were collected from UNICEF Office Abuja, Project Implementation Unit (PIU), State Ministry of Education, and the State Universal Basic Education Board (SUBEB).

The qualitative data were collected using Focus Group Discussion (FGD) guide, and an In-depth Interview (IDI) guide for key informants. The FGD guide and the IDI protocol are respectively presented in Annexes E and F. The FGDs and IDIs provided insights into issues that were not aptly captured by the semi-structured questionnaires. Two FGDs with caregivers as participants were conducted per state; and the FGDs were managed by a consultant (Dr Elijah Obayelu for Niger State; Dr Andrew Onwuemele for Sokoto State) with the assistance of a language interpreter, who is fluent in English and the local language (Hausa or Nupe in Niger State; Hausa in Sokoto State). Ten IDIs were conducted in Niger State by Dr Obayelu while nine were conducted by Dr Onwuemele in Sokoto State. The IDIs obtained information from CTP managers at the state, LGA and school levels. Based on the insights provided by the evaluability assessment, the following were the key informants selected for the IDIs:

1. The Commissioner of Education and/or the Permanent Secretary of the Ministry of Education
2. The State Project Coordinator
3. The Coordinator of the PIU
4. The Director of School Services at SUBEB
5. UNICEF Education Specialist in the state
6. Two Chairmen of the School Based Management Committee
7. Two Education Secretaries from CTP target LGAs (selected from two LGAs)
8. Two Head Teachers from CTP target Schools (selected from two LGAs)

The lists of the key informants interviewed in the two states are shown in Annex G.

4.4 Analytical Framework for the Impact Evaluation of GEP3-CTP

4.4.1 *The empirical framework*

In order to define a quantitative methodology for showing attribution (cause-effect), an empirical framework for impact evaluation was adopted for the impact assessment of GEP3-CTP. The impact evaluation focuses on the net impact of CTP in primary schools located in CTP targeted communities represented by the six LGAs in Niger State and the six LGAs in Sokoto State that have benefitted from the programme. The impact evaluation uses counterfactual analysis involving a comparison between what actually occurred and what would have happened in the absence of the intervention. This is the rationale for including households (caregivers) with no CTP benefits and non-targeted schools as control groups to provide a sense of the variation in participation, and thus a sense of the counterfactual. The impact evaluation involves the assessment of GEP3-CTP outcomes by addressing the basic impact evaluation (IE) problem, viz., disentangling GEP3-CTP effects from intervening factors.

The specification of the empirical model for the IE follows the study of Asfaw et al (2012) which evaluated the productive impact of cash transfer programmes on household (caregivers) behaviour.¹² The details of the empirical model specification are presented in Annex H; and Annex I is the evaluation matrix showing the indicators (variables) for assessing the evaluation questions under the five impact criteria, type of data, data sources, and the analytical technique(s) for addressing each of the evaluation questions.

4.4.2 Evaluation of the process of GEP3-CTP

The evaluation of the process of GEP3-CTP assesses the delivery of the CTP, that is, whether the programme components were implemented as intended, and whether the process used to design and implement the programme enabled the realization of the expected outcomes. It actually assessed how GEP3-CTP operations were carried out. The process evaluation was done largely by qualitative analysis and relied on existing monitoring data supplemented with interviews of CTP managers at various levels of the CTP implementation. Responses gathered from in-depth interviews (IDI) of CTP managers and FGDs were triangulated, as well as compared to the available programme-supported or supplied information. Since the IDIs and FGDs followed a similar structure, answers were directly comparable. Data analysis relied on comparing these data across informants and types of informants, and their congruence or lack of congruence with programme data from secondary sources.

4.5 Quality Assurance Mechanism and Limitations of the Methodology

4.5.1 Quality assurance mechanism

An efficient quality assurance mechanism is very critical to the success of data collection for an impact evaluation. Thus, in all the stages involved in the execution of the household (caregivers) and school surveys, focus group discussions and in-depth interviews, adequate measures were taken to enhance the credibility of the exercise and the quality of data collected. The highlights of the quality assurance measures employed in the course of the data collection activities are presented in Annex J.

4.5.2 Limitations and constraints faced and mitigation strategies

Limited availability of baseline data

The absence of baseline data for some of the key indicators required for the impact assessment (Table B.1 in Annex B) led to the use of memory recalls by the respondents during the administration of the research instruments. Though it was a little difficult to manage, the design of the research instruments took care of lapses in memory recall by the inclusion of other questions that can serve as checks on the responses provided.

Accessibility of GEP3-CTP schools and communities

In many cases, the LGAs were too far apart and had bad road networks especially in Niger State. However, the use of four wheel vehicles helped to alleviate this challenge in Niger State and the fieldwork personnel and the consultants had to work for long hours to ensure that high quality data were collected.

¹²Asfaw, S., S. Daidone, B. Davis, J. Dewbre, A. Romeo, H. Djebbari, P. Winters, K. Covarrubias (2012). Analytical Framework for Evaluating the Productive Impact of Cash Transfer Programmes on Household Behaviour, Food and Agriculture Organization of the United Nations.

Limitations of using PSM

- A. PSM cannot answer questions relating to the distributional effects of the CT programme, such as the percentage of programme participants who benefited from the CTP. The PSM can only recover the mean effects (Heckman et al, 1997). The DD estimator was therefore used to provide results that indicate percentage of CT programme impacts.
- B. It requires strong identification assumptions. It assumes that, conditional on the set of observables, there is no selection bias based on unobserved heterogeneity. For the CTP, it was assumed that there was no selection bias in the targeting of CT beneficiaries in the GEP3 communities.
- C. Requires significantly large sample size to generate comparison group. Though the sample size used for the analysis was appreciably larger than the sample size from power calculation, the results could be more robust if resources available for the study allowed the research sample to be increased (e.g., double the sample size in each state).
- D. PSM relies on matching individuals on the basis of observable characteristics linked to predicted likelihood of participation. That is, it takes account of selection on observables only.

Limitations of DD

- A. Requires at least two cross-sections of data, pre-programme and post-programme on participants and non-participants. The pre-programme data obtained from the household surveys were limited by the extent to which respondents were able to recall pre-programme situation and experiences.
- B. The parallel trend assumptions - DD approach is based on the assumption that the indicators of interest follow the same trajectory over time in treatment and comparison groups. Where this assumption is incorrect, a programme impact estimate made using this method would be biased. For the CTP, this assumption is appreciably correct because the treatment and comparison (control) groups were selected from the GEP3 communities. The GEP3 communities were characterized by household poverty and financial barrier to school enrolment and attendance. The main indicators of interest in the CTP were girls' enrolment and attendance at school. It is plausible that these indicators would follow the same trajectory if the CT intervention succeeds in removing the constraints on girls' enrolment and attendance at school.

Findings of the Impact Evaluation of GEP3-CTP in Niger state

This section presents the findings of the impact evaluation of GEP3-CTP in Niger State based on the five impact criteria. Under each impact criterion, the evaluation questions provide the guide for the analysis. Empirical studies on the impact of an Unconditional Cash Transfer (UCT) on education outcomes when compared to Conditional Cash Transfer (CCT) are relatively rare.¹³ The results in this section and section six contribute new findings on the impact of unconditional cash transfer on household behaviour with respect to improving girls' enrolment and attendance at school.

5.1 Impact and Effectiveness of GEP3-CTP in Niger State

The impact and effectiveness criterion measures impact of GEP3-CTP on poor household consumption and welfare, financial barriers to girl's enrolment and attendance at school, impact on community and family dynamics, enrolment effects and schools' capacity, and the effectiveness of the CTP payment system. The assessment of the impact of GEP3-CTP based on these five components of impact and effectiveness are presented as follows.

5.1.1 Impact on household consumption and welfare

The evaluation questions for assessing the impact of GEP3-CTP on household consumption and welfare are:

What is the impact of the cash transfer on poor household consumption/welfare?

How has household expenditure changed and to what extent has this been influenced by providing the cash to women?

Analysis of the household (caregivers) data demonstrates that the cash transfer under the GEP3-CTP considerably improved household consumption and welfare among the programme beneficiaries in the six target LGAs in Niger State. Household income and consumption expenditure are often taken to be the most common and preferred welfare indicators.¹⁴ Measurement of consumption usually focuses on food consumption expenditure and expenditure on non-food items (e.g., health, education, rent and utilities, and

¹²The few existing literature on unconditional cash transfers include: Benhassine et al, 2015; Skovdal et al, 2014; UNICEF India (2014); and Heinrich et al, 2012.

¹⁴Moratti, M. and L. Natali (2012) Measuring Household Welfare: Short versus long consumption modules, Working Paper 2012, UNICEF Office of Research, Florence.

consumer durables).¹⁵ Therefore, the household consumption and welfare indicators assessed for the impact of GEP-CTP include:

- weekly household income,
- weekly household food expenditure,
- monthly household expenditure on health, and
- household expenditure per term on girl child education.

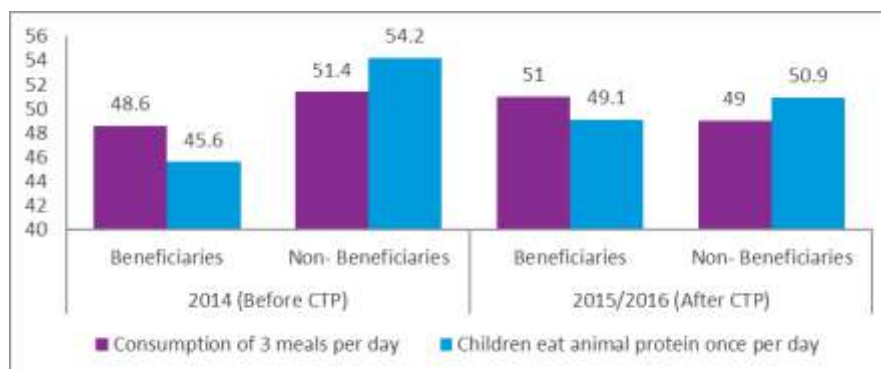
The changes in consumption profile of households shown in Figure 5.1 indicate that frequency of household feeding increased and the quality of food (protein content) improved after the implementation of the CTP. The percentage of benefitting households' able to consume three meals per day was found to have changed from 48.6 percent before the CTP to 51.4 percent after the CTP. In a similar manner, while only about 45.6 percent of households were able to feed their children with animal protein once per day prior to CTP, this proportion increased to 49.1 percent after the CTP.

The difference-in-difference estimation results in Table 5.1 further demonstrate the positive impact of CTP on poor household welfare. The CTP had a statistically significant impact on the household average weekly income. For the beneficiaries, the programme was able to increase the average weekly household income from ₦2,749.46 at the baseline to ₦4,342.44 at follow up, and the net change in the household average weekly income was ₦1,123.40 representing a programme impact of 15.59 percent. Similarly, the CTP had a statistically significant and positive impact on household average weekly expenditure on food and average monthly expenditure on health of beneficiaries with programme impact of 15.82 percent and 19.54 percent respectively. CTP also had a statistically significant and positive impact on expenditure on girl child education per term. For the beneficiaries, the programme was able to increase the average expenditure per term on girl child education from ₦3,397.24 at the baseline to ₦5,453.31 at follow up, and the net change in the household average expenditure per term on girl child education was ₦906.68 representing a programme impact of 17.71 percent. It is important to note that the average weekly income reported in Table 5.1 is the income of the caregiver rather than that of the entire household. While the respondent caregiver was able to report on household expenditure, the caregiver was unable to report on household income because the husband and other household members would not normally disclose their income to the caregiver. The average weekly expenditure on food as shown in Table 5.1 could therefore be more than the caregiver's average weekly income because most caregivers (women) obtain money for food from their husbands. The husband in the GEP3 community is culturally responsible for feeding his household. When money received from husband for feeding is not enough, the woman may add to it so that the children are reasonably fed.

¹⁵Deaton, A. and S. Zaidi (2002). 'Guidelines for Constructing Consumption Aggregates for Welfare Analysis' World Bank LSMS Working Paper 135

FIGURE 5.1

HOUSEHOLD FOOD CONSUMPTION PROFILE BEFORE AND AFTER CTP IN NIGER STATE



Source: Analysis of Field Survey Data, 2017

TABLE 5.1

ESTIMATES OF THE IMPACT OF CTP ON HOUSEHOLD CONSUMPTION/WELFARE IN NIGER STATE

Indicators	Beneficiaries		Non-beneficiaries		Net Change (DD)	% Change/ Programme Impact
	Baseline	Follow up	Baseline	Follow up		
Average weekly income ¹⁶	2749.46	4342.44	745.68	1215.26	1123.40*** (183.75)	15.59
Average weekly expenditure on food	5548.77	8157.41	742.50	1113.52	2237.63*** (240.36)	15.82
Average monthly expenditure on health	3550.15	5740.66	814.29	1262.80	1742.01*** (256.12)	19.54
Average expenditure per term on girl child education ¹⁷	3397.24	5453.31	3550.34	4699.74	906.68*** (243.08)	17.71

*** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

Source: Analysis of Field Survey Data, 2017

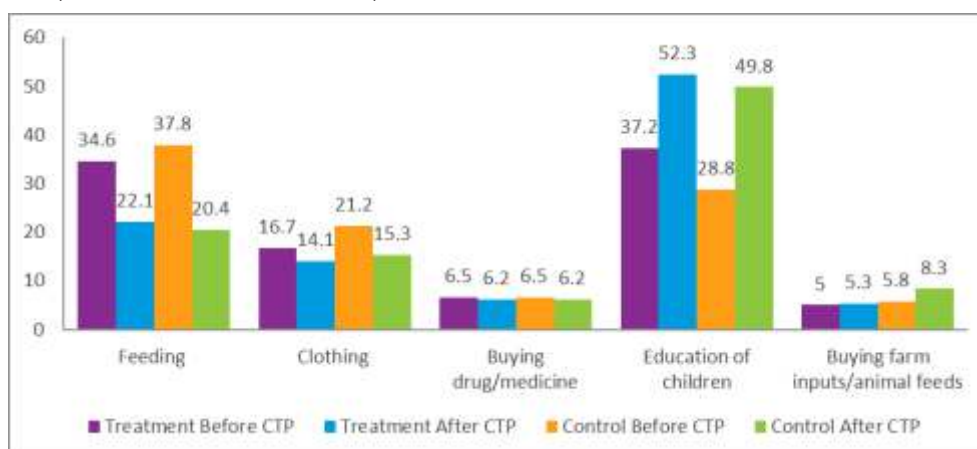
The results of descriptive analysis shown in Figure 5.2 also demonstrate that the expenditure pattern of the caregivers changed in favour of girls' education after the debut of the CTP. Before CTP, 37.2 percent of the caregivers had education of children as the most important item on which they spend their income, and this proportion increased to 52.3 percent of the caregivers after the CTP implementation. For the control group sample, 28.8 percent of the households had education of children as the most important item on which they spent their income before the CTP, and the proportion increased to 49.8 percent after the CTP. The increase in the proportion of the households that spent their income on educating children from 37.2 percent before CTP to 52.3 percent after CTP in the treatment group sample can be attributed to the CTP. However, the increase in the proportion of the respondents prioritizing spending on children education in the control group sample is an indication that other sensitization programmes for children education (e.g., enrolment campaigns) also have positive effects on improving the value that households place on education.

¹⁶This is the average weekly income of the caregiver (woman) rather than the average weekly income of the household. The woman's husband and other household members are unlikely to disclose their income to the woman. This explains why average household weekly expenditure on food is higher than the reported average weekly income of the caregiver (woman).

¹⁷A term is 14 weeks.

FIGURE 5.2

MOST IMPORTANT ITEM ON WHICH CAREGIVERS SPENT THEIR INCOME BEFORE AND AFTER THE CTP IN NIGER STATE (PERCENT OF RESPONDENTS)



Source: Analysis of Field Survey Data, 2017

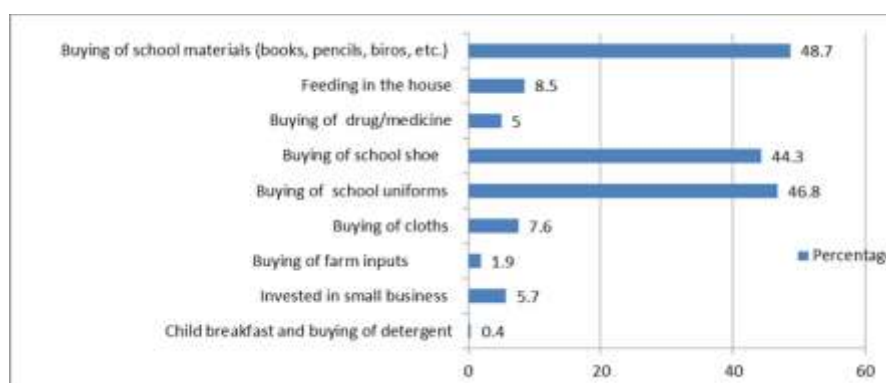
As shown in Figure 5.3, the CTP money was used by caregivers to purchase various school materials needed by their girls to enroll and stay in school. The most cited expenditures for which the CTP money was applied included purchase of school materials (books, pencil, biros), school uniform and school shoe. The following excerpt from IDI of project managers buttresses these findings.

“Although education is free in public schools, the benefitting households were able to buy educational materials for the girls and some did confess they have used the remaining money to cater for the boys, which also encourages them to go to school” (Project Managers Interview No 3).

Women from poor households have a tendency to invest in micro and small businesses when they have access to requisite fund. It is thus important to note that the use of the CTP money for investment in micro and small businesses by caregivers in Niger State appears to be rare from the results in Figure 5.3. However, one of the Niger State FGD2 members stated without opposition from the other FGD group members that she had traded with the CTP money in order not to spend it anyhow. According to her, she buys and sells local items for a profit which she uses whenever she needs to buy things for her girl child.

FIGURE 5.3

MOST IMPORTANT ITEM ON WHICH CAREGIVERS SPENT THEIR INCOME BEFORE AND AFTER THE CTP IN NIGER STATE (PERCENT OF RESPONDENTS)



Source: Analysis of Field Survey Data, 2017

5.1.2 Impact on financial barriers to girls' enrolment and attendance at school

The evaluation question for assessing the impact of GEP3-CTP on financial barriers to girls' enrolment and attendance at school is:

To what extent has the CTP removed financial barriers preventing girls' enrolment and attendance at school?

Results show that the CTP has to a very large extent removed financial barriers preventing girls' enrolment and attendance at school in Niger State. The results of Community Mapping and Listing of Out-of-School (OOS) children in Niger State in Table 5.2 demonstrate that financial barrier (inability to afford the cost of sending children to school) was the single most referenced reason responsible for non-enrolment of children, particularly girls in Niger State. Additional evidence provided by the analysis indicates that 69 percent of caregivers acknowledged that the CTP has “to a very large extent” removed financial barriers to girls' enrolment and attendance in school in Niger State (Figure 5.4).

The effects of the ease in financial barriers are amply shown by the improvement in girls' enrolment and attendance in the sampled schools. The results of the DD estimates presented in Table 5.3 show that the CTP had a remarkably positive impact on girls' enrolment. The DD estimator indicates a programme impact of 52.11 percent for average enrolment per school for girls. The result also indicates a positive but not statistically significant impact on boys' enrolment with only a programme impact of 1.9 percent.

TABLE 5.2

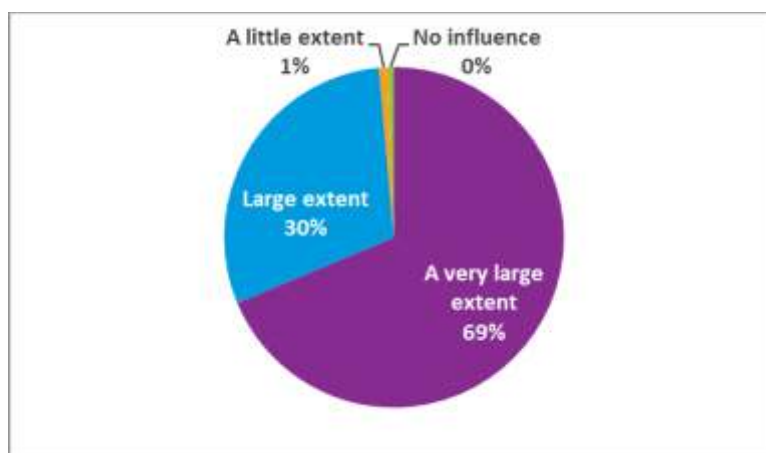
TOP THREE REASONS FOR NOT BEING IN SCHOOL BEFORE CTP IN NIGER STATE

Reasons for not being in school	Agaie		Gbako		Munya		Rafi		Mariga		Mashegu	
	M	F	M	F	M	F	M	F	M	F	M	F
Parent could not afford the cost	56.9	55.1	67.7	67.8	56.8	56.0	53.1	52.3	47.7	47.6	61.1	59.3
Parents prefer quranic education	11.5	7.0	10.5	8.3	4.9	5.2	6.7	7.5	13.2	12.8	16.6	18.6
No interest by parents	11.4	12.0	6.4	6.2	8.5	8.0	9.0	9.3	7.9	7.8	4.5	5.3

Source: Extract from UNICEF (2014) 'Report on Community Mapping and Listing of Out of School Children in Niger State'

FIGURE 5.4

EXTENT OF CTP REMOVAL OF FINANCIAL BARRIERS ON GIRLS' ENROLMENTS AND ATTENDANCE IN SCHOOL IN NIGER STATE



Source: Analysis of Field Survey Data, 2017

TABLE 5.3

DD ESTIMATES OF THE IMPACT OF CTP ON SCHOOL ENROLMENT IN NIGER STATE

Average enrolment per school	Treatment		Control		Net Change/Programme Impact
	Baseline	Follow up	Baseline	Follow up	
Girls	111.51	178.96	110.34	125.67	52.11** (26.29)
Boys	155.93	174.83	165.38	182.90	1.90 (39.5)

*** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

Source: Analysis of Field Survey Data, 2017

The DD estimator results in Table 5.4 show that the CTP had a positive but not statistically significant impact on girls' attendance for most of the classes. The impact of CTP on girls' attendance at school was positive and statically significant only for girls in the Early Childcare Development Centre (ECDC) and Primary One with net programme impact of 11.18 percent and 10.86 percent respectively. This could be an indication that the CTP had considerable impact in encouraging the attendance of younger girls that have never attended school. It is also noteworthy that the impact of CTP on boys' attendance was negative for most of the classes, and where positive, it is not statistically significant.

The lack of statistically positive impact of the CTP on boys' enrolment and attendance as demonstrated in the above results may be attributed to the withdrawal of some pupils from school by some aggrieved parents who did not benefit from the CTP and boys' getting frustrated or envious that they were not included in the CTP.

The following interview and FGD excerpts corroborate these deductions:

“Those who did not benefit from CTP were not happy and believe they are not under compulsion to send their children to school when they have other needs where they can assist them” (Project Managers Interview No 1).

“Some boys felt they are excluded from benefitting from CTP and they are not happy going to school on regular basis as the girls” (Project Managers Interview No 7).

“The CTP has led to more retention in school of girls. Most boys after break time in school often do not return to school for the day. The CTP can also help these boys” (Project Managers Interview No 9).

TABLE 5.4

DD ESTIMATES FOR THE ATTENDANCE GIRLS AND BOYS BEFORE AND AFTER CTP IN NIGER STATE

School levels	Sex	Treatment Sample		Control Sample		Net Change/ Programme Impact
		Baseline	Follow up	Baseline	Follow up	
ECDC	Girls	26.68	66.95	19.13	44.87	11.18** (4.61)
	Boys	28.19	37.35	19.78	36.3	-7.36 (8.68)
Primary One	Girls	57.59	66.94	58.50	56.99	10.86* (6.25)
	Boys	58.37	57.26	60.22	58.54	0.57 (6.48)
Primary Two	Girls	56.24	65.68	55.45	59.34	5.56 (6.35)
	Boys	57.25	57.66	57.68	61.46	-3.38 (6.45)
Primary Three	Girls	52.94	62.32	54.53	58.88	5.03 (6.84)
	Boys	55.44	52.99	57.25	58.76	-3.96 (6.95)
Primary Four	Girls	51.49	61.54	48.30	53.44	4.9 (7.56)
	Boys	51.85	55.72	52.59	54.62	1.84 (7.65)
Primary Five	Girls	48.71	55.1	51.29	51.30	6.39 (7.97)
	Boys	50.34	50.1	52.40	54.34	-2.19 (7.88)
Primary Six	Girls	50.34	58.26	47.63	52.16	3.39 (7.97)
	Boys	53.37	52.05	52.25	55.74	-4.81 (7.97)

*** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

Source: Analysis of Field Survey Data, 2017

5.1.3 Impact on community and family dynamics

There are six evaluation questions for assessing the impact of GEP3-CTP on community and family dynamics.

Question 1: What are the positive and negative effects of the transfer on the community and family dynamics with regards to control of resources?

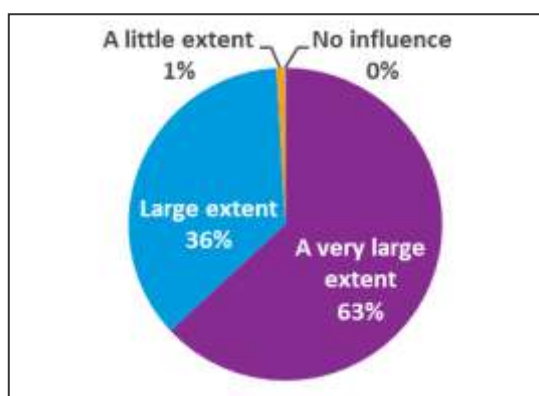
From the results presented in sections 5.1.1 and 5.1.2, the findings of the impact evaluation indicate that GEP3-CTP has the following significantly positive effects on community and family dynamics:

- A. Increased household average weekly income for the treatment communities (See Section 5.1.1).
- B. Reduction of the financial barriers preventing girls from school enrolment and attendance in the treatment communities (see Section 5.1.2).
- C. Increased spending on girls' education, health and general household consumption (Figures 5.1, 5.2 and 5.3; Table 5.1).

In addition to the foregoing, the CTP was able to influence parents to change their decision in favour of girl's enrolment and attendance in school. Figure 5.5 demonstrates that about 63.1 percent of the caregivers acknowledged that the CTP influenced to "a very large extent" the decision to send their girls to school.

FIGURE 5.5

INFLUENCE OF CTP ON DECISION TO SEND GIRLS TO SCHOOL IN NIGER STATE



Source: Analysis of Field Survey Data, 2017

As earlier pointed out in section 5.1.1, the CTP promoted income generating activities among treatment households and communities. Some of the caregivers invested their CT in other economic ventures which helped the households to diversify their sources of income. The following FGD excerpts support this.

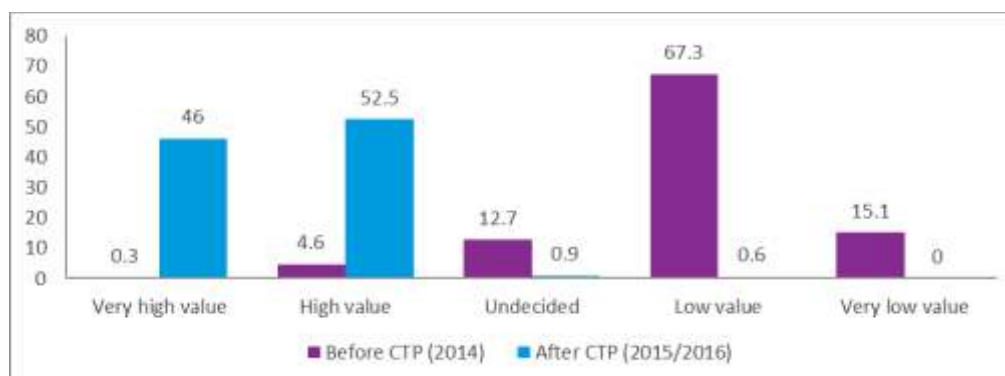
"We used money from CTP to do petty trading so that we would not waste the money, and what we realized are used to support the education of the girls before getting another tranche" (FDG1&2, Niger State).

"CTP has increased the number of girls' enrolment in schools and tremendously reduced the number of girls hawking in the streets or sent out to cities as house help" (Project Managers Interview No.12; FGD1, Niger State)

The GEP3-CTP has also brought about value reorientation among households and community members in the treatment communities. Through the GEP3-CTP sensitization campaign, households and communities now place more value in their girl child education. Figure 5.6 indicates that only 0.3 percent of the families placed a very high value on their girls' education before CTP intervention; and after the intervention, this changed to 46.0 percent indicating that the CTP positively influenced the values households place on girls' education in Niger State.

FIGURE 5.6

VALUE PLACED BY HOUSEHOLDS ON GIRLS' EDUCATION BEFORE AND AFTER CTP IN NIGER STATE (PERCENT OF RESPONDENTS)



Source: Analysis of Field Survey Data, 2017

CTP acted as an instrument of uniting members of benefitting communities as demonstrated by regular meetings of members of SBMC and the communities where issues on girls' education were discussed. It also brought unity to the communities as all caregivers who were beneficiaries interacted during payment. The following interview excerpts from programme managers corroborate this finding.

“Members of CTP in my community do have regular meetings. In one of the meetings, the community made 'a binding law' which compels all households to send all girls of school age to school” (Project Managers Interview No 4)

“CTP has influenced family decisions in our community to a great extent. Before CTP, many families did not see the importance of educating their girls. At times a mother will want the girls to go to school but the father will say no because of lack of money. CTP has changed the orientations now as there is no more excuse for our girls not to attend school” (Project Managers Interview No 3)

Another major positive effect of the CTP on the community and family dynamics in Niger State is the awareness creation among stakeholders particularly the state government. Through the CTP, the state government has strengthened its support for girls' education. This explains why the government has planned to at least sustain the CTP in the extant six target LGAs in the short term. The ultimate goal of the state is to spread the benefit of the CTP to other communities when the state is financially able to scale up the CTP. The interview excerpt below buttresses this finding.

“The state is not ready to scale up but to sustain the programme in the existing LGAs who have benefitted until when government realizes they have sufficient resources for scale up” (Project Managers Interview No 5)

A major negative effect of the CTP is the overstressing of an already stressed physical and human educational infrastructure. The increased school enrolment resulted in overcrowding of classrooms and inability of teachers to cope with the increased workload. The following excerpt from one of the interview of the programme managers provide further insights on this.

“Schools in CTP communities are not able to cope with the influx of pupils' enrolment in terms of infrastructure such as classrooms, chairs and tables. Many of our children still sit on the floor. Though Niger State government is trying to provide more tables and chairs in schools, but they are not enough” (Project Managers Interview No 3).

Question 2: To what extent does decision on sending girls to school have been influenced by (i) sensitization and (ii) cash transfer?

Cash transfer and sensitization activities were two main inputs of the GEP3-CTP.¹⁸ The impact evaluation findings indicate that the caregiver's decision about sending their girls to school was to a very large extent influenced by cash transfer as well as sensitization and mobilization activities at the community level in Niger State. As earlier shown in Figure 5.5, most of the respondents (63 percent) in the household survey indicated that the CTP to “a very large extent” influenced their decision to send girls to school.

It is also important to note that available data on school enrolment from Niger State Annual School Census Survey before and during the CTP confirmed that caregivers' decision to send their girls to school was influenced to a very large extent by cash transfer. Table 5.5 shows that average enrolment for girls rose from 93.3 during the 2013/2014 academic session to 153.2 during the 2015/2016 academic session in the CTP schools representing 64.2 percent increase. Within the same period, boys' average enrolment decreased from 186.8 to 161.8 in the CTP schools, representing 13.4 percent decrease. Based on the results in Table 5.5, it is plausible to state that the caregivers' decision on sending girls to school was to a very large extent influenced by the cash transfer. This finding is also confirmed by the DD estimator results in Table 5.3. However, the differences in the data reported in Table 5.3 and Table 5.5 can be explained by the fact that the data were collected at different times and were subject to human errors determined by the quality and extent of resources available for the data collection. For the purpose of this evaluation, the DD results in Table 5.3 would be considered more reliable since the data were collected by the enumerators under the supervision of the impact evaluation consultants.

TABLE 5.5

ENROLLMENT FOR CTP SCHOOLS IN NIGER STATE (2013 TO 2016)

Average enrolment per school	2013/2014	2014/2015	2015/2016
Girls	93.3	129.3	153.2 (64.2%)
Boys	186.8	173.0	161.8 (-13.4%)

Source: Niger State Annual School Census Data (2014-2016)

Note: PERCENT INCREASE AFTER CTP IMPLEMENTATION IN PARENTHESIS

Figure 5.7 shows the caregivers' perception of the extent to which the decision on sending girls to school was influenced by sensitization in Niger State. It indicates that 70 percent of the caregivers acknowledged that their decision on sending girls to school was to “a very large extent” influenced by the sensitization and

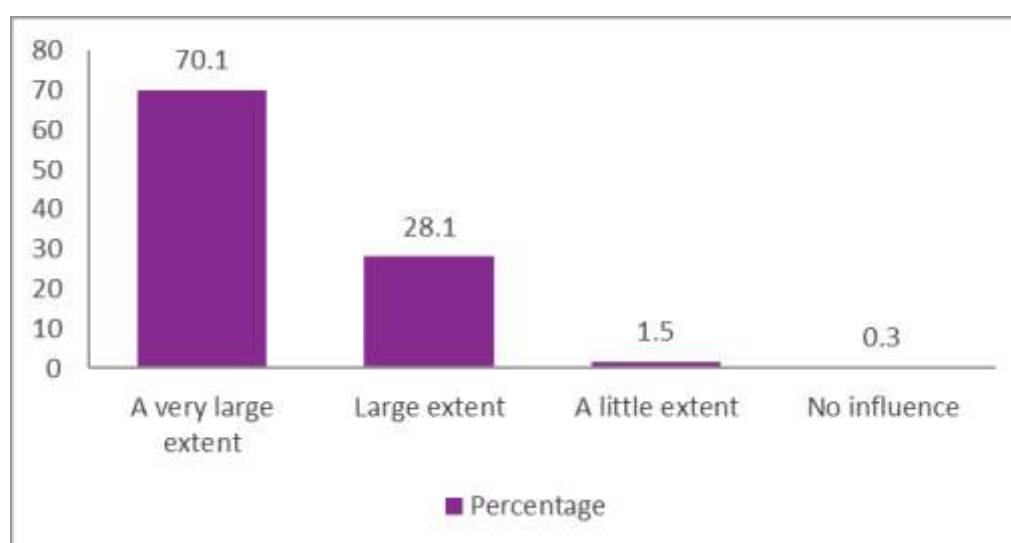
¹⁸See GEP3 Strategy for Cash Transfer Programme

community mobilization activities in CTP communities. The following excerpt from the caregivers FGD in Niger State also buttresses this.

"... sensitisation by the SBMC and money we received from CTP has changed our decision to keep our girls at home or give them out as house helps as we used to do before the CTP. We are happy to send them to school and they are happy to go to school because we are able to give them small amount of money to buy things to eat during break time" (FGDs1&2, Niger State)

FIGURE 5.7

CAREGIVERS' PERCEPTION OF THE EXTENT OF SENSITIZATION'S INFLUENCE ON DECISION TO SEND GIRLS TO SCHOOL IN NIGER STATE



Source: Analysis of Field Survey Data, 2017

Based on the foregoing evidence, it is apparent that the caregivers' decision to send girls to school in Niger State was largely influenced by the sensitization activities and the cash transfer programme.

Question 3: What are the key differences in impact between the communities receiving non-conditional benefits and those not receiving any benefit?

The findings indicate that there are several key differences in impact of CTP between the communities receiving the CTP and those not receiving the CTP. The first major observable difference is the changes in the household consumption/welfare indicators. In the communities receiving the non-conditional benefits, household consumption/welfare indicators increased significantly from baseline across the four welfare indicators. For instance, household weekly income increased significantly more than the non-benefitting communities. Secondly, the expenditure on girl child education increased significantly in the benefitting communities than the non-benefitting communities. (See Figure 5.1 and Table 5.1). Thirdly, girls' enrolment and school attendance in the benefitting communities have increased significantly more than in the non-benefitting communities (See Tables 5.3 and 5.4).

There is also evidence of increase in economic activities in the benefitting communities as some households reported investing part of their cash transfer money in micro enterprises (e.g., petty trading). In addition,

schools located in CTP communities were more favoured with respect to the distribution of instructional materials compared to those in non-CTP communities. The level of school monitoring is also more in the benefitting communities than the non-benefitting communities. The following interview excerpts help to buttress the above results.

“The major difference is that the enrolment of girl child in the benefitting communities is increasing while that of the non-benefitting communities may possibly be decreasing. The enrolment of girls has surpassed that of the boys in some of the communities” (Project Managers Interview No 5).

“Also, the parents are better economically in benefitting communities than the non –benefitting communities. Caregivers who benefitted from the CTPs used the money for petty trade making members of their communities to be better off than those in non-benefitting communities” (Project Managers Interview No 1).

“The burden of providing for the education of girls ages between 6-15 years has considerably reduced in the benefitting communities but still remains in the non-benefitting communities where households have to spend their own money to send their girls to school thereby affecting their welfare” (Project Managers Interview No 5)

“In benefitting communities' pupils are found to be more punctual in school compared to non-benefitting communities” (Project Managers Interview No 8)

Question 4: To what extent has the CTP reached the intended target beneficiaries?

The CTP has, to a very large extent, reached the intended target beneficiaries in Niger State. The UNICEF target for the GEP3-CTP for the two years was 42,800 beneficiaries¹⁹ but the actual beneficiaries reached by the GEP3-CTP in Niger State were 58,484 for the two years, exceeding the UNICEF target by 15,684 beneficiaries.^{20 21}

In addition, as earlier shown in Table 5.1, the CTP produced significant changes in all the four indicators of household welfare. The changes in the household consumption/welfare indicators as experienced by the benefitting communities also confirm that the CTP reached its intended target beneficiaries.

Another evidence in support of the fact that the CTP reached its intended target beneficiaries is that girls' enrolment substantially increased from an average of 111.51 to 178.96 per school with a net programme impact of 51.11 percent increase. (see Table 5.3).

Table 5.6 also supports the fact that the CTP reached its intended beneficiaries. It indicates that an average of 2 girls per household (caregiver) was reached among the target beneficiaries of CTP in Niger State. Furthermore, about 40 percent of the respondents (caregivers) had only one girl child benefiting from the CTP. About 36 percent and 19 percent of the respondents respectively had two and three girls reached by the CTP.

¹⁹Value for Money Analysis for “Strategy for Designing a Cash Transfer Programme for Girls' Education in Niger and Sokoto States, Nigeria” by the Economic Policy Research Institute (EPRI), in cooperation with Armitage Consultants.

²⁰PIU budget breakdown analysis

²¹The figures quoted in this paragraph are actually the number of payments made: Each quarterly payment represents one unit of payment or beneficiary.

TABLE 5.6

EXTENT OF CTP REACH AMONG THE INTENDED BENEFICIARIES IN NIGER STATE

Number of girls benefiting per respondent caregiver	Frequency	Percent
1	260	40.2
2	232	36.0
3	125	19.3
4	26	4.0
5	3	0.5
Total	646	100
Mean Value	1.89	
Standard deviation	0.887	
Average enrolment	CTP schools	Non-CTP school

Source: Analysis of Field Survey Data, 2017

Question 5: How effective have SBMCs been in providing support for CTP implementation?

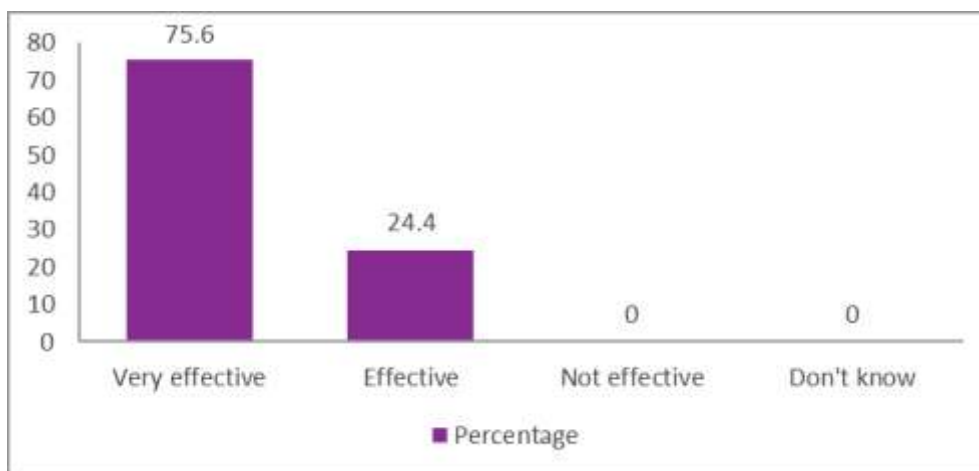
Results show that the SBMCs were very effective in providing support for CTP implementation in Niger State. The SBMCs are among the major actors responsible for the activities supported by GEP3 within each school catchment area. The roles and responsibilities of the SBMCs in GEP3-CTP include: conduct mobilization and sensitization activities, and assisting households with appeals and complaints relating to CTP registration and cash transfer payments. The SBMC members also conduct home visits of girls that are not enrolled in school or not attending regularly.²² It is assumed that community sensitization by the SBMC will increase the likelihood that caregivers will enroll their daughters in school after benefitting from the CTP. The key indicators adopted in assessing the effectiveness of the SBMC in providing support for CTP implementation include the percentage of caregivers that spent their cash transfer on purchase of school related items for their children education, and the caregivers' perception of SBMC effectiveness. The findings show that 48.7 percent, 46.8 percent and 44.3 percent percent of the caregivers spent their CTP money to purchase school materials (e.g., books, pencils, biros, etc.), purchase of school uniforms, and purchase of school shoes respectively (see Figure 5.3).

The caregivers' perception (Figure 5.8) on the effectiveness of the SBMC in providing support to CTP implementation shows that 75.6 percent of the respondents noted that the SBMC is very effective in providing support for CTP implementation. Given the high percentage of the caregivers that spent their CTP money on girls' education related items despite the unconditional nature of the GEP3-CTP, and the caregivers' high perception index on the effectiveness of the SBMC in providing support to CTP implementation, it can be adjudged that SBMC is very effective in providing support for the CTP implementation in Niger State.

²²Cash transfer operational manual

FIGURE 5.8

CAREGIVERS' PERCEPTION ON THE EFFECTIVENESS OF THE SBMC IN PROVIDING SUPPORT FOR CTP IMPLEMENTATION IN NIGER STATE



Source: Analysis of Field Survey Data, 2017

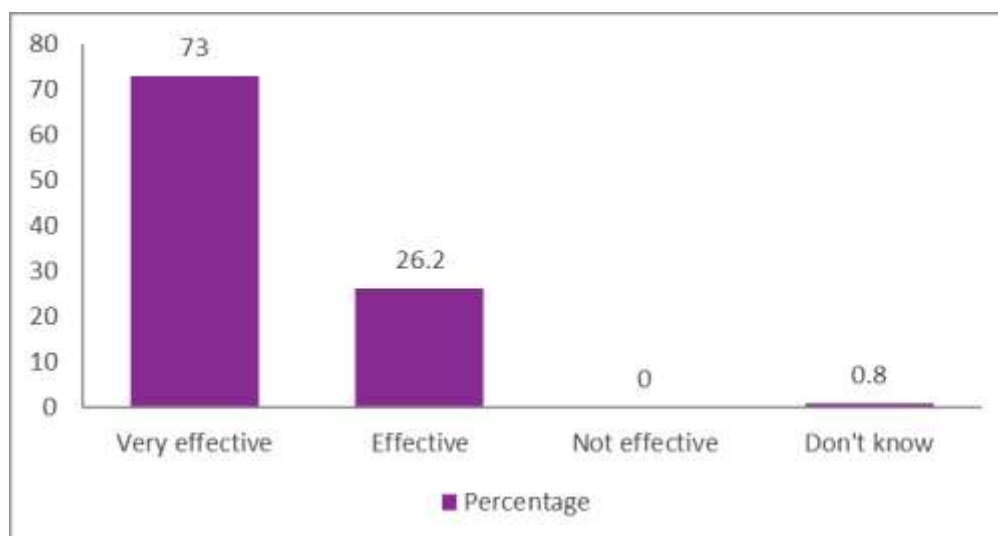
Question 6: How effective has the sensitization campaign (including elements focused on men) been in supporting girls' enrolment?

Based on the findings of this study, the sensitization campaign supporting girls' enrolment can be rated to be very effective. As shown previously in Table 5.3, there was a net programme impact of 52.11 percent increment in girls' enrolment between 2013/2014 and 2015/2016 academic sessions in the CTP schools. Girls' enrolment per CTP school increased from 111.51 before CTP to 178.96 after CTP, while the enrolment in the control schools increased from 110.34 to 125.67 per school. Given that the sensitization campaign was the main instrument of ensuring that caregivers used the CTP money to encourage the enrolment of their girls in school, the sensitization campaign may be adjudged to have been highly effective. In addition, the caregivers' perception on the effectiveness of the sensitization clearly supports the notion that the sensitization campaign was very effective in supporting girls' enrolment. Figure 5.9 show that 73 percent of the respondents (caregivers) considered the sensitization campaign to be "very effective", while 26.2 percent considered it to be "effective". The following FGD excerpt earlier quoted in this section also confirmed the effectiveness of the sensitization campaign in Niger State in supporting the enrolment of girls in schools.

"... sensitisation by the SBMC and money we received from CTP has changed our decision to keep our girls at home or give them out as house helps as we used to do before the CTP." (FGDs1&2, Niger State)

FIGURE 5.9

CAREGIVERS' PERCEPTION ON THE EFFECTIVENESS OF THE SENSITIZATION CAMPAIGN
IN SUPPORTING GIRLS' ENROLMENT IN NIGER STATE



Source: Analysis of Field Survey Data, 2017

5.1.4 Enrolment effects and schools' capacity

There are four questions for the evaluation of the CTP enrolment effects and schools' capacity.

Question 1: Did the CTP lead to an increase in girls' enrolment?

As demonstrated in section 5.1.3, there is ample evidence that the CTP led to increase in girls' enrolment in schools in Niger State. Table 5.5 showed that girls' enrollment increased by 64.2 percent in the GEP3-CTP schools after the programme implementation and the DD estimator results in Table 5.3 indicates a net programme impact of 52.11 percent increase in girls' enrolment. The following interview excerpts from programme managers further buttress the profound impact of the CTP on girls' enrollment.

"CTP has led to increased girls' enrolment in schools. The population of female children in schools which used to be very small before CTP has changed with drastic increase after CTP. In my school with a total population of 154, about 120 are girls because of the CTP" (Project Managers Interview No 4)

"CTP in Niger State has proven to be a good panacea for not only attracting more girls to school, but also for improving their attendance. For instance, despite all the other complementary intervention under the GEP project, a trend analysis shows that enrolment of girls had only increased by an average of 6.2% over the period of 3 consecutive years preceding the introduction of the CTP. With the introduction of the CTP, enrolment in the 72 CTP schools increased very rapidly 2015" (Project Managers Interview No 6)

Furthermore, results in Table 5.7 reveal the improvement in the ratio of girls to boys enrolment after the implementation of CTP across the classes. For the entire CTP schools in Niger State, the ratio of girls' to boys' enrolment increased from 0.70 before CTP to 0.87 after CTP implementation. This indicates a closing in the gaps between girls and boys enrolment in school as a result of the CTP. The following interview excerpts also confirm this trend in closing the gap between boys' and girls' enrolment in Niger State:

"I observed that the percentage of girls in school has changed from about 45 percent to 55 percent because of the implementation of CTP and in some communities from 25 percent to 75 percent" (Project Managers Interview No 3)

"Total population of girls is like 4 times that of boys after CTP in the school. The boy population has not significantly increased after CTP but that of girls is far greater than boys" (Project Managers Interview No 4)

TABLE 5.7

RATIO OF GIRLS TO BOYS ENROLMENT BY CLASSES BEFORE AND AFTER CTP IN NIGER STATE

Class	Ratio of girls to boys before CTP (2013/2014)	Ratio of girls to boys after CTP (2015/2016)
ECDC	0.89	1.07
Primary 1	0.77	0.98
Primary 2	0.72	0.98
Primary 3	0.72	0.81
Primary 4	0.62	0.66
Primary 5	0.52	0.75
Primary 6	0.56	0.68
Total	0.70	0.87

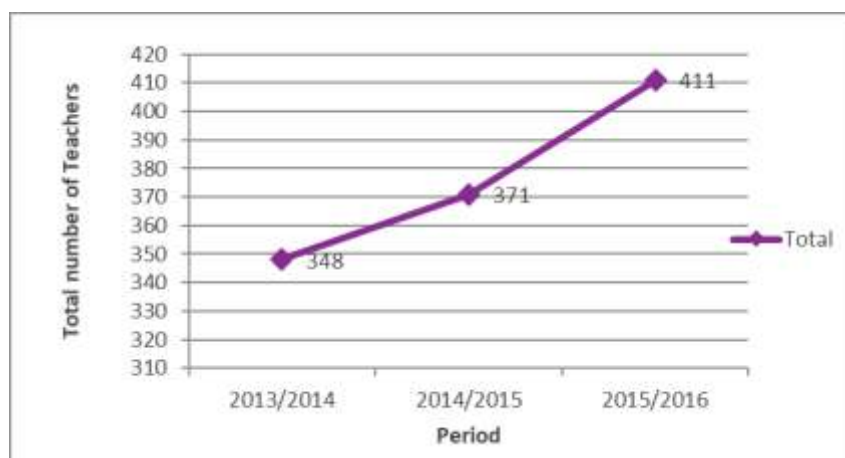
Source: Analysis of Field Survey Data, 2017

Question 2: Were schools able to cope with the increased demand?

Comparing the available school infrastructure and number of teachers before and after CTP, the CTP schools were unable to cope with the increased demand for girls' enrolment after the introduction of the CTP. Using the enrolment data obtained from the PIU and data collected from the school questionnaire on the number of teachers in the schools before and after CTP, both sources show similar data trend. During the 2013/2014 session, the number of teachers in the CTP schools was 348; and during the 2015/2016 session, the number of teachers in the CTP schools increased to 411 (see Figure 5.10). This implies 18.1 percent increase in the number of teachers whereas girls' enrolment increased by 64.2 percent between 2013/2014 and 2015/2016 academic sessions in the treatment schools (See Table 5.5). Moreover, Table 5.8 shows that the number of classrooms only increased by 3.1 percent while pupils' chairs and desks increased by 45.2 percent and 46 percent respectively. The number of classroom with good black board decreased marginally by 0.04 percent while the number of classroom with damaged roof and ceilings decreased by only 7.7 percent. The marginal decrease in the number of classrooms with damaged roof and ceilings suggests that there were some repairs carried out in the CTP schools within the period of the GEP3-CTP. Teachers' chairs and tables decreased by 40 percent and 6 percent respectively, showing there was neither repair nor replacement of teachers' chairs and tables after the debut of the CTP. There was also a 36 percent decrease in hand washing facilities in the CTP schools; and the number of pupils' and teachers' toilets decreased by about 3 percent and 25 percent respectively.

FIGURE 5.10

TRENDS IN THE NUMBER OF TEACHERS IN CTP SCHOOLS IN NIGER STATE



Source: Analysis of Field Survey Data, 2017

TABLE 5.8

STATE OF INFRASTRUCTURE AND PERSONNEL BEFORE AND AFTER CTP IN THE TREATMENT SAMPLE SCHOOLS IN NIGER STATE

Infrastructure/Personnel	Number		
	Before CTP intervention (2013/2014)	After CTP intervention (2015-2016)	% Change
Classrooms	388	400	3.1
Teachers	348	411	18.1
Classroom with good black board	233	232	-0.4
Damaged roof/ceilings	234	216	-7.7
Pupils desks	2504	3635	45.2
Pupils' chairs	2399	3501	45.9
Teachers tables	203	191	-5.9
Teachers chairs	360	216	-40
Water pots/drums	209	119	-43.1
Wash hand basins	185	119	-35.7
Teachers toilets	151	147	-2.7
Pupils toilets	115	132	14.78

Source: Analysis of Field Survey Data, 2017

It is also important to state that the infrastructural condition is very poor in most of the CTP schools in Niger State. Classes were overcrowded in many schools, and pupils had no convenient space to sit and write. In some situation, pupils come to school with their personal mats to sit in the classroom without chair and desk. Classrooms with leaking and tethered roofs are also common.

Interview with the project managers also confirmed the poor state of physical infrastructure in the CTP schools. They stated that there was no adequate provision of facilities to cope with the increased enrolment occasioned by the CTP. The following excerpts from interviews and FGDs corroborate this.

“Increase in enrolment as a result of CTP has over stretched the available infrastructure in most of the targeted schools, leading to inadequacy of classrooms, pupils' furniture and teachers” (FGD1, Niger State)

“With CTP bringing in more enrolment to our school, our school was not able to cope with facilities such as tables and chairs until in February this year (2016) that UNICEF came to our aid with fund to enable the school to make some chairs and construct a toilet. The sum of two hundred and fifty thousand Naira was given to us and we were able to make 17 chairs and a toilet with additional contribution of twenty one thousand Naira by SBMC” (Project Managers Interview No 4).

“The state government should have increased the level of infrastructure to be commensurate with increase in enrolment brought by CTP. This is still a major challenge in the CTP schools. Though SUBEB has identified the CTP schools to assist in this area but the resources are not enough” (Project Managers Interview No 7).

Question 3: Did CTP reduce inequities between households in terms of access to education for the girl child?

The findings indicate that the CTP reduced the inequities between households in terms of access to education especially for the girl child. As noted previously, one of the major obstacles to girl child enrolment and attendance in school is household poverty. With CTP money paid to caregivers, the income gaps among households were reduced. It was the relatively rich households that were previously able to enroll and retain the girl child in school. However, this situation was changed by the CTP. The CTP did two main things for the poor households in the benefitting communities. Firstly, it helped to address the poverty challenge of most of the poor households and hence they were able to provide for their girls education as done by the relatively affluent households in their community. Secondly, through sensitization and community mobilization, the CTP created awareness among the poor households about the importance of girls' education to their individual families and the community at large. It is thus plausible to state that most of the poor households consequently place more value on their girls' education than before the CTP and at the same time they have more income to send their girls to school. The following interview excerpts clearly support these interpretations.

“Total population of girls in schools has increased tremendously in CTP schools. The boy population has not significantly increased after CTP but that of girls increased far greater than boys” (Project Managers Interview No 4).

“In CTP communities, the enrolment of girls has surpassed that of the boys to the tune of about 80% in some of the communities. There is a remarkable difference in enrolment of girls in communities where CTP is operated when compared to the non-CTP communities” (Project Managers Interview No 5).

“Girls enrolments in this community had outgrown that of boys after the CTP. In 2013 there were 80 boys and 60 female in a school in this community; in 2015 while number of boys was 110 that of girls was 140; and in 2016, number of boys decreased to 132 while that of girls increased further to 177, indicating that total number of girls are more than boys in the school” (Project Managers Interview No 8)

Question 4: What, if any, are the other unintended (positive and negative) impacts of the CTP?

There were some unintended positive and negative impacts of the CTP. The first positive unintended impact of the CTP is the increase in household expenditure on feeding and healthcare as noted in Table 5.1. The increase in household expenditure on feeding without doubt improved the nutritional status of the family. Coupled with this is the increase in expenditure on healthcare. Overall, the CTP contributed to the

improvement in the wellbeing of the family beyond the intended impacts of the CTP. A good example is the use of the CTP money for the purchase of a motorcycle that takes the girls and their brother to school as described in the interview excerpt below:

“An unintended positive impact of CTP in a family in Niger State is a case of a caregiver with two girls who benefitted from CTP. Their brother who goes to the same school approached them to use the money to buy him a motorcycle. She initially refused but latter agreed on condition that the motorcycle will be used to carry them to school. They bought the bike for their brother, and the bike has been used to carry them to the same school their brother attends. This has both helped them and their brother to get to school without being late. It also removed discouragement from going to school because of long distance which could bring down their attendance” (Project Managers Interview No 8).

An important unintended negative impact of the CTP is the decrease in boys' enrolment at school. The enrolment data in Table 5.5 demonstrated that the CTP led to a decrease in boys' enrolment in CTP schools. One of the interviews provided an explanation for this as follows:

“Some families who do not have female children are not always happy whenever they see caregivers having girls going to collect money for their girls. Some are so discouraged to the extent of withdrawing their male children from schools” (Project Managers Interview No 3)

Other negative impacts of the CTP include conflicts/disagreements between couples in cases where the caregiver's husband request for the CTP money from his wife. Though the women did not confirm this during the FGDs, some of the project managers interviewed provided insights into this unintended negative impact of CTP.

“CTP has led to some conflicts between husbands and wives in some families. I have received more than three cases one of which was even from his own biological brother who wanted to send his wife away from home for refusing to release the CTP money to him” (Project Managers Interview No 3)

“CTP money sometimes breeds a kind of hostility between husband and wife but this has not gotten to an alarming rate. The wife sometimes talk about this when SUBEB meet with them but on a lighter mood” (Project Managers Interview No 5)

In some communities, the existence of CTP schools has a negative implication for school enrolment and attendance at non-CTP schools in the same community. For example, one of the project managers disclosed that:

“GEP3-CTP has led to low enrolments in non-CTP schools. Many parents believe removing their girls from non-CTP schools for the CTP schools will automatically make their girls automatic beneficiaries whenever the opportunity arises”.

5.1.5 Effectiveness of the CTP payment system

The evaluation questions for the assessment of the effectiveness of the CTP payment system are:

How effective has the payment system been in providing the cash transfer on time and to the correct recipient?

How have information management systems and monitoring processes supported effective delivery of the CTP?

The evidence from this study indicates that the CTP payment system is effective in providing the cash transfer to the correct recipient but not on time. According to the cash transfer payment manual, payments were to be made once in every quarter (3 months). The first payment was supposed to be made before the start of the school year in early September. The other payments were to be made early in December, March and June as stipulated in the cash transfer operation manual. However, this schedule was not followed as payments were irregular. For instance, the first two payments in Niger State were not made on time due to electioneering campaigns for the 2015 general election. Some of the excerpts from the project managers interviewed confirmed the strengths and weaknesses of the payment system as follows:

“The payment system was not so effective because the money to be paid at the beginning of term was sometimes delayed two weeks or more into the school resumption. However, the payment was always made to the right recipients with the SBMC and mothers associations assisting the PIU to identify the correct recipients” (Project Managers Interview Nos 1 and 3)

“Delay in payment to the caregiver is observed as a serious setback to CTP. In a quarter that the money was not paid, caregivers had fears on whether the programme has failed. The money was later paid along with the other tranche to the recipients” (Project Managers Interview No 12)

“CTP payment system is very transparent, the PIU is solely responsible to go out to make the payment. There are additional checks and balances to ensure that wrong person do not collect the money in case the ID card got lost. There are also the pictures of the beneficiaries and the caregivers on the ID card. There is also a case management table, payment verification table, presence of SBMC and mothers association to identify the right recipients. I was with them on several occasion during payment to monitor, and I was always satisfied with the payment system” (Project Managers Interview No 7)

“Payment system of CTP is very effective but not on time. The structure is formidable because SUBEB is also involved in the monitoring outside UNICEF sponsored monitoring. Everybody is keeping check on one another. In the procedure for payment, hardly can anybody perpetrate fraud. For proof, the administrative aspect is for the board, the financial for the bank, the community members and the mother association are there to check their people” (Project Managers Interview No 5)

The consequence of the irregular payment system of the GEP3-CTP is obvious. It constrains the caregiver's ability to adequately and effectively plan for judicious utilization of the cash transfer money. Moreover, payments made outside the stipulated school calendars will contribute to non-utilization of the money for school related items. The following interview and FGD excerpts help to buttress this:

“Delay in payment of CTP money makes some caregivers to be skeptical about the success of the programme. There was a quarter that the money did not come even though it was eventually paid along with the other tranche. Some caregivers with three children who received ₦30,000 are not likely to use all the money on their girls' education but divert the money to other things like farming and trading since the money came late” (Project Managers Interview No 5)

“When I received two payments together, I decided to use it to do petty trade so that I will not waste it and keep the profit to use for my children when they need money” (Member of FGD2, Niger State)

There is no sufficient evidence from this study that the information management system and monitoring processes adequately supported effective delivery of the CTP. Monitoring is the task of tracking predetermined performance indicators throughout the programme's duration. The objective is to track everyday implementation of the project on the ground and track the progress made on the programme's objectives. The monitoring systems are assessed to be good during payment but ineffective after payment. For example, the PIU could not monitor on regular basis the implementation of the CTP as planned in the operation manual owing to lack of funds, inadequately trained staff, and the difficult physical terrain in Niger State. The PIU officers had to rely on information from the head teachers and the SBMC without actually visiting the schools. The following interview excerpts from the programme managers elucidate this challenge of ineffectiveness of the information management system outside the duration of the CT payment.

“GEP3-CTP information management system was good only during the CT payment. Information flows from UNICEF Abuja to the state SPC and PIU, from where it gets to the Programme LGEA desk officers. The desk officers pass the information to the caregivers through the head teachers and SBMC chairman few days to the date of CT payment. At the paying point, there are a lot of people monitoring the effective delivery of CTP. Besides the use of caregivers' ID cards, the SBMC identified the people in the community entitled to be paid.” (Project Managers Interview No 3).

“Although GEP3-CTP has an information management systems and monitoring processes which should support effective programme delivery, but beyond payment of CT, it does not function. The state government should have done well by playing a greater role in doing additional monitoring to ensure that girls are enrolled with consistent attendance at school” (Project Managers Interview No 7)

5.2 Evaluation of the Process of GEP3-CTP in Niger State

There are five questions guiding the evaluation of the process of GEP3-CTP in Niger State, the first three relate to programme implementation and outputs while the remaining two relate to programme operations and outcomes.

5.2.1 CTP implementation process and outputs

The three questions for the evaluation of the CTP implementation process and outputs are:

Was the CTP implemented as planned in Niger State and in all sites?

Were the expected outputs actually produced?

What processes were used to design and implement the programme?

The GEP3-CTP was implemented as planned in all sites in Niger State but with a major flaw in the targeting process. Though the CTP was planned to target the poorest communities, the average weekly income of CT beneficiaries as shown in Table 5.1 were however almost four times those of the non-beneficiaries at the baseline (i.e., before the CTP). It thus appears that the targeting process did not succeed in identifying the correct or deserving beneficiaries within the GEP3 communities in Niger State.

The major activities of the CTP in Niger State commenced in July 2014 with pre-implementation trainings of Programme Implementation Unit (PIU) members, six education secretaries, six desk officers, members of the SBMCs and MAs of the six target LGAs. A total of 12,911 targeted beneficiaries were identified from 251 communities and 72 primary schools in the six target LGAs (Agaie, Gbako, Mariga, Mashegu, Munya and Rafi).

The analysis presented in section 5.1 of this report demonstrates that the expected outputs were actually produced. The two main outputs of the CTP in the Theory of Change (ToC) presented in the ToR are:

- A. payments received by female caregivers of girl beneficiaries; and
- B. caregivers understand the purpose of the unconditional cash transfer (UCT) and the arguments for girls' education.

As shown in Table 5.9, six tranches of payment were made, and the payments of caregivers were done at pay points in designated cluster schools. The payment system was able to pay between 86 to 96.1 percent of the correct recipients in Niger State. Ecobank Nigeria PLC carried out the payment and made returns directly to the DFID which funded the cash transfer.

TABLE 5.9

PAYMENT OF CTP BENEFICIARIES IN NIGER STATE

Payment number	Number of targeted beneficiary girls	Number of beneficiary girls paid	Percent payment achieved	Date or month payment was made
1	11,504	9,876	86.0	October , 2014
2	12,654	11,832	93.5	June, 2015
3	12,911	12,410	96.1	November, 2015
4	12,911	12,052	95.1	March, 2016
5 (Two Tranches)	12,911	12,314	95.4	September, 2016

Source: CTP payment reports by PIU, Niger State

Most of the project managers interviewed also expressed the view that the CTP produced the expected outputs in Niger State. The flowing expression was a common response obtained from the interviews:

“CTP in Niger State had met its expected outputs. Many of the girls were able to enrol and remain in school and completed their basic primary school” (All the Project Managers Interviewed except No 9).

The review of documents on GEP3 provided insights on the processes followed in the design and implementation of the GEP3-CTP. First, it shows that the CTP was part of the expected results of GEP3 by 2019/2020. It targets reaching 21,400 families, encourage them to send their daughters to school, and support their transition to Junior Secondary School (JSS) and Senior Secondary School (SSS).²³ The underlying reason for the introduction of the CTP into the GEP3 design was based on the result of 2013/2014 community mapping and listing of out of school children in GEP3 states, which revealed that poverty was the main cause of the out of school phenomenon.²⁴

The CTP in Niger State targets 10,700 girls (beneficiaries) in Year 1 and an additional 10,700 in Year 2 so that the total number of beneficiaries should be 21,400 in Year 2.²⁵ However, the programme met and exceeded the Year 1 target of 10,700 beneficiaries but could not add as much as 10,700 beneficiaries in Year 2. The

highest number of beneficiaries was actually achieved in Year 1 with payment of 12,410 beneficiaries during tranche 3 payment.

For effective implementation of the GEP3-CTP in Niger State, Project Implementation Unit (PIU) was established comprising of 10 members under a Coordinator. UNICEF engaged the services of a team of consultants from the Economic Policy Research Institute (EPRI) in South Africa to set up the PIU.

One of the project managers interviewed provided insights into the CTP design and the initial implementation processes as follows:

“The design process started with the commissioning of the Economic Policy Research Institute (EPRI) for the CTP design. The school mapping was conducted by UNICEF in 2013 in order to identify the communities with the highest number of out of school girls. Mobilization and sensitization activities were carried out at the school and community levels with the assistance of School Based Management Committees. The mobilization and sensitization programme was aimed at informing the local communities about GEP3-CTP and its objectives, and thus, encouraging the caregivers to turn out for the enumeration (i.e., registration of caregivers and their girls). Enumerators were engaged for the purpose of registration of caregivers and their girls. A one day training was conducted for the enumerators by EPRI using the Registration and Enrolment Programme Official Manual which was developed by EPRI in conjunction with the PIU. EPRI designed the targeting process that will provide cash of ₦5,000 per quarter to girls between 6-15 years. By implication the girls who might benefit from the programme may still be between primary school and JSS 3. EPRI provided a template for the preparation of the manual of operation of cash transfer programme. The template was modified to suit the local context and was completed with the key data supplied by Niger State.” (Project Managers Interview No 6).

5.2.2 Programme operations and outcomes

The two questions for the evaluation of the CTP operations and outcomes are:

How are programme operations actually carried out? Were there any significant changes in the CTP over time in Niger state?

Were there any intervening events that have affected implementation and outcomes?

With the exception of the delay and irregular payment of the cash transfer, other aspects of the CTP operations in Niger State were actually carried out as planned in the programme operational manual. After the community mobilization and sensitization, registration and enrolment of beneficiaries were done by enumerators who visited households. During the household visits, programme officials identified eligible girls and enrolled them in GEP3-CTP. The enrolled girls were given temporary programme identity cards. After the registration and enrolment process, the PIU conducted completeness check and confirmed the eligibility status of each girl while entering the data into the management information system.

²³T Girls' Education Project Phase 3 Theory of Change

²⁴GEP3-CTP Operational Manual 2014/2015

²⁵Value for Money Analysis for “Strategy for Designing a Cash Transfer Programme for Girls' Education in Niger and Sokoto States, Nigeria” by the Economic Policy Research Institute (EPRI), in cooperation with Armitage Consultants.

Payments were made at 19 cluster schools in Niger State across the six target LGAs. The LGEA and the PIU were responsible for deciding which school in a cluster will be the pay point, bearing in mind the distance that recipients need to travel and the facilities that the school has. CTP beneficiaries receive their cash transfer in cash from a payment official of Ecobank Nigeria PLC at the pay point on a specified payment day, based on a payment schedule that is communicated in advance. The SBMCs and MAs were usually present on the payment day in order to assist with logistic arrangements, communication with recipients and identification of recipients.

There were slight changes in the CTP over time. Some of the changes observed by the project managers interviewed are summarized as follows:

“Some caregivers who could not come out to receive the first tranche because of insecurity in the neighbouring states in the North were considered and paid in the second tranche which is seen as a slight change in the rule of the programme operation” (Project Managers Interview No 6).

“A tranche was not paid in the quarter it was expected and this has to be rolled over and added to the other tranche payment. This is also seen as a modification in the programme operation. It created fear in the minds of the people who thought the programme had failed” (Project Managers Interview No 12)

“Delay in payments to caregivers' weeks after schools resumption is observed to be a change in the operation of CTP, and it led to the non-beneficiaries mocking the beneficiaries on such occasions” (Project Managers Interview No 3).

“Change in the management of operational expenses after the first tranche payment from Niger State Ministry of Education, Science and Technology to the state SUBEB is another change in operation of CTP in Niger State” (Project Managers Interview No 5).

“The CTP was not fully implemented as planned in Niger State because of two outstanding payments yet to be paid (the first and second payment of the first year of the programme - 2014/2015). This gave rise to payment of six tranches in the state instead of the planned eight.” (Project Managers Interview Nos 1, 5, 6)

The PIU also reported that payment points were moved closer to communities in order to reduce beneficiaries' burden of travelling far for CT collection. In addition, pay points were split in order to reduce the number of beneficiaries to a maximum of 250 at a pay point. This was aimed at easing crowd management and enhanced identification process.²⁶

The only significant intervening event that affected the implementation of the programme was electioneering campaign for the 2015 general election. It affected the commencement of the programme in the state and caused delay in the first two tranche payments, which remained unpaid as at the time of this study.

²⁶Ministry of Basic & Secondary Education, Sokoto Girls' Education Project- Cash Transfer Programme, Second Year, second payment to the beneficiaries 2016 report.

5.3 Efficiency of GEP3-CTP in Niger State

The two questions for the evaluation of the efficiency of GEP3-CTP in Niger State are:

*Is the programme cost-effective? Does the impact justify the cost of the programme?
What is the cost effectiveness of the CTP?*

Analysis of available data on the CTP cost outlay and outputs in Niger State demonstrate that the CTP is cost effective. Cost-effectiveness is the extent to which the programme has achieved or is expected to achieve its results at a lower cost compared with alternatives.²⁷ Since there are no alternatives that can serve as comparator for the CTP, it is impracticable to provide analysis of the cost effectiveness of the CTP. This notwithstanding, the efficiency of the CTP may be construed to depict how effective the CTP apparatus was at disbursing payments. A good measure of this efficiency is the proportion of operational cost in total amount paid to the CTP beneficiaries, and it serves as an indicator of cost-effectiveness. Table 5.10 shows the implementation cost of GEP3-CTP in Niger State. It shows that the total amount released by UNICEF was ₦396,210,000, out of which ₦353,990,000 was paid to CTP beneficiaries. The total number of payments made was 70,978 while 8,444 payments were not made.²⁸ A payment is equivalent to the cash transfer of ₦5,000 to a caregiver or procurator.

The total operational cost for the two years of the GEP3-CTP was ₦7,148,400, that is, 2.0 per cent of the total amount paid to beneficiaries. This translates to ₦100.97 as the cost of delivering CTP to one beneficiary for each payment tranche. From the implementation arrangement, the state was responsible for part of the operational cost of the programme. As a result of this, the money made available by UNICEF for the programme was solely spent on CT payment to beneficiaries. This apparently improved the cost efficiency, and consequently the cost effectiveness of the intervention.

Furthermore, the unconditional nature of the programme reduced monitoring costs to the barest minimum, and thus increased the cost effectiveness of the GEP3-CTP unlike the Mexico's PROGRESA, where 24 per cent of the programme cost was spent on monitoring conditionality.²⁹

It is also important to note that, apart from the payment made to EPRI, no other project manager was paid from the project money. This also helped to increase the cost effectiveness of the programme.

²⁷Cost-effectiveness analysis (CEA) serves as an alternative to [cost-benefit analysis \(CBA\) by comparing the relative costs to the outcomes \(effects\) of two or more alternative actions. CEA is most useful when analysts face constraints which prevent them from conducting cost-benefit analysis. The most common constraint is the inability to monetize benefits.](#)

CE ratio = C1/E1, where: C1 = the cost of option 1; E1 = the effectiveness of option 1 (in physical units).

[Source: <http://www.betterevaluation.org/en/evaluation-options/CostEffectivenessAnalysis>, Accessed on 04 April 2017]

²⁸Value for Money Analysis for "Strategy for Designing a Cash Transfer Programme for Girls' Education in Niger and Sokoto States, Nigeria" by the Economic Policy Research Institute (EPRI), in cooperation with Armitage Consultants.

²⁹Son (2008). Conditional Cash Transfer Programs: An Effective Tool for Poverty Alleviation.

TABLE 5.10

IMPLEMENTATION COST OF THE GEP3-CTP IN NIGER STATE (IN NAIRA)

Payment tranche	Total Amount Released	Total Amount Paid	Total Amount Not Paid	No. of payments made	No. unpaid	Operational Cost
1	57,520,000	49,380,000	8,140,000	9,876	1,628	1,500,000
2	80,470,000	59,160,000	21,310,000	11,832	4,262	1,300,600
3	64,555,000	62,050,000	2,505,000	12,410	501	1,411,600
4	64,555,000	60,260,000	4,295,000	12,052	859	1,562,600
5 (Two Tranches)	129,110,000	123,140,000	5,970,000	24,628	1,194	1,373,600
Total	396,210,000	353,990,000	42,220,000	70,798	8,444	7,148,400

In addition, the following key elements of CTP implementation also helped to improve its cost effectiveness:

- The CTP payment system minimized private costs as caregivers do not have to travel to distant pay points before collecting their money;
- A geographical and categorical targeting approach of CTP considerably eliminated adverse costs by helping to minimize intra-community tensions;
- Not targeting girls and communities who are not part of GEP3 led to the avoidance perverse incentives to out of school girls from different communities who would have also sought enrolment in the CTP.
- Targeting only girls between 6-15 years who must have enrolled in school helped to keep the programme focused and manageable within the limits of available resources.

5.4 Relevance of GEP3-CTP in Niger State

There are four questions guiding the assessment of the relevance of GEP3-CTP in Niger State. Two questions are aimed at assessing CTP coherence with broader policy environment, and two questions assess the appropriateness of the CTP.

5.4.1 CTP coherence with the broader policy environment

The two questions for assessing CTP coherence with the broader policy environment are:

Is the CTP coherent with the broader policy environment at state and federal levels?

How does the CTP relate to other interventions, e.g., supply side improvements in the education sector, including interventions delivered as part of GEP3 and interventions delivered by others?

Analysis of available documents on state economic development strategy demonstrates that the CTP in Niger State is coherent with the broader development policy environment at the state level. The state is keen on promoting educational development and the CTP is viewed by the Ministry of Education and SUBEB as an important instrument of achieving the state policy objective of increasing girls' enrolment in schools and improvement of women participation in social and economic development activities.

Information gathered from document review and the presentation made by the representative of Niger State Commissioner for Education, Science and Technology at the opening session of the training of field survey enumerators show that:

- Niger State has 10 years long term education plan and 3 years operational education sector plan to

facilitate the state educational development.

- In order for the state to improve access to and quality of education, it established the School Based Management Committees (SBMCs) both at primary and secondary school levels for effective school management system.
- Girls' Education Programme (GEP) was also initiated in the state with the emergence of GEP1&2 which eventually metamorphosed to GEP3. GEP3 is expected to last for 9 years (2012-2020) so that a child that starts school will be able to complete at least the Junior Secondary School.
- The state has implemented free and compulsory education policy for all people in the state irrespective of their origin. The free education in this case implies that parent do not pay school fees but provide the basic school materials like shoes and uniform to their children. The essence of the programme is to provide equal opportunity to all school age children in the state by way of creating access, quality and equity among the citizenry.

Based on the convergence demonstrated in the foregoing, the CTP is apparently coherent with the broader policy environment in Niger State.

Another aspect of GEP3-CTP coherency with the broader policy environment at the state level is the move by the state government to sustain CTP in the existing six target LGAs. This was succinctly expressed as follows by some of the programme managers interviewed:

“As a step to sustain GEP3-CTP in Niger State, in the 2017 budget, the state government has made provision to purchase equipment such as project vehicles, laptop for the sustainability of CTP in the existing GEP3-CTP LGAs” (Project Managers Interview No 5)

“Educating a girl is like educating a whole family. Niger State government wants every school age child to be educated but the biggest challenge happens to be the female children who are more than the boys in most communities and given to marriage between 15/16years without education. The state government is willing to breach the gap between boys' and girls' education but the highest percentage of out-of-school children in the state before CTP was the girls. Emergence of GEP3-CTP is in line with the broader policy environment of Niger State” (Project Managers Interview No 4).

“Niger State government has agreed to sustain CTP and all we are waiting for is for the governor to ratify the sustainability document and start up the implementation of the sustainability plan in the existing GEP3-CTP LGAs” (Project Managers Interview No 7).

At the federal level, the key policy document in the education sector is the 4-Year Strategic Plan for Development of Education Sector in Nigeria (2011-2015). In the plan, the issue of access to education at the basic level was explicitly expressed as follows:

“At the basic education level, one out of three children of school age is out of school. It is estimated that about 10.1 million children are out of school at this level presently with a high prevalence of excluded girls in the northern part of Nigeria. In order to address this anomaly, a national campaign on girl child access to education has been launched in Northern Nigeria”.³⁰

³⁰Federal Ministry of Education: 4-Year Strategic Plan for Development of the Education Sector (2011-2015).

The above excerpt from the 4-Year Strategic Plan for Development of Education Section in Nigeria (2011-2015) confirm that reduction in the number of out of school children especially for girls in Northern Nigeria is a major policy goal at the federal level as it is for the GEP3-CTP in Niger State.

Other prominent policies and programmes coherent with GEP 3-CTP at the federal level include:

- GEP at the federal level was used as an instrument in establishing Second Chance Centres which is targeted at girls who have dropped out of schools as a result of barriers such as early marriage and teenage pregnancy. The GEP3 intervention programmes (2012 to 2020) was initiated to improve school access, retention and learning outcomes for girls in the five GEP3 states (Niger inclusive). The programme is aimed at achieving Universal Primary Education (UPE) and Universal Basic Education (UBE) as stipulated in the six Education For All (EFA) goals (UNESCO, 2015; UNICEF, 2016; Pellens et al, 2016).
- The National Policy on Education (NPE) document addresses issues of imbalance in the provision of education (access, quality of resources and girls' education) in different parts of Nigeria. To achieve these, Nigeria has made concerted efforts aimed at ensuring equitable access to quality education for the girl child and eliminating gender disparity in education. The focus on girls' education became more prominent in the late 1980s when Women's Education and the Nomadic Education programme were both launched with the aim of improving the chances of education for women.
- The National Policy on Gender in Basic Education launched in 2007 has among its objectives, promotion of equal access and participation in the basic enrolment of girls and boys, achieve high level of retention completion and performance rate, advocate for the support of key stakeholders in the provision of enabling environment for planning, implementation and achievement of the policy goals.
- The revision of the Universal Basic Education (UBE) in 1999 was to reduce inequalities in education relating to gender and geography.
- The National Economic Empowerment and Development Strategy (NEEDS) and the Millennium Development Goals (MDGs) implementation strategy also aimed at reducing gender disparity through different projects such as the Students Tutoring, Mentoring and Counseling (STUMEC), Mothers Association, Teachers Development Pedagogy Module (TBTD), and Girls' Education Movement (GEM).
- Special policy initiatives such as the Child Friendly Initiative, federal female teachers' scholarship scheme, and the Child Rights Act.

The Conditional Cash Transfer (CCT) programme was also launched as part of a social protection measure to cater for vulnerable households with pilot programmes in Kano State (2010, assisted by World Bank), and Katsina and Bauchi States (2011, assisted by DFID). The pilot schemes are aimed at creating incentives for households to ensure enrolment and retention of girls in school. In addition, the Safe Schools Initiative (SSI) was recently established in 2014 to create safe learning environments for children, especially girls, after the kidnap of over 250 girls by Boko Haram in Chibok, Bornu State.

Based on the evidence presented in the foregoing, the GEP3-CTP is apparently coherent with the broader policy environment in Niger State and the Federal level.

The findings of this study also show that the CTP sufficiently relate well with all the interventions in GEP3. The GEP3 output one aims at increasing enrolment and retention of girls in basic education. Under this output, the emphasis is on addressing the barriers and bottlenecks to girls' enrolment and retention in basic education. As identified through the GEP3 community household mapping and listing of out-of-school children and other research work, poverty-related issues are the main barriers to girls' enrolment in school.

This is the area in which the CTP relates accurately with the GEP3 intervention. As demonstrated in sections 5.1 and 5.2 of this report, the CTP was effective in addressing the poverty related challenges faced by poor households that had difficulties in enrolling and/or retaining their girls in school.

Another intervention of GEP3 under output one is the sensitization and enrolment drive campaign. The enrolment drive campaign is a SBMC led intervention primarily designed to identify out-of-school children (particularly girls), and ensure they are enrolled in school. It is also aimed at changing the attitude of parents/guardians who are not willing to send their daughters to school. While the identification of out-of-school children and the changing of the attitude of parents who are unwilling to send their daughters to school are good; however, in the absence of the CTP, the debilitating poverty situation of the parents will ensure that willing parents and guardian are unable to enroll their girls in school. The CTP thus helped in complementing the enrolment drive campaign.

Output 2 of GEP3 is to improve capacity of teachers to deliver effective learning for girls. The interventions under this output aimed at improving the quality of teaching and learning of school-aged girls in marginalized and disadvantaged communities. This was pursued in Niger State through the Female Teachers Trainee Scholarship Scheme (FTTSS) and the Head Teachers Capacity Training Programme. The focus of these programmes was on improving the capacity of teachers to deliver effective teaching and learning for girls. This notwithstanding, the overcrowding problem created by the CTP and the challenge of quality of teaching and learning still exist. The gains of output 2 of GEP3 has thus far not been sufficiently employed to reasonably improve the number of teachers in the CTP schools that are in dire need of teachers to cope with the surge in enrolment arising from CTP implementation.

The following interview excerpts help to buttress the above findings and illustrate how the CTP relates with output 2 of GEP3.

“Qualify manpower is very important to quality of pupil produced in a school. There is still a challenge in some of our CTP schools. In some school many teachers have died, some have changed job without replacement. The community and SBMC assist only at recruiting community teachers whose quality could not be tested based on the salary they are being paid. The state government is just recruiting teachers and deploying them to schools. This is not enough because they need further training” (Project Managers Interview No 4)

The output 3 under GEP3 aimed at improving governance to strengthen girls' education by influencing key areas of governance in the state education system to support basic education in the long term. In this respect, GEP3 supported the implementation of Annual School Census, and the strengthening of school based management committees. The Annual School Census helps to identify the changes and gaps in pupils' annual enrolment in schools (boys and girls) for necessary government or donor actions. The CTP basically is at the centre of the three interventions under output 3. The interview excerpt below corroborates this finding:

“GEP3-CTP work hand in hand with other GEP3 interventions such as the enrolment drives, capacity building programme of the teachers, the annual school census and the building of the capacity of SBMC” (Project Managers Interview No 7).

5.4.2 Appropriateness of the CTP

The two questions for assessing the appropriateness of the CTP are:

Are the needs and priorities of targeted beneficiaries/local partners consistent with the CTP objectives and deliverables?

Is the CTP intervention appropriate in terms of design and delivery approach, given the contextual realities in Niger State?

There is evidence that the needs and priorities of the targeted beneficiaries/local partners are consistent with the CTP objectives and deliverables in Niger State. The CTP is a product of community mapping and GEP3 situation analysis which indicated that poverty is the most prevalent reason for keeping girls and boys out of school. Since CTP provides money to parents to address this need, it is plausible to conclude that the needs and priorities of the target beneficiaries are consistent with the CTP objectives. Other evidence confirming that the needs and priorities of the targeted beneficiaries/local partners are consistent with the CTP objectives and deliverables include the following key findings in sections 5.1.1 to 5.1.3:

- A. The CTP increased household average weekly income for the treatment communities in Niger State (Section 5.1.1).
- A. The CTP reduced the financial barriers preventing girls from school enrolment and attendance in the treatment communities in Niger State (Section 5.1.2).
- B. The CTP led to increased spending on girls' education, health and general household consumption in Niger State (Figures 5.1, 5.2 and 5.3; Table 5.1).
- C. The CTP was able to influence parents to change their decision in favour of girl's enrolment and attendance in school in Niger State (Figure 5.5 in Section 5.1.3).

The following excerpts from key informant interviews and FGDs also corroborate the above findings by indicating that the CTP helped to significantly reduce the poverty barrier to enrolment of girls in the CTP communities:

"Poverty-related issues are the main barriers to girls' enrolment in school in Niger State. GEP3-CTP is therefore found to meet the needs of the people. Decision to pick a girl out of many in the family to go to school while others are left out of school was broken by CTP. CTP money is given to as many girls as possible in a family so that they can go to school as long as they are within the eligibility age of 6-15 years" (Project Managers Interview No 4)

"FGD participants said CTP is appropriate due to the inability of many parents to provide the basic materials needed to send girls to school in their community" (FGD1, Niger State)

"There were a lot of people that wanted to go to school but were unable to go due to poverty, but now the CTP has helped to address the poverty level of households preventing them from sending their children to school" (Project Managers Interview No 5)

The design and delivery approach of GEP3-CTP in Niger State proved to be sound and appropriate, given the contextual realities in the state. One of the delivery approaches of the GEP3-CTP is the use of a combined geographical-categorical targeting approach. In this approach, the catchment areas with the highest proportion of out-of-school girls under the Girls' Education Project Phase 3 (GEP3) were targeted (geographic targeting). Within these catchment areas, the female caregivers of all girls between the ages of 6 to 15 were eligible for a transfer with the girl child as the intended beneficiary (categorical targeting). This design approach did not only ensure that catchment areas with the highest proportion of out-of-school girls were

included in the CTP, but it also made it possible for girls within specified age limit to benefit from the programme. However, as earlier reported in section 5.2.1, the results of this evaluation presented in Table 5.1 indicated that the targeting did not effectively select caregivers among the poorest of the households in the GEP3 community.

The unconditionality of the CTP was also an area of appropriateness in the design, given the contextual realities in the state. GEP3-CTP applied no condition on how to use the transfer. However, in order to ensure that caregivers used the money for the purpose for which it was meant, the transfer was backed by sensitization campaign during and after payment. This encouraged caregivers to use the money for the purpose for which it was meant. As a result of the unconditional nature of the programme, the programme had relatively low monitoring costs. These costs can take up a substantial share of the total cost of the programme. As earlier indicated in section 5.3, Mexico's PROGRESA programme had 24 percent of the programme cost spent on monitoring of conditionality.³¹ Moreover, in the absence of conditionality and the associated monitoring burden, teachers, headmasters and other social services providers can concentrate on their core activities.

The active participation of the PIU in the development of the programme operation manual, which ensured that the design was contextual with respect to the realities in Niger State, was an important area of the appropriateness of the design and delivery approach of the CTP. Added to this, the invitation of the PIU members from Katsina and Bauchi States to share their experiences in the pilot CCT programme in their state laid the foundation for a solid GEP3-CTP design and delivery in Niger State.

The payment of the CT is also made simple with minimal stress for caregivers as shown in the following excerpt from key informant interviews.

“CTP is appropriate in design because in Niger State we have 19 cluster pay points for the six target LGAs. There are 3 to 5 schools per pay point centre depending on the proximity of each school to the pay point centre for effective delivery of CTP money. As much as possible, the pay point is located in a central school to reduce the distance to be commuted by the caregivers for the collection of the payment. This is also appropriate considering the difficult terrain in Niger State” (Project Managers Interview No 1).

The sharing of the project operational cost between the UNICEF and the Niger State government was also a major area of appropriateness in the design and delivery approach of the CTP. This ensured that a substantial part of the UNICEF fund was used for project implementation to beneficiaries rather than operational cost.

The institutional setup of the CTP was also appropriate for the design and the delivery approach of the CTP. Specifically, the involvement of the SBMC and the Mothers' Associations in the implementation arrangement at the community level ensured community participation and ownership of the CTP.

5.5 Sustainability of GEP3-CTP in Niger State

The Sustainability criterion provides an assessment of the likelihood that the benefits produced by the CTP will continue beyond the project cycle period once external funding has ended. Three evaluation questions relate to the sustainability of GEP3-CTP: one is aimed at assessing government capacity and sustainability of the programme, and two focused on the nature of the scale up programme.

³¹Son (2008). Conditional Cash Transfer Programs: An Effective Tool for Poverty Alleviation.

5.5.1 Government capacity and sustainability of the programme

The evaluation question for the assessment of government capacity and sustainability of the CTP is:

Is there sufficient government capacity to implement and monitor a government-supported CTP?

The analysis indicates that sufficient government capacity exists for the implementation of a scaled up version of the CTP in Niger State. The state already has a plan to sustain the programme in the existing target LGAs and scaling up to other LGAs is subject to availability of requisite fund. The Niger State Government has developed a sustainability plan and has made budget provision in 2017 for the purchase of some of the working materials (e.g., project vehicles, laptops, etc.) for the PIU office. The existing evidence of the achievements of Niger State PIU in the GEP3 programme implementation (see Section 5.2 of this report) demonstrate that Niger State has the necessary capacity to implement and monitor a government supported CTP if given adequate financial support.

Another important component of government capacity to sustain the programme is political will. The current government in Niger State has demonstrated a lot of enthusiasm for improvement of the educational sector in the state. The State Commissioner for Education, Science and Technology has repeatedly showed keen interest in the sustainability of CTP in the existing GEP3-CTP LGAs and the CTP scale up subject funding availability. The Commissioner granted two interviews to the impact evaluation consultants during which she expressed the state's commitment to the sustainability and scale up of the CTP. She was also ably represented at the opening of the training workshop organized for enumerators involved in the data collection for the CTP impact evaluation. Other key informants interviewed also affirm the government capacity to implement and monitor a government supported CTP as follows:

"I believe the state has the capacity and political will to implement, monitor and sustain CTP or scale it up. As a first step, the state government in the 2017 has budgeted some amount of money to buy some equipment such as project vehicles, computers that will aid the sustainability of CTP in the existing GEP3-CTP LGAs in the state" (Project Managers Interview No 1).

"The capacity to monitor CTP using the existing members of PIU will only need to be strengthened if the state is going to scale up the programme. There should be more training of staff in the unit for effective programme delivery. If the state is going to sustain the programme, they should intensify their efforts to do more monitoring" (Project Managers Interview No 7).

"I would not suggest scaling up of the programme to other LGAs but sustain it in the existing LGAs for more years like 3-4 years and drop them and go for other LGAs" (Project Managers Interview No 5).

"The state is willing to sustain the programme and it has sought for technical advice on how it can be done and where to source funds to sustain the programme. A proposal on this has been sent to the Governor. One of the recommendations for the sustainability is that the benefiting LGA should provide 40% fund while the state government fund the remaining 60%. When we realized that we are not getting response, by the end of January 2017, a meeting was held where high level advocacy group was formed to meet with the governor" (Project Managers Interview No 3).

Despite the largely positive views of key informants on government capacity, it is important to note that government capacity to sustain the CTP is highly constrained by ability to provide a sustained funding for the CTP.

5.5.2 Scaling up of the programme

The evaluation questions for the assessment of the process of scaling up of the CTP are:

Should the programme or a variant of it be scaled up to a state level?

If the programme is to be scaled up, which aspects of the operation must be modified and strengthened for it to operate effectively at the state level? Which aspects of the programme should remain the same?

The views of the CTP stakeholders as expressed in Niger State strongly support the scale up of the programme. However, the findings in section 5.5.1 above clearly demonstrate that the scale up has been shelved due to lack of funding. The review of project documents, the project managers' interviews and the FGDs emphasized the imperative the scaling up of the CTP. The following excerpts from interview and FGD responses confirm this.

"They agreed that the programme should be scaled up. We like the programme. It is a good one. For us, let it continue". (FGDs1&2, Niger State)

"I support the fact that the CTP should be scaled up. The sensitization should cover the entire state so that communities that did not benefit will have the opportunity to enjoy it during the scale up period" (Project Managers Interview 12).

The major aspects of the programme identified for modification is the unconditionality of the cash transfer, and monitoring of the beneficiaries to ensure that they do not only enroll but also attend school. It was repeatedly suggested by the project managers interviewed that conditionality would make the CTP more effective in achieving the twin objective of girls' enrolment and attendance at school.

Some of the interview excerpts in support of the conditionality of CTP and other suggestions for the modification of the programme are presented below.

"Make the programme a conditional transfer rather than unconditional so as to be able to ensure that pupil attendance is a condition for receiving payment unlike the case of GEP3-CTP where this condition was not enforced during payment" (Project Managers Interview No 5).

"Employment of qualify teachers is very important for the effectiveness of the CTP if scaled up..... good remuneration of all that will be involved in the monitoring of the programme is also very crucial for good performance." (Project Managers Interview No 3).

"To scale up the GEP3-CTP after sustaining it, the state should be ready to set aside additional operational cost because GEP3-CTP takes considerable amount of money to operate. The state will also have to do additional mapping, training, objective targeting, and expansion of PIU..... Joint funding of CTP by both the state and LGAs will be the best way to make it sustainable or make the scale up effective" (Project Managers Interview No 7)

"I want to suggest that there should be a follow up programme to know whether the beneficiaries are able to proceed beyond primary school" (Project Managers Interview Nos 3&4).

"I want to suggest cutting down the quarterly CTP money (₦5,000) paid to every beneficiary to a lower amount such as ₦3,000 to allow more beneficiaries of the programme and/or enable the beneficiaries to receive the money for longer years rather than the short duration period of 2 years for GEP3-CTP" (Project Managers Interview No 6)

It was also emphasized by some key informants that conditionality will improve girls' attendance at school because it will be a deterrent to negative behaviour by both caregivers and their girls. The following interview excerpts demonstrate this.

“Because of the unconditionality of CTP, some parents after enrolment disallow their girls from attending school at times due to influence from others benefitting caregivers who they have observed have done similar things and still continued to receive the CTP money” (Project Managers Interview No 5).

“Some girls who benefitted are sometimes influenced by peer group by leaving home without getting to school but play around. They sometimes do not go to school when their parents want the girls to assist in hawking” (FGD 1&2, Niger State)

“Because of the unconditionality of GEP3-CTP, some families do not take their girls to school after enrolment thereby negatively influencing others who allow theirs to attend schools. The perception of those parents is that CTP money is free money. This has led to low attendance in some of the CTP schools” (Project Managers Interview No 5)

6

Findings of the Impact Evaluation of GEP3-CTP in Sokoto State

As done in section 5 of this report, the findings of the impact assessment of GEP3-CTP in Sokoto State are structured in accordance with the five impact evaluation criteria. Under each impact criterion, the evaluation questions provide the guide for the analysis.

6.1 Impact and Effectiveness of GEP3-CTP in Sokoto State

The impact and effectiveness criterion measures impact of GEP3-CTP on poor household consumption and welfare, financial barriers to girl's enrolment and attendance at school, impact on community and family dynamics, enrolment effects and schools' capacity, and the effectiveness of the CTP payment system. The assessment of the impact of GEP3-CTP based on these five components of impact and effectiveness are presented as follows.

6.1.1 Impact on household's consumption and welfare

The evaluation questions relating to the impact of GEP3-CTP on household consumption and welfare are:

What is the impact of the cash transfer on poor household's consumption/welfare?

How has household expenditure changed and to what extent has this been influenced by providing the cash to women?

Analysis of the household (caregivers) data demonstrates that the cash transfer under the GEP3-CTP considerably improved household consumption and welfare among the programme beneficiaries in the six target LGAs in Sokoto State. The household consumption and welfare indicators assessed for the impact of GEP-CTP include household average weekly income, household weekly food expenditure, household monthly expenditure on health, and household expenditure per term on girl child education. The changes in consumption profile of households shown in Figure 6.1 indicate that frequency of household feeding increased and the quality of food (protein content) improved after the implementation of the CTP.

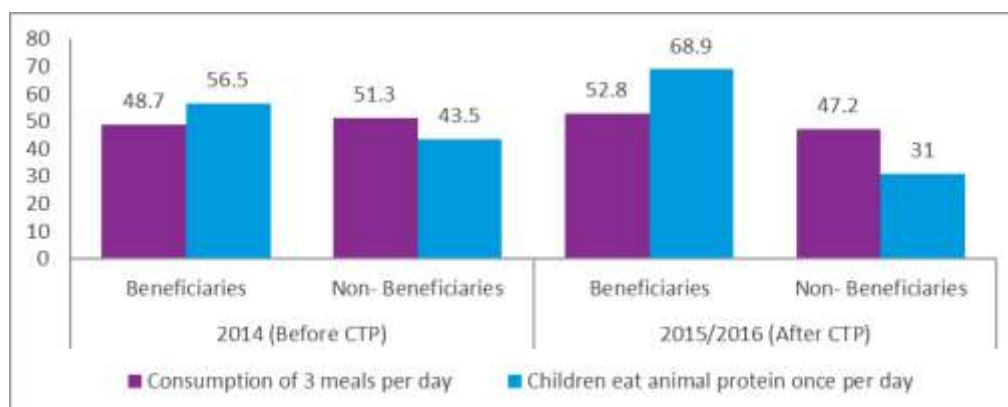
The DD estimator results in Table 6.1 demonstrate the positive impact of CTP on poor household welfare. The CTP had a statistically significant impact on the household average weekly income. The programme was able to increase the average weekly household income from ₦1,869.66 at the baseline to ₦2,297.42 at follow up, and the net change in the household average weekly income was ₦419.91 representing a programme impact of 12.16 percent. Similarly, the CTP had a statistically significant and positive impact on household average

weekly expenditure on food and average monthly expenditure on health of beneficiaries with programme impact of 2.93 percent and 12.80 percent respectively. CTP also had a statistically significant and positive impact on expenditure on girl child education per term. The programme was able to increase the average expenditure per term on girl child education from ₦3,149.23 at the baseline to ₦5,002.27 at follow up, and the net change in the household average expenditure per term on girl child education was ₦1,436.49 representing a programme impact of 17.91 percent.

As in section 5.1.1, it is important to note that the average weekly income reported in Table 6.1 is the income of the caregiver rather than that of the entire household. While the respondent caregiver was able to report on household expenditure, the caregiver was unable to report on household income because the husband and other household members would not normally disclose their income to the caregiver. The average weekly expenditure on food as shown in Table 6.1 could therefore be more than the caregiver's average weekly income because most caregivers (women) obtain money for food from their husbands. The husband in the GEP3 community is culturally responsible for feeding his household. When money received from husband for feeding is not enough, the woman may add to it so that the children are reasonably fed.

FIGURE 6.1

HOUSEHOLD FOOD CONSUMPTION PROFILE BEFORE AND AFTER CTP IN SOKOTO STATE
(PERCENT OF RESPONDENTS)



Source: Analysis of Field Survey Data, 2017

TABLE 6.1

DD ESTIMATES OF THE IMPACT OF CTP ON HOUSEHOLD CONSUMPTION/WELFARE IN SOKOTO STATE

Indicators	Treated Sample		Control Sample		Net Change (DD)	% Change/ Programme Impact
	Baseline	Follow up	Baseline	Follow up		
Average weekly income ³²	1869.66	2297.42	494.94	502.79	419.91** (188.29)	12.16
Average weekly expenditure on food	3449.94	4524.32	1013.01	1126.34	961.06*** (255.95)	2.93
Average monthly expenditure on health	2734.26	3549.69	676.85	733.97	758.32*** (226.24)	12.80
Average expenditure per term on girl child education	3149.23	5002.27	3149.23	3792.91	1436.49*** (306.09)	17.91

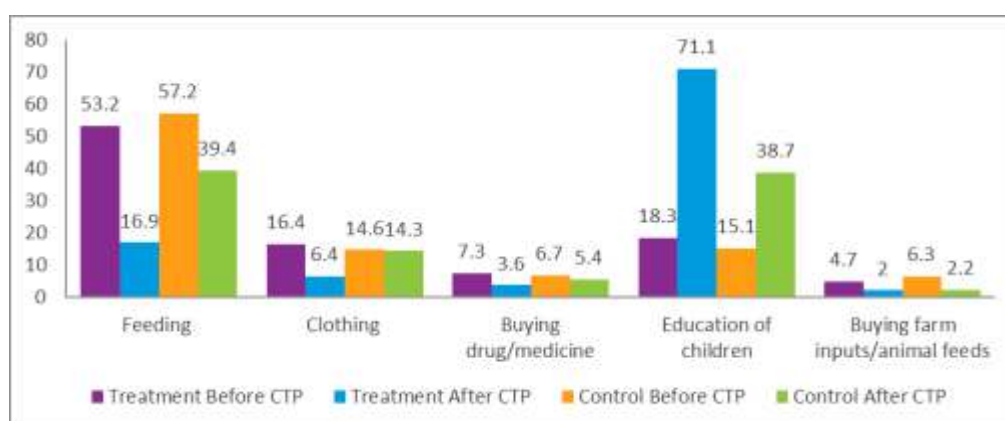
*** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

Source: Analysis of Field Survey Data, 2017

As in the case of Niger State, the results of descriptive analysis shown in Figure 6.2 also demonstrate that the expenditure pattern of the caregivers changed in favour of girls' education after the debut of the CTP. Before CTP, 18.3 percent of the caregivers had education of children as the most important item on which they spend their income, and this proportion increased remarkably to 71.1 percent of the caregivers after the CTP implementation. For the control group sample, 15.1 percent of the households had education of children as the most important item on which they spent their income before the CTP, and the proportion increased to 38.7 percent after the CTP. The increase in the proportion of the households that spent their income on educating children from 18.3 percent before CTP to 71.1 percent after CTP in the treatment group sample can be attributed to the CTP. However, the increase in the proportion of the respondents prioritizing spending on children education in the control group sample is an indication that other sensitization programmes for children education (e.g., enrolment campaigns) also have positive effects on improving the value that households place on education.

FIGURE 6.2

MOST IMPORTANT ITEM ON WHICH CAREGIVERS SPENT THEIR INCOME BEFORE AND AFTER THE CTP IN SOKOTO STATE (PERCENT OF RESPONDENTS)



Source: Analysis of Field Survey Data, 2017

³²This is the average weekly income of the caregiver (woman) rather than the average weekly income of the household. The woman's husband and other household members are unlikely to disclose their income to the woman. This explains why average household weekly expenditure on food is higher than the reported average weekly income of the caregiver (woman).

As shown in Figure 6.3, the CTP money was used by caregivers to purchase various schools materials needed by their girls to enroll and stay in school. Specifically, 88.5 percent of the respondents indicated spending the money on the purchase of school uniforms, 63.9 percent of the respondents indicated buying school shoes, while more than 94 percent of the respondents indicated buying other school items with the CTP money. The most cited expenditures for which the CTP money was applied included purchase of school materials (e.g., books, pencil, biros), school uniform and school shoe. The following excerpts from FGDs buttress this.

“The discussants stated that the CTP has helped them to enroll their girls in school. As noted by one of the discussants, my children never missed school as I make sure that they are always in school since I have enough money from CTP to pay for their school needs” (FGD1, Sokoto State)

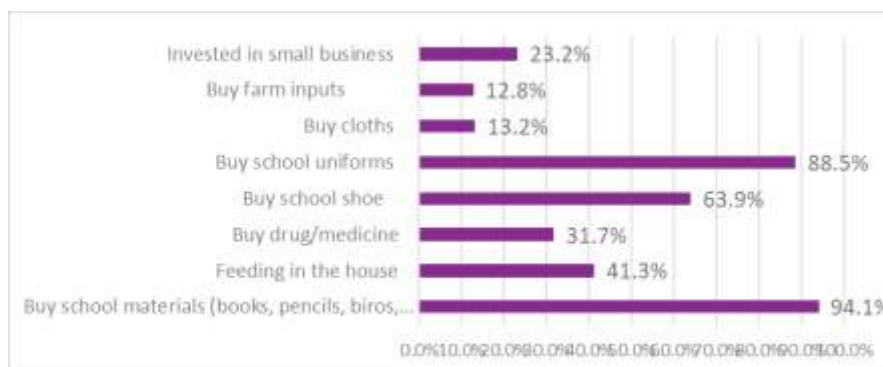
“The CTP has been very useful to me as stated by one of the discussants. Apart from buying of school materials for the children, the CTP money has helped in other household expenses (e.g., feeding the family). Another discussant stated that it has helped them in keeping the children clean. Before the CTP, at times it was difficult buying even soap to wash the uniform of the children” (FGD2, Sokoto State)

The findings also indicate that some caregivers in Sokoto State used the CTP money for investment in micro and small businesses, and the proceeds or profits were used to support their girls' education. Excerpt from the Sokoto State FGD1 quoted below illustrate this.

“One of the FGD discussants stated that the CTP money has helped her household expenditure especially for food and children education. Another stated that she invested part of the CTP money in her petty trading business. The business was thereafter making much profit unlike before the CTP. She further stated that they can now feed well and pay for other household needs” (FGD1, Sokoto State)

FIGURE 6.3

USES OF CTP MONEY BY CAREGIVERS IN SOKOTO STATE



Source: Analysis of Field Survey Data, 2017

6.1.2 Impact on financial barriers to girls' enrolment and attendance at school

The evaluation question relating to the impact of GEP3-CTP on financial barriers to girls' enrolment and attendance at school is:

To what extent has the CTP removed financial barriers preventing girls' enrolment and attendance at school?

The results show that GEP3-CTP was effective in removing financial barriers to girls' enrolment and attendance at school in Sokoto State. As in the case of Niger State, the community mapping of out-of school children in Sokoto State identified financial barrier as one of the top three reasons for girls' absence from school in 2013/2014 session across the six CTP target LGAs (Table 6.2). However, 60.7 percent of the respondent caregivers stated that the CTP has to “a very large extent” removed financial barriers on girls enrolment and attendance in school in Sokoto State (Figure 6.4).

TABLE 6.2

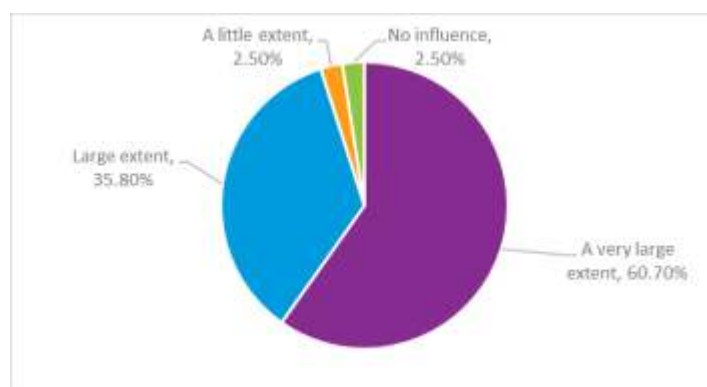
TOP THREE REASONS FOR NOT BEING IN SCHOOL BEFORE CTP IN SOKOTO STATE

LGAs	Bodinga		Goronyo		Binji		Kebbe		Gudu		Wurno	
	M	F	M	F	M	F	M	F	M	F	M	F
Parents prefer quranic education	24.5	26.3	32.4	34.3	52.2	47.9	32.9	31.8	25.7	25.2	54.3	53.8
No interest by parents	18.4	18.5	29.5	24.8	13.7	12.9	13.1	13.2	18.7	17.7	20.2	17.1
Parent could not afford the cost	22.9	20.0	6.8	6.8	8.5	8.3	15.5	15.5	16.3	16.2	11.3	9.4

Source: Extract from UNICEF (2014) 'Report on Community Mapping and Listing of Out of School Children in Sokoto State'

FIGURE 6.4

EXTENT OF CTP REMOVAL OF FINANCIAL BARRIERS ON GIRLS' ENROLMENTS AND ATTENDANCE IN SCHOOL IN SOKOTO STATE



Source: Analysis of Field Survey Data, 2017

The removal of financial barriers is also demonstrated by the improvement in girls' enrolment and attendance in the sampled schools. The DD estimator results presented in Table 6.3 show that the net change in average number of girls' enrolment per school was 73.04 percent and statistically significant, while that of the boys was only 10.41 percent and not statistically significant. This confirms that the CTP engendered more girls' enrolment than boys in Sokoto State.

TABLE 6.3

DD ESTIMATES OF THE IMPACT OF CTP ON SCHOOL ENROLMENT IN SOKOTO STATE

Average enrolment per school	Treatment		Control		Net Change/Programme Impact
	Baseline	Follow up	Baseline	Follow up	
Girls	171.80	214.59	179.41	149.16	73.04** (40.35)
Boys	154.62	201.22	134.25	170.45	10.41 (37.4)

Source: Analysis of Field Survey Data, 2017

The DD estimates for girls and boys attendance presented in Table 6.4 indicate that while there were significant increases in attendance for the girls in the treatment schools in all the classes, the increase in attendance for the girls in control schools were marginal, and in some classes, there were decrease in attendance. The difference in attendance is apparently due to CTP implementation in the treatment schools. For the boys in both the treatment and control schools, the increase in attendance was also very marginal. Overall, the CTP impact on school attendance for the girls in all the class categories are positive ranging from 5.4 to 19.3, but for the boys, it ranges from -7.11 to 14.85. However, it is important to note that the increase in attendance was not statistically significant for any of the classes. It is therefore doubtful that CTP had a significant positive impact on girls' and boys' attendance at school in Sokoto State. The negative programme impact as observed for the boys may be attributed to the withdrawal of some pupils from school by some aggrieved parents who did not benefit from the CTP as shown in the following interview excerpts:

“One of the negative aspects is that the parents that are not benefitting are not happy and it has made some parents to even withdraw their wards from schools. This is common when the benefitting schools and communities are in close proximity” (Project Managers Interview No 1).

“The negative aspect is that those parents that have children in school but did not benefit from CTP withdraw their children from schools as reported in some of the communities” (Project Managers Interview No 2).

“Even in benefitting schools, some parents with girls in school but not benefitting sometimes tend to withdraw their children from school. It was later that when we went on sensitization campaign that we explained to them that next time, it might be possible for them to benefit from the programme, and that all they need to do is to keep sending their children to school” (Project Managers Interview No 8).

TABLE 6.4

DD ESTIMATES FOR GIRLS' AND BOYS' ATTENDANCE BEFORE AND AFTER CTP IN SOKOTO STATE

Class	Sex	Treatment Sample		Control Sample		Net Change/ Programme Impact
		Baseline	Follow up	Baseline	Follow up	
ECDC	Girls	38.7	58.71	42.98	44.67	18.3 (11.95)
	Boys	41.73	49.91	44.97	43.55	9.61 (11.1)
Primary One	Girls	47.80	68.84	49.95	51.67	19.3 (18.25)
	Boys	57.16	56.10	50.99	49.81	0.12 (14.85)
Primary Two	Girls	46.53	54.91	49.77	47.73	10.44 (14.5)
	Boys	48.27	49.99	52.5	53.86	0.36 (15.35)
Primary Three	Girls	44.02	59.25	45.28	46.22	14.29 (16.09)
	Boys	55.66	57.66	48.3	52.97	-2.67 (6.95)
Primary Four	Girls	27.1	37.26	33.29	38.02	5.4 (12.96)
	Boys	34.91	41.24	32.16	38.56	-0.07 (7.65)
Primary Five	Girls	24.07	32.99	25.65	25.63	8.94 (13.0)
	Boys	30.65	30.60	28.45	35.51	-7.11 (13.35)
Primary Six	Girls	14.83	25.34	12.15	14.67	7.99 (12.49)
	Boys	18.46	24.49	14.23	15.52	4.75 (10.86)

*** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

Source: Analysis of Field Survey Data, 2017

6.1.3 Impact on community and family dynamics

There are six evaluation questions for the evaluation of the impact of GEP3-CTP on community and family dynamics in Sokoto State.

Question 1: What are the positive and negative effects of the transfer on the community and family dynamics with regards to control of resources?

Findings from Sections 6.1.1 and 6.1.2 reveal that GEP3-CTP has the following positive effects on community and family dynamics in Sokoto State:

- A. Increased average household weekly income for the treatment communities (see Section 6.1.1).

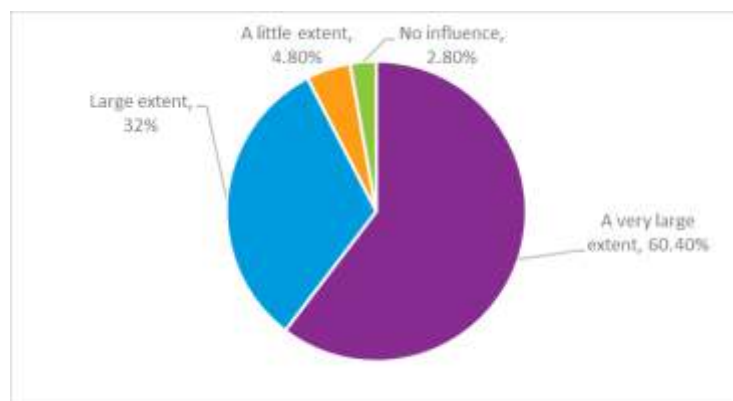
Reduction of the financial barriers preventing girls from school enrolment and attendance in the treatment communities (see Section 6.1.2).

Increased spending on girls' education, health and general household consumption (Figures 6.1, 6.2 and 6.3; Table 6.1).

In addition, the CTP was able to influence parents to change their decision in favour of girls' enrolment and attendance in school. Figure 6.5 indicates that 60.4 percent of the caregivers acknowledged that the CTP influenced to "a very large extent" the decision to send their girls to school.

FIGURE 6.5

INFLUENCE OF CTP ON DECISION TO SEND GIRLS TO SCHOOL IN SOKOTO STATE



There was also evidence that the CTP promoted income-generating activities among treatment households and communities. Some of the caregivers invested their CT money in small ventures which helped the households to diversify their sources of income. The following interview excerpts support this finding.

Source: Analysis of Field Survey Data, 2017

"The CTP has supported the women economically. The money they collected was invested in economic activities and they are doing well economically in their respective households. They are now feeding the children very well. For example, a woman told me that she collected N15,000 and that she was doing petty trading and gave part of the money to the husband and also took care of her girls' education. The remaining money was used to buy a goat. The goat has given birth to three young ones and she sold the young goats to raise some money while the mother goat is still producing" (Project Managers Interview No 6).

"The CTP was very good to our community. One of the positive things is that it increased school enrolment and attendance. Also, the mothers of the girls sometimes conduct some businesses with the CTP money to help their households. Some of the mothers used to buy goats and they will later sell it and make more money for their families. This has made it possible for the parents to stop the children from hawking especially during the school hours" (Project Managers Interview No 9).

The GEP3-CTP has brought about value reorientation among households and community members in the treatment communities. In this respect, the GEP3-CTP sensitization campaign encouraged households and communities to place more value in their girl child education. Figure 6.6 indicates that only 9.8 percent of the families placed a "very high value" on their girls' education before CTP intervention; and this changed to 77.1 percent after the intervention. This confirms that the CTP positively influenced the values households place on girls' education in Sokoto State.

FIGURE 6.6

VALUE PLACED BY HOUSEHOLDS ON GIRLS' EDUCATION BEFORE AND AFTER CTP IN SOKOTO STATE (PERCENT OF RESPONDENTS)



Source: Analysis of Field Survey Data, 2017

Furthermore, the CTP has made mothers to know their roles in sending their girls to school and the right to education of the girl child. It was also observed that the CTP acted as an instrument of social cohesion at the community level as demonstrated by some benefitting households assisting the non-benefitting households in household expenditures. The following interview excerpts from programme managers and beneficiaries corroborate this finding.

“Another major positive effect of the CTP is that it changed the mindset of the communities not only on enrolment but also on the value of educating the girl child. Before the CTP, there were few girls in school, but now due to CTP and the sensitization at the community level, they now appreciate the value of sending their girls to school. This makes the mothers to know the roles to play in sending their girls to school. It also brought about awareness at the community level of their right to education. It brought unity to the communities and this is observable during payment when all community members are brought together.” (Project Managers Interview No 5).

Awareness creation among stakeholders, particularly the policy makers within the Sokoto State government, was another major positive effect of the CTP on the community and family dynamics. The implementation of the CTP enabled the Sokoto State Government to considerably improve their focus on girls' education and thereby raising the level of awareness of CTP among policy makers. The raised level of awareness of CTP among the communities and its apparent positive impact on household decision to enroll girls' in school encouraged the Sokoto State government to plan a scale up of the CTP to many LGAs with the ultimate goal of spreading the benefit of the CTP to other communities. The positive impact of the CTP on communities and family dynamics has also attracted other educational intervention into Sokoto State. An example is the NIPEP programme which in February 2017 started its own CTP in some selected LGAs in Sokoto State as a result of the observed impact of the GEP3-CTP on girl child enrolment. The following interview excerpt from one of the programme managers provides insights on this.

“... the CTP has raised awareness among the stakeholders and even at the government level; and that explains why the government is interested in scaling up the programme. If they have not seen the value of it, the issue of scaling up will not arise at this point. The GEP3-CTP has also contributed to design and smooth take off of other programmes in the state, like the NIPEP, which has just been introduced in the state. The design of the NIPEP programme benefitted immensely from the experience of the implementation of the CTP in Sokoto State. The Sokoto State PIU now visits Kebbi and Zamfara States to share their experiences in the implementation of CTP. The Sokoto CTP is now used as a model for other states interested in the implementation of CTP” (Project Managers Interview No 5).

On the negative side, the CTP created overcrowding of classrooms in the treatment schools. This has become a major problem due to the inability of the state government to expand the school facilities during the implementation of the CTP. Another major negative effect of the CTP is that it has made some of the eligible but not benefiting households to withdraw their children from school. The excerpts below help to support the above findings.

“A negative outcome of the CTP is the issue of over crowing in school because of the high enrolment. The government has not made provision for this. When we started we told the government what will happen as a result of the CTP in schools, but government has not made adequate provision to meet the upsurge in enrolment. And some of the parents are now saying that you have asked us to bring our children to school but now there are no chairs and even classrooms for the children to sit” (Project Managers Interview No 5).

“In benefitting schools, some parents with girls in school but not benefitting sometimes withdraw their children from school. It was later when we went on sensitization campaign that we explained to them that next time, it might be possible for them to benefit from the programme. We encouraged that all they need to do is to keep sending their children to school (Project Managers Interview No 8).

“One of the negative aspects is that the parents that are not benefitting are not happy and it has made some parents to even withdraw their wards from schools. This is common when the benefitting schools and communities are close together CTP” (Project Managers Interview No 1).

Question 2: To what extent does decision on sending girls to school have been influenced by (i) sensitization and (ii) cash transfer?

As earlier noted, cash transfer and sensitization activities were two main inputs of the GEP3-CTP. The impact evaluation findings indicate that the caregiver's decision about sending their girls to school was to “a very large extent” influenced by cash transfer as well as sensitization and mobilization activities at the community level in Sokoto State.

The results in Figure 6.5 demonstrate that most of the respondents (60.4 percent) in the household survey stated that the CTP to “a very large extent” influenced their decision to send girls to school. Available data on school enrolment from the PIU (i.e., data from Annual School Census) before and during the CTP also confirmed that caregivers' decision to send their girls to school was influenced to a very large extent by cash transfer. Table 6.5 shows that average enrolment per school for girls rose from 129 during the 2013/2014 academic session to 230.9 during the 2015/2016 academic session in the CTP schools representing 79.0 percent increase. Within the same period, boys' average enrolment decreased from 228 to 199.2 in the CTP schools, representing 12.6 percent decrease.

As it was the case for the Niger State findings in section 5 of this report, it is plausible to state that the caregivers' decision on sending girls to school was to a very large extent influenced by the cash transfer as also demonstrated by DD estimator results in Table 6.3. However, the differences in the data reported in Table 6.3 and Table 6.5 can be explained by the fact that the data were collected at different times and the data were subject to human errors determined by the quality and extent of resources available for the data collection. For the purpose of this evaluation, the DD results in Table 6.3 would be considered more reliable since the data were collected by the enumerators under the supervision of the impact evaluation consultants.

TABLE 6.5

ENROLLMENT FOR CTP SCHOOLS IN SOKOTO STATE (2013 TO 2016)

Average enrolment per school	2013/2014	2014/2015	2015/2016
Girls	129	182.5	230.9 (79.0%)
Boys	228	268.5	199.2 (-12.6%)

Source: PIU school enrolment monitoring data in Sokoto State (2014-2016)

Note: PERCENT INCREASE AFTER CTP IMPLEMENTATION IN PARENTHESIS

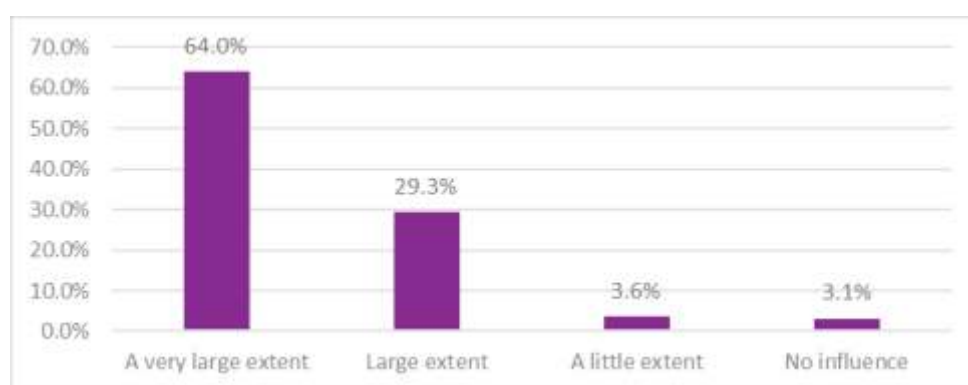
Sensitization activities were carried out before and during the CTP implementation especially during days of cash payments to caregivers in Sokoto State. Figure 6.7 indicates the caregivers' perception of the extent to which the decision on sending girls to school was influenced by sensitization. It shows that 64 percent of the respondents stated that their decision on sending the girls to school was to “a very large extent” influenced by the sensitization and community mobilization activities in CTP communities. The following excerpts from the FGDs in Sokoto State also buttress this finding.

“One of the discussants stated that the sensitization has been very effective. She spoke in her capacity as a member of the SBMC. She stated that the SBMC visits households with girls' not in school and convince them on the importance of sending their girls to school” (FGD2, Sokoto State).

“The answer was a unanimous yes. The FGD discussant noted that sensitization campaign by the SBMC and that given during the payment of the CTP money was effective and influenced their decision in sending their girls to school” (FGD1, Sokoto State).

FIGURE 6.7

CAREGIVERS' PERCEPTION OF THE EXTENT OF SENSITIZATION'S INFLUENCE ON DECISION TO SEND GIRLS TO SCHOOL IN SOKOTO STATE



Source: Analysis of Field Survey Data, 2017

In view of the above findings, it is apparent that the caregivers' decision to send girls to school in Sokoto State was largely influenced by the sensitization activities and the cash transfer programme.

Question 3: What are the key differences in impact between the communities receiving non-conditional benefits and those not receiving any benefit?

There are several key differences in impact of CTP between the communities receiving the CTP and those not receiving the CTP in Sokoto State. The first major observable difference was the changes in the household consumption/welfare indicators. In the communities receiving the non-conditional benefits, household consumption/welfare indicators increased significantly from baseline across the four welfare indicators. For instance, household weekly income increased significantly more than the non-benefiting communities. Secondly, the expenditure on girl child education increased significantly in the benefitting communities than the non-benefiting communities (See Figure 6.1 and Table 6.1). Thirdly, girls' enrolment and school attendance in the benefitting communities increased significantly more than in the non-benefiting communities (See Tables 6.3 and 6.4). Fourthly, there was considerable increase in the expenditure on girl child education in the benefitting communities, while the expenditure on girl child education among the non-benefiting communities changed only marginally from N3,149.23 to N3,792.91 within the duration of the CTP implementation (see Table 6.1).

Furthermore, there is evidence of increase in economic activities in the benefitting communities more than in the non-benefiting communities. Some caregivers reported investing part of their cash transfer in economic ventures like petty trading and buying of animals which were later sold to generate more income for the family. It is also noteworthy that the level of school monitoring was more in the benefitting communities than in the non-benefiting communities; and there was more community participation in school activities in the benefitting communities than in the non-benefiting communities. The following excerpts help to buttress the above results.

“One of the key differences is the bridging of the gaps between the rich and the poor in the communities where CTP was implemented, but in the other communities, the situation has remained the same. In the benefitting communities, there is better care for the children as compared to the communities where CTP was not implemented. There is better awareness where CTP is taking place compared to the non-benefitting communities” (Project Managers Interview No 2).

“Yes if you look at the communities where there is no CTP, the enrolment is very low compared to the CTP schools. Also, the level of school monitoring is more in the CTP schools than the non CTP schools because here you have the PIU and the UNICEF field office monitoring the activities in the schools. Also, community participation is more in communities benefitting from CTP than the other communities not benefitting from the CTP. In the benefitting communities, you will see the SBMC bringing some mats to school for the children unlike the non-CTP communities” (Project Managers Interview No 5).

“There are many differences. In Kebbe LGA, we paid ₦8 million to the beneficiaries and I know that more than 50 percent of the money will be spent in that community. I believe strongly that there is going to be economic improvement in the benefitting communities” (Project Managers Interview No 6).

Question 4: To what extent has the CTP reached the intended target beneficiaries?

The findings of this study show that the CTP reached the intended target beneficiaries to a very large extent in Sokoto State. As earlier mentioned in section 5.1.3, the UNICEF target for the GEP3-CTP for the two years was 42,800³³ beneficiaries but the actual beneficiaries reached by the GEP3-CTP in Sokoto State were 54,081³⁴ for the two years, exceeding the UNICEF target by 11,281 beneficiaries.³⁵ In addition, as earlier shown in Table 6.1, the CTP produced significant changes in all the four indicators of household welfare. The changes in the household consumption/welfare indicators as experienced by the benefiting communities also confirm that the CTP reached its intended target beneficiaries in Sokoto State.

Table 6.3 also shows that girls' enrolment substantially increased from an average of 171.8 to 214.59 per school with a net programme impact of 73.04 percent increase; while Table 6.6 indicates that an average of 2 girls per household (caregiver) was reached among the target beneficiaries of CTP in Sokoto State.

Furthermore, about 46 percent of the respondent households had one girl child benefiting from the CTP. About 36 percent and 12 percent of the respondent households respectively had two and three girls reached by the CTP.

TABLE 6.6

EXTENT OF CTP REACH AMONG THE INTENDED BENEFICIARIES IN SOKOTO STATE

Number of girls benefiting per respondent caregiver	Frequency	Percent
1	296	45.8
2	231	35.8
3	75	11.6
4	36	5.6
5	8	1.2
Total	646	100.0
Mean Value	1.81	
Standard deviation	0.89	

Source: Analysis of Field Survey Data, 2017

Question 5: How effective have SBMCs been in providing support for CTP implementation?

The results show that the SBMCs have been very effective in providing support for CTP implementation in Sokoto State. As stated previously in section 5.1.3, the SBMCs are responsible for the activities supported by GEP3 within each school catchment area. Using the indicators adopted in section 5.1.3 for assessing the effectiveness of the SBMC in providing support for CTP implementation, the findings of this study show that 88.5 percent, 63.9 percent and 94.1 percent of the caregivers spent their CTP money on purchase of uniforms, school shoes and purchase of other school materials respectively (see Figure 6.3).

³³TValue for Money Analysis for "Strategy for Designing a Cash Transfer Programme for Girls' Education in Niger and Sokoto States, Nigeria" by the Economic Policy Research Institute (EPRI), in cooperation with Armitage Consultants

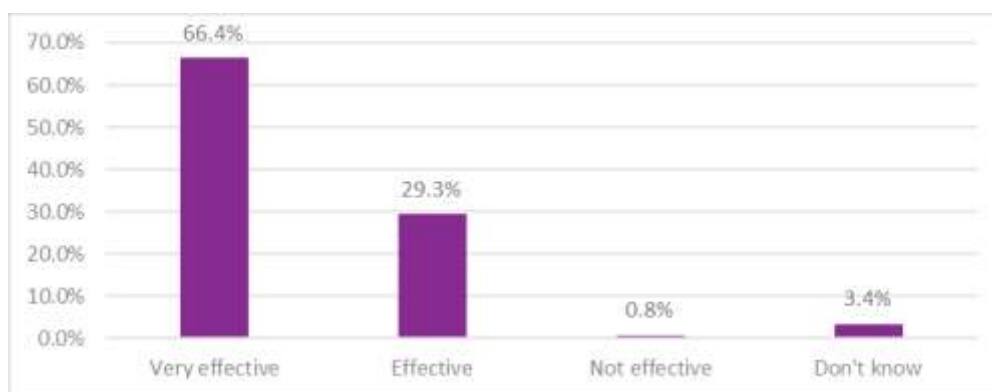
³⁴PIU budget breakdown analysis

³⁵The figures quoted in this paragraph are actually the number of payments made: Each quarterly payment represents one unit of payment or beneficiary.

The caregivers' perception (Figure 6.8) on the effectiveness of the SBMC in providing support to CTP implementation shows that 66.4 percent and 29.3 percent of the respondents stated that the SBMC was “very effective” and “effective” respectively in providing support for CTP implementation. Given the high percentage of the caregivers that spent their CTP money on girls' education related items despite the unconditional nature of the GEP3-CTP, and the high rating given to the effectiveness of the SBMC by most of the caregivers, it can be adjudged that SBMC is very effective in providing support for the CTP implementation in Sokoto State.

FIGURE 6.8

CAREGIVERS PERCEPTION ON THE EFFECTIVENESS OF THE SBMC IN PROVIDING SUPPORT FOR CTP IMPLEMENTATION IN SOKOTO STATE



Source: Analysis of Field Survey Data, 2017

Question 6: How effective has the sensitization campaign (including elements focused on men) been in supporting girls' enrolment?

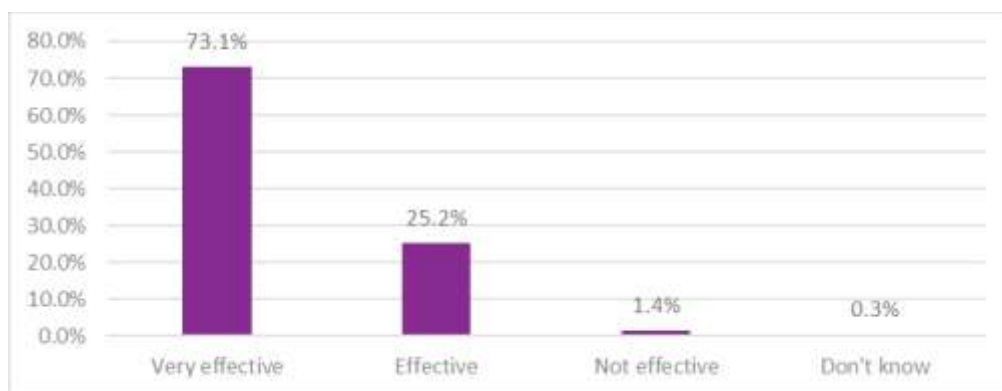
Based on the findings of this study, the sensitization campaign supporting girls' enrolment was highly effective. It was earlier observed from Table 6.3 that there was a net positive programme impact of 73.04 percent in girls' enrolment between 2013/2014 and 2015/2016 academic sessions in the CTP schools. Girls' enrolment per CTP school increased from 171.8 before CTP to 214.59 after CTP, while the enrolment in the control schools decreased from 179.41 to 149.16 per school. Given that the sensitization campaign was the main instrument of ensuring that caregivers use the CTP money to encourage the enrolment of their girls in school, the sensitization campaign may be adjudged to have been very highly effective in the treatment communities. Moreover, the caregivers' perception on the effectiveness of the sensitization suggests that the sensitization campaign has been very effective in supporting girls' enrolment especially in the CTP benefiting communities. Figure 6.9 show that 73.1 percent of the respondents (caregivers) considered the sensitization campaign to be “very effective” while 25.2 percent considered it to be “effective”. The excerpts below earlier quoted from the FGDs confirm that the sensitization campaign in Sokoto State was effective in supporting girls' enrolment in school:

“One of the discussants stated that the sensitization has been very effective. She spoke in her capacity as a member of the SBMC. She stated that the SBMC visits households with girls' not in school and convince them on the importance of sending their girls to school” (FGD2, Sokoto State).

“The answer was a unanimous yes. The FGD discussant noted that sensitization campaign by the SBMC and that given during the payment of the CTP money was effective and influenced their decision in sending their girls to school” (FGD1, Sokoto State).

FIGURE 6.9

CAREGIVERS' PERCEPTION ON THE EFFECTIVENESS OF THE SENSITIZATION CAMPAIGN
IN SUPPORTING GIRLS' ENROLMENT IN SOKOTO STATE



Source: Analysis of Field Survey Data, 2017

6.1.4 Enrolment effects and schools' capacity

There are four questions for the evaluation of the CTP enrolment effects and schools' capacity.

Question 1: Did the CTP lead to an increase in girls' enrolment?

As shown in section 6.1.2, there are sufficient evidence demonstrating that the CTP led to increase in girls' enrolment in Sokoto State. The DD estimator results in Table 6.3 indicate that the CTP had a net programme impact of 73.04 percent increase in girls' enrolment per school. The annual census data in Table 6.5 also indicate that girls' enrollment increased by 79.0 percent in GEP3-CTP schools after the programme implementation. The following interview excerpts from programme managers further buttress the profound impact of the CTP on girls' enrollment.

"The CTP actually led to increase in girls' enrolment. Many of the parents that received money to send their girls to school actually used the money to send their girls to school, and this help to improve the girl child enrolment" (Project Managers Interview No 6).

"The CTP actually led to increase in girls' enrolment. From the monitoring activities, we could see a difference between the benefitting schools and the non-benefitting schools. There was a marked improvement in the enrolment of children in schools" (Project Managers Interview No 2).

"The CTP has obviously led to increase in girls' enrolment in school. In the words of the head teacher, the 2014 enrolment was greater than 2013, 2015 enrolment was greater than 2014, and 2016 was greater than 2015. This implies that the enrolment was increasing progressively" (Project Managers Interview No 4).

"The CTP actually led to increase in girls' enrolment. After the first payment, we did some analysis to see if there was any change in the enrolment of girls in school and the result showed that there was a 24 percent increase in girls' enrolment" (Project Managers Interview No 4).

Moreover, evidence from Table 6.7 shows improvement in the ratio of enrolled girls to enrolled boys after the implementation of CTP across the school classes in Sokoto State. For the entire CTP schools in Sokoto State, the ratio increased from 0.76 before CTP to 0.93 after CTP implementation. This indicates a closing in the gaps between girls and boys enrolment in school as a result of the implementation of CTP.

TABLE 6.7

RATIO OF GIRLS' TO BOYS' ENROLMENT BY CLASSES BEFORE AND AFTER CTP IN SOKOTO STATE

Class	Ratio of girls to boys before CTP (2013/2014)	Ratio of girls to boys after CTP (2015/2016)
ECDC	1.1	1.1
Primary 1	0.7	1.0
Primary 2	0.8	1.0
Primary 3	0.7	0.9
Primary 4	0.7	0.9
Primary 5	0.7	0.9
Primary 6	0.6	0.7
Total	0.76	0.93

Source: Analysis of Field Survey Data, 2017

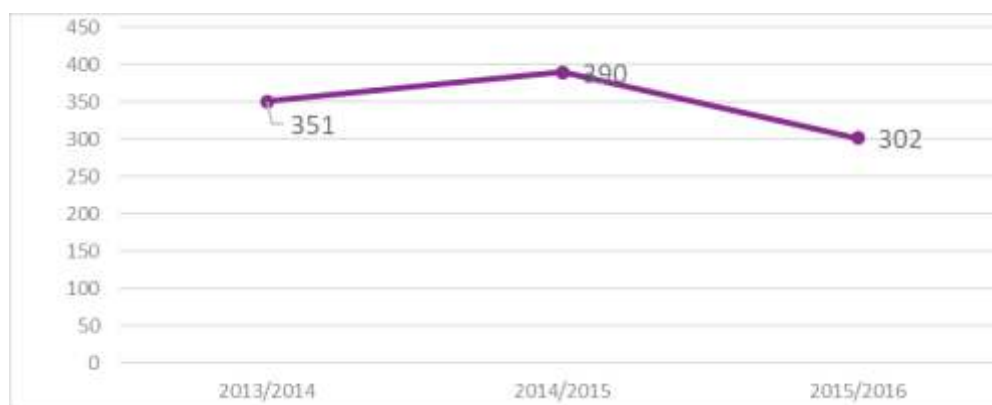
Question 2: Were schools able to cope with the increased demand?

The CTP schools were unable to cope with the increased demand arising from increased enrolment of girls. Using the enrolment data obtained from the PIU and data collected from the school questionnaire on the number of teachers in the schools before and after CTP, both sources show similar data trend. During the 2013/2014 session, the number of teachers in the CTP schools was 351. However, the number of teachers in the CTP schools reduced to 302 during the 2015/2016 session, which is a decrease of 13.8 percent (see Figure 6.10 and Table 6.8).

It is pertinent to remember that enrolment of girls increased by 79 percent between 2013/2014 and 2015/2016 academic sessions in the treatment schools (see Table 6.5). From Table 6.8, the number of classrooms increased by only 11.3 percent while pupils chairs and desk increased marginally by 11.2 percent and 2.4 percent respectively. There was no change in the number of schools with damaged roof and ceilings which suggests that there were no repairs carried out in the schools within the period of the GEP3-CTP implementation. In addition, teachers' chairs and tables increased by 50 percent and 62.7 percent respectively, which though good, was less than the level of increase in girls' enrolment. There was a 114.2 percent increase in hand washing facilities in the CTP schools while pupils toilet increased marginally by 6.7 percent. The increase in hand washing facilities may be due to the Ebola epidemic in 2014/2015 session which encouraged widespread investments in hand washing facilities in schools.

FIGURE 6.10

TRENDS IN THE NUMBER OF TEACHERS IN CTP SCHOOLS IN SOKOTO STATE



Source: Capra International, 2017

TABLE 6.8

STATE OF INFRASTRUCTURE AND PERSONNEL BEFORE AND AFTER CTP IN THE TREATMENT SAMPLE SCHOOLS IN SOKOTO STATE

Infrastructure/Personnel	Number		% Change
	Before CTP intervention (2013/2014)	After CTP intervention (2015-2016)	
Classrooms	265	295	11.3
Teachers	351	302	-13.8
Pupils chairs	2179	2423	11.2
Pupils desks	1767	1809	2.4
Classrooms with good black board	188	190	1.1
Damaged roof/ceilings	105	105	0
Teachers chair	94	141	50
Teachers tables	118	192	62.7
Water pots/drums	38	60	57.9
Wash hand basins	7	15	114.2
Teachers toilets	49	50	2.0
Pupils toilets	90	96	6.7

Source: Analysis of Field Survey Data, 2017

It was observed that the infrastructural condition is very poor in most of the schools visited. In many schools classes were overcrowded and pupils had no convenient space to sit and write. In some situation, pupils come to school with their personal mats to sit in the classroom without chair and desk. Classrooms with leaking and tethered roofs were also common.

Data from key informant interviews also confirmed the poor state of the infrastructural facilities in the CTP schools as shown in the following interview excerpts:

"...government recently started renovating schools and increasing the number of classrooms, but the problem remains as classrooms are not enough because many children still sit on the floor. The SBMCs are also helping to provide some classrooms but this is still not enough to meet the increase in enrolment in the schools" (Project Managers Interview No 2).

"When the number of pupils increased in some of the CTP schools, we had to transfer teachers from areas of low enrolment to areas with high enrolment. Although the state government provided some chairs in the schools but the truth remains that we don't have enough chairs in the schools. Therefore, there is need for more chairs. There are still many children sitting on the bare floor in many CTP schools as a result of the increase in enrolment." (Project Managers Interview No 3).

"The schools are not able to cope. From time to time, I used to call my SBMC members to explain the challenges the school is facing. The problem is lack of furniture in the school. This has affected the children coming to school. The communities sometimes contribute mats for the children to sit in the school instead of sitting on ordinary ground. In terms of teaching and learning, it is not conducive. The government did not provide chairs or any furniture since the introduction of the CTP" (Project Managers Interview No 4).

"That is one of the problems that we have been battling with and the commissioner has been visiting the schools. He has seen the influx of children into the schools. Since the CTP started, most of the schools have not had additional teachers or even chairs. Even the quality has not improved because most of the teachers have no opportunity for training. I am happy to say that the new scale up plan includes upgrading the school environment and training of teachers." (Project Managers Interview No 6).

Question 3: Did CTP reduce inequities between households in terms of access to education for the girl child?

The findings demonstrate that the CTP reduced the inequities between households in terms of access to education especially for the girl child. While the primary goal of the CTP was to increase girls' enrolment and school attendance, in the process it helped to reduce the income gap between households. As noted previously, one of the major obstacles to girl child enrolment and attendance in school is household poverty. With CTP money paid to caregivers, household poverty was apparently reduced. As the poverty level of households reduces most of the poor households were able to provide for their girls education as done by the relatively affluent households in their community. Also, through sensitization and community mobilization, the CTP created awareness about the importance of girls' education to their individual families and the community at large. Poor households consequently placed more value on their girls' education than before the CTP, and had more money to send their girls to school thereby reducing the inequality among households in terms of access to education. The following interview excerpts support these interpretations.

“The CTP has reduced inequalities between households in terms of access to education for the girl child. I can boldly say that there is equality in access to education for the girl child among CTP communities but in the non-benefitting communities the situation of inequality has remained the same” (Project Managers Interview No 2)

“Yes, the gap between the rich and the poor in terms of sending their children to school has reduced as result of the CTP. Also, the gap between boys and girls enrolment in school has reduced. In fact in my school now, girls' enrolment is already surpassing the boys' enrolment” (Project Managers Interview No 4)

“You see, the categories of beneficiaries that were selected, most of them were not in school. If you look at the baseline data for the CTP schools and compare with the 2015/16 data, you will notice that there are more people in each of the lower classes. There were people that wanted to go to school but were unable to go due to poverty but the CTP has now helped to address the poverty level of households that prevented them from sending their children to school. What you see in most of the communities before the CTP is that only rich households were able to send their children to school, but both the rich and the poor are now able to send their children to school” (Project Managers Interview No 5).

Question 4: What, if any, are the other unintended (positive and negative) impacts of the CTP?

There were some unintended positive and negative impacts of the CTP in Sokoto State. The first unintended positive impact is the increase in household expenditure on feeding and healthcare as noted in Table 6.2. The increase in household expenditure on feeding undoubtedly improved the nutritional status of the family, while the increase in expenditure on healthcare would make contribution to improvement in household welfare. Overall, the CTP contributed to the improvement in the wellbeing of the family which was not one of the intended impacts of the CTP.

Furthermore, the CTP brought about social cohesion as it was reported that the benefitting households assisted the non-benefitting households with part of the money obtained from CTP. The CTP has also enabled the women in the benefitting communities to interact with the outside world. Without the CTP, most of the women were not allowed to come outside. As a result of the CTP, the men allowed the women to participate freely in community activities as well as interacting with CTP officials as noted in the following FGD excerpt:

“The CTP has not caused any conflict between us and our husbands. The CTP has help to reduce the weight of financial loads on our husbands. All the women here were not allowed to go out of their homes but because they heard that the CTP people are here, they were allowed to come out” (FGD2, Sokoto State).

However, on the negative side, the CTP serves as a disincentive to school enrolment in two ways. There was evidence that those eligible households in benefitting communities who were omitted by error during registration withdrew their children from school. Secondly, in the neighbouring non-benefitting communities, there was also evidence that some parents withdrew their children from school because they did not benefit from the CTP as shown in the following interview excerpts:

“One of the negative aspects was that the non-benefitting parents were not happy and it has made some parents to even withdraw their wards from schools. This is common when the benefitting schools and communities are close together” (Project Managers Interview No 1).

“The negative aspect is that those parents that have children in school but did not benefit from CTP withdrew their children from schools as reported in some of the communities” (Project Managers Interview No 2).

“One negative thing that I will mention is jealousy. This occurred because when one school is benefitting from the programme and the other school is not benefitting, the non-benefitting schools are not always happy. Even in benefitting schools, some parents with girls in school but not benefitting sometimes tend to withdraw their children from school” (Project Managers Interview No 8).

6.1.5 Effectiveness of the CTP payment system

The evaluation questions for the assessment of the effectiveness of the CTP payment system are:

How effective has the payment system been in providing the cash transfer on time and to the correct recipient?

How have information management systems and monitoring processes supported effective delivery of the CTP?

The evidence from this study indicates that the CTP payment system is effective in providing the cash transfer to the correct recipient but not on time. According to the cash transfer payment manual, payments were to be made once in every quarter (3 months). The first payment was supposed to be made before the start of the school year in early September. The other payments were to be made early in December, March and June as stipulated in the cash transfer operation manual. However, this schedule was not strictly followed as payments were irregular. For instance, after the first payment was made, the second payment could not be made due to the failure of the state government to release the operational cost for the payment of the second tranche as noted in the following interview excerpt:

“After the first payment was made we could not proceed with the second payment because the state government did not release the operational cost. At this point, the consultant made advocacy visit to the state government with the intention of convincing the state on the need to release the money” (Project Managers Interview No 6).

One of the FGD participants quoted below also made reference to this irregularity in the payment system.

“... there was no significant change except that the money was not paid as planned. We were paid three times on different occasions while the last payment was a combination of two tranches. This was different from the plan.” (FGD2, Sokoto State).

The consequence of the irregular payment system of the GEP3-CTP was profound. It made planning difficult for the use of the CTP money by caregivers. Moreover, payments made outside the stipulated school calendars undoubtedly contributed to non-utilization of the money for school related items. There were also complaints after each payment. One notable complaint was that several eligible caregivers enrolled in the programme with cards found their names omitted from the payment list, and hence, they could not benefit from the programme. Consequently, the total money requested from UNICEF by the PIU for the tranches was not exhausted, and the unused funds were returned to UNICEF at the expense of the project beneficiaries.

There was no evidence that the information management system and monitoring processes adequately supported effective delivery of the CTP. The main objective of monitoring is to track everyday implementation of the project and the progress made. Though the monitoring systems were well specified in the CTP operational manual, the implementation of the CTP did not effectively employ the expected monitoring system. For example, the PIU did not monitor the implementation of the CTP as planned in the operational manual. They often relied on information from the head teachers and the SBMC without actually visiting the schools. The following interview excerpts from the programme managers elucidate this challenge.

“Information management was one of the major problems in the implementation of the CTP project in Sokoto State. Now that the state government is planning for scale up, I don't want us to experience that kind of problem. The problem borders on lack of fund for monitoring activities. The PIU did not have fund to monitor the implementation of the project. Consequently, the monitoring was not well done” (Project Managers Interview No 6).

“Like I mentioned earlier, the manual developed shared responsibilities at the state, school and community levels. Each level knows its responsibilities. The PIU was supposed to undertake monitoring and the LGA officials were also expected to do some monitoring. Even the SBMC was engaged in some monitoring activities. However, it is important to state that part of the arrangement was for the PIU to have their own monitoring vehicle, but that did not happen. This hindered critical aspects of programme monitoring. The funding of monitoring activities by the PIU was also not coming on time. This also affected the monitoring of the programme” (Project Managers Interview No 5).

6.2 Evaluation of the Process of GEP3-CTP in Sokoto State

There are five questions guiding the evaluation of the process of GEP3-CTP in Sokoto State: the first three relate to programme implementation and outputs while the remaining two relate to programme operations and outcomes.

6.2.1 CTP implementation process and outputs

The three questions for the evaluation of the CTP implementation process and outputs are:

Was the CTP implemented as planned in Sokoto State and in all sites?

Were the expected outputs actually produced?

What processes were used to design and implement the programme?

Though the CTP was planned to target the poorest communities in Sokoto State, the average weekly income of CT beneficiaries as shown in Table 6.1 were however almost four times those of the non-beneficiaries at the baseline (i.e., before the CTP). This suggests that there were challenges associated with the targeting and

enrolment of the caregivers. The registered caregivers were not among the poorest in the GEP3 communities and hence the CTP had been delivered to some beneficiaries who should have been excluded from the CTP. This notwithstanding, it is instructive that GEP3 communities are generally regarded as comparatively poor and had predominance of out of school girls.

The GEP3-CTP was implemented in all sites as planned for the six target LGAs in Sokoto State.³⁶ As earlier mentioned in section 5.2, the two main outputs of the CTP are:

- A. payments received by female caregivers of girl beneficiaries; and caregivers understand the purpose of the unconditional cash transfer (UCT) and the arguments for girls' education.

The analysis presented in section 6.1 of this report demonstrates that the outputs were actually produced. Overall, five tranches of payment were made as shown in Table 6.9, and the payment of caregivers were done at a pay point in designated cluster schools. The payment system was able to pay between 88.6 and 97.9 percent of the correct recipients in Sokoto State. Ecobank Nigeria PLC carried out the payment and made returns directly to the DFID which funded the cash transfer.^{37 38}

TABLE 6.9

PAYMENT OF CTP BENEFICIARIES IN SOKOTO STATE

Payment number	Number of targeted beneficiary girls	Number of beneficiary girls paid	Percent payment achieved	Date or month payment was made
1	10,564	9,360	88.6	September, 2014
2	11376	10,847	95.3	June, 2015
3	11696	11,341	96.9	February 2016
4 (Two Tranches)	22996	22,533	97.9	October 2016

Source: CTP payment reports by PIU, Sokoto State

The results of the analysis provided insights on the processes followed in the design and implementation of the GEP3-CTP. These processes were strikingly similar to those in Niger State described in section 5.2. First, it shows that the CTP was part of the expected results of GEP3 by 2019/2020; and it targets reaching 21,400 families, encourage them to send their daughters to school, and support their transition to JSS and SSS.³⁹ To implement the CTP in Sokoto State, the formation of the PIU was a critical step. UNICEF then contacted the Ministry of Education Sokoto State and provided them with the criteria for the formation of the PIU. Based on the criteria, the Ministry of Education provided a list of ten members who later became the PIU members. One of the project manager's interviews provided an insight into the processes used to design and implement the CTP programme as follows:

³⁶ Ministry of Basic & Secondary Education, Sokoto Girls' Education Project- Cash Transfer Programme. Second Year, second payment to the beneficiaries 2016 report; First Year, first payment to the beneficiaries' 2014 report.

³⁷Ibid.

³⁸PIU budget breakdown analysis

³⁹Girls' Education Project Phase 3 (GEP3). Theory of Change

“The design process started with the commissioning of the Economic Policy Research Institute (EPRI) to provide the technical support and guidance for the implementation of the cash transfer based on their experiences and lessons elsewhere in the world. After the formation of the PIU, EPRI came down for the inception meeting which was held in Kaduna with the Niger and Sokoto States' PIU members in attendance. Also present in the meeting were the Bauchi and Katsina State PIU teams who were invited to share their experience of the piloting of the conditional cash transfer (CCT) that was done in their states. The EPRI used the occasion to interact with the stakeholders to establish relationship with them. After that, EPRI came to Sokoto and met with the PIU and provided orientation for the PIU members in Sokoto state” (Project Managers Interview No 5).

EPRI provided a template for the preparation of the manual of operation of cash transfer programme. As indicated in the interview excerpt below, the template was modified to suit the local context and was completed with the key data supplied by Sokoto State.

“EPRI came with a proposed design for the Sokoto CTP and discussed with us on some of the things that should be included in the design and the feasibility of some of them. We participated fully in discussing the amount of money to be paid. We gave them breakdown of expenditure of parent registering a child for the first time in school. We estimated the expenses to be ₦2,500 and we also advised that when you give exactly that amount to a parent, the tendency is that the money may be used for other household expenditure. Instead, we advised that the money should be doubled so that the part for enrolment of the girls will not be touched by the parents, and they agreed with us. I will say that we participated actively in the development of the CTP operation manual” (Project Managers Interview No 6)

Thereafter, enumerators were engaged for the purpose of registration of caregivers and their girls. A one day training was conducted for the enumerators by EPRI using the Registration and Enrolment Programme Official Manual which was developed by EPRI in conjunction with the PIU. Before actual enumeration, mobilization and sensitization activities were carried out at the school and community levels with the assistance of School Based Management Committees. The mobilization and sensitization programme was aimed at informing the local communities about GEP3-CTP and its objectives, and thus, encouraging the caregivers to turn out for the enumeration (i.e., registration of caregivers and their girls).

6.2.2 Programme operations and outcomes

The two questions for the evaluation of the CTP operations and outcomes are:

How are programme operations actually carried out? Were there any significant changes in the CTP over time in Sokoto State?

Were there any intervening events that have affected implementation and outcomes?

The results of the analysis demonstrate that the CTP operations in Sokoto State were actually carried out in accordance with the programme operational manual. The only apparent exception was the delay and irregular payment of the cash transfer. The programme operations were similar to that of Niger State described in section 5.2.⁴⁰

Payments were made at a cluster school that served as the pay point for three catchment areas. The LGEA and the PIU were responsible for deciding which school of the cluster will be the pay point, bearing in mind

⁴⁰Registration & Enrolment Programme Official Manual.

the distance that recipients need to travel and the facilities that the school has. As done for the case of Niger State, the caregivers receive their cash transfer in cash from a payment official of Ecobank Nigeria PLC at the pay point on a specified payment day, based on a payment schedule that is communicated in advance. The SBMCs and MAs were usually present on the payment day in order to assist with logistical arrangements, communication with recipients and identification of recipients.

Evidence from key informant interviews and project document reviews revealed that there were slight changes in the CTP over time as summarized by the following interview excerpt:

“There were some changes over time in the implementation of the CTP. First, the arrangement of the identification desk was changed. The setting for the payment was changed. In the first payment, two persons were responsible for the identification of the beneficiaries but this was changed to three in subsequent payments to reduce the crowd and waiting time of the beneficiaries.” (Project Managers Interview No 6)

Another significant change was the moving of payment points closer to communities to reduce beneficiaries' burden of travelling long distances for CT money collection. The pay points were also split and the number of beneficiaries per pay point was reduced to a maximum of 250. This enhanced crowd management and simplified caregivers' identification process.⁴¹

During the process of the first tranche payment, the MIS in Sokoto State had challenges in terms of accurately recording beneficiaries and processing data. In response, a decision was taken to upgrade the system before the next tranche was released. The upgrade enabled a faster validation of the lists of recipients and beneficiaries, a more robust detection mechanism of irregularities before or after completion of the payment, and ease of payment reconciliation.⁴²

The only reported intervening event that affected the implementation of the programme in Sokoto State was the delay in the release of the operational cost promised by the Governor of Sokoto State at the inception of the CTP in September 2014. The intervening event was summarized below by one of the programme managers interviewed.

“One notable intervening event was the failure of the state government to provide the operational cost of implementing the CTP across the six LGAs. The arrangement was that the state government should cover part of the operational cost including cost of fuelling of vehicles and allowances for the PIU members. However, the failure of the state government to meet this obligation affected the programme to the extent that when the first payment was made the state government had not released any money. After the first payment was made we could not proceed with the second payment because the state government did not release the operational cost. At this point, the programme consultant made advocacy visit to the state government with the intention of convincing the state on the need to release the money. During the visit, the governor promised to release the money but meanwhile we had borrowed ₦500,000 from SUBEB during the payment of the first tranche. Since we did not want to create any vacuum in the payment and in order to maintain the confidence of the programme beneficiaries, we had to borrow some money from UNICEF money with us since the governor promised to release the money. We made another advocacy and yet the money was not released. At this time, UNICEF sent their staff to us for retirement because they gave us the

⁴¹Ministry of Basic & Secondary Education, Sokoto Girls' Education Project- Cash Transfer Programme, Second Year, second payment to the beneficiaries 2016 report

⁴²Year 3 Annual Report Girls' Education Project Phase 3 (GEP3) Submitted to the UK Department For International Development (DFID)

money for the first and second tranches, totaling ₦11 million and we used almost ₦4 million for the payment. We were left with ₦7 million from which we borrowed ₦1.8 million for the operational cost. We could not retire the money accurately since the governor did not release the money promised. UNICEF asked us to return the remaining fund with us amounting to ₦2.4 million. We did not do the 2nd and 3rd payment as planned because of the problem. Because it was UNICEF policy that you have to retire all money before another payment is made, other funds coming from UNICEF to the ministry were delayed, and for a whole year we could not make any payment.”(Project Managers Interview No 6).

6.3 Efficiency of GEP3-CTP in Sokoto State

The two questions for the evaluation of the efficiency of GEP3-CTP in Sokoto State are:

*Is the programme cost-effective? Does the impact justify the cost of the programme?
What is the cost effectiveness of the CTP?*

Analysis of available data on the programme cost outlay and outputs in Sokoto State demonstrate that the CTP is cost effective. The implementation cost of GEP3-CTP in Sokoto State as shown in Table 6.10 revealed that the total amount released by UNICEF for the CTP was ₦283,160,000, and the actual amount paid to beneficiaries was ₦270,405,000. The total number of payments made was 54,081, while 2,551 payments were not made.⁴³ As earlier stated in section 5.3, a payment is equivalent to the cash transfer of ₦5,000 to a caregiver or procurator.

As done in section 5.3, the cost effectiveness is analysed using the efficiency of programme delivery as an indicator of cost effectiveness. From Table 6.10, the total operational cost for the two years of GEP3-CTP in Sokoto State was ₦8,992,080, which was 3.3 per cent of the total amount paid to the beneficiaries. This translates to ₦166.27 as the cost of delivering CTP to one beneficiary for each payment tranche. From the implementation arrangement, the state was responsible for part of the operational cost of the programme. As a result of this, the money made available by UNICEF for the programme was mainly spent on payment of beneficiaries. This apparently improved the cost effectiveness of the intervention.

Furthermore, the unconditional nature of the programme reduced monitoring costs to the barest minimum, and thus increased the cost effectiveness of the GEP3-CTP unlike the Mexico's PROGRESA, where 24 per cent of the programme cost was spent on monitoring conditionality.⁴⁴ Apart from the payment made to EPRI, no other project manager was paid from the CTP project fund.

An excerpt from the programme manager interviews also highlights the cost effectiveness of the CTP in Sokoto State as follows:

“...if the project was to pay the PIU officers a monthly salary, the cost of the project would have been high. Some expenditure was saved from the project. We only paid the consultants. EPRI consultancy was designed in such a way that they did not have to spend much time on the field but they were remotely controlling the activities on the field. This also helped to save cost. At the LGA, nobody was paid by UNICEF because they are government staff, and thus reducing the cost of managing the project. In my view, a lot of expenditure was shelved from the project in order to make it cost-effective” (Programme Manager interview No. 5).

⁴³Value for Money Analysis for “Strategy for Designing a Cash Transfer Programme for Girls' Education in Niger and Sokoto States, Nigeria” by the Economic Policy Research Institute (EPRI), in cooperation with Armitage Consultants.

⁴⁴Son (2008). Conditional Cash Transfer Programs: An Effective Tool for Poverty Alleviation.

TABLE 6.10

IMPLEMENTATION COST OF THE GEP3-CTP IN SOKOTO STATE (IN NAIRA)

Payment tranche	Total Amount Released	Total Amount paid	Total Amount Not paid	No. of payments made	No. unpaid	Operational cost
1	52,820,000	46,800,000	6,020,000	9,360	1,204	1,800,000
2	56,880,000	54,235,000	2,645,000	10,847	529	2,353,360
3	58,480,000	56,705,000	1,775,000	11,341	355	2,353,360
4 (two tranches)	114,980,000	112,665,000	2,315,000	22,533	463	2,485,360
Total	283,160,000	270,405,000	12,755,000	54,081	2,551	8,992,080

Source: CTP payment reports by PIU, Sokoto State

6.4 Relevance of GEP3-CTP in Sokoto State

There are four questions guiding the assessment of the relevance of GEP3-CTP in Sokoto State. Two questions are aimed at assessing CTP coherence with broader policy environment, and two questions assess the appropriateness of the CTP.

6.4.1 CTP coherence with the broader policy environment

The two questions for assessing CTP coherence with the broader policy environment are:

Is the CTP coherent with the broader policy environment at state and federal levels?

How does the CTP relate to other interventions, e.g., supply side improvements in the education sector, including interventions delivered as part of GEP3 and interventions delivered by others?

There is ample evidence that the CTP is coherent with the broader development policy environment in Sokoto State. The state is keen on promoting educational development and the key targets of the state's Strategic Education Sector Plan (SESP)⁴⁵ include:

- Increase the level of participation in pre-primary education;
- Increase the rate of enrolment and retention, especially for girls; and
- Reduce the rate of dropouts/withdrawals, especially for girls.

The targets of SESP are in line with the objectives of the CTP as highlighted earlier in this report. It is instructive that the state has two ministries catering for educational development: Ministry of Basic and Secondary Education (MBSE) and the Ministry of Tertiary Education (MTE). Increasing investment in education is a major development policy in the state and spending on CTP has been included in the 2017 budget as a major indication that the CTP fits into the broader policy environment in Sokoto State. The state already has a CTP scale up plan which can be integrated into the State's Poverty Eradication Programme.⁴⁶ The interview excerpts below also confirm the close relationship between the CTP and the broader policy environment in the state:

"In the 2017 budget, the state government has made provision of ₦400 million as initial provision for CTP scale up and we are still expecting ₦200 million in the supplementary budget. A technical working group has

⁴⁵Ministry of Education Sokoto (2010): State Strategic Education Sector Plan (SESP) 2011 – 2020

⁴⁶<http://www.nepad.gov.ng/index.php/regional-projects/237-sokoto-state-poverty-eradication-prog>

been formed and is now working to scale up the programme in 15 LGAs. The first payment will be made by the beginning of 3rd term and that will be in April 2017” (Project Managers Interview No 6).

“The CTP is one of the areas the Sokoto State government has agreed to pursue and this explains why the state is ready to scale up the CTP. If it is not coherent with the broader policy environment at the state, the issue of scale up will not arise” (Project Managers Interview No 5).

Furthermore, a review of the Sokoto State Vision 20:2020 policy goals shows several areas of convergence with the GEP3-CTP as shown in the following goals of Sokoto State Vision 20:2020.⁴⁷

- Improving the learning performance of pre-school children in 23 LGAs in the state;
- Contributing to improvement in net primary school enrolment, JSS enrolment, retention and educational attainment;
- Providing basic education, vocational and life skills for out-of-school and dropout children and women through non-formal education;
- Increase the rate of enrolment and retention of children in schools.

Based on the convergence demonstrated in the foregoing, the CTP is apparently coherent with the broader policy environment in Sokoto State.

The CTP as implemented in Sokoto State is also coherent with the broad policy environment at the Federal level. The education, social protection and gender policies of the Federal Government advocate inclusiveness in all dimensions and cash transfer has in recent years been a major development policy instrument.^{48 49 50}

At the federal level, the key policy document in the education sector is the 4-Year Strategic Plan for Development of Education Sector in Nigeria (2011-2015). As earlier quoted in section 5.4.1, the issue of access to education at the basic level was explicitly expressed in the plan as follows:

*“At the basic education level, one out of three children of school age is out of school. It is estimated that about 10.1 million children are out of school at this level presently with a high prevalence of excluded girls in the northern part of Nigeria. In order to address this anomaly, a national campaign on girl child access to education has been launched in Northern Nigeria”.*⁵¹

The above excerpt from the 4-Year Strategic Plan for Development of Education Section in Nigeria (2011-2015) confirm that reduction in the number of out of school children especially for girls in Northern Nigeria is a major policy goal at the federal level as it is for the GEP3-CTP in Sokoto State.

Based on the evidence presented in the foregoing, the GEP3-CTP is apparently coherent with the broader policy environment in Sokoto State and the Federal level.

⁴⁷Sokoto State Vision 20:2020 (First Implementation Plan 2010-2013)

⁴⁸National Gender Policy Strategic Framework (Implementation Plan) Federal Republic Of Nigeria 2008 –2013

⁴⁹National Policy on education (2004)

⁵⁰Rebecca Holmes and Banke Akinrimisi with Jenny Morgan and Rhiannon Buck (2011). Social protection in Nigeria: an overview of programmes and their effectiveness.

⁵¹Federal Ministry of Education: 4-Year Strategic Plan for Development of the Education Sector (2011-2015).

The GEP3-CTP relates well to few other interventions in the educational sector in Sokoto State. A good example is the relatively new Nigeria Partnership for Education Project (NIPEP). NIPEP has a cash transfer programme that was being introduced in non-CTP schools in Sokoto State at the time of this impact evaluation. The PIU established by the GEP3-CTP is responsible for the implementation of the programme based on their experiences from the GEP3-CTP. Both interventions have similar mandate focused on increasing girls' enrolment and attendance in schools. One of the project manager interviewed summarized the relationship between CTP and the NIPEP intervention as follows:

“...the CTP provided a learning experience in cash transfer for NIPEP. In fact, when the planning for NIPEP started, it derived so much from the GEP3-CTP experiences. If you look at the NIPEP documents, it was mainly derived from GEP3-CTP because of the progress and success of the GEP3-CTP. This is why the NIPEP in Sokoto from its inception included the cash transfer. Now, the GEP3-CTP has already ended but you will see that the personnel used for the GEP3-CTP are the ones that are being used in the implementation of NIPEP. Again, the modalities employed in the GEP3-CTP are being utilized in NIPEP programme” (Project Managers Interview No 5).

As in the case of CTP in Niger State reported in section 5.4.1, the findings also demonstrate that the CTP in Sokoto State sufficiently relate well with all the interventions in GEP3. The GEP3 output one aims at increasing enrolment and retention of girls in basic education. Under this output, the emphasis is on addressing the barriers and bottlenecks to girls' enrolment and retention in basic education. As identified through the GEP3 community household mapping and listing of out-of-school children and other research work, poverty-related issues are the main barriers to girls' enrolment in school. In this respect, the CTP relates accurately with the GEP3 intervention. As demonstrated by the findings in sections 6.1.1 and 6.1.2, the CTP has been effective in addressing the poverty related challenges faced by poor households and in removing financial barrier to enrolling girls in school.

Another intervention of GEP3 under output one is the sensitization campaign. The sensitization campaign is aimed primarily to identify out-of-school children, especially girls, and ensure they are enrolled in school. However, in the absence of the CTP, the debilitating poverty situation of parents would hinder the enrolment of their girls in school. The CTP thus helped in complementing the sensitization campaign under the output one of GEP3.

The output 2 of GEP3 focuses on improving capacity of teachers to deliver effective teaching and learning for girls. It would be superfluous if the quality of teaching and learning is improved without a commensurate improvement in children enrollment in school. The CTP provides the requisite incentive for poor parents to enroll their girls in school, and thus providing the justification for the improvement in the teaching capacity. The following interview excerpt also signifies how the CTP relates with output 2 of GEP3.

“Teachers' role cannot be performed until children are in school, so the entry point is the CTP which gets the child enrolled. In essence, the GEP3 trains the teacher and the head teacher. If you train the head teacher and the teacher but no child, then the teacher will not get somebody to teach. CTP leads to improved attendance. You will see that children are usually enrolled in September but the issue is that you will see them dropping out of school because of certain costs which the parents cannot meet. The CTP helped to solve the problem by improving the financial base of households and so they are able to sustain the girls in school. If the teacher teaches well, that improves the quality of learning. The CTP is making the child to come to school not with empty stomach because the parents are now able to feed the children.” (Project Managers Interview No 5).

The output 3 under GEP3 focuses on improving governance in order to strengthen girls' education. Specifically, the interventions under this output are aimed at influencing the key areas of governance that affect girls' basic education in the long term. The GEP3 Output 3 supports the implementation of Annual School Census and the strengthening of school based management committees (SBMCs).⁵² The CTP is basically at the centre of the three interventions under output 3 as illustrated by the following interview excerpt:

“If you look at the SBMCs, their strategic role is monitoring of the schools. In terms of governance, when you train the SBMC to play their role of assisting the school in management, the CTP is required to influence the child to get enrolled in school. Otherwise, what will the SBMC manage? Also, you implement school census annually to get data on the number of children in school. Without CTP making the children to be enrolled, how will the annual census be done? So you can see the CTP is linking with the SBMC training, teacher training and the annual school census” (Project Managers Interview No 5).

6.4.2 Appropriateness of the CTP

The two questions for assessing the appropriateness of the CTP are:

Are the needs and priorities of targeted beneficiaries/local partners consistent with the CTP objectives and deliverables?

Is the CTP intervention appropriate in terms of design and delivery approach, given the contextual realities in Sokoto State?

Evidence abound showing that the needs and priorities of targeted beneficiaries/local partners are consistent with the CTP objectives and deliverables. From the analysis presented in sections 6.1.1 to 6.1.3 the following findings support this assertion:

- A. The CTP increased the average household weekly income for the treatment communities in Sokoto State (Section 6.1.1).
- B. The CTP reduced the financial barriers preventing girls from school enrolment and attendance in the treatment communities in Sokoto State (Section 6.1.2).
- C. The CTP led to increased spending on girls' education, health and general household consumption in Sokoto State (Figures 6.1, 6.2 and 6.3; Table 6.1).
- D. The CTP was able to influence parents to change their decision in favour of girls' enrolment and attendance in school in Sokoto State (Figure 6.5 in Section 6.1.3).

The following excerpts from key informant interviews provide additional evidence confirming that the needs and priorities of the target beneficiaries are consistent with the CTP objectives and deliverables.

“Before CTP came, there were many parents that wanted their children to be in school. I can remember that even uniform prevented some parents from sending their children to school. During the routine visits to school in Bodinga, I saw girls in new school uniform and I asked them for the source of the money for the uniform. They answered that it was from the cash transfer. It can therefore be stated that the CTP is consistent with the needs and priorities of the targeted beneficiaries. Even the needs assessment identified poverty as the major reason why parents don't send their girls to school. The CTP has now given them

⁵²ibid

even collect the money” (Project Managers Interview No 5).

“The needs and priorities of the beneficiaries are consistent with the CTP objectives. CTP gives money. There is poverty in my community and so they need money from CTP” (Project Managers Interview No 9).

“Considering the poverty level of the people of the state, in fact it is something that they need seriously. And you can see the way they welcomed the programme, and now they are regretting not giving us all their children” (Project Managers Interview No 6).

The CTP intervention is appropriate in terms of design and delivery approach, given the contextual realities in Sokoto State. In spite of error associated with the targeting process identified in section 6.2 (with reference to CTP communities not the poorest of GEP3 communities – Table 6.1), the innovative use of combined geographical-categorical targeting approach ensured that catchment areas with the highest proportion of out-of-school girls were included in the CTP. Moreover, this approach also made it possible for girls within specified age limit of 6-15 years to benefit from the programme.

The unconditionality of the CTP accompanied by the sensitization campaign during and after payment encouraged caregivers to use the money for the purpose for which it was meant. (See Figure 6.3 in section 6.1.1). This was also another area of appropriateness in the CTP design given the contextual realities in Sokoto State.

It is also important to note that the following elements of CTP implementation contributed to the appropriateness of the programme by building the capacity of the state actors and fostering local ownership of the programme.

- The involvement of the stakeholders at the state level in project design, decision-making, planning and implementation; and
- The involvement of the SBMC and the Mothers' Associations in the implementation arrangement at the community level.

6.5 Sustainability of GEP3-CTP in Sokoto State

The Sustainability criterion provides an assessment of the likelihood that the benefits produced by the CTP will continue beyond the project cycle period once external funding has ended. Three evaluation questions relate to the sustainability of GEP3-CTP: one is aimed at assessing government capacity and sustainability of the programme and two assess the nature of the scale up programme.

6.5.1 Government capacity and sustainability of the programme

The evaluation question for the assessment of government capacity and sustainability of the CTP is:

Is there sufficient government capacity to implement and monitor a government-supported CTP?

As earlier noted in section 6.4, the Sokoto State Government has developed the CTP scale up plan and an implementation committee has already been set up to implement the programme starting from April 2017. The evidence on programme implementation presented in section 6.2 of this report sufficiently demonstrate that the PIU in Sokoto State has the necessary capacity to implement and monitor a government supported CTP if given adequate financial support.

Another important component of government capacity to sustain the programme is political will. The current government in Sokoto State has demonstrated a lot of enthusiasm for improvement of the educational sector in the state. The State Commissioner for Basic and Secondary Education has repeatedly showed keen interest in the scale up of the CTP and the State Government has often provided the necessary support for the programme. The Commissioner granted two interviews to the impact evaluation consultants during which he expressed the state's commitment to the sustainability and scale up of the CTP. He was also personally present at the opening of the training workshop organized for enumerators involved in the data collection for the CTP impact evaluation. The following excerpt from key informant interviews also demonstrates the sufficiency of government capacity to implement and monitor a government supported CTP.

“In terms of the capacity, let's start from the top level, what you need is the political will. For instance, the Katsina CTP went on smoothly without any problem. However, in Bauchi the situation was different because of lack of political will at the level of government. In Sokoto State, I must say that there is political will on the part of the government. The government met with UNICEF, DFID and said 'yes, we are ready to go and continue with the CTP'. The government has written to UNICEF and it was signed by the commissioner who disclosed that the state has a scale up plan for the CTP and a technical working group. In terms of the capacity, I told you we are now using the same Sokoto State PIU in Zamfara and Kebbi to show case. If there is no capacity, the NIPEP would not have started smoothly. The capacity is there in the PIU even though they still need more backing from UNICEF in terms of technical support” (Project Managers Interview No 5).

Despite the largely positive observations and key informant views on government capacity, it is important to note that government capacity to sustain the CTP is highly constrained by ability to provide a sustained funding for the CTP. For example, the failure of the previous governor to provide the operational cost needed by the PIU almost marred the implementation of the project.

6.5.2 Scaling up of the programme

The evaluation questions for the assessment of the process of scaling up of the CTP are:

Should the programme or a variant of it be scaled up to a state level?

If the programme is to be scaled up, which aspects of the operation must be modified and strengthened for it to operate effectively at the state level? Which aspects of the programme should remain the same?

Given the widespread positive impact on the CTP in raising the enrolment of girls in schools across all sites where the CTP was implemented in Sokoto State (see section 6.1), it would be helpful if the programme is scaled up to other LGAs in Sokoto State. The views of the CTP stakeholders as expressed in Sokoto State also strongly support the scale up of the CTP. The following excerpts from interview and FGD responses confirm this.

“They agreed that the programme should be scaled up. We like the programme. It is a good one. For us, let it continue. (FGD2, Sokoto State)

“I support the fact that the CTP should be scaled up. With the support of UNICEF, the state can scale up the programme. The sensitization should cover the entire state. The communities that did not benefit will have the opportunity to do so during the scale up period.” (Project manager's interview 1)

The evidence from Sokoto State suggest that the scale up of the CTP should maintain the same institutional set up as done for the two year programme. In particular, the payment of the cash transfer should be retained in the operational mode of a private sector agent such as Ecobank PLC or any other private sector money transfer that has capacity for delivery of payments to large number of people in rural areas.

The aspects of the programme identified for modification is the unconditionality of the cash transfer, and the empowerment of the community level agents such as the SBMC to be more involved in the programme monitoring. It was repeatedly suggested by the project managers interviewed that conditionality would make the CTP more effective in achieving the twin objective of girls' enrolment and attendance at school. The following are excerpts from the interviews which emphasized the need to remove the unconditionality of the cash transfer:

“If the programme is to be scaled up, the first thing is that some forms of conditionality should be introduced”. (Project Managers interview 2).

“One major thing I want them to change is that the CTP should be conditional. I want emphasis placed on children that are already in school” (Project Managers interview 9).

The interview excerpt below also stressed the need for the involvement of the local actors in programme monitoring:

“If you look at the capacity, it is more at the state level but low at the LGA. At the LGA, we need to have the same structure as at the state level. At the school level, let's empower more SBMC in handling certain issues at the LGA. There are CTP beneficiaries whose children are not regular in school. We need to empower the SBMC to be able to address some of these issues” (Project Managers interview 5).

From the findings above, it could be helpful to introduce conditionality such as an attendance expectation of 70 percent per term. This should however be done within a reasonable estimate of its implication for the programme operational costs. It is better to retain the unconditionality, at least in the short-term, if the state cannot guarantee an effective monitoring of the conditionality.

Summary of Findings

The findings of the impact assessment of GEP3-CTP reported in sections 5 and 6 of this report demonstrate that unconditional cash transfer had a profound impact in increasing girls' enrolment and attendance at school in all sites where the CTP was implemented in Niger and Sokoto States. This section presents the summary of findings organized in accordance with the five criteria for the evaluation of the impact of CTP, the conclusions and key lessons learnt from the impact evaluation, and recommendations.

7.1 Impact and effectiveness of GEP3-CTP in Niger and Sokoto States

7.1.1 Impact on household consumption and welfare

1. The CTP had a positive impact on household consumption and welfare in Niger and Sokoto States. Evidence for this include:
 - a. Significant increase in the income of poor households in the CTP benefiting communities in Niger and Sokoto States. Increase in average weekly income of caregivers in Niger and Sokoto States was ₦1,123.40 (representing net programme impact of 15.59 percent) and ₦419.91 (representing net programme impact of 12.16 percent) respectively.
 - b. The frequency of household feeding increased and the quality of food (protein content) improved in the CTP communities. The household average weekly expenditure on food in Niger and Sokoto States increased by ₦2,237.63 (representing net programme impact of 15.82 percent) and ₦961.06 (representing net programme impact of 15.59 percent) respectively. The proportion of households that feed three times a day increased from 48.6 percent to 51 percent in Niger State, and from 48.7 percent to 52.8 percent in Sokoto State. The proportion of households that eat animal protein once per day increased from 45.6 percent to 49.1 percent in Niger State and from 56.5 percent to 68.9 percent in Sokoto State.
 - c. The net change in average monthly expenditure on health per household was positive and statistically significant in the two states. There was an increase of ₦1,742 in household average monthly expenditure on health and programme impact of 19.54 percent in Niger State, and an increase of ₦758.32 in household average monthly expenditure on health and programme impact of 12.8 percent in Sokoto State.
 - d. The results also demonstrate that the expenditure pattern of the caregivers changed in

favour of girls' education after the debut of the CTP in both states. The CTP had a positive and statistically significant relationship with household expenditure on girls' education with programme impact of 17.71 percent and 17.91 percent in Niger and Sokoto States respectively. The net change in household average expenditure per term on girl child education was ₦906.68 and ₦1,436.49 in Niger and Sokoto States respectively.

7.1.2 Impact on financial barriers to girls' enrolment and attendance at school

2. The CTP helped in reducing financial barriers to girls' enrolment and attendance at school in Niger and Sokoto States. Evidence from the results of the analysis in this report include:
 - a. As a consequence of the cash transfer, the net change of average enrolment of girls' per CTP school in Niger and Sokoto States was positive and statistically significant. There was an estimated increase of 52 girls per CTP school in Niger State and programme impact of 29.4 percent; and there was an estimated increase of 73 girls per CTP school in Sokoto State and programme impact of 32.37 percent.
 - b. 68.9 percent and 60.7 percent of caregivers interviewed in Niger and Sokoto States respectively stated that the CTP has to a very large extent helped in removing financial barriers to girls' enrolment and attendance at school.
 - c. Lower classes were generally observed to have more attendance in the two states, indicating that the CTP had considerable impact in encouraging the attendance of younger girls that have never attended school.

7.1.3 Impact on community and family dynamics

3. The CTP had significantly positive effects on community and family dynamics as indicated by the following results of the impact analysis:
 - a. There was increase in average household weekly income, increase in household average weekly expenditure on food, increase in average monthly expenditure on health, reduction of the financial barriers preventing girls from school enrolment and attendance, and increase in spending on girls' education in the CTP benefiting communities in both states.
 - b. The CTP promoted income-generating activities among caregivers in the CTP communities in the two states. Some of the caregivers invested their CT money in petty economic ventures which helped the households to diversify their sources of income.
 - c. The household decision about sending girls to school was to a very large extent influenced by the cash transfer as well as sensitization and mobilization activities at the community level in both states.
 - d. The CTP reached the intended target beneficiaries to a very large extent in Niger and Sokoto States. The number of actual beneficiaries of GEP3-CTP reached the peak of 12,410 in Niger State and the peak of 11,341 in Sokoto State during tranche 3 payments, instead of the planned 10,700 per state. These results imply that the reach of the CTP exceeded the target numbers in the two states, and an average of 2 girls per caregiver was reached by the CTP in each state.
4. The CTP however had a negative impact on some parents' attitude to boys' enrolment and attendance at school. It was reported in both states that some aggrieved parents who did not benefit from the CTP withdrew boys from school and some boys' were getting frustrated or envious that they were not included in the CTP.

5. There were several key differences in impact of CTP between the communities receiving the CT and those not receiving the CT in both states. The first major observable difference is in the household consumption/welfare indicators. After the CTP implementation, the changes in welfare indicators were considerably higher in the CT communities than the non-benefitting communities. Secondly, the expenditure on girl child education increased significantly in the benefitting communities than the non-benefitting communities. Thirdly, girls' enrolment and attendance in school were generally higher in CTP school communities than the non-benefitting communities. Fourthly, the results suggest that the CTP improved the value placed on girls' education in the benefitting communities compared to non-benefitting communities.
6. The results also confirmed that the SBMC was very effective in providing support for CTP implementation in Niger and Sokoto States. Majority of caregivers interviewed (75.6 percent in Niger State and 66.4 percent Sokoto State) rated the SBMC as being very effective in supporting the CTP implementation. The sensitization campaign supporting girls' enrolment was also rated to be highly effective in both Niger and Sokoto States: 70.1 percent and 64.0 percent of the caregivers interviewed in Niger and Sokoto States respectively stated that the sensitization activities to a very large extent positively influenced the decision to enroll their girls in school.

7.1.4 Enrolment effects and schools' capacity

7. The enrolment effects of CTP in Niger and Sokoto States were positive and widespread across the target LGAs. In Niger State, the net programme impact for girls' enrolment was an increase of 52.11 percent; while in Sokoto State, the net programme impact for girls' enrolment was an increase of 73.04 percent.
8. The CTP schools were unable to cope with the increased demand arising from increased enrolment of girls in both states. In Niger State, the number of teachers in the CTP schools marginally increased from 348 during the 2013/2014 session to 411 during the 2015/2016 session. In Sokoto State, the number of teachers in the CTP schools decreased from 351 during the 2013/2014 session to 302 during the 2015/2016 session. Thus, whereas girls' enrolment increased by 64.2 percent during CTP implementation in Niger State, the number of teachers increased by only 18.1 percent. Similarly, while girls' enrolment increased by 79.0 percent in Sokoto State during CTP implementation, the number of teachers actually decreased by 13.8 percent. Furthermore, the number of classrooms only increased by 3.1 percent while pupils chairs and desks increased by 45.2 percent and 46 percent respectively in Niger State. Also, the number of classrooms only increased by 11.3 percent while pupils chairs and desk increased marginally by 11.2 percent and 2.4 percent respectively in Sokoto State. Overall, none of the observed increases in physical infrastructure was able to cope with the reported increases in enrolment arising from the CTP implementation in the two states.
9. The CTP effectively reduced the inequities between households in terms of access to education especially for the girl child in both states. It helped to address the poverty status of most of the poor households and hence they were able to provide for their girls' education as done by the relatively affluent households in their community. Secondly, through sensitization and community mobilization, the CTP created awareness among the poor households about the importance of girls' education to their individual families and the community at large.
10. The most notable unintended positive impact of CTP was its contribution to improving the wellbeing of the beneficiary families through improved feeding, expenditure on health, and investment in petty businesses by caregivers.

11. The most notable unintended negative impacts of CTP were: 1) inability of extant physical and human infrastructure to cope with the increased enrolment in CTP schools; and 2) discouragement of boys' enrolment and attendance reported in some CTP benefiting communities.

7.1.5 Effectiveness of the CTP payment system

12. The CTP payment system was effective in providing the cash transfer to the correct recipient in Niger and Sokoto States. The payment system in Niger State was able to pay between 86 to 96.1 percent of the correct recipients while it paid between 88.6 and 97.9 percent of the correct recipients in Sokoto State.
13. There was no sufficient evidence showing that the information management system and monitoring processes adequately supported effective delivery of the CTP in Niger and Sokoto States. The PIU in the two states could not monitor the implementation of CTP on regular basis as planned in the CTP operational manual owing to lack of requisite funds. The PIU often relied on information from the head teachers and the SBMCs without actually visiting the CTP schools.

7.2 Evaluation of the process of GEP3-CTP in Niger and Sokoto States

7.2.1 CTP implementation process and outputs

14. Findings from the analysis show that the GEP3-CTP was implemented as planned in all sites in Niger and Sokoto States. Each of the target LGAs provided evidence of the CTP implementation. In Niger State, six tranches of payment were made to the caregivers, while five tranches were paid in Sokoto State.
15. However, the targeting process did not select the poorest caregivers as CTP beneficiaries in the GEP3 communities. The results indicated that CTP beneficiaries had average weekly income almost four times those of the control communities in each of the two states.
16. The expected outputs of caregivers receiving the CT and the increase in girls' enrolment and attendance in school were vivid in Niger and Sokoto States. The payment system delivered payments satisfactorily to the correct recipients, and there were significant increases in girls' enrolment and attendance at school in the two states.
17. Evidence from the results of the analysis revealed that the processes for the design and implementation of the GEP3-CTP in the two states were strikingly similar. The design involved a consultative process led by EPRI and the process of CTP implementation involved stakeholders at the community and state levels with the PIU as the lead agent of CTP implementation.

7.2.2 Programme operations and outcomes

18. The CTP operations were actually carried out as specified in the programme operational manual. The only significant change observed was the inability to pay the CT on time and the irregularity of the CT payment. The only intervening event that affected the CTP especially in Niger State was the 2015 general election campaign which necessitated delay in the payment schedule of the CT in the first year.

7.3 Efficiency of GEP3-CTP in Niger and Sokoto States

19. The CTP is adjudged to be cost effective in Niger and Sokoto States. In Niger State, the total operational cost for the two years of the GEP3-CTP was ₦7,148,400 which is 2.0 percent of the total amount paid to the beneficiaries. This translates to ₦100.97 as the cost of delivering CTP to one beneficiary per each tranche payment. In Sokoto State, the total operational cost for the two years of the GEP3-CTP was ₦8,992,080 which is 3.3 percent of the total amount paid to the beneficiaries. This translates to ₦166.27 as the cost of delivering CTP to one beneficiary per each tranche payment.

7.4 Relevance of GEP3-CTP in Niger and Sokoto States

7.4.1 CTP coherence with the broader policy environment

20. The CTP as implemented in Niger and Sokoto States was coherent with the broader policy environment in both states. Niger State is keen on promoting educational development, and the CTP is viewed by the Ministry of Education and SUBEB as an important instrument of achieving the state policy objective of increasing girls' enrolment in schools and improvement of women participation in social and economic development activities. The targets of the Sokoto Strategic Education Sector Plan are also in line with the goal and objectives of the CTP.
21. The CTP is coherent with the broad policy environment at the Federal level. The Federal Government advocates inclusiveness in all dimensions and cash transfer has in recent years been a major development policy instrument. The 4-Year Strategic Plan for Development of Education Sector in Nigeria (2011-2015) emphasizes access to education at the basic level which is coherent with the key target of the CTP.
22. The CTP sufficiently relate well with all the interventions in GEP3. The GEP3 output one aims at increasing access to and demand for girls' education, and thus relates accurately with the CTP. The output 2 of GEP3 focuses on improving capacity of teachers to deliver effective teaching and learning for girls. If the quality of teaching and learning is improved without children enrolment, it will virtually amount to nothing. The CTP thus complemented GEP3 output 2 by providing incentive for poor parents to enrol their girls in school so that improved teaching can have an outlet for delivery. The output 3 under GEP3 focuses on improving governance to strengthen girls' education. Strengthening girls' education is basically the main objective of the CTP.

7.4.2 Appropriateness of the CTP

23. The needs and priorities of the targeted beneficiaries/local partners were consistent with the CTP objectives and deliverables in Niger and Sokoto States. The CTP was a product of community mapping and GEP3 situation analysis which identified poverty as the most prevalent reason for keeping girls and boys out of school. The CTP provided money to parents to address this need, and thus confirming that the needs and priorities of the target beneficiaries were consistent with the CTP objectives.
24. The design and delivery approach of GEP3-CTP in the selected schools in Niger and Sokoto States proved to be sound and appropriate. The use of a combined geographical-categorical targeting

approach in GEP3-CTP did not only ensure that catchment areas with the highest proportion of out-of-school girls were included in the CTP, but also made it possible for girls within the specified age limit of 6-15 years to benefit from the programme.

25. The active participation of the PIU in the development of the programme operational manual, which ensured that the design was contextual with respect to the realities in both states, was an important area of the appropriateness of the design and delivery approach of the CTP.
26. The institutional setup of the CTP was also appropriate for the design and the delivery approach of the CTP. In particular, the involvement of the SBMC and the Mothers' Associations in the implementation arrangement at the community level ensured community participation and ownership of the CTP.

7.5 Sustainability of GEP3-CTP in Niger and Sokoto States

7.5.1 Government capacity and sustainability of the programme

27. Appreciable government capacity exists for the implementation of a scaled up version of the CTP in Niger and Sokoto States. An important component of government capacity to sustain the programme is political will. The current governments in both States are enthusiastic for a scale up of the CTP and thus signifying the existence of political will to sustain the programme and implement a scale up. However, the findings in each of the two states indicate that the government capacity to sustain the CTP is highly constrained by ability to provide a sustained funding for the CTP.

7.5.2 Scaling up of the programme

28. The views of the CTP stakeholders as expressed in both states strongly support the scale up of the programme. At the time of this evaluation, the Niger State government was planning to only sustain the CTP in the extant six LGAs due to funding constraints while Sokoto State government was planning a scale up to the 23 LGAs in Sokoto State. The evidence also suggests that the scale up of the CTP should maintain the same institutional set up as done for the two year programme, and the payment should be retained in the operational mode of using a commercial bank or any other payment mode with capacity for efficient payment delivery to large number of people in rural areas.
29. The two major aspects of the programme identified for modification was the unconditionality of the cash transfer and level of community participation in programme monitoring. It was repeatedly suggested by the project managers interviewed in the two states that conditionality would make the CTP more effective in achieving the twin objective of girls' enrolment and attendance at school. It was also suggested that programme performance, especially with respect to school attendance, would be enhanced by the empowerment of community level agents such as the SBMC to be more involved in programme monitoring.



Conclusions

The findings of the impact evaluation of GEP3-CTP clearly demonstrate that the unconditional CT was successful in achieving the twin objective of significantly improving girls' enrolment and attendance at school in all sites where the CTP was implemented in Niger and Sokoto States. In addition to these, the CTP has significant positive effects on community and family dynamics as indicated by increase in average household weekly income, expenditure on food, monthly expenditure on health, and reduction of the financial barriers preventing girls from school enrolment and attendance in the CTP benefiting communities in both states. Evidence from the two states also indicated that the CTP promoted income-generating activities among caregivers in the CTP communities. The physical and human infrastructure in the CTP schools were however unable to cope with the increased demand arising from increased enrolment of girls in both states; and boys' enrolment and attendance declined in some CTP benefiting communities due to discouragement. Classroom facilities and the number of teachers became grossly inadequate for the increased enrolment in the CTP schools. These notwithstanding, the findings showed that stakeholders at the state and community levels are desirous of sustainability and scale up of the CTP.

It is important to state that the findings from this impact evaluation may not be generalized because the analysis of samples from two states may not represent the pattern in the 36 States of Nigeria. The findings however provide lessons that may guide sustainability and scale-up of the CTP, and the implementation of similar interventions in other states of Nigeria.

9

Lessons Learnt

The following are the main lessons from the findings of the impact assessment of GEP3-CTP in Niger and Sokoto States.

1. It is important to engage with local partners especially in the development of project documents as done in the case of EPRI working with the PIU in Niger and Sokoto States for the development of the CTP operational manual.
 2. Adequate training of project personnel in the identification of target beneficiaries, registration and monitoring of girls' enrolment and attendance in school is necessary for avoidance of wrong targeting and effective project delivery.
 3. Timely release of funds for project implementation is critical to project delivery and ability to sustain the interest of stakeholders in the CTP.
 4. Strong political will on the part of government is a necessary condition for a successful implementation of a CT programme.
 5. The sharing of the project operational cost between UNICEF and the respective State governments ensured that a substantial part of UNICEF fund was used for project implementation to beneficiaries.
 6. Community sensitization is very important for CTP awareness and should be sustained in the course of programme implementation in order to ensure school attendance is in compliance with the expectations of the CTP. The SBMCs were particularly effective in community mobilization and sensitization for the CTP.
 7. The use of a commercial bank or money transfer with capacity for sustaining direct payment to CT beneficiaries is critical to safe and effective cash transfer.
 8. The cash transfer payment should be timely and regular. Otherwise, the CT money may be diverted by beneficiaries to expenditures that are not related to their girls' schooling.
 9. There is no evidence that CT generate significant conflict between caregivers and their husbands. Rather, the caregivers were generally allowed to freely spend the CT money to cater for their girls.
 10. Improving school physical infrastructure ahead of the introduction of CTP is very important for programme quality and for achieving the long term goals of CTP.
 11. The recruitment and deployment of teachers ahead of the introduction of CTP is very essential and determines the quality of programme delivery.
- Widespread awareness of the potential positive impact of cash transfer on girls' enrolment and attendance in school will elicit the interest of policy makers who may be willing to sustain and/or scale up the CTP.

Recommendations

Table 10.1 presents the key recommendations drawn from the findings of the impact evaluation of GEP3-CTP.

TABLE 10.1

RECOMMENDATIONS

Recommendations	Related Findings	Priority, Responsible Actors, Timeframe	Justification based on the findings
Recommendation 1: Organise a national stakeholder dissemination workshop	Findings 3d, 12, 13,14,28,29	Priority: Very high Responsible Actor: UNICEF Chief of Education Section. Collaborating actors: SUBEB, State Ministry of Education, UNICEF Chief of Social Policy Section; DFID Education Advisor Timeframe: July to August 2017	In order to jointly identify and agree on further technical support required for the successful implementation of the plan to sustain CTP in Niger State and the plan to scale up CTP in Sokoto State.
Recommendation 2: Organise a stakeholder meeting for more proper planning of the sustainability and scale-up of the CTP in Niger and Sokoto States respectively	Findings 3d, 12, 13,14,28,29	Priority: Very high Responsible Actor: State Ministry of Education Collaborating actors: SUBEB, UNICEF Chief of Education Section; UNICEF Chief of Social Policy Section; DFID Education Advisor Timeframe: July to September 2017	In order to jointly identify and agree on further technical support required for the successful implementation of CTP sustainability plan in Niger State and scale-up plan in Sokoto State.

<p>Recommendation 3: Execute high level advocacy for funding support for the improvement of the school physical infrastructure in CTP schools</p>	<p>Findings 8,11,13</p>	<p>Priority: Very high Responsible Actor: UNICEF Chief of Education Section Collaborating actors: UNICEF Chief of Social Policy Section, DFID Education Advisor, SUBEB, LGEA, Ministry of Finance, Ministry of Economic Planning, Ministry of Education, SBMC. Timeframe: July 2017 to June 2018</p>	<p>This will reduce the burden of an already overstretched and decaying school infrastructure, and thereby considerably improve the effectiveness of the CTP and make coping less cumbersome for the benefitting schools.</p>
<p>Recommendation 4: Garner funding support for the improvement of the school physical infrastructure in CTP schools</p>	<p>Findings 8,11,13</p>	<p>Priority: Very high Responsible Actor: SUBEB Collaborating actors: UNICEF Chief of Education Section; Social Policy Section, DFID Education Advisor, LGEA, Ministry of Finance, Ministry of Economic Planning, Ministry of Education, SBMC. Timeframe: July 2017 to June 2018</p>	<p>This will reduce the burden of an already overstretched and decaying school infrastructure, and thereby considerably improve the effectiveness of the CTP and make coping less cumbersome for the benefitting schools.</p>
<p>Recommendation 5: Recruit and deploy teachers ahead of the sustainability and scale up of the CTP in Niger and Sokoto States respectively.</p>	<p>Findings 8,11, 22</p>	<p>Priority: Very high Responsible Actor: SUBEB Collaborating actors: Ministry of Education, LGEA, Ministry of Finance, Ministry of Economic Planning Timeframe: July 2017 to June 2018</p>	<p>The number and quality of teachers are the main determinants of the quality of the CT programme delivery. It will be a disservice to enrol the girls in school without qualified and sufficient number of teachers to attend to increased population of pupils.</p>
<p>Recommendation 6: Strengthened the MIS infrastructure before the registration of beneficiaries commences for the scale-up of CTP in Niger and Sokoto States.</p>	<p>Finding 13</p>	<p>Priority: High Responsible Actors: Director of Planning at the Ministry of Education Collaborating actors: UNICEF Chief of M&E Section; UNICEF Chief of Education, SUBEB Timeframe: July to September 2017</p>	<p>This is necessary for effective project delivery and monitoring of CT programme implementation.</p>

<p>Recommendation 7: Develop and implement capacity building programme for the following:</p> <ul style="list-style-type: none"> ▪ PIU staff on identification and registration of CT beneficiaries; ▪ teachers on school record keeping; ▪ SBMCs and MAs on community sensitisation. 	<p>Findings 3c,6,9,14,17,22,25,26</p>	<p>Priority: High Responsible Actors: Director of School Services & Director of Social Mobilization at SUBEB Collaborating actors: UNICEF Chief of Social Policy Section; UNICEF Chief of Education Section, SBMCs, MAs, Ministry of Education, Timeframe: Continuous exercise</p>	<p>It is important to train PIU staff to properly identify eligible CT beneficiaries; Continuous community sensitisation by SBMCs and MAs is critical for CTP awareness and in order to ensure school attendance is in compliance with the expectations of the CTP – this will also enable SBMCs perform their duties as specified in the CTP operational manual.</p>
<p>Recommendation 8: Execute the release of fund for CTP implementation promptly and according to plan.</p>	<p>Findings 12,13,14,15,16,17,18,27</p>	<p>Priority: Very High Responsible Actor: State Ministry of Budget and Economic Planning. Collaborating actors: State Ministry of Education, SUBEB, State Ministry of Finance Timeframe: July 2017 to June 2018</p>	<p>This is crucial for project delivery and ability to sustain the interest of stakeholders in the programme.</p>
<p>Recommendation 9: Execute high level advocacy for timely release of fund for CTP implementation</p>	<p>Findings 12,13,14,15,16,17,18,27</p>	<p>Priority: Very High Responsible Actor: UNICEF Chief of Field Office in Niger and Sokoto States Collaborating actors: State Ministry of Education, State Ministry of Finance, Ministry of Economic Planning, SUBEB, UNICEF Chief of Education Section, UNICEF Chief of Social Policy Section, DFID Education Advisor Timeframe: July 2017 to June 2018</p>	<p>This is crucial for project delivery and ability to sustain the interest of stakeholders in the programme</p>

<p>Recommendation 10: Keep using a Commercial Bank or a direct private sector money transfer with capacity for payment delivery in rural areas.</p>	<p>Findings 12,16,18,19,28</p>	<p>Priority: Very high Responsible Actor: PIU Collaborating actors: Director of Planning at SUBEB Timeframe: Continuous exercise</p>	<p>This will ensure safe and effective cash transfers, and thereby avoid fraud and minimize opportunity for misappropriation of the CTP fund. It will also improve the chances of paying the CT beneficiaries on time and regularly in order to avoid the diversion of CT money by beneficiaries to expenditures that are not related to their girls' schooling.</p>
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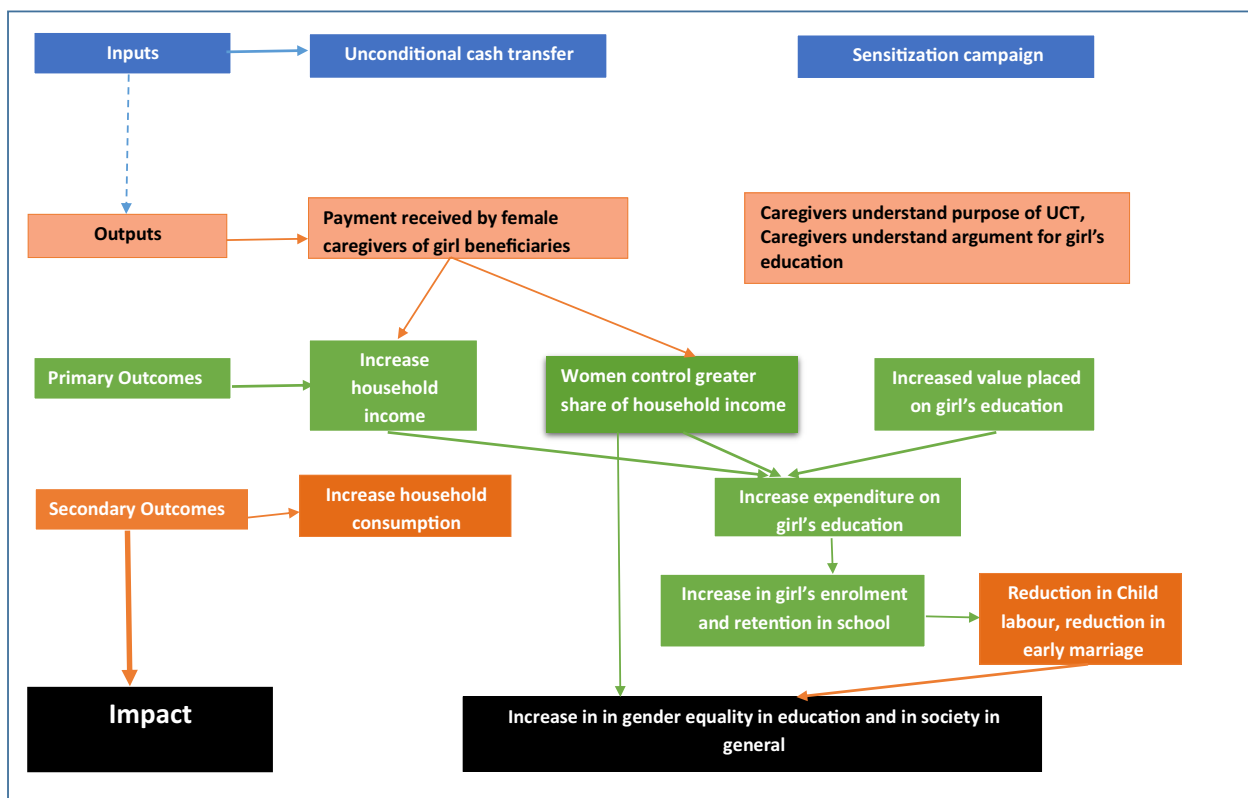
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Annexes

Annex A. GEP3-CTP Theory of Change



Source: Terms of Reference for the Impact Evaluation

Annex B. Schools and Household Data Availability Status

TABLE B.1

BASELINE DATA AVAILABILITY STATUS AND SOURCESR THE CAREGIVERS AND SCHOOL SURVEYS IN SOKOTO STATE

S/N	Indicator of impact of GEP3-CTP	Availability status	Source	If not available, method of generation
1	School enrolment	Available	Annual School census	
2	School attendance	Available	school registers	
3	Proportion of children out of school	Available	Community mapping data and reports	
4	Reasons for out of school children	Available	Community mapping data and reports	
5	Demographic data on caregivers	Available	Community mapping data and reports	
6	Teachers-pupil ratio	Available	Annual School census	
7	Teachers' attendance	Available	School records	
8	Gender distribution of teachers	Available	Annual School census	
9	School infrastructure	Not available		School survey
10	Community support to schools	Not available		School survey
11	Government support to schools	Not available		School survey
12	Level of sensitization for girls' education	Not available		School survey & household survey
13	Household consumption profile	Not available		Household survey
14	Household expenditure profile	Not available		Household survey
15	Household expenditure on girls education	Not Available		Household survey
16	Inequalities between households in girls' access to education	Not available		Household survey
17	Household income (caregiver's income)	Not Available		Household survey
18	Women share of household income	Not Available		Household survey
19	Value placed on girls education by families	Not Available		Household survey
20	Proportion of children engaged in child labour (boys & girls)	Not Available		Household survey
21	Girls' contribution to household income	Not available		Household survey
22	Boys' contribution to household income	Not available		Household survey

Source: GEP3-CTP EA report, Capra International

TABLE B.2

DISTRIBUTION OF NUMBER OF SCHOOLS, HOUSEHOLDS, CAREGIVERS/PROCURATORS AND CTP BENEFICIARIES IN TARGET LGAS IN NIGER STATE

LGA	No. of schools in 2015/16	No. of GEP3 schools	No. of CTP schools	No. households in 2014	No. of Caregivers/procurators in 2014/15	No. of Caregivers/procurators in 2015/16	No. of CTP beneficiaries in 2014/15	No. of CTP beneficiaries in 2015/16
1. Agaie	169	35	3	4500	553	1311	860	827
2. Gbako	201	35	5	3177	514	489	804	839
3. Mariga	120	36	17	2824	1080	1546	1970	2624
4. Mashegu	138	34	16	2950	565	1355	2135	2046
5. Munya	110	35	11	3531	1028	920	1852	1773
6. Rafi	124	35	20	2111	2139	1179	3885	3943
Total	862	210	72	19093	5879	6800	11504	12052

Source: GEP3-CTP PIU EMIS, Niger State


TABLE B.3


DISTRIBUTION OF NUMBER OF SCHOOLS, HOUSEHOLDS, CAREGIVERS/PROCURATORS AND CTP BENEFICIARIES IN TARGET LGAS IN SOKOTO STATE

LGA	No. of schools in 2015/16	No. of GEP3 schools	No. of CTP schools	No. of household in 2014	No. of Caregivers/procurators in 2014/15	No. of Caregivers/procurators in 2015/16	No. of CTP beneficiaries in 2014/15	No. of CTP beneficiaries in 2015/16
1. Binji	78	35	18	6063	1178	1285	1753	1951
2. Bodinga	103	35	6	4656	756	745	1204	1237
3. Goronyo	123	35	4	5752	1099	1307	1496	1846
4. Gudu	53	35	13	7011	1007	1186	1891	1832
5. Kebbe	63	35	12	5425	1678	1655	2770	2881
6. Wurno	94	35	9	8551	899	977	1450	1629
Total	514	210	62	37458	6617	7155	10564	11376

Source: Data from GEP3-CTP PIU EMIS, Sokoto State

Annex C. Household (Caregivers) Questionnaire


| for every child



GEP3-CTP IMPACT EVALUATION IN NIGER AND SOKOTO STATES HOUSEHOLD (CAREGIVERS) QUESTIONNAIRE

The Girls' Education Project Phase 3 (GEP3) Cash Transfer Programme (CTP) in Niger and Sokoto States promotes increased girls' enrolment and attendance in selected schools in Niger and Sokoto States. This questionnaire is aimed at eliciting data/information on the current status of the households (caregivers) in order to generate data for the impact evaluation of GEP3-CTP. Data/information obtained through this questionnaire would be kept confidential and used only for research purposes.

INSTRUCTIONS

1. The target respondents for this questionnaire are the caregivers (or procurators in the absence of a caregiver in the household) in CTP targeted school catchment areas.
2. Only one questionnaire may be administered to a caregiver or procurator.
3. Only one questionnaire may be administered in a household.
4. For each question with options, please tick the appropriate option(s) that fit the respondent's answer(s).

Section A: Identification

Name of Interviewer:	Interviewer ID No.:
Name of Supervisor:	Household ID No.:
Name of Community/Village:	Date of interview:
1. State:	2. LGA:
3. Name of caregiver or procurator (optional):	
4. Category of household (Caregiver): Benefiting <input type="checkbox"/> Not benefiting <input type="checkbox"/>	
5. Are you the biological parent of the CTP beneficiary in your household? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Section B: Relevance of CTP (Household Demographic Characteristics)

1. Sex of respondent: Male <input type="checkbox"/>		Female <input type="checkbox"/>
2. Age of respondent in years:		
3. Marital status of respondent:		
1. Married	<input type="checkbox"/>	
2. Single	<input type="checkbox"/>	
3. Divorced/separated	<input type="checkbox"/>	
4. Widow/widower	<input type="checkbox"/>	
4a. Number of years of formal education..... (Full years)		
4b. Level of education (Tick the highest level of education)		
1. No formal education	<input type="checkbox"/>	
2. Only quranic education	<input type="checkbox"/>	
3. Primary education not completed	<input type="checkbox"/>	
4. Primary education completed	<input type="checkbox"/>	
5. Secondary education completed	<input type="checkbox"/>	
6. Secondary education not completed	<input type="checkbox"/>	
7. Tertiary education completed	<input type="checkbox"/>	
8. Tertiary education not completed	<input type="checkbox"/>	
5. Occupation		
1. Farming	<input type="checkbox"/>	
2. Animal husbandry	<input type="checkbox"/>	
3. Petty trading	<input type="checkbox"/>	
4. Artisan	<input type="checkbox"/>	
5. Housewife	<input type="checkbox"/>	
6. Others (specify):		
6. Household size	No of family members:	Total no. of children:

7. Please complete the following information on household members

S/N	Variables	Below 3yrs		3-5yrs		6-11yrs		12-14yrs		15-18yrs		Above 18yrs	
		M	F	M	F	M	F	M	F	M	F	M	F

- 1 Total No.
- 2 No. in school

8. Please complete the following table on number of children in your household with access to education before CT intervention in 2014 and during the intervention?

2013/2014 (before CTP)	2015/2016
-------------------------------	------------------

Girls

Boys

Section C: Impact and Effectiveness of CTP (Household Income, Expenditure and Consumption Pattern)

1. What was your estimated average weekly income before CTP in 2014 and during the CTP?

2014 (Before CTP) ₦

2015/2016 ₦

2. Which of the following was the main source of your income before CTP in 2014 and during the CTP? (Tick only one option for each year)

Source of income	2014 (Before CTP)	2015/2016
Farming	<input type="checkbox"/>	<input type="checkbox"/>
Petty trading	<input type="checkbox"/>	<input type="checkbox"/>
Civil service pension	<input type="checkbox"/>	<input type="checkbox"/>
Artisan	<input type="checkbox"/>	<input type="checkbox"/>
GEP3-CTP	<input type="checkbox"/>	<input type="checkbox"/>
Others (Specify)	_____	

3. Which of the following is the most important item on which you spend your income before CTP in 2014 and during the CTP? (Tick only one option for each year)

Expenditure item	2014 (Before CTP)	2015/2016
Feeding	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>
Buy drug/medicine	<input type="checkbox"/>	<input type="checkbox"/>
Education of children	<input type="checkbox"/>	<input type="checkbox"/>
Farm inputs/animal feeds	<input type="checkbox"/>	<input type="checkbox"/>
Others (Specify) _____		

4a. What was your estimated average expenditure per term on your girls' schooling before CTP in 2014 and during the CTP?

2014 (Before CTP) ₦

2015/2016 ₦

4b. What was your estimated average expenditure per term on your boys' schooling before CTP in 2014 and during the CTP?

2014 (Before CTP) ₦

2015/2016 ₦

5. What was your estimated average weekly expenditure on food before CTP in 2014 and during the CTP?

2014 (Before CTP) ₦

2015/2016 ₦

6. What was your estimated average monthly expenditure on health before CTP in 2014 and during the CTP?

2014 (Before CTP) ₦

2015/2016 ₦

7. Has your receiving CTP money helped in improving the quality of feeding of your household?

Yes No Don't know

8. If yes, to what extent has your household food consumption pattern been influenced by the cash transfer to caregivers? (Tick only one option)

1. A very large extent	<input type="checkbox"/>
2. Large extent	<input type="checkbox"/>
3. A little extent	<input type="checkbox"/>
4. No influence	<input type="checkbox"/> -

9. Please complete the following consumption profile as applicable to your household before CT intervention in 2014 and during the intervention (Tick only the options best applicable to your household)

S/N	Consumption profile	2014 (Before CTP)	2015/2016
1	Consumption of one meal a day at home	<input type="checkbox"/>	<input type="checkbox"/>
2	Consumption of two meals per day	<input type="checkbox"/>	<input type="checkbox"/>
3	Consumption of three meals per day	<input type="checkbox"/>	<input type="checkbox"/>
4	My children eat animal protein once per day	<input type="checkbox"/>	<input type="checkbox"/>
5	My children eat animal protein three times in a week	<input type="checkbox"/>	<input type="checkbox"/>
6	My children eat animal protein once per week	<input type="checkbox"/>	<input type="checkbox"/>

10. How far from home was your girl(s)' school before and after the CTP intervention? (Tick only one option per row)

2014 (Before CTP)	a) 0-0.5 km <input type="checkbox"/>	b) 0.5-1.0 km <input type="checkbox"/>	c) More than 1 km <input type="checkbox"/>
2015/2016	a) 0-0.5 km <input type="checkbox"/>	b) 0.5-1.0 km <input type="checkbox"/>	c) More than 1 km <input type="checkbox"/>

Section D: Process and Sustainability of CTP

1. Did any member of your household receive the CTP money? Yes <input type="checkbox"/> No <input type="checkbox"/> (If no, go to question 5)
2. If yes to question 1, for how many girls did you receive the money?
3(a) If yes to question 1 above, how much did you receive from CTP? = _____
3(b) Does your spouse consult you in making decisions about household finance before you started receiving CTP money? Yes <input type="checkbox"/> No <input type="checkbox"/>
3(c) Does your spouse consult you in making important decisions after you started receiving CTP money? Yes <input type="checkbox"/> No <input type="checkbox"/>
3(d) Does the CTP money cause conflict between you and your husband? Yes <input type="checkbox"/> No <input type="checkbox"/>
4. What was the CTP money used for? (Tick all that apply) Buy school materials (books, pencils, biros, etc.) <input type="checkbox"/> Feeding in the house <input type="checkbox"/> Buy drug/medicine <input type="checkbox"/> Buy school shoe <input type="checkbox"/> Buy school uniforms <input type="checkbox"/> Buy cloths <input type="checkbox"/> Buy farm inputs <input type="checkbox"/> Invested in small business <input type="checkbox"/> Others (specify):
5. Are you satisfied with the CTP programme? Yes <input type="checkbox"/> No <input type="checkbox"/>
6. If yes, why? (Tick all that apply) The selection of beneficiaries of CTP was fair <input type="checkbox"/> My girl(s) have received CTP money <input type="checkbox"/> My girl(s) are better catered for through the CTP money <input type="checkbox"/> My girls' interest in schooling has improved <input type="checkbox"/> My girls' attendance in school has improved <input type="checkbox"/> Others (specify):

7. If no, why? (Tick all that apply)

The selection of beneficiaries of CTP was not fair

My girl(s) have not received CTP money despite being selected

My girl(s) missed one or more CTP money payment

The CTP money is inadequate to cater for my girls needs for schooling

My girls' interest in schooling has not improved in spite of the CTP

My boy(s) are discouraged from going to school because CTP did not include them

Others (specify):

8. Please complete the following information about your girls aged 6-15 years:

Period	No. enrolled and benefitted from CTP	No. enrolled but no CTP benefit	No. unable to enrol
2014/2015			
2015/2016			

9. Please complete the following information about your boys aged 6-15 years:

Period	No. newly enrolled in school	No. dropped out of school
2014/2015		
2015/2016		

10. How effective has the SBMC been in providing support for CTP implementation? (Tick only one option)

a) Very effective

b) Effective

c) Not effective

d) Don't know

11. How did you become aware of the CTP? (Tick all the option that apply)

a) Community sensitisation by SBMC members

b) School children

c) School teacher

d) Radio/Television programme

e) My husband

f) My neighbor

g) My friend

h) Specify if any other source(s)

12. How would you rate the effectiveness of the community sensitisation programme for the CTP? (tick only one option)

- a) Very effective
- b) Effective
- c) Not effective
- d) Don't know

11. Identify the three most important reasons why your girl(s) miss school (absent from school) before CTP intervention and during the intervention (Tick only one option for each year)

S/N	Reasons	2014 (before CTP)	2015/2016
1	Distance (school too far from home)	<input type="checkbox"/>	<input type="checkbox"/>
2	Parent could not afford the cost	<input type="checkbox"/>	<input type="checkbox"/>
3	Physically challenged (mental retardation, hearing impaired or visually impaired)	<input type="checkbox"/>	<input type="checkbox"/>
4	School does not have pre-primary section or ECD centre	<input type="checkbox"/>	<input type="checkbox"/>
5	Child has to hawk or sell or apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>
6	Migration of parents	<input type="checkbox"/>	<input type="checkbox"/>
7	Child has to work at home	<input type="checkbox"/>	<input type="checkbox"/>
8	Child has to look after cattle	<input type="checkbox"/>	<input type="checkbox"/>
9	Child is frequently sick	<input type="checkbox"/>	<input type="checkbox"/>
10	Parent prefer Quranic Education	<input type="checkbox"/>	<input type="checkbox"/>
11	No interest by parent	<input type="checkbox"/>	<input type="checkbox"/>
12	Issues of insecurity	<input type="checkbox"/>	<input type="checkbox"/>
13	Loss of one or both parents	<input type="checkbox"/>	<input type="checkbox"/>
14	Child does not like school	<input type="checkbox"/>	<input type="checkbox"/>
15	Parent prefer to send male child to school	<input type="checkbox"/>	<input type="checkbox"/>
16	Child got married	<input type="checkbox"/>	<input type="checkbox"/>
17	Female child is too old (more than 15 years old)	<input type="checkbox"/>	<input type="checkbox"/>
18	Others (Specify):	<input type="checkbox"/>	<input type="checkbox"/>

12. Identify the three most important reasons why your boy(s) miss school (absent from school) before CTP intervention and during the intervention (Tick only one option for each year)

S/N	Reasons	2014 (before CTP)	2015/2016
1	Distance (school too far from home)	<input type="checkbox"/>	<input type="checkbox"/>
2	Parent could not afford the cost	<input type="checkbox"/>	<input type="checkbox"/>
3	Physically challenged (mental retardation, hearing impaired or visually impaired)	<input type="checkbox"/>	<input type="checkbox"/>
4	School does not have pre-primary section or ECD centre	<input type="checkbox"/>	<input type="checkbox"/>
5	Child has to hawk or sell or apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>
6	Migration of parents	<input type="checkbox"/>	<input type="checkbox"/>
7	Child has to work at home	<input type="checkbox"/>	<input type="checkbox"/>
8	Child has to look after cattle	<input type="checkbox"/>	<input type="checkbox"/>
9	Child is frequently sick	<input type="checkbox"/>	<input type="checkbox"/>
10	Parent prefer Quranic Education	<input type="checkbox"/>	<input type="checkbox"/>
11	No interest by parent	<input type="checkbox"/>	<input type="checkbox"/>
12	Issues of insecurity	<input type="checkbox"/>	<input type="checkbox"/>
13	Loss of one or both parents	<input type="checkbox"/>	<input type="checkbox"/>
14	Child does not like school	<input type="checkbox"/>	<input type="checkbox"/>
15	Parent prefer to send female child to school	<input type="checkbox"/>	<input type="checkbox"/>
16	Others (Specify):		

13. How would you rate the value placed on girls' education by your family before CT intervention in 2014 and after CT (Tick only one option for each row)

	Very high value	High value	Undecided	Low value	Very low value
Before GEP3-CTP intervention in 2013/2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After GEP3-CTP intervention in 2014-2016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. To what extent has the CTP removed financial barriers preventing your girls' enrolment, attendance and completion at school? (Tick only one option)

1. A very large extent	<input type="checkbox"/>
2. Large extent	<input type="checkbox"/>
3. A little extent	<input type="checkbox"/>
4. No influence	<input type="checkbox"/>


15. To what extent has the decision to send your girl to school been influenced by the CTP? (Tick only one option)


1. A very large extent	<input type="checkbox"/>
2. Large extent	<input type="checkbox"/>
3. A little extent	<input type="checkbox"/>
4. No influence	<input type="checkbox"/>

16. To what extent has the decision to send your girl to school been influenced by the CTP sensitisation efforts in your community? (Tick only one option)

1. A very large extent	<input type="checkbox"/>
2. Large extent	<input type="checkbox"/>
3. A little extent	<input type="checkbox"/>
4. No influence	<input type="checkbox"/>

Annex D. School Questionnaire


| for every child



GEP3-CTP IMPACT EVALUATION IN NIGER AND SOKOTO STATES SCHOOL QUESTIONNAIRE

The Girls' Education Project Phase 3 (GEP3) Cash Transfer Programme (CTP) in Niger and Sokoto States promotes increased girls' enrolment and attendance in selected schools in Niger and Sokoto States. This questionnaire is aimed at eliciting data/information on the current status of SCHOOLS with respect to student enrolment and attendance, school facilities and personnel in order to generate data for the impact evaluation of GEP3-CTP. Data/information obtained through this questionnaire would be kept confidential and used only for research purposes.

INSTRUCTIONS

1. The target respondents for this questionnaire are the head teachers of GEP3-CTP schools and schools in the GEP3-CTP local government areas as control.
2. Only one questionnaire may be administered to a head teacher.
3. For each question with options, please tick the appropriate option(s) that fit the respondent's answer(s).

Section A: Identification

Name of Interviewer:	Interviewer ID No.:
Name of Supervisor:	School ID No.:
Name of Community/Village:	Date of interview:
1. State:	2. LGA:
2. Name of head teacher (optional):	
3. Name of school:	
4. Category of School Benefiting <input type="checkbox"/> Not benefiting <input type="checkbox"/>	
5. Type of School: Primary School <input type="checkbox"/> JSS <input type="checkbox"/> Both <input type="checkbox"/>	
6. Sex of respondent: Male <input type="checkbox"/> Female <input type="checkbox"/>	
7. Age of respondent in years:	

Section B: School Characteristics

1. When was your school established? _____
2. How long have you been in this school as a head teacher? _____ Full years
3. How long have you been in this school as a teacher? _____ Full years
4. Please complete the table below on the number of teachers in your school before GEP3-CTP intervention and after intervention

S/N	2014 (before CTP)	2015/2016
1	Total number of teachers in in the school	
2	Number of Male Teachers in the school	
3	Number of Female Teachers in the school	

Section C: Impact, Effectiveness and process of CTP

1. Are you aware of the GEP3 Cash Transfer Programme (GEP3 - CTP)? Yes No
2. If yes to question 1, when did GEP -CTP start in your school?
3. Was the CTP implemented for your school as planned? Yes No
4. If no, what is the difference between the planned activities and the implemented activities?
.....
.....
.....
5. Has the CTP led to increased enrolment of girls in your school? Yes No
6. If yes to question 5 above, is your school able to cope with the increased demand for teaching more pupils? Yes No
7. If yes to question 5, has the school infrastructure been able to cope with the increase in school attendance since the inception of the CTP? Yes No
8. If yes, to what extent has the school infrastructure been able to cope?
Very well Fairly Struggling to cope (overstretched)
9. Please complete the table below on the state of infrastructure in your school before GEP3-CTP intervention and after intervention

Infrastructure type	2014 (before CTP)	2015/2016
No. of classrooms		
No. of classrooms with good blackboards		
No. of classrooms with damaged roofs/ceilings		
No. of pupils' desks		
No. of pupils' chairs		
No. of teachers' tables		
No. of teachers' chairs		
No. of water pots/drums for pupils		
No. of wash -hand basins		
No of toilets for teachers		
No of toilets for pupils		

10. Has the SBMC been supportive to the implementation of the CTP in your school?

Yes No

11. If yes, how has the SBMC been supportive? (Tick all that apply)

Carry out sensitisation of CTP in the community <input type="checkbox"/>
Help organise payment of CTP money <input type="checkbox"/>
Renovate classroom(s) <input type="checkbox"/>
Provide money on regular basis for school maintenance <input type="checkbox"/>
Hire additional teacher(s) <input type="checkbox"/>
Provide pupils' desks <input type="checkbox"/>
Provide pupils' chairs <input type="checkbox"/>
Provide school uniforms <input type="checkbox"/>
Provide teachers' tables <input type="checkbox"/>
Provide teachers' chairs <input type="checkbox"/>
Provide water pots/drums <input type="checkbox"/>
Provide wash-hand basins <input type="checkbox"/>
Build toilet(s) <input type="checkbox"/>
Provide teaching/learning aids <input type="checkbox"/>
Others(specify):

12. Is the SBMC involved in the maintenance of the school infrastructure? Yes No

13. If yes, since when has the SBMC been involved in the maintenance of school infrastructure?

Before CTP After the start of CTP Don't know

14. If before CTP, did you notice any improvement in the SBMC's involvement in the maintenance of school infrastructure during the implementation of CTP? Yes No

15. Do you think the CTP has helped in reducing inequities between households in terms of access to education for the girl child? Yes No Don't know

16. How effective has the CTP payment system been in providing the cash transfer on time?

Never on time

Occasionally on time

Sometimes on time

Mostly on time

17. How effective has the CTP payment system been in providing the cash transfer to the correct recipient?

- Not effective
- Effective but with much errors/complaint
- Effective with only a few errors/complain
- Very effective

18. Are there any intervening event(s) that have affected the implementation and outcomes of CTP in your school? Yes No

19. If yes, please mention the event(s):

.....

.....

.....

.....

.....

20. What, if any, are the other unintended (positive and negative) impacts of the CTP?

.....

.....

.....

.....

.....

Section D: Relevance and Sustainability of CTP

1. Please state the forms and areas the government have supported your school before CTP intervention and after the intervention.

S/N	Form of supports	2014 (before CTP)	2015/2016
1	Number of additional teachers posted to the school		
2	School repairs - Indicate Yes or No		
3	Monthly financial support for school maintenance (₦)		
4	Number of new classrooms		
5	Number of additional chairs provided		
6	Number of additional tables provided		
7	Provision of school uniforms – Indicate Yes or No		
8	Improved sanitation (dug well or borehole) - Indicate Yes or No		
9	Improved sanitation (Build more toilets) - Indicate Yes or No		

2. How often were you visited by CTP officials during the implementation of CTP? (Tick only one option)

- Never visited
 Only once per session
 Twice per session
 Only during CTP money payment
 Once in a term

3. Should the CTP or a variant of it be scaled up to a state level? Yes No

4. Please provide the data on pupils' enrolment in your school from 2014 to 2016

Class	2013/2014		2015/2016	
	No of boys	No of girls	No of boys	No of girls
Early Child Care Development Centre (ECDC)				
Primary 1				
Primary 2				
Primary 3				
Primary 4				
Primary 5				
Primary 6				
Total				

5. Please provide the data on pupils' attendance (average class attendance per session) in your school from 2014 to 2016

Class	2013/2014		2015/2016	
	No of boys	No of girls	No of boys	No of girls
Early Child Care Development Centre (ECDC)				
Primary 1				
Primary 2				
Primary 3				
Primary 4				
Primary 5				
Primary 6				

6. Please provide the data on teachers' employed in your school from 2014 to 2016

Class	2013/2014		2015/2016	
	Male	Female	Male	Female
Early Child Care Development Centre (ECDC)				
Primary 1				
Primary 2				
Primary 3				
Primary 4				
Primary 5				
Primary 6				
Total				

Annex E. Focus Group Discussion (FGD) Protocol



GEP3-CTP IMPACT EVALUATION IN NIGER AND SOKOTO STATES CAREGIVERS' FOCUS GROUP DISCUSSION PROTOCOL

The Girls' Education Project Phase 3 (GEP3) Cash Transfer Programme (CTP) in Niger and Sokoto States promotes increased girls' enrolment and attendance in selected schools in Niger and Sokoto States. This FGD protocol contains questions aimed at eliciting data/information on the current status of the households (caregivers) in order to generate data for the impact evaluation of GEP3-CTP. Data/information obtained through this FGD would be kept confidential and used only for research purposes.

INSTRUCTIONS

1. The target participants are the caregivers (or procurators in the absence of a caregiver in the household) in CTP targeted school catchment areas.
2. Eight to twelve caregivers are expected to participate in each FGD.
3. The consultant managing the FGD would be assisted by a supervisor with fluent knowledge of the local language.

- A. Was the CTP implemented as planned in your community?
How has the cash transfer programme impacted on girl child school enrolment, attendance and completion in your community?
If there were increased enrolments, were schools able to cope?
How has the cash transfer affected your household's expenditure/consumption/welfare since 2014?
What are the positive and negative effects of the transfer on the community, and family dynamics with regard to control of resources?
Does the CTP money cause problem between husband and wife/wives? If yes, how?
How has the sensitization/campaign for CTP affected decision on sending girls' to school in your community?
Did CTP reduce inequality between households in terms of access to education for the girl child?
What, if any, are the other unintended (positive and negative) impacts of the CTP?
What are the key differences in impact between the communities receiving CTP benefits, and those not receiving?
Were there any significant changes in the CTP over time in the state? If yes, what are the changes?
Is the CTP intervention appropriate in terms of design and delivery approach, given the contextual realities in your state?
Should the programme or a variant of it be scaled up at the state level?
If the programme is to be scaled up, which aspects of the operation must be modified and strengthened for it to operate more effectively? Which aspects of the programme should remain the same?

Annex F. In-depth Interview (IDI) Protocol



GEP3-CTP IMPACT EVALUATION IN NIGER AND SOKOTO STATES IN-DEPTH INTERVIEW PROTOCOL FOR CTP MANAGERS AT THE STATE AND LGA LEVELS

The Girls' Education Project Phase 3 (GEP3) Cash Transfer Programme (CTP) in Niger and Sokoto States promotes increased girls' enrolment and attendance in selected schools in Niger and Sokoto States. This In-depth Interview (IDI) protocol contains questions aimed at eliciting data/information from CTP managers at the state, LGA and school levels in order to generate data for the impact evaluation of GEP3-CTP. Data/information obtained through this IDI would be kept confidential and used only for research purposes.

INSTRUCTIONS

1. The target participants are CTP managers in CTP targeted school catchment areas.
2. Seven key informants will be interviewed in each state. These are: the state project coordinator; the PIU Coordinator; Director of school services at SUBEB; two education secretaries from two LGAs; and two head teachers from two LGAs.
3. The consultant supervising the fieldwork in each state would conduct the IDIs.

A. Impact and effectiveness

- A. What are the positive and negative effects of the GEP3-CTP on the community and family dynamics with regard to control of resources?
- B. Did the CTP lead to an increase in girls' enrolment?
- C. Where schools able to cope with the increased demand?
- D. Did CTP reduce inequities between households in terms of access to education for the girl child?
- E. What, if any, are the other unintended (positive and negative) impacts of the CTP?
- F. What are the key differences in impact between the communities receiving non-conditional benefits and those not receiving any benefits?
- G. How effective has the payment system been in providing the CT on time, and to the correct recipient?
- H. How have information management systems and monitoring processes supported effective delivery of the CTP?

B. Process

- A. Was the CTP implemented as planned in all sites?
Were the expected output actually produced?
What process was used to design and implement the programme?
Were programme operations actually carried out? Were there any significant changes in the CTP over time?

Were there any intervening events that may have affected implementation and outcomes?

C. Efficiency

- A. Is the programme cost-effective? Does the impact justify the cost of the programme?
- B. What is the cost effectiveness of the CTP?

D. Relevance

- A. Is the CTP coherent with the broader policy environment at state and federal levels?
- B. How does it relate to other interventions, e.g., on supply side, improvements in the education sector, including interventions delivered as part of GEP3, and interventions delivered by others?
- C. Are the needs and priorities of targeted beneficiaries/local partners consistent with the CTP objectives and deliverables?
- D. Is the CTP intervention appropriate in terms of design and delivery approach, given the contextual realities in the state?

E. Sustainability

- A. Is there sufficient government capacity to implement and monitor the government programme?
- B. Should the programme or a variant of it be scaled up at the state level?
- C. If the programme is to be scaled up, which aspects of the operation must be modified and strengthened for it to operate effectively at the state level? Which aspects of the programme should remain the same?

Annex G. List of Key Informants Interviewed in Niger and Sokoto States

NIGER STATE

S/N	First Name	Last Name	Title	Organization / place of resident	Unit	Date and time of Interview	Venue
1	Idris Arzika	Adamu	Coordinator	UNICEF	PIU	03/03/2017 (2.30 - 4.30)	SUBEB office, Old State Govt Secretariat, Minna
2	Yaya	Daka	SBMC Chairman, central Primary school Guni	Guni Community, Munya LGA	SBMC	6/03/2017 (11-12am)	SUBEB, Old State Govt Secretariat, Minna
3	Usman	Abdul	Education Secretary	State MOE, Munya LGA	MOE, Munya LGA	6/03/2017 (12-1pm)	SUBEB, Old State Govt Secretariat, Minna
4	Lucky	Obasi	Head teacher U.B.E Budurwai Primary School	Munya LGA	Primary School	6/03/2017 (10-11am)	SUBEB, Old State Govt Secretariat, Minna
5	Sanni	Mamud	Director, School services	SUBEB	Director's office, SUBEB	6/03/2017 (2.30-3.30pm)	SUBEB office, Old State Govt Secretariat, Minna
6	Nagwamatse	Ibrahim	State Projects Coordinator	UNICEF	UNICEF - Office	06/03/2017 (4pm-5pm)	Ministry of Edu. Sci and Tech. , Minna
7	Elizabeth	Obaba	Education Specialist	UNICEF	UNICEF	07/03/2017 (9.45-10.45am)	Telephone Interview at the Haske Hotel, Minna
8	Usman	Badeggi	SBMC Chairman, Sanfadako Community	Gbako LGA	SBMC	7/03/2017 (12am-1pm)	SUBEB, Old State Govt Secretariat, Minna
9	Mohammed. N.	Nyan	Head teacher, Sanfadako primary school, Gbako LGA	MOE, S & T	Primary School	7/03/2017 (11am 12pm)	SUBEB, Old State Govt Secretariat, Minna
10	Gimba A.	Ibrahim	ES	Gbako LGA	MOE, Gbako LGA	7/03/2017 (1pm-2pm)	SUBEB, Old State Govt Secretariat, Minna
11	Alhasan, B.	Mohammed	SUBEB Chairman	SUBEB	SUBEB	7/03/2017 (2.30pm-4.30pm)	SUBEB office, Old State Govt Secretariat, Minna
12	Fatima	Madugu	Honourable Commissioner for Education, Science & Technology	Ministry of Education, Science and Technology	Commissioner's office, Min. of Edu. Sci. and Tech.	8/3/2017 (4pm- 5pm)	Ministry of Education, Science & Technology, Minna

SOKOTO STATE

	First Name	Last Name	Title	Organization / place of resident	Unit	Date and time of Interview	Venue
1	Yahaya	Maiyama	SPC	Sokoto State Ministry of Basic and Secondary Education	Basic and Secondary Education	22/02/2017 2.30 - 4.30pm	Block 18, Shehu Kangiwa Secretariat Complex, Sokoto
2	Muhammad Jabbi	Kilgari	Honourable Commissioner	Sokoto State Ministry of Basic and Secondary Education	Basic and Secondary Education	31/10/2016	Block 18, Shehu Kangiwa Secretariat Complex, Sokoto North, Sokoto
3	Farouk	Katune	Deputy Director, School services	SUBEB	Director's office, SUBEB	22/02/2017 10.42-11.30 am	SUBEB office, Adik Aliasu Street Yabo Sokoto state
4	Abdulahi	Abubakar	Acting Education Secretary Kebbe	LGEA, Kebbe	LGEA	2302/2017 10am-11am	LGEA, Kebbe
5	Mohammed Sani	Usman	Education Secretary Binji	LGEA, Binji	LGEA	2302/2017 12pm-1pm	LGEA, Kebbe
6	YAU	LABBO	Head Teacher	Kebbe	MOE, Kebbe LGA	23/02/2017 2pm-3pm	NIZZAMAYYA Primary School Kebbe
7	Aminu	Jubrin	Head Teacher	Bodinga	MOE, Bodinga LGA	24.02/2017	Masagari Primary School, Bodinga
8	Tukur	Labbo Ybo	UNICEF Education Officer	UNICEF	Education	25/02/2017 1pm-3pm	UNICEF Field Office Sokoto
9	Mamuda	Galadima	Head PIU	Sokoto State Ministry of Basic and Secondary Education	PIU	25/02/2017 (4pm-6pm)	Block 18, Shehu Kangiwa Secretariat Complex, Sokoto North, Sokoto
10	Alhaji Ibrahim	Hakimi Maikuki	SBMC Chairman	Binji LGA	SBMC	27/02/2017 11am-12noon	Binji LGEA office
11	Alhaji Magaji	Bala	SBMC Chairman	Bondiga LGA	SBMC	27/02/2017 12pm-1pm	Mazan Gari Primary School

Annex H. The Empirical Model Specification for the Impact Evaluation

As mentioned in Section 4.4.1, the specification of the empirical model for the IE follows the study of Asfaw et al (2012) which evaluated the productive impact of cash transfer programmes on household (caregivers) behaviour. Accordingly, let D_i denote a dummy variable equal to 1 if a school has girls benefitting from GEP3-CTP, equal to 0 if a school does not have a girl benefitting from the intervention. Similarly, let Y_i denote an outcome of interest such that potential outcomes are defined as $Y_i(D_i)$ for every school. One of these potential outcomes would be defined as effectiveness of CTP. The treatment effect of the GEP3-CTP for school i , τ_i , is then the change in the outcome measure facilitated by the CTP (Equation 1):

$$\tau_i = Y_i(1) - Y_i(0) \dots \dots \dots (1)$$

According to equation (1) only one outcome is observable, either a school has girls benefitting from GEP3-CTP or it does not, leaving the counterfactual component in equation (1) unknown. This implies that the effective analysis of impact evaluation of the GEP3-CTP is conditional on the ability to identify a suitable counterfactual sample. As explained by Asfaw et al (2012), this has two implications: first, the success of any impact evaluation relies on identifying a suitable counterfactual sample; and second, it is not possible to measure unit-specific treatment effects, but rather Average Treatment Effects (ATEs) incorporating information from the counterfactual. Assuming a Randomized Control Trial (RCT) in the research design, the ATE of the CTP can be identified simply as the mean difference in outcomes between the two groups (Equation 2):

$$E(\tau) = ATE = E[Y(1)] - E[Y(0)] \dots \dots \dots (2)$$

A large number of ATEs can therefore be estimated. Also, the Average Treatment Effect on the Treated (ATT), which measures the average impact of the GEP3-CTP on schools can also be determined as equation 3:

$$ATT = E[\tau | D=1] = E[(Y(1) | D=1) - E[Y(0) | D=1]] \dots \dots \dots (3)$$

Since the counterfactual mean for those being treated is not observed, the choice of a proper substitute to estimate the ATT is essential. In an experimental setting the ATE equals the ATT. However, in a non-experimental setting they usually differ, and in addition using the mean outcome of untreated schools, $E[Y(0) | D=0]$, runs the risk of comparing unrelated issues if factors that determine the participation decision also influence the outcome variable of interest (i.e., if there is selection bias). Nevertheless, the validity of experimental estimators relies on the assumption that the control group units are not affected by the CTP. This assumption is the so-called Stable Unit Treatment Value Assumption (SUTVA).

A similar analysis as described in equations 1 to 3 for schools in the foregoing would be carried out for the caregivers. For the caregivers' analysis, D_i would denote a dummy variable equal to 1 if a caregiver has girl(s) benefitting from GEP3-CTP, equal to 0 if a caregiver does not receive the intervention. Y_i would denote an outcome of interest such that potential outcomes are defined as $Y_i(D_i)$ for every caregiver.

As earlier indicated in section 4.1, the Propensity Score Matching (PSM) is used in this study for the empirical analysis described above because the PSM is appropriate for data from quasi-experimental designs or non-experimental settings. In addition, the Difference-in-Difference (DD) estimator is used to compliment the PSM in order to address the problem of selection on unobservable characteristics.

Based on the research design and the analytical framework for this study, Annex G presents the evaluation matrix showing the indicators (variables) for assessing the evaluation questions under the five impact criteria, type of data, data sources, and the analytical technique(s) for addressing each of the evaluation questions.

Propensity score matching

One of the most commonly used quasi-experimental methods is propensity score matching (PSM). Propensity score is defined as the conditional probability of receiving a treatment given a multi-dimensional vector of pre-treatment attributes. Propensity score methods attempt to simulate the conditions of an experiment in which recipients and non-recipients are randomly assigned, allowing for the identification of a causal link between treatment and outcome variables. Propensity score matching (PSM) identifies a group with the same observable characteristics (e.g., age, sex, years of education, income, marital status, location, household size, etc.) as those participating in the programme/project. It does this by estimating a statistical model of the probability of participating (propensity to participate) using a regression model with participation as the zero-one dependent variable, and a set of observable characteristics, which must be unaffected by the intervention, as the explanatory variables. The coefficients are used to calculate a propensity score, and participants matched with non-participants based on having similar propensity scores.

Two common sources of bias are programme placement or targeting bias, in which the location of target population of the programme is not random (CTP is targeted to the poor and vulnerable so that wealthier groups do not have an equal chance of participating); and self-selection bias, in which households choose whether or not to participate, and thus may be different in their experiences, endowments and abilities. The most accepted method to address these problems is to use an experimental approach to construct an estimate of the counterfactual situation by randomly assigning households to treatment (beneficiary) and control (non-beneficiary) groups (Smith and Todd, 2005). As already indicated, this is not feasible in the present study, since programme placement and participation decisions were already made prior to design of the study, and are unlikely to have been random.

The propensity score is defined as the conditional probability of receiving a treatment given pre-treatment characteristics (Rosenbaum and Rubin, 1983). The propensity scores were computed using binary logit regression models given as:

$$P(X) = \Pr\{D=1/X\} = E\{D/X\} \dots \dots \dots (4)$$

where, P

D = {0, 1} is the indicator of exposure to treatment characteristics (dependent variable)

That is, D=1, if exposed to treatment/CTP beneficiary and D=0 if not exposed to treatment/CTP non beneficiary.

X is the multidimensional vector of observed characteristics.

For the household (caregiver) analysis, the observed characteristics used include: Household characteristics¹ - age of caregiver/procurator (X₁); Marital status of caregiver/procurator (X₂); Years of

⁵³Sex was dropped due to collinearity as all caregivers were female

education of caregiver/procurator (X_3); Occupation of caregiver/procurator (X_4); Household size (X_5)
Community characteristics- Distance from home to school before CTP intervention (X_6) Distance from home to school after CTP intervention (X_7).

For the school survey analysis, the observed characteristics used include: Sex of head teacher (X_1) Age of head teacher (X_2); Year of school establishment (X_3); Number of years of being a head teacher (X_4); Number of years of being a teacher in the school (X_5) Number of teachers in the school before CTP intervention (X_6) Number of teachers in the school after CTP intervention (X_7).

After the propensity score is estimated, the kernel matching method was used to match. Kernel matching uses weighted averages of all individuals in the control group to construct the counterfactual outcome. One major advantage of this approach is the lower variance which is achieved because more information is used. It is also important to state that the advantage of using a weighted average as opposed to the nearest neighbour method is that it improves the efficiency of the estimator (Smith and Todd 2004).

Assessing the quality of the match

The quality of the match was assessed by checking the common support between treatment and non-treatment using the minima and maxima criterion. All observations whose propensity score (PS) is smaller than the minimum and larger than the maximum in the comparison group were deleted and not used in the analysis (the range between minima PS of the treated and maxima PS of the non- treated). Observations which lie outside the region was discarded (dropped) from the analysis. Imposing the common support condition in the estimation improves the quality of the match.

Further testing of the comparability of the selected groups was done using a “balancing test” (Dehejia and Wahba, 2002), which tests for statistically significant differences in the means of the explanatory variables used in the logit models between the matched groups of CTP participants and non-participants. This test showed statistically insignificant differences in observable characteristics between the matched groups (but not between the unmatched samples), supporting the fact that the PSM is assuring comparability of the comparison groups (at least in terms of observable characteristics).

However, the PSM is subject to the problem of “selection on unobservable”, that is the treatment and control groups may differ in unobservable characteristics, even though they are matched in terms of observable characteristics. Therefore, the Double Difference (DD) estimator was used to compliment Propensity Score Matching (PSM) in order to address the problem of selection on unobservables. The DD estimator compares changes in outcome measures (i.e., changes from before and after the programme) between programme participants and non-participants. The advantage of this is that it nets out the effect on outcome indicator (Ravallion, 2005).

Difference in Difference (DD) estimator

Explicit exploration of Difference in difference estimator is presented as follows:

$$\text{Difference in Difference Estimator} = E(Y_{p_1} - Y_{p_0}) - (Y_{np_1} - Y_{np_0}) \dots \dots \dots (5)$$

Where, Y_{p_1} = outcome of beneficiary after project; Y_{p_0} = outcome of beneficiary before project Y_{np_1} = outcome of non-beneficiary after project; Y_{np_0} = outcome of non-beneficiary before project and E = expected value.

Estimating the impact

After a good quality match was obtained, the matched sample was used to compute the Average Treatment Effect for the Treated (ATT) to determine impact of the project. This is defined by Rosenbaum and Rubin (1983) as follows:

$$E(Y^1 - Y^0 / D=1) = E(Y^1 / D=1) - E(Y^0 / D=1) \dots\dots\dots(6)$$

where, $E(Y^1 / D=1)$ is the observed outcome of the treated, while participating in the programme and $E(Y^0 / D=1)$ is the counterfactual outcome - the expected outcome they would have received if they had not participated in the programme. The counterfactual outcome here represents outcome of the non-beneficiaries since they have similar characteristics with beneficiaries. Standard errors were computed using bootstrapping method suggested by Lechner and Smith (2002) to generate robust standard errors in light of the fact that the matching procedure matches control households to treatment households 'with replacement'.

Annex I. Evaluation Matrix

Evaluation Questions- Impact and effectiveness	Indicator(s)	Type of data	Data Sources	Analytical Techniques
1. What is the impact of the cash transfer on poor household's consumption/welfare?	<ol style="list-style-type: none"> 1. Household average weekly income before CTP and after 2. Household main sources of income before and after CTP 3 Items income was used for before CTP and after 4. Change in food quality after CTP 5. Household perception on extent change in food consumption pattern after CTP 6. Household consumption profile before CTP and after CTP 	Data on household and community characteristics: Caregiver's age, occupation, sex, years of formal education, household size; no of benefitting girl child, no of time CPT money was received; Expenditure on food, education, health (outcome variables); sources of income.	Household Questionnaire section B, No 1- 4a; Section C, No. 1,-6, 9 Section D nos. 2,	<ol style="list-style-type: none"> 1. Propensity Matching Score (PSM) and Difference in Difference (DD) Estimator to compute the Average Treatment Effect for the Treated (ATT) 2 Household Perception index
2. How has household expenditure changed and to what extent has this been influenced by providing the cash to women?	<ol style="list-style-type: none"> 1. Household expenditure on food per week before and after CTP 2. Household expenditure on children education per term before and after CTP 	Data on household and community characteristics: Caregiver's age, occupation, sex, years of formal education, household size (the independent variables in the PSM) ; no of benefitting girl child, no of time CPT money was received; Expenditure on food, education, health (outcome variables); sources of income.	Household Questionnaire section B, No 1- 4a; Section C, No. 1-2, 4-6, 8 &9; Section D, No 2,	<ol style="list-style-type: none"> 1. Descriptive statistics; 2. PSM and DD to compute the Average Treatment Effect for the Treated (ATT)
3. To what extent has the CTP removed financial barriers preventing girls' enrolment and attendance at school?	<ol style="list-style-type: none"> 1.No. of girl child enrolment before CTP and after 2. No. of girl child attendance before CTP and after 3. Household expenditure girls' education per term 	School enrolment data; Caregivers' expenditure on girls' education	Household Questionnaire section B, Nos 7- 8; section C, No. 4a, Section D, Nos. 8, , 16; School Questionnaire Section C, No.5, Section D, Nos 4 and 5	<ol style="list-style-type: none"> 1. Descriptive statistics such as frequency table, percentages, cross tabulation 2. DD Estimator

<p>4. What are the positive and negative effects of the GEP3- CTP on the community and family dynamics with regard to control of resources?</p>	<p>1. No. of girl child enrolled before CTP and after 2. House household expenditure on girls'/boys' education per term before and after 3.No of caregivers involved in decision making before and after CTP intervention 4. No. of conflicts among households before and after intervention</p>	<p>Girls and boys enrolment in schools; household income; household expenditure on food, education, health (Outcome variables)</p>	<p>Household Questionnaire Section B, No 8; Sections C, Nos 1 & 2, 4-6; Section D, Nos 3b,3c and 3d, and 8 FGD Nos, 4, 5; and Programme managers IDI Section A, Nos. 1 &5</p>	<p>Difference in Difference Estimator; Descriptive statistics Qualitative analysis</p>
<p>5. To what extent does decision on sending girls to school have been influenced by (i) sensitization and (ii) cash transfer?</p>	<p>1. Respondents' perceptions of the level of sensitization. 2. Amount of cash transfer received by the respondents</p>	<p>Caregivers' perception of sensitisation; Amount of CTP money received</p>	<p>Household questionnaire Section D nos. 3a, 12, 18; Caregivers FGD No. 7 , CTP payment report</p>	<p>Descriptive statistics such as frequency table, charts, Cross tabulation</p>
<p>6. Did the CTP lead to an increase in girls' enrolment?</p>	<p>No. of girl child enrolment before and after CTP</p>	<p>Girls' enrolment data</p>	<p>Household questionnaire, Section B, No 8 Section D, No 8; School Questionnaire section C, No. 5, Section D, Nos.4, and 5, Caregivers FGD No. 2 and Programme managers IDI Section A, no. 2</p>	<p>1. Difference in Difference Estimator; 2. Correlation analysis</p>
<p>7. Were schools able to cope with the increased demand?</p>	<p>1.No. of classrooms before and after 2. No. of chairs' before and after 3. No. of teachers before and after</p>	<p>Data on school infrastructure; School personnel data; Pupils' enrolment data</p>	<p>School Questionnaire Section B, No.4, Section C nos 6-9; Section D nos 4 & 9 ; Caregivers FGD No. 3 and Programme managers IDI section A, no. 3</p>	<p>Descriptive statistics such as frequency table, charts, Cross tabulation</p>

<p>8. Did CTP reduce inequities between households in terms of access to education for the girl child?</p>	<p>1. Differences between no. of male and female child enrolment before and after 2. Number of pupils attendance by gender before and after CTP 3. Household expenditure on education by gender</p>	<p>Data on total number pupils enrolment by gender, school attendance by gender, teachers by gender, household expenditure on education by gender</p>	<p>Household questionnaire Section B, No.8, Section C nos 4a & b, Section D, Nos. 8 & 9; School Questionnaire section D, nos 4- 6 ; Caregivers FGD No. 8 and Programme managers IDI Section A No. 4</p>	<p>Descriptive statistics such as frequency table, graphs, charts, Cross tabulation, Gini coefficient</p>
<p>9. What, if any, are the other unintended (positive and negative) impacts of the CTP?</p>	<p>1.No. of girl child enrolment before and after CTP 2. House household expenditure on children education per term before and after 3.No of caregivers involved in decision making in the households before and after intervention 4. No. of conflict among households before and after intervention 5. No. of caregivers involved in income generating activity before and after intervention.</p>	<p>Girls and boys enrolment in schools; household income; household expenditure on food, education, health</p>	<p>Household questionnaire, Section B, No 8 , Section C, Nos 1 &2, 4a, 5 - 6; Section D, Nos 3b,3c and 3d and 8; School Questionnaire section C no 20, section D no 4; Caregivers FGD No. 9 and Programme managers IDI Section A No. 5</p>	<p>DD estimator to check for the spill-over effect and the treatment effect</p>
<p>10. What are the key differences in impact between the communities receiving non-conditional benefits and those not receiving any benefit?</p>	<p>1.Household expenditure on food per week 2.Household expenditure on children education per term before and after 3. no of girl child enrolment before and after</p>	<p>Expenditure on children education; household income; girl child enrolment</p>	<p>Household questionnaire, Section C Nos 1 4; School Questionnaire Section D, No.4, Caregivers FGD No. 10 and Programme managers IDI Section A, No. 6</p>	<p>PSM and DD estimator to compute the Average Treatment Effect for the Treated (ATT)</p>

<p>11. To what extent has the CTP reached the intended target beneficiaries?</p>	<p>1.No of CTP beneficiaries target and the actual number benefited 2. No. of girl enrolment before CTP and after</p>	<p>Data on CTP girls beneficiaries , number of girl child enrolment</p>	<p>Household questionnaire Section B no. 8, Section D no, 8; Caregivers FGD No. 2,School questionnaire Section D no 4, no. 17, Programme managers IDI Section A No. 2 report</p>	<p>1. PSM and DD estimator 2. Descriptive statistics such as frequency table and cross tabulation</p>
<p>12. How effective have SBMCs been in providing support for CTP implementation?</p>	<p>No. of caregivers that spent their CT money on their children's education</p>	<p>Caregivers' expenditure on girl child education Perception data on SBMCs' effectiveness</p>	<p>Household questionnaire section C, No 4a Section D no. 10, School questionnaire section C, nos, 10-14;</p>	<p>Descriptive statistics such as frequency table, charts, Cross tabulation Qualitative analysis</p>
<p>13. How effective has the sensitization campaign (including elements focused on men) been in supporting girls' enrolment?</p>	<p>1.No. of girl enrolment before and after 2. No of caregivers that spent their CT money on their children's education.</p>	<p>Pupils' enrolment data; Caregivers' expenditure on girl child education Perception data on SBMCs' effectiveness</p>	<p>Household questionnaire, Section B no. 8 section C, No 4a Section D, nos 8. & 10; School Questionnaire Section C nos 5, 10-14, Section D no 4</p>	<p>Descriptive statistics such as frequency table, charts, Cross tabulation Qualitative analysis</p>
<p>14. How effective has the payment system been in providing the cash transfer on time and to the correct recipient?</p>	<p>1. Number of caregivers targeted and the actual number that benefitted</p>	<p>CTP payroll data</p>	<p>School questionnaire, Section C Nos 16& 17; CTP payment reports; Programme managers IDI Section A no. 7</p>	<p>Descriptive statistics such as frequency table, graphs, charts, Cross tabulation; Qualitative analysis</p>
<p>15. How has information management systems and monitoring processes supported effective delivery of the CTP?</p>	<p>Frequency of programme monitoring</p>	<p>CTP monitoring data</p>	<p>Programme managers IDI section A no. 8;</p>	<p>1. Descriptive statistics 2. Progemme document review</p>

Evaluation Questions- Process	Indicator(s)	Type of data	Data Sources	Analytical Techniques
1. Was the CTP implemented as planned	1.Number of caregivers targeted and the actual number that benefitted 2.No of caregivers satisfied with the CTP programme	CTP payroll data	Caregivers FGD No. 1, School questionnaire section C, Nos. 3-4, Household questionnaire section D, no. 5., Programme managers IDI Section B, No. 1-; CTP payment report	1. Descriptive statistics such as frequency table, charts, Cross tabulation 2.Document review
2. Were the expected outputs actually produced?	1.Number of caregivers targeted and the actual number that benefitted 2. No of caregivers satisfied with the CTP programme	CTP payroll data	Programme managers IDI Section B no. 2, Household questionnaire section D, no. 5.	1. Descriptive statistics such as frequency table, graphs, charts, Cross tabulation 2. Document review
3. What processes were used to design and implement the programme?	1.Programme design contents	Information on CTP programme design	Programme managers IDI Section B no. 3; CTP Operation Manual	1. Descriptive, Cross tabulation, narrative method 2. Document review
4. How are programme operations actually carried out? Were there any significant changes in the CTP over time in both states?	1.Programme design contents; 2.Stakeholders' perception of changes in CTP implementation	Information on CTP programme design; Data on programme monitoring	Caregivers FGD No. 11, Programme managers IDI Section B no. 4, CTP Operation Manual; Programme monitoring reports	Descriptive statistics such as frequency table, graphs, Cross tabulation; Document review
5. Were there any intervening events that have affected implementation and outcomes?	1.Stakeholders' perception of changes in CTP implementation; 2.Change in government	Data on programme monitoring	Caregivers FGD No. 12, School Questionnaire Section C nos 18-19, Programme managers IDI Section B no. 5, Programme monitoring reports	Descriptive statistics; Qualitative analysis

6. Is the programme cost-effective? Does the impact justify the cost of the programme?	1. Estimated total programme cost at the beginning and the actual cost after implementation (Cash disbursed to the beneficiaries and other expenses incurred in disbursement)	CTP payroll data; Data programme operational costs	Programme managers IDI Section C no. 1, Programme monitoring reports	1. Descriptive statistics such as frequency table, Cross tabulation 2. Cost-Effectiveness Analysis (CEA) 2. Document review
7. What is the cost effectiveness of the CTP?	1. Estimated programme cost at the beginning and the actual cost after implementation (Cash disbursed to the beneficiaries and other expenses incurred in disbursement)	CTP payroll data; Data programme operational costs	Programme managers IDI Section C no. 2, Programme monitoring reports	1. Descriptive statistics such as frequency table, Cross tabulation 2. Cost-Effectiveness Analysis (CEA) 2. Document review

Evaluation Questions-Relevance	Indicator(s)	Type of data	Data Sources	Analytical Techniques
1. Is the CTP coherent with the broader policy environment at state and federal level?	CTP design contents; Government social protection policy	Data on programme monitoring	Programme managers IDI Section D no.1, Programme monitoring reports	1. Descriptive statistics such as frequency table, Cross tabulation 2. Document review
2. How does the CTP relate to other interventions, e.g., supply side improvements in the education sector, including interventions delivered as part of GEP3 and interventions delivered by others?	CTP design contents	Data on programme monitoring	Programme managers IDI Section D no. 2, Programme monitoring reports	1. Descriptive statistics such as frequency table, Cross tabulation 2. Document review
3. Are the needs and priorities of targeted beneficiaries/local partners consistent with the CTP objectives and deliverables?	CTP design contents; Stakeholders' perception of changes in CTP implementation	Data on programme monitoring	Programme managers IDI Section D no. 3, Programme monitoring reports	1. Descriptive statistics such as frequency table, Cross tabulation 2. Document review

4. Is the CTP intervention appropriate in terms of design and delivery approach, given the contextual realities in Niger and Sokoto States?	CTP design contents; Stakeholders' perception of changes in CTP implementation	Data on programme monitoring	Programme managers IDI Section D no. 4, Programme monitoring reports	1.Descriptive statistics such as frequency table, Cross tabulation 2. Document review
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Evaluation Questions - Sustainability	Indicator(s)		Data sources	Type of data analysis
1. Is there sufficient government capacity to implement and monitor a government-supported CTP?	CTP design contents; Government social protection policy	Data on programme monitoring	Programme managers IDI Section E no. 1, Programme monitoring reports	1.Descriptive statistics such as frequency table, Cross tabulation 2. Document review
2. Should the programme or a variant of it be scaled up to a state level?	CTP design contents; Government social protection policy	Data on programme monitoring	Caregivers FGD No. 13, Programme managers IDI Section E no. 2, Programme monitoring reports	1.Descriptive statistics such as frequency table, Cross tabulation 2. Document review
3. If the programme is to be scaled up, which aspects of the operation must be modified and strengthened for it to operate effectively at the state level? Which aspects of the programme should remain the same?	CTP design contents; Government social protection policy; Stakeholders' perception of changes in CTP implementation	Data on programme monitoring	Caregivers FGD No. 14, Programme managers IDI Section E no. 3, Programme monitoring reports	1.Descriptive statistics such as frequency table, Cross tabulation 2. Document review

Annex J. Quality Assurance Mechanism

Design of data collection instruments

As a quality assurance measure, the design of the data collection instruments was tailored to the scope of the GEP3-CTP impact evaluation, taking cognizance of the specific objectives of the CTP. This informed the variables stated in the data collection instruments. In addition to this, the design of the data collection instruments (two survey Questionnaires, Focus Group Discussion protocol, In-depth Interview protocol) was focused on achieving adequate data collection from different sources in a complementary manner. This approach ensures the internal validity and reliability of the instruments, and helps improve the quality of data. Furthermore, some check questions are incorporated to ensure that inconsistencies on the part of respondents and enumerators are detected on the field. In addition, the survey questionnaires were pre-tested in order to make final corrections to the questionnaires.

Recruitment of enumerators and supervisors

Experienced and competent people were recruited as enumerators and supervisors. Efforts were made to ensure that the recruited persons have participated in household and school surveys in the past, and speak the local language and English fluently to enhance appropriate interpretation of questions and guarantee adequate communications between respondents and interviewers. Persons nominated for recruitment were independent data collectors identified by the consultants with the assistance of the State Project Coordinators. 32 enumerators were nominated in Niger State out of which 24 were selected for a two-day training programme for enumerators and supervisors. 30 enumerators were nominated in Sokoto State out of which 26 were selected for the two-day training programme. After the first day of the training programme, a screening test was conducted for the training participants. The result of the screening test was used to screen the number of enumerators to 18 per state. In each of the two states, 6 of the enumerators were assigned the supervisory role based on the test performance. At the end of the enumerators/supervisors' recruitment exercise, the recruits were further scrutinized to confirm that none of the recruited enumerators/supervisors were involved in the implementation of CTP or any other GEP3 activity.

Training of enumerators and supervisors

A two-day methodology workshop was organized to provide the enumerators and their supervisors with in-depth knowledge of the process of the questionnaire administration under this impact evaluation study. The programme for the training is presented in Appendix 8.

The training informed the enumerators/supervisors on the rationales for the impact evaluation, research design and sampling framework, the expectations from the fieldwork, and how to cope with adverse situations in the field. The questions in each of the questionnaires were carefully explained to the enumerators/supervisors, and language checks were conducted to ensure that each enumerator/supervisor is competent in explaining the questions in the local language and English.

In order to enhance experience sharing, team spirit, and effective communication, telephone numbers were exchanged among the enumerators and supervisors. The enumerators and supervisors (two enumerators and one supervisor per LGA) proceeded to implement the field survey immediately on the day after the two-day training session.

Monitoring of questionnaire administration

Effective monitoring of questionnaire administration is an important aspect of quality assurance. To enhance effective monitoring of the activities of the enumerators, the enumerators and supervisors prepared their itinerary for the fieldwork and provide their mobile telephone contacts. This was submitted to the consultants, UNICEF Office and the PIU, so that UNICEF and any other interested stakeholder could also plan a monitoring schedule. The UNICEF Office sent a consultant (Usman Garba) to monitor the data collection activities in the two states.

Completed questionnaires were checked by the supervisors and Capra consultants during the fieldwork, and where errors were noticed, the attention of the enumerators were directed to them and corrections done immediately. Each enumerator had at least ten extra of each of the two questionnaires. These were used to replace completed questionnaires when erasing incorrect responses made the questionnaire too rough to be acceptable.

Issuance of identification number

Each of the enumerators and supervisors were given an Identification Number during the training programme, and they were instructed to write their identification number on the completed questionnaires. This was helpful in sorting out questionnaires completed by each of the enumerators, and it thus became easy to identify them with the questionnaires they completed.

Ethical Considerations

Capra International adhered to the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis (document number CF/PD/DRP/2015-001 of 1 April 2015) and to the Strategic Guidance Note on Institutionalizing Ethic Practice for UNICEF Research, of 30 October 2013.

Capra International fully respects the rights of human subjects who participate in its studies and evaluations. During the course of this impact evaluation, several precautions were taken to ensure the protection of the rights of questionnaire respondents and interview respondents. Ethical principles of respect, beneficence, and justice were applied in the selection of the respondents. In order to apply these principles, the following measures were applied:

Informed Consent

No questionnaire administration or interview began without receipt of informed consent from each respondent (caregivers/procurators, school head teachers).

Privacy and confidentiality: In-depth interviews were conducted in confidential settings, one-on-one so no one else could hear the respondent's answers. Focus group discussion involved only the impact evaluation team and the participants who accepted to provide information for the impact evaluation. The impact evaluation consultants and enumerators were in control of their written notes at all times. After data entry, electronic transmission of data was done under secure measures. Each record in the database was identified only by unique codes, and as much as possible, identification of individuals through personal information provided by the informant was avoided in the database. In addition, enumerators and data entry assistants were instructed that information provided by respondents or captured through observation procedures are not to be discussed outside of the work environment.

Comprehension

The enumerators assessed the respondents' ability to make autonomous decisions through a conversation in their own local language and ensured that they expressed understanding of informed consent before interviews were conducted. Those respondents judged to be mentally or physically challenged to the extent that they could not make autonomous decisions were not considered for questionnaire administration, interview or FGD.

Payment and Compensation

Given the high number of participants that were involved in this impact evaluation study and to avoid respondents' bias, no payments or compensations were offered to the participants. Participants and local authorities were informed about the potential benefits of the impact evaluation for the potential sustainability and scale up of the CTP. This was the motivational driver for respondents' participation in the process of the impact evaluation.

Annex K. Programme for the Training of Enumerators and Supervisors


| for every child


GEP3-CTP IMPACT EVALUATION IN NIGER AND SOKOTO STATES
Programme for the Training of Enumerators and Supervisors

VENUE:
Dankani Hotel, 1a Kalabaina Road, Sokoto; 20-21 February 2017
Haske Hotel, Tudun Wada Area, Minna; 27-28 February 2017

DAY ONE	Activity	Person(s) responsible
8.30-9.00am	Registration of Participants	Dr Andrew Onwuemele (Sokoto) Dr Elijah Obayelu (Niger)
9.00-9.30 am	Opening session	Honourable Commissioner/ Permanent Secretary, Ministry of Education (Sokoto) and (Niger)
9.30 -10.00am	Background to UNICEF GEP3-CTP impact evaluation in Niger and Sokoto State	Prof. John Adeoti
10.00-10.45am	Guideline for Questionnaire Administration; Ethical Issues & Orientation	Dr Andrew Onwuemele (Sokoto) Dr Elijah Obayelu (Niger)
10.45-11.00am	Tea break	
11.00-1.00pm	Training on Administration of Household Questionnaire	Adeoti/Onwuemele(Sokoto) Adeoti/ Obayelu (Niger)
1.00-2.00pm	Lunch	All
2.00-3.30pm	Training on Administration of the School Questionnaire	Adeoti/Onwuemele(Sokoto) Adeoti/ Obayelu (Niger)
3.30-4.30pm	Role Play: Mock Administration of Household Questionnaire	Dr Andrew Onwuemele (Sokoto) Dr Elijah Obayelu (Niger)
4.30-5.00pm	Closing remarks	Prof. John Adeoti

DAY TWO		
8.30-9.00am	Recap of Day One Experience; Questions and Answers	All
9.00-10.00am	Qualifying Test	Adeoti/Onwueleme(Sokoto) Adeoti/ Obayelu (Niger)
10.00-11.00am	Pre-test of questionnaires	Dr Andrew Onwueleme (Sokoto) Dr Elijah Obayelu (Niger)
11.00-11.30am	Grouping of Enumerators/Supervisors and Allocation to LGAs/Communities/Interviewer ID Nos.	Adeoti/Onwueleme(Sokoto) Adeoti/ Obayelu (Niger)
11.30-12.00noon	Briefing on Terms and Conditions of Enumerators' Engagement	Prof. John Adeoti
12.00-12.30pm	Closing remarks	Prof. John Adeoti & SPC
12.30-1.00	Collection of research instruments	All

**UNITED NATIONS CHILDREN'S FUND,
NIGERIA**

TERMS OF REFERENCE FOR EVALUATION

OF

UNICEF CASH TRANSFER PROGRAMME

IN

NIGER AND SOKOTO

1- Background

The Cash Transfer Programme (CTP) has been designed as a social protection measure that would enhance inclusiveness in education for less privileged/ marginalized children more particularly girls. Gender equality in education is a fundamental commitment for achieving the Education for All (EFA) agenda. As part of the Millennium Declaration and the Millennium Development Goals (MDG) and more recently the Sustainable Development Goal, Nigeria have committed to achieving universal primary education and promoting gender equality (goal 4 and 5) by 2030.

The CTP is part of a wider Programme (GEP 3) which goals and objectives are as follows:

- Impact: Improved social and economic opportunity for girls;
- Outcome: More girls in target states in northern Nigeria complete basic education and acquire skills for life and livelihoods (enrolment, completion, and learning)

Results will be delivered under three output areas, instead of six outputs:

- Output 1: Increased enrolment and retention for girls in basic education;
- Output 2: Improved capacity of teachers to deliver effective learning for girls; and
- Output 3: Improved governance to strengthen girls' education.

By the end of GEP3 in 2020, the project aims to get approximately one million girls into school (primary and integrated Qur'anic schools). More information on GEP 3 is available in annex

Despite national attempts to promote the empowerment of women, Nigeria continues to have significant gender disparity. For instance, men are 3 times more likely to secure a job in the formal sector, and, while women make up 60-79 percent of the rural labour force¹, women are 5 times less likely to own land. This absence of gender parity is also reflected in education. On a national level, girls are still 5 percent less to be enrolled in primary school than boys with only 58 percent of girls attending primary school in 2010. Moreover, the statistics show an even more gender-unequal picture when analysing the Northern states, with 13 out of 19 Northern states falling below the national average and female enrolment rates in some states being as low as 16 percent.²

There are numerous interacting factors that are ongoing barriers for girls entering and remaining in school in Nigeria, resulting in these alarming statistics. Societal beliefs and cultural influences, early marriage, health problems and supply-side problems are identified as key barriers to education for girls. In addition to these social and institutional challenges, however, the most significant impediment to increasing child enrolment is without doubt monetary poverty³.

The CTP in Niger and Sokoto was implemented as part of the Girls Education Project Phase 3 (GEP3) since 2014-15 with technical support from the Economic Policy Research Institute (EPRI) and financial support from the UK Department for International Development (DFID). UNICEF has supported the implementation of the programme by state governments, with state governments demonstrating their commitment to social protection measures in education initiatives by budgeting for cash transfers in their state sector budgets annually and in projections, and sustaining the scheme beyond the two years which GEP3 funds.

1 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67333/Gender-Nigeria2012.pdf

2 National Population Commission (2011) DHS Education data for decision-making

3 GEP 3 Operational Plan 2014-15, p. 8

The primary objective of GEP3-CTP is to:

- Increase girls' enrolment and attendance in the selected schools in Niger and Sokoto.

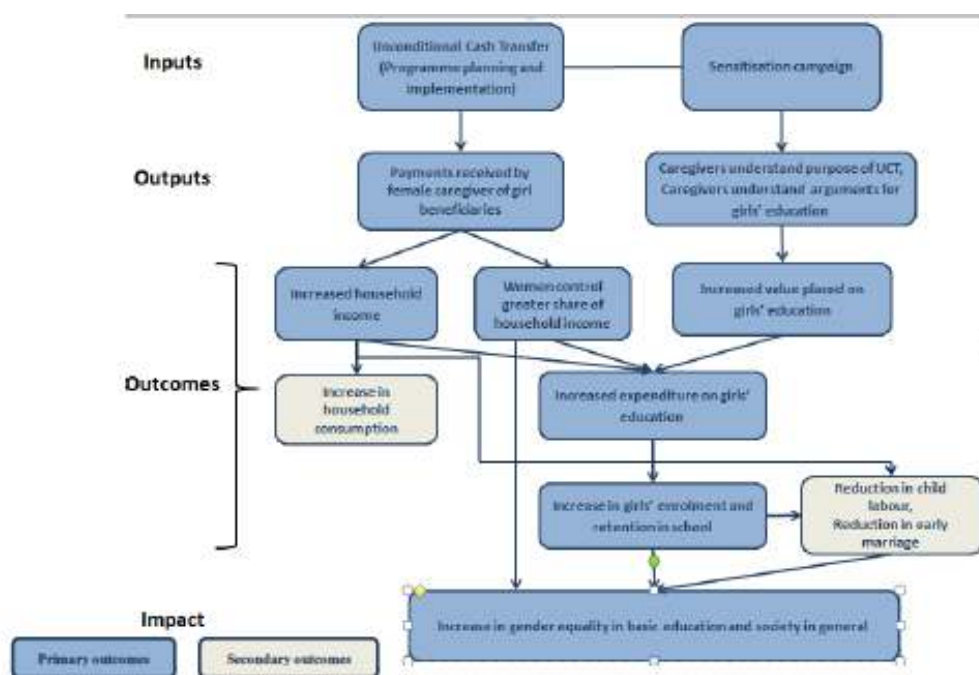
The secondary objectives of GEP3-CTP are to:

- Increase girls' transition from primary school to junior secondary school in the selected schools in Niger and Sokoto.
- Reduce gender inequality in the selected schools in Niger and Sokoto.

Therefore, although one could potentially observe an increase in boys' enrolment in the targeted schools, the objective is to have a greater increase in girls' enrolment, and therewith, reduce the gender gap in these schools. Furthermore, as part of UNICEF's Girls Education Project (GEP), GEP3-CTP more broadly contributes to GEP's objective to bring social and economic change to poor and traditional societies that have discriminated historically against girls and women.

Program design and Theory of Change of the CTP under GEP 3

The figure 1 Theory of Change of the CTP



Inputs- resources

The assumption behind the amount of the cash transfer is that it needs to cover school-related costs, as well as the opportunity costs of the work the girl would have been able to do, had she not been in school. It also specifically targets household with Girls of a certain age. Indeed the CTP targets the female caregivers of all girls within the age of 6 to 15 years old.

The GEP3-CTP provides a quarterly benefit of NGN 5,000 per girl registered in the programme. The cash transfer is paid in cash to the caregiver at a pay point at a cluster school each quarter. Payments are exclusively channelled through pay points, which are administrated by ECOBANK. Cash transfer payments are made quarterly –

September; December; March; June. The first payment has been made in September 2014.

The unconditionally of the GEP3-CTP, means that enrolment into school is not a condition for transfer receipt. The two main reasons for eliminating the Conditionality are: 1- there is an greater body of knowledge that shows conditionality as not a contributing factors in the decision of sending their child(girls) to school or not). Second, there is an opportunity cost to be considered here, given that the cost of Monitoring the conditionality is significant and could be re-invest in additional transfers. As a consequence, primary recipients remain eligible for the transfer even if their girl child does not enrol in school. This is why a sensitization campaign aimed at changing the perception on girls' education of care givers, parents, teachers, communities and religious and traditional leaders that aim to increase the willingness of parents to enrol their girls in school. In addition, a school enrolment campaign will promote and facilitate households to enrol their children into school. More detailed are available in the Operational Manual and Annual Reports.

Outputs - beneficiaries

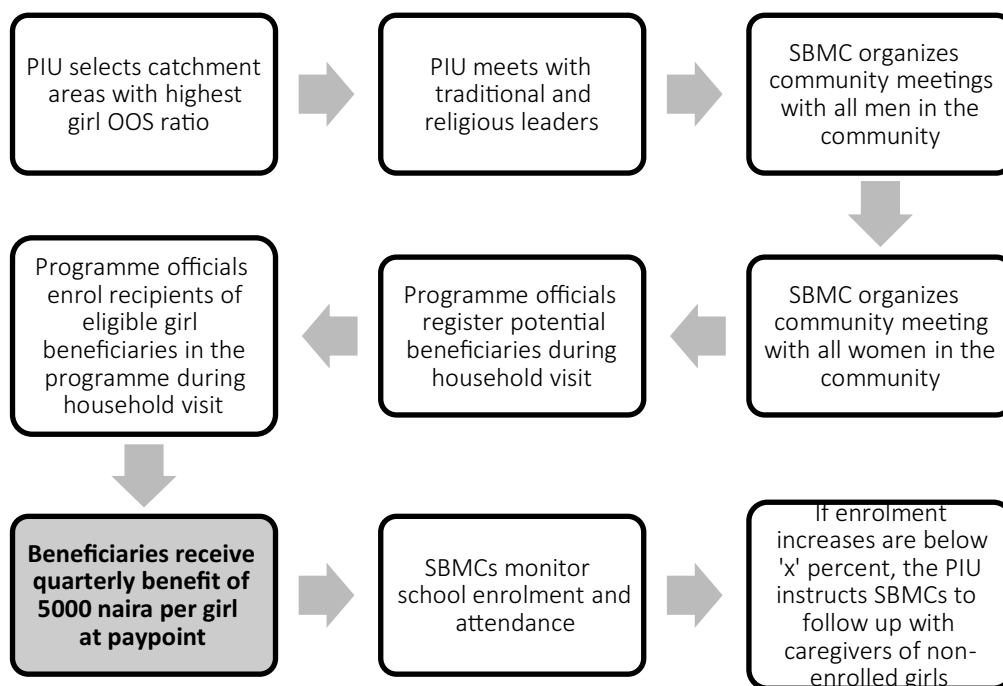
The key outputs, which result from the activities of the CTP :

- The number of enrolled beneficiaries that receive payments;
- The number of recipients that participate in sensitisation activities; ****The campaigns were by radio, not in groups****
- The level of understanding that recipients have of the purpose of the programme
- The level of awareness that recipients have of the benefits to girls' education.

The main organization driving the programme at the state level is the Project Implementation Unit (PIU), which is located in the Ministry of Education (MoE) and staffed by civil servants of the MoE and the State Universal Basic Education Board (SUBEB) in both states. The PIU cooperates with the Local Government Education Authority (LGEA), who is responsible for the programme's operational processes in their Local Government Area (LGA). The LGEA coordinates and supports School Based Management Committees (SMBCs), which are responsible for activities in each community within a school catchment area. .

Figure 1 illustrates the high-level programme processes.

Figure 1: Flow Chart of GEP3-CTP Processes



Expected Outcomes

One key expected outcome of receiving the cash transfer is to increase the household revenue. By doing so, it is expected that household consumption will increase through a regular and predictable income source, mitigate sudden economic shocks within the household, and allow a regular source of revenue for household investments otherwise out of reach. The assumption underlying an unconditional cash transfer to promote girls' school enrolment is that a lack of income – thus poverty- is the primary reason why poor parents do not send their children to school, especially girls. The unconditional cash transfer can on the one hand cover direct costs associated with schooling, such as school uniforms, school supplies and transportation costs. The transfer can also lower the indirect costs associated with sending children to school. Because families now have more income to invest in productive activities or the search for work, it may become less necessary for girls to help out with these activities and free up their time to attend school. Therefore, when household incomes increase as a result of the unconditional cash transfer, it is assumed that households will increase their expenditure on human capital investments such as sending their children to school. Another important assumption, is to believe that parents and care giver will spend the Cash transfer on these school related items.

Because poverty is a key reason that girls are not attending primary school, this programme is expected to increase girls' enrolments rates in primary school without imposing any conditionalities. However, the programme design includes two additional features to ensure that the cash transfer contributes to increasing girls' enrolment specifically.

- 1- Payment is made through female care givers

Payments are made to female caregivers in an attempt to allow women to control a greater share of household income. Mothers are generally viewed to invest more of the income they control into their children than fathers

do⁴. There is also some evidence to suggest that mothers invest preferentially in girls while fathers allocate more resources to boys⁵. This programme views mothers as playing an influential role in enrolling their daughters in school, encouraging them to attend schools.

2- Unconditionally will be compensated by sensitisation campaigns

Secondly, while cash on its own removes financial barriers to girls' schooling, it may not on its own be sufficient to incentivise all caregivers to send their daughters to school. Therefore, a key element in the CTP is a sensitisation campaign targeted to religious leaders, community leaders and parents that raises awareness about the benefits to girls' education (communication for development approach).

Governance and operations

The main organization driving the programme is the State Governments through their Project Implementation Unit (PIU), which is located in the State Ministry of Education (SMoE) and staffed by civil servants of the SMoE and the State Universal Basic Education Board (SUBEB). The PIU cooperates with the Local Government Education Authority (LGEA), which is responsible for the operational processes in their Local Government Area (LGA). The LGEA coordinates with School Based Management Committees (SMBCs), which are responsible for reporting on girls' enrolment and attendances and household visits.

Communities selected for the GEP3-CTP

Back in 2014, for the first payment, 19,236 girls benefited from the scheme: 9,360 in Sokoto (87 per cent of those enrolled) and 9,876 in Niger (86 per cent of those enrolled), receiving a cash transfer of 5,000 naira each (quarterly amount). Now last year in 2015 in Niger, more than 11,504 girls were enrolled in the programme while in Sokoto, 10,564 girls were enrolled. A detailed list of communities are available in annexes.

2- Justification: advocacy, scaling up and closing knowledge gaps

As the cash transfer programme for girls' education in Niger and Sokoto has entered the second year of implementation, there is a need to better understand how the programme has been implemented as well as what impact it has had thus far.

This evaluation would also provide lessons not just for the government in terms of how to carry out such programmes and how to expand it but also to UNICEF, DFID and other stakeholders in closing the knowledge gap in terms of what works, where in Nigeria, how and why? Also to identify the specific enabling and risk factors associated with the Cash Transfer programme in Niger and Sokoto. As the Federal Government is thinking of providing cash transfer to promote education, some of the lessons learned from this evaluation will also inform into their programmes.

The evaluation will also provide an opportunity for UNICEF to provide information on its performance and thus serve an accountability purpose.

4 Fiszbein et al. (2009) Conditional cash transfers: Reducing present and future poverty

5 Ibid.

1. Purpose, objectives and scope

Main objective: To determine the impact achieved so far of the Cash Transfer Program under GEP 3 and identify lessons that can be learned to inform further implementation.

Sector: Education

Year: 2014-15, Q1-2016.

Geographical coverage: Sokoto and Niger States. See annexes 1 and 2 specifically for the locality where the targeted communities were identified.

The purpose of the consultancy is to design and conduct an evaluation to assess the impacts of the GEP3 cash transfer programme in increasing girls' participation in primary and junior secondary schools, reducing the gender disparities and poverty levels as well as identify any other expected or unexpected, positive or negative impacts in Sokoto and Niger States.

Decisions and users:

The key users of the impact evaluation will be the Federal Ministry of Education and the State Ministries of Education, the SUBEB, the Ministry Finance of both Sokoto and Niger states and the Special Advisors to Vice-President on Social Protection. The evaluation will determine how the GEP3-CTP implementation can be improved, what lessons can be learned and produce the evidence base required to demonstrate whether or not the programme should be scaled up as well as policy relevant information for redesign or design of future programmes.

Specifically, the evaluation objectives are :

2. To determine the evaluability of the GEP3-CTP in Niger and Sokoto;
3. To determine the fidelity across sites in both Katsina and Sokoto (comparability);
4. To determine the effectiveness and impact of the GEP3-CTP in Niger and Sokoto
5. To determine the relevance of the GEP3-CTP in Niger and Sokoto
6. To determine the efficiency of the GEP3-CTP in Niger and Sokoto
7. To determine the sustainability of the GEP3-CTP in Niger and Sokoto

Scope of the Impact Evaluation

The Impact evaluation will include an evaluability assessment that will inform the decision of proceeding with an impact evaluation at this time, and inform the evaluation design and focus. According to OECD DAC, an evaluability assessment is: "The extent to which an activity or project can be evaluated in a reliable and credible fashion". The purpose of the Evaluability Assessment is thus threefold⁶:

To ensure that the embedded Theory of Change (ToC) of CT programme is consistent with existing evidences, and is sound;

To explore the availability of existing performance management system and data as they relate to individual Cash Transfer Program in Niger and Sokoto;

Finally to explore conduciveness of the program context as they relate to individual capacity development supporting activities, and ensure that stakeholders, are aware and interested in an evaluation.

⁶ The contractors should be further guided by the following guidance on Evaluability Assessment:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/248656/wp40-planning-eval-assessments.pdf

8. Design of the GEP3-CTP

9. Are the GEP3-CTP long-term impact and outcomes clearly identified and are the proposed steps towards achieving these are clearly defined and meet standards for Results-Based Management?
10. Is the GEP3-CTP theory of change available, sound and consistent with the problem to be addressed?
11. Is the design of GEP3-CTP appropriate and based on sound understanding of local context?
 - Are resources and CTP designed to effectively respond to local conditions (including risks), capacity gaps and related problems that has been identified?

12. Availability of Data

- Is a complete set of documents available with respect of the GEP3-CTP, resources, and beneficiaries and activities and related objectives?
- Is data being collected for all the indicators as they relate to the Theory of Change? Is gender disaggregated data available with respect of GEP3-CTP?

The Evaluability assessment observations and conclusions, shall inform the evaluation focus by either suggesting additional sub questions or modifying existing one, should the EA recommend to go forward with an evaluation. Depending on EA recommendations, the following criteria and corresponding Evaluation questions shall focus the Impact Evaluation study of GEP3-CTP as follow:

Impact and effectiveness

13. What is the impact of the cash transfer on poor household's consumption/ welfare?
14. How has household expenditure changed and to what extent has this been influenced by providing the cash to women?
15. To what extent has the CTP removed financial barriers preventing girls' enrolment and attendance at school?
- 16.
17. What is the positive and negative effects of the transfer on the community and family dynamics with regard to control of resources?
18. To what extent does decision on sending girls' top school have been influenced by (i) sensitisation and (ii) cash transfer?
19. Did the CTP lead to an increase in girls' enrolment?
20. Were schools able to cope with the increased demand?
21. Did CTP reduce inequities between households in terms of access to education for the girl child?
22. What, if any, are the other unintended (positive and negative) impacts of the CTP?
23. What are the key differences in impact between the communities receiving non-conditional benefits and those not receiving any benefits?
24. To what extent has the CTP reached the intended target beneficiaries?
25. How effective have SBMCs been in providing support for CTP implementation?
26. How effective has the sensitisation campaign (including elements focused on men) been in supporting girls' enrolment?
27. How effective has the payment system been in providing the CT on time and to the correct recipient?
28. How have information management systems and monitoring processes supported effective delivery of the CTP?

Efficiency

29. Is the programme cost-effective? Does the impact justify the cost of the programme?
30. What is the cost effectiveness of the CTP?

<p>Relevance</p> <p>31. Is the CTP coherent with the broader policy environment at state and federal level? This should consider education, social protection and gender policies.</p> <p>32. How does it relate to other interventions e.g. supply side improvements in the education sector, including interventions delivered as part of GEP3 and interventions delivered by others?</p> <p>33. Are the needs and priorities of targeted beneficiaries/local partners are consistent with the CTP objectives and deliverables?</p> <p>34. Is the CTP intervention appropriate in terms of design and delivery approach, given the contextual realities in Niger and Sokoto?</p> <p>Sustainability</p> <p>35. Is there sufficient government capacity to implement and monitor the government programme?</p> <p>36. Should the programme or a variant of it be scaled up to a state level?</p> <p>37. If the programme is to be scaled up, which aspects of the operation must be modified and strengthened for it to operate effectively at the national level? Which aspects of the programme should remain the same?</p>	
<p>3- Duty Station: UNICEF Nigeria, Country Office Abuja.</p>	<p>4- Supervisor: Denis Jobin. Chief M&E.</p>
<p>6- Source of information</p> <p>The evaluation team will be able to review the following documentation:</p> <ul style="list-style-type: none"> • Cash Transfer Manual for Sokoto • Cash Transfer Manual for Niger • Annual progress report • Inception report from EPRI • And other reports as identified by Evaluability assessment 	
<p>7- Methodology and approaches</p> <p>The impact evaluation methodology will be part of the overall impact evaluation strategy proposed by the consultant and will include cost options for considerations from the most rigorous to least while always meeting quality expectations. The proposed approach should deal with causality by determining the attribution on the outcomes caused by the GEP3-CTP (i.e. use of counterfactual). The treatment and control beneficiaries/communities will be identified using a statistically relevant sample. The consultants will produce a sampling plan that will include at minimum:</p> <ul style="list-style-type: none"> • Power calculations and sample size determination at the community and household level to ensure robust measures of estimated impacts; • Sampling frame and plans for numeration and listing; • Clearly define probabilities of selecting the target population; • Coding strategy ; • Sampling weights to be used in the data analysis ; • The methodology will be further refined and informed by the Evaluability assessment. <p>The approach and methodology should include, but not limited to, the following:</p> <ol style="list-style-type: none"> 1- An experimental, or quasi-experimental approach, such as matching methods, Regression Discontinuity design or other as relevant while meeting the quality criteria as per section 9 of the RFP. 2- Ensure that all data collection processes, analysis and training of field staff, as relevant, are subject to a Quality Assurance plan that will be detailed in the Inception report. 	

- 3- Incorporate data from the existing monitoring and information system implemented by the partners and other relevant sources of information available as identified during the evaluability assessment;
- 4- As required help direct data collection activities to ensure that the necessary activities, outputs and outcomes are being measured.
- 5- Develop questionnaires for the household and community surveys as relevant. Both the quantitative and qualitative questionnaires will be pre tested and revised accordingly. The field procedure plan will be drawn up including the number of enumerators, field supervisors, field data entry agents, training plan and expected tasks and responsibilities. A robust data entry programme will be drawn up.
- 6- A data analysis plan, in which the procedures related to the data to be analysed under the evaluation design and sampling plan will be described and detailed. The data analysis plan is integral part of evaluation plan.

Major Tasks to be accomplished:

The tasks to be completed by the contractor include, but are not necessarily limited to the following:

- 1- Review background documentation on the GEP3-CTP, other cash transfer intervention and evaluations in Nigeria or abroad, as well as all relevant information;
- 2- Perform a literature review on CTP impact evaluation interventions, and ensure that it feed the impact evaluation approach and design;
- 3- Validate the Theory of Change (Logic model) as required, using both documentation and interview sources of data ;
- 4- Meet with relevant stakeholders, such as donors, private sector, government partners (LGAs, SUBEB, SMBCs, etc.) as directed by UNICEF ;
- 5- Present for, approval by UNICEF, an inception report containing the evaluability assessment, a detailed Evaluation Plan, and evaluation design that address the specific evaluation questions and quality expectations proposed but not limited to;
- 6- Propose potential evaluation questions that will allow us to meet the evaluation objectives, relevant indicators, data collection methods and present evaluation design options to meet the quality expectation state herein;
- 7- Identify relevant control group or relevant strategy (such as Theory based, INUS and contribution analysis⁷) evaluation to identify a counterfactual, for attribution or contribution analysis as part of the evaluation design;
- 8- Propose relevant data collection strategy, sample size, and household survey for impact analysis;
- 9- Implement the Approved Evaluation Work Plan as per the approved inception report;
- 10- Liaise with the Stakeholders through email, teleconference, in-person meetings as needed;
- 11- Inform proactively the project authority (UNICEF Nigeria) of any significant modifications to the intervention/project that could affect the evaluation and any difficulties that may arise in implementing the approved evaluation design;
- 12- Prepare the inception and the draft evaluation report described as the agreed deliverables table.
- 13- Prepare and PowerPoint presentation and disseminate the evaluation;
- 14- Undertake any reasonable task associated with the evaluation within the period of engagement.

7 See BROADENING THE RANGE OF DESIGNS AND METHODS FOR IMPACT EVALUATIONS, DEPARTMENT FOR INTERNATIONAL DEVELOPMENT, Working Paper 38 http://r4d.dfid.gov.uk/pdf/outputs/misc_infocomm/DFIDWorkingPaper38.pdf

The evaluation will occur in several phases:

Inception phase

Inception phase, during which an evaluability assessment will be conducted. The main objective of the evaluability assessment is to determine the best evaluation approach and design for the impact evaluation, considering the constraints of time, budget and methodology and way forwards. This for the current evaluation and also to better inform the final impact evaluation at the end of the project.

Data collection phase

Data collection phase, during which the great majority of new data acquisition, aligned with the approved evaluation plan & design and the major analytic work is completed. This shall include sample size and selection; household survey, focus group, data collection at the community level and related field work, as relevant.

Delivery phase:

Delivery phase, during which a draft report is delivered, aligned with UNEG (United Nations Evaluation Group) standards, for comments and approval. The final evaluation report addressing all comments should be submitted within a month to project authority and to the steering committee for approval.

8- End Product: (e.g. final report, article, document etc.)

1. An Evaluability Assessment report.
2. An 1- inception report, detailing the 1.1- evaluation design and 1.2- detailed work plan and 1.3-cost and detailed 1.4- data analytical plan.
3. Periodic updates (weekly or bi-weekly as needed) and a final Evaluation Report, which should include
 - Executive summary
 - Methodology: description of sampling and evaluation methodology used, assessment of methodology and its limitation, data collection instruments, and data processing (analysis methodology, and quality assurance)
 - Findings;
 - Conclusions;
 - Recommendations⁸;
 - Lessons learned;
 - Annexes: List of indicators, questionnaires, and if survey, table of sample size and sample site as appropriate
4. The Final reports should be provided in both hard copy and electronic version in English in the required UNICEF format (UNEG standards), respecting UNICEF Style Book (2014).
5. Completed data sets (filled out questionnaires, records of individual interviews and focus group discussion, etc.)
6. The Final evaluation report will be required to follow “UNICEF Evaluation Report Standards” and UNICEF Evaluation Technical Notes and be aligned with UNEG Standards and Norms.

9- Quality expectations

It is important that bidders/vendors understand the quality expectations of the evaluation services they intend to provide, so quality is managed from the early stage of the evaluation, at the RFP stage. Quality is understood as intended use of the evaluation findings and recommendations.

⁸ See annexe 1.

Evaluation process and deliverables should follow the one established in the UNEG Standards and Norms.

Quality expectations:

The evaluation design and inception report should provide satisfactory answer to the following:

- Is the purpose of the evaluation clear, and has it been agreed among key stakeholders?
- Has the approach been designed according to the purpose and users' needs and interests?
- Will the design and methods provide sufficient evidence to answer the evaluation questions?
- Are appropriate mechanisms in place to ensure that threats to the independence of the evaluation are dealt with?
- Are there quality assurance mechanisms triangulation processes that ensure that evidences generated are clear, and validated.

It is expected that the evaluation design will deal with the four dimensions of quality of impact evaluation should the bidder intend to propose a design that address attribution. The proposal should thus demonstrate how it will successfully address the following:

- 1- Statistical conclusion validity;
- 2- Construct validity;
- 3- External and
- 4- Internal validity.

Statistical conclusion validity is concerned with whether the presumed cause of UNICEF intervention and the presumed effect (the impacts as per the Theory of Change) are related. Measures of effect size and their associated confidence intervals should be calculated. Statistical significance (the probability of obtaining the observed effect size if the null hypothesis of no relationship were true) should also be calculated.

Construct validity refers to the adequacy of the operational definition and measurement of the theoretical constructs that underlie the interventions, data tools and instrument as they related to output, outcomes and impact. We need to ensure that we indeed measure what we had intended to change.

External validity refers to the generalizability of causal relationships across different persons, places, times, and operational definitions of interventions, outcomes and impacts.

Finally the **internal validity** refers to the correctness of the key question about whether UNICEF response really did cause a change in the outcome and impact expected with beneficiaries. Essentially is the evaluation design appropriate and deal with a counterfactual e.g. what would have happened to the beneficiaries (experimental units) if the intervention had not been applied to them?

If attribution or meeting the quality expectations (all or some) is not possible, the bidders must explain why they can't achieve this and what alternative approach would they propose and how and why their proposed approach is considered superior. Should contribution analysis⁹, Most Significant Change¹⁰ or any other alternative approaches being proposed, a detailed methodology on how the evaluation will be answering the evaluation question and how quality will be maintained, including triangulation¹¹ and quality assurance.

9 http://betterevaluation.org/plan/approach/contribution_analysis

10 http://betterevaluation.org/plan/approach/most_significant_change

11 Four type of triangulation are generally considered 1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered. 2. Investigator triangulation, which refers to the use of more than on e researcher in the field to gather and interpret data. 3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data. 4. Methodological triangulation, which refers to the use of more than one method for gathering data. See Denzin, N. K. (1970). *The Research Act in Sociology*. Chicago:

10- Stakeholder Participation and Specific Responsibilities

The evaluation will be steered by a Committee composed of the relevant stakeholders and representative of SUBEB and SMBCs from both states.

The committee will be co-chaired by UNICEF and the Special Advisor to the Vice-President on Social Protection. All relevant stakeholders will be invited to be member of the steering committee, including DFID. State Ministry of Education of Sokoto and Niger will also be part of Steering committee. Ministry of Budget and National Planning play an important role of coordinating the evaluation function at federal level and State planning commissions (SPC) will also be engaged and invited to be member of the Steering committee. By engaging the MBNP and SPC, the evaluation findings and results will have a greater ownership and inform better government budget and plans.

The TORs of the steering committee will include, among others, the following responsibilities:

- Review and approve the RFP, and the proposals bided against
- Review and approve key deliverables of the evaluation, including the inception report, evaluation plan and final reports.
- Review plans for the data collection, instruments and tools as required and if needed.
- Provide timely feedback on draft reports, including comments from peer reviewers to the service provider or through any appropriate means as mutually agreed.
- Approval of the final report based on the fulfilment of quality standards/criteria agreed the inception report.
- Recommend approval/rejection of specific recommendations emerging from the report, and provide management response.
- Develop minutes of the meeting including all relevant decisions

11- Accountabilities

i. Field Offices

UNICEF field office will be supporting the evaluation team in conducting related evaluation activities and identifying sources of data as need be and contacts and interviews.

ii. UNICEF, National Country Office (NCO):

A steering committee will be established to oversee the evaluation process. The draft TORs and key deliverables will be reviewed and endorsed by the steering committee. The committee will be co-chaired by UNICEF and Special Advisor to the Vice-President on Social Protection. The steering committee will be holding at least two meetings (inception and draft final report) in Abuja (or as advised), and virtually as need be.

The evaluation will be managed day-to-day by UNICEF Nigeria Chief of M&E based in Abuja,.

iii. Regional Office

The Regional Office will also be invited to comment and review the key deliverables.

Aldine.

iv Peer reviewers

UNICEF, as part of its quality assurance process, will ensure that the TORs and deliverables are peer reviewed by an independent and contracted evaluators. The budget will factor in this in the quality assurance process.

12- Evaluation team roles/responsibilities and qualifications:

The evaluation team should be composed of a team leader (international or national) and a team of national evaluators to assist him/her. The team leader will be responsible for the overall oversight of individual capacity development evaluation and quality issues while the team of evaluator shall assist the team leader in carrying out the assignment, including but not limited to facilitating logistics, meetings, interviews with stakeholders and identifying/accessing relevant data sources. Based on detailed roles and responsibilities, as will be mutually agreed and approved by the approving authority, detailed responsibilities of both parties will be further elucidated once selection is made.

Roles/responsibilities- Team leader (international or national) /National consultants

- 8-10 years of experience in evaluation at the national and international level. (team leader)
- 5-7 years of experience in designing and / or performing data collection as part of evaluation and assessment; (National consultants)
- Experience in an international environment; previous experience of working in West African countries an asset. (team leader)
- Fundamental knowledge and verifiable experience in evaluating girls' education and/or cash transfer programmes and developing related methodologies. (team leader/national)
- Excellent analytical and report writing skills. (team leader/national consultants)
- Excellent data collection and analysis skills. (team leader/national consultants)
- Extensive knowledge of, and experience in quality assurance, applying, qualitative and quantitative methods and in a wide range of research, studies, documentation and evaluation approaches; (team leader)
- Familiarity with UNICEF's mission and mandate an asset. (team leader)
- Prior experience in working with multilateral agencies. (team leader/national consultants)
- Knowledge of UN role and UN programming at the country level, particularly UNDAF and familiarity and knowledge in the UNDAF Programming Principles particularly capacity development¹² (team leader/national consultants)

13- Risks and Risk Mitigation

It is impossible to predict all the problems and risks that might arise. Those that are considered most likely to appear are the following:

a) Perceptions that the evaluation is threatening the support provided both financially and technical.

Mitigation strategy: Having a steering committee that manage the evaluation and own the findings; An effort will be made from the beginning to communicate the evaluation's objectives, purpose and scope, and to highlight the need to improve and scale up.

b) Availability of data and information on the individual capacity development activities, such as name and contact details of participants, and access to good quality documentations about the individual development capacity supporting activities at national and sub national level.

12 <https://undg.org/home/guidance-policies/country-programming-principles/capacity-development/>

Mitigation strategy: An evaluability assessment have been planned as part of the integrated evaluation approach. The EA is design to deal with such risk and early identify sources of data and availability and access to the information and ensure that the success conditions are in place; should such conditions not being in place the EA should inform the Project authority about the appropriateness of pursuing or not the evaluation.

14- Ethical Considerations:

The Evaluation will follow Federal Government of Nigeria (FGN) and UNICEF guidelines on the ethical participation of children. In addition, all participants in the study will be fully informed about the nature and purpose of the research and their requested involvement. Only participants who have given their written or verbal consent (documented) will be included in the research. Specific mechanisms for feeding back results of the evaluation to stakeholders will be included in the elaborated methodology.

All the documents, including data collection, entry and analysis tools, and all the data developed or collected for this study/consultancy are the intellectual property of the government of Nigeria and the UNICEF. The Evaluation team members may not publish or disseminate the Evaluation Report, data collection tools, collected data or any other documents produced from this consultancy without the express permission of, and acknowledgement of FGN and UNICEF.

The evaluation is subject to a high level of compliance to ERIC (Ethical research Involving Children (<http://childethics.com/>)), and ethical research is applicable in Nigeria.

15- Procedures and logistics:

The evaluator/evaluation firm will determine the logistics support required to execute the assignment. The requirements should be briefly outlined in the inception report and agreed to by the approving authority for inclusion in entitlements payable. The selected firms/consultants will be responsible for all logistic arrangements and procedures as they relates to the contract.

UNICEF and partners will provide the background information and any other relevant documentation required for the consultancy.

16- Timetable:

Weeks	Description of activities	Expected Duration
	Preparation phase	May 2016
1-2	Development of Terms of Reference	1 weeks
2-3	Constituting the Steering Group	2 week
3-9	Recruitment of the Evaluation Team (RFP, selection, procurement, contracting)	6 weeks
	Inception phase	August 2016
9-11	Inception mission and evaluability assessment	3 weeks
11-12	Inception report the results of evaluability assessment and proposed approaches and methods	2 weeks
13	Review of the study plan, protocol, analytical framework and indicators by steering committee	1 week
14	Feedback and revision; acceptance of the inception report	1 week
	Data collection phase - Data analysis	September 2016

15-16	Data collection phase: preparation (conception of household survey, pilot the survey, training of enumerators, etc.) and execution. In the field.	6 weeks
	Reporting phase	November 2016
17-18	Preparation and submission of draft report	2 weeks
19-20	UNICEF feedback on draft report	1 weeks
21	Preparation and submission of final report- August 2016	1 week

17- Resource requirements:

- Estimate the cost and prepare a detailed budget. Note the source of funds. Link the budget to the key activities or phases in the work plan. Cost estimates may cover items including:
 - Travel: international and in-country
 - Team member cost: salaries, per diem, and expenses
 - Payments for translators, interviewers, data processors, and secretarial services.
 - Training cost and printing of material if relevant
- Estimate separately any expectations in terms of time costs for:
 - Staff (before, during, after)
 - Other stakeholders, including primary stakeholders.

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines.

All materials developed will remain the copyright of UNICEF and that UNICEF will be free to adapt and modify them in the future

18- N.A.

19- **Requesting Officer:** Denis Jobin, Chief M&E

Remarks:

Signature:

Date:

17. Approval of activity by Deputy representative

Name: Samuel Momanyi

Remarks:

Signature:

Date:

18. Approval of Terms of Reference by the Representative:

Remarks:

Name: Jean Gough

Signature

Date:

19. Comments and Recommendations:

The consultant will reports to the chief of monitoring and evaluation and provide advice on its technical recommendations.

Criteria for Evaluation of Proposals:

Table 1: identification of team members

Evaluation Criteria 1	Bidder's Response (Specify Below- "Meets Requirement" or "Does Not Meet Requirement")	
<p>The Bidder must identify all proposed senior team members resources by name.</p> <p>Bidders must also identify number of proposed team members, their role and location</p>	<p>MEETS <input type="checkbox"/></p>	<p>DOESN'T MEET <input type="checkbox"/></p>
<p>For each proposed senior team member the bidder must include, within the proposal, a detailed Curriculum Vitae (CV):</p> <p>The CV shall be up-to-date and shall be submitted as an Appendix in alphabetical name sequence.</p>	<p>MEETS <input type="checkbox"/></p>	<p>DOESN'T MEET <input type="checkbox"/></p>

SCORING METHODOLOGY

Responses will be rated in accordance with the criteria described in the following tables. The rated criteria address 2 general areas:

- 1) Experience and qualifications of senior evaluation members/team members
- 2) Proposed approach and methodology

Criteria 2: Experience and qualifications of senior evaluation members/team members, by submitting relevant evaluation project report (two maximum)

Table 2: Experience and qualifications of proposed team

Criteria	Description
<p>2.1 Experience and qualifications of senior evaluation members/team members</p>	<p>The Bidder should provide a description of the team that is being proposed to undertake the evaluation. It is anticipated that the proposed team will comprise two categories of personnel – senior members (national or international) who will be responsible for the design, management, analysis, and reporting of the evaluation and Junior (national) members who will assist in the areas of research and/or field work (e.g. conducting interviews, data entry). National members are encouraged to develop the country capacity; as long as it does not compromise quality.</p> <p>The description should provide the following information for each senior team member:</p>

	<p>Name</p> <p>Position (in the firm if employee, or associate)</p> <p>Proposed role & responsibility on this project</p> <p>The Bidder's description of the team should also include the roles, responsibilities and number of junior members.</p>
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Table 2.1: Experience and qualifications of the proposed team based on two (max) previous evaluation project(s) as they relate to CASH Transfer program

- All projects must have been conducted within the last 10 years.
- Projects will be assessed separately and the scores summed. For each project, the bidder should describe the relevant features.
 - An 'evaluation project' may have been conducted as part of academic studies or paid employment, and must have involved at least 20 days of effort on the part of the team member specified.
 - To be considered an evaluation project (as compared to a research project), the following must be apparent:
 - Program activities or intervention are assessed against a pre-determined set of criteria/objectives;
 - The main purpose of the project was to make a judgment about the degree to which the observed outcomes

Description of Criteria	Scoring	Maximum points	Response/Reference
<p>2.1 The Bidder must demonstrate that the proposed resource has experience in designing methodologically rigorous evaluation projects.</p> <p>A maximum of <u>two projects</u> will be considered and rated.</p> <p>1. Design</p> <p>2. Measurement instruments</p>	<p>Up to 9 points per project as follows:</p> <p>2 points if the design uses a randomized control trial , or matched comparison group, or RD design or design that address attribution</p> <p>1 point if the design uses an unmatched comparison group or</p> <p>0 points if no comparison group is Used</p> <p>2 points if standardized instruments are used</p> <p>1 point if non-standardized instruments are used</p> <p>0 points if no empirical data collection instruments are use</p>	18	

<p>3. Data collection procedures</p> <p>4. Data analysis techniques</p> <p>5. Description of study limitations</p>	<p>2 points if multiple data sources are used 1 point if only one data source is used 0 points if no data source is specified</p> <p>2 points if advanced quantitative statistics (e.g., inferential statistics, significance testing, etc.) are used 1 point if only descriptive statistics or qualitative methods are used 0 points if no data analysis technique is used</p> <p>1 point if the study limitations are clearly identified 0 point if the study limitations are not identified</p>		
<p>2.2 The bidder must demonstrate that the proposed resource has the capacity to manage complex evaluation projects based on past experience. A maximum of two projects will be considered and rated.</p> <p>1) lines of evidence</p> <p>2) size of team</p> <p>3) duration of evaluation</p>	<p>Up to 10 points per project as follows:</p> <p>3 points if the referenced project had multiple lines of evidence 1 point if the referenced project had a single line of evidence</p> <p>2 points if the team consisted of 4 or more persons (including the team leader) 1 point if the team consisted of 2 or 3 persons (including the team leader) 0 points if the team leader was the only team member</p> <p>2 points if the duration of the evaluation project was 13 months or more</p>	<p>18</p>	

4) size of budget	<p>2 points if the duration of the evaluation project was from 6 to 12 months</p> <p>1 point if the duration of the evaluation project was less than 6 months</p> <p>2 points if the budget for the evaluation was more than \$250,000</p> <p>2 points if the budget for the evaluation was from \$249,000 to \$150,000</p> <p>1 point if the budget for the evaluation was less than \$149,999</p>		
Maximum Total Points for	36 points		
Minimum Acceptable Score	15 points		

Criterion 3: Proposed approach and methodology

The Bidder must describe their understanding of the purpose, scope and context of the evaluation, their overall approach to the project, and the methods (including evaluation design) they propose to use to carry out the evaluation. This section of the proposal must include sufficient detail to enable the Evaluation Review Committee to apply the criteria defined in the above table.

Use the following headings when responding to the criteria 3.1			
Reference			
Evaluation methods used			
Lessons Learned regarding Methods			
How have these lessons learned been incorporated into the proposed approach and methodology?			

Table 3.1: Criteria for assessing the proposed methodology and approach

Description	Point	Max points	Reference/response
3.1 The approach and methodology demonstrates that it has taken into consideration the evaluation literature on MNCH Programs and other related interventions.	<p>Points will be awarded as follows:</p> <p>Full points (11) if the proposal demonstrates how the methods and lessons learned in at least two evaluation or studies</p>	11 points	

	<p>of MNCH have been incorporated into the proposed approach and methodology.</p> <p>4 points if the proposal demonstrates how the methods and lessons learned in at least one evaluation or study of MNCH has been incorporated into the proposed approach and methodology.</p> <p>0 points if no reference is made to show that the bidder is familiar with previous evaluation approaches used or with approaches recommended in the literature.</p>		
<p>3.2 The proposed approach and methodology explicitly addresses the threats to validity.</p> <p>Demonstrate how the potential threats to internal validity will be mitigated/addressed.</p> <p>Demonstrate how the potential threats to external validity will be mitigated/addressed</p> <p>Demonstrate how the potential threats to construct validity will be mitigated/addressed</p> <p>Demonstrate how the potential threats to statistical conclusion validity will be mitigated/addressed</p> <p>Note: Any particular</p>	<p>2 points per threat to validity up to a maximum of 6 points</p> <p>2 points per threat to validity up to a maximum of 6 points</p> <p>3 points per threat to validity up to a maximum of 6 points</p> <p>3 points per threat to validity up to a maximum of 6 points</p>	<p>10 points</p>	

<p>threat to validity can only be used once.</p>			
<p>3.3 The evaluation approach and methodology is feasible, taking into account the potential challenges that may arise, risk and how to mitigate them.</p>	<p>Points will be awarded as follows:</p> <p>Full points (8) if the proposal identifies five key challenges that could affect the feasibility of the approach and methodology and demonstrates how these challenges will be addressed so that the proposed approach and methodology can be effectively implemented.</p> <p>6 points if the proposal identifies four key challenges that could affect the feasibility of the approach and methodology and demonstrates how these challenges will be addressed so that the proposed approach and methodology can be effectively implemented</p> <p>4 points if the proposal identifies three key challenges of the approach and methodology and demonstrates how these challenges will be addressed so that the proposed approach and methodology can be effectively implemented</p> <p>2 Points if the proposal identifies two key</p>	<p>8 points</p>	

	<p>challenges that could affect the feasibility of the approach and methodology and demonstrates how these challenges will be addressed so that the proposed approach and methodology can be effectively implemented</p> <p>0 points if the proposal identifies no challenges, OR one is identified but not addressed</p>		
Maximum total point		29	
Passage total point		10	

EVALUATION SHEET

CATEGORY	MAX. POINTS	MIN. POINTS
1. MANDATORY REQUIREMENTS (PASS OR FAIL)	70	40
2. OVERALL RESPONSE <ul style="list-style-type: none"> - Understanding of, and responsiveness to, UNICEF Nigeria Country Office requirements - Understanding of scope, objectives and completeness of response - Overall concord between UNICEF requirements and the proposals 	(5)	0
3. STANDARD STRATEGY/METHODOLOGY FOR EVALUATION <ul style="list-style-type: none"> - Proposed approach integrated lessons from previous evaluation studies - Proposed approach is effectively addressing the four bias to validity: construct, statistical, internal and external - Approach is feasible: recognition of direct as well as risks/peripheral problems and methods to prevent and manage risks/peripheral problems; - 	(29)	10
4. PROPOSED TEAM EXPERIENCE <ul style="list-style-type: none"> - Experience and qualifications based on previous evaluation project(s) - Experience and qualifications of proposed team 	(36)	15
5. PRICE	(30)	0
TOTAL MARKS	(100)	

ANNEX 1

This suggested table should help the report writing any given evaluation report that has a claim to be evidence based.

The column 1 refers to the why? The lines of enquiry (LE) or Evaluation Questions. The mandate of the evaluation.

The column 2 refers to the writing of the conclusion section. The evaluators must conclude against the objectives of the evaluation.

The column 3 refers to the specific criteria that will be used; the criteria must be clearly defined so one can analyse observations against it.

The column 4 refers to the observations that emerged from the information collected. What do you observe? Not all information collected is relevant, given the LE and criteria and scope.

The columns 5, are the findings, the fruits of the analysis of the observations against the criteria.

The column 6, is where the conclusions, drawn upon the review of findings against the objectives of the study.

The last column is for the recommendations, if any. I indicated within what was the desired quality of recommendation. This entire table below and structure are in fact to ensure that recommendations are supported by proper evidence.

A word on Triangulation: Many evaluation studies claim that they triangulate in order of strengthening the evidence generated; but yet with very little specification of what this entails. There are several types of triangulation and if a study claims that it triangulates, then details about the exercise are expected, along with the type of triangulation. There are actually perhaps 4 key types of triangulation:

1. **Data triangulation**, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.
2. **Investigator triangulation**, which refers to the use of more than one researcher in the field to gather and interpret data.
3. **Theoretical triangulation**, which refers to the use of more than one theoretical position in interpreting data.
4. **Methodological triangulation**, which refers to the use of more than one method for gathering data.

A word on recommendation:

Evaluators should make recommendations that flow logically from the observations, the findings and conclusions, and that are directed at resolving the cause of identified deficiencies, and clearly state the actions recommended.

Recommendation should meet the UNEG Standard 4.16: Recommendations should be firmly based on evidence and analysis, be relevant and realistic, with priorities for action made clear.

Effective recommendations encourage improvements in the conduct of management and operations. Recommendations are not always required nor are mandatory.

Recommendations are effective: 1- when they are addressed to parties that have the authority to act and 2- when the recommended actions are specific, practical, cost effective, and measurable.

Recommendations that lend themselves to follow-up are:

- Fully supported by and flow from the associated findings and conclusions;
- Aimed at correcting the underlying causes of the deficiency;
- Addressed to the organization with the responsibility to act on them.

Clear recommendations are:

- succinct, straightforward and contain enough detail to make sense on their own;
- broadly-stated (i.e. stating what needs to be done while leaving the specifics of how to entity officials);
- positive in tone and content.

Action-oriented recommendations are:

- presented in the active voice;
- practical (i.e. able to be implemented in a reasonable timeframe, taking into account legal and other constraints);
- cost-effective (i.e. the costs of implementing them will not outweigh the benefits), and they will not increase the bureaucratic burden;
- results-oriented (giving some indication of what the intended outcome is, ideally in measurable terms);
- able to be followed-up (i.e. able to determine whether it has been acted upon);
- consistent and coherent with the other recommendations in the chapter and mindful of recommendations made before in other relevant reports.

Structure of Evidence supporting the report writing.							
1	2	3	4	5	6	7	8
Line of enquiry LE (or Evaluation questions-EQ)	Objectives of the evaluation	Criteria	Observations	Triangulation	Findings	Conclusion	Recommendation
i.e. To what extent is the program relevant	i.e. To determine whether or not	i.e. Relevance	i.e. What you observed	i.e. Type of triangulation if	i.e. What you observed/review/a	i.e. Summary of a line or a	i.e. Effective recommendations

to users/beneficiary?	the program meet the needs of the beneficiary To determine whether or not the program is aligned with priorities		against that line of enquiry only	any	nalyzed against the relevance criteria	related group of a lines of enquiry: conclude against the evaluation objectives	encourage improvements in the conduct of management and operations. Recommendations are not always required nor are mandatory. Recommendations are effective: 1- when they are addressed to parties that have the authority to act and 2- when the recommended actions are specific, practical, cost effective, and measurable.
Etc.							

ANNEX 2: United Nations Evaluation Group – Code of Conduct for Evaluation in the UN System

Evaluation Consultants Agreement Form

To be signed by all consultants as individuals (not by or on behalf of a consultancy company) before a contract can be issued.

Agreement to abide by the Code of Conduct for Evaluation in the UN System

Name of Consultant:

Name of Consultancy Organization (where relevant):

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.

Signed at () on ()

Signature: _____

Annex 1: List of targeted catchment areas in Niger State 13

State	LGA	Primary School	Estimated number of girls
NIGER	AGAIE	FUYAKA PRIMARY SCHOOL	465
NIGER	AGAIE	ESSUN PRIMARY SCHOOL	551
NIGER	AGAIE	BOKU PRIMARY SCHOOL	328
NIGER	AGAIE	SHABAWOSHI PRIMARY SCHOOL	373
NIGER	AGAIE	ETSUGAIE LEA PRIMARY SCHOOL	84
NIGER	AGAIE	CHATA PRIMARY SCHOOL	608
NIGER	AGAIE	MAYAKI PRIMARY SCHOOL	78
NIGER	AGAIE	GUTSUNGI PRIMARY SCHOOL	104
NIGER	GBAKO	SHABA LEGBO PRIMARY SCHOOL	296
NIGER	GBAKO	EWANKO PRIMARY SCHOOL	106
NIGER	GBAKO	MAJIN PRIMARY SCHOOL	259
NIGER	GBAKO	EGBEKO PRIMARY SCHOOL	170
NIGER	GBAKO	SONFADAKO PRIMARY SCHOOL	389
NIGER	GBAKO	MAKAFU PRIMARY SCHOOL	309
NIGER	GBAKO	DASSA PRIMARY SCHOOL	213
NIGER	GBAKO	WASAGI PRIMARY SCHOOL	194
NIGER	MARIGA	KUIMO PRIMARY SCHOOL	281
NIGER	MARIGA	UKURU PRIMARY SCHOOL	104
NIGER	MARIGA	MAKICHI PRIMARY SCHOOL	70
NIGER	MARIGA	MANGORO PRIMARY SCHOOL	169
NIGER	MARIGA	LAHAI PRIMARY SCHOOL	19
NIGER	MARIGA	RAGADA PRIMARY SCHOOL	123
NIGER	MARIGA	KAKIHUN PRIMARY SCHOOL	56
NIGER	MARIGA	BOBI PRIMARY SCHOOL	149
NIGER	MARIGA	DURUGU PRIMARY SCHOOL	55
NIGER	MARIGA	BAKO PRIMARY SCHOOL	174
NIGER	MARIGA	MAIGOGE PRIMARY SCHOOL	61
NIGER	MARIGA	UNGUWAN BALA PRIMARY SCHOOL	40
NIGER	MARIGA	ISHANGA A PRIMARY SCHOOL	18
NIGER	MARIGA	T/GARI K/KORO PRIMARY SCHOOL	249
NIGER	MARIGA	KUMBASHI PRIMARY SCHOOL	240
NIGER	MARIGA	WAMBA PRIMARY SCHOOL	211
NIGER	MARIGA	G/BOKA PRIMARY SCHOOL	93
NIGER	MASHEGU	SABON PEGI PRIMARY SCHOOL	20
NIGER	MASHEGU	PATIKO PRIMARY SCHOOL	11
NIGER	MASHEGU	KWATACHI PRIMARY SCHOOL	28
NIGER	MASHEGU	BABAN RAMI HAYI PRIMARY SCHOOL	114
NIGER	MASHEGU	BABAN RAMI CENTRAL PRIMARY SCHOOL	78
NIGER	MASHEGU	MULO GARI PRIMARY SCHOOL	31

13 Registration & Enrolment Programme Official Manual – Niger state 2014-15

NIGER	MASHEGU	KASANGA PRIMARY SCHOOL	56
NIGER	MASHEGU	GABAS BABBAN RAMI PRIMARY SCHOOL	190
NIGER	MASHEGU	KUSOKO PRIMARY SCHOOL	16
NIGER	MASHEGU	KAWO PRIMARY SCHOOL	96
NIGER	MASHEGU	LEAPU TIFIN PRIMARY SCHOOL	44
NIGER	MASHEGU	SABON RIJIYA PRIMARY SCHOOL	23
NIGER	MASHEGU	KARAMI RAMI PRIMARY SCHOOL	184
NIGER	MASHEGU	ADOGO MASHEGU PRIMARY SCHOOL	163
NIGER	MASHEGU	ADABO GARI PRIMARY SCHOOL	19
NIGER	MASHEGU	KABOJI PRIMARY SCHOOL	270
NIGER	MUNYA	JIYIDNA PRIMARY SCHOOL	31
NIGER	MUNYA	CENTRAL PRIMARY SCHOOL GUNI	259
NIGER	MUNYA	KURGBAKU PRIMARY SCHOOL	36
NIGER	MUNYA	JAIFULU PRIMARY SCHOOL	164
NIGER	MUNYA	DNAKO PRIMARY SCHOOL	78
NIGER	MUNYA	BUDURUWAI PRIMARY SCHOOL	109
NIGER	MUNYA	LUKUMA PRIMARY SCHOOL	60
NIGER	MUNYA	IGU MAKARANTA PRIMARY SCHOOL	61
NIGER	MUNYA	DAGBADNA PRIMARY SCHOOL	96
NIGER	MUNYA	TAWO GUNI PRIMARY SCHOOL	98
NIGER	MUNYA	ZAZZAGA PRIMARY SCHOOL	51
NIGER	MUNYA	KAMPANI PRIMARY SCHOOL	68
NIGER	MUNYA	ZHALAPE PRIMARY SCHOOL	100
NIGER	RAFI	TUNGA MAKERI PRIMARY SCHOOL	80
NIGER	RAFI	TASHAN RIMI PRIMARY SCHOOL	109
NIGER	RAFI	CENTRAL PRIMRY SCHOOL TUNGAN BAKO	48
NIGER	RAFI	SABON GODORO PRIMARY SCHOOL	79
NIGER	RAFI	UBE MAILAMBA	95
NIGER	RAFI	SHAMUYAMBU PRIMARY SCHOOL	180
NIGER	RAFI	LUGGA PRIMARY SCHOOL	35
NIGER	RAFI	GARUN GABAS PRIMARY SCHOOL	79
NIGER	RAFI	CENTRAL PRIMARY SCHOOL GIDIGORI	161
NIGER	RAFI	TUGURBE PRIMARY SCHOOL	61
NIGER	RAFI	KASUWAN DAJI PRIMARY SCHOOL	271
NIGER	RAFI	DUTSE PRIMARY SCHOOL	50
NIGER	RAFI	UBE TURUMA	89
NIGER	RAFI	SAMBUGA PRIMARY SCHOOL	81
NIGER	RAFI	TASHAN BAKO PRIMARY SCHOOL	113
NIGER	RAFI	NATSIRA PRIMARY SCHOOL	151
NIGER	RAFI	KUNDU PRIMARY SCHOOL	115
NIGER	RAFI	TASHAN KWARA PRIMARY SCHOOL	75
NIGER	RAFI	YELWAN KABITU PRIMARY SCHOOL	56
NIGER	RAFI	UBE PRIMARY SCHOOL UNGUWAN HASSAN	90

Annex 2 List of targeted catchment areas in Sokoto State 14

State	LGA	Primary School	Estimated number of girls
SOKOTO	BINJI	KURA MODEL PRIMARY S	120
SOKOTO	BINJI	BUNKARI PRI SCH	50
SOKOTO	BINJI	INNAME PRI SCH	113
SOKOTO	BINJI	BIRNIN WARI P. SCHOO	29
SOKOTO	BINJI	SABON ZAMA PRIMARY S	13
SOKOTO	BINJI	MAIKULKI PRI SCH	331
SOKOTO	BINJI	MAI KULKI ISLAMIYA S	72
SOKOTO	BINJI	SORO PRI SCH	131
SOKOTO	BINJI	GWAHITTO PRI SCH	175
SOKOTO	BINJI	BINJI III PRIMARY SC	5
SOKOTO	BINJI	ABDULWAHAB PRI SCH	28
SOKOTO	BINJI	HISNA M.P SCHOOL	24
SOKOTO	BINJI	ALIYU JEDO PRI SCH	125
SOKOTO	BINJI	GAJARE PRIMARY SCHOO	24
SOKOTO	BINJI	KALGO PRI SCH	16
SOKOTO	BINJI	GIDAN BUJI PRI SCH	71
SOKOTO	BINJI	G/ALMU PRI SCH	19
SOKOTO	BINJI	AJOGAL PRIMARY SCHOO	18
SOKOTO	BINJI	KANDEZA PRI SCH	44
SOKOTO	BINJI	S/YAKI PRI SCH	26
SOKOTO	BINJI	DIDDIBA PRI SCH	21
SOKOTO	BINJI	DADDALE PRI SCH	41
SOKOTO	BINJI	JAMALI T/ PRI SCH	14
SOKOTO	BINJI	LABAU M.P.SCHOOL	35
SOKOTO	BODINGA	MAZANGARI PRI SCH	203
SOKOTO	BODINGA	GIDAN FARUKU PRIMARY	61
SOKOTO	BODINGA	GIDAN ABBA PS	228
SOKOTO	BODINGA	GIDAN NARBA PRIMARY	125
SOKOTO	BODINGA	DABAGA PRI SCH	230
SOKOTO	BODINGA	LOZOBE PRIMARY	235
SOKOTO	BODINGA	TAKATUKU PRI SCH	204
SOKOTO	BODINGA	GIDAN BANGO PS	134
SOKOTO	BODINGA	TAUMA PRI SCH	94
SOKOTO	BODINGA	FAMFO PRIMARY	44
SOKOTO	BODINGA	ARDO BARAYA PS	201
SOKOTO	BODINGA	DARHELA PRIMARY SCH	413
SOKOTO	GORNYO	MAHALBA PRIMARY	50

14 Registration & Enrolment Programme Official Manual – Sokoto state 2014 -15

SOKOTO	GORNYO	PRY SCHOOL TALOKA	198
SOKOTO	GORNYO	RIMAWA PRI SCH	575
SOKOTO	GORNYO	TULUTU PS	231
SOKOTO	GORNYO	KOJIYO PRI SCH	538
SOKOTO	GORNYO	NYSC NURSEY/PRIMARYC	178
SOKOTO	GUDU	TUNGAR UMARU PRY SCH	103
SOKOTO	GUDU	TULUN BIRI PRY SCH	120
SOKOTO	GUDU	KWALHI PRY SCH	8
SOKOTO	GUDU	MARAKE PRY SCH	95
SOKOTO	GUDU	GWAZANGE PRY SCH	29
SOKOTO	GUDU	HUDAR MARKE PRY SCH	35
SOKOTO	GUDU	GIBANGO PRIMARY SCH	75
SOKOTO	GUDU	KURDULLA NIZZ	6
SOKOTO	GUDU	SALAWA PRY SH	24
SOKOTO	GUDU	BALLE MPS	65
SOKOTO	GUDU	KATSURA PRY SCH	325
SOKOTO	GUDU	MAKUYA PRY SCH	86
SOKOTO	GUDU	BANGI MPS	86
SOKOTO	GUDU	RAFIN KUBU PRY SCH	141
SOKOTO	GUDU	KARFEN CHANA MPS	60
SOKOTO	GUDU	AWALTIKI PRY SCHOOL	50
SOKOTO	GUDU	KURDULLA MPS	276
SOKOTO	GUDU	KUTUFARE PRY SCH	24
SOKOTO	GUDU	JIMA JIMI PRY SCH	134
SOKOTO	GUDU	FILASKO PRY SCH	10
SOKOTO	GUDU	BALLE NIZZ	45
SOKOTO	GUDU	KARFEN SARKI MPS	36
SOKOTO	KEBBE	KUNDUTTU PRIMARY SCH	98
SOKOTO	KEBBE	KUNKURU PRIMARY SCH	74
SOKOTO	KEBBE	JIGIRI PRIMARY SCHOO	95
SOKOTO	KEBBE	ILLELA PRIMARY SCH	25
SOKOTO	KEBBE	DUNKA PRI SCH	104
SOKOTO	KEBBE	BAMNA PRIMARY SCH	36
SOKOTO	KEBBE	GAURU PRI SCHOOL	154
SOKOTO	KEBBE	MARGAI PRI SCH	26
SOKOTO	KEBBE	FYADDE PRIMARY SCH	18
SOKOTO	KEBBE	DUTSEN KUKA PRIMARY	130
SOKOTO	KEBBE	BINDANU PRI SCH	215
SOKOTO	KEBBE	NIZZAMIYYA PRIMARY	248
SOKOTO	KEBBE	KAWARA PRIMARY SCH	113
SOKOTO	KEBBE	JABGA PRIMARY SCHOOL	26
SOKOTO	KEBBE	GIRKAU MODEL PRIMARY	49

SOKOTO	KEBBE	LUMU PRIMARY SCHOOL	33
SOKOTO	KEBBE	GADACCE PRIMARY SCH.	58
SOKOTO	KEBBE	KARMA PRI SCHOOL	36
SOKOTO	KEBBE	KEBBE M.P. SCHOOL	10
SOKOTO	WURNO	KANDAM PRI SCH	88
SOKOTO	WURNO	TUNGA PRI SCH	85
SOKOTO	WURNO	GIDAN INDA PRI SCH	119
SOKOTO	WURNO	JNI PRI SCH	310
SOKOTO	WURNO	ANZA ILLELAH PRI SCH	28
SOKOTO	WURNO	ZAYYAWA PRIMARY SCH	43
SOKOTO	WURNO	KWASARE PS	65
SOKOTO	WURNO	LUGU PRIMARY SCHOOL	437
SOKOTO	WURNO	S/FAWA PRI SCH	136
SOKOTO	WURNO	CHACHO PRI SCH	80
SOKOTO	WURNO	MPS ACHIDA	248
SOKOTO	WURNO	DABAGI PRIMARY SCH	23
SOKOTO	WURNO	GIDAN BANGO PRI SCH	193

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ER2016121