

UNICEF Evaluation Management Response

Update as of 10 February 2023

UNICEF Evaluation Management Response in Nigeria

Evaluation Title	Final Evaluation of Girls' Education Project Phase 3 (GEP3) 2012–2022 in Northern Nigeria – Final Report
Evaluation Year	2022
Office in charge	Nigeria
Overall Responsible of Management Response	UNICEF Country Office Representative, Cristian Munduate
Focal Person Responsible	Saadhna Panday, Chief Education with support of Michael Banda, Senior Education Specialist in Kano; Azuka, Education Specialist in Abuja; Takudzwa Kanyangarar, Gender and Development Specialist in Abuja and Robert Ndamobissi, Evaluation Manager in Abuja.
Overall response to the evaluation	Agree
Planned Use of GEP3 Final Evaluation	<p>The GEP3 Final Evaluation Report and all documented evidence including Summary Report, Evaluation Brief and Videos were presented during the 2012-2022 Girls' Education Project Closing Ceremony organized at Hotel Fraser Suites attended by Goodluck Manah Opiah, Minister of State for Education in Nigeria. High Level Dignitaries attended the event: Catriona Laing, British High Commissioner to Nigeria, Cristian Munduate, Country Representative, UNICEF Nigeria, Christopher Pycroft, Development Director of FCDO Nigeria and Directors of Education, Development Partners, State Commissioners of Education, Royal Highness Emir of focus States, children, women, Academia, Civil Society and UNICEF staff.</p> <p>As part of GEP3 closure, UNICEF organized planned feedback engagement with key stakeholders at both federal and state level. State-based GEP3 closure events were held in Katsina, Kano, Sokoto and Zamfara, and Bauchi hosted Niger partners in a joint review. Stakeholders that worked with GEP3 from SMOE, state departments and agencies, civil society organizations and those working in the thematic area of girl's education were in attendance. Media partners, the Royal Highnesses the EMIR's from participating states, community gate keepers, teachers, parents and children also attended the closing feedback sessions. The GEP3 interventions, theory of change and results obtained were presented from the GEP3 evaluation.</p>

Govt, FCDO, Development partners and States and Local Authorities were very satisfied to learn from this independent robust evaluation, that UNICEF and partners have succeed to achieve great results within the 10 years of this large investment (at least 109 million US Dollars) on Girls Education made in a challenging social norm context for girl's education prevailing in northern Nigeria that 1.5 million Girls have been enrolled into Basic Education through innovative strategies.

This management response presents concrete actions that are adopted by UNICEF Nigeria Country Office to provide support to Govt/Federal Ministry of Education for the operationalization of High Priority recommendations of GEP3 Evaluation in Nigeria during the next two years (2023-24) that will enable the scaling up of those innovative strategies to accelerate Gender Equality in Education. Lessons learned will serve to reshape strategies and guide adequate implementation of the new Country Program 2023-2027 and to influence Nigeria's sector education Policy and Education Sector Strategic Plan.

The Evaluation Report will be disseminated at Country level to Government and Donors, States, Local Authorities, Youth, CSOs, academia, medias the primary users using multi form platforms and channels.

Internally at UNICEF, the primary users of this evaluation include UNICEF Nigeria's Country Representative, Chief of Education section, Deputy Representative Programme, Deputy Representative Operations, Chiefs of Field Offices, Federal Government and States Government, Programme Managers, Development Partners and UNICEF Nigeria Evaluation Unit.

Government and UNICEF Nigeria will leverage public-private partnerships for the implementation of the new CPD 2023-2027 and Education Program Strategy Note in Nigeria.

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Special responsibility dedicated to UNICEF (6 recommendations)

Actions planned	Responsible Office/ Person	Expected date of completion	Status	Actions taken	Supporting documents
Recommendation 1 (High Priority): <u>Strategic Recommendation</u>: Include cash transfer initiatives whenever possible, especially with the Plus element (e.g., complementing cash transfers with additional inputs and services). Integration or scale-up of the financial household component as part of a more comprehensive inclusive education intervention strategy shall be considered in future programmes.					
Response to Recommendation: Agree					
1.1. UNICEF should develop a Concept Strategic Paper for Scaling Up the Cash Transfer Plus initiative to boost the Acceleration of Girls Education in Nigeria towards SDG4.1, that will serve for Advocacy.	Chief Education Saadhna Panday	31 December 2022	Completed:	Cash Transfer Plus strategies have been included in the new CPD 2023-2027 and the Education Program Strategy Note 2023-2027	-Business Case document -CPD 2023-2027 -Education Program Strategy Note 2023-2027 (PSN) -Strategic Paper
1.2. UNICEF should engage Govt, States and leverage partnerships with Development Partners (WB, FCDO/UK, GPE, EU,) to increase Education Financing that include Cash Transfer Program for Girls Education in the critical States.	Chief Education Saadhna Panday	31 December 2024	Underway:	UNICEF s held a webinar on Education Financing in Nigeria with the Federal Ministry of Education, Universal Basic Education and other partners to highlight gaps in education financing in Nigeria. More evidence generation and capacity building on Education Financing is planned in 2023/2024 workplans. UNICEF advocates for increased local budget to finance education including cash transfers. Cash transfers plus to increase girls' access and retention will include close cross-sectoral collaboration among education and social protection authorities on implementing the National Social Protection Policy, which includes cash transfers for children in poor households and children with disabilities, by ensuring that beneficiaries are identified with consideration of education-related	

					indicators (e.g., school attendance, socioeconomic status) and through effective geographical and categorical targeting via close partnership with SBMCS and local stakeholders. UNICEF has recruited a P4 Education Financing Specialist who will ensure adequate influence of UNICEF on National Public Financing for education sector.	
1.3. UNICEF should influence strongly the National Social Protection Program in targeting Girls Education within the vulnerable States.	Chief Education Saadhna Panday	31 st December 2024	Underway:	Advocacy at state level is underway, led by UNICEF and other partners such as the High Level Women Advocates (HILWA).		
1.4. UNICEF should make strong advocacy towards States for the effective implementation of the Business Case developed for Early Childhood Education in Nigeria in 2021.	Chief Education Saadhna Panday	30 June 2023	Underway:	UNICEF is supporting education states to implement ECE programmes and is engaging the media, research community, parents and federal and state officials to raise the profile of ECE.	ECCDE Concept Note Education PSN Education CPD	
Recommendation 2 (High Priority): Strategic Recommendation: Massive Plan for classroom overcrowding with worsening pupil-teacher ratios as the result of increased student enrolment. Comprehensive efforts are needed to prepare and inject new contingents of trained teachers						
Management Response: Agree						
Actions planned	Responsible Office/ Person	Expected date of completion	Status	Actions taken	Supporting documents	
2.1. UNICEF should provide support to the Federal Ministry of Education to develop and implement a competency-based curriculum for continuous Teacher Education Programmes and Training including modules on Gender Equality and Gender-based social inclusion	Chief Education Saadhna Spanday	31 December 2024	Underway:	UNICEF's focus over the next five years is on continuous teacher professional development, not initial teacher education programmes. We would need evaluate the extent to which CTPD covers gender and then make recommendation to government to include a focus on gender		
2.2. UNICEF should provide support to the Federal Ministry of Education for the development and implementation of Teachers Training Master Plan that includes pedagogical	Chief Education Saadhna Spanday	31 st December 2023	Underway:	UNICEF has engaged an independent consultant to a teacher centred and school based continuous teacher	Contract of individual consultant recruited by UNICEF	

platform based on a nationally or regionally validated competency referential that considers 3 phases: i) an experimental phase, ii) the assessment phase of the new approach, iii) the generalization phase for all national teachers training institutions.				professional development model. It is being piloted in 3 states in 2023.	
2.3. UNICEF should make strong advocacy towards Government for the effective recruitment of additional new contingent of trained teachers that will contribute to improve the ratio of pupils per teacher (classroom overcrowding) for achieving better learning outcomes of students.	Chief Education Saadhna Spanday	31 December 2024	Underway:	UNICEF supported the development of a teacher management information system (TMIS) in 2022 and tested and validated it in 8 states. In 2023 and 2024 UNICEF will support its scaling.	Education Program Strategy Note (PSN) 2023-2027

Recommendation 3 (High Priority): Strategic Recommendation: To Create a more enabling environment (e.g., working with the Ministry of Women's Affairs and the gender policy) to achieve gender equality and transform discriminatory social norms that affect girls. Approaches to changing power relations between men and women, as well as girls and boys at the community, local, institutional and national levels, should be supported by government policymaking. The focus should be to actively reach out and reinforce sectoral programming with adequate methodological and technical tools

Management Response: Agree

3.1. UNICEF should provide assistance to Govt (the Federal Ministry of Women's Affairs and the Federal Ministry of Education) to create a more Gender Equality and transforming discriminatory social norms that affect girls. National, State and local authorities should commonly support approaches to changing power relations between men and women, between boys and girls at the community, local and state levels.	Chief Education Saadhna Spanday With support of Gender and Development Specialist	31 December 2024	Underway:	UNICEF will partner with the Federal and State Ministries of Women Affairs to implement both the Re-Entry policy and the Gender in Education Policy. It must be recognised that the Federal Ministry of Women Affairs is not Education Section direct counterpart. At every opportunity, UNICEF will work with the Federal Ministry of Women Affairs through the gender division of the Federal Ministry of Education and state Ministries of education in line with our existing programmes.	Gender in Education Policy Re-Entry Guidelines
3.2. UNICEF should provide technical and financial support to the FMOE and Ministry of	Chief Education Saadhna Spanday with support of	30 June 2023	Underway:	The Gender in Education Policy developed by FME and supported by UNICEF identifies the Ministry of	

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<p>Women's Affairs to develop a clear strategic policy for girls' social inclusion</p>	<p>Gender & Development Specialist</p>			<p>Women Affairs as its key Partner in the Policy implementation. UNICEF AWP for 2023/24 includes domestication of the Gender in Education Policy at State Levels and follow up of implementation of a clear set of identified actions.</p>	
<p>3.3. UNICEF should engage local and state authorities to promote gender-equality system and practices through concerted effort to raise awareness among civil servants, for example through an HR-oriented training programme or MOOCs on these transversal issues.</p>	<p>Chief Education Saadhna Spanday with support of Gender & Development Specialist</p>	<p>31 December 2024</p>	<p>Underway:</p>	<p>UNICEF will continuously promote gender-equality in the education system and practices as reflected in the Strategy Note, CPD and AWRPs 2023/24</p> <p>Evidence generated on the value of the female teacher's presence in schools and its impact on enrolment led to the passage of laws in two states (Katsina and Bauchi) on the appointment of women in education management positions at school, Local Government Education Authority and state levels (i.e., women to make up 35 per cent of these structures).</p>	
<p>Recommendation 4 (High Priority): <u>Operational Recommendation:</u> Consider integrating a sexual and reproductive health and rights sensitizing module in the Girls for Girls package of the programme to prevent unintended teenage pregnancies that could impact girls' education and prolong child marriage. Contextualizing the training module or toolkit to the local setting could address specific gender norms and incorporate lessons learned from this evaluation</p>					
<p>Management Response: Agree</p>					
<p>4.1. UNICEF should provide support to the Federal Ministry of Education to ensure the integration of the sexual and reproductive health and rights sensitizing module in package of the training programme of the Basic Education to prevent unintended teenage pregnancies.</p>	<p>Chief Education Saadhna Pandalay</p>	<p>31 December 2022</p>	<p>Completed:</p>	<p>This is part of our MHM programme with adolescent girls in schools. UNICEF is using the life-skills programmes in schools through G4G/He4 She and Mother Groups to raise consciousness and awareness on reproductive health and menstrual hygiene management.</p>	<p>-G4G Manual -Mother Group Guides</p>

<p>4.2. UNICEF should provide support to the Federal Ministry of Education to promote the scaling up of the successful strategies of Girls For Girls and He/Boy for She/Girl that has successfully make great difference within GEP3 (dissemination of results achieved by GEP3).</p>	<p>Chief Education Saadhna Panday</p>	<p>31 December 2024</p>	<p>Underway:</p>	<p>Scale up strategy for all successfully implemented strategies is being developed by June 2023 and implemented by December 2024.</p>	
<p>4.3. UNICEF will provide technical and financial assistance to the Federal Ministry of Education to develop and operationalize the training module or toolkit adapted to the local setting that will address specific gender norms and incorporate lessons learned from GEP3 Evaluation.</p>	<p>Chief Education Saadhna Panday</p>	<p>31 December 2024</p>	<p>Underway:</p>	<p>Government has a gender in education policy as a result of GEP3; UNICEF focus should be on domesticating the policy in the 12 education states.</p>	

Recommendation 5 (High Priority): Operational Recommendation: Maintain and scale up the holistic gender-sensitive approach

Management Response: Agree

Actions planned	Responsible Office/ Person	Expected date of completion	Status	Actions taken	Supporting documents
<p>5.1. UNICEF should provide support to the FMOE to expand improvements in the school environment to allow robust menstrual hygiene management in schools</p>	<p>Chief Education Saadhna Spanday</p>	<p>31 December 2023</p>	<p>Underway:</p>	<p>Advocacy strategy on establishment /sustenance of School menstrual Pad Banks in Junior Secondary schools which began in 2022 under GEP3 will be further developed and scaled with State Education Ministries/ SUBEB's budgets as committed in the GEP3 exit sustainability plans and 2023/24 AWP.</p>	<p>-CPD 2023-2027 -2023 AWP -2022 RAM</p>
<p>5.2. UNICEF should provide support to the FMOE in order to offer a life skills programme in the Girls for Girls component and consider different barriers and concerns that become obstacles to learning</p>	<p>Chief Education Saadhna Spanday</p>	<p>31 December 2024</p>	<p>Underway:</p>	<p>UNICEF will support the Development of a Comprehensive Skills Development Framework for Nigeria by 30th June 2023</p>	<p>-CPD 2023-2027 -2023 AWP -2022 RAM</p>

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5.3. UNICEF must advocate for broader integration of Girls for Girls, HLWA, 'He or She' and similar strategies in the education sector	Chief Education Saadhna Spanday	31 December 2022	Completed:	Scale up strategy includes this component up to December 2024 Federal and State governments have been supported to develop a national framework of action on Out of school Children. These interventions are part of the out of school reduction strategy.	-CPD 2023-2027 -AWP 2023, RAM
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Approved by UNICEF

Recommended by:

OIC Deputy Representative, Aboubacry Tall

Signature



10/02/2023

Approved by:

UNICEF Country Representative, Cristian Munduate

Signature

