



# ANNEXES OF FINAL GEP3 EVALUATION REPORT IN NIGERIA

## UNICEF Nigeria

Final Evaluation of Girls' Education Project Phase 3 (GEP3) 2012–2022 in Northern Nigeria

## Evaluation Report

## 8. ANNEXES

## Annex 1 Evaluation Framework

Specific Objectives / sub-objectives	Specific evaluation questions	Indicators	Data Collection & information sources	Data analysis
<b>A. RELEVANCE &amp; COHERENCE: Determine the relevance and coherence of the GEP3 including the CTP in addressing the priority issues of Girls' Education</b>				
<b>A1 To assess the alignment of the funded partners' projects to country realities and to national, regional and global priorities</b>	<ol style="list-style-type: none"> <li>How robust was the GEP3's theory of change and how was it adapted to the result chain and programme logic?</li> <li>To what extent were the interventions delivered in line with the theory of change and objectives?</li> <li>To what extent did the various National (Education, Social Protection, Gender) Policy documents including the national, strategies and plans inform the GEP3?</li> <li>To what extent were the activities and outputs of the programme consistent with the intended results?</li> <li>To what extent was the CTP coherent with the broader policy environment at state and federal levels (including education, social protection, and gender policies; other interventions, e.g., supply-side improvements in the Education Sector)?</li> <li>To what extent did other interventions (particularly policies) support or undermine the Girls' Education Project Phase 3 (GEP3) intervention, including internal and external coherence (How well does the programme fit?)?</li> <li></li> <li>Were the intervention choices based on an assessment of options and a sound evidence base?</li> </ol>	<p>Qualitative indicators - Alignment of content in Programme Planning Documents in relation to existing national strategic plan, State Education plans and global agenda of education</p> <p>Qualitative indicators highlighting Human Rights Based Approach programming mainstreaming into GEP3 Theory of Change, Annual Workplans, etc.</p>	<ul style="list-style-type: none"> <li>Desk Review <ul style="list-style-type: none"> <li>Programme's documents and reports,</li> <li>GEP3 Business Case and Operational Plan</li> <li>GEP3 ToC and Programme planning document;</li> <li>Education Sector Strategic Plan; and</li> <li>SDG4.</li> <li>Nigeria Poverty Reduction Strategy</li> <li>National Social Protection Policy</li> <li>States Education Plans -Education Policy</li> <li>Education Census;</li> <li>State &amp; LGAS EMIS Report;</li> <li>GEP3 Annual Review Report;</li> <li>GEP3 Donor Reports</li> </ul> </li> <li>Monitoring and Evaluation records,</li> <li>Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders,</li> <li>Stakeholder workshops</li> </ul>	<p>Descriptive analysis</p> <p>Content Analysis of Theory of Change (ToC) of the Programme and its assumptions</p>

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	9. Are the programme's resources and services designed to effectively respond to identified needs, problems and risks?			
<b>A2 To what extent are the objectives and the approach of the GEP3 (and the CTP) responsive to the needs, context and priorities of the targeted population?</b>	<ol style="list-style-type: none"> <li>To what extent did the Girls' Education Project Phase 3 (GEP3) design respond to beneficiaries' global, country, and partner/institution needs, policies, and priorities considering the evolving circumstances</li> <li>Did the GEP3 meet the specific needs of girls, and the most deprived ones in terms of distance, disability and socio-economic status?</li> <li>What mechanisms exist at community level to ensure all groups (including poor, physically disabled,) have equal access to the GEP3?</li> <li>Were the interventions implemented in relevant geographic areas, based on high risk criteria?</li> <li>Was the CTP intervention appropriate in terms of design and delivery approach, given the contextual realities in Niger and Sokoto states; and to what extent were the needs and priorities of targeted beneficiaries/local partners consistent with the CTP objectives and deliverables?</li> </ol>	<p>Qualitative indicators highlighting Human Rights Based Approach programming mainstreaming into GEP3 Theory of Change, Annual Workplans, etc</p> <ul style="list-style-type: none"> <li>- Community support to schools</li> </ul> <p>Quantitative Indicators:</p> <ul style="list-style-type: none"> <li>- No of Girls receiving cash transfer</li> <li>- Inequalities between households in girls' access to education</li> </ul>	<ul style="list-style-type: none"> <li>• Desk Review</li> <li>- Programme's documents and reports,</li> <li>- Business Plan and Operational Plan</li> <li>- GEP3 TOC and Programme planning documents</li> </ul> <ul style="list-style-type: none"> <li>• Monitoring and Evaluation records,</li> <li>• Household Survey</li> <li>• School Survey</li> <li>• Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders,</li> </ul>	
<b>B EFFECTIVENESS: Assess the effectiveness of the GEP3 in relation to the programme's intended outcomes</b>				
<b>B1 To assess the extent to which the GEP3's Interventions has been implemented effectively</b>	<ol style="list-style-type: none"> <li>To what extent the Girls Education Programme achieved its Expected Results (Outcomes and Outputs) agreed within the Business Plan including any differential results across states in the three main strategic areas of Access, Quality and Governance of education sector;</li> <li>What are the factors (internal and external to UNICEF) that contributed the most to</li> </ol>	<p>Quantitative indicators</p> <ul style="list-style-type: none"> <li>• Percentage increase in number of girls enrolled (gross) in primary education (public + private)</li> <li>• Gender parity index (primary) (VfM equity)</li> <li>• Girls' survival rate to Grade 5 • Percentage of girls achieving basic literacy (VfM effectiveness)</li> <li>• Number of girls in Grade 1 linked to enrolment drives (cumulative)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Intervention Monitoring data</li> <li>• Donor Reports</li> <li>• Learning Assessment 2015 and Evaluation School Survey Learning Assessment 2020</li> <li>• Education Census;</li> <li>• -State &amp; LGAS EMIS Report;</li> <li>• MICS 2011; MICS 2016; MICS 2020; NDHS 2013; NDHS 2018; .</li> <li>• Household Survey</li> </ul>	<p>Descriptive analysis Thematic analysis Causal contributory analysis</p>

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	<p>the attainment of the GEP3 programme and results?</p> <p>3. What are the factors (internal and external to UNICEF) that hindered the most the attainment of the GEP3 programme and results?</p>	<ul style="list-style-type: none"> <li>• Number of additional girls enrolled in focus IQS (cumulative)</li> <li>• Girls' attendance rate (female students present on day of visit/ students enrolled)</li> <li>• Percentage of parents in focus communities who prioritize girls' education</li> <li>• Teacher attendance rate in focus schools (public &amp; IQS teacher present on day of visit/total teachers employed)</li> <li>• Percentage of teachers in IQS who demonstrate minimum teaching competencies</li> <li>• Percentage of girls achieving basic literacy in pilot early learning schools</li> <li>• Percentage of girls achieving basic numeracy in pilot early learning schools;</li> </ul> <p>Qualitative indicators Stakeholders' perceptions of drivers of change</p>	<ul style="list-style-type: none"> <li>• School Survey</li> <li>• Semi-structured interviews with funded partners</li> <li>• Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders,</li> </ul>	
<p><b>B2 To assess to the extent to which the GEP3 interventions have led to improved governance to strengthen girls' education</b></p>	<p>1. To what extent, and in what ways, did the GEP3 interventions contribute to Governance in the Education Sector in the focal states?</p> <p>2. What are the perceptions of the government and teachers regarding the capacity of teachers to deliver effective learning to girls?</p> <p>3. To what extent did monitoring, evaluation and accountability mechanisms inform the programme's learning and adjustment?</p>	<p>Quantitative indicators</p> <ul style="list-style-type: none"> <li>• No of states with accurate Annual School Census (validated at 90% accuracy)</li> <li>• No of states including IQS in EMIS with accurate data (validated at 90% accuracy)</li> <li>• Percentage &amp; No. of focus schools/IQEs with functioning SBMCs/ CBMCs</li> <li>• Percentage &amp; No. of FTTSS graduates deployed;</li> <li>• No of GEP3 interventions adopted by any focus state– cumulative</li> </ul> <p>Qualitative indicators</p> <ul style="list-style-type: none"> <li>• Perceptions of the stakeholders regarding issues relating to governance of girls' education</li> </ul>	<ul style="list-style-type: none"> <li>• Project Intervention Monitoring data</li> <li>• Donor Reports</li> <li>• Learning Assessment 2015 and Evaluation School Survey Learning Assessment 2020</li> <li>• Education Census;</li> <li>• State &amp; LGAS EMIS Report;</li> <li>• MICS 2011; MICS 2016; MICS 2020; NDHS 2013; NDHS 2018;</li> <li>• Household Survey</li> <li>• School Survey</li> <li>• Semi-structured interviews with SMBC/CBMC stakeholders</li> <li>• Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders,</li> </ul>	<p>Secondary data analysis Descriptive analysis Thematic analysis Causal contribution analysis Triangulation of different data sources</p>
<p><b>B3 To assess to the effectiveness of the GEP3-CTP interventions</b></p>	<p>1. To what extent has the CTP reached the intended target beneficiaries?</p> <p>2. To what extent has decision on sending girls to school been influenced by (i) sensitization and (ii) cash transfer?</p>	<p>Quantitative indicators</p> <ul style="list-style-type: none"> <li>• No of CTP beneficiaries targeted and the actual number benefitted</li> <li>• Amount of cash transfer received by the respondents</li> </ul>	<ul style="list-style-type: none"> <li>• Desk Review of Programme Documents</li> <li>• Household Survey</li> <li>• School Survey</li> <li>• Data on school infrastructure;</li> <li>• School personnel data;</li> </ul>	<p>Content Analysis Descriptive Statistics Propensity score matching and Difference in</p>

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	<p>3. Did the CTP lead to an increase in girls' enrollment?</p> <p>4. Were schools able to cope with the increased demand?</p> <p>5. How effective have SBMCs been in providing support for CTP implementation?</p> <p>6. How effective has the sensitization campaign (including elements focused on men) been in supporting girls' enrollment?</p> <p>7. How effective has the payment system been in providing the cash transfer on time and to the correct recipient?</p> <p>8. How has information management systems and monitoring processes supported effective delivery of the CTP?</p>	<ul style="list-style-type: none"> <li>No. of girl child enrolment before and after CTP</li> <li>No. of classrooms before and after CTP</li> <li>No. of chairs' before and after CTP</li> <li>No. of teachers before and after CTP</li> <li>No. of caregivers that spent their CT money on their children's education</li> <li>Frequency of programme monitoring</li> </ul> <p>Qualitative indicators</p> <ul style="list-style-type: none"> <li>Respondents' perceptions of the level of sensitization.</li> <li>Targeting methods used for the selection of beneficiaries of the CTP</li> <li>Perception of timeliness and regularity of cash transfers</li> <li>Perception of appropriateness of disbursement channels used</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' enrolment data</li> <li>CTP Payroll data</li> <li>CTP monitoring data</li> <li>FGD with caregiver's / community members</li> <li>Semi-structured interviews with SMBC/CBMC stakeholders</li> <li>Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders,</li> </ul>	Difference Estimator; Correlation analysis
<b>C EFFICIENCY: The extent to which the results of the GEP3 (and CTP) were delivered cost-effectively using the available resources</b>				
<b>C1 To assess the extent to which the GEP3's interventions have been implemented efficiently</b>	<p>1. To what extent has the GEP3 delivered results in an economic and timely way (How well are resources been used?)?</p> <p>2. Were expected results (outputs) delivered within budget?</p> <p>3. To what extent were the results delivered cost-effectively with the available resources?</p> <p>4. Does the impact justify the cost of the programme?</p>	<p>Quantitative indicators</p> <ul style="list-style-type: none"> <li>Total Budget allocation and expenditures;</li> <li>Unit cost per result achieved;</li> <li>Unit cost of training one participant</li> <li>Unit cost of consultancy</li> <li>% of expenditure through direct cash transfers to partners</li> <li>Cost savings as % of project expenditure</li> <li>Number of Functioning SBMC/CBMC</li> </ul>	<ul style="list-style-type: none"> <li>Project Intervention Monitoring data</li> <li>Donor Reports</li> <li>Education Census;</li> <li>GEP3 Financial Reports</li> <li>State &amp; LGAS EMIS Report;</li> <li>GEP3 Annual Review Report;</li> <li>CTP payroll data;</li> <li>Data programme operational costs</li> </ul>	Value For Money / Cost-effectiveness Analysis
<b>D IMPACT – The long term effects and impact of the GEP3 and CTP</b>				
<b>D1 To assess the extent to which GEP3 achieved the expected impacts and long term outcomes</b>	<p>1. To what extent has the GEP3 achieved the Expected Results related to Impact defined in the Business Plan?</p> <p>2. Has the GEP3 generated significant positive or negative, intended or unintended, higher-level effects at community and state level?</p> <p>3. What long term transformative change or difference did the programme make on communities, institutions and children?)?</p>	<p>Quantitative indicators</p> <ul style="list-style-type: none"> <li>Literacy rate of young women (15-24 years)</li> <li>Rate of early marriage (under 19) in target states</li> <li>Early childbearing (Have had a live birth before age 15)</li> </ul> <p>Qualitative indicators</p> <ul style="list-style-type: none"> <li>Stakeholders' perceptions of most significant (transformative) changes and unintended effects</li> </ul>	<ul style="list-style-type: none"> <li>Education Census;</li> <li>State EMIS Report; -MICS 2011; MICS 2016; MICS 2020;</li> <li>NDHS 2013; NDHS 2018;</li> <li>Learning Assessment 2015 and Evaluation School Survey</li> <li>Learning Assessment 2020.</li> <li>Household Survey</li> <li>School Survey</li> <li>Semi-structured interviews with funded partners</li> </ul>	Descriptive analysis Thematic analysis Causal contributory analysis

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		<ul style="list-style-type: none"> <li>• Perception of differences made in integration of gender across the interventions</li> <li>• Perception of respondents of the communities and the girls having broader options and the ability to make better choices (delayed marriages, choice of husbands etc.) due to the interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders,</li> </ul>	
<b>D2 To assess the impact of the GEP3-CTP</b>	<ol style="list-style-type: none"> <li>1. What is the impact of the cash transfer on poor household's consumption/ welfare?</li> <li>2. How has household expenditure changed and to what extent has this been influenced by providing the cash to women?</li> <li>3. To what extent has the CTP removed financial barriers preventing girls' enrolment and attendance at school?</li> <li>4. What are the positive and negative effects of the GEP3-CTP on the community and family dynamics with regard to control of resources?</li> <li>5. Did CTP reduce inequities between households in terms of access to education for the girl child?</li> <li>6. What, if any, are the other unintended (positive and negative) impacts of the CTP?</li> <li>7. What are the key differences in impact between the communities receiving non-conditional benefits and those not receiving any benefit?</li> </ol>	<p>Quantitative indicators</p> <ul style="list-style-type: none"> <li>• Amount of cash transfer received by the respondents</li> <li>• Household average weekly income before CTP and after</li> <li>• Household main sources of income before and after CTP</li> <li>• Items income was used for before CTP and after</li> <li>• Change in food quality after CTP</li> <li>• Household expenditure on food per week before and after CTP</li> <li>• Household expenditure on children education per term before and after CTP</li> <li>• No. of girl child enrolment before CTP and after</li> <li>• No. of girl child attendance before CTP and after</li> <li>• Household expenditure girls' education per term</li> <li>• House household expenditure on girls'/boys' education per term before and after</li> <li>• No of caregivers involved in decision making before and after CTP intervention</li> <li>• No. of conflicts among households before and after intervention</li> <li>• No. of caregivers involved in income generating activities before and after intervention</li> <li>• Differences between no. of male and female child enrolment before and after CTP</li> <li>• Number of pupil's attendance by gender before and after CT</li> </ul>	<ul style="list-style-type: none"> <li>• Household Survey</li> <li>• School Survey</li> <li>• School personnel data;</li> <li>• Pupils' enrolment data</li> <li>• CTP Payroll data</li> <li>• CTP monitoring data</li> <li>• FGD with caregivers' /community members</li> <li>• Semi-structured interviews with SMBC/CBMC stakeholders</li> <li>• Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders,</li> </ul>	<p>Descriptive statistics Propensity Matching Score (PSM) and Difference in Difference (DD) Estimator to compute the Average Treatment Effect for the Treated (ATT) 2 Household Perception index</p>

		<ul style="list-style-type: none"> <li>Household expenditure on education by gender</li> </ul> <p>Qualitative indicators</p> <ul style="list-style-type: none"> <li>Household perception on extent of change in food consumption pattern after CTP</li> <li>Household consumption profile before CTP and after CTP</li> <li>Respondents' perceptions of the level of sensitization.</li> <li>Respondents' information on financial / economic inclusion of beneficiaries at the local level (access to credits, savings, part of micro-credit organizations, cooperatives etc.)</li> <li>Perceptions of new opportunities for livelihoods for beneficiary households</li> </ul>		
<p><b>E SUSTAINABILITY and RESILIENCE – Assess the sustainability of the GEP3 (and CTP)</b></p>				
<p><b>E1 To assess the extent to which mechanisms are in place to ensure the sustainability of GEP3 (and CTP)'s gains</b></p>	<ol style="list-style-type: none"> <li>1. What elements (intrinsic and/or extrinsic) denote sustainability of the GEP3 (and CTP)?</li> <li>2. Is there sufficient government capacity to implement and monitor a government supported CTP?</li> <li>3. To what extent the net benefits of interventions are likely to continue after the UNICEF support has stopped?</li> <li>4. How likely are the benefits (including resilience to risk) to last and under which conditions?</li> <li>5. Does the GEP3 (including the CTP) design include appropriate sustainability and exit strategies (including promoting national/local ownership, use of local capacity, etc.) to support positive changes, including gender and equity related, after the end of the intervention?</li> <li>6. Should the CTP, or a variant of it, be scaled up to 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 effectively at the state level? Which aspects of the programme should remain the same?</li> </ol>	<p>Qualitative Indicators</p> <ul style="list-style-type: none"> <li>Mechanisms in place to ensure sustaining gains achieved – both at the level of educational outcomes and CTP</li> <li>Evidence of financial commitment by governments (national, state and local government) – budgetary allocations etc.</li> <li>Evidence of identified and interactions external funding sources (private sector, donors etc) to support the programmes – stakeholders looking for, finding and identifying synergies to provide support</li> <li>Influence of the GEP3-CTP on the direction of the social protection policy</li> </ul>	<ul style="list-style-type: none"> <li>Desk Review of Programme's documents and reports,</li> <li>Project Monitoring Report,</li> <li>CTP design contents;</li> <li>Government social protection policy</li> <li>State EMIS Report;</li> <li>GEP3 Annual Review Report;</li> <li>GEP3 Donor Reports</li> <li>FGD with caregivers' /community members</li> <li>Semi-structured interviews with SMBC/CBMC stakeholders</li> <li>Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders, head teachers</li> </ul>	<p>Descriptive analysis Thematic analysis</p>

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<p><b>E2 To assess the extent to which the GEP3 including the CTP was resilient to internal and external shocks (economic, conflicts, COVID-19 pandemic)</b></p>	<p>1. To what extent was the project resilient to internal and external setbacks (economic, conflicts, the pandemic, etc.)?</p> <p>2.To what extent has the programme responded effectively to risks and threats?</p> <p>3.How did the COVID-19 pandemic affect the GEP3?</p> <p>4.Did the programme respond in a timely and relevant manner in the COVID-19 crises?</p> <p>5.How has risk been managed?</p> <p>6.What was the influence of the pandemic on retention and enrollment?</p>	<p>Quantitative Indicators</p> <ul style="list-style-type: none"> <li>• Number of schools implementing safe school protocols (COVID-19 prevention and control)</li> <li>• Number of previously in-schools Girls who returned to school post-COVID 19</li> <li>• Number of schools involved in Back to School Campaign</li> <li>• Number of evidences on effective implementation practices of contingency education response plan</li> <li>• Number of days' students have been in school during the pandemic</li> </ul> <p>Qualitative Indicators</p> <ul style="list-style-type: none"> <li>• Alternative modes of learning during the pandemic</li> <li>• Identified Risks</li> <li>• Strategies that dealt with the risks</li> <li>• Emerging Opportunities</li> <li>• Noteworthy lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>• Project Risk Registers,</li> <li>• Emergency Plans and Responses</li> <li>• Incidence reports</li> <li>• HACT reports</li> <li>• State and LGA EMIS Report;</li> <li>• FGD with caregivers' /community members</li> <li>• Semi-structured interviews with SMBC/CBMC stakeholders</li> <li>• Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders, head teachers</li> </ul>	<p>Descriptive analysis Thematic analysis</p>
<b>F EQUITY and GENDER EQUALITY</b>				
<p><b>F1 To assess the extent to which the equity and gender equality was mainstreamed into the GEP3 (including the CTP)</b></p>	<p>1. To what extent the Girls Education Program addressed inequalities in education, incorporated gender equality and the empowerment of women and girls into the design, implementation and results achieved?</p>	<p>Quantitative indicators</p> <ul style="list-style-type: none"> <li>• Percentage of representation of women in local school committee;</li> <li>• Ratio between girls and boys enrolled in schools before and after the GEP3 and the CTP</li> <li>• Performance by gender and by subject</li> </ul> <p>Qualitative indicators</p> <ul style="list-style-type: none"> <li>• Opportunity to participate in school management;</li> <li>• Shifts in perception of gender equality – how girls are perceived by communities and by boys in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Desk Review of Programme's documents and reports,</li> <li>• Project Monitoring Report,</li> <li>• State and LGA EMIS Report;</li> <li>• GEP3 Annual Review Report; GEP3 Donor Reports</li> <li>• FGD with caregiver's /community members</li> <li>• Semi-structured interviews with SMBC/CBMC stakeholders</li> <li>• Key informant interviews with all relevant stakeholders, including UNICEF, FMOE, SMOE and other relevant (state and local government) government stakeholders, head teachers</li> </ul>	<p>Descriptive analysis Thematic analysis Causal contribution analysis Triangulation of different data sources</p>

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**Annex 2 Household Questionnaire**

The Household Questionnaire is embedded here:



Household%20Que  
stionnaire%20-%20F

The numbering of the questionnaire will be done during the process of digitization. Skip patterns will be developed for:

1. GEP3 only households
2. GEP3
3. Non GEP Households

The Head Teacher Questionnaire is inserted below:



Head%20Teacher%  
20Questionnaire.do

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## Annex 3 Comprehensive List of Documents Reviewed

Document Name	Content
Revised EGP3 Operational Plan (Jan 2015) (53 pages)	Simplified and refocused plan on EGP3 2015-2019 based on first findings 2012-2014
GEP 2014–2020 Evaluation Framework (revised 2015) (12 pages)	Programme Indicators with highlighted relevant selection (baseline and 2019 targets relevant for this study)
Baseline evaluation of the EGP3 project (2016) by EDOREN (377 pages total, 167 pages annexes)	Baseline evaluation of: -EGP Theory of change -EGP early learning intervention -EGP IQS <sup>1</sup> support
Midline Evaluation 2018 by EDOREN (2018) (384 pages total, 184 annexes)	Evaluation of EGP3 based on: - <i>Relevance and sustainability</i> of ToC - <i>Impact</i> of early learning intervention - <i>Performance</i> of IQS support
Management Response and Recommendations Action Plan 2018	The response of management to the midline evaluation – the document details the recommendations accepted for action
GEP3 Business Case 2012	Details the strategic case for the DFID intervention, the threats to girls' education, the policy context etc.
GEP 3 Logical Framework	Has details of the impact indicators, the indicator reference sheet, the results framework etc. of the programme in the 6 states
GEP3 – Annual Review Documents – 2013; 2014; 2015; 2016; 2017; 2018; 2019 and 2020	Summary sheets of annual reviews of GEP3 from years 2013 -2020
2015 Nigeria National Education Data Survey (NEDS) Report	The 2015 Nigeria Education Data Survey (NEDS) is a follow up to the 2013 Demographic and Health Survey, which is usually conducted to collect additional data on education from a subset of Demographic and Health Survey households. The 2015 NEDS is the third in the series to be conducted in Nigeria
Nigeria – Multiple Indicator Cluster Survey 2011 – Main Report	
Nigeria – Multiple Indicator Cluster Survey 2016-2017 – Main Report	
Impact Evaluation of UNICEF Nigeria Girls' Education Project Phase 3 (GEP3) Cash Transfer Programme (CTP) In Niger and Sokoto States	
Evaluability Assessment Report – UNICEF Nigeria GEP3-CTP Programme in Niger and Sokoto States - 2016	Evaluability Assessment to inform impact evaluation of cash transfer programme

<sup>1</sup> Integrated Qur'anic school

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Prospective Evaluation of GPE's country-level support to Education (2020)	Country level evaluation on Education (January 2020) - builds on baseline assessment carried out in May 2018
ICAI – Nigeria Education Report – DFID's Education Programmes in Nigeria 2012	Information on the context at baseline
National Demographic and Health Survey (NDHS) 2018 Report	Data on outcome and impact indicators on education (raw data will be used for construction of 'after' component)
Nigeria Demographic and Health Survey 2013 Report	Data on outcome and impact indicators on education (raw data will be used for construction of 'before' component)
UNICEF - Government of Nigeria Programme of Cooperation, 2018-2022 Programme Strategy Note: Education	National Strategic Document on Education (provides information for assessment of relevance)
Federal Republic of Nigeria - National Education Policy - 2013	Policy document (information for assessment of relevance)
Below are also web links provided by UNICEF for information related to the Education programme funded by DFID in Nigeria:	
1. Teacher Development Programme evaluation: <a href="https://microdata.worldbank.org/index.php/catalog/2672/">https://microdata.worldbank.org/index.php/catalog/2672/</a>	
2. ESSPIN documents and data: <a href="https://catalog.ihnsn.org/index.php/catalog/6933/study-description">https://catalog.ihnsn.org/index.php/catalog/6933/study-description</a>	
Draft Nigeria National Social Protection Policy 2016	
Nigeria: Poverty Reduction Strategy Paper 2004	
Nigeria: Poverty Reduction Strategy Paper—Progress Report 2007	
1. 2015-2020 SMOE registries for four states with: - Learning performances data - Teachers' performance data 2. Other In-field education improvement initiatives in the four states (ONGs, Cooperation agencies, churches) programmes and evaluation reports. 3. Current National Educational Policies and guidelines/education sectoral policies in relation with EGP. 4. Other equivalent UNICEF programmes elsewhere in the region.	
1. Federal Ministry of Education – 10-year Strategic Plan 2. Nigeria – Multiple Indicator Cluster Survey 2020 –Report 3. 2020 Nigeria National Education Data Survey (NEDS) Report 4. Project Intervention Monitoring data 5. States EMIS Reports on Teachers' Capacity (including no of FTTSS graduates deployed etc.) and Governance (annual school census, focus schools/IQEs with functioning SBMCs/ CBMCs etc.) 6. Published Annual School Census (ASC) reports	
RANA Studies and Assessments GEP3 Learning Assessment Report	

**UNICEF Nigeria**

Final Evaluation of Girls' Education Project Phase 3 (GEP3) 2012–2022 in Northern Nigeria

**Evaluation Report**

Teachers Needs Assessment Report RANA Light syllabic and alphabetic experiment and endline report Learning Outcomes Assessment of RANA HASKE	
C4D Research Communication for Development Assessment in Basic Education (CABE) In Nigeria Behavioral Analysis Report Mapping Communication for Development Interventions and Partners for Basic Education in Nigeria – Report Review Of Global/Regional Resources and Experiences - Education Context Analysis Inception Report Case Study Nigeria on C4D	
Female Teachers Impact	

**Annex 4 Learning Outcomes Assessment Tools**

The Pupil Questionnaire Assessments from English and Hausa Literacy and Numeracy is found here:



Pupil%20Questionnaire%20Assessments

## **Annex 5 Informed Consent Forms**

### **Informed Consent Form – Key Informant Interviews**

Oversee Advising Group is conducting the Final Evaluation of the Girls Education Programme 2012-2020 in Northern Nigeria. This field survey is being conducted by The Education Partnership Centre (TEP).

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the evaluation team.

The evaluation purposes to assess the extent to which the Girls Education Programme (GEP3) fulfilled its expected results (impact, outcomes and outputs) and transformations in the northern Nigeria states of Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano.

To do this, the evaluation will focus on addressing the following objectives:

- a) Determine the merit of GEP3 in terms of achievement of expected results related to impact, outcomes and outputs of access and retention of girls to basic education and the quality of learning outcomes of basic education in northern Nigeria
- b) Document the resilience of communities and families in support to girl's education in northern Nigeria, particularly the support to access and retention
- c) Understand the most significant drivers of educational participation and performance of girls within the implementation states to enhance effectiveness and impact of future interventions
- d) Analyse the value for money regarding GEP3 programme implementation and approaches to community and gender transformation within the target areas
- e) Assess GEP3 preparedness and response to external shocks such as the COVID-19 pandemic
- f) Provide strategic recommendations for future investments and initiatives to advance gender equity and equality in education

### **Voluntary Participation**

We are inviting you to participate in this study because you are a Key Education Stakeholder

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

### **Procedures**

We would like to ask you some questions relating to GEP3 including the cash transfer programme if it applies. We will ask you questions relating to enrolment, access and retention of girls in schools; your perceptions of the achievements and outcomes of GEP3; how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

To make sure that I don't forget or change what you are saying to me I ask for your permission to tape and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.

### **Duration**

The interview will last for about 60 minutes.

### **Benefits**

There are no direct benefits to you from being in the study.

**Risks, discomforts and rights to withdraw**

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

**Confidentiality and Privacy**

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained. Privacy will be assured during this interview by having it here (or virtually).

**Consent and contact**

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later, you can contact the Lead Supervisor on +2348091115403.

If you agree to participate after receiving the above information, please sign below.

Check for verbal consent

Read by Respondent [ ] Interviewer [ ]

Agreed [ ] Refused [ ]

Respondent: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

If refused, the interviewer should inform the team lead for proper documentation.

## **Informed Consent Form – Head Teacher Interviews**

Oversee Advising Group is conducting the Final Evaluation of the Girls Education Programme 2012-2020 in Northern Nigeria. This field survey is being conducted by The Education Partnership Centre (TEP).

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the evaluation team.

The evaluation purposes to assess the extent to which the Girls Education Programme (GEP3) fulfilled its expected results (impact, outcomes and outputs) and transformations in the northern Nigeria states of Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano.

GEP3 aimed at improving access and retention of girls to basic education and ensuring the quality of learning outcomes for girls in Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano. Data will be collected on enrolment, access and retention of girls in your school. A key objective is to assess pupils on English and Hausa literacy for primary two pupils, observe classroom lessons and have focus groups for female pupils, male pupils and teachers in your school.

### **Voluntary Participation**

We are inviting you to participate in this study because you are a Head Teacher in a GEP3 school. Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

### **Procedures**

We would like to ask you some questions relating to GEP3 including the cash transfer programme if it applies. We will ask you questions relating to enrolment, access and retention of girls in schools; your perceptions of the achievements and outcomes of GEP3; how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

To make sure that I don't forget or change what you are saying to me I ask for your permission to tape and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.

### **Duration**

The interview will last for about 60-90 minutes

### **Benefits**

There are no direct benefits to you from being in the study.

### **Risks, discomforts and rights to withdraw**

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

### **Confidentiality and Privacy**

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained. Privacy will be assured during this interview by having it here.

### **Consent and contact**

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later, you can contact the Lead Supervisor on +2348091115403

If you agree to participate after receiving the above information, please sign below.

Check for verbal consent

Read by Respondent [ ] Interviewer [ ]

Agreed [ ] Refused [ ]

Respondent: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

If refused, the interviewer should inform the team lead for proper documentation.

## Informed Consent Form – Parents / Caregivers

Oversee Advising Group is conducting the Final Evaluation of the Girls Education Programme 2012-2020 in Northern Nigeria. This field survey is being conducted by The Education Partnership Centre (TEP).

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the evaluation team.

The evaluation aims to assess the extent to which the Girls Education Programme (GEP3) fulfilled its expected results which are improving access and retention of girls to basic education and ensuring the quality of learning outcomes for girls in Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano.

This will involve interviewing you and or your daughter in order to find out the kind of access she has to basic education and ascertain the quality of learning available to her. The interview would take place at her school and will take about 60 minutes of your daughter's time. Your participation in this research will be treated confidentially and all information will be kept anonymously, meaning that no one will be able to work out what it is your daughter has said and used solely for research purpose.

### Voluntary Participation

We are inviting you to participate in this study because you are a parent / caregiver of a girl in a GEP3 school. Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

### Procedures

We would like to ask you and your daughter some questions relating to GEP3 including the cash transfer programme if it applies. We will ask you questions relating to enrolment, access and retention of girls in schools; your perceptions of how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

To make sure that I don't forget or change what you are saying to me I ask for your permission to write down the conversation. Everything that will be written down will be confidential. Please note that you can refuse to give your permission to this.

### Duration

The interview will last for about 60 – 90 minutes

### Benefits

There are no direct benefits to you from being in the study.

### Risks, discomforts and rights to withdraw

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you and /or your daughter are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you or she decide not to continue with the interview.

### Confidentiality and Privacy

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.

Privacy will be assured during this interview by having it here.

### Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later, you can contact the Lead Supervisor on +2348091115403

If you agree for you and / or your daughter to participate after receiving the above information, please sign below.

Check for verbal consent

Read by Respondent [ ] Interviewer [ ]

Agreed [ ] Refused [ ]

Respondent: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

If refused, the interviewer should inform the team lead for proper documentation.

### **Informed Consent Form – Pupils**

Oversee Advising Group is conducting the Final Evaluation of the Girls Education Programme 2012-2020 in Northern Nigeria. This field survey is being conducted by The Education Partnership Centre (TEP). This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the evaluation team.

The evaluation aims to assess the extent to which the Girls Education Programme (GEP3) fulfilled its expected results which are improving access and retention of girls to basic education and ensuring the quality of learning outcomes for girls in Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano.

We would like you to answer a few questions so as to be to find out the kind of access you have to basic education and ascertain the quality of learning available to you.

#### **Voluntary Participation**

We are inviting you to participate in this study because you are a pupil in a GEP3 school

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time.

#### **Procedures**

We would like to ask you some questions about your enrolment, access and stay in school; your views of how things have worked out – what has worked well and how? What are the difficulties faced? And areas for improvements.

To make sure that I don't forget or change what you are saying to me I ask for your permission to tape and write down the conversation. Everything that will be recorded and written down will be confidential. Please note that you can refuse to give your permission to this.

#### **Duration**

The interview will last for about 60 minutes

#### **Benefits**

There are no direct benefits to you from being in the study.

#### **Risks, discomforts and rights to withdraw**

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you and /or your daughter are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you or she decide not to continue with the interview.

#### **Confidentiality and Privacy**

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.

Privacy will be assured during this interview by having it here.

#### **Consent and contact**

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later, you can contact the Lead Supervisor on +2348091115403

If you agree to participate after receiving the above information, please sign below.

Check for verbal consent

Read by Respondent [ ] Interviewer [ ]

Agreed [ ] Refused [ ]

**UNICEF Nigeria**

Final Evaluation of Girls Education Programme 2012–2020 in Northern Nigeria

**Inception report**

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Respondent: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

If refused, the interviewer should inform the team lead for proper documentation.

## Informed Consent Form – Focus Group Discussions

Oversee Advising Group is conducting the Final Evaluation of the Girls Education Programme 2012–2020 in Northern Nigeria. This field survey is being conducted by The Education Partnership Centre (TEP).

This consent form explains the evaluation and the role of participants in the study. Please consider this information and take as much time as you need. If you have questions at a later time, you can ask any of the members of the evaluation team.

The evaluation aims to assess the extent to which the Girls Education Programme (GEP3) fulfilled its expected results which are improving access and retention of girls to basic education and ensuring the quality of learning outcomes for girls in Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano.

This will involve discussions to find out the kind of access girls in your community have to basic education and ascertain the quality of learning available to girls. We are conducting this Focus group exercise aiming at **discussing and exchanging opinions** about a certain number of subjects concerning the GEP3 programme.

### Voluntary Participation

We are inviting you to participate in this study because you are either a parent / caregiver of a girl in a GEP3 school; or part of a school based or Community-Based Management Committee; or a teacher in a GEP3 school. Your participation in this study is entirely voluntary. It is your choice whether to participate or not. You may change your mind and stop participating at any time. Please feel free to share your opinions on the different subjects proposed and rest assured that this information will be used in total confidentiality.

### Procedures

We would like to ask you and your daughter some questions relating to GEP3 including the cash transfer programme if it applies. We will ask you questions relating to enrolment, access and retention of girls in schools; your perceptions of how things worked out – what facilitated changes and how? What were the barriers faced? And areas for improvements.

To make sure that I don't forget or change what you are saying to me I ask for your permission to write down the conversation. Everything that will be written down will be confidential. Please note that you can refuse to give your permission to this.

### Duration

The discussions will last for about 60 – 90 minutes

### Benefits

There are no direct benefits to you from being in the study.

### Risks, discomforts and rights to withdraw

There are no obvious physical, psychological, social, economic, legal, and emotional risks in participating in this study. Participation in this study is voluntary. During the interview, you are allowed to refuse to answer any question and you are allowed to stop the interview at any time. There are no consequences should you decide not to continue with the interview.

### Confidentiality and Privacy

The information that you give us is completely confidential. We will not associate your name with anything that you say. We will not use personal identifiers for the information obtained.

Privacy will be assured during this interview by having it here.

### Consent and contact

Have you got any questions you would like to ask?

Do you agree to answer the questions now?

If you have any other questions about this study later, you can contact the Lead Supervisor on +2348091115403

If you agree to participate after receiving the above information, please sign below.

Check for verbal consent

Read by Respondent [ ] Interviewer [ ]

Agreed [ ] Refused [ ]

Respondent: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

If refused, the interviewer should inform the team lead for proper documentation.

## Annex 6 Topic Guides for Focus Group Discussions

**Note on FGDs:** As far as possible, have the focus group discussions with men and women in separate groups. Aim for about 8-10 persons per FGD

These lists of questions are guidelines; you are free to ask follow-up questions in case additional issues of relevance come up. Be flexible but keep time in mind.

For all questions (where relevant) probe about the situation before GEP3 interventions, after the interventions and the reason for change.

FGDs should last approximately one – one and a half hour. This leaves limited time for participatory activities. However, try to set aside 10 minutes for a trend appraisal. Ask the FGD participants to think back how the situation was before the start of GEP3 and how the situation is now. Choose topics for the trend appraisal that are in line with the objectives of the programme. Give them 3 - 5 minutes to discuss amongst each other about this. Then ask them to describe the situation before and now. If there are changes, probe how these changes have come about. What has caused these changes. If you still have time left, ask them to describe what further changes they expect and why.

For finding out the most important impact of the programme for this group, use the Most Significant Change tool and note down the stories that people tell.

Preparation for the FGD:

1. Criteria for selection of FGD participants
2. Selection of FGD participants
3. Selection of location for FGD (should allow for privacy, and for the creation of an atmosphere which promotes discussion, food and drinks can be served).
4. Once location selected, invite participants (through community mobilizers) who will explain the purpose of the work to any potential participants they have identified; they will stress that participation is voluntary, and that all discussions held will be
5. Make a Focus group checklist:

Make sure you have:

- Made arrangements for refreshments
  - Have all of your equipment, and they are functional:
    - Recorders
    - Notebook and pens
    - Name cards and felt tip markers
  - Have all of your focus group materials:
    - 1 large envelope
    - 2 copies of this focus group guide
    - Informed consent forms, if necessary (enough for up to 10 participants)
6. As participants arrive, welcome them and obtain informed consent. This could be verbal and should be preceded with a general introduction to the purpose of the discussion. The facilitator is responsible for assuring that each participant:
    - Knows participation is voluntary
    - Knows they can leave at any time without any negative repercussions
    - Know that all discussions will be held in confidence
    - Know that they will be given a pseudo name during the discussions

- Know that the group discussions will be taped

Participants should also be made aware that they should not discuss the information that is shared by other participants during the focus group once they leave the site.

**Introduction:**

We are conducting an evaluation of the Girls Education Programme (GEP3) in Northern Nigeria for the period 2012-2020. The programme has the objective of improving access to and retention of girls in basic education and ensuring the quality of learning outcomes for girls.

The evaluation purposes to assess the extent to which the Girls Education Programme (GEP3) fulfilled its expected results (impact, outcomes and outputs) and transformations in the northern Nigeria states of Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano.

GEP3 prioritized certain programme components including:

1. Supplies management for school enrolment and retention
2. The school grant cash transfer for learning and retention of girls to school
3. Teachers Training for improving quality and learning outcomes
4. Communities and women empowerment to support education at community level, in schools, in the wider education system, in social and policy activity around education
5. Supportive monitoring as part of systems strengthening
6. Data generation and usage for decision making at micro level- classroom, school and community

Introduce yourself and clarify that you are not part of the programme and that the information that is being obtained will be treated confidentially. Encourage people to be open and frank as that will be more useful for learning from their experiences. Also mention that people are not obliged to participate and can withdraw at any time in line with research ethics. Ask permission to start with the FGD.

**Background**

Ask all people participating in the FGD since when they were involved/in-contact with GEP3 including (or excluding) the CTP? (This will provide you as interviewer with info about the time span you can cover with the different persons involved in the FGD)

**FGD Topic Guide for Community level stakeholders, parents, caregivers – community men and women (different group)**

**Subdomain: Enrolment and Retention**

1. Do you know about the Girls Education programme? If yes, can you shortly describe it?
2. How did you learn about GEP3?
3. What is your view about the sensitization campaign (including elements focused on men)? How useful do you think they have been in supporting girls' enrolment? Please give examples
4. In your perception, are girls being retained in schools in your community? Please can you give reasons for your answers
5. What facilitates girls being enrolled and retained in schools?
6. How do you think schools have coped with having more children in school?
7. How did the COVID situation affect schools in your community (probe for length of closure, attendance, retention)? Do you think there were consequences? Please explain
8. Has there been any other crisis (explore the insecurity situation)? How has this influenced enrolment and retention of girls in school?
9. How were things handled by the school authorities during COVID and / or during any other crises situation? Please could give some examples?

**Subdomain: Access via CTP**

10. How did you learn about the CTP?
11. Can you explain how beneficiaries have been identified and selected? Would you say that this selection process was fair and favoured selection of people who were really in need of this kind of support? Why?
12. Where and when have you received the cash transfer? Was it easy and timely? Why? *(Only for beneficiaries)*
13. Were there any conditions to continue to receive the CTP once selected? If so, what conditions?
14. In your opinion, to what extent has the decision on sending girls to school been influenced by (i) sensitization and (ii) cash transfer? Please give reasons for your answers and examples
15. What is your perception on the provision of the cash to women? How did this affect household expenditure? What were the positive or negative effects? How did this influence enrolment of girls in schools?
16. How do you perceive the roles of the SBMCs and the CBMCs in the CTP implementation?

**Subdomain: Perception of Changes**

17. Change in Retention and Enrolment of Girls in schools
  - a. What makes parents/caregivers enrol their children? - Reasons for the changes to occur
  - b. Difficulties in achieving retention -reasons
18. Changes in early marriage – provide examples
19. What are the two or three major changes that CTP has allowed beneficiaries to make in their life?
20. How has CTP helped beneficiaries to improve their economic situation?
21. How has CTP facilitated saving or access to credit? New opportunities for livelihood for beneficiaries?
22. How has CTP influenced schooling of children? Of girls?
23. How has CTP influenced relationships between wife and husband? Decision making in the household? Conflict or harmony?

24. Apart from the cash transfer, have beneficiaries benefitted from other activities offered by the project? If so, can you list them, please? How were they beneficial or unnecessary?

•  
**Subdomain: Household Dynamics, Girls' education and Gender equality**

Now I would like to tell you a short story and hear your opinion on it.

"After their marriage, Maryam and Sam had three children, two boys, Peter and Paul and a daughter Mercy who are respectively 12, 9 and 7 years old. Sam is a farmer and Maryam prepares Shea butter that she sells at the market. With what they earn, Maryam and Sam don't complain, even if sometimes that is just enough to live. The two boys go to school and their daughter has just reached the age of entering primary school. Maryam and Sam have not yet decided if they will register her. Indeed, it will not be easy to pay for the school fees of a third child. In addition, she is a girl, and their responsibility is to find her a good husband who will take care of her needs, therefore the most important is to prepare her to be a good wife."

- Are there spouses that think like Maryam and Sam in your community? Do you agree or disagree with them? Why?
- Do people in your community think it is more important to send boys to school than girls? Why?
- Would you say that in your community, parents have other ambitions / perspectives for their daughter in addition to marriage? If so, what are they? Would you say that has changed with GEP3?
- In your community, what would encourage Maryam and Sam to make decision to register their daughter to school? If there is a disagreement, who will make the final decision? Maryam or Sam?
- "Finally, Mercy wanted to go to school so badly like her brothers that her parents decided to enrol her. Now she has completed primary and would really like to continue in secondary".
- Do you find it natural that Maryam and Sam based their decision to enrol Mercy in school on her wish? How would this be perceived in your community?
- In your community, are there as many girls as boys who continue their secondary education? Why?
- Have you noticed any changes in the opinion of members of your community regarding the importance of sending children to school in connection with GEP3-CTP project? The importance of sending boys to school? The importance of sending girls to school? Explain please.
- In your community, do men prefer to marry a girl who has studied or who has not gone to school? Why?
- What do you think are the major differences between a girl who has studied and a girl who has not gone to school? In terms of qualities? Of defaults?

### FGD Topic Guide for Beneficiaries – Girls for Girls, girls, (and boys)

*(It is important to have a mix between girls going to school, girls that dropped out of school and girls who never went to school preferably in different groups! The age group should be between 12 to 17 years and for the schooling girls, a mix of girls in primary 4 and 5 and girls in secondary is required)*

#### Subdomain: Enrolment and Retention

1. Do you know about the Girls Education programme? If yes, can you shortly describe it?
2. How did you learn about GEP3?
3. What is your view about the sensitization campaign (including elements focused on men)? How useful do you think they have been in supporting girls' enrolment? Please give examples
4. In your perception, are girls being retained in schools in your community? Please can you give reasons for your answers
5. What facilitates girls being enrolled and retained in schools?
6. How did the COVID situation affect your school and other schools in your community (probe for length of closure, attendance, retention)? How did this affect you? Do you think there were consequences? Please explain
7. Has there been any other crisis (explore the insecurity situation)? How has this affected you? How do you think this has influenced enrolment and retention of girls in school?
8. How were things handled by the school authorities during COVID and / or during any other crises situation? Please could give some examples?

#### Subdomain: Access via CTP

9. How did you learn about the CTP?
10. Can you explain how beneficiaries have been identified and selected? Would you say that this selection process was fair and favoured selection of people who were really in need of this kind of support? Why?
11. Where and when have you received the cash transfer? Was it easy and timely? Why? *(Only for beneficiaries)*
12. Were there any conditions to continue to receive the CTP once selected? If so, what conditions?
13. In your opinion, to what extent has the decision on sending girls to school been influenced by (i) sensitization and (ii) cash transfer? Please give reasons for your answers and examples
14. What do you think of the roles of the SBMCs and the CBMCs in the cash transfer implementation? Please give examples

#### Subdomain: Perception of Changes

15. Change in Retention and Enrolment of Girls in schools
  - a. What makes parents/caregivers enrol their children? - Reasons for the changes to occur
  - b. Difficulties in achieving retention -reasons
16. Changes in early marriage – provide examples
17. What are the two or three major changes that CTP has allowed beneficiaries to make in their life?
18. How has CTP helped beneficiaries to improve their economic situation?
19. How has CTP facilitated saving or access to credit? New opportunities for livelihood for beneficiaries?
20. How has CTP influenced schooling of children? Of girls?

21. How has CTP influenced relationships between wife and husband? Decision making in the household? Conflict or harmony?
22. Apart from the cash transfer, have beneficiaries benefitted from other activities offered by the project? If so, can you list them, please? How were they beneficial or unnecessary?

### **Subdomain: Household Dynamics, Girls' education and Gender equality**

I would like to tell you a short story and hear your opinion on it.

"After their marriage, Maryam and Sam had three children, two boys, Peter and Paul and a daughter Mercy who are respectively 12, 9 and 7 years old. Sam is a farmer and Maryam prepares shea butter that she sells at the market. With what they earn, Maryam and Sam don't complain, even if sometimes that is just enough to live. The two boys go to school and their daughter has just reached the age of entering primary school. Maryam and Sam have not yet decided if they will register her. Indeed, it will not be easy to pay for the school fees of a third child. In addition, she is a girl, and their responsibility is to find her a good husband who will take care of her needs, therefore the most important is to prepare her to be a good wife."

- Do parents think like Maryam and Sam in your community? Do you agree or disagree with them? Why?
- In your community, do parents have different ambitions for the future of their daughters and sons? Can you describe to us what these future prospects are? For boys? For girls?
- Would you say that has changed or is changing with GEP3-CTP project? Explain.
- In your community, what would encourage Maryam and Sam to make decision to register their daughter to school? If there is a disagreement, who will make the final decision? Maryam or Sam?

"Finally, Mercy wanted to go to school so badly like her brothers that her parents decided to enrol her. Now she has completed primary and would really like to continue in secondary".

- Do you think that like for Mercy, parents in your community would respect the choice of their daughter to study or not? Why?
- Is it natural for a girl to give her opinion about choices for her life to her parents? Would you say that has changed with GEP3-CTP project?
- In your community, are there as many girls as boys who continue their secondary education? Why?
- What are the major reasons that prevent girls to study?
- What are the main reasons why girls drop out of school? *Let the group answer and for the reasons given below which have not been mentioned ask if they are also part of it: Economic, violence, sexual harassment, lack of motivation, not interested, busy with house chore, prefer to work, lack of facilities to manage menstruation, distance of school from home. Then ask to choose the 5 most common and rank them in order of importance from 1 to 5 (1 for the most important)*
- Would you say schooling girls are considered differently than other girls in your community? Please develop and give examples.
- Would you say that boy's attitudes and respect is different for schooling girls and for out of schoolgirls? Please develop and give examples.
- In your community, do men prefer to marry a girl who has studied or who has not gone to school? Why?
- What benefits do you think girls will gain from having studied? Are there also downsides?

Only for girls

1. After your mother started receiving CT have you noticed changes over time? At the material level? In terms of relations with your parents? Your circle of friends? Relationships with boys? From a personal point of view (satisfaction, self-confidence, happiness, hope, etc.)?
2. Based on your experience, do you think that provision of cash transfer is enough to ensure that parents would send their daughter to school? Explain.
3. Apart from the cash transfer, have you or your family benefitted from other activities offered by the project that have contributed to ensure that you would study? If so, can you list them, please? How did they contribute? (*Only for girls going to school*)
4. Do you think that something important was missing from the project to favour efficiently girls schooling? If yes, what was missing?
5. Do you think the relationship with your husband will be the same as your mothers with your father – for example: sharing of responsibilities within the family, decision making, contribution to household incomes -? What could have influenced things to be different?

Only for boys

1. Only girls were eligible to receive CT as the project aimed to fill the gap between boys and girls schooling. However, do you think the boys may have benefitted from this project as well? Please develop and give examples.
2. Would you prefer to marry a girl who has studied or not? Why?
3. Do you think the relationship with your wife will be the same as your father's with your mother – for example: sharing of responsibilities within the family, decision making, contribution to household incomes -? What could have influenced things to be different?

## FGD Topic Guide for Trained Teachers

### Subdomain: Enrolment and Retention

1. What can you tell me about GEP3? What is your general opinion about this project? (positive or negative). Please give reasons
2. What is your view about the sensitization campaign (including elements focused on men)? How useful do you think they have been in supporting girls' enrolment? Please give examples
3. In your perception, are girls being retained in schools in your community? Please can you give reasons for your answers
4. What is your opinion about the roles played by GEP3 in promoting access, enrolment and retention of girls in schools? *Probe for access, enrolment and retention separately.* How have things worked out? (*Probe for successes achieved and challenges*)
5. What makes parents/caregivers enrol and retain their children in schools? - Reasons for the changes to occur. What are the difficulties in achieving retention? -reasons
6. Do you feel girls and boys learning outcomes in your particular classes have changed due to GEP3? Please give examples.
7. How do you think schools have coped with having more children in school?
8. How did the COVID situation affect schools in your community (probe for length of closure, attendance, retention)? Do you think there were consequences? Please explain
9. Has there been any other crisis (explore the insecurity situation)? How has this influenced enrolment and retention of girls in school?
10. How were things handled by the school authorities during COVID and / or during any other crises situation? Please could give some examples?

### Subdomain: Training Process and Perception of Quality

11. Please could you describe your involvement with the training as teachers? How were you chosen for the training? What were the procedures? Was everyone chosen /involved in the same way?
12. What were the main subjects of your training? Were you consulted about the contents? To what extent did you consider the main subjects relevant to you?
13. Did you have the opportunity to provide feedback at any stage in the training process? Was your feedback taken in consideration at any stage of the training process?
14. How long (in days /weeks) was the training? (If more than one subject, try to list or to make and average)
15. Were you all able to finish all the trainings you enrolled in?
16. Did you all feel your professional competencies improved because of the training undertaken within the project? Why (yes or no)?
17. If you all had to score the quality of the professional training provided by GEP3 from 1 to 10 (1 being the lowest quality and 10 highest), how would you score it? Justify your score. For each subject if more than one.
18. What do you do differently today (in your everyday work) because of the training taken?

### Subdomain: Girls' Self-Perception and Empowerment

19. Do you feel schoolgirls (in your particular classes) have changed the way they see their future life options in the future due to the project? If yes, how have they changed? Do you all agree?
  - a. Notably about: early marriage?
  - b. Notably about professional perspectives?
  - c. Notably about her social role? (Note if major disagreement appears)
20. If no change is perceived, why do you have they not changed? Do you all agree? (Note if major disagreement appears)

## FGD Topic Guide for SBMCs

**Subdomain: Implementation and Communication**

1. What can you tell me about GEP3-CTP?
2. What is your general opinion about this project (positive or negative)?
3. How were you involved in the project as a SBMC? Were you all involved in the same way?
4. How were you informed about the school's involvement in GEP3-CTP?
5. Was your feedback to a School Board Committee taken in consideration at any stage of the implementation process? Please give examples.
6. Were any adjustments/changes introduced to the implementation of GEP3 at your school level? If yes, which ones and why? Please give examples.
7. Did you consider the information provided from the local authorities regarding GEP3 relevant to the implementation at school level? <sup>2</sup>Please give reasons.

**Subdomain: Enrolment and Retention**

1. What is your view about the sensitization campaign (including elements focused on men)? How useful do you think they have been in supporting girls' enrolment? Please give examples
2. Do you all think more girls access your school today because of the project? Why?
3. In your perceptions, do you think girls stay longer in schools in your community? Please can you give reasons for your answers
4. What facilitates girls being enrolled and retained in schools?
5. How do you think the cash transfer component played a role?
6. How do you think schools have coped with having more children in school?
7. How did the COVID situation affect schools in your community (probe for length of closure, attendance, retention)? Do you think there were consequences? Please explain
8. Has there been any other crisis (explore the insecurity situation)? How has this influenced enrolment and retention of girls in school?
9. How were things handled by the school authorities during COVID and / or during any other crises situation? Please could give some examples?

**Subdomain: Perception of Changes**

10. Change in Retention and Enrolment of Girls in schools
11. What makes parents/caregivers enrol their children? - Reasons for the changes to occur
12. Difficulties in achieving retention -reasons
13. Do you feel girls and boys learning outcomes in the school have changed due to GEP3? How? Why/ Why not
14. What are the two or three major changes that CTP has allowed beneficiaries to make in their life? Please give examples

**Subdomain: Gender Empowerment**

15. Do you feel schoolgirls (in your particular classes) have changed the way they see their future life options in the future due to the project? If yes, how have they changed?
  - a. Notably about: early marriage?
  - b. Notably about professional perspectives?
  - c. Notably about her social role? (Note if major disagreement appears)
16. If no change is perceived, why do you have they not changed? (Note if major disagreement appears)

**Annex 7 Topic Guides for Key Informant Interviews****Topic Guide – Education Sector Government Stakeholders**

<sup>2</sup> If needed define **relevant** as responding to perceived institutional needs for local implementation.

I'd like to start by having you briefly describe your role and responsibilities within GEP3 (as a FME, SMoE, SUBEB, UBEC etc, Stakeholder)

### Relevance and Coherence

1. How would you describe the alignment of GEP3-CTP to country realities and to national, regional and global priorities?
  - a. How would you describe the way enrolment and retention of girls in basic education was addressed by the programme?
  - b. Would you say GEP3-CTP objectives of increasing girls' enrolment and retention in schools, household consumption, expenditure on girls' education and gender equality were clearly identified, defined and achieved? In both cases, why?
  - c. What stakeholders are involved in GEP3 at State level (government, non-government, private sector – profit making orgs, community leaders/groups, women inclusion), what do they do? what is their function and mandate, how do they relate? How are they held accountable on results and on finances?
  - d. How would you describe the capability at national/states/ local government/ micro-levels to deliver on expected outputs/ expected/ planned results regarding GEP3 and the CTP? (Probe for competencies, resources - both financial and human resources; for schools also probe for staffing and teacher training, school infrastructure, resources; sensitization and enrolment drives for education; use of information management systems to deliver CT)

### The Effectiveness of GEP3-CTP to achieve intended results (Outputs, Outcomes and Impact)

2. During these past eight years, how would you describe changes due to GEP3-CTP in the focal states, LGAs and Communities? (Probe for changes in enrolment and retention of girls in schools; quality of education and learning outcomes; community and women empowerment to support education; supportive monitoring; data generation and usage; and Improved awareness of importance of girls' education; and early marriage)
3. How can these changes been explained - what do you think has made it possible for these changes to happen? Why? What else?
4. What do you think has made it difficult for changes to happen? Why? What else?
5. What are strengths and weaknesses of GEP3-CTP (Probe for the Teacher training and quality, Learning outcomes component, the CT component, Programme monitoring, Data usage, Governance; at different levels – federal, state, local government, community and school levels). What could be improved?
6. What external (national, provincial, district, community level) and internal (organizational) contextual factors have been of influence on the programme (positive and negative)?
7. What is according to you the Most Significant Change that has taken place as a result of GEP3?
8. What were the drivers of change (institutions, persons, events) that caused changes and results?
9. What is your perception of the contribution of the GPE-CTP to the overall Nigerian education sector plan?
10. What, if any, good practices have emerged within UNICEF Nigeria related to how GPE-CTP was carried out?
11. What do you consider key lessons learned from these programmes? Probe for GEP3 and specifically for CTP
12. Did GEP3 generate any (positive or negative) unintended effects at community, LG or state levels? Please give examples.

**Efficiency and Governance** *(the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions)*

13. What funding is available in the State for Education?

- a. From the central level, from the Federal Government, State, UNICEF, from local government, other sources?
  - b. what is the change in State funding for GEP3 since 2012- and to what extent is this a result of GEP3 programme
  - c. is there a funding gap? How to solve this?
14. How do you ensure that the funds for GEP3 are used as intended?
  15. Have there been any workshops or capacity building seminars for GEP3 organized by UNICEF for State level staff? What topics were covered? Where you present at these events?
  16. How was training for teachers organized and carried out – were they satisfied? How did they indicate this? What topics were covered? What was the outcome of these activities?
  17. How would you describe the capability at LGA and School levels to deliver on expected outputs/ expected/ planned results?
  18. How do you monitor GEP3 at State and LGA level? Is the Monitoring and Evaluation Framework operational? Do you have a MIS system and how do you make use of results from monitoring and MIS system? How analysed? Used for accountability mechanism? Translated into action?
  19. What accountability and transparency measures (public financial management, procurement system and public expenditure review) exist at State level to create an enabling environment for GEP3-CTP implementation? Are these operational – how – who holds who to account on what?

### Sustainability and Resilience

*In this section ask specifically for the positive changes as a result of GEP3 that have been described by the respondents in the previous sections*

20. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? (Probe for intrinsic and extrinsic elements - examples of change of mindset; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. Ask for examples of how the federal, states, local governments and communities has demonstrated ownership and capacity to self-support in the programme).
21. Is there sufficient government capacity to implement and monitor a government-supported CTP? Please explain
22. 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?
23. How did the COVID situation affect GEP3 (probe for length of closure, attendance, retention)? How did this affect you? Do you think there were consequences? How were things handled? Please explain
24. How has the insecurity situation influenced GEP3 implementation and activities? How have things been handled? Probe for protocols in place and ask for examples

### Gender Equality

25. What is your view about the level of awareness of the value of girls' education in the communities?
26. What are the two or three major changes that CTP has allowed beneficiaries to make in their life? Probe for change in early marriage; community and women empowerment – ask for **examples**
27. What is your perception of shifts in perception of gender equality – how girls are perceived by communities and by boys in schools since 2012? Would you say this has or has not changed due to GEP3-CTP? In what way?
28. What is your opinion of the opportunities for women to participate in school management? Has GEP3 influenced this in any way?



## Topic Guide – UNICEF Stakeholders

I'd like to start by having you briefly describe your role and responsibilities within GEP3 as a UNICEF staff

### Relevance and Coherence

1. How would you describe the alignment of GEP3-CTP to country realities and to national, regional and global priorities?
  - a. How would you describe the way enrolment and retention of girls in basic education was addressed by the programme?
  - b. Would you say GEP3-CTP objectives of increasing girls' enrolment and retention in schools, household consumption, expenditure on girls' education and gender equality were clearly identified, defined and achieved? In both cases, why?
  - c. What stakeholders are involved in GEP3 at State level (government, non-government, private sector – profit making orgs, community leaders/groups, women inclusion), what do they do? what is their function and mandate, how do they relate? How are they held accountable on results and on finances?
  - d. How would you describe the capability at national/states/ local government/ micro-levels to deliver on expected outputs/ expected/ planned results regarding GEP3? (Probe for competencies, resources - both financial and human resources; for schools also probe for staffing and teacher training, school infrastructure, resources; sensitization and enrolment drives for education)

### The Effectiveness of GEP3-CTP to achieve intended results (Outputs, Outcomes and Impact)

2. During these past eight years, how would you describe changes due to GEP3-CTP in the focal states, LGAs and Communities? (Probe for changes in enrolment and retention of girls in schools; quality of education and learning outcomes; community and women empowerment to support education; supportive monitoring; data generation and usage; and Improved awareness of importance of girls' education; and early marriage)
3. How can these changes been explained - what do you think has made it possible for these changes to happen? Why? What else?
4. What do you think has made it difficult for changes to happen? Why? What else?
5. What are strengths and weaknesses of GEP3-CTP (Probe for the Teacher training and quality, Learning outcomes component, the CT component, Programme monitoring, Data usage, Governance; at different levels – federal, state, local government, community and school levels). What could be improved?
6. What external (national, provincial, district, community level) and internal (organizational) contextual factors have been of influence on the programme (positive and negative)?
7. What is according to you the Most Significant Change that has taken place as a result of GEP3?
8. What were the drivers of change (institutions, persons, events) that caused changes and results?
9. What is your perception of the contribution of the GPE-CTP to the overall Nigerian education sector plan?
10. What, if any, good practices have emerged within UNICEF Nigeria related to how GPE-CTP was carried out?
11. What do you consider key lessons learned from these programmes? Probe for GEP3 and specifically for CTP
12. Did GEP3 generate any (positive or negative) unintended effects at community, LG or state levels? Please give examples.

**Efficiency and Governance** *(the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions)*

13. What funding is available in the State for Education?

- e. From the central level, from the Federal Government, State, UNICEF, from local government, other sources?
  - f. what is the change in State funding for GEP3 since 2012- and to what extent is this a result of GEP3 programme?
  - g. is there a funding gap? How to solve this?
14. How do you ensure that the funds for GEP3 are used as intended?
  15. Have there been any workshops or capacity building seminars for GEP3 organized by UNICEF for State level staff? What topics were covered? Where you present at these events?
  16. How was training for teachers organized and carried out – were they satisfied? How did they indicate this? What topics were covered? What was the outcome of these activities?
  17. How would you describe the capability at LGA and School levels to deliver on expected outputs/ expected/ planned results?
  18. How do you monitor GEP3 at State and LGA level? Is the Monitoring and Evaluation Framework operational? Do you have a MIS system and how do you make use of results from monitoring and MIS system? How analysed? Used for accountability mechanism? Translated into action?
  19. What accountability and transparency measures (public financial management, procurement system and public expenditure review) exist at State level to create an enabling environment for GEP3-CTP implementation? Are these operational – how – who holds who to account on what?

### Sustainability and Resilience

*In this section ask specifically for the positive changes as a result of GEP3 that have been described by the respondents in the previous sections*

20. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? (Probe for intrinsic and extrinsic elements - examples of change of mindset; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. Ask for examples of how the federal, states, local governments and communities has demonstrated ownership and capacity to self-support in the programme).
21. Is there sufficient government capacity to implement and monitor a government-supported CTP? Please explain
22. 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?
23. How did the COVID situation affect GEP3 (probe for length of closure, attendance, retention)? How did this affect you? Do you think there were consequences? How were things handled? Please explain
24. How has the insecurity situation influenced GEP3 implementation and activities? How have things been handled? Probe for protocols in place and ask for examples

### Gender Equality

25. What is your view about the level of awareness of the value of girls' education in the communities?
26. What are the two or three major changes that CTP has allowed beneficiaries to make in their life? Probe for change in early marriage; community and women empowerment – ask for **examples**
27. What is your perception of shifts in perception of gender equality – how girls are perceived by communities and by boys in schools since 2012? Would you say this has or has not changed due to GEP3-CTP? In what way?
28. What is your opinion of the opportunities for women to participate in school management? Has GEP3 influenced this in any way?



## Topic Guide – Local Government Stakeholders

I'd like to start by having you briefly describe your role and responsibilities within GEP3 as a Local Government Authority?

### Relevance and Coherence

1. How would you describe the alignment of GEP3-CTP to your Local Government priorities and realities?
  - h. How would you describe the way enrolment and retention of girls in basic education was addressed by the programme?
  - i. Would you say GEP3-CTP objectives of increasing girls' enrolment and retention in schools, household consumption, expenditure on girls' education and gender equality were clearly identified, defined and achieved? In both cases, why?
  - j. What stakeholders are involved in GEP3 at local level (government, non-government, private sector – profit making orgs, community leaders/groups, women inclusion), what do they do? what is their function and mandate, how do they relate? How are they held accountable on results and on finances?
  - k. How would you describe the capability at local government/ and school (micro-) levels to deliver on expected outputs/ expected/ planned results regarding GEP3? (Probe for competencies, resources - both financial and human resources; for schools also probe for staffing and teacher training, school infrastructure, resources; sensitization and enrolment drives for education)

### The Effectiveness of GEP3-CTP to achieve intended results (Outputs, Outcomes and Impact)

2. During these past eight years, how would you describe changes due to GEP3-CTP in the focal states, LGAs and Communities? (Probe for changes in enrolment and retention of girls in schools; quality of education and learning outcomes; community and women empowerment to support education; supportive monitoring; data generation and usage; and Improved awareness of importance of girls' education; and early marriage)
3. How can these changes been explained - what do you think has made it possible for these changes to happen? Why? What else?
4. What do you think has made it difficult for changes to happen? Why? What else?
5. What are strengths and weaknesses of GEP3-CTP (Probe for the Teacher training and quality, Learning outcomes component, the CT component, Programme monitoring, Data usage, Governance; at different levels – federal, state, local government, community and school levels). What could be improved?
6. What external (national, provincial, district, community level) and internal (organizational) contextual factors have been of influence on the programme (positive and negative)?
7. What is according to you the Most Significant Change that has taken place as a result of GEP3?
8. What were the drivers of change (institutions, persons, events) that caused changes and results?
9. What is your perception of the contribution of the GPE-CTP to the overall Nigerian education sector plan?
10. What, if any, good practices have emerged within UNICEF Nigeria related to how GPE-CTP was carried out?
11. What do you consider key lessons learned from these programmes? Probe for GEP3 and specifically for CTP
12. Did GEP3 generate any (positive or negative) unintended effects at community, LG or state levels? Please give examples.

**Efficiency and Governance** *(the roles and responsibilities detailed at the start of the interview will determine the stakeholder(s) to ask some of the questions)*

13. What funding is available in the State for Education?

- l. From the central level, from the Federal Government, State, UNICEF, from local government, other sources?
  - m. what is the change in State funding for GEP3 since 2012- and to what extent is this a result of GEP3 programme?
  - n. is there a funding gap? How to solve this?
14. How do you ensure that the funds for GEP3 are used as intended?
  15. Have there been any workshops or capacity building seminars for GEP3 organized by UNICEF for State level staff? What topics were covered? Where you present at these events?
  16. How was training for teachers organized and carried out – were they satisfied? How did they indicate this? What topics were covered? What was the outcome of these activities?
  17. How would you describe the capability at LGA and School levels to deliver on expected outputs/ expected/ planned results?
  18. How do you monitor GEP3 at State and LGA level? Is the Monitoring and Evaluation Framework operational? Do you have a MIS system and how do you make use of results from monitoring and MIS system? How analysed? Used for accountability mechanism? Translated into action?
  19. What accountability and transparency measures (public financial management, procurement system and public expenditure review) exist at State level to create an enabling environment for GEP3-CTP implementation? Are these operational – how – who holds who to account on what?

### Sustainability and Resilience

*In this section ask specifically for the positive changes as a result of GEP3 that have been described by the respondents in the previous sections*

20. In your opinion, what are the things which can make these achievements continue working even if there is no outside help? (Probe for intrinsic and extrinsic elements - examples of change of mindset; the use of local resources/ capacities and /or networks that are (or can be) effectively applied to sustain the achievements of the response. Ask for examples of how the federal, states, local governments and communities has demonstrated ownership and capacity to self-support in the programme).
21. Is there sufficient government capacity to implement and monitor a government-supported CTP? Please explain
22. 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?
23. How did the COVID situation affect GEP3 (probe for length of closure, attendance, retention)? How did this affect you? Do you think there were consequences? How were things handled? Please explain
24. How has the insecurity situation influenced GEP3 implementation and activities? How have things been handled? Probe for protocols in place and ask for examples

### Gender Equality

25. What is your view about the level of awareness of the value of girls' education in the communities?
26. What are the two or three major changes that CTP has allowed beneficiaries to make in their life? Probe for change in early marriage; community and women empowerment – ask for **examples**
27. What is your perception of shifts in perception of gender equality – how girls are perceived by communities and by boys in schools since 2012? Would you say this has or has not changed due to GEP3-CTP? In what way?
28. What is your opinion of the opportunities for women to participate in school management? Has GEP3 influenced this in any way?



### Topic Guide – Facilitators (Teachers’ Training)

I’d like to start by having you briefly describe your role and responsibilities within GEP3 as a Facilitator of teachers’ training.

1. How were you involved in GEP3 programme?
2. How would you evaluate the outcome of your involvement as a facilitator in GEP3 programme?
3. Are you satisfied with your performance as a facilitator? Why?
4. Did you feel supported and backed up as facilitator within GEP3 (in terms of preparation, implementation of trainings and feedback)?
5. In your opinion, were training subjects proposed relevant to fill in teachers’ gaps? Why? Can you provide examples?
6. Did you have any saying/feedback channels through the implementation of trainings to adapt/adjust them (contents, learning rhythm, level of demand)?
7. In your opinion, what have been the strengths and weaknesses of the Programme in terms of impact for teachers?
8. What, if any, aspects of GPE-CTP implementation could be improved for teachers (in the future)?
9. In your opinion, was the design of GEP3-CTP adapted to teacher’s realities (teachers’ needs, teachers’ capacities, schools’ resources.)? Please develop:
10. In relation to GEP3-CTP what, if any, good practices have emerged in your opinion for teachers?
11. In relation to GEP3-CTP what, if any, good practices have emerged in your opinion for teachers’ trainers?
12. Are there any initiatives that you are aware of, to continue sustaining the positive results of the teachers’ training component of the project? Why?
13. Are you interested in the results of the final evaluation? Why?
14. How do you expect the results of GEP3-CTP final evaluation to be used?
15. Any lesson learned from this train the trainer experience?
16. Anything else you would like to share concerning GEP3-CTP?

## **Annex 8 Observation Tool**

The World Bank Teach Tool will be contextualized for use in the classroom observations to assess the quality of teaching practices, the level of the support in the environment and lesson facilitation checks for understanding. The tool manual is inserted below:



WB

Teach-Observer-Mar

## Annex 9 Literacy and Numeracy proficiency level descriptions

Table 1: Hausa and English proficiency level descriptions Proficiency range

Description of the knowledge and skills of pupils achieving within this range		
Proficiency ranges	Hausa literacy	English literacy
Pre-literacy	Pupils who achieved within the pre-literacy range were able to demonstrate some of the following skills: knowledge of print concepts, identify the initial letter in his/her name, and write the initial letter in his/her name.	Pupils who achieved within the pre-literacy range were able to demonstrate some of the following skills: knowledge of print concepts, understanding and responding verbally with a grammatically correct sentence to a simple question about their age, understanding and responding verbally with a grammatically correct sentence to a simple question about their name, and saying the initial letters of a familiar object and animal.
Emerging literacy	In addition to the skills above, pupils achieving within this range were able to demonstrate at least some of the knowledge and skills within the range expected by the P1 curriculum. Pupils achieving within this range were able to: sound out letter sounds, spell some high frequency words, and read a short passage with limited accuracy.	In addition to the skills above, pupils achieving within this range were able to demonstrate at least some of the knowledge and skills within the range expected by the P1 curriculum. Pupils achieving within this range were able to: verbally compose a short grammatically correct sentence in the continuous present tense in response to a question about a picture, listen to a short passage and remember specific details to respond verbally to a question, and copy words that were clearly shaped and correctly orientated, with an understanding of space and full stops.
Basic literacy	In addition to the skills above, pupils achieving within this range were able to demonstrate at least some of the knowledge and skills within the range expected by the P2 curriculum. Pupils achieving within this range were able to: identify similar sounds, read high frequency words, spell high frequency words with accuracy, copy a sentence, sound out letter sounds, and read a short passage.	In addition to the skills above, pupils achieving within this range were able to demonstrate at least some of the knowledge and skills within the range expected by the P2 curriculum. Pupils achieving within this range were able to: use phonic knowledge to say the initial sounds of familiar animal names; listen to a short passage and remember specific details so as to respond verbally to a question (one-word answers were acceptable); use knowledge of common inflections in spellings; display knowledge of plurals; write the answer to a question; use phonic knowledge (and awareness) to read upper and lower case letters; spell simple high frequency words accurately; read high frequency words and phonically decodable two-syllable and three-syllable

		<p>words that include common diagraphs and adjacent consonants (e.g. 'black') in simple sentences; understand and respond in writing with a grammatically correct sentence to a simple question about the position of an everyday item; listen to two sentences and respond verbally to a question with a grammatically accurate sentence; independently read for meaning a short text with a range of sentence structures, high frequency words, and two-syllable and three-syllable words that include common diagraphs and adjacent consonants; verbally compose a short grammatically correct sentence in the continuous present tense in response to a question about a picture; copy words that are clearly shaped and correctly oriented, with an understanding of space and full stops; use appropriate intonation when reading texts with a range of sentence structures, high frequency words, and two-syllable and three-syllable words that include common diagraphs and adjacent consonants; use knowledge of common inflections in spellings, including plurals, to write the answer to a question; read a range of simple sentences with high frequency words, phonically decodable two-syllable and three-syllable words that include common diagraphs and adjacent consonants (e.g. 'black') independently; remember specific details from a short, simple read text to respond verbally to a question; and read a simple sentence for meaning and complete a missing word using the correct spelling.</p>
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**Table 2: Numeracy proficiency level descriptions**

Proficiency ranges	Description of the knowledge and skills of pupils achieving within this range
Pre-numeracy	Children achieving at pre-school level are able to demonstrate knowledge and skill in at least some of the tasks that are considered to be within the range of pre-numeracy proficiency. These skills include being able to compare the length of two straight lines, use non-standard units of measure to compare the capacity of three containers, and count to 10.

Emerging literacy	<p>Children achieving at emerging numeracy level are able to demonstrate knowledge and skills in at least some of the tasks that are considered to be within the range of Grade 1 proficiency. These skills include being able to recognise and complete a sequence of three two-digit numbers that are multiples of five; subtract a one-digit number from a two-digit number crossing the 10 boundary, involving money; subtract a one-digit number from a two-digit number from one to 19; read an analogue clock to the hour; use number knowledge to complete a sequence of three numbers below 10; understand unit fractions (<math>\frac{1}{3}</math>) and use this to find fractions of a common 2D shape; understand unit fractions (<math>\frac{1}{4}</math>) and use this to find fractions of a common 2D shape; add two three-digit numbers; use non-standard units of measure to measure length; choose a strategy to add a three-digit number and a two-digit number crossing the 10 boundary, involving money; compare the length of two straight lines; read an analogue clock to the hour; add two three-digit numbers vertically that are multiples of five, involving money; choose a strategy to add a three-digit number and a two-digit number crossing the 10 boundary, involving money; recall the two times table; subtract a one-digit number from a two-digit number from one to 19; understand unit fractions (<math>\frac{1}{4}</math>) and use this to find the fractions of a circle and a square; and add two two-digit numbers that are multiples of five.</p>
Basic literacy	<p>Children achieving at Grade 2 (basic numeracy) are able to demonstrate knowledge and skills in at least some of the tasks that are considered to be within the range of Grade 2 proficiency. These skills include being able to use nonstandard units of measure to compare the capacity of three containers; subtract a two-digit number from a three-digit number (both multiples of five) crossing the 10s boundary, involving money; read an analogue clock to the hour and half hour; recognise and complete a sequence of three numbers that are multiples of 50 and less than 200, and complete a sequence of three two-digit numbers that are multiples of five; subtract a two-digit number from a two-digit number; add two three-digit numbers that are multiples of five, involving money; use standard units of measure to measure the length of a small object (cm); subtract a one-digit number from a two-digit number from one to 19 crossing the 10 boundary; name common 2D shapes; add two three-digit numbers crossing the 10 boundary; subtract two three-digit numbers; add and subtract length or determine area size; choose a strategy to add a three-digit number and a two-digit number crossing the 10s boundary, involving money; extend counting past 800 and count in 10s; add two three-digit numbers crossing the 10s boundary; extend counting past 1,000 and count in 100s; and identify and count the faces of familiar 3D shapes.</p>

## Annex 10 Age distribution of pupils

### Distribution of age in IQSs and Public Primary Schools

The sample of pupils that formed the basis for the assessment is made up of male and female, with female pupils slightly more prevalent. The average pupil age is approximately 8 years, with surveyed IQS pupils older on average than public primary school pupils. 11.9 per cent of the sampled pupils did not provide information on age. This is represented as "0".

Figures 1 and 2 below show the pupil age distribution by school type and pupil age distribution by gender respectively.

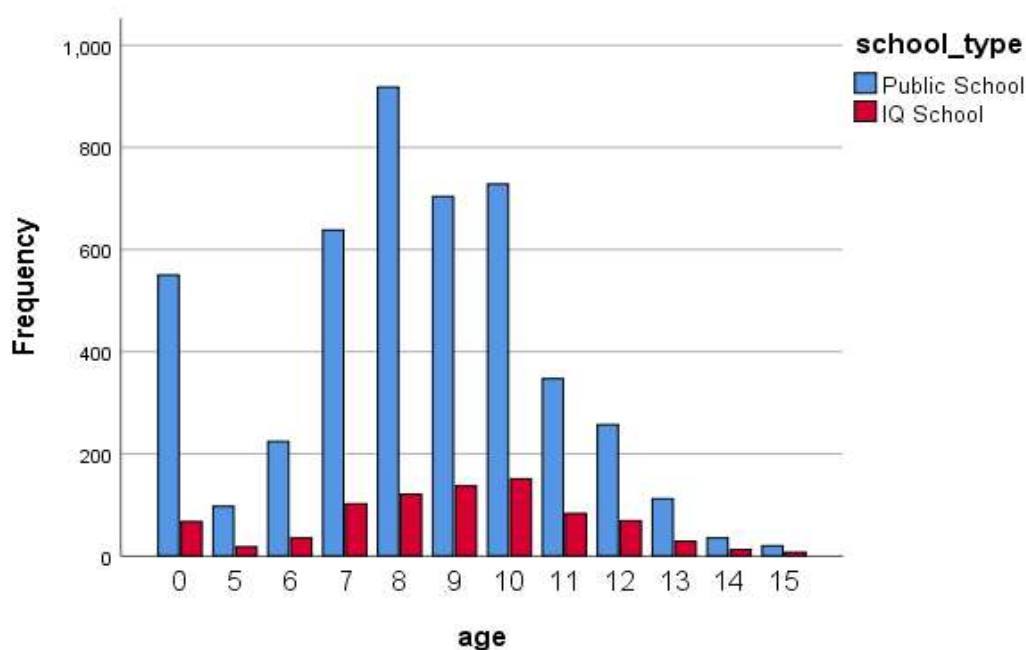


Figure 48: Distribution of age groups in IQSs and public primary schools

	N	Minimum	Maximum	Mean	Std. Deviation
Age	5461	0	15	7.97	3.377

Table 3: Frequency Distribution of the Age of Pupils by School Type

Age	Public school	IQS	Total (Percentage)
	Frequency (Percentage)	Frequency (Percentage)	
0	550 (11.9%)	67 (8.1%)	617 (11.3%)
5	97 (2.1%)	18 (2.2%)	115 (2.1%)
6	224 (4.8%)	35 (4.2%)	259 (4.7%)
7	638 (13.8%)	102 (12.3%)	740 (13.6%)

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<b>8</b>	918 (19.8%)	121 (14.6%)	1039 (19.0%)
<b>9</b>	704 (15.2%)	137 (16.5%)	841 (15.4%)
<b>10</b>	728 (15.7%)	151 (18.2%)	879 (16.1%)
<b>11</b>	347 (7.5%)	83 (10%)	430 (7.9%)
<b>12</b>	257 (5.6%)	69 (8.3%)	326 (6.0%)
<b>13</b>	112 (2.4%)	29(3.5%)	141(2.6%)
<b>14</b>	35 (0.8%)	12 (1.4%)	47(0.9%)
<b>15</b>	20 (0.4%)	7(0.8%)	27(0.5%)
<b>TOTAL</b>	<b>4630 (100%)</b>	<b>831 (100%)</b>	<b>5461 (100.0%)</b>

**Distribution of Age in IQSs and Public Primary Schools**

The age distribution of the pupils as in the table below shows that the majority of the pupils are 8 years old with a percentage of 9.9 per cent for female pupils and 9.1 per cent for male pupils. Also, pupils aged 7 years were the second most populous, also with a higher percentage of female pupils than male pupils at 8.1 per cent and 5.4 per cent respectively. Furthermore, pupils who are between 14 and 15 years of age were of the least population in the study.

**Table 4: Frequency Distribution of Age by Gender**

Age	Male	Female	Total
<b>0</b>	263 (4.8%)	354 (6.5%)	617 (11.3%)
<b>5</b>	60 (1.1%)	55 (1.0%)	115 (2.1%)
<b>6</b>	121 (2.2%)	138 (2.5%)	259 (4.7%)
<b>7</b>	295 (5.4%)	445 (8.1%)	740 (13.6%)
<b>8</b>	497 (9.1%)	542 (9.9%)	1039 (19%)
<b>9</b>	370 (6.8%)	471 (8.6%)	841 (15.4%)
<b>10</b>	419 (7.7%)	460 (8.4%)	879 (16.1%)
<b>11</b>	210 (3.8%)	220 (4.0%)	430 (7.9%)
<b>12</b>	172 (3.1%)	154 (2.8%)	326 (6%)
<b>13</b>	78 (1.4%)	63 (1.2%)	141 (2.6%)
<b>14</b>	24 (0.4%)	23 (0.4%)	47 (0.9%)
<b>15</b>	17 (0.3%)	10 (0.2%)	27 (0.5%)
<b>TOTAL</b>	<b>2526 (100%)</b>	<b>2935 (100%)</b>	<b>5461(100%)</b>

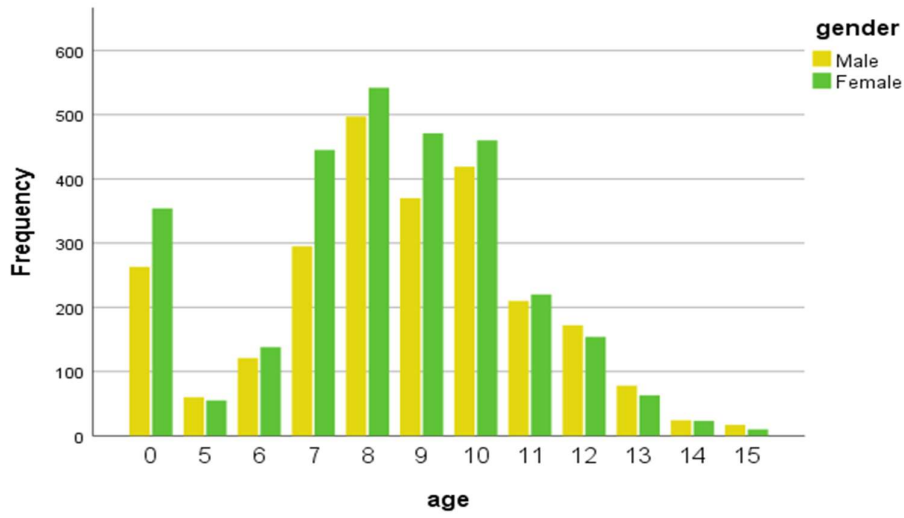


Figure 491: Distribution of Age Groups by Gender

## Annex 11 Summary of available sustainability plans at the state government levels.

State	Key Sustainability plans	Budget and funds released
<b>Bauchi</b>	Enrolment drive campaigns institutionalized in SUBEB and Bauchi SAME in 20 LGAs; Girls for Girls (G4G) and He for She in IQS in 10 LGAs; Establishment of reading hubs / reading corners in SUBEB; School-based Teacher Development including Head Teacher leadership training in IQS; Development and domestication of Education Strategic Plans, including Revision of the 2012 Teacher Recruitment and Deployment Policy (TRD); Advocate for the continuation of Female Teachers Trainee Scholarship Scheme (FTTSS) Programme; Early Grade Reading interventions; Capacity Building of SBMC/CBMC, HILWA etc.; Support of EMIS for Annual School Census (ASC).	Budgetary allocations made by the state government, but funds not yet released. Planned activities awaiting release of funds.
<b>Katsina</b>	Conduct enrolment activities in all GEP3 and non-GEP3 LGAs; Initiate modalities for abolishing corporal punishment in schools to improve retention and completion; Scale up G4G to more JSS and IQS from the 9 focus LGAs and to more non-GEP3 focus LGAs. Teachers, Teacher Facilitators and Head Teachers' Training; Digitization of EMIS to support ASC; Expand LESOP development beyond the 12 LGAs to all the 34 in Katsina state;	Budget line for EDC created in the 2022 SUBEB budget. G4G expansion harmonized into the SUBEB 2022 state budget but funds not yet released.  SUBEB deployed the World Bank funded Better Education Service Delivery for All (BESDA) Programme funds for a Training of Trainers on RANA methodology. Facilitators from 200 IQS trained in 13 LGAs using BESDA funds.
<b>Kano</b>	Community driven enrolment activities conducted in all the 44 LGAs of Kano state; Modalities for abolishing corporal punishment in schools initiated to improve retention and completion of all children especially girls; Establish and support safe school mechanism with school-community partnership; Develop and implement Teacher Recruitment and Deployment policy; Facilitate digitalization of EMIS/ASC; Develop Teacher management and support mechanism; institutionalize SBMC in SUBEB with budget line for funding;	SUBEB created budget line for EDC in 2021 budget with funding support from BESDA in the 2020-2022 plan.
<b>Sokoto</b>	Enrolment Drive Campaigns have been incorporated into BESDA work plan and state budget; CTP scaled up since 2017;	UBEC Intervention fund and BESDA Fund.

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	<p>G4G incorporated into Basic education and BESDA work plan; MAs and Reading hubs, Facilitator's training (IQS) incorporated into BESDA work plan; Teacher Development Programme TDP with support from UBEC; Legal framework and budgetary provisions for SBMC and CBMC.</p>	<p>The state government has incorporated the CTP into the federal government cash transfer to enable poor and vulnerable households to send their children to school. The households that complied and send their children to school are entitled to additional ten thousand Naira as top-up.</p> <p>First phase of BESDA fund has been gotten for G4G, MAs and Reading hubs. The SBMC activities will feature in the next release of the BESDA funds.</p> <p>The 265 (23 F) HTs and Assistant HTs who benefitted from the training in September on UBEC funds are applying their skills schools.</p>
<b>Zamfara</b>	<p>Continued Enrolment Drive Campaign Facilitator training (IQS) SBMC/CBMC capacity building School improvement and micro-grants</p>	<p>The state government has approved a budgeted N100,000,000.00 For sustainability of GEP3 programme in its 2022 fiscal year. Ministry of budget and economic planning has asked all MDAs to submit an activity plan indicating a timeline each activity and releases to be done. Evidence of release of funds not yet available. Zamfara SUBEB used BESDA funds to train 300 proprietors of CBMCs across the state.</p>

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