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# **EVALUATION REPORT**

## **EDUCATION FOR CRISIS-AFFECTED GIRLS IN NORTHEAST NIGERIA PROGRAMME**

February, 2023  
Borno & Yobe States, Nigeria



**Save the Children®**

IN PARTNERSHIP WITH THUSO

# Endline Evaluation Report

January 2023, Borno & Yobe - Nigeria



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## **Published by**

Thuso

[www.thusogroup.com](http://www.thusogroup.com)

**February, 2023**

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## Acronyms

ACRONYM	DEFINITION
<b>ECG</b>	Education for Crisis-Affected Girls
<b>FGD</b>	Focus Group Discussion
<b>GAC</b>	Global Affairs Canada
<b>GE</b>	Gender Equality
<b>IPTT</b>	Indicator Performance Tracking Table
<b>KII</b>	Key Informant Interview
<b>LGA</b>	Local Government Authority
<b>PMF</b>	Project Monitoring Framework
<b>SCI</b>	Save the Children International
<b>SEL</b>	Social and Emotional Learning
<b>SRHR</b>	Sexual and Reproductive Health and Rights

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## Executive Summary

### Programme Summary

The Education for Crisis-Affected Girls (ECG) project is funded by Global Affairs Canada and implemented by Save the Children (SC). The initiative lasted for two years and nine months (from 26 February 2020 until 30 November 2022), and aimed to improve the ability of crisis-affected girls to exercise their right to quality education and gender equality (GE) in two Nigerian states: Borno and Yobe.

The programme's focus is on promoting girls' education and positive gender norms at the individual, household, community, school and state levels, to support girls in exercising their equal and inalienable rights to quality education and empowerment. Desired outcomes included: increasing attendance and retention of crisis affected girls in gender responsive and safe schools (Indicator 1100); improving gender responsive learning and teaching environments (Indicator 1200); and, improving enabling environments to support girls' education (Indicator 1300). The project's primary beneficiaries are crisis-affected girls (aged 6-14), who are in and out of school, and are at risk of not realizing their right to education.

### Endline Evaluation Methodology

The evaluation employed a mixed-methods approach, collecting both qualitative and quantitative data. The tools that were developed and deployed to resolve the investigation's research questions were the following:

#### Desk Review of Client-Held Documents

##### Beneficiary Surveys

- Child (aged 6-9 years) Beneficiary Surveys
- Adolescent (aged 10-14 years) Beneficiary Surveys
- Beneficiary's Caregiver Survey

##### Beneficiary Focus Group Discussions

- Child (aged 6-9 years) Focus Group Discussions
- Adolescent (aged 10-14 years) Focus Group Discussions
- Beneficiary's Caregiver Focus Group Discussions

##### Key Informant Interviews

- Ministry of Education Official KIs
- Community Leader KIs
- Teacher KIs
- Save the Children Programme Staff KIs

### Key Findings

#### Relevance

Programme Relevance to Beneficiary Needs: Project modalities were specifically designed to address emergency education needs identified through needs assessments undertaken in target locations. The modalities that were deployed by the programme, which sought to increase enrolment/attendance/retention, improve gender-responsive learning in schools and teaching environments, and improve the 'enabling environment' in communities, are directly relevant to the needs of beneficiaries identified in this study, even though the SC programme did not necessarily cover all of these education needs (as they are not all within the programme's scope).



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**Programme Relevance to Objectives, Outcomes, and Outputs:** The desk review of project documents used to propose, design, and organise the education project indicate that modalities and activities were specifically planned for coherence and relevance to the project's objectives and desired outcomes and outputs.

**Changes in Local Context:** Changes noted by respondents included more children from their communities enrolled in schools, larger numbers of children regularly attending classes, improved security conditions in communities, enhanced food security, and reduced poverty. Save the Children's programme staff noted that the most significant changes in the local context throughout the implementation of the programme were changes in the security context, which often deteriorated or improved, varying over time and across states, LGAs, and communities.

## Effectiveness

**Effectiveness in Achieving Programme Objectives:**

- **Access to Education:** The combined findings from the logical framework results, the engagements with students, caregivers, and teachers, and the KIs with SCI project staff, suggest that the programme was highly effective in increasing access to education (for girls specifically, as well as for all children generally), evidenced by the significant increase in enrolment and attendance, and the testimonies of beneficiaries and community members.
- **Quality of Education:** Most findings indicate that Save the Children's programme had improved the quality of teaching in schools, thanks to the provision of training and provision of learning materials.

**Beneficiary and Stakeholder Perceptions of Programme Effectiveness:** Beneficiaries' and stakeholders' perceptions of the programme, as well as the effectiveness of programme modalities, were overwhelmingly positive overall.

**Effectiveness of Monitoring Mechanisms:** Project documents indicate that monitoring mechanisms and strategies were developed and put in place before the programme began, and that these mechanisms continually monitored results and verified distributions throughout the lifetime of the project, and were effective at tracking progress.

**Challenges:**

The primary challenges which affected the delivery of this programme were the Covid-19 pandemic and the subsequent school closures and mobility restrictions, and the security risks in Borno and Yobe states. Other challenges included issues with communications and logistics, given the unreliable mobile coverage in target locations, and the social, cultural, and religious customs in target communities, which make modalities on gender equality harder to implement.

**Influencing Factors (Programme Strengths and Weaknesses):** The key programme strengths include government partnerships, community participation, focus on sustainability, and the use of a holistic and integrated approach to programming. The key weakness with the programme was the compressed deadline in which the programme was designed and deployed (due to the Covid-19 pandemic), which led to numerous missed opportunities.

## Efficiency

**Operational Efficiency:** The programme was implemented efficiently given the circumstances, which was credited to Save the Children's numerous internal processes for reviewing and tracking project efficiency. The two main sources of inefficiency in the programme's operations were the missed opportunities to strengthen components such as child protection in the project's design, and the challenging security context and poor mobile coverage.

**Time Efficiency:** The launch of the project was delayed by one year due to the Covid-19 pandemic, meaning that a no-cost extension was required in order to complete all project modalities. No other serious delays were identified.

## Impact

**Positive Impacts:** Almost all children, adolescents, caregivers, teachers, community leaders, and SCI Project Staff insisted that the programme had caused a wide range of positive impacts for beneficiaries, communities, and schools. These included increased enrolment, attendance, and retention, provision of learning materials, the improvements in teaching, increase in motivation for children's education, and the transformation in communities' attitudes about gender, equality, and education.

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Negative Impacts: Almost none of the participants in this investigation mentioned any negative impacts caused by the programme. This narrative was consistent across all data sources.

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## Background

*Note: The information in this chapter was primarily drawn from project proposal documents, and this consultancy's Terms of Reference.*

### Context

Despite nearly twenty-two years of investment in the Universal Basic Education Programme, Nigeria has approximately 10.5 million out-of-school children. This problem is most concentrated in the northern states, affecting girls in particular. In addition to low rates of enrolment and large proportions of out-of-school children, the region is also affected by high student dropout rates. Deep rooted social norms and attitudes about gender exclude women and girls from decision-making, and create strong social expectations about the roles of girls and women, especially in relation to marital roles. Furthermore, although national laws state that basic schooling in Nigeria must be free, fees are nevertheless frequently charged in practice. The nine years of conflict by non-state armed groups in north-eastern Nigeria has affected over 14.8 million people, resulting in attacks on schools, universities, education personnel, and students. This has incurred a significant deterioration in the humanitarian context in affected states and regions, and increased the challenges associated with accessing education services.

### ECG Programme

The Education for Crisis-Affected Girls (ECG) project is funded by Global Affairs Canada and implemented by Save the Children (SC). The initiative lasted for two years and nine months (from 26 February 2020 until 30 November 2022), and aimed to improve the ability of crisis-affected girls to exercise their right to quality education and gender equality (GE) in two Nigerian states: Borno and Yobe.

The programme's focus is on promoting girls' education and positive gender norms at the individual, household, community, school and state levels, to support girls in exercising their equal and inalienable rights to quality education and empowerment. Desired outcomes included: increasing attendance and retention of crisis affected girls in gender responsive and safe schools (Indicator 1100); improving gender responsive learning and teaching environments (Indicator 1200); and, improving enabling environments to support girls' education (Indicator 1300). The project's primary beneficiaries are crisis-affected girls (aged 6-14), who are in and out of school, and are at risk of not realizing their right to education.

The targeted Local Government Areas (LGAs) for this project were those which demonstrate high levels of vulnerable populations (both IDPs and host communities), and where the reintegration and recovery of affected populations is feasible. In Yobe State, the project focused on Potiskum, Gujba, and Damaturu LGAs. Meanwhile, in Borno the project took place in Mafa, Konduga, and Jere LGAs.

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## Methodology

### Endline Evaluation Rationale

The independent evaluation of the Education for Crisis-Affected Girls in Northeast Nigeria (ECG) Project is a mandatory step mainly to assess overall project performance during implementation period. Its results identify key lessons learned for ending program and for future strategies. The evaluation constitutes an important contribution to the program on primary education and potential for scaling up and disseminating knowledge being implemented by Save the Children in its strategies. The independent evaluation will also build on other small studies that the project has carried out during its implementation period.

### Objectives

The specific evaluation objectives are:

	To independently verify (and supplement where necessary) programme progress and achievements.
	To assess the extent to which the project met its objectives, and whether outcomes were delivered in an effective and efficient manner.
	Compare endline indicator values with baseline indicator values.
	Assess outcomes and outputs produced as a result of GAC's funding.
	Assess whether and how the project's education and capacity building activities have contributed to the achievement of national priorities.
	Determine possible lessons learnt and best practices, and how these lessons may be applied in future programmes.
	Appraise the project's partnership approach to community implementation, research, and advocacy, with a focus on management structures, communications and relationships.
	Assess whether and how MEAL systems have effectively contributed towards achieving project objectives, outcomes, and outputs.
	What (if any) have been the changes and progress over the programme's implementation period.
	Determine who are the key stakeholders in targeted communities that shape social norms, and who people turn to when they have problems.

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## Evaluation Criteria

As outlined in the 'Terms of Reference' document, the key lines of inquiry for this consultancy relate to the programme's relevance, effectiveness, efficiency, and impact. The evaluation activities draw on the 'OECD/DAC Criteria for Evaluating Development Assistance'<sup>1</sup> in setting the norms and developing the research framework used to monitor the performance of the programme. As such, the scope of inquiry was guided towards resolving the following criteria:



### Relevance

The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.



### Effectiveness

The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.



### Efficiency

The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.



### Impact

The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

## Evaluation Questions

Based on the evaluation criteria discussed in the previous subsection, as well as the questions outlined in the Terms of Reference, the following research questions were developed. This evaluation seeks to meet the assignment's stated objectives, assess achievement of the OECD DAC Criteria, and resolve the following research questions:



### Relevance

① To what extent were the outcomes of the Project valid? Did it address the most priority needs of the adolescents – girls, women, boy, and men?

② Are the activities and outputs consistent with the intermediate and ultimate outcomes?

③ Was the design of the project the most appropriate and relevant to achieve the ultimate outcome?

④ How has the local context in which the project has been implemented changed from the time when the project started?

<sup>1</sup> OECD. (2023). Evaluation Criteria, <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

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## Effectiveness



What role has the project played in improving the education rights and services for the adolescents in the area where the project has been implemented?



What were the key factors influencing the achievement or non-achievement of the project outcomes?



How are the project services perceived and utilized by the adolescent girls and boys, women, and men?



To what extent were the projects' approaches and methodologies effective in achieving its set objectives?



Were the monitoring mechanisms effective in providing timely data to inform programming decisions?



## Efficiency



Was the training of teachers, caregivers, adolescents, religious leaders, government officials effective?



What are some of the other options of possible more effective approaches that the project can explore?



Was adequate human, financial and logistical resources applied to delivering project outcomes?



Were outputs delivered in a timely way?



## Impact



What have been the main changes among the adolescents and community attributed to the project (positive or negative), and what are the key factors behind these changes?

## Evaluation Approach and Methodology

### Mixed-Methods Approach

The evaluation employed a mixed-methods approach, collecting both qualitative and quantitative data. This approach supports effective data collection on both easily measurable outcomes and impacts, as well as in abstract investigation of beliefs and attitudes. A further advantage of the mixed-methods approach is that quantitative data is often most useful for understanding 'what', while qualitative data often provides a more detailed and nuanced understanding of 'how and why'. These two levels of analysis provide a rigorous combination of descriptive and explanatory power.

In addition to employing a mixed-method approach, the project also employed a participatory methodology. In this way, it undertook to incorporate the views and feedback of key stakeholders at every stage, ensuring relevance, appropriateness, and ownership of both the process and findings. The instruments collect data across the full scope of the research framework for the consultancy, as well as

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additional areas of focus developed with the client during the inception phase. Multiple instruments collected data against individual research criterion, engaging in a process of 'triangulation' of findings.

## Data Analysis

All data was collected on tablets and smartphones, using a mobile data-collection approach, and uploaded in real-time to Thuso's online platform (SurveyCTO), to enable continuous data reviews and analyses, and feedback for enumerators. Any flaws with the methodologies or tools identified during these reviews were identified and resolved. Once the data collection was completed, all raw data was downloaded from the online platform as spreadsheets.

Quantitative data was disaggregated and analysed using pivots, and used to produce graphs, tables, charts, and figures, allowing for in-depth statistical analyses, which were used to resolve indicators and answer key questions on progress.

The qualitative data was analysed using a bottom-up process of inductive reasoning to identify any incipient patterns. The data recorded from participants during the Focus Group Discussions (FGDs) and Key Informant Interviews (KIs) was analysed using Thuso's data analysis software, which involves running a coded algorithm to identify emerging narratives and themes, which could subsequently be disaggregated by participant demographics. This approach to qualitative data analysis gives the experiences and perspectives of participants a central position in the analysis of findings. This is advantageous, as beneficiaries are the ultimate recipients in humanitarian programmes such as these, and their perspectives and experiences are therefore critical in monitoring and evaluating programme performance.

The data from the separate quantitative and qualitative tools were used to triangulate findings relating to specific themes, groups, sectors, and planned program modalities. These findings were subsequently used to evaluate the project's performance against its key indicators.

## Gender and Vulnerability Considerations

Issues of gender and vulnerability were appropriately considered throughout all stages of the evaluation. Instruments were designed to be sensitive to considerations of gender and vulnerability, as well as being fully aligned with a 'Do No Harm' approach.

The consultant and SCI's data collection team undertook to ensure that issues of gender and vulnerability were appropriately considered throughout the evaluation. This not only includes resolution of key evaluation questions that focus on these, but also in ensuring the project methodology, and data collection process, are appropriately sensitive to relevant considerations. This included ensuring that women felt safe and comfortable during engagements, and that women and persons with disability were appropriately represented (through gender-segregated data collection engagements) in all data collection.

Data was analysed in a manner sensitive to gender and vulnerability, with data disaggregated by gender and vulnerability criteria as appropriate. A gender and vulnerability-mainstreaming approach was taken to report writing.

## Research Instruments

The selected sample approach is broken down by instrument, each designed to target specific stakeholder groups or categories. This was intended to promote efficiency and depth of data collection. The tools deployed in the data collection were the following:



### DESK REVIEW

Relevant documents and data held by the client and key partners were solicited and analysed for insights into this assignment's key areas of focus. Documents provided by the SCI project team included the following:

- Full Proposal Form (2018)
- Performance Measurement Framework
- Baseline Report (2020)
- Baseline Tools (Surveys, Focus Group Discussions, Key Informant Interviews)

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- Semi-Annual Project Operations Report (2022)
- Semi-Annual Project Operations Report (2021)
- Annual Project Operations Report (2021)

Document reviews were undertaken both before and during the data collection, as reviews of existing data and documents allow for activity which builds on (rather than duplicates) existing resources.



## BENEFICIARY SURVEYS

### Child (aged 6-9 years) Beneficiary Surveys

### Adolescent (aged 10-14 years) Beneficiary Surveys

### Beneficiary's Caregiver Survey

The quantitative surveys utilised the testimony of beneficiary children and adolescents who were students at participating schools, as well as the caregivers of these children and adolescents. Interviewees included a mix of male and female respondents.

The surveys included questions on programme modalities, outcomes, and information to resolve the evaluation objectives and research questions, as well as questions on wider norms, attitudes, and contexts in targeted schools and locations.

The surveys utilised a variety of question types, such as open questions and questions using Likert-scales, to generate data that is useful for both quantitative and qualitative analysis, and to triangulate findings in other instruments.

Efforts were made to sample an appropriate ratio of male and female respondents. Male data collectors were instructed to interview men, and female data collectors were instructed to interview women. This was done to ensure the comfort and safety of respondents, and to increase the veracity of answers on potentially sensitive topics.

The beneficiary surveys are available as Annexes to this report.



## BENEFICIARY FOCUS GROUP DISCUSSIONS

### Child (aged 6-9 years) Focus Group Discussions

### Adolescent (aged 10-14 years) Focus Group Discussions

### Beneficiary's Caregiver Focus Group Discussions

Discussions with between three and seven participants per focus group were undertaken with children, adolescents, and caregivers. The FGD questions were specifically designed to triangulate questions in the surveys.

Those moderating focus group discussions were trained in best practices, such as ensuring all members of the group contribute to the discussion and asking follow-up and clarifying questions as appropriate. FGDs participants were homogenous sex, to increase the likelihood of soliciting full and frank responses from both male and female participants.

The beneficiary FGDs are available as Annexes to this report.



## KEY INFORMANT INTERVIEWS

### Ministry of Education Official KIIs

### Community Leader KIIs

### Teacher KIIs

Project staff, education-sector stakeholders, and community stakeholders, have important perspectives on the quality of service delivery, in relation to project objectives, beneficiary needs, and the wider humanitarian context. They are



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therefore uniquely equipped to provide critical information for the evaluation of programme delivery, as well as potential recommendations to inform the implementation of programming.

Key data was collected from these stakeholders using a specially designed KII tool. The tool utilises conditional display logic, asking questions which are targeted to various levels or focus areas of insight.

The KII tools are available as Annexes to this report.

## Sampling Approach

### Surveys

The sampling approach was designed to generate a representative sample, with a confidence level of 0.95 and a confidence interval of 5%. The quantitative sampling followed the strategy at baseline. The project included 14,623 beneficiary children, meaning that a minimum sample size of 375 is required, to ensure a statistically representative sample with 0.95 confidence level and 5% confidence interval. As such, the data collection fieldwork completed 380 surveys with beneficiary adolescents (aged 10-14 years), and 380 surveys with beneficiary children (aged 6-9 years). To triangulate this data, enumerators were also instructed to complete 114 surveys with caregivers. An even ratio of male and female respondents was sought, to ensure that the sample is representative of the population.

The participants for the 380 beneficiary adolescent surveys, 380 beneficiary child surveys, and 114 beneficiary caregivers' surveys, were sampled using a 'Probability Proportional to Size' sampling approach, to ensure that the selected sample is representative of the overall population. The overall number of surveys undertaken in each Local Government Areas is proportional to the total number of beneficiaries in each LGA. This number was then rounded up to multiples of 20 (as a team of two enumerators can complete 20 surveys in a single day). Schools within each LGA were selected at random, and 20 adolescent surveys (10 with boys, 10 with girls) and 20 child surveys (10 with boys, 10 with girls) were completed in each school.

Once a child or adolescent had been interviewed, an interview was requested with their parent or caregiver (up to a total of 114 caregivers). If the caregiver had more than one child, they were asked to supply answers concerning the child who had been interviewed (referred to as the 'index child').

State	LGA (# Bnfs)	School	Adolescent Surveys	Child Surveys	Caregiver Survey
Yobe	Damaturu (7,127)	Abbari Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Gambir Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Pompomari Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
	Gujba (5,420)	Islamiyya Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Nurrudden Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
	Potiskum (13,256)	Arikime Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Damboia Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Jumaa Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Lampade Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)

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Borno		Nahuta Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Sabon Layi Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
	Biu (12,080)	Barki Pri/Jss School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Dugja Bayan Tasha Pri/ JSS	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Higji Gwaram Primary School	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Mbulamel Primary School&JSS	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Yoksa Primary school	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
	Konduga (4,505)	Dangote	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
		Konduga Cdntal	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
	Mafa (2,344)	Mafa Hausari Primary school	10 (m), 10 (f)	10 (m), 10 (f)	3 (m), 3 (f)
TOTAL			190 (m), 190 (f)	190 (m), 190 (f)	57 (m), 57 (f)

## Focus Group Discussions

Focus group discussions were undertaken with children, adolescents, and caregivers, to triangulate the findings from the surveys. A total of 48 FGDs were undertaken, in randomly selected schools sampled for the surveys. Focus group discussions included between 3 and 7 participants. FGDs were single-gender, so as to increase the likelihood of soliciting full and frank responses from both male and female participants.

State	LGA (# Bnfs)	School	Adolescent FGDs	Child FGDs	Caregiver FGDs
Yobe	Damaturu (7,127)	Gambir Primary School	1 (m), 1 (f)	1 (m), 1 (f)	1 (m), 1 (f)
	Gujba (5,420)	Nurrudden Primary School	1 (m), 1 (f)	1 (m), 1 (f)	1 (m), 1 (f)
	Potiskum (13,256)	Arikime Primary School	1 (m), 1 (f)	1 (m), 1 (f)	1 (m), 1 (f)
		Nahuta Primary School	1 (m), 1 (f)	1 (m), 1 (f)	1 (m), 1 (f)
Borno	Biu (12,080)	Barki Pri/Jss School	1 (m), 1 (f)	1 (m), 1 (f)	1 (m), 1 (f)
		Higji Gwaram Primary School	1 (m), 1 (f)	1 (m), 1 (f)	1 (m), 1 (f)
	Konduga (4,505)	Konduga Cdntal	1 (m), 1 (f)	1 (m), 1 (f)	1 (m), 1 (f)
	Mafa (2,344)	Mafa Hausari Primary school	1 (m), 1 (f)	1 (m), 1 (f)	1 (m), 1 (f)
TOTAL			8 (m), 8 (f)	8 (m), 8 (f)	8 (m), 8 (f)

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## Key Informant Interviews

Government and Education Officials

Stakeholder	Borno State	Yobe State
Ministry of Education Officials	2	2

Community Leaders

State	LGA	Community Leader KII	Women's Group Leader KII
Yobe	Damaturu	1	1
	Gujba	1	1
	Potiskum	1	1
Borno	Biu	1	1
	Konduga	1	1
	Mafa	1	1

Teacher KIIs

State	LGA (no. of Bnfs)	School	Male Teacher KII	Female Teacher KII
Yobe	Damaturu (7,127)	Gambir Primary School	2	2
	Gujba (5,420)	Nurrudden Primary School	2	2
	Potiskum (13,256)	Arikime Primary School	2	2
		Nahuta Primary School	2	2
Borno	Biu (12,080)	Barki Pri/Jss School	2	2
		Higji Gwaram Primary School	2	2
	Konduga (4,505)	Konduga Cdntal	2	2
	Mafa (2,344)	Mafa Hausari Primary school	2	2
TOTAL			16	16

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## Limitations and Challenges

### General Limitations and Challenges of Conducting Evaluation Studies in Northeast Nigeria

A red diamond icon containing a white question mark.	<b>Ongoing security / recovery challenges</b>
	The security situation in northeast Nigeria remains fluid, which required a flexible approach to data collection. Changing levels of access, and the security briefs required to accommodate these changes, incurred substantial delays for the data collection process.
A red diamond icon containing a white question mark.	<b>Mobile or displaced beneficiary populations</b>
	Beneficiary populations are mobile, which can make tracking down beneficiaries of a specific project or specific round of distribution a substantial challenge. The assessment team worked closely with the project team to mitigate such challenges.
A red diamond icon containing a white question mark.	<b>Need for flexibility and pragmatism, responding to unforeseen challenges</b>
	In contexts such as northeast Nigeria, there will always arise unforeseen challenges and opportunities. This necessitated a flexible, and pragmatic approach to data collection and analysis. The assessment team worked closely with in-country stakeholders to meet these challenges and take advantage of opportunities, adapting the methodology as appropriate and in close consultation with the client, to ensure that the baseline activity was completed in the available timeframe.
A red diamond icon containing a white question mark.	<b>Self-reported data</b>
	The primary data relied (to a certain extent) on retrospective self-reported data. It is possible that participants did not recall events completely accurately and/or may have felt pressured to give responses that they deemed to be socially or (in the case of staff) professionally desirable. The enumeration team was instructed not to lead the respondents and were asked to read scripts carefully and explain when appropriate. Analysis also accounted for any biases that emerged from such self-reporting, through the use of triangulation of data across tools and stakeholders.
A red diamond icon containing a white question mark.	<b>Constrained timelines and resources</b>
	As with any such research exercise, resources available to explore these challenging, nuanced, and complex themes are limited; and the degree to which such exercises can achieve complete understanding of any such topic is itself limited. When this situation is compounded by issues in access and communications, research becomes even more challenging. The team worked to ensure efficiency of research activity, to ensure that the baseline activity was conducted and concluded within the required timeframe.
A red diamond icon containing a white question mark.	<b>General limitations of social research</b>
	The mixed methodological approach adopted for this survey sought to address many of the inherent limitations of social research; nonetheless, it is rarely possible to achieve a completely true and accurate understanding of any context being researched, particularly when faced with the myriad cultural and language challenges this assignment had to contend with. So long as such challenges are borne clearly in mind when reading this report, the multiple sources, discussions, and findings included herein can provide a strong indication of the current state of those areas being researched.

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## Specific Limitations and Challenges of the Endline Study



### Unavailable Baseline Calculation Methodologies

Indicator calculations which describe the nominators and denominators (i.e. proportion of beneficiaries/stakeholders) are outlined in the PMF, although the specific questions and components required to calculate the composite indicators are omitted. The baseline report, which was developed and submitted by a different consultancy firm, does not elucidate the exact methodology, questions, or components either. The baseline study's inception report does include an indication of the questions required to resolve composite indicators, but the methodology is not updated to align with the PMF, and specific questions are not indicated, rather lists of questions are outlined in tables (and many of these questions were ultimately omitted from the baseline tools).

The specific question codes which constitute the methodology for calculating endline indicator results were not provided by the previous consultancy which conducted the baseline. As such, attempts were made to replicate the baseline methodology, but there is no way of verifying that these methods are the same, meaning that comparisons of baseline and endline data are not possible.



### Omitted Questions from Baseline Tools, and Non-Alignment with Calculation Methodologies

To ensure continuity in the monitoring and evaluation process, this consultancy was requested to use the same tools as the baseline study, with additional questions relating to the endline evaluation's research questions and scope added as appropriate. As such, the tools and questions for resolving PMF results in the baseline and endline studies were exactly the same.

However, many of the questions required to resolve the indicators outlined in the baseline inception report had been omitted from the baseline tools, and questions in the baseline tools did not align with the methodology outlined in the baseline inception report. This caused challenges with respect to the availability of data for calculating the endline PMF results.

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## Performance Monitoring Framework

Outcome	PMF indicator	Calculation	Target	Baseline	Endline
Ultimate outcome 1000: Improved realization of the right to safe, quality, gender-responsive learning opportunities for crisis-affected girls in the states of Borno and Yobe in northeast Nigeria	1. % of in-school girls (and boys) who demonstrate improvements in learning outcomes (literacy, numeracy, and/or SEL - social emotional learning)	<b>Literacy</b> 6-9 year-olds: <u>Numerator:</u> # of in-school children aged 6-9 who can read a Grade 2 level paragraph <u>Denominator:</u> All in-school 6-9 year-olds 10-14 year-olds: <u>Numerator:</u> # of in-school adolescents aged 10-14 who answer both of the comprehension questions correctly <u>Denominator:</u> All in-school 10-14 year-olds	Literacy: 30% above baseline	Total: <b>4%</b>	5%
				All boys: <b>5%</b>	6%
				Boys aged 6-9: <b>1%</b>	0.6%
				Boys aged 10-14: <b>10%</b>	12%
				All girls: <b>3%</b>	4%
				Girls aged 6-9: <b>1%</b>	0.5%
		<b>Numeracy</b> 8-9 year-olds: <u>Numerator:</u> # of in-school children aged 8-9 who can solve a Division level math problem <u>Denominator:</u> All in-school 8-9 year-olds	Numeracy: 25% above baseline	All aged 8-9: <b>0.2%</b>	2%
				Boys aged 8-9: <b>0.4%</b>	2%
				Girls aged 8-9: <b>0%</b>	2%
		<b>SEL</b> <u>Numerator:</u> # of girls and boys who answer positively to 18 or more of	SEL: 60%	Total: <b>43%</b>	66%
				All boys: <b>49%</b>	65%
				Boys aged 6-9: <b>48%</b>	54%
				Boys aged 10-14: <b>51%</b>	76%
				All girls: <b>38%</b>	67%

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Outcome	PMF indicator	Calculation	Target	Baseline	Endline
Intermediate outcome 1100: Increased equitable access of crisis affected girls aged 6-14 years to safe, quality, and inclusive formal and non-formal learning		22 questions about SEL <sup>2</sup>  <u>Denominator:</u> All children and adolescents		Girls aged 6-9: <b>21%</b>	61%
				Girls aged 10-14: <b>57%</b>	75%
	2. % of adolescent girls who are empowered in their education, as measured by the Girls Power Index	<u>Numerator:</u> # of in-school girls aged 10-14 who score at least 54/60 points from the 20 empowerment questions. 3 points for 'always', 2 points for 'sometimes' and 1 point for 'rarely'.  <u>Denominator:</u> All in-school girls aged 10-14	54%	Total: <b>30%</b>	91%
				Boys: <b>26%</b>	93%
				Girls: <b>34%</b>	89%
	1. % of girls (and boys) enrolled in school or alternative education (disaggregated by primary/secondary and formal/non-formal)	<u>Numerator:</u> # of children and adolescents who are enrolled in school  <u>Denominator:</u> All children and adolescents	75%	Total: <b>54%</b>	The methodology for calculating this indicator requires children to be sampled and surveyed at the community level, as well as population data for entire target locations.  However, this study used child and adolescent surveys with respondents sampled from schools, as these were the tools developed by the baseline consultancy, and those requested by SCl. As such, enrolment rates could not be calculated for this result.  Nevertheless, the qualitative findings from beneficiaries, teachers, community leaders, and SCl programme staff, indicate that enrolment and attendance increased significantly throughout the programme, to the extent that overcrowding in classrooms became an challenge. This suggests that the programme was successful in increasing enrolment across target groups and locations.
				Boys: <b>53%</b>	
				Girls: <b>56%*</b>	
				% of in-school children at primary school: <b>89%</b>	
				% of in-school children at secondary school: <b>7%</b>	
				% of in-school children at formal school: <b>98%</b>	
				% of in-school children at informal school: <b>2%</b>	

<sup>2</sup> One of the 22 questions was erroneously omitted from the questionnaire for 6-9 year-olds. For 6-9 year-olds, therefore, the numerator was adjusted to '# who answer positively to 17 or more of 21 questions'.

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Outcome	PMF indicator	Calculation	Target	Baseline	Endline
	2. % of girls (and boys) with 80% attendance in a school year	<u>Numerator:</u> # of in-school children and adolescents who missed < 8 days of school in last few months before lockdown  <u>Denominator:</u> All in-school children and adolescents <sup>3</sup>	80% (2 months of attendance)	Total: <b>86%</b>	95%
				Boys: <b>85%</b>	94%
				Girls: <b>87%</b>	96%
	3. % of girls who receive support (emotional, practical, or material) in their home and community which support their right to education	<u>Numerator:</u> # of girls who answer 'yes' to 4 or more of the 5 questions about education support <sup>4</sup>  <u>Denominator:</u> All girls	60%	<b>38%</b>	83%
	4. % of caregivers who provide support (emotional, practical, or material) to enable girls' rights to education	<u>Numerator:</u> # of caregivers who answer 'yes' to 5 or more of the 6 questions about education support: 104, 105, 106, 107, 108, 109  <u>Denominator:</u> All caregivers	60%	All Caregivers: <b>39%</b>	69%
				Caregivers of boys: <b>46%</b>	58%
				Caregivers of girls: <b>34%</b>	75%
Immediate outcome 1110: Increased knowledge of girls, female adolescents and adolescent champions to promote girls' rights, especially learning, wellbeing and safety	1. % of girls (and boys) who demonstrate knowledge of their rights, including education, protection and ASRH	<b>Education</b>  <u>Numerator:</u> # of 10-14 year-olds who answer positively to 3 or more of 4 questions about girls' education rights  <u>Denominator:</u> All 10-14 year-olds	90%	Total: <b>72%</b>	84%
				Boys: <b>63%</b>	86%
				Girls: <b>79%</b>	81%

<sup>3</sup> When schools reopen, attendance data will be used to provide additional data for this indicator.

<sup>4</sup> The original analysis plan specified they should answer 'yes' to 5 out of 6 questions, but two of the questions were exactly the same, so this was changed to 4 out of 5.



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Outcome	PMF indicator	Calculation	Target	Baseline	Endline
		<b>Protection</b> <u>Numerator:</u> # of 10-14 year-olds who score 5 or more points on 6 questions about girls' protection rights <u>Denominator:</u> All 10-14 year-olds	90%	Total: <b>64%</b>	85%
				Boys: <b>66%</b>	84%
				Girls: <b>62%</b>	86%
		<b>Sexual and Reproductive Health and Rights (SRHR)</b> <u>Numerator:</u> # of 10-14 year-olds who answer positively to 4 or more of 5 questions about girls' ASRH rights <u>Denominator:</u> All 10-14 year-olds	90%	Total: <b>33%</b>	49%
				Boys: <b>34%</b>	49%
				Girls: <b>33%</b>	49%
	2. % of girls (and boys) who demonstrate knowledge of gender equality principles	<u>Numerator:</u> # of 10-14 year-olds who score 6 or more points on the 8 questions about gender equality principles <u>Denominator:</u> All 10-14 year-olds	60%	Total: <b>23%</b>	55%
				Boys: <b>7%</b>	51%
				Girls: <b>35%</b>	59%
Indicator 1120	Increased socio-economic capacity of caregivers at the household level to sustain access to quality education for crisis-affected girls (and boys) aged 6-14 years	n/a	n/a	n/a	This indicator was not included in the original PMF, and was not resolved in the baseline study, meaning that a comparison or pre- / post-effect is not possible. However, the data from surveys and FGDs with caregivers indicate that almost all caregivers assert that their capacities to support education have improved, as a result of cash distributions received through programming (economic capacities), and their improved awareness about the importance of education (social capacities).

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Outcome	PMF indicator	Calculation	Target	Baseline	Endline
Immediate outcome 1130: Improved knowledge and attitudes of caregivers and community members to promote learning, safety and wellbeing for crisis-affected girls aged 6-14 years	1. % of caregivers and community members who hold positive attitudes about girls' right to education	<b>Caregivers (from survey)</b>  <u>Numerator:</u> # of caregivers who answer 'yes' to all 5 questions about girls' rights to education  <u>Denominator:</u> All caregivers  <b>Community leaders (from KIIs)</b>  <u>Numerator:</u> # of community leaders who answer 'yes' to all 5 questions about girls' rights to education  <u>Denominator:</u> All community leaders	85%	All caregivers: <b>62%</b>	79%
				Male caregivers: <b>54%</b>	84%
				Female caregivers: <b>68%</b>	72%
				Community leaders: <b>100%</b>	0%
	2. % of caregivers and community members who promote learning, safety and wellbeing	<b>Caregivers (from survey)</b>  <u>Numerator:</u> # of caregivers who answer 'yes' to all 5 questions about learning, wellbeing and safety  <u>Denominator:</u> All caregivers  <b>Community leaders (from KIIs)</b>  <u>Numerator:</u> # of community leaders who indicate that they consider themselves to have a role in promoting safe and quality education for girls, and describe that role	60%	All caregivers: <b>43%</b>	38%
				Male caregivers: <b>43%</b>	38%
				Female caregivers: <b>43%</b>	38%
				Community members: <b>100%</b>	100%

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Outcome	PMF indicator	Calculation	Target	Baseline	Endline
		<u>Denominator:</u> All community leaders			
Intermediate outcome 1200: Improved equitable and coordinated provision of innovative, safe, quality, gender responsive, and evidence-based formal and nonformal education, from primary to the end of secondary for girls and adolescent girls, including those with disabilities, in the conflict affected states of Borno and Yobe	1. % of formal and non-formal education institutions meeting Learning Environment assessment criteria	NA: SC will collect data on this after schools reopen	TBD	NA	Resolving this indicator requires a school observation and checklist tool, which was not requested by SCI. Furthermore, a very large sample of schools would be required, which would not have been feasible given the budget and timeline for this investigation.  However, qualitative data from teachers indicates that infrastructures, provisions, and school environments overall, increased as a result of the training and distributions imparted by SCI throughout the programme.
	2. % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments	<b>Safety</b> <u>Numerator:</u> # of girls who answer 'no' to 3 or more of the 4 questions about safety <u>Denominator:</u> All in-school girls	45%	Safety: <b>16%</b>	56%
		<b>Quality</b> <u>Numerator:</u> # of girls who score 3 or more points on the 4 questions about quality <u>Denominator:</u> All in-school girls	80%	Quality: <b>65%</b>	81%
		<b>Gender-responsiveness</b> <u>Numerator:</u> # of girls who score 3 or more points on the 4 questions about gender-responsiveness <u>Denominator:</u> All in-school girls	70%	Gender-responsiveness: <b>54%</b>	78%

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Outcome	PMF indicator	Calculation	Target	Baseline	Endline
		<b>Safety, Quality, and Gender-Responsiveness</b>  <u>Numerator:</u> # of girls who score at least 3 or more points on the 4 questions for each of the 'Safety', 'Quality', and 'Gender-responsiveness' criteria.  <u>Denominator:</u> All in-school girls	75%	All three: <b>2%</b>	21%
Immediate outcome I210: Increased competencies of teachers in gender-responsive pedagogy, alternative education delivery and classroom management to create a conducive learning environment for crisis-affected girls aged 6-14 years	% of teachers who demonstrate knowledge of gender-responsive pedagogy, alternative education delivery, and classroom management for girls and boys	<u>Numerator:</u> # of teachers saying that at least some teachers at their school have participated in positive discipline training AND sexual harassment training AND that they have been trained in gender-responsive teaching, alternative education delivery, and classroom management  <u>Denominator:</u> all teachers <sup>5</sup>	50%	<b>11%</b>	49%
Immediate outcome I220: Enhanced knowledge of the school community (i.e. SBMCs, management, staff) to foster a girl-friendly learning environment,	% of schools that have developed a school improvement plan focused on the provision of a girl-friendly learning environment	<u>Numerator:</u> # of teachers saying that their school has a school development plan AND that there are specific plans in place to ensure greater and more meaningful	75% (60 schools - 24 in Borno and 36 Yobe)	<b>0%</b>	42.9% of teachers

<sup>5</sup> This tells us the % of teachers who work in a school where teaching staff have received training, which is not quite how the indicator is worded.

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Outcome	PMF indicator	Calculation	Target	Baseline	Endline
including meaningful participation of girls		participation of girls in school <u>Denominator:</u> all teachers <sup>6</sup>			
Immediate outcome 1230: Enhanced ability of the school community (i.e. teachers, students, representatives) to ensure a safe, protective, gender-responsive learning environment for girls aged 6-14 years	% of teachers who are able to list desired and forbidden behaviours from the Code of Conduct	NA	TBD	NA	70%
	% of girls and boys who know how to report violations of the Code of Conduct	<u>Numerator:</u> # of in-school children who answer 'yes' to both questions about knowledge of how to report bullying and sexual harassment  <u>Denominator:</u> All in-school children and adolescents	85%	Total: <b>69%</b>	73%
				Boys: <b>79%</b>	83%
				Girls: <b>59%</b>	62%
Immediate outcome 1240: Enhanced knowledge of education authorities to implement gender-responsive and conflict-sensitive teacher professional development (TPD) to improve availability of qualified teachers, especially females, in conflict areas	% of education technicians who demonstrate knowledge of supportive supervision of teachers	<u>Numerator:</u> # of government officials who can name at least one program or system in place to ensure the availability of qualified teachers in conflict areas AND mention how this program/system focuses particularly on female teachers AND can name at least one in-service training programme in place to increase teacher competencies in gender-responsive and conflict-	75%	<b>50%</b>	100%

<sup>6</sup> This data will represent a placeholder: a full assessment of improvement plans will be conducted after schools reopen

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Outcome	PMF indicator	Calculation	Target	Baseline	Endline
		sensitive education delivery <u>Denominator:</u> All government officials			
Immediate outcome 1250: Enhanced technical and operational capacity of education and social protection government authorities to provide gender-responsive and crisis-responsive education and social protection for most deprived girls (and boys)	% of education and social protection government authorities who demonstrate knowledge of gender and crisis responsive education and protection services	<u>Numerator:</u> # of government officials who can name a specific policy or strategy which promotes gender-responsive and conflict-sensitive education service delivery AND can describe what the policy/strategy says about gender responsiveness in education AND can describe what the policy/strategy says about conflict-sensitive education service delivery <u>Denominator:</u> All government officials	50%	0%	100%

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## Relevance

The relevance criteria assesses the degree to which programme's design and objectives are relevant to the needs and priorities of beneficiaries, partners, and institutions, as well as relevant to the country context. In this chapter, the analysis is spread across three sections, which evaluate the relevance of the programme to the needs of beneficiaries, the relevance of modalities to programme objectives, and lastly whether there were any significant changes in the context which may have affected other aspects of relevance.

### Programme Relevance to Beneficiary Needs

When asked about the most significant education challenges faced by students, children and adolescents in the surveys and FGDs mentioned a wide range of difficulties and barriers. The most commonly-mentioned challenges were the lack of necessary learning materials in schools, poor or lacking furniture in classrooms, poor or absent latrines and handwashing facilities, damaged or lacking infrastructure, teacher absences from lessons and schools, overcrowding of students in classrooms, teacher shortages in schools and classrooms, and the use of corporal punishment and excessive "beating" to discipline students. Respondents in the caregiver survey typically mentioned the same challenges, although several caregivers also noted that households' lack of funds to pay for school fees or buy learning materials posed additional challenges to children's education, as well as the lack of available or accessible secondary schools in certain communities. Similarly, teachers also raised the issue of poverty and the subsequent difficulties in affording school fees and materials, the lack of learning materials, poor infrastructure in schools, overcrowding in schools, teacher shortages, and children not going to school in order to work or complete chores.

“

*We have many education problems. Teachers flog students when they are late to school. Our teachers are inadequate at teaching us. The class monitors usually bully us. Also, the travel distances from our houses to school is too far. These are problems which affect both genders.*

**Female Respondents, Child FGDs  
Konduga, Borno**

”

“

*Some parents force their girl child to drop out of school, and to get married early. Other parents send their children out to work and to hawk for money, and they even make them do this during school time.*

**Female Respondent, Caregiver Survey  
Biu, Borno**

”

These respondents were also asked about the challenges with girl's education, and most answers focused on issues relating to gender equality rather than challenges with resources or capacities. Specifically, children, adolescents, and caregivers discussed the lack of WASH facilities for girls and the resultant lack of privacy, girls being assigned cleaning chores in schools, girls having to sit on the floor in classes while boys sit on seats, teachers giving more attention to boys, girls completing chores instead of homework in their households, girls entering early marriages instead of completing school, and girls being forced to work and earn incomes instead of going to school. Several caregivers also indicated that social norms and attitudes about gender have created a lack of belief in girls' and women's education.

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Although students, caregivers, and teachers, did not typically mention gender norms and inequality when discussing the most pressing education challenges, focusing instead on schools' resources and capacities, respondents mostly emphasised issues with gender equality and attitudes towards girls' education when discussing girl's biggest education challenges. This consistency suggests that the programme's objectives and activities, which seek to support girl's right and access to education, and promote gender equality and positive gender norms, are relevant to beneficiary needs.

“

*The biggest problem for girls is discouragement. Our teachers used to tell us that education for boys is much better and more important than education for girls.*

**Male Respondent, Child Survey  
Konduga, Borno**

”

“

*It is harder for girls to go to school than it is for boys, because up until now, girls' education was seen as less important in our society.*

**Female Respondent, Child Survey  
Potiskum, Yobe**

”

“

*Yes. Before the project, we were not even able go to school. Now we can go there, and we were given food as well.*

**Male Respondents, Child FGDs  
Konduga, Borno**

”

Additionally, to further assess the relevance of the programme to the needs of beneficiaries, children, adolescents, and caregivers were asked whether Save the Children's project had reduced the education challenges that they face (Figure 1). Responses between students and caregivers were mixed; approximately 20% of children and adolescents indicated that the programme had reduced their education challenges, while approximately 70% of caregivers stated that the programme had reduced education challenges for children. The reasons that these respondents provided to justify their answers focused on the helpfulness and relevance of the support provided by Save the Children, such as the learning materials, teacher training, and awareness-raising on the importance of girls' education.

Additionally, all but one of the teachers in the KIs insisted that the programme was relevant, and that it had reduced significant education challenges for children. This respondent was a male school Principal, working in Barki Pri/Jss School, Biu Local Government Authority, Borno State. They qualified their response by stating that the school and the children had never received the learners' kits distributed by SCI. Specific examples of critical support mentioned by teachers included teacher training, learning kits, and awareness-raising on gender equality and education, all of which meant that more children were enrolled in schools, more children were attending schools, and the overall quality of teaching and learning in schools was improved.



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*Our parents now know that school is important for our futures, and they know this because of the discussions they have had with Save the Children.*

**Female Respondent, Child Survey  
Potiskum, Yobe**

”

*Has the education programme by Save the Children reduced these challenges? (Beneficiary Surveys)*

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

Male Caregiver N = 50

Female Caregiver N = 58

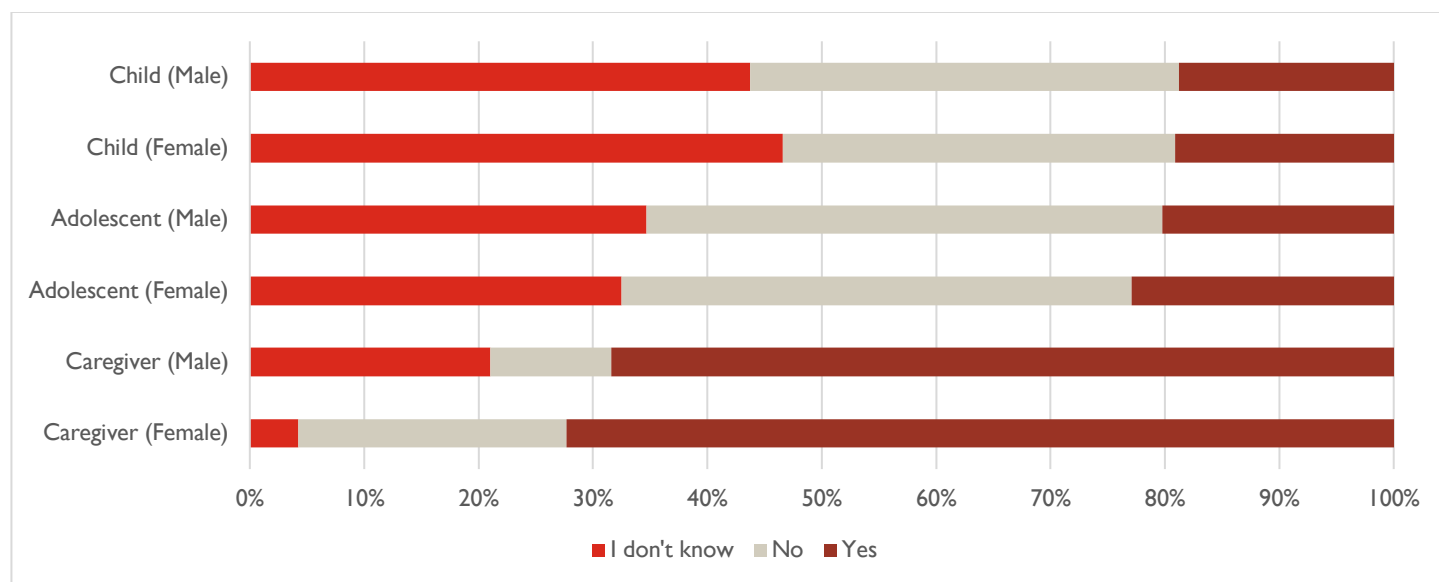


Figure 1. Relevance of Programme to Beneficiary Needs

The findings from the engagements with students, caregivers, teachers, and community leaders are consistent with the narratives on relevance which emerged from the KIs with Save the Children's project staff. Project staff related that the project's activities were directly relevant to beneficiaries' needs, as activities were specifically designed to achieve project objectives which were developed using assessments of beneficiary needs and education-sector challenges.

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*In terms of relevance, all throughout the programme the modalities were comprehensively informed by the project's Theory of Change and Logical Framework, to ensure that the change would happen, and to investigate how target populations were affected. We worked with community champions, local leaders, and government officials. The project activities, and the overall strategy, was very 'point on', they were very relevant. If I were going to do the project over again, I might add activities, but I would not remove any, as all modalities were relevant.*

**Project Director, SCI Project Staff KII**

”

## Programme Relevance to Objectives, Outcomes, and Outputs

The stated objective of the programme is:

**To improve the ability of crisis-affected girls to exercise their right to quality education and gender equality in two Nigerian states: Borno and Yobe.**

The desk review of project documents used to propose, design, and organise the education project indicate that modalities and activities were specifically planned for coherence and relevance to the project's objectives and desired outcomes and outputs. The 'Full Proposal Form' submitted by Save the Children to Global Affairs Canada (GAC) in 2018 includes a matrix that outlines all project outcomes and outputs, along with specific planned activities designed to achieve each intended result, which demonstrates that modalities were fundamentally designed for relevance to programme targets.

Additionally, the numerous community consultations, gender assessments, and needs assessments that were undertaken in Yobe and Borno, as well as the discussions in the 'Full Proposal Form' on how the project will complement other programmes in NE Nigeria, indicate that considerations of programme relevance to beneficiary needs, relevance to the local context in target communities, and coherence with wider programming, were all taken into account in the design of modalities.

## Changes in Local Context

Caregivers, teachers, and community leaders were all asked whether their locations had undergone any significant community-level changes during the implementation of the project, to assess whether the relevance of the project may have changed over the course of delivery. Most caregivers stated that there had been important changes in their communities in the last two years, with 63.8% of male caregivers and 73.5% of female caregivers answering 'yes' to this question (Figure 2). The answers across all respondents were mostly consistent; respondents mostly noted that there had been significant changes in their communities. When asked to qualify these changes, caregivers mentioned that more children from their communities are enrolled in schools, and larger numbers of children are regularly attending classes. Other frequently mentioned responses from caregivers included improved security conditions in communities, enhanced food security, and less poverty.

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Have there been any important changes in your community in the last two years? (Beneficiary Surveys)

Male Caregiver N = 50

Female Caregiver N = 58

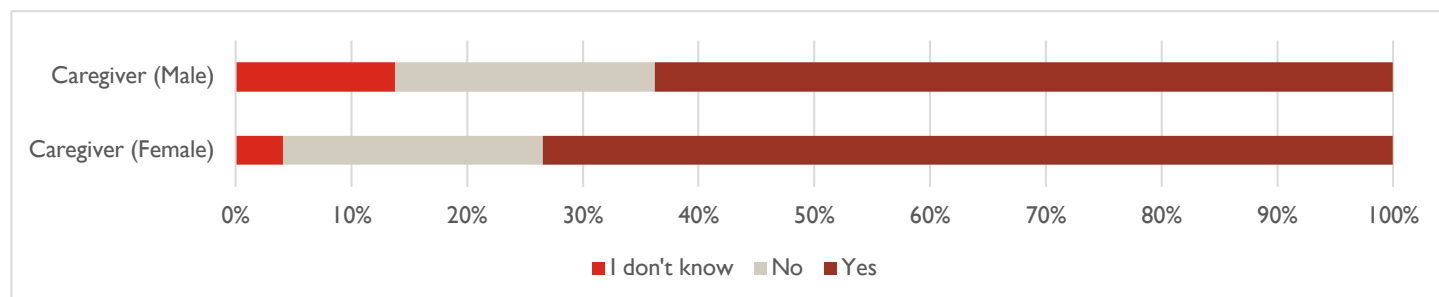


Figure 2. Changes in Local Context

“

Yes, it has really changed a lot. Before the insurgency, only a few parents were able to provide school materials to their children. But now that Save the Children has intervened in the schools and the community, this has helped parents to send their children to school, and motivated households to enhance children's education.

**Female Respondent, Teacher Key Informant Interview  
Potiskum, Yobe**

”

As with caregivers, most teachers mentioned that there had been changes in their communities, asserting that schools and communities have much higher rates of enrolled children, fewer children who are out of school, and greater levels of awareness about gender equality, girls' right to education, and the importance of children's education more generally. Similarly, the majority of community leaders also reported that their communities had changed, and justified their responses with discussions focused on increased rates of children's enrolment in schools, more children and teachers having learning materials, enhanced access to education, and increased motivation from children and caregivers about children's education.

“

Yes, there have been changes. The intervention from Save the Children and SBMC has helped the enrolment of many children from our community into school. The money that was distributed to households has helped many women to start their own small businesses.

**Female Respondent, Community Leader Key Informant Interview  
Biu, Borno**

”

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*The main change is that most children in our community are now attending school, and children are behaving with much more discipline.*

**Male Respondents, Child FGDs  
Konduga, Borno**

”

In the key informant interviews with Save the Children's programme staff, respondents noted that the most significant changes in the local context throughout the implementation of the programme were changes in the security context, which often deteriorated or improved, varying over time and across states, LGAs, and communities. While these changes in the security conditions did not affect the relevance of the project's modalities to beneficiary needs or programme objectives, it nevertheless posed a considerable challenge to the project's implementation.

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## Effectiveness

The 'effectiveness' component determines the extent to which an intervention has achieved, or is likely to achieve, its objectives and results, as well as how these results are divergent across different groups. In line with this study's research questions, the analysis in this chapter focuses on the programme's effectiveness in achieving its objectives (enhanced access to education and quality of education), the effectiveness in achieving the logical framework indicator targets, perception of programme effectiveness, effectiveness of the project's M&E systems, and any challenges and influencing factors.

### Effectiveness in Achieving Programme Objectives

#### Effectiveness at Improving Access to Education

A large majority of children, adolescents, and caregivers answered that the programme had made it easier for children to learn in schools. Overall, 83.1% of male children, 87.6% of female children, 97.0% of male adolescents, 88.5% of female adolescents, 94.8% of male caregivers, and 97.9% of female caregivers answered 'yes' when asked about this (Figure 3).

*Has the programme made it easier for children to learn in schools? (Beneficiary Surveys)*

*Boy Child N = 178*

*Girl Child N = 209*

*Adolescent Boy N = 162*

*Adolescent Girl N = 175*

*Male Caregiver N = 50*

*Female Caregiver N = 58*

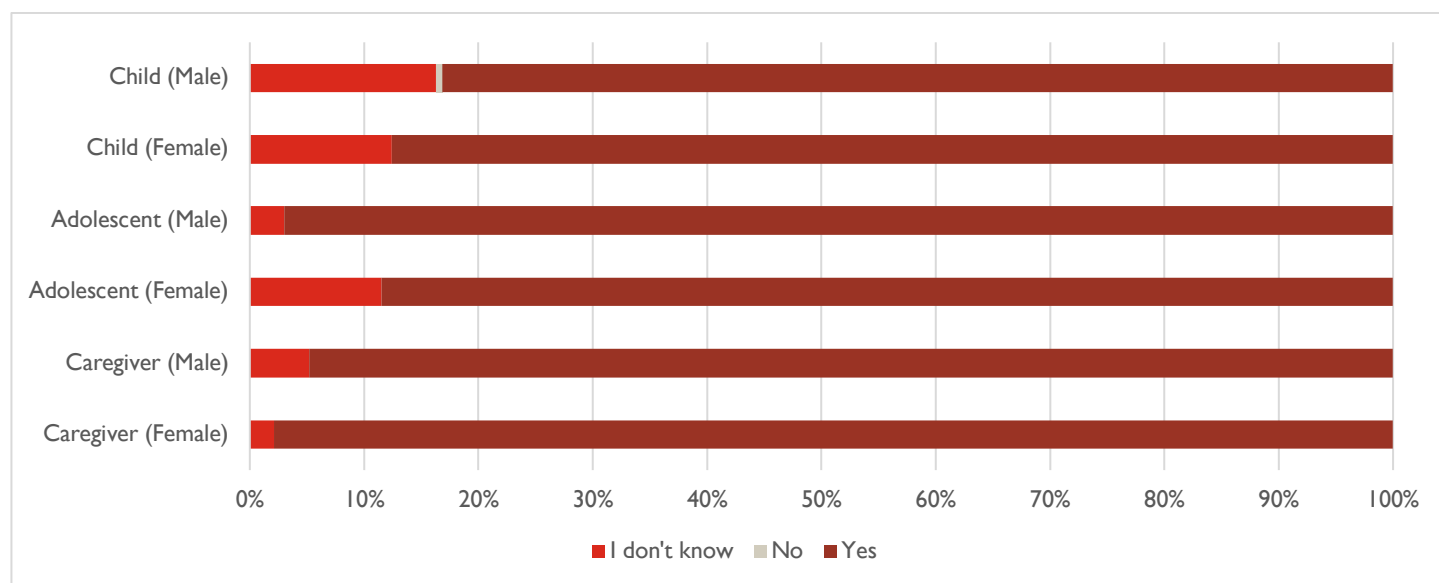


Figure 3. Access to Education

Children and adolescents discussed a range of influencing factors in the surveys and FGDs, although the most common answer by a large margin was that students now have more and better learning materials (such as pens, pencils, notebooks, textbooks, learner kits,

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and other equipment), which has significantly improved the quality of their education. Some respondents also stated that as a result of the programme's work with caregivers and communities, they have started receiving more encouragement to pursue their education, and that attitudes on the value of education are changing. Likewise, caregivers' responses also mostly focused on the fact that student and teachers have more and better learning materials, although some parents noted that the financial support has also been a significant factor, as parents can now afford fees, uniforms, materials, and no longer need their children to work.

The narratives emerging from discussions with students and caregivers were consistent with those in the key informant interviews with teachers and community leaders. All interviewed teachers noted that the programme had made it easier for children to go to school, and their responses also focused on the provision of learning materials to students and the distribution of cash to caregivers, rather than changes in attitudes and norms about education. Community leaders also agreed that the programme had made it easier for children to go to school, citing the learning materials, cash transfers, and the programme's impact in motivating students and caregivers about the importance of education.

“

*Yes, it has helped them, by providing them with school uniforms, bags, and also reading and learning materials, this has enabled and supported children to come to school. Another helpful factor was the cash that was given to children's caregivers.*

**Female Respondent, Teacher Key Informant Interview  
Potiskum, Yobe**

”

When asked whether the programme had made it easier for girls to go to school, responses were less positive overall, although the majority of children, adolescents, and caregivers nevertheless agreed that the programme had incurred this effect. On aggregate, 57.5% of children stated that the programme had made it easier for girls to learn in schools, compared with 69.5% of adolescents, and 85.4% of caregivers (Figure 4).

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Has the programme made it easier for girls to learn in schools? (Beneficiary Surveys)

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

Male Caregiver N = 50

Female Caregiver N = 58

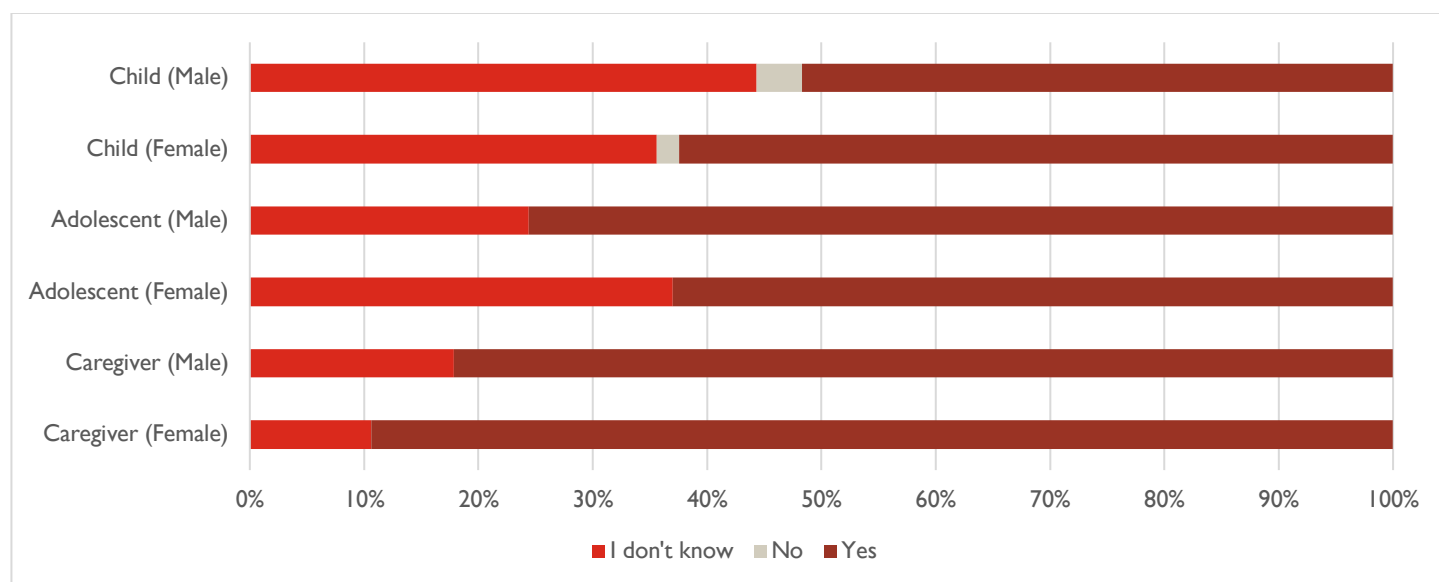


Figure 4. Girls' Access to Education

Respondents' discussions on girls' access to education were somewhat similar to their narratives on all children's education, with many participants focusing their answers on the provision of more and better learning materials. However, many students and caregivers also mentioned that the programme had transformed perceptions about girls' education, and that this had increased the likelihood of caregivers sending their children to school, and the likelihood of girls choosing to attend classes over absenteeism. Teachers indicated that learning materials and cash transfers had created important benefits in terms of girls' access to education, but they also discussed changes in children's, adolescents', caregivers', and communities' attitudes towards girls' education, which has increased these beneficiaries perceived value of girls' right to education.

	I don't know	No	Yes
Caregiver (Female)	10.6%	0.0%	89.4%
Caregiver (Male)	17.9%	0.0%	82.1%
Adolescent (Female)	37.0%	0.0%	63.0%

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Adolescent (Male)	24.4%	0.0%	75.6%
Child (Female)	35.6%	2.0%	62.4%
Child (Male)	44.3%	4.0%	51.7%

“

*The programme helped to get girls enrolled into schools, and also helped to make parents understand the importance of children's and girls' education.*

**Female Respondent, Adolescent Survey  
Konduga, Borno**

”

“

*The programme made it easier for girls to go to school. Before, girls were afraid to come to school, and did not think it was important. The programme has given them awareness about girls' right to education, and has provided them with enough learning materials, which has made it easier for girls to go to school.*

**Female Respondent, Teacher Key Informant Interview  
Damaturu, Yobe**

”

“

*Yes, the programme has made it easier, and parents are now encouraging girls, by telling them to read well at school, and to listen to their teachers, and parents now also give them money to buy materials at school.*

**Female Respondents, Child FGDs  
Mafa, Borno**

”

Community leaders were asked in the key informant interviews whether they had received any training on gender equality themes through Save the Children's programme, and whether this training had been helpful. All but one of the seven interviewed community leaders stated that they had received training that was focused on gender equality, changing attitudes about women's equal capacities in work and education, the education, protection and SRH rights of boys and girls, and the importance of sending girls to school.

## Effectiveness at Improving Quality of Education

Across male and female children, adolescents, and caregivers, a large majority of participants in the surveys asserted that the teachers in their school are good at teaching, with just over 90% of all respondents answering 'yes' when asked this question (Figure 5). The largest split among respondents was between male and female caregivers; 94.8% of male caregivers responded 'yes', compared with 85.7% of female caregivers.

Children and adolescents asserted that the quality of teaching in their schools is good, and that their teachers apply good teaching methods, which enable the children to learn effectively. Caregivers agreed that the teaching was effective, with many adding that they



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have noticed that their children can now read and write, that their children talk enthusiastically about what they have learned in school, and that their children give highly positive appraisals of the teacher quality in their schools.

Are the teachers in your school good at teaching? (Beneficiary Surveys)

Teachers N = 36

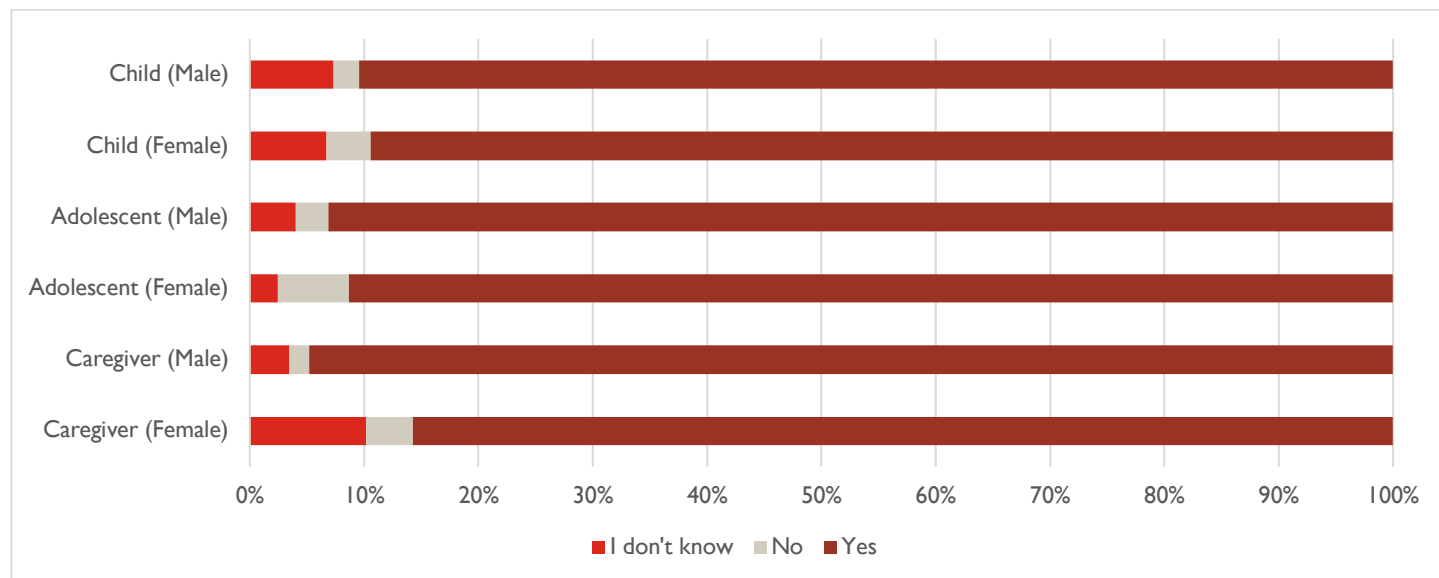


Figure 5. Quality of Teaching

“

*I know that the teaching is good, because when my child comes home from school, and I ask them what they have been taught, they explain and summarise everything to me. I can also see that they have learned to read and write.*

**Female Respondent, Caregiver Survey  
Biu, Borno**

”

“

*Yes, of course it has improved. Now that the children have books and pens they can take notes, copy what we write on the board, and do their exercises, whereas before all they could do was watch the teacher.*

**Male Respondent, Teacher Key Informant Interview  
Damaturu, Yobe**

”

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“

Yes, it has improved, by providing teachers with materials and facilities. Also, it was improved by the teacher trainings and workshops delivered by Save the Children staff, which has improved the quality of teaching in the school.

Male Respondent, Teacher Key Informant Interview  
Gujba, Yobe

”

The narratives emerging from the key informant interviews with teachers are consistent with the responses from children, adolescents, and caregivers, with all teachers indicating that Save the Children's programme had improved the quality of teaching in their schools. However, the reasons that teachers provided for this outcome were evenly split. Approximately half of teachers stated that the provision of learning materials to students and teachers is responsible for the improvement in teaching in schools, whereas other teachers credited the training that they had received from Save the Children for the improvement in the teaching in their schools.

## Effectiveness in Achieving the Performance Monitoring Framework Target Results

### Ultimate Outcome 1000

The four indicators which comprise the 'Ultimate outcome 1000' relate to student's improvements in literacy, numeracy, social and emotional skills, and girls' empowerment. On aggregate, the results for boys and girls showed improvements relative to the baseline, suggesting that the programme was impactful in improving the quality of education. However, not all programme targets were reached for all four indicators. Additionally, it is important to note that while the results indicate improvements relative to the baseline, the proportion of students demonstrating age-appropriate literacy and numeracy remains very low. This is not meant as a criticism of the programme (as findings indicate that learning outcomes have improved), rather it is meant as a reflection on the low baseline levels and challenging contexts for education in target areas.

#### Indicator 1, Literacy

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Ultimate Outcome 1000, Indicator 1, Literacy  % of in-school girls (and boys) who demonstrate improvements in learning outcomes (literacy, numeracy, and/or SEL - social emotional learning)  Children aged 6-9 years	<u>Numerator</u> : # of in-school children aged 6-9 who can read a Grade 2 level paragraph  <u>Denominator</u> : All in-school 6-9 year-olds	q101assess	What was the highest reading level that the child completed correctly?
Ultimate Outcome 1000, Indicator 1, Literacy  % of in-school girls (and boys) who demonstrate improvements in learning outcomes (literacy, numeracy, and/or SEL - social emotional learning)	<u>Numerator</u> : # of in-school adolescents aged 10-14 who answer both of the comprehension questions correctly  <u>Denominator</u> : All in-school 10-14 year-olds	q101assess	Can you read this story? Once you are finished reading, I will ask you a few questions about the story.
		q102assess	What are the names of Ibrahim's friends?
		q103assess	Why did Ibrahim slip?

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Adolescents aged 10-14 years		q104assess	How many goalkeepers are there in a football match?
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Results			
Indicator	Target	Baseline	Endline
Ultimate Outcome 1000, Indicator 1, Literacy  % of in-school girls (and boys) who demonstrate improvements in learning outcomes (literacy, numeracy, and/or SEL - social emotional learning)	Literacy: 30% above baseline	Total: <b>4%</b>	5%
		All boys: <b>5%</b>	6%
		Boys aged 6-9: <b>1%</b>	0.6%
		Boys aged 10-14: <b>10%</b>	12%
		All girls: <b>3%</b>	4%
		Girls aged 6-9: <b>1%</b>	0.5%
		Girls aged 10-14: <b>4%</b>	9%

The proportion of boys demonstrating age-appropriate literacy increased from 5% to 6%, indicating a 20% improvement relative to the baseline (falling slightly short of the 30% target in the logical framework), while the proportion of girls demonstrating age-appropriate literacy increased from 3% to 4% (an increase of 33%, which slightly exceeds the target of 30%) (Figure 6). This improvement in literacy may be the result of the improved teaching resulting from the teacher training provided by Save the Children, or the increase in motivation for learning reported by students in the surveys and focus groups.

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Ultimate Outcome 1000, Indicator 1, Literacy

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

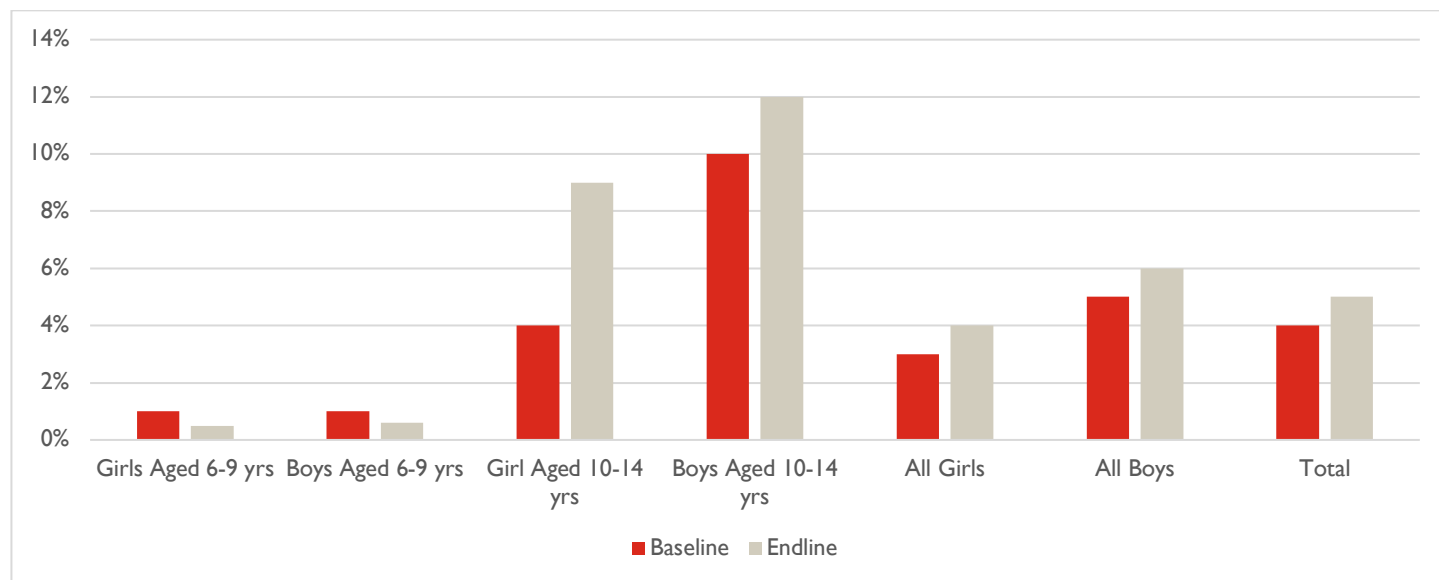


Figure 6. UO 1000, Indicator 1, literacy

Indicator 1, Numeracy

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Ultimate Outcome 1000, Indicator 1, Numeracy % of in-school girls (and boys) who demonstrate improvements in learning outcomes (literacy, numeracy, and/or SEL - social emotional learning) Children aged 8-9 years	<u>Numerator</u> : # of in-school children aged 8-9 who can solve a Division level math problem <u>Denominator</u> : All in-school 8-9 year-olds	q102assess	What was the highest math level that the child completed correctly?

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## Results

Indicator	Target	Baseline	Endline
Ultimate Outcome 1000, Indicator 1, Numeracy % of in-school girls (and boys) who demonstrate improvements in learning outcomes (literacy, numeracy, and/or SEL - social emotional learning)	Numeracy: 25% above baseline	All aged 8-9: <b>0.2%</b>	2%
		Boys aged 8-9: <b>0.4%</b>	2%
		Girls aged 8-9: <b>0%</b>	2%

Ultimate Outcome 1000, Indicator 1, Numeracy

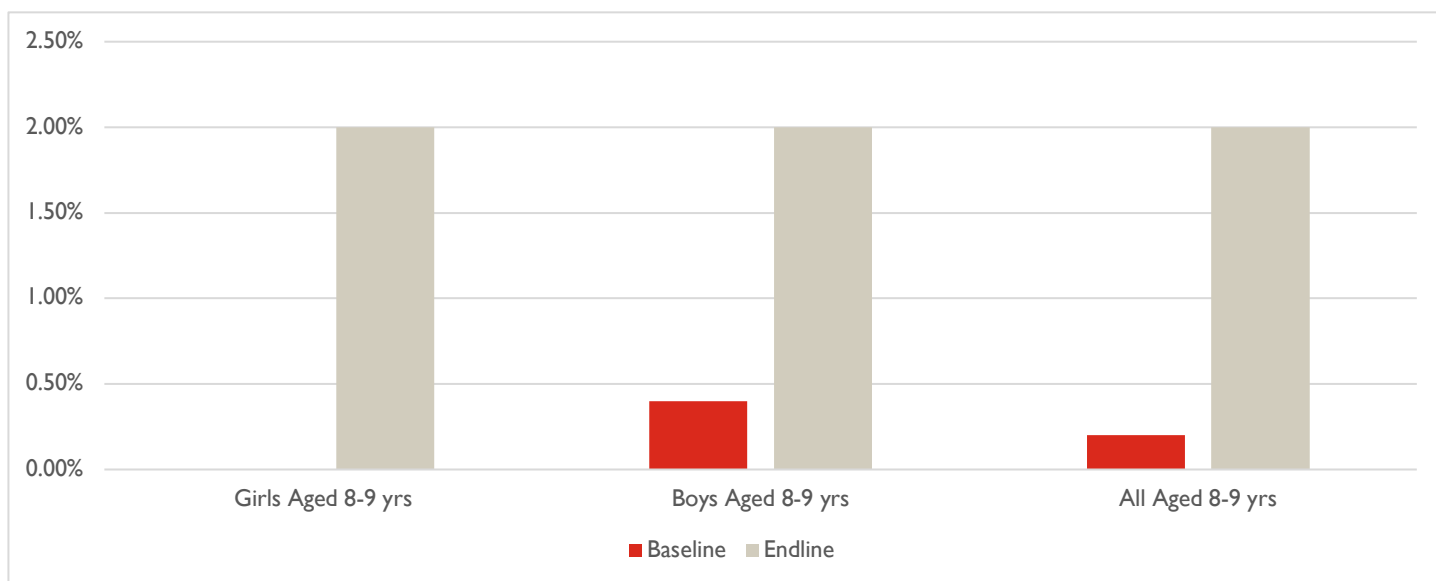


Figure 7. UO 1000, Indicator 1, Numeracy

The proportion of boys and girls aged 8-9 years who met the standard for numeracy increased from 0.4% to 2% and 0% to 2% respectively, exceeding that indicator target of 25% improvement relative to the baseline (Figure 7). As with the literacy scores, this change may be due to improved teaching methods, or increased motivation for education on the part of students.

## Indicator 1, SEL

### Calculation

Indicator / Beneficiaries	Calculation	Questions	
Ultimate Outcome 1000, Indicator 1, SEL % of in-school girls (and boys) who demonstrate improvements in learning outcomes (literacy,		q201arelacion	a. Do you talk to anyone at home or in the community when you are sad?
		q201brelation	b. If you are working on something difficult, do you ask someone at home for help?

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<p>numeracy, and/or SEL - social emotional learning)</p> <p>Children aged 6-9 years</p> <p>Children aged 10-14 years</p>	<p><u>Numerator</u>: # of girls and boys who answer positively to 18 or more of 22 questions about SEL<sup>7</sup></p> <p><u>Denominator</u>: All children and adolescents</p>	q201crelation	c. Do you talk to any of your friends when you are sad?
		q201drelation	e. If you are working on something difficult, do you ask any of your friends for help?
		q201erelation	f. Do you talk to any teacher or adult at school when you are sad?
		q201frelation	g. If you are working on something difficult, do you ask a teacher or an adult at school for help?
		q202astress	a. Can you tell me one thing you do to calm down when you are angry or upset?
		q202bstress	b. Can you tell me another thing you do to calm down when you are angry or upset?
		q202cstress	c. Can you tell me one last thing you do to calm down when you are angry or upset?
		q203aempathy	[SHOW IMAGE A ] Let's look at this picture. How do you think this child is feeling right now?
		q203bempathy	What would you do to help him feel better?
		q203cempathy	[SHOW IMAGE B] Now let's look at this second picture. How do you think this child is feeling right now?
		q203dempathy	What would you do to help her feel better?
		q204persev	a. [SHOW DRAWING A] [READ] "What hand do you normally write your name with? I will ask you to use your non-dominant hand for this exercise. I am going to give you 1 minute to draw this image using your non-dominant hand. I will tell you when 20 seconds and 40 seconds are up. If at any point you want to stop and move to the next drawing, you can just let me know." [NOTE: Mark the respondent as INCORRECT if they give up on the drawing before 1 minute is up. Mark the respondent as CORRECT if they finish the drawing or are still trying to draw after 1 minute. It does not matter if the drawing does not match the original.]

<sup>7</sup> In the baseline report, one of the 22 questions was erroneously omitted from the questionnaire for 6-9 year-olds. For 6-9 year-olds, therefore, the numerator was adjusted to '# who answer positively to 17 or more of 21 questions'. However, as the updated calculation methodology for the baseline report was not provided for this consultancy (only the outdated baseline inception report calculations were submitted), the calculation methodology in the endline survey uses the 22 questions.

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		q204bpersev	b. [SHOW DRAWING B] [READ] "I am going to give you 1 minute to draw this new image using your non-dominant hand. Again, I will tell you when 20 seconds and 40 seconds are up. If at any point you want to stop and move to the next question, you can just let me know." [NOTE: Mark the respondent as INCORRECT if they give up on the drawing before 1 minute is up. Mark the respondent as CORRECT if they finish the drawing or are still trying to draw after 1 minute. It does not matter if the drawing does not match the original.]
		q205conflict	a. I want you to imagine a situation where you are playing with a toy you like. One of your friends wants to play with the toy, but there is only one available. What would you do in this situation? [NOTE: Examples of INCORRECT responses are: Avoid the friend, Run away with the book, Keep the book hidden. Examples of CORRECT responses are: Share the book, Take turns using the book, Give your friend the book, Ask an adult for another book, Find another book to read.]
		q205bconflict	b. Now, I want you to imagine that you are playing with a toy, and another friend wants to play with the same toy, but there is only one available. This time your friend takes the toy away from you and starts playing with it without asking you. What would you do in this situation? [NOTE: Examples of INCORRECT responses are: Ignore my friend, Punch my friend, Fight my friend for the toy, Scream at my friend. Examples of CORRECT responses are: Ask for the toy back, Ask an adult for help, Ask if we can share the toy, Go find another toy to play with.]
		q206growth	a. I am now going to read you a few statements. Please tell us whether or not you identify with each statement. I believe I can learn new things and change how smart I am.
		q206bgrowth	b. I know how to use my time and organize my work well to achieve my goals.
		q206cgrowth	c. When I encounter a challenge or setback, I see it as a way to help me improve.
		q206dgrowth	d. I believe feedback, even negative feedback, is important to help me learn and grow.
		q206egrowth	e. I am inspired and motivated to work harder when I see my peers and people around me succeed.

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		q202astress	a. Can you tell me one thing you do to calm down when you are angry or upset?
--	--	-------------	---

## Results

Indicator	Target	Baseline	Endline
Ultimate Outcome 1000, Indicator 1, SEL  % of in-school girls (and boys) who demonstrate improvements in learning outcomes (literacy, numeracy, and/or SEL - social emotional learning)	SEL: 60%	Total: <b>43%</b>	66%
		All boys: <b>49%</b>	65%
		Boys aged 6-9: <b>48%</b>	54%
		Boys aged 10-14: <b>51%</b>	76%
		All girls: <b>38%</b>	67%
		Girls aged 6-9: <b>21%</b>	61%
		Girls aged 10-14: <b>57%</b>	75%

Boys' and girls' proficiency in social and emotional skills increased from 49% to 65% and 38% to 67% respectively, achieving and exceeding the target of 60%. Key findings from the qualitative data suggest that teacher training in target schools has improved the quality of teaching throughout the lifetime of the programme, and that caregivers are generally more supportive towards their children's education and personal development, both of which may have contributed towards the improvements in social and emotional learning skills.



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Ultimate Outcome 1000, Indicator 1, SEL

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

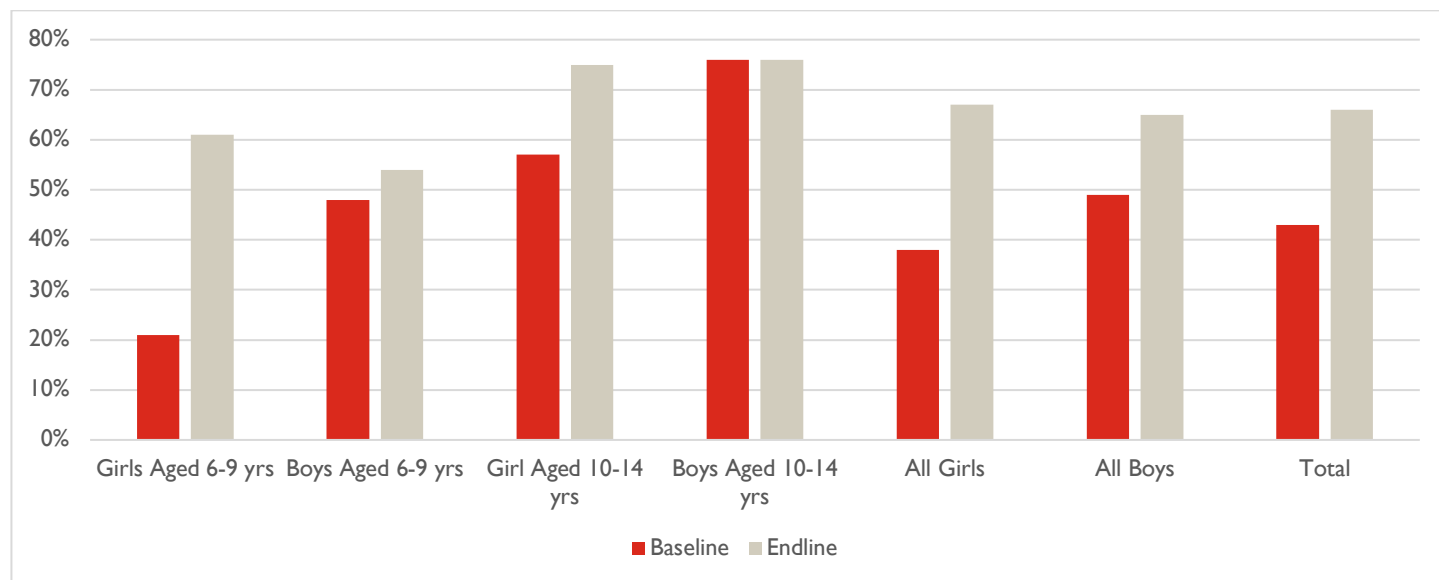


Figure 8. UO 1000, Indicator 1, SEL

Indicator 2, Empowerment

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Ultimate Outcome 1000, Indicator 2, Empowerment  % of adolescent girls who are empowered in their education, as measured by the Girls Power Index  Children aged 10-14 years	<u>Numerator:</u> # of in-school girls aged 10-14 who score at least 54/60 points from the 20 empowerment questions. 3 points for 'always', 2 points for 'sometimes' and 1 point for 'rarely'.  <u>Denominator:</u> All in-school girls aged 10-14	q501_eduemp	I have notebooks, pens, or pencils for my education (either purchase myself or from my parents).
		q502_eduemp	I have books and reading materials in my home that I can use.
		q503_eduemp	I have enough time to do my homework and study at home.
		q504_eduemp	My chores and work for the home does not stop me from attending school.
		q505_eduemp	My parents/caregivers listen to me and take my opinions about my education seriously.

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		q506_eduemp	I am happy with the decisions made about my education.
		q507_eduemp	I have positive role models of people who inspire me in school and for the future.
		q508_eduemp	I feel comfortable asking my teacher, parents or peers if I need help on my school work.
		q509_eduemp	I get support and encouragement from my teacher, parents or peers for my education and learning.
		q510_eduemp	I have someone who I can talk to when I feel sad or angry.
		q511_eduemp	If I work hard in school, I can accomplish what I want in life.
		q512_eduemp	If I face challenges and setbacks in my education, I know I can overcome them.
		q513_eduemp	I am proud of my skills and abilities.
		q514_eduemp	I can speak up/take action to promote my right to quality and safe education.
		q515_eduemp	I am able to speak up/take action for myself if I am bullied at school, at home, or in the community.
		q516_eduemp	I am able to speak up/take action if someone touches me in a way that makes me feel uncomfortable at school, at home, or in the community.
		q517_eduemp	I feel safe on my way to school and on my way home
		q518_eduemp	I feel safe in my school (in my classroom and in the school yard)
		q519_eduemp	I feel safe talking to my teacher
		q520_eduemp	I feel safe at home (e.g. my physical needs are met and someone cares for me)

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## Results

Indicator	Target	Baseline	Endline
Ultimate Outcome 1000, Indicator 2, Empowerment  % of adolescent girls who are empowered in their education, as measured by the Girls Power Index	54%	Total: <b>30%</b>	91%
		Boys: <b>26%</b>	93%
		Girls: <b>34%</b>	89%

The largest improvement relative to baseline values was achieved in the fourth indicator, relating to empowerment. While baseline values indicate that 26% of boys and 34% of girls aged 10-14 years met the score determined for empowerment, these proportions increased to 93% for boys and 89% for girls in the endline survey. This is consistent with other findings from the tools; students, caregivers, teachers, and community leaders all insisted throughout the engagements that the programme was very impactful in terms of empowering girls, and helping girls to access education.

*Ultimate Outcome 1000, Indicator 2, Empowerment*

*Adolescent Boy N = 162*

*Adolescent Girl N = 175*

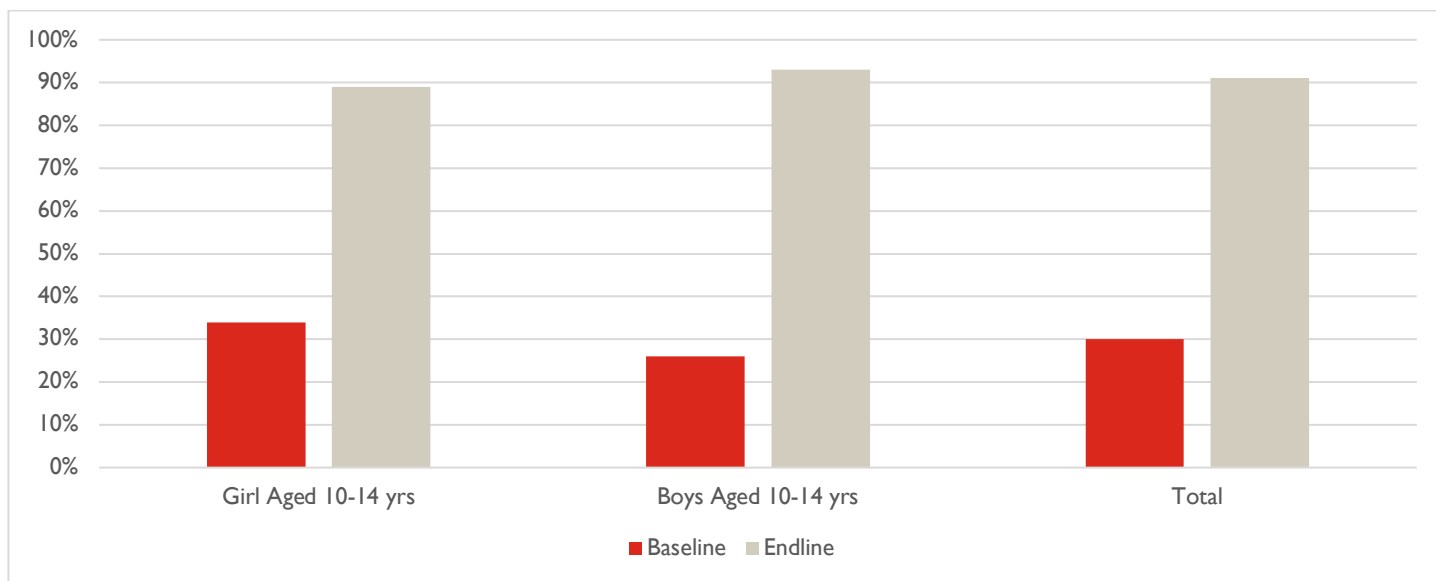


Figure 9. UO 1000, Indicator 2, Empowerment

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## Intermediate Outcome I100

The 'Intermediate outcome I100' concerns to education access, and includes a range of indicators on enrolment, attendance, and support for children's education. All indicator targets for this component were achieved.

### Intermediate Outcome I100, Indicator 1

Calculation		
Indicator / Beneficiaries	Calculation	Note
Intermediate Outcome I100, Indicator 1  % of girls (and boys) enrolled in school or alternative education (disaggregated by primary/secondary and formal/non-formal)  Children aged 10-14 years	<u>Numerator</u> : # of children and adolescents who are enrolled in school  <u>Denominator</u> : All children and adolescents	The methodology for calculating this indicator requires children to be sampled and surveyed at the community level, as well as population data for entire target locations.  However, this study used child and adolescent surveys with respondents sampled from schools, as these were the tools developed by the baseline consultancy, and those requested by SCI. As such, enrolment rates could not be calculated for this result.  Nevertheless, the qualitative findings from beneficiaries, teachers, community leaders, and SCI programme staff, indicate that enrolment and attendance increased significantly throughout the programme, to the extent that overcrowding in classrooms became an challenge. This suggests that the programme was successful in increasing enrolment across target groups and locations.

### Intermediate Outcome I100, Indicator 2, Attendance

Calculation		
Indicator / Beneficiaries	Calculation	Questions
Intermediate Outcome I100, Indicator 2  % of girls (and boys) with 80% attendance in a school year  Children aged 6-9 years Children aged 10-14 years	<u>Numerator</u> : # of in-school children and adolescents who missed < 8 days of school in last few months before lockdown  <u>Denominator</u> : All in-school children and adolescents	q308edu  Think of the last 2 months that you attended school. In these 2 months, how many days did you miss of school, other than for holidays?

Results			
Indicator	Target	Baseline	Endline
Intermediate Outcome I100, Indicator 2  % of girls (and boys) with 80% attendance in a school year	80% (2 months of attendance)	Total: <b>86%</b>	95% (686/724)
		Boys: <b>85%</b>	94% (318/340)
		Girls: <b>87%</b>	96% (368/384)

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Intermediate Outcome 1100, Indicator 2

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175



Figure 10. 10 1100, Indicator 2

The proportion of boys and girls who missed fewer than 8 days of school in the last two months increased from 85% to 95% and 87% to 98% between the baseline and the endline survey, surpassing the target of 80% (Figure 10). Across this entire investigation, the quantitative and qualitative findings indicate that the programme was successful in increasing enrolment and attendance, thanks to the programme's focus on transforming attitudes about the value of children's education.

Intermediate Outcome 1100, Indicator 3, Support to Girls

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Intermediate Outcome 1100, Indicator 3 % of girls who receive support (emotional, practical, or material) in their home and community which support their right to education  Children aged 6-9 years Children aged 10-14 years	<u>Numerator</u> : # of girls who answer 'yes' to 4 or more of the 5 questions about education support <sup>8</sup>  <u>Denominator</u> : All girls	q311edu	Have your parents/caregivers ever told you that your schooling is important for your future?
		q312edu	In your last semester of school, did your parents/caregivers provide you with pencils, pens or notebooks?
		q313edu	In your last semester of school (before the long summer break), did your parents/caregivers provide you with transportation to school (such as a bike, car ride, money for bus, or walk with you/arrange for someone to walk with you?)
		q314edu	Do your parents/caregivers ever read with you at home?
		q315edu	Have your parents/caregivers ever helped you with your homework when you were having trouble?

## Results

<sup>8</sup> The original analysis plan in the baseline report specified they should answer 'yes' to 5 out of 6 questions, but two of the questions produced by the baseline consultancy were exactly the same, so this was changed to 4 out of 5

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Indicator	Target	Baseline	Endline
Intermediate Outcome 1100, Indicator 3 % of girls who receive support (emotional, practical, or material) in their home and community which support their right to education	60%	38%	83%

The proportion of girls who indicated that they received the minimum standard for education support increased from 38% to 83%, which significantly exceeds the target set for this metric (Figure 11). This result is indicative of the programme's success in changing communities' attitudes about girls' education, and education generally. Across all tools, stakeholders were consistent in stating that the project had encouraged caregivers to support girl's education.

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Intermediate Outcome 1100, Indicator 3

Girl Child N = 209

Adolescent Girl N = 175

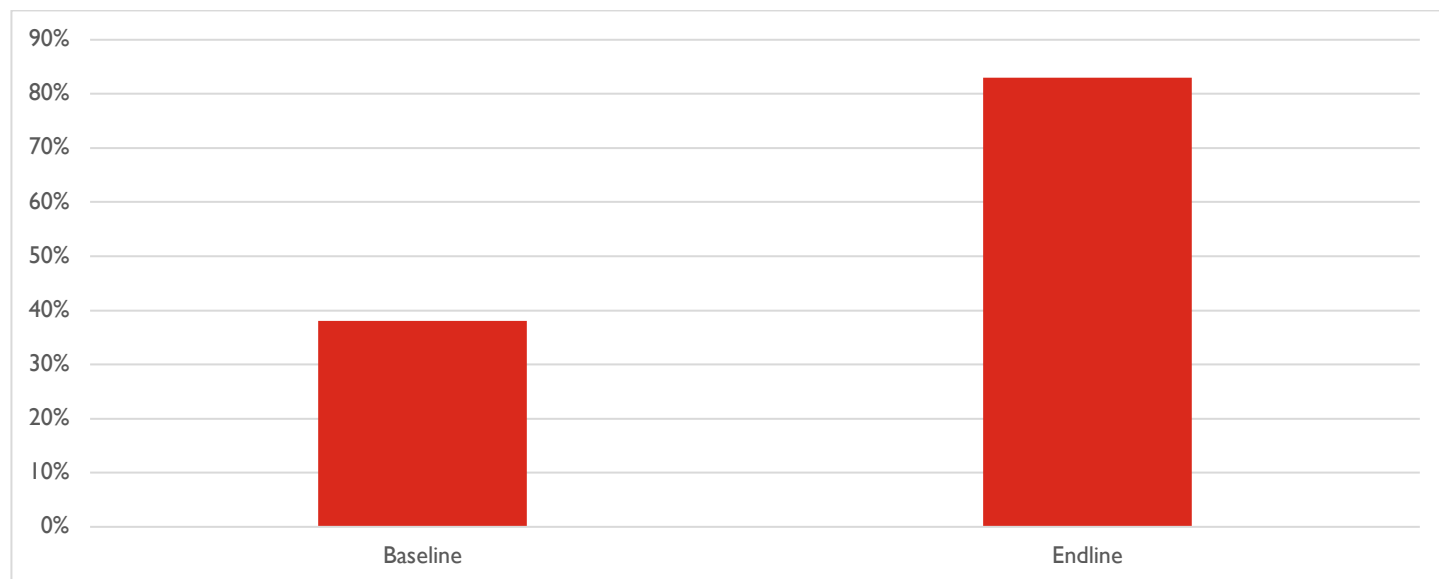


Figure 11.10 1100, Indicator 3

Intermediate Outcome 1100, Indicator 4, Support from Caregivers

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Intermediate Outcome 1100, Indicator 4 % of caregivers who provide support (emotional, practical, or material) to enable girls' rights to education Caregivers	<u>Numerator</u> : # of caregivers who answer 'yes' to 5 or more of the 6 questions about education support: 104, 105, 106, 107, 108, 109 <u>Denominator</u> : All caregivers	q112edu	Do you always help \${child_name} to prepare for tests or provide/arrange additional after school lessons in areas in which he/she is weak?
		q113edu	Do you help \${child_name} to plan and balance his/her time between school, homework play time and rest
		q114edu	Do you maintain parent teacher relationships (PTA meetings/interactions) to monitor \${child_name} behavior and activities at school?
		q115edu	Do you ask or learn from \${child_name} about his/her activities in school and make sure he/she is comfortable and safe at school?

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		q116edu	Do you take initiatives or active steps to monitor \${child_name} whereabouts/activities and circle of friends in the community and at school to ensure that the/she is safe and keeping good company?
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## Results

Indicator	Target	Baseline	Endline
Intermediate Outcome 1100, Indicator 4 % of caregivers who provide support (emotional, practical, or material) to enable girls' rights to education Caregivers	60%	All Caregivers: <b>39%</b>	69%
		Caregivers of boys: <b>46%</b>	58%
		Caregivers of girls: <b>34%</b>	75%

Questions		Respondent	Endline Result
q112edu	Do you always help \${child_name} to prepare for tests or provide/arrange additional after school lessons in areas in which he/she is weak?	Caregivers of boys	75%
		Caregivers of girls	78%
		All Caregivers	76%
q113edu	Do you help \${child_name} to plan and balance his/her time between school, homework play time and rest	Caregivers of boys	90%
		Caregivers of girls	88%
		All Caregivers	89%
q114edu	Do you maintain parent teacher relationships (PTA meetings/interactions) to monitor \${child_name} behavior and activities at school?	Caregivers of boys	87%
		Caregivers of girls	78%
		All Caregivers	83%
q115edu	Do you ask or learn from \${child_name} about his/her activities in school and make sure he/she is comfortable and safe at school?	Caregivers of boys	97%
		Caregivers of girls	95%
		All Caregivers	96%
q116edu	Do you take initiatives or active steps to monitor \${child_name} whereabouts/activities and circle of friends in the community and at school to ensure that the/she is safe and keeping good company?	Caregivers of boys	97%
		Caregivers of girls	95%
		All Caregivers	96%



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Intermediate Outcome 1100, Indicator 4

Male Caregiver N = 50

Female Caregiver N = 58

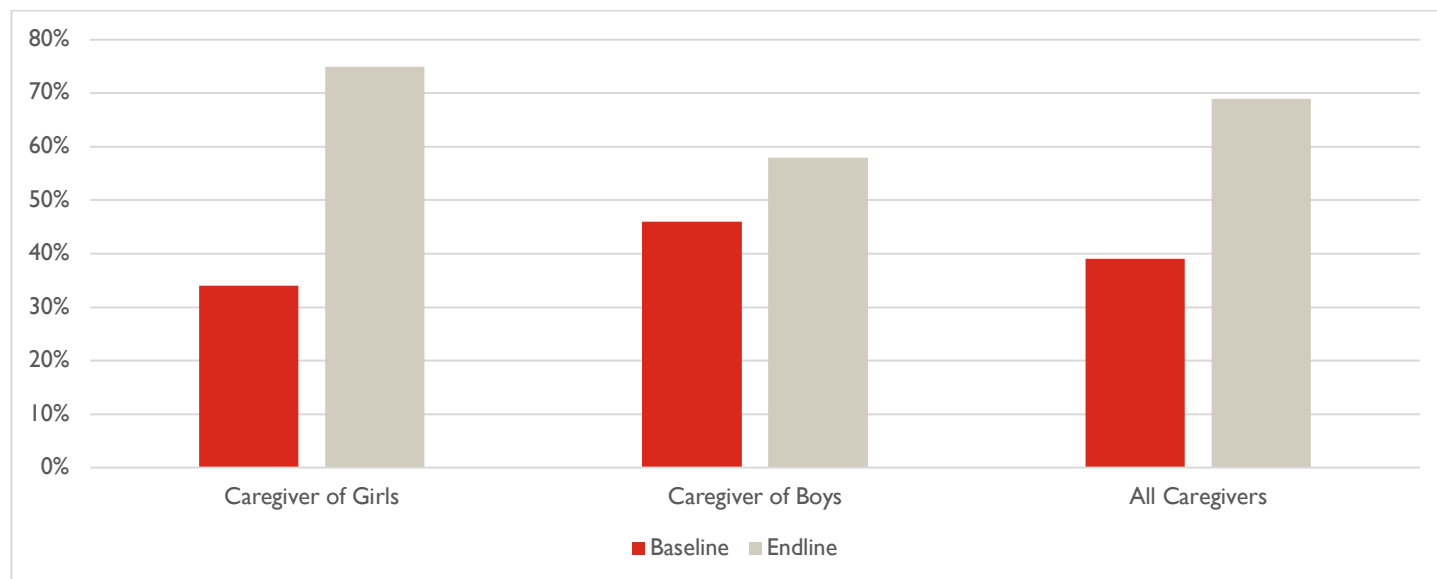


Figure 12.10 1100, Indicator 4

In line with the above result, the endline findings equally indicate that the overall proportion of caregivers showing support to their children's education across at least five out of six metrics increased from 39% to 69%, achieving the target of 60% (Figure 12). This outcome is also most likely the result of the programme's focus on transforming norms and attitudes about girl's education, leading caregivers to provide more support to their girl children.

The improvement across all indicators for access to education and education support, as well as the fact that all indicator targets were achieved by a significant margin, indicates that the programme was effective in achieving these desired objectives and outcomes, and that modalities were significantly impactful in improving children's access to education.

## Immediate Outcome 1110

The 'Immediate outcome 1110' includes indicators on girls' rights to education, girls' protection rights, girls' sexual and reproductive health rights, and students' perspectives on gender equality principles. Overall, although the proportion of boys and girls meeting the criteria set out in the metrics increased across all indicators, the results in the endline nevertheless fell short of the targets determined in the logical framework, indicating that although the programme was impactful in improving norms and opinions about gender equality, the impact fell short of the desired scale.

Immediate Outcome 1110, Indicator 1, Girls' Education

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Immediate Outcome 1110, Indicator 1, Girls' Education	<u>Numerator</u> : # of 10-14 year-olds who answer positively to 3 or	q415knwlge	Do you think all adolescent girls have the right to go to school?

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% of girls (and boys) who demonstrate knowledge of their rights, including education, protection and ASRH  Children aged 10-14 years	more of 4 questions about girls' education rights  <u>Denominator:</u> All 10-14 year-olds	q416knwlge	Do you think all adolescent girls have the right to speak up or give answers in class?
		q419knwlge	Do you think all adolescent girls should be able to delay getting married, if they want to continue their education?
		q420knwlge	Do you think all adolescent girls should be able to continue school, even if they have a baby / become a mother?

Please note: The 'Calculation' column in the table above outlines the calculation for determining the indicator result, but the calculation described in the Project Monitoring Framework does not specify the exact questions used. The baseline report (which was developed and submitted by a different consultancy firm) does not elucidate the exact methodology or questions either. The previous consultancy firm developed an inception report, which was reviewed for this investigation. However, the methodology listen in this report includes 13 questions instead of four, and no indication of which questions should be used. Additionally, some of the listed questions were not included in the baseline tools. Lastly, this consultancy requested that the client submit a comprehensive outline of the methodology and questions required to calculate the indicators, but this information was not available, and could not be provided. As such, in the absence of the necessary information required to calculate the indicators, two questions (q415 and q416) were drawn from the original methodology in the baseline inception report, and two related questions from other parts of the survey were additionally used. There is no way of verifying whether the methodologies and calculations used in the baseline and endline reports are the same, and this should be borne in mind when comparing the results between the two studies.

## Results

Indicator	Target	Baseline	Endline
Immediate Outcome 1110, Indicator 1, Girls' Education  % of girls (and boys) who demonstrate knowledge of their rights, including education, protection and ASRH  Children aged 10-14 years	90%	Total: <b>72%</b>	84%
		Boys: <b>63%</b>	86%
		Girls: <b>79%</b>	81%

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Immediate Outcome 1110, Indicator 1

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

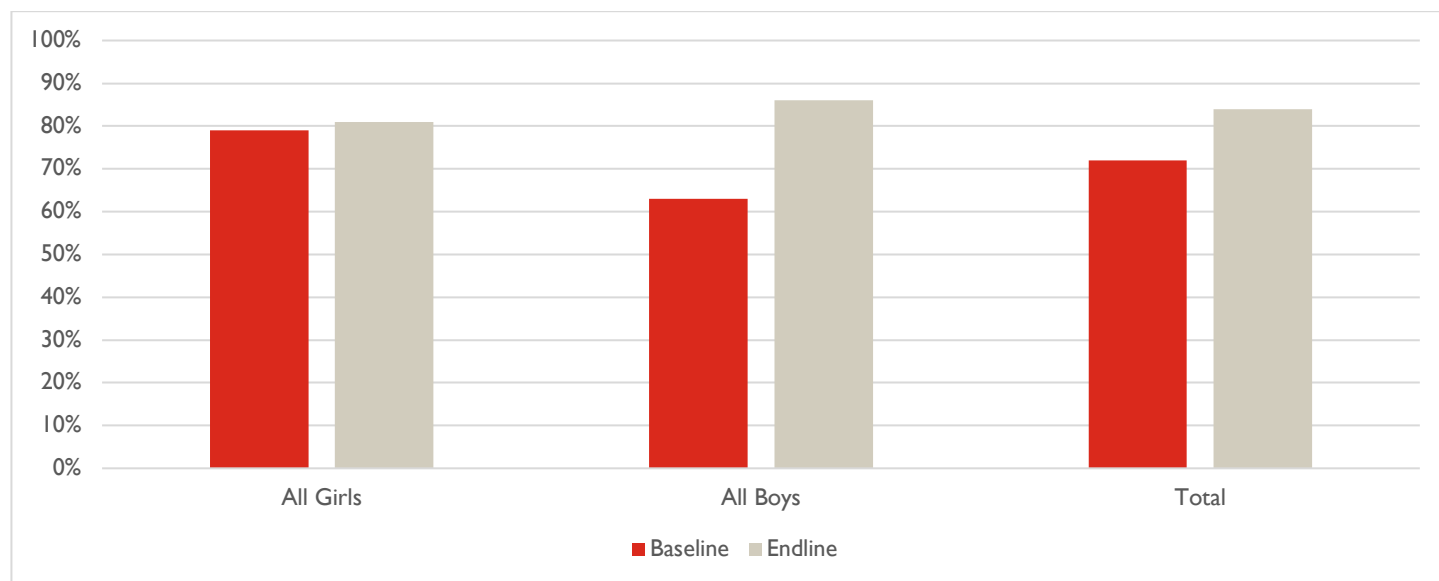


Figure 13. IO 1110, Indicator 1

The proportions of boys and girls who answered positively to at least three of the four questions on girls' education rights increased from 63% to 81% and 79% to 86% respectively, a finding which is consistent with the overall narratives recorded throughout this investigation; the programme was successful in raising awareness and changing beliefs about gender equality and girl's right to education.

Immediate Outcome 1110, Indicator 1, Protection

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Immediate Outcome 1110, Indicator 1, Protection  % of girls (and boys) who demonstrate knowledge of their rights, including education, protection and ASRH  Children aged 10-14 years	<u>Numerator:</u> # of 10-14 year-olds who score 5 or more points on 6 questions about girls' protection rights  <u>Denominator:</u> All 10-14 year-olds	q421knwlge	Do you think all adolescent girls have the right to feel safe at school?
		q422knwlge	Do you think that all adolescent girls have the right to be free from being slapped or hit by teachers (or other adults in the school), even if the adult thinks the girl did something wrong?
		q423knwlge	Do you think that all adolescent girls have the right to be free from being touched by teachers (or other adults in the school) in ways that make them uncomfortable?

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		q424knwlge	Do you think all adolescent girls have the right to confidentially report a teacher (or other adults in the school) who touches them in ways that make them uncomfortable?
		q425knwlge	Do you think all adolescent girls have the right to be free from being yelled at, made fun of, or called names by teachers (or other adults in the school)?
		q426knwlge	Do you think all adolescent girls have the right to be treated by teachers (or other adults in the school) without discrimination based on their age, gender, ethnicity, sexual orientation, or disability?

Please note: The 'Calculation' column in the table above outlines the calculation for determining the indicator result, but the calculation described in the Project Monitoring Framework does not specify the exact questions used. The baseline report (which was developed and submitted by a different consultancy firm) does not elucidate the exact methodology or questions either. The previous consultancy firm developed an inception report, which was reviewed for this investigation. However, the methodology listen in this report only includes four questions, two of which refer to boys. There is no indication of which questions should be used. This consultancy requested that the client submit a comprehensive outline of the methodology and questions required to calculate the indicators, but this information was not available, and could not be provided. As such, in the absence of the necessary information required to calculate the indicators, one question (q421) was drawn from the original methodology in the baseline inception report, and five related questions from other parts of the survey were additionally used. There is no way of verifying whether the methodologies and calculations used in the baseline and endline reports are the same, and this should be borne in mind when comparing the results between the two studies.

## Results

Indicator	Target	Baseline	Endline
Immediate Outcome 1110, Indicator 1, Protection  % of girls (and boys) who demonstrate knowledge of their rights, including education, protection and ASRH  Children aged 10-14 years	90%	Total: <b>64%</b>	85%
		Boys: <b>66%</b>	84%
		Girls: <b>62%</b>	86%

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Immediate Outcome 1110, Indicator 1, Protection

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

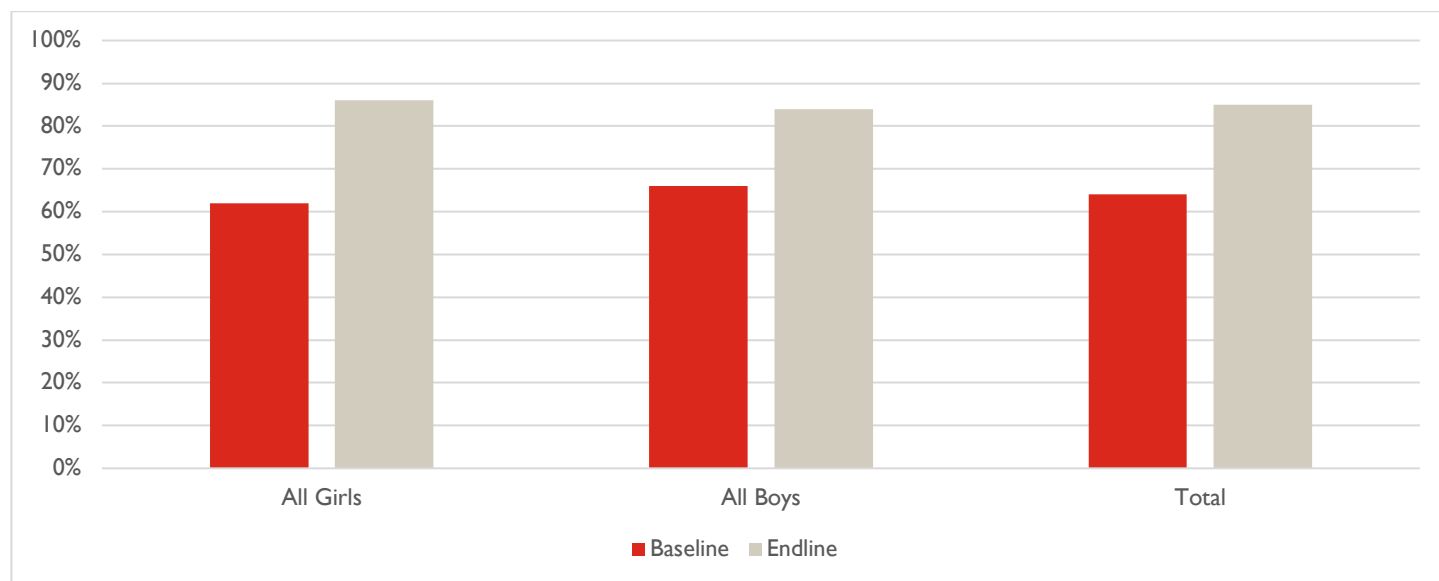


Figure 14. IO 1110, Indicator 1, Protection

The overall proportion of students who scored at least 5/6 points on girls' protection rights increased from 64% to 85%, with boys aged 10-14 years increasing from 66% to 84%, and girls aged 10-14 years increasing from 62% to 86%.

Immediate Outcome 1110, Indicator 1, Sexual and Reproductive Health and Rights (SRHR)

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Immediate Outcome 1110, Indicator 1, SRHR % of girls (and boys) who demonstrate knowledge of their rights, including education, protection and ASRH Children aged 10-14 years	<u>Numerator:</u> # of 10-14 year-olds who answer positively to 4 or more of 5 questions about girls' ASRH rights <u>Denominator:</u> All 10-14 year-olds	q417knwlge	Do you think all adolescent girls should be able to decide if and when they want to get married?
		q418knwlge	Do you think all adolescent girls should be able to decide when to start having sexual relationships?
		q427knwlge	Do you think all adolescent girls have the right to information they want about their health and their bodies?

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		q428knwlg	Do you think all adolescent girls have the right to use health services, without difficulty, if they need or want them?
		q429knwlg	Do you think all adolescent girls have the right to contraceptive methods?

Please note: The 'Calculation' column in the table above outlines the calculation for determining the indicator result, but the calculation described in the Project Monitoring Framework does not specify the exact questions used. The baseline report (which was developed and submitted by a different consultancy firm) does not elucidate the exact methodology or questions either. The previous consultancy firm developed an inception report, which was reviewed for this investigation. However, the methodology list in this report includes 18 questions instead of five, and no indication of which questions should be used. Additionally, some of the listed questions were not included in the baseline tools. Lastly, this consultancy requested that the client submit a comprehensive outline of the methodology and questions required to calculate the indicators, but this information was not available, and could not be provided. As such, in the absence of the necessary information required to calculate the indicators, three questions (q427, q428, and q429) were drawn from the original methodology in the baseline inception report, and two related questions from other parts of the survey were additionally used. There is no way of verifying whether the methodologies and calculations used in the baseline and endline reports are the same, and this should be borne in mind when comparing the results between the two studies.

Results			
Indicator	Target	Baseline	Endline
Immediate Outcome 1110, Indicator 1, SRHR  % of girls (and boys) who demonstrate knowledge of their rights, including education, protection and ASRH  Children aged 10-14 years	90%	Total: <b>33%</b>	49%
		Boys: <b>34%</b>	49%
		Girls: <b>33%</b>	49%

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Immediate Outcome 1110, Indicator 1, Sexual and Reproductive Health and Rights (SRHR)

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

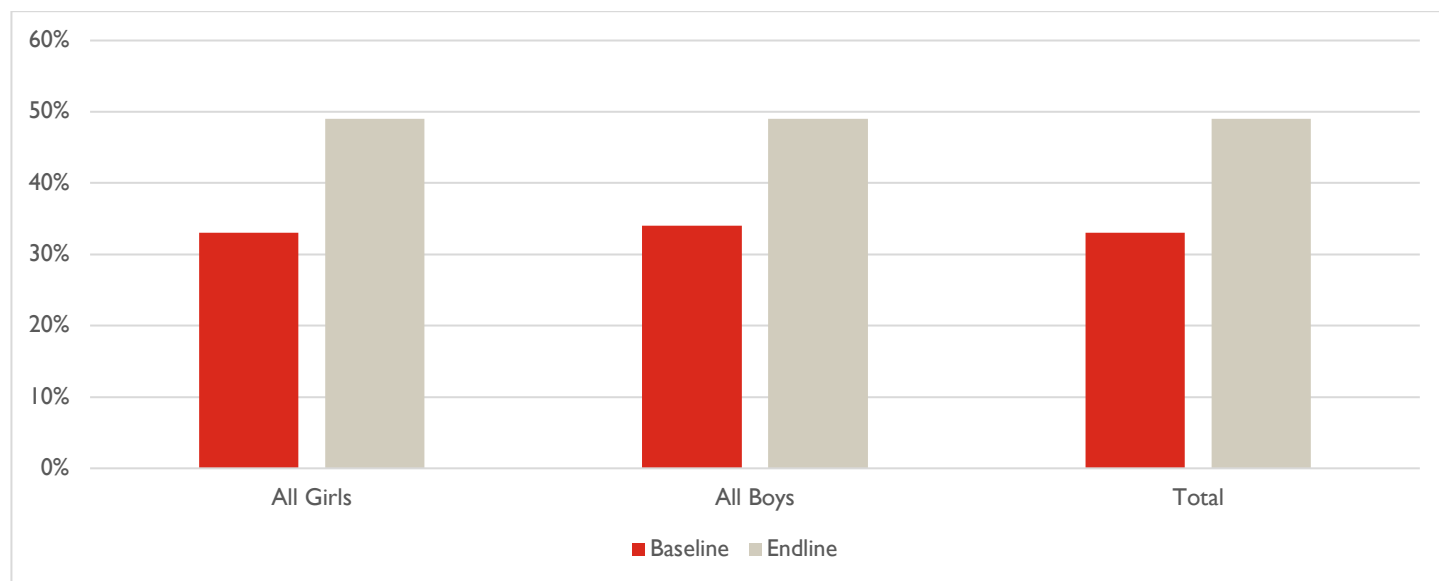


Figure 15. IO 1110, Indicator 1, Sexual and Reproductive Health and Rights (SRHR)

Overall, the proportion of youths aged 10-14 years who answered positively to a minimum of 4/5 questions about girls' sexual and reproductive health and rights increased from 33% to 49%, which constituted an increase from 34% to 49% and 33% to 49% for boys and girls respectively. This increase is consistent with the increase in positive attitudes about education and protection rights noted in the previous indicators, and is most likely due to the programme's impacts in raising awareness and changing norms about gender equality, empowerment, and girls' education.

Immediate Outcome 1110, Indicator 2, Gender Equality

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Immediate Outcome 1110, Indicator 2, Gender Equality % of girls (and boys) who demonstrate knowledge of gender equality principles Children aged 10-14 years	<u>Numerator</u> : # of 10-14 year-olds who score 6 or more points on the 8 questions about gender equality principles  <u>Denominator</u> : All 10-14 year-olds	q601_gender	If there is only enough money for one child to go to school, it is more important for boys to receive an education than girls.
		q602_gender	Girls are bad at math and sciences.
		q603_gender	Boys should do equal amount of chores in the home as their sisters.

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		q604_gender	If girls are needed for housework or to take care of siblings, they should leave school early to help their family.
		q605_gender	Girls should attend school, but only until they are ready for marriage.
		q606_gender	Unmarried girls who get pregnant bring shame to their family.
		q607_gender	Husbands and wives should have equal say in decisions in the home.
		q608_gender	Violence is an acceptable way for husbands to discipline their wives.

Please note: The 'Calculation' column in the table above outlines the calculation for determining the indicator result, but the calculation described in the Project Monitoring Framework does not specify the exact questions used. The baseline report (which was developed and submitted by a different consultancy firm) does not elucidate the exact methodology or questions either. The previous consultancy firm developed an inception report, which was reviewed for this investigation. However, the methodology listen in this report does not include any mention of this indicator. Lastly, this consultancy requested that the client submit a comprehensive outline of the methodology and questions required to calculate the indicators, but this information was not available, and could not be provided. As such, in the absence of the necessary information required to calculate the indicators, all eight questions were drawn from the list of excess questions included under the 'Education Rights' component of 'Immediate Outcome 1110, Indicator 1' in the methodology of the baseline inception report, as these questions were the most relevant to this indicator. There is no way of verifying whether the methodologies and calculations used in the baseline and endline reports are the same, and this should be borne in mind when comparing the results between the two studies.

Results			
Indicator	Target	Baseline	Endline
Immediate Outcome 1110, Indicator 2, Gender Equality  % of girls (and boys) who demonstrate knowledge of gender equality principles  Children aged 10-14 years	60%	Total: <b>23%</b>	55%
		Boys: <b>7%</b>	51%
		Girls: <b>35%</b>	59%

In terms of children's knowledge of gender equality principles, the proportion who scored at least 6/8 points increased from 7% to 51% for boys and 35% to 59% for girls. The improvement in boys' knowledge of gender equality principles was significant, with the proportion demonstrating this knowledge increasing by 729% between the baseline and the endline surveys (although the proportion in the endline survey still fell short of the 60% target outlined in the Project Monitoring Framework). A specific reason for this shortcoming could not be identified from the available data.



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## Indicator 1120

Calculation		
Indicator / Beneficiaries	Calculation	Note
Increased socio-economic capacity of caregivers at the household level to sustain access to quality education for crisis-affected girls (and boys) aged 6-14 years	Not provided by baseline consultancy	<p>This indicator was not included in the original PMF, was not resolved in the baseline study, and the required questions were not included in the tools that this consultancy was directed to implement. This consultancy was requested to include this indicator into the report after the first draft had been submitted, and the relevant data could therefore not be collected. As such, a comparison of pre-/post-effect is not possible.</p> <p>However, the data from surveys and FGDs with caregivers indicate that almost all caregivers assert that their capacities to support education have improved, as a result of cash distributions received through programming (economic capacities), and their improved awareness about the importance of education (social capacities).</p>

## Immediate Outcome 1130

The 'Immediate outcome 1130' assesses improvement in caregivers' and community leaders' knowledge and attitudes in relation to girl's learning, safety and wellbeing.

Immediate Outcome 1130, Indicator 1, Girls' Education (Caregivers)

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Immediate Outcome 1130, Indicator 1, Girls' Education (Caregivers)  % of caregivers and community members who promote learning, safety and wellbeing  Caregivers	<u>Numerator</u> : # of caregivers who answer 'yes' to all 5 questions about learning, wellbeing and safety  <u>Denominator</u> : All caregivers	q201gknwlge	Do you think all adolescent girls have the right to go to school?
		q202gknwlge	Do you think all adolescent girls have the right to speak up or give answers in class?
		q205gknwlge	Do you think all adolescent girls should be able to delay getting married, if they want to continue their education?
		q206gknwlge	Do you think all adolescent girls should be able to continue school, even if they have a baby / become a mother?
		q207gknwlge	Do you think all adolescent girls have the right to feel safe at school?

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## Results

Indicator	Target	Baseline	Endline
Immediate Outcome 1110, Indicator 2, Gender Equality  % of girls (and boys) who demonstrate knowledge of gender equality principles  Children aged 10-14 years	85%	All caregivers: <b>62%</b>	79%
		Male caregivers: <b>54%</b>	84%
		Female caregivers: <b>68%</b>	72%

The proportion of caregivers who answered affirmatively to five questions on girl's rights to education increased from 62% to 79%, although the final result fell short of the target proportion of 85%. Nevertheless, this outcome does indicate that the programme was somewhat effective in transforming caregivers' norms and attitudes concerning girl's rights to education. In the open-ended responses in the surveys, and the Focus Group Discussions, caregivers generally credited the changes in their attitudes to the outreach, training, and awareness-raising they received through the Save the Children programme.

*Immediate Outcome 1130, Indicator 1, Girls' Education (Caregivers)*

*Male Caregiver N = 50*

*Female Caregiver N = 58*

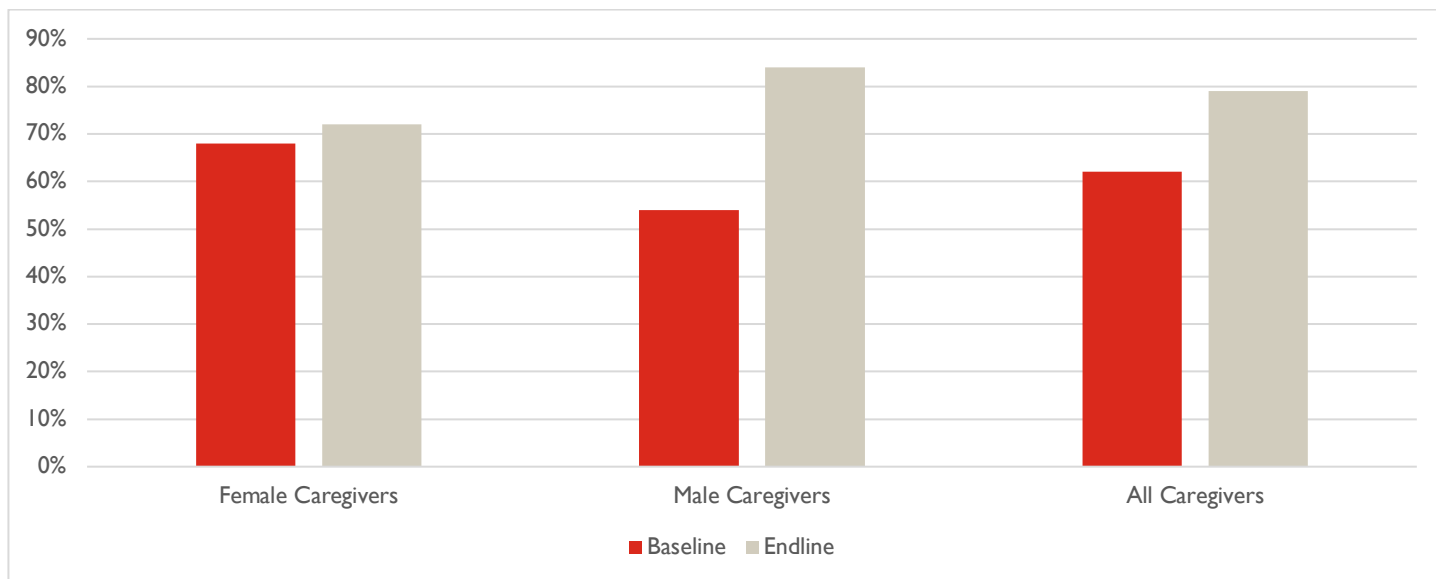


Figure 16.10 1130, Indicator 1

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Immediate Outcome 1130, Indicator 1, Girls' Education (Community Leaders)

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Immediate Outcome 1130, Indicator 1, Girls' Education (Community Leaders)  % of caregivers and community members who promote learning, safety and wellbeing  Community Leaders	<u>Numerator:</u> # of caregivers who answer 'yes' to all 5 questions about learning, wellbeing and safety  <u>Denominator:</u> All caregivers	gsb	Do you think girls have the right to go to school?
		gsc	Do you think girls have the right to speak up or give answers in class?
		gsd	Do you think girls should be able to delay getting married, if they want to continue their education?
		gse	Do you think girls should be able to continue school, even if they have a baby / become a mother?
		gsf	Do you think girls have the right to feel safe at school?

Results			
Indicator	Target	Baseline	Endline
Immediate Outcome 1130, Indicator 1, Girls' Education (Community Leaders)  % of caregivers and community members who promote learning, safety and wellbeing  Community Leaders	85%	Community leaders: <b>100%</b>	0%

The results for community leaders were unexpected; while 100% of community leaders answered affirmatively to all five questions in the baseline survey, 0% answered affirmatively to all five questions in the endline survey. Moreover, a further analysis of the results indicates that community leaders answered negatively to every single question, with the exception of one respondent who answered negatively to all-but-one (see table below).

Community Leader Attitudes About Girls' Right to Education: Baseline					
Respondent Type	Do you think girls have the right to go to school?	Do you think girls have the right to speak up or give answers in class?	Do you think girls should be able to delay getting married, if they want to continue their education?	Do you think girls should be able to continue school, even if they have a baby / become a mother?	Do you think girls have the right to feel safe at school?
Women's Community Leader	No	No	No	No	No

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IDP Leader	No	No	No	No	No
Women's Community Leader	No	No	No	No	No
Women's Community Leader	No	No	No	No	No
Traditional Leader	No	No	No	Yes	No
Women's Community Leader	No	No	No	No	No
Not stated	No	No	No	No	No

This discrepancy may be explained by the fact that the baseline and endline studies were not longitudinal (meaning that different respondents were used across both studies), and the sample of community leaders was purposive rather than statistically representative, meaning that the views of these respondents may not accurately represent the views of all community leaders, and may therefore be anomalous.

Another explanation may be that respondents misunderstood the questions, or that enumerators did not appropriately explain the mechanics of the tool (enumerators were supposed to read statements about girls' rights, and respondents would answer whether they agreed that girls should have these rights). This explanation is likely, as community leaders' qualitative responses throughout the key informant interviews indicate that they received training on gender equality, and that this training was effective in enhancing their understanding and commitment to girls' rights.

*Immediate Outcome 1130, Indicator 2, Learning, Safety, and Wellbeing (Caregivers)*

Calculation					
Indicator / Beneficiaries	Calculation	Questions			
Immediate Outcome 1130, Indicator 2, Learning, Safety, and Wellbeing (Caregivers)  % of caregivers and community members who promote learning, safety and wellbeing  Community Leaders	<u>Numerator</u> : # of caregivers who answer 'yes' to all 5 questions about learning, wellbeing and safety  <u>Denominator</u> : All caregivers	q112edu	Do you always help \${child_name} to prepare for tests or provide/arrange additional after school lessons in areas in which he/she is weak?		
		q113edu	Do you help \${child_name} to plan and balance his/her time between school, homework play time and rest		
		q114edu	Do you maintain parent teacher relationships (PTA meetings/interactions) to monitor \${child_name} behavior and activities at school?		
		q115edu	Do you ask or learn from \${child_name} about his/her activities in school and make sure he/she is comfortable and safe at school?		
		q116edu	Do you take initiatives or active steps to monitor \${child_name} whereabouts/activities and circle of friends in the community and at school to ensure that the/she is safe and keeping good company?		

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## Results

Indicator	Target	Baseline	Endline
Immediate Outcome 1130, Indicator 2, Learning, Safety, and Wellbeing (Caregivers) % of caregivers and community members who promote learning, safety and wellbeing Caregivers	60%	All caregivers: <b>43%</b>	38%
		Male caregivers: <b>43%</b>	38%
		Female caregivers: <b>43%</b>	38%

The proportion of caregivers who answered 'yes' to all 5 questions about learning, wellbeing and safety decreased from 43% to 38% (Figure 17). This finding is not consistent with other findings, as the majority of PMF findings, quantitative data, and qualitative data collected throughout this study indicate that the programme had improved community-level perceptions on the value of education, protection, and wellbeing. An explanation for this decrease could not be found in the qualitative data.

*Immediate Outcome 1130, Indicator 2, Learning, Safety, and Wellbeing*

*Male Caregiver N = 50*

*Female Caregiver N = 58*

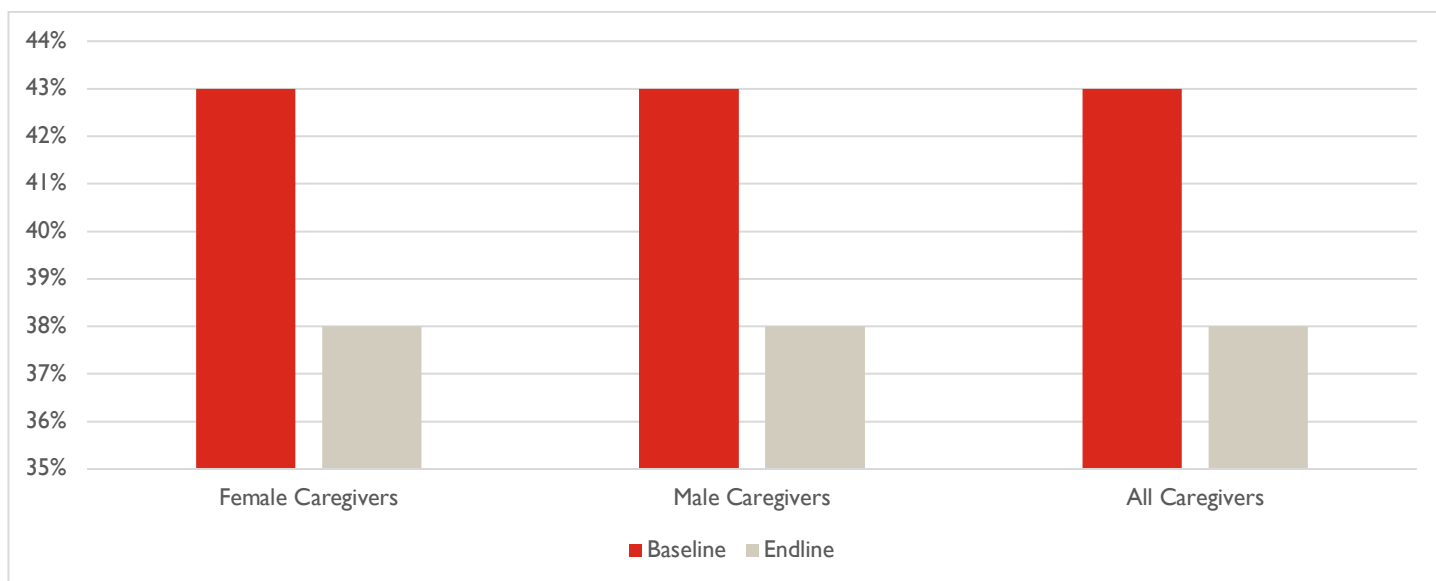


Figure 17. IO 1130, Indicator 2, Learning, Safety, and Wellbeing

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Immediate Outcome 1130, Indicator 2, Learning, Safety, and Wellbeing (Community Leaders)

Calculation		
Indicator / Beneficiaries	Calculation	Notes
Immediate Outcome 1130, Indicator 2, Learning, Safety, and Wellbeing (Community Leaders) % of caregivers and community members who promote learning, safety and wellbeing Community Leaders	<u>Numerator</u> : # of community leaders who indicate that they consider themselves to have a role in promoting safe and quality education for girls, and describe that role  <u>Denominator</u> : All community leaders	The methodology in the baseline inception report does not mention this indicator, meaning that there is no explanation of the specific questions needed to calculate this indicator. The required questions were not included in the KII tool that this consultancy was directed to implement.  However, based on a narrative analysis of open-ended responses, community leaders broadly indicated that their roles include involvement in promoting safe and quality education for girls.

## Intermediate Outcome 1200

The 'Intermediate outcome 1200' included various indicators and criteria on the safety, quality, and gender-responsiveness of learning in target schools. Indicator results improved between the baseline and the endline survey for all four indicators, and achieved the indicator targets for all but one of the indicators.

Intermediate Outcome 1200, Indicator 1

Calculation		
Indicator / Beneficiaries	Calculation	Notes
Intermediate Outcome 1200, Indicator 1 % of formal and non-formal education institutions meeting Learning Environment assessment criteria	<u>n/a</u>	Resolving this indicator requires a school observation and checklist tool, which was not requested by SCI. Furthermore, a very large sample of schools would be required, which would not have been feasible given the budget and timeline for this investigation.  However, qualitative data from teachers indicates that infrastructures, provisions, and school environments overall, increased as a result of the training and distributions imparted by SCI throughout the programme.

Intermediate Outcome 1200, Indicator 2, Safety

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Intermediate Outcome 1200, Indicator 2, Safety % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments	<u>Numerator</u> : # of girls who answer 'no' to 3 or more of the 4 questions about safety  <u>Denominator</u> : All in-school girls	q517_eduemp	I feel safe on my way to school and on my way home
		q518_eduemp	I feel safe in my school (in my classroom and in the school yard)
		q519_eduemp	I feel safe talking to my teacher

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All in-school girls		q520_eduemp	I feel safe at home (e.g. my physical needs are met and someone cares for me)
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## Results

Indicator	Target	Baseline	Endline
Immediate Outcome I130, Intermediate Outcome I200, Indicator 2, Safety  % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments  All in-school girls	45%	Safety: <b>16%</b>	56%

The proportion of girls meeting the standard for safety increased from 16% to 56%, surpassing the 45% target (Figure 18). This result corroborates other indicator results on the general improvement in attitudes and standards for safety in target schools and communities, indicating that the programme modalities were effective in this regard.

*Intermediate Outcome I200, Indicator 2, Safety*

*Girl Child N = 209*

*Adolescent Girl N = 175*

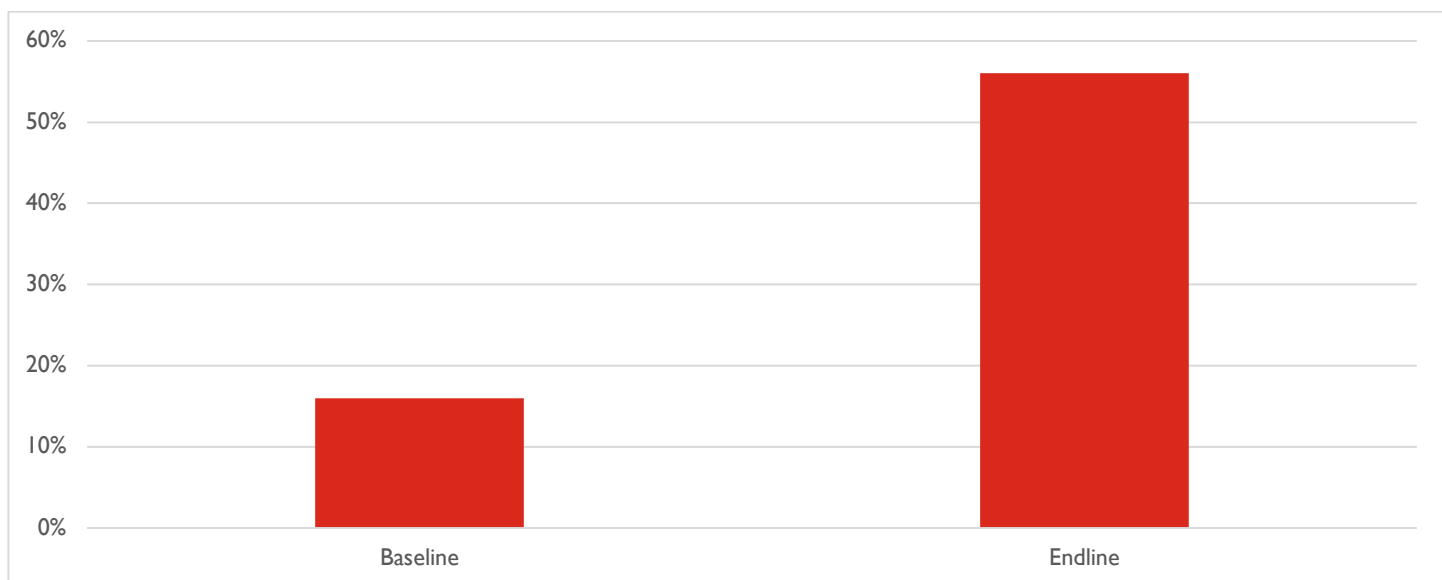


Figure 18. I0 I200, Indicator 2, Safety

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Intermediate Outcome I200, Indicator 2, Quality

## Calculation

Indicator / Beneficiaries	Calculation	Questions	
Intermediate Outcome I200, Indicator 2, Quality  % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments  All in-school girls	<u>Numerator</u> : # of girls who score 3 or more points on the 4 questions about quality  <u>Denominator</u> : All in-school girls	q320aedu	(a) My school has enough textbooks for all students to study from
		q320bedu	(b) Teachers at my school are very knowledgeable about the subjects that they teach us
		q320cedu	(c) My teachers use a mix of visual aids, activities and group work to teach us
		q320dedu	(d) There are more than 30 students in my class

## Results

Indicator	Target	Baseline	Endline
Immediate Outcome I130, Intermediate Outcome I200, Indicator 2, Gender- Responsiveness  % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments  All in-school girls	80%	Quality: <b>65%</b>	81%



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Intermediate Outcome I200, Indicator 2, Quality

Girl Child N = 209

Adolescent Girl N = 175

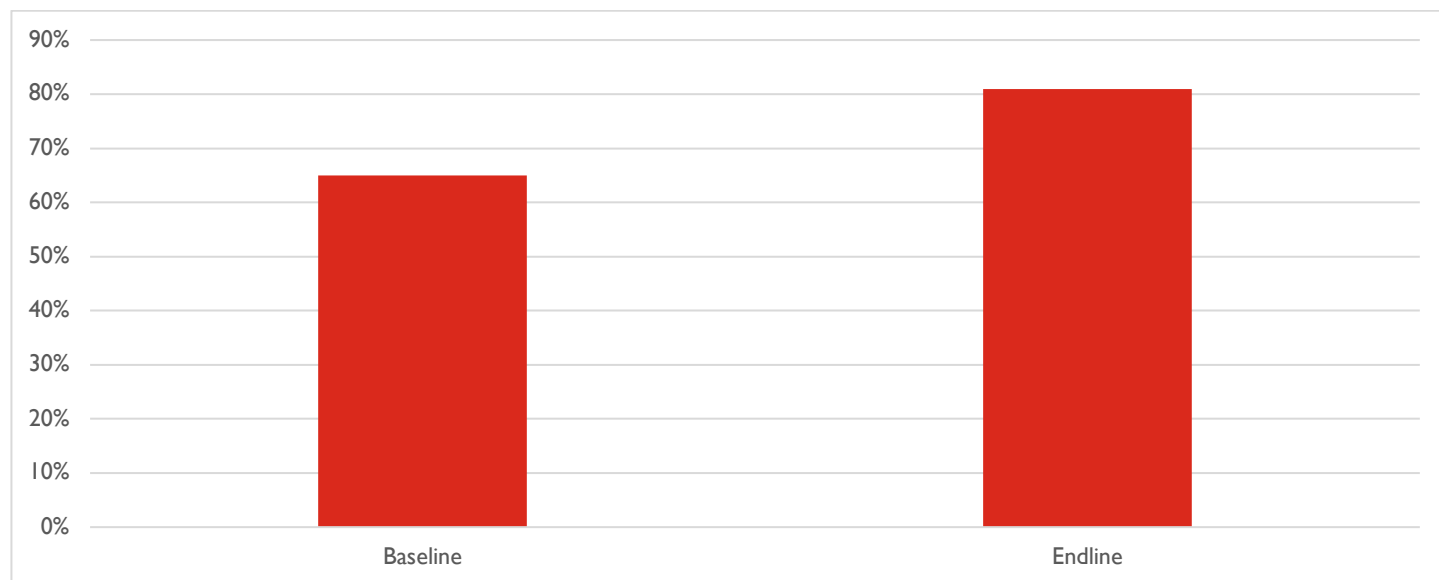


Figure 19. IO I200, Indicator 2, Quality

Equally, the proportion of responses meeting the standard for quality increased from 65% to 81%, achieving the target of at least 80% (Figure 19). Beneficiaries credited the increase in education quality to teacher training, the distribution of materials such as learner kits, and the overall change in attitudes and motivation toward children's education.

Intermediate Outcome I200, Indicator 2, Gender-responsiveness

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Intermediate Outcome I200, Indicator 2, Gender-Responsiveness  % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments  All in-school girls	<u>Numerator</u> : # of girls who score 3 or more points on the 4 questions about gender-responsiveness  <u>Denominator</u> : All in-school girls	q319aedu	(a) Teachers at my school give the same amount of attention to girls and to boys
		q319bedu	(b) Teachers at my school say that education is more important for boys compared to girls
		q319cedu	(c) In my classes (e.g. textbooks, stories, reading materials), I have seen examples of women working as doctors, engineers or business owners
		q319dedu	(d) In my classes (e.g. textbooks, stories, reading materials), I have seen examples of men helping in the home or participating in active parenting.

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## Results

Indicator	Target	Baseline	Endline
Immediate Outcome 1130, Intermediate Outcome 1200, Indicator 2, Gender- Responsiveness  % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments  All in-school girls	70%	Gender-responsiveness: <b>54%</b>	78%

With respect to gender-responsiveness, the proportion of girls who scored 3 or more points on the 4 questions about gender-responsiveness increased from 54% to 78%, surpassing the target of 70% (Figure 20). This is consistent with the results, findings, and narratives recorded throughout this investigation on improved gender equality and empowerment with regard to education in target locations.

*Intermediate Outcome 1200, Indicator 2, Gender-responsiveness*

*Girl Child N = 209*

*Adolescent Girl N = 175*

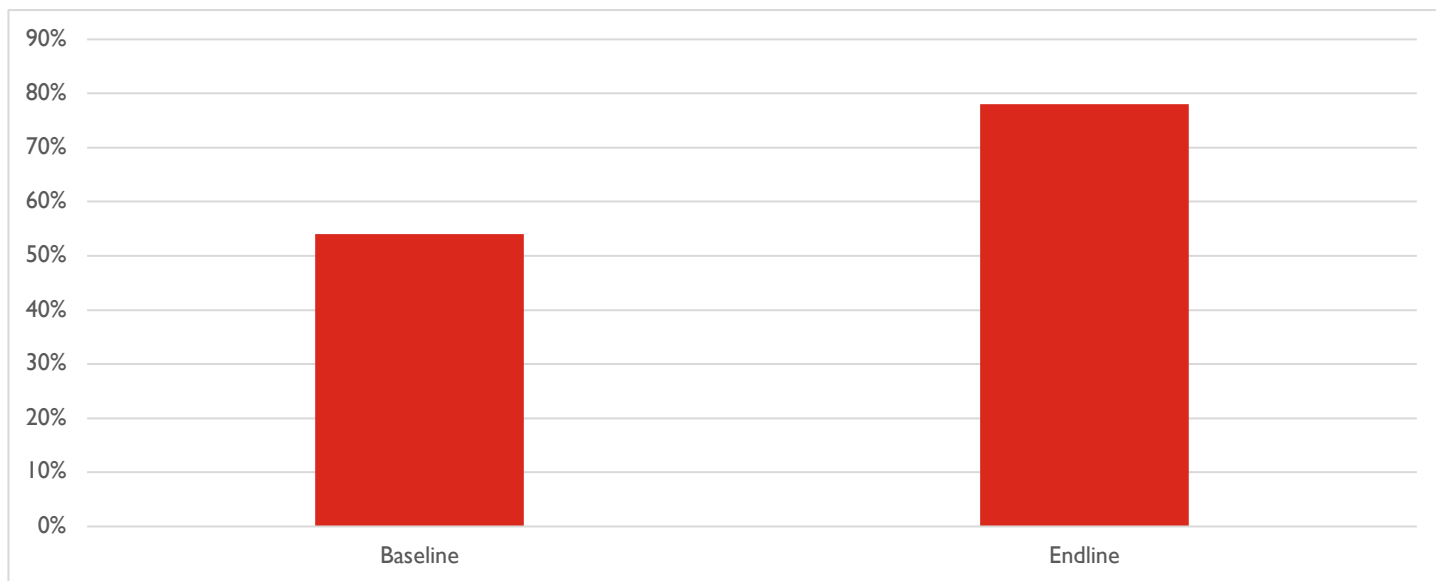


Figure 20. IO 1200, Indicator 2, Gender-responsiveness

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Intermediate Outcome I200, Indicator 2, Safety, Quality, and Gender-Responsiveness

Calculation		
Indicator / Beneficiaries	Calculation	Questions
Intermediate Outcome I200, Indicator 2, Safety, Quality, and Gender-Responsiveness  % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments  All in-school girls	<u>Numerator</u> : # of girls who score at least 3 or more points on the 4 questions for each of the 'Safety', 'Quality', and 'Gender-responsiveness' criteria.  <u>Denominator</u> : All in-school girls	Q517_eduemp, Q518_eduemp, Q519_eduemp, Q520_eduemp, Q320aedu, Q320bedu, Q320cedu, Q320dedu, Q319aedu, Q319bedu, Q319cedu, Q319dedu,

Results			
Indicator	Target	Baseline	Endline
Immediate Outcome I130, Intermediate Outcome I200, Indicator 2, Gender-Responsiveness  % of in-school girls who report positively on the safety, quality, and gender responsiveness of learning environments  All in-school girls	75%	All three: 2%	21%

The final indicator, which measures the proportion of respondents who met the criteria for all three of the previous indicators, also showed an improvement, with the proportion increasing from 2% to 21%, a significant increase. Nevertheless, this result falls short of the target of 75%. However, given that the target for achieving all three indicators (75%) is greater than the targets for both the safety and gender-responsiveness indicators (45% and 70% respectively), this suggests that the target for achieving all three indicators which was set in the baseline study was erroneously large, which would explain why the target was not met, despite the significant improvement in the outcome.

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Intermediate Outcome I200, Indicator 2, Safety, Quality, and Gender-Responsiveness

Girl Child N = 209

Adolescent Girl N = 175

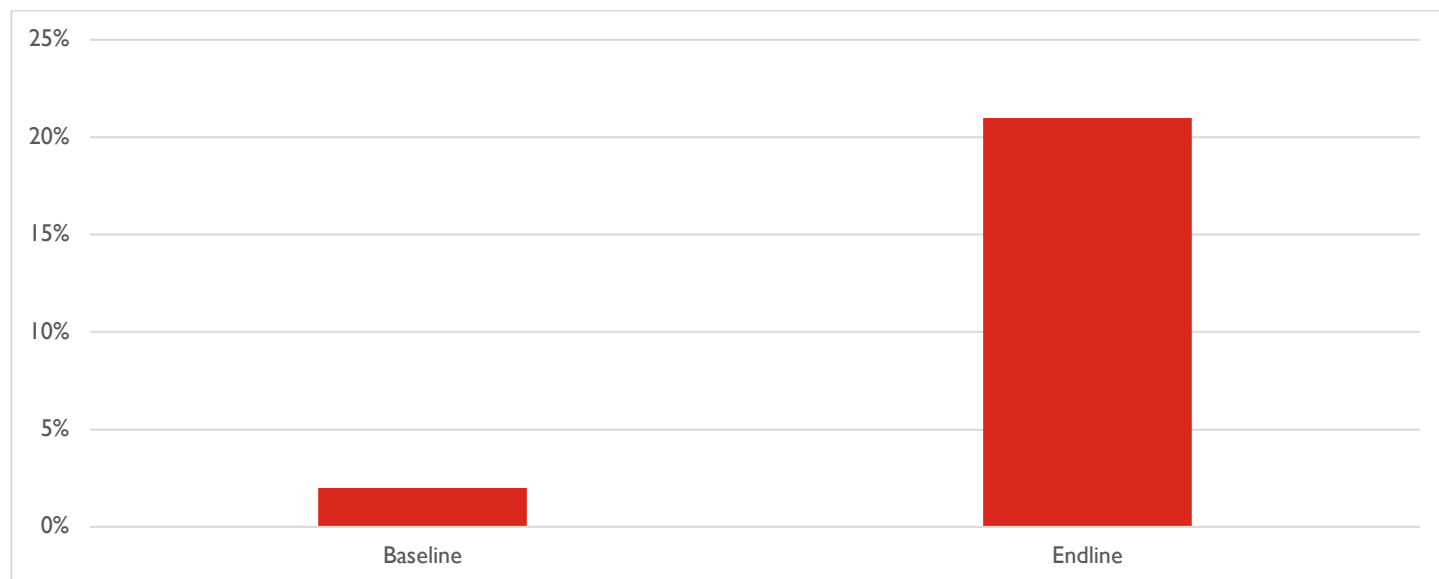


Figure 21. IO I200, Indicator 2, Safety, Quality, and Gender-Responsiveness

## Immediate Outcome I210

Calculation		
Indicator / Beneficiaries	Calculation	Questions
Immediate Outcome I210 % of teachers who demonstrate knowledge of gender-responsive pedagogy, alternative education delivery, and classroom management for girls and boys Teachers	<u>Numerator:</u> # of teachers saying that at least some teachers at their school have participated in positive discipline training AND sexual harassment training AND that they have been trained in gender-responsive teaching, alternative education delivery, and classroom management  <u>Denominator:</u> all teachers	The required questions to resolve this indicator fully were not included in the KII tool that this consultancy was directed to implement. The baseline report and baseline inception report do not detail a methodology for resolving this indicator, noting that 'Narrative description covering answers to questions in the head teacher KIIs.'  To resolve this indicator, the following question was used:  'Have teachers participated in training for positive discipline in the last one year?'  This was supplemented with analysis of the narrative from open-ended responses.

Results			
Indicator	Target	Baseline	Endline
Immediate Outcome I210	50%	11%	49%

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% of teachers who demonstrate knowledge of gender-responsive pedagogy, alternative education delivery, and classroom management for girls and boys Teachers			
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'Immediate outcome I210' relates to teacher training, with the indicator determined by the percentage of teachers who demonstrate knowledge of gender-responsive pedagogy, alternative education delivery, and classroom management for girls and boys. The figure improved significantly from the baseline value, increasing from 11% to 49% by the end of the project (Figure 22). The result falls short of the indicator target by 1%, which is lower than the margin of error for the representativeness of the sample. This result indicates that the programme was impactful with respect to building the capacities of teachers.

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Immediate Outcome 1210

Teachers N = 36

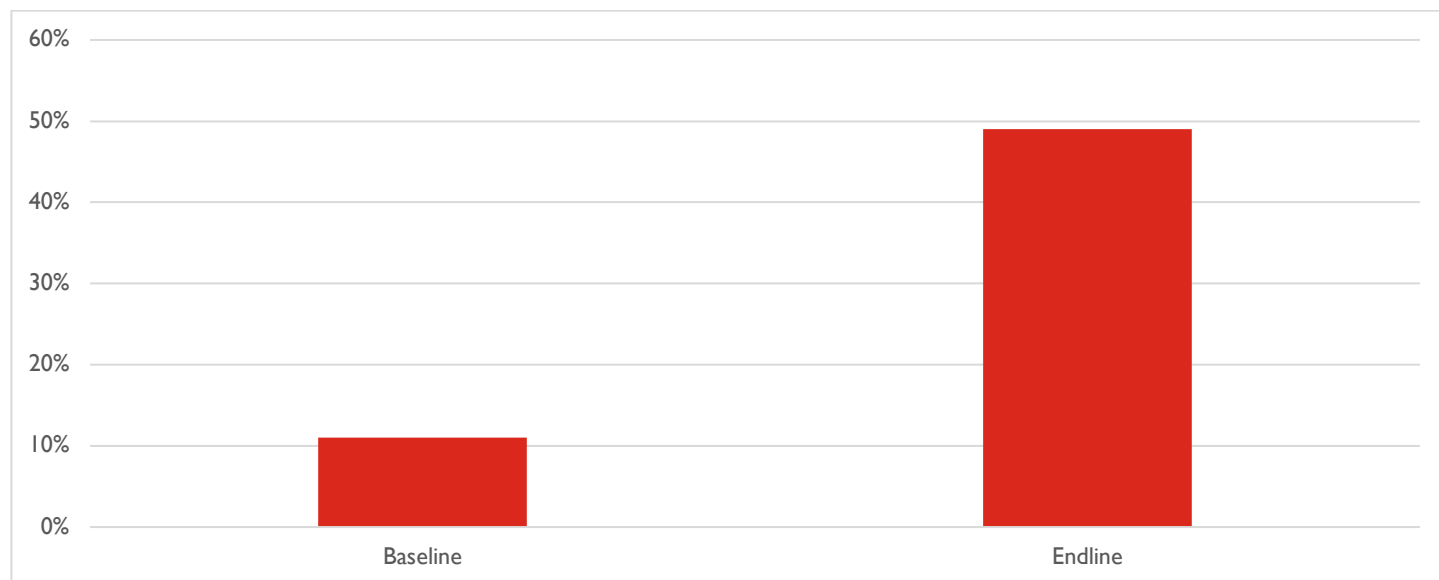


Figure 22. Immediate Outcome 1210

Immediate Outcome 1220

Calculation		
Indicator / Beneficiaries	Calculation	Note
Immediate Outcome 1220 % of schools that have developed a school improvement plan focused on the provision of a girl-friendly learning environment Teachers	<u>Numerator:</u> # of teachers saying that their school has a school development plan AND that there are specific plans in place to ensure greater and more meaningful participation of girls in school  <u>Denominator:</u> all teachers <sup>9</sup>	The methodology used in the baseline study to resolve this indicator is flawed, as the indicator seeks to determine the % of schools that have developed a school improvement plan, while the methodology involves asking a random sample of teachers whether their school has an improvement plan. An appropriate methodology would be to ask school leaders or principals from every school whether they have these plans, and determine the percentage using the proportion of all beneficiary schools, rather than the proportion of sampled teachers. The required questions to resolve this indicator fully were not included in the KII tool that this consultancy was directed to implement.  Nevertheless, the following questions were used to resolve this indicator: 'Are there specific plans in place in this school, to ensure improved girl friendly learning environment?'

<sup>9</sup> This data will represent a placeholder: a full assessment of improvement plans will be conducted after schools reopen

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## Results

Indicator	Target	Baseline	Endline
Immediate Outcome 1220 % of schools that have developed a school improvement plan focused on the provision of a girl-friendly learning environment Teachers	75% (60 schools - 24 in Borno and 36 Yobe)	0%	42.9% of teachers

'Immediate outcome 1220' considers whether the school community's knowledge on fostering girl-friendly environments improved by the end of the project. The number of teachers asserting that their school had a development plan AND specific plans in place to ensure greater and more meaningful participation of girls in school increased from 0% to 42.9% (Figure 23), a significant improvement (although the result fell short of the 75% target). While this indicator considers the percentage of schools that have developed a school improvement plan focused on the provision of a girl-friendly learning environment, the methodology for calculating this figure established in the baseline study involved asking a sample of teachers from a sample of target schools, rather than asking each school directly. As such, more accurate data could have been collected had a more accurate methodology been established in the baseline study.

Immediate Outcome 1220

Teachers N = 36

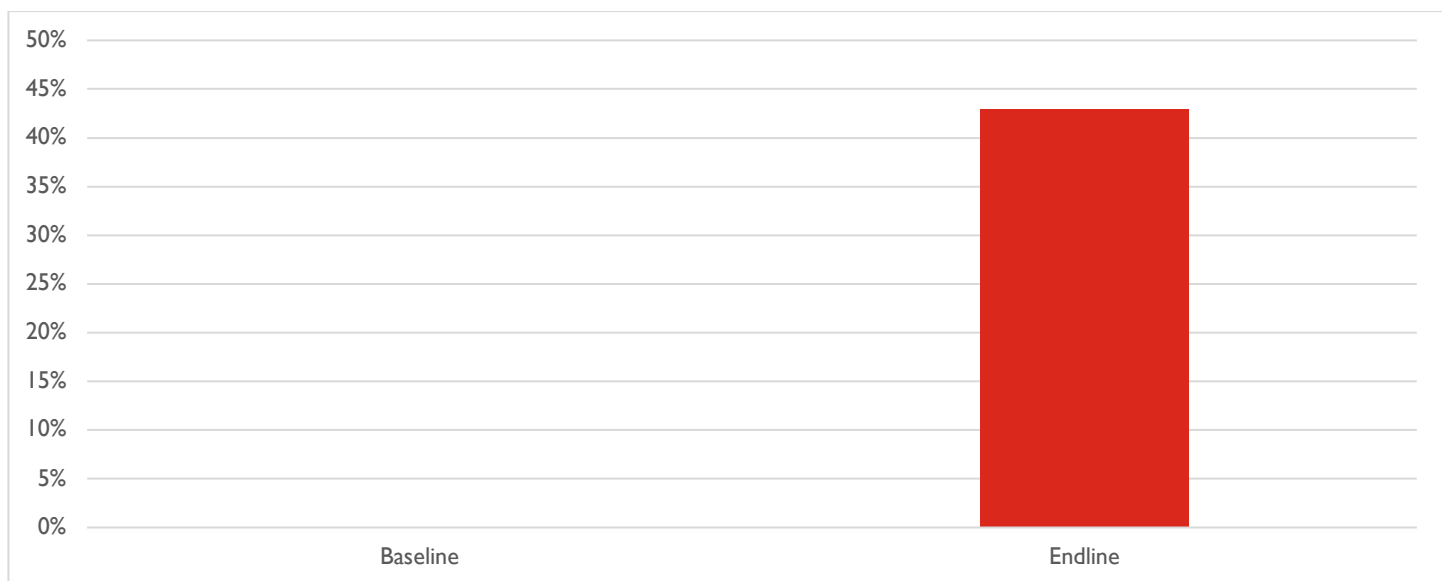


Figure 23. Immediate Outcome 1220

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## Immediate Outcome 1230

The 'Immediate outcome 1230' assesses whether the school community's ability to deliver safe, protective, gender-responsive learning environments for girls has been enhanced.

Immediate Outcome 1230, Indicator 1, Code of Conduct

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Immediate Outcome 1230 % of teachers who are able to list desired and forbidden behaviours from the Code of Conduct Teachers	Percentage of teachers who answer 'yes' to questions ccsrr and cca, and who correctly list acceptable and unacceptable behaviours from the code of conduct.	ccsrr	Does this school have a School Code of Conduct/ School Rules and Regulations?
		cca	How was this developed? Is this an official document from government?
		ccb	If yes, what does the Code of Conduct say regarding what is acceptable and unacceptable behaviours?

Results			
Indicator	Target	Baseline	Endline
Immediate Outcome 1230 % of teachers who are able to list desired and forbidden behaviours from the Code of Conduct Teachers	Target not defined in the PMF	NA	70%

Code of Conduct: By the end of the project, 70% of teachers were able to list desired and forbidden behaviours from the Code of Conduct, an improvement which can probably be attributed to the impact of the training on teaching methods and standards delivered to teachers through the programme.

Immediate Outcome 1230, Indicator 2, Violations

Calculation			
Indicator / Beneficiaries	Calculation	Questions	
Immediate Outcome 1230, Indicator 2, Violations % of girls and boys who know how to report violations of the Code of Conduct	<u>Numerator:</u> # of in-school children who answer 'yes' to both questions about knowledge of how to report bullying and sexual harassment  <u>Denominator:</u> All in-school children and adolescents	q318eedu	e) If I am bullied in school either by teachers or students, there is a specific office and person in my school that I can report this without fear?
		q318fedu	f) When an adult or a teacher/staff in my school or learning center behaves towards me in such a way that makes me feel uncomfortable, I know where and who to report to?



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## Results

Indicator	Target	Baseline	Endline
Immediate Outcome 1230, Indicator 2, Violations  % of girls and boys who know how to report violations of the Code of Conduct	85%	Total: <b>69%</b>	73%
		Boys: <b>79%</b>	83%
		Girls: <b>59%</b>	62%

The proportion of boys and girls who answered 'yes' to both questions about knowledge of how to report Code of Conduct violations (bullying and sexual harassment) increased from 79% to 83% and 59% to 62% respectively (Figure 24), indicating that the programme had an impact in raising awareness on the process of reporting Code of Conduct violations, although the final result ultimately fell short of the target proportion of 85%.

Immediate Outcome 1230, Indicator 2, Violations

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

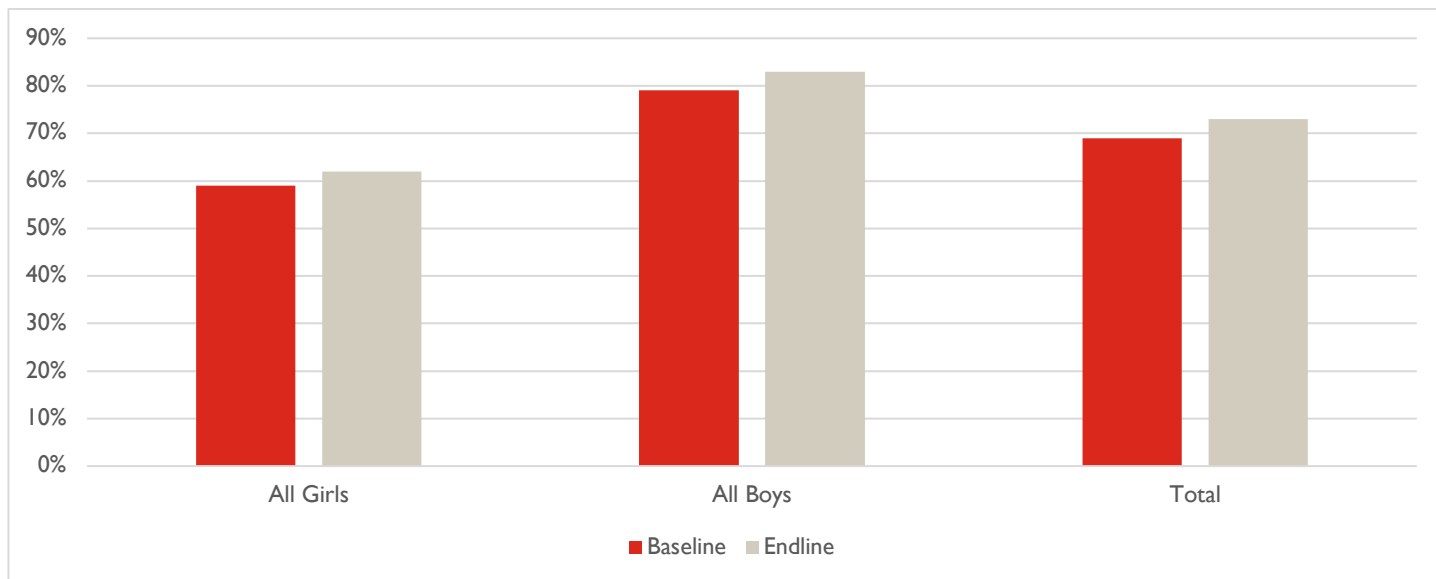


Figure 24. IO 1230, Indicator 2, Violations

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## Immediate Outcome 1240 and 1250

The immediate outcomes 1240 and 1250 consider whether the knowledge of education authorities have been enhanced in the areas of teacher supervision and gender- and crisis-responsive education and protection services.

*Immediate Outcome 1240, Knowledge of Supportive Supervision of Teachers*

Calculation		
Indicator / Beneficiaries	Calculation	Note
Immediate Outcome 1240 % of education technicians who demonstrate knowledge of supportive supervision of teachers	<u>Numerator</u> : # of government officials who can name at least one program or system in place to ensure the availability of qualified teachers in conflict areas AND mention how this program/system focuses particularly on female teachers AND can name at least one in-service training programme in place to increase teacher competencies in gender-responsive and conflict-sensitive education delivery  <u>Denominator</u> : All government officials	The baseline report and baseline inception report do not detail a methodology for resolving this indicator, noting that 'Narrative description covering answers to questions in the government official KIIs.'  The required questions to resolve this indicator were not included in the KII tools that this consultancy was directed to implement.  To resolve this indicator, the following question was used:  'What programs and systems are in place to ensure the availability of qualified teachers, especially females, in conflict areas?'  This was supplemented with analysis of the narrative from open-ended responses.

Results			
Indicator	Target	Baseline	Endline
Immediate Outcome 1240 % of education technicians who demonstrate knowledge of supportive supervision of teachers	75%	50%	100%

The proportion of government officials who can name at least one programme or system in place to ensure availability of qualified teachers increased from 50% to 100%, indicating that awareness has been improved at an institutional level, and not just at a local level in schools and communities.

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Immediate Outcome 1250, Knowledge of Gender and Crisis Responsive Education and Protection Services

Calculation			
Indicator / Beneficiaries	Calculation	Question	
Immediate Outcome 1250 % of education and social protection government authorities who demonstrate knowledge of gender and crisis responsive education and protection services	<u>Numerator</u> : # of government officials who can name a specific policy or strategy which promotes gender-responsive and conflict-sensitive education service delivery AND can describe what the policy/strategy says about gender responsiveness in education AND can describe what the policy/strategy says about conflict-sensitive education service delivery  <u>Denominator</u> : All government officials	ai	What policies and strategies are in place to promote gender-responsive and conflict sensitive education service delivery?
		aj	What is the name of the policy and year of publication?
		ak	What department developed this policy?
		al	Is the policy/strategy currently being implemented?
		am	What does the policy/strategy specifically say about gender responsiveness in education service delivery?
		an	What specific strategies are included to address the protection of children's rights to education
		ao	How does this policy particularly address girls right to education?
		ap	What does the policy/strategy specifically say about conflict-sensitive education service delivery?

Results			
Indicator	Target	Baseline	Endline
Immediate Outcome 1250 % of education and social protection government authorities who demonstrate knowledge of gender and crisis responsive education and protection services	50%	0%	100%

The proportion of government officials who can name and describe a policy or strategy which promotes gender-responsive and conflict-sensitive education increased from 0% to 100%, suggesting that the programme was effective in enhancing authorities' knowledge in focus areas.

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## Beneficiary and Stakeholder Perceptions of Programme Effectiveness

Beneficiaries' and stakeholders' perceptions of the programme, as well as the effectiveness of programme modalities, were overwhelmingly positive overall. Almost all children, adolescents, and caregivers related that they were aware of the programme implemented by Save the Children to improve gender equality and access to education, indicating that messaging directed at beneficiaries and community members on the programme's activities and objectives has been effective (Figure 6).

*Are you aware of the programme by Save the Children to help teaching and help girls your school? (Beneficiary Surveys)*

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

Male Caregiver N = 50

Female Caregiver N = 58

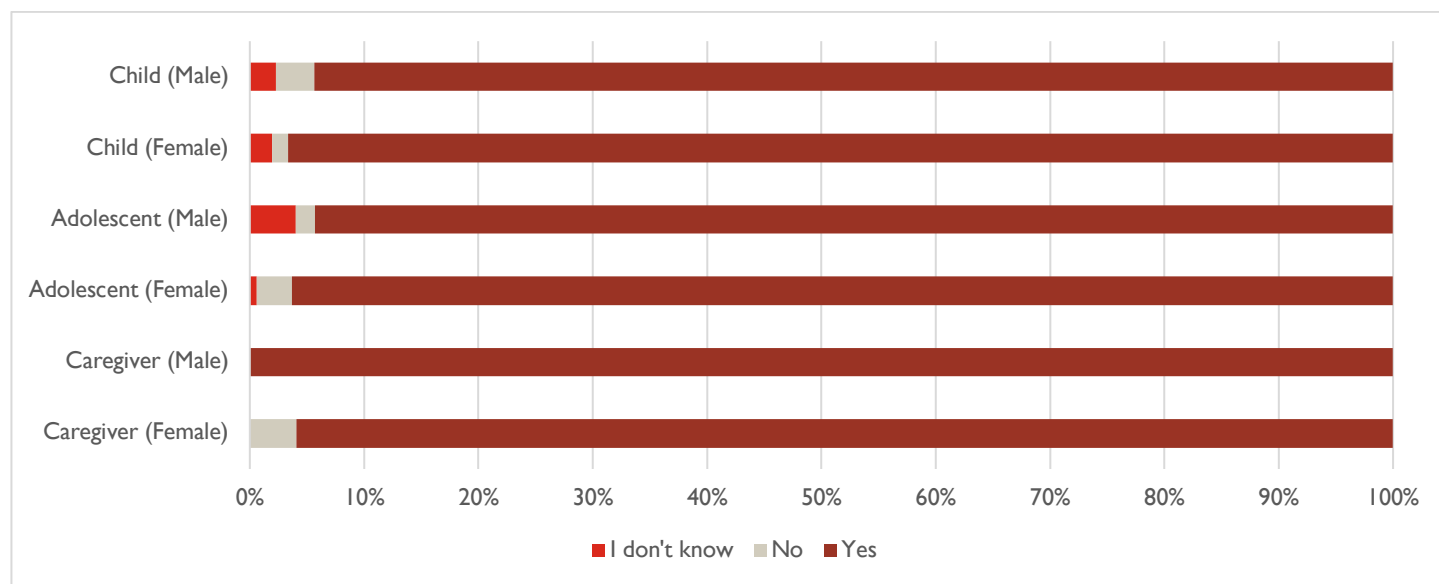


Figure 25. Awareness of SCI Programme

Students and caregivers almost universally provided positive feedback about the programme, with 76.9% of children, adolescents, and caregivers rating the programme 'Very good', 22.6% rating it 'Good', 0.5% 'Neutral', and no respondents rating it 'Bad' or 'Very bad' (Figure 7).

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What do you think of the programme? (Beneficiary Survey)

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

Male Caregiver N = 50

Female Caregiver N = 58

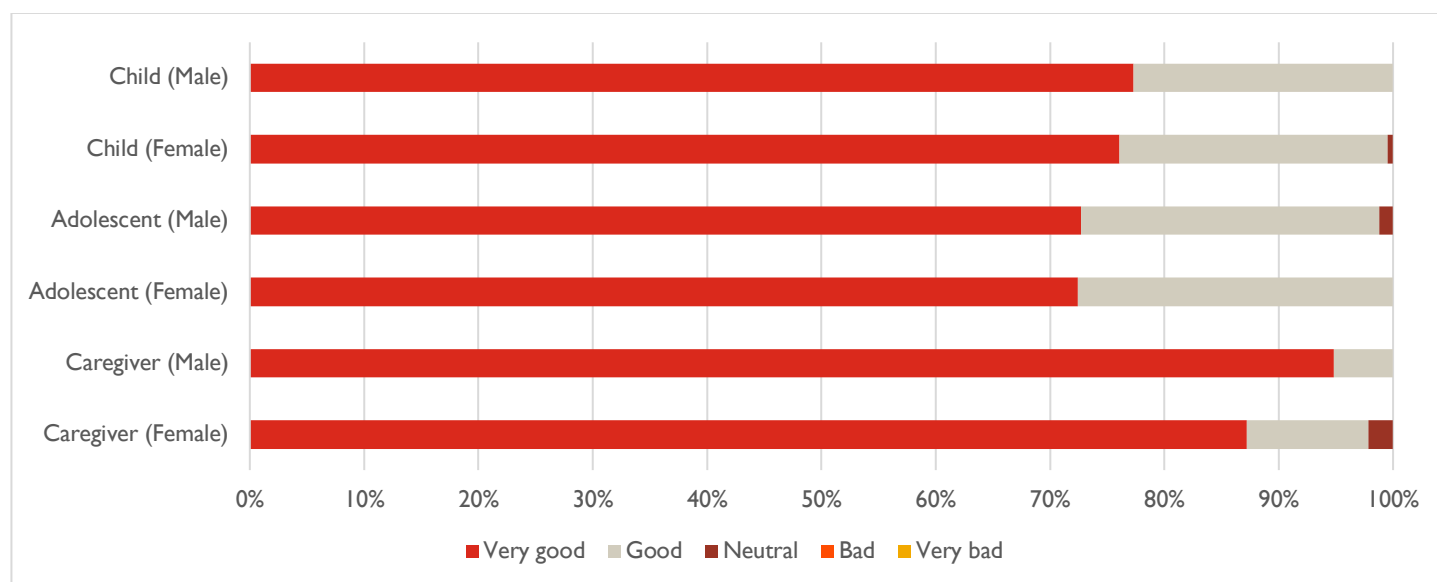


Figure 26. Quality of Save the Children Programme

To justify their responses, students and caregivers noted the positive impacts of the learning materials distributed to schools, the transfers of cash and vouchers to vulnerable households, and the general increase in motivation for learning from students, caregivers, and the community. In a similar vein, teachers also listed a wide variety of positive aspects of the Save the Children programme, including the provision of learning materials, improved teaching and teacher training, children receiving more encouragement to go to school, increased awareness about girl's rights to education, and enhanced understanding of concepts such as gender equality, empowerment, and gender-based violence. Community leaders also mentioned the provision of learning materials as a significant programme strength, and added that their communities have undergone changes in perceptions on gender equality and women's empowerment, and that children in their communities have access to more and better food.

When asked whether the programme had any weaknesses, thirty-two of the thirty-five teachers stated that the programme did not have any weaknesses. One of the three respondents who mentioned weaknesses associated with the programme discussed the volunteer teaching in schools, and stated that the use of volunteer teachers should not have been discontinued. One of the teachers suggested that while students receive a lot of encouragement to continue their education, teachers are not sufficiently encouraged to teach. Lastly, the third teacher noted their concerns about the programme's sustainability, and questioned whether students would remain enrolled and continue attending school when the programme's support has stopped.

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## Effectiveness of Monitoring Mechanisms

The project included a wide range of monitoring mechanisms and tools to track outputs and evaluate outcomes. The programme used an IPTT matrix (Indicator Performance Tracking Table), bringing together all key indicators, and developing a monitoring strategy to measure and track results across all indicators. It also used a DIP of work breakdown structure. Post-distribution monitoring was undertaken after all distributions, to verify receipt of distributions and to update output indicators. The project documents shared with Thuso by SCI included the 'Performance Measurement Frameworks', 'Baseline Report (2020)', 'Annual Project Operations Report (2021)', 'Outputs and Activities Reporting Worksheet (2022)', and the 'Semi-Annual Project Operations Report (2022)', which outlined the established baseline values at the outset, monitored PDM findings, and reported on results against the logical framework indicators. The analysis in these documents indicates that monitoring mechanisms and strategies were developed and put in place before the programme began, and that these mechanisms continually monitored results and verified distributions throughout the lifetime of the project. Save the Children's project staff indicated in the KIIs that the project's monitoring mechanisms were effective at tracking progress, which they credited to the variety in the monitoring tools and mechanisms that were put in place, and the use of joint monitoring systems with the MoE and the donor (GAC), to enhance resources, reach, and cohesion.

## Challenges and Influencing Factors

### Challenges to Project Implementation

The primary challenges which affected the delivery of this programme were the Covid-19 pandemic and the subsequent school closures and mobility restrictions, and the security risks in Borno and Yobe states. As a result of the pandemic, the programme was delayed for almost an entire year, strategies needed to be readjusted to ensure that all modalities could be completed in time, and a no-cost three-month extensions was required. Project staff in the KIIs noted that the security situation is a constant and inevitable challenge when operating in Northeast Nigeria, although project staff nevertheless expressed optimism, stating that the security situation was improving, and that the risk level associated with SCI programme activities had been downgraded, which they hoped would lead to more autonomy and less stringent security protocols.

Other challenges mentioned by respondents in the programme staff KIIs included issues with communications and logistics, given the unreliable mobile coverage in target locations, which reduced the efficiency of communication and planning, and the social, cultural, and religious customs in target communities, which make modalities on gender equality harder to implement.

### Influencing Factors (Programme Strengths and Weaknesses)

As noted in the previous sections, the programme was broadly successful in meeting its objectives, and achieved the majority of the indicator targets outlined in the logical framework. The key programme strengths which influenced this outcome, as proposed by the Save the Children project staff who participated in the KIIs, include government partnerships, community participation, focus on sustainability, and the use of a holistic and integrated approach to programming.

The project staff praised the strength of SCI's partnership with the government, arguing that the close cooperation between SCI and the MoE added significant value to the programme's ability to incur benefits at all levels (local, LGA, and State). They also noted that target communities displayed large degrees of readiness and motivation for the project, which increased communities' motivation for education, their level of buy-in to the project, and their willingness to support and participate in the programme. This created a strong enabling environment, with schools, students, caregivers, and community school management committees working together to support children's education and transform attitudes about gender, which influenced the increased levels of attendance, enrolment, and retention (particularly for girls) throughout the project's lifetime.

SCI project staff also credited the programme's focus on sustainability as a key positive influencing factor, noting that the intention was to establish a programme that would continue to benefit children's education in the long-term, and that this was facilitated with the numerous capacity-building components included in the project activities. Lastly, project staff noted that the project had used a holistic and integrated approach to education-sector programming, to ensure that all relevant stakeholders at all levels are appropriately included in the programme, which increased the level of the programme's coverage and reach.

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The key weakness with the programme identified by project staff was the compressed deadline in which the programme was designed (due to the Covid-19 pandemic), which led to numerous missed opportunities. An example of this was the inclusion of child protection components in the project's activities. Although protection is a critical component for modalities focusing on gender and girls, child protection components were not effectively structured or incorporated into the design of the programme, and was not implemented smoothly. Project staff noted that despite the importance of child protection, the lack of time and resources to appropriately incorporate these elements into the programme mean that the project's actual child protection components were mostly only paid lip service.

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## Efficiency

### Operational Efficiency

Save the Children project staff related that they believe the programme was implemented as efficiently as possible in the given the circumstances, which the credited to Save the Children's numerous internal processes for reviewing and tracking project efficiency. Nevertheless, two inefficiencies in the design and delivery of the programme were put forward by KII respondents. These included the missed opportunities to strengthen components such as child protection in the project's design, due to the short timeframe in which the programme was prepared, and the impacts of the challenging security context and poor mobile coverage on the programme's internal efficiency.

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*When I think of efficiency, it is about the best outcomes for the smallest cost. But because the time period for planning and design was so short, we were too pressed for time relative to other comparable projects. This push made the project design less efficient, as a slightly larger time investment into planning could have improved some parts of the programme a lot. It was a missed opportunity.*

**Project Director, SCI Project Staff KII**

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### Time Efficiency

As noted in the subsection on programme challenges, the launch of the project was delayed by one year due to the Covid-19 pandemic, meaning that a no-cost extension was required in order to complete all project modalities. No other serious delays were noted by project staff.

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*We had to request a no-cost extension, as we were affected by a 1-year lockdown, so we had little time to complete activities that were mapped for two years. After 2.5 years, when we reached the project deadline in August 2022, we still had 30% of activities that had not been completed. We could not complete them on time. It was outside of the control of the project. But it only took us three months to deliver these activities after the no-cost extension.*

**Project Director, SCI Project Staff KII**

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## Impact

### Positive Impacts

When asked whether the programme had caused any positive impacts in beneficiary schools, most children, adolescents, and caregivers responded with 'yes'. The largest consensus on this point was among caregivers; 94.8% of male caregivers and 97.9% of female caregivers indicated that the programme had caused positive changes in their child's school (Figure 8). The qualifications of these positive impacts were consistent across respondent types (children, adolescents, and caregivers), and consistent with the narratives that emerged throughout the entire investigation. While respondents discussed a range of positive impacts, the most commonly-mentioned were then provision of learning materials to students and classrooms, the improvement in teaching at the schools, and the increase in students' and caregivers' motivation for children's education, particularly girl's education.

*Has the programme caused any positive changes in your (child's) school? (Beneficiary Survey)*

*Boy Child N = 178*

*Girl Child N = 209*

*Adolescent Boy N = 162*

*Adolescent Girl N = 175*

*Male Caregiver N = 50*

*Female Caregiver N = 58*

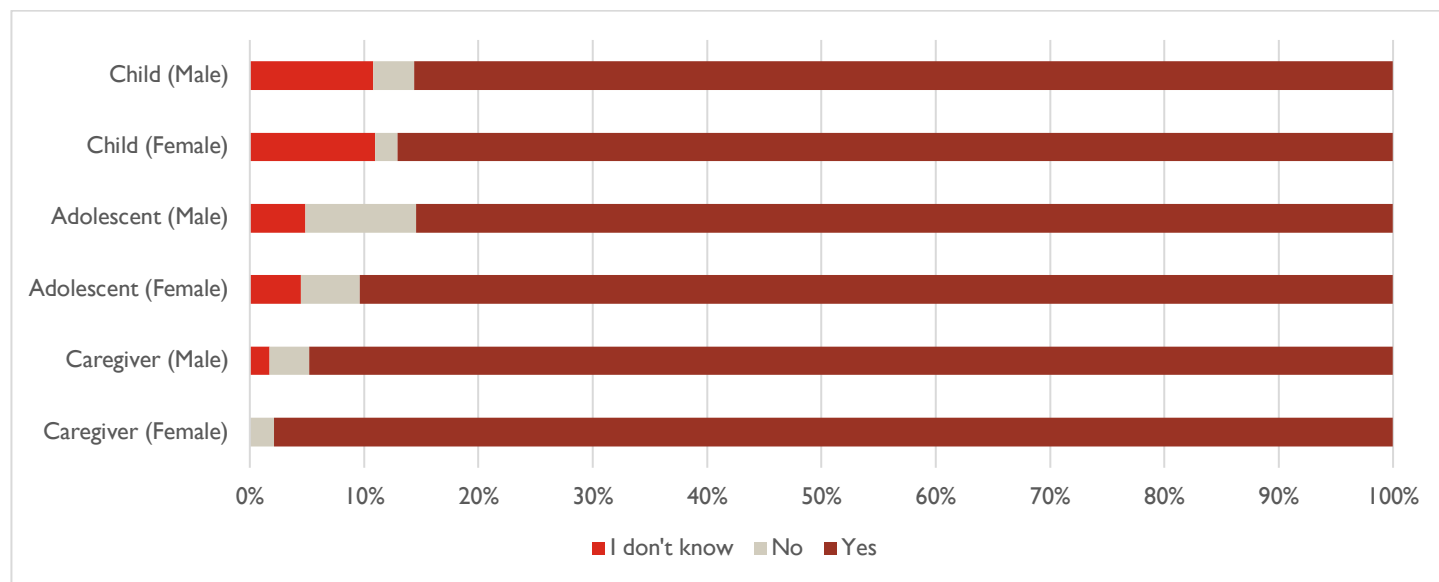


Figure 27. Positive Impacts in Schools

Similarly, almost all teachers surveyed through the key informant interviews stated that the programme had caused positive changes for their students, and for their education. Teachers cited that there had been increases in enrolment, improved attendance, students were more punctual and engaged during lessons, and that the quality of teaching in schools had improved overall. Teachers credited these changes to the support provided through Save the Children programme. Caregivers were asked in the survey whether the programme had succeeded in transforming communities' norms and attitudes towards girl's education, and overall 85.0% of participants (84.5% of male caregivers, 85.7% of female caregivers) responded with 'yes' (Figure 9). When discussing these impacts, caregivers

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noted that the effects of the programme on community attitudes towards education are evidenced by the increase in the number and proportion of children who are going to school. They stated that the programme led parents and students to placing a much greater value on children's education, and this has changed attitudes towards girls' and boys' education. Likewise, every teacher that participated in the KIIs also responded that the programme had changed the attitudes of children, adolescents, caregivers, and community members, towards girls' education, causing an increase in attendance, enrolment, and motivation during lessons. Lastly, the community leaders that were interviewed also unanimously reported that the programme had caused positive changes in their communities, citing improved access to and quality of education, as well as greater motivation on the part of students and caregivers with respect to education. Some caregivers also noted that the programme had caused an increase in awareness about menstrual hygiene, as well gender equality.

*Has the programmes caused any changes in your community's attitudes about girls' education? (Caregiver Survey)*

Male Caregiver N = 50

Female Caregiver N = 58

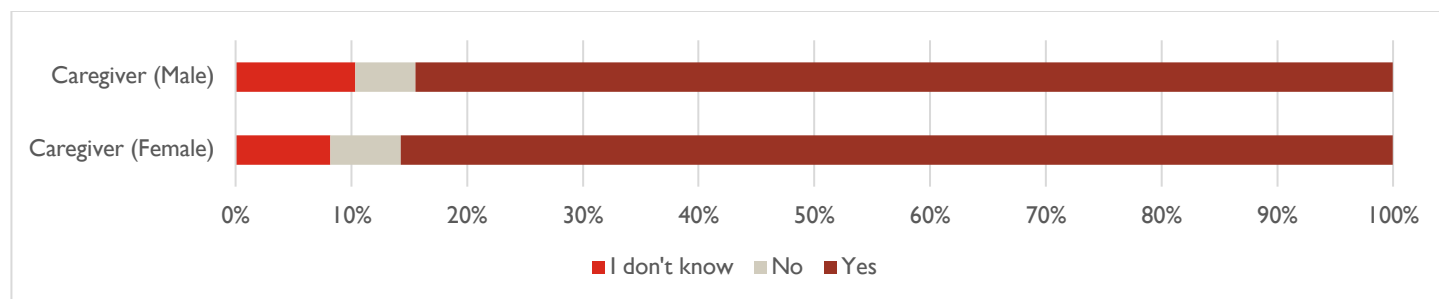


Figure 28. Attitudes About Girls' Education

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*Girls that were not in school before are now enrolled and are attending classes. This is because Save the Children made the children and their parents understand that education is very important for their lives and their futures.*

**Female Respondent, Child Survey  
Potiskum, Yobe**

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*Children's performances in school have improved a lot, and parents that used to send their children to hawk instead of going to school have stopped this, and are making their children go to school.*

**Female Respondents, Child FGDs  
Damaturu, Yobe**

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*Yes, it has changed girl's attitudes about education. They now want to go to school, they want to learn, and they want to become responsible and independent in the future, and in their communities. They no longer want to get married instead of completing secondary school.*

**Male Respondent, Teacher Key Informant Interview  
Biu, Borno**

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## Negative Impacts

A large majority of survey respondents denied that the education programme had caused any negative impacts in target schools. Overall, only 5.5% of male adolescents, 2.6% of female adolescents, 0% of male caregivers, and 2.1% of female caregivers responded 'Yes' when asked whether the programme caused any negative changes in their schools (Figure 10). Those who noted negative changes stated that some youths are still not able to go to school, which has created sentiments of unfairness in their communities. Similarly, almost all teachers stated that the programme did not have any negative impacts, the single exception was a teacher who reported that as a result of the programme, children are expecting gifts, handouts, or free support whenever a new visitor or guest goes to the school.

*Has the programme caused any negative changes in your school? (Beneficiary Survey)*

Boy Child N = 178

Girl Child N = 209

Adolescent Boy N = 162

Adolescent Girl N = 175

Male Caregiver N = 50

Female Caregiver N = 58

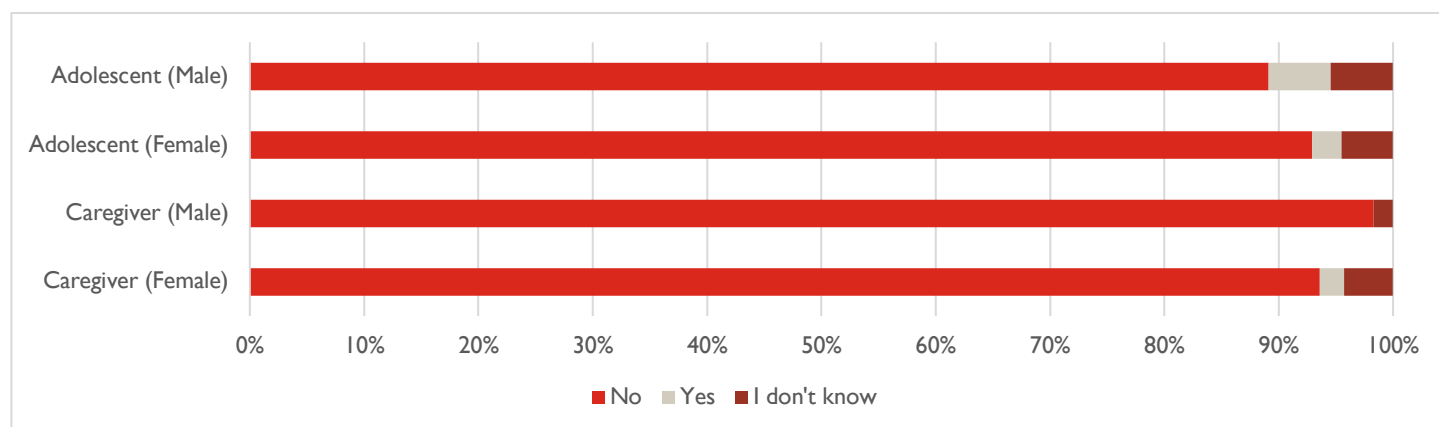


Figure 29. Negative Impacts in Schools

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## Conclusions

### Relevance

#### **Programme Relevance to Beneficiary Needs**

Project modalities were specifically designed to address emergency education needs identified through needs assessments undertaken in target locations. These needs included poor or lacking materials and infrastructure, teacher absences, overcrowding, teacher shortages, and corporal punishment. The specific education needs of girls listed by beneficiaries included poor or lacking WASH facilities in schools, as well as teachers and caregivers prioritising the education of boys over girls. The modalities that were deployed by the programme, which sought to increase enrolment/attendance/retention, improve gender-responsive learning in schools and teaching environments, and improve the 'enabling environment' in communities, are directly relevant to the needs of beneficiaries identified in this study, even though the SCI programme did not necessarily cover all of these education needs (as they are not all within the programme's scope).

#### **Programme Relevance to Objectives, Outcomes, and Outputs**

The desk review of project documents used to propose, design, and organise the education project indicate that modalities and activities were specifically planned for coherence and relevance to the project's objectives and desired outcomes and outputs. Matrices were used to systematically outline resolution of all project outcomes and outputs by specific activities, and the use of consultations, assessments, outreach, and a robust logical framework and theory of change, informed this process.

#### **Changes in Local Context**

A majority of community members and teachers agreed that the context had changed. Changes noted by respondents included more children from their communities enrolled in schools, larger numbers of children regularly attending classes, improved security conditions in communities, enhanced food security, and reduced poverty. In the key informant interviews with Save the Children's programme staff, respondents noted that the most significant changes in the local context throughout the implementation of the programme were changes in the security context, which often deteriorated or improved, varying over time and across states, LGAs, and communities.

### Effectiveness

#### **Effectiveness in Achieving Programme Objectives**

**Access to Education:** The combined findings from the logical framework results, the engagements with students, caregivers, and teachers, and the KIs with SCI project staff, suggest that the programme was highly effective in increasing access to education (for girls specifically, as well as for all children generally), evidenced by the significant increase in enrolment and attendance, and the testimonies of beneficiaries and community members.

**Quality of Education:** The narratives from students, caregivers, teachers, and SCI project staff were consistent in the data, with most narratives indicating that Save the Children's programme had improved the quality of teaching in their schools, thanks to the provision of training and capacity-building to teachers, as well as support in the form of provision of learning materials.

#### **Beneficiary and Stakeholder Perceptions of Programme Effectiveness**

Beneficiaries' and stakeholders' perceptions of the programme, as well as the effectiveness of programme modalities, were overwhelmingly positive overall. Students and caregivers almost universally provided positive feedback about the programme, with 76.9% of children, adolescents, and caregivers rating the programme 'Very good', 22.6% rating it 'Good', 0.5% 'Neutral', and no respondents rating it 'Bad' or 'Very bad'. Respondents discussed the positive impacts of the learning materials distributed to schools, the transfers of cash and vouchers to vulnerable households, teacher training, and the general increase in motivation from learning from students, caregivers, and the community. Almost none of these respondents noted that there were any weaknesses associated with the programme.

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## Effectiveness of Monitoring Mechanisms

Project indicate that that monitoring mechanisms and strategies were developed and put in place before the programme began, and that these mechanisms continually monitored results and verified distributions throughout the lifetime of the project. Save the Children's project staff indicated in the KIIs that the project's monitoring mechanisms were effective at tracking progress, which they credited to the variety in the monitoring tools and mechanisms that were put in place, and the use of joint monitoring systems with the MoE and the donor (GAC), to enhance resources, reach, and cohesion.

## Challenges

The primary challenges which affected the delivery of this programme were the Covid-19 pandemic and the subsequent school closures and mobility restrictions, and the security risks in Borno and Yobe states. Other challenges mentioned by respondents in the programme staff KIIs included issues with communications and logistics, given the unreliable mobile coverage in target locations, which reduced the efficiency of communication and planning, and the social, cultural, and religious customs in target communities, which make modalities on gender equality harder to implement.

## Influencing Factors (Programme Strengths and Weaknesses)

The key programme strengths which influenced this outcome, as proposed by the Save the Children project staff who participated in the KIIs, include government partnerships, community participation, focus on sustainability, and the use of a holistic and integrated approach to programming.

The key weakness with the programme identified by project staff was the compressed deadline in which the programme was designed and deployed (due to the Covid-19 pandemic), which led to numerous missed opportunities.

## Efficiency

### Operational Efficiency

Save the Children project staff related that they believe the programme was implemented as efficiently as possible in the given the circumstances, which the credited to Save the Children's numerous internal processes for reviewing and tracking project efficiency. The two main sources of inefficiency in the programme's operations were the missed opportunities to strengthen components such as child protection in the project's design, and the impacts of the challenging security context and poor mobile coverage on the programme's internal efficiency.

### Time Efficiency

As noted in the subsection on programme challenges, the launch of the project was delayed by one year due to the Covid-19 pandemic, meaning that a no-cost extension was required in order to complete all project modalities. No other serious delays were noted by project staff.

## Impact

### Positive Impacts

Almost all children, adolescents, caregivers, teachers, community leaders, and SCI Project Staff insisted that the programme had caused a wide range of positive impacts for beneficiaries, communities, and schools. the most commonly-mentioned positive impacts were increased enrolment, attendance, and retention, the provision of learning materials to students and classrooms, the improvement in teaching at the schools, the increase in students' and caregivers' motivation for children's education, and the transformation in communities' attitudes about gender, equality, and education.

### Negative Impacts

A large majority of survey respondents denied that the education programme had caused any negative impacts in target schools. Similarly, almost all teachers stated that the programme did not have any negative impacts, the single exception was a teacher who reported that as a result of the programme, children are expecting gifts, handouts, or free support whenever a new visitor or guest

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goes to the school. SCI project staff members supported these narratives, stating that they are not aware of any significant negative impacts incurred by the programme.