GIRLS’ EDUCATION PROJECT (GEP)
EVALUATION REPORT

The Federal Government of Nigeria (FGN), DFID Nigeria & UNICEF

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Contact person: Alice Akunga (Girls’ Education Project Manager, UNICEF Nigeria)
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## EXECUTIVE SUMMARY

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**GIRLS’ EDUCATION PROJECT: EVALUATION REPORT**

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*Human subjects*

**Study instruments**

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<td>AGEI</td>
<td>African Girls’ Education Initiative</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>CBA</td>
<td>Cost Benefit Analysis</td>
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<tr>
<td>CEDAW</td>
<td>Coalition for the Elimination of All Forms of Discrimination Against Women</td>
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<td>CRC</td>
<td>Child Rights Convention</td>
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<td>CSACEFA</td>
<td>Civil Society Action Coalition for Education for All</td>
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<td>CUBE</td>
<td>Capacity Building for Universal Basic Education</td>
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<td>DFID</td>
<td>Department for International Development</td>
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<td>DPRS</td>
<td>Directorate of Planning, Research and Statistics</td>
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<td>ECCE</td>
<td>Early Child Care and Development</td>
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<tr>
<td>ECDA</td>
<td>Early Childhood Care and Education</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ELP</td>
<td>Essential Learning Package</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<td>ESP</td>
<td>Education Sector Plan</td>
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<td>FGN</td>
<td>Federal Government of Nigeria</td>
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<td>FLHE</td>
<td>Family Life and Health Education</td>
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<td>FME</td>
<td>Federal Ministry of Education</td>
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<td>FOMWAN</td>
<td>Federation of Muslim Women Association of Nigeria</td>
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<td>GEP</td>
<td>Girls’ Education Project</td>
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<td>GER</td>
<td>Gross Enrolment Rate</td>
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<td>HIV</td>
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<td>IC</td>
<td>Islamic Centre</td>
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<td>IDA</td>
<td>International Development Agency</td>
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<td>IDPs</td>
<td>International Development Partners</td>
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<td>IEDD</td>
<td>Integrated Early Childhood Development</td>
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<td>INSET</td>
<td>In-Service Education and Training</td>
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<td>IQE</td>
<td>Integrated Qur’anic Education</td>
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<td>JICA</td>
<td>Japanese International Cooperation Aid</td>
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<td>JSS</td>
<td>Junior Secondary School</td>
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<td>LEEDS</td>
<td>Local Economic Empowerment Development Strategy</td>
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<td>LGA</td>
<td>Local Government Area</td>
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<td>LGEA</td>
<td>Local Government Education Authority</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>NCE</td>
<td>National Council on Education</td>
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<td>NCECE</td>
<td>National Commission for Colleges of Education</td>
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<td>NEEDS</td>
<td>National Economic Empowerment Development Strategy</td>
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<td>NEMIS</td>
<td>National Education Management Information System</td>
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<td>NER</td>
<td>Net Enrolment Rate</td>
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<td>NFE</td>
<td>Non Formal Education</td>
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<td>NGEI</td>
<td>Nigeria Girls’ Education Initiative</td>
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<td>NGOs</td>
<td>Non Governmental Organizations</td>
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<td>NMEC</td>
<td>National Mass Education Commission</td>
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<td>OPR</td>
<td>Output to Purpose Review</td>
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<td>OVI</td>
<td>Objectively Verifiable Indicator</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
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<td>PTBR</td>
<td>Pupil Text Book Ratio</td>
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<td>QCs</td>
<td>Qur’anic Centres</td>
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<tr>
<td>SAGEN</td>
<td>Strategy for the Acceleration of Girls’ Education in Nigeria</td>
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<td>SAME</td>
<td>State Agency of Mass Education</td>
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<td>SBMC</td>
<td>School Based Management Committee</td>
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<td>SEEDS</td>
<td>State Economic Empowerment Development Strategy</td>
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<td>SMART</td>
<td>Specific, Measurable Achievable Relevant Time-bound</td>
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<tr>
<td>SMoE</td>
<td>State Ministry of Education</td>
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<td>SPEB</td>
<td>State Primary Education Board</td>
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<td>STUMEC</td>
<td>Student Tutoring, Mentoring and Counselling</td>
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<td>SUBEB</td>
<td>State Universal Basic Education Board</td>
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<td>TPR</td>
<td>Teacher Pupil Ratio</td>
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<td>UBE</td>
<td>Universal Basic Education</td>
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<td>UBECE</td>
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<td>UNGEI</td>
<td>United Nations’ Girls’ Education Initiative</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>CFO</td>
<td>C-Filed Offices (Katsina, Sokoto, and Niger States)</td>
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<td>DFO</td>
<td>D-Field Offices (Borno, Jigawa and Bauchi States)</td>
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<td>WSDP</td>
<td>Whole School Development Plan</td>
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EXECUTIVE SUMMARY

FINDINGS OF THE STUDY

The data generated yielded the following findings that are presented with reference to the five (5) GEP outputs and corresponding Observable Verifiable Indicators (OVIs).

**Output 1:** Federal, state and LGA girl-friendly policies, systems, and planning enhanced qualitatively and equitably through improved coherence between all key players (government, NGO/A) in all the relevant sectors.

- Essential Learning Package (ELP) training had been conducted to education planning officers at the state and LGEA levels. These include the Directors of Planning, Research and Statistics – DPRS as well as School Inspectors and Desk Officers. In the D Field States of Bauchi, Jigawa and Borno, 15 Education Planning Officers, 15 Inspectors and Desk Officers at State and LGA levels had been trained on ELP. However, Niger state was found to lag behind in this training. In the C field states of Katsina, Sokoto and Niger, documentation indicated that the training of 153 State and LGEA statisticians and focal point officers had been undertaken. This is in addition to the training in computer skills of 120 partners/GEP implementers for effective planning; data management, analysis, monitoring, evaluation and results based reporting. Also, 152 Assistant head teachers have been trained on record keeping as part of sensitisation for the institutionalisation of EMIS.

- Three out of the 6 GEP states (Niger, Jigawa and Bauchi states) are being supported under the project to develop comprehensive gender sensitive State Education sector Plans. In Niger state, for example, the education priorities identified include renovation/construction of classrooms in three schools every month, starting from May 2008. Additionally, local government councillors have been advised to spend 70% of the monthly development allocation of ₦500,000.00 (five hundred thousand Naira) from the state government for each ward on the supply of desks and chairs in primary schools in their wards.

- EFA goals are reflected in the state plans and budgets with GEP states embracing girl’s education forums with the participation of key line ministry of health, finance, economic and planning, information, women affairs and rural water supply.

**OUTPUT 2:** Communities embrace participation of women in active support for girls’ education and support their engagement in GEP management at school and community level

- Functional SBMCs characterised the GEP schools, which have responded positively to the requirement on engaging a minimum of three women. Occasionally, some of the SBMCs had a female membership of nearly 50% as observed in some of the LGAs in Niger and Bauchi. Of the 12,409 members in the 720 GEP focus schools, 2,978 are women, representing 21%.

- The Measurable Achievable Relevant Time-bound (SMART) rights-based costed Whole School Development Plans (WSDPs) had not been fully designed or agreed upon in all GEP schools/communities as indicated in the project activity plans. The major handicap for the relevant OVI was the complexity of the template, which needs revision to make it user-friendly.

- Generally, SBMCs in all the GEP states had adopted flexible approaches to increasing school participation rates for boys and girls through various strategies that include,
In the GEP focus schools, a remarkable percentage growth in gross enrollment of 82% was recorded between years 2004/2005 and 2007/2008 (from 57,012 in to 103,538). In CFO (Katsina, Sokoto, Niger), the primary gross enrolment of girls in 360 GEP schools had increased from 24,001 in 2004/2005 to 46,567 (82%) in 2007/2008 while in DFO (Bauchi, Borno, Jigawa), girls enrolment rates increased from 31,473 to 56,971 in 2007, representing an increase of 81%. This resulted in an overall reduction of gender gaps in the GEP focus schools from 23% in 2005 to 15% in 2007.

Further, the number of IQE institutions in the 6 GEP states increased from 53 in 2005 to 441 in 2007, with those of CFO increasing from 23 to 210 while those in DFO increased between 30 to 231 IQE institutions. Trends noted in the sample GEP states indicate that the number of girls attending these institutions had also increased considerably. In 2007/2008, for example girls’ enrolment in CFO rose from 3792 to 6988 girls, which portrays a growth of 116%. In the same period, Sokoto recorded an enrolment of 18,631 out of which, 9,424 (nearly 50%) were girls. This portrays a marked growth of approximately 41% from a total of 7,677 learners out of which, 3,741 were girls that had enrolled in 2004/2005. The DFO portrayed similar trends with enrolments in Bauchi indicating an increase from 5968 (2,131 girls) 2004/2005 to 17,845 (10,034 girls) in 2007/2008. This shows an approximate growth of 21% in the enrolment of girls.

While the LGEAs had developed quarterly plans that inform their activities, particularly those focusing on GEP, they lacked a comprehensive education sector plan at the LGEA levels and also, not all schools had developed the WSDPs. However, UNICEF indicated that plans were underway to support the LGEAs develop their comprehensive sector plans after the completion of the state education sector plans.

Output 3: increased political and material support for gender equity in basic education by all duty bearers.

The national policy on gender in basic education has been developed and disseminated to all the states in the nation. Implementation of the policy is beginning to bear impacts as noted in some of the states such as Jigawa and Sokoto States whose governments have introduced free education for girls up to university level and educational subsidy for the boys.

Traditional rulers and religious leaders overwhelmingly demonstrated their support and willingness to mobilise their communities to enrol girls in schools and specifically used traditional and religious ceremonies/activities to sensitize parents on the value of educating girls and women.

The federal government has scaled up efforts in support of girls education to 15 states by increasing support for girls’ education through the MDG debt relief funds. Similar support has been extended to 5 states in the southern part of Nigeria that are affected by high boys’ drop out rates. Notably also, in 2006, 2007 and 2008, respectively, 2 billion Naira, 1 billion Naira and in 2007, another 1 billion Naira were allocated for scaling up of girls’ education interventions. In 2006 the support was in the form of textbooks to schools, while in 2007, support was in the construction of boreholes and latrines. In 2008, support is directed to training of school based management committee members and the establishment of model Second Chance Educational Centers for young
girls/women who dropped out of school due to early pregnancy/marriage with a view to mainstreaming them into the formal educational system.

**Output 4:** Improved quality and quantity of educational supply at school, LGA and state level matched by increased demand for education

- Teacher capacity development at State level was ongoing with all states undertaking the INSET. For example, the State Colleges of Education (SCoE), in collaboration with UNICEF, trained 960 (81%) of the 1,172 teachers in Bauchi GEP schools, covering teaching methodology, improvisation of TLMs and the teaching of core subjects. In addition, the SUBEB in Bauchi has replicated the INSET conducted by UNICEF by training 1,950 teachers on teaching methodology, improvisation of learning materials and core subjects as a way of enhancing quality teaching in the schools. In Sokoto, 240 teachers were trained on pedagogy, communication, literacy and numeracy skills that aimed at improvement of classroom delivery. In Addition, Sokoto and Niger trained an average of 50 caregivers on how to implement IECD curriculum.

- The pupil textbook ratio (PTBR) in all the GEP schools is on average 1:3, with only a few schools that recorded a larger ration. This ratio is as a result of consignment of instructional/learning/recreational supplies (textbook, schoolbags, pens, pencils) from UNICEF and the state government to all GEP and non-GEP schools which in some states, has helped to improve the pupil textbook ratio (PTBR) to 1:2 in GEP schools and 1:4 in non-GEP schools. This development is measured against the baseline of 1:7 in 2004.

- The teacher-pupil ratio (TPR) has been maintained at an average of 1:55, with schools located in rural areas attracting few female teachers. This calls for enhanced capacity building for the male teachers available to enable them respond effectively to learning and life skills needs of both female and male learners. Also, the number of qualified teachers was generally inadequate and some of the schools were grossly understaffed with establishment as low as or two teachers.

- The GEP has recorded considerable success rates in introducing the integrated Qur’anic education (IQE) to the predominantly reserved Qur’anic schools. While GEP progress reports claimed success in developing and circulating the integrated curriculum and primers for IQE centres, the evaluation revealed that just about one quarter of these centres had their own copies while the rest thrived on borrowing. The enthusiasm with which the integrated curriculum has been embraced was evident in the fact that the lack of TLMs for the integrated curriculum (IC) deterred neither the teaching of the IQE nor the increase of IQE centres.

- Apart from the general shortage of teachers in many states, the women teachers are relatively few and in some schools they are non-existent. The National Commission on Colleges of Education (NCCE) and the National policy on gender are guiding college intakes to ensure that women fill the quarter allocated to them. This is in addition to engendering the curriculum to make it gender sensitive. In Niger and Bauchi, for example the education sector plans indicate that the SUBEB are in process of employing qualified teachers with priority on female recruitment.

**Output 5:** Enhanced knowledge, attitudes & practices towards health, HIV/AIDS, hygiene, sanitation and life skills

- Over 70% of children responded correctly to issues of health and HIV/AIDS raised in the pupils’ questionnaire. Observations revealed healthy toilet behaviour and other
hygiene and sanitary-related practices such as washing hands after using the toilet/latrine and personal cleanliness, among others. In some of the schools, however, the facilitative tools for health practices such as functioning boreholes within the school environments and communities lacked water, thus defeating the purpose of enhancing health practices.

- Most of the GEP schools provided separate toilets for girls and boys that located far apart for privacy. In addition, most of the teachers in the GEP states have been trained on health-related matters, as well as on HIV/AIDS and Life Skills.

RECOMMENDATIONS

This evaluation presents the following key recommendations

- Sensitisation using religious leaders and traditional rulers is strength for the GEP and should continue to be supported and enhanced.

- There is need to continue lobbying for political will and elicitation of expressed commitment to support the development of comprehensive state education sector plans that are realistically costed and funded. These were inadequately achieved in the GEP 1.

- Continuous training of members of SBMCs on matters of planning, procurement, and keeping records should be enhanced to increase the SBMC’s capacity in managing schools.

- Supporting growth in the education of both girls and boys equally would help to avoid possible gender-based backlash from under-achieving boys who may feel sidelined.

- There is need to address feminine needs that affect girls with regard to puberty education, access to low cost, locally produced and culturally-sensitive sanitary requirements.

- Boys’ masculine needs require attention, particularly in demonstrating the link between education and socio-economic or material well-being, through enhanced vocational skills.

- Communities need support in addressing distance to school so as to bring JSS closer to the people, particularly in response to female transitions to the JSS. Girls need to be assured of their transition from primary school.

- Creativity such as noted in multi-grade teaching is useful and should be explored more especially where teachers are scarce. However, this should be done in tandem with continuous training of teachers, particularly female teachers.

- IQE should be scaled up and more efforts made to improve infrastructure and distribution of TLMs. Working closely with experts in the Islamiyya approach as a way of expanding Qur’anic education centres and making them more inclusive of secular education is important.

- Cost-effective means of producing incentives such as school bags by state governments should form part of the cost-cutting and sustainable strategy for attracting children to school.

- GEP states and communities should be encouraged and even facilitated to share their knowledge and skills with the non-GEP states and communities as a way of scaling up through replication.

- Strong inspectorate for close supervision and monitoring of school developments should be inbuilt in future programmes to ensure maximum cost-effective benefits.
GIRLS’ EDUCATION PROJECT: EVALUATION REPORT

INTRODUCTION

BACKGROUND AND CONTEXT OF GIRL’S EDUCATION PROJECT (GEP) IN NIGERIA

The Girls’ Education Project (GEP) has its genesis in a Memorandum Of Understanding (MoU) signed in December 2004 between the United Nations Children’s Fund (UNICEF) and the United Kingdom Department for International Development (DfID). In the MoA, the two partners committed to jointly deliver the GEP with DfID providing financial support worth twenty five million United States Dollars (US$25M) over a three-year period and UNICEF undertaking to coordinate and manage implementation in partnership with the Federal Government of Nigeria (FGN). This tripartite partnership for the GEP was to be operationalised within the framework of an already existing FME-UNICEF Strategy for Accelerating Girls’ Education in Nigeria (SAGEN). In support of the country’s initiatives to accelerate increased opportunities for girls’ education in particular and improve the status of basic education generally, various international development partners (IDPs) have since committed both resources in the form of funds and technical assistance, thus creating what is referred to as the SAGEN Plus. The ‘plus’ signifies the international development partners’ commitment to the United Nations Girls’ Education Initiative (UNGEI) within which the African Girls’ Education Initiative (AGEI) was located for purposes of continuing to hasten girls’ education. All these initiatives had been developed in step with the 1990 International Convention on the Rights of the Child (CRC), the 1976 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Education for All (EFA) goals and the Millennium Development Goals (MDGs), particularly the education targets 2 and 3 on achieving Universal Primary Education (UPE) and gender parity and empowerment of women respectively, as well as target 6 on combating HIV/AIDS and other endemic diseases by 2015.

The referred MoA (FGN, DfID and UNICEF, 2004) took cognisance of the fact that, despite the spirited efforts to accelerate the EFA goals, an estimated 7 million of Nigeria’s children of primary school age were out of school. Out of these, 4.3 million (62%) were girls (FGN-DfID-UNICEF, 2004). This reflected a NER of 74% for boys and 56% for girls and a gender gap of 18 percentage points. In addition, Nigeria’s maternal and child mortality rates also ranked among the highest in the world, a situation that raised fiscal concerns to the FGN. Based on well-established evidence of the social and economic benefits accrued through female education in reducing maternal and child mortality, improving sanitation and reducing communicable diseases—including HIV/AIDS, the FGN, through the Federal Ministry of Education (FME) and State Ministries of Education (SMoE), created a legislative and delivery framework with the aim of addressing issues of girls’ education in particular and the

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1 The evaluators have made efforts to present this in compliance with the ‘UNICEF Evaluation Report Standards’ (NYHQ, September 2004). These standards provide detailed guidelines of how to prepare evaluations reports from the title page and preliminaries, to lessons learned and annexes.

2 Major Development Partner support of these initiatives include World Bank through International Development Aid (IDA) credit for UBE in selected states and support of girls’ education; UNICEF through strategy to accelerate girls’ education in Nigeria (SAGEN); UNESCO’s support for education sector research; DfID’s Capacity Building for Universal Basic Education (CUBE) in the FME and selected states that are supported by The WB; Community Education Project and the Expanded Life Planning Education Programme in Oyo; JICA’s assistance in school construction, and USAID supported Literacy Enhancement Assistance Programme (LEAP).

3 The CRC has been enacted into law at the Federal level and has also now been passed by ten states.
empowerment of Nigeria women, in general. In response to these systemic initiatives, the Universal Basic Education (UBE) law to fast-track basic education and EFA interventions was enacted in 2004\(^4\) and operated under the Commission for UBEC. In addition, the National Economic Empowerment Strategy (NEEDS) and State Economic Empowerment Development Strategy (SEEDS) were also established with a focus on issues of low school participation and persistent regional and gender disparities in education within the contexts of national development. In response to the issues of focus, the following areas of focus were identified:

- Negative impact of nutritional deficiencies and poor health on physical and cognitive development
- Inadequate provisions for early childcare and education
- High cost of education creating a barrier for children from poor families
- Low access and poor quality of primary education
- Limited scope of adult and non-formal educational provisions
- Gender and geographical inequalities in educational access and quality

[Source: FGN/UNICEF, 2001]

Notably, the above FGN priority areas comprised key programme focus in the MoU between UNICEF and DfID.

**GEP Memorandum of Understanding (FME-UNICEF-DfID, 2004):** GEP undertook to support FGN initiatives that aim at achieving UPE and UBE as stipulated in the six EFA goals and the MDGs with the aim of achieving significant progress in Nigeria towards all the EFA goals and the MDG target 2 and 3 that seek, respectively “to achieve UPE for both girls and boys and eliminate gender disparity in primary and secondary education and in all levels of education no later than 201”. An associated goal is to achieve progress towards other targets of the MDGs, particularly target 6 on health, which seeks “to combat HIV/AIDS, malaria and other diseases by halting and reversing the spread of HIV/AIDS, malaria and other diseases”. The purpose of this undertaking was to achieve “improved quality of life of girls in Nigeria through a collaborative, inter-sectoral approach to girls’ education”. In this context, the GEP was designed for implementation in six (6) states, namely, Niger, Sokoto, Katsina, Bauchi, Borno, and Jigawa, covering 720 Primary Schools in 36 LGAs of these six states (six LGAs per state). DfID was to provide financial support while UNICEF/FME, SMoEs/SUBEBs and LGEAs/CSOs at Federal, State, LGA and local communities were identified as joint implementers of the GEP. Throughout the project cycle, UNICEF has continued to assess the GEP progress towards achieving its stated goal, purpose and outputs as defined in its project design. The primary goal and purpose have remained constant while the outputs envisaged during the inception phase have been revised and consequently reduced from seven (7) to five (5) with the aim of making them more comprehensive, focused, manageable and realistic.

**Primary goal:** To improve quality of life of girls and women in Nigeria by ensuring increased access, retention and learning outcomes for girls in GEP states, thus enabling them to achieve their rights to quality education and consequently contribute significantly to the attainment of the overall EFA goals, the MDGs and NEEDS in Nigeria.

\(^4\) By 2007, all states had passed UBE Laws.
**Purpose:** To improve access to education, retention and quality participation in education system and enhance educational outcomes for girls and women in Nigeria

**GEP outputs:** To achieve the stated primary goal and purpose, the GEP was initially designed to deliver seven specific outputs\(^5\), which have since been revised and reduced to five\(^6\) as follows:

1. Qualitative and equitable enhanced Federal, State and LGA girl-friendly policies, systems and planning
2. Increased political and material support for gender equity in basic education by all duty bearers
3. Strong communities that include women actively supporting girl’s education at both community and school levels
4. Improved quality and quantity of educational supply in GEP communities
5. Enhanced pertinent knowledge, attitudes and practices in terms of health, HIV/AIDS, hygiene, sanitation, and life skills

The following key project activities were implemented as a means of achieving the project goal:

- Training and capacity building directed at improving quality of education and enhancing girls education at State, LGEA, community and school levels
- Improving school infrastructure, including classrooms and furniture
- Supplying school textbooks, exercise books, school bags, and recreational materials
- Providing safe water in the target schools and communities as well as separate toilets for girls and boys
- Improving nutrition in schools, including de-worming and control of locally endemic diseases
- Promoting gender sensitivity through policy formulation and planning, as well as monitoring and evaluating progress at sate and LGA levels
- Strengthening data management systems at all levels including in the community in order to plan cost-effectively, monitor accurately and enhance transparency and accountability of project activities
- Supporting gender sensitive policy formulation and implementation that addresses girls’ education and deployment of female teachers
- Empowering communities by establishing and training the school-based management committees (SBMCs) in school development planning and stimulating them through small grants
- Supporting non-formal education (NFE) centres, especially those that encourage women to enrol

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\(^5\) See Project Memorandum (3 August 2004)

\(^6\) See details on scoring of the GEP outputs based the respective OVIs cited in the Second Annual Report of December 2006
• Supplying income generating materials/equipment to NFE centres to support women entrepreneurship

• Advocacy and awareness raising to support girls education through government, religious rulers, traditional elders, as well as through public relations initiatives, that include media, village/street entertainment, and local meeting

The mission around which GEP was designed clearly resonates contemporary conviction that to meet the key development rights of children and women, education should, in all its forms, be characterized by:

- **Availability** (opportunity within physical reach by those needing education).
- **Accessibility** (non-discriminatory, physical accessibility and economic accessibility).
- **Acceptability** (in form and sustainability, including curricula and teaching methods, relevance, culturally appropriate and of good quality), and
- **Adaptability** (flexible in ways that it can adapt to the needs of learners, changing society, and the community).


**Recommendation for GEP evaluation:** This evaluation is an outcome of recommendations made by the OPR team (OPR, 2007) for purposes of informing the project and further making recommendations for the proposed GEP II. The OPR (2007) underscores marked achievements in the purpose related to enrolment, attendance and retention of girls in GEP states but notes the omission of data from non-GEP schools which would have provided comparison and hence strengthened the evidence (OPR, 2007:iv). Achievement was also noted in the GEP advocacy and community mobilisation that had resulted in visible community support for girls’ education, through the school based management committees, religious and community leaders. With regard to health, and hygiene issues, provision of separate latrines/toilets for girls and boys in the schools as well as access to water points for the school communities was noted. In addition, GEP had succeeded in influencing the FGN and the states to produce policies on girls’ education, for example the national policy on gender in basic education that was launched in May 2008 as well as the ongoing development of State Education Sector Plans that have a gender perspective. However, it was clear that GEP was less successful in getting important government agencies such as the SUBEBs and the LGAs to transform those plans into action that could enhance effective response to the growing demand for basic education. According to UNICEF, the process of transforming the education sector plans took so long that by the end of the project, the plans, which were still under development had not been completed to a level that would guide implementation of education adequately at the state and LGEA levels.

The OPR team also noted that although the quantity and quality of educational supply to GEP communities had improved during the project cycle, reflecting substantial success in Output 4. However, even then the OPR team rated the performance of GEP purpose overall at 3 on a 5-point scale, observing that the OVIs data were not always available and that the OVIs did not directly reflect the impact at purpose level. A similar rating was given to the output with an observation that output 2 and 5 had been ‘largely achieved’ compared with the other three outputs. According to UNICEF, the education supplies were not anchored on systems of delivery that were capable of sustaining the project. These, it was noted, required explicit plans at the state levels that would continuously make available the supplies to education to match the demand. Apparently, these were under development. Based on its assessment, the
OPR team made seven (7) recommendations in relation to the future of GEP in Nigeria. The second of these recommendations outlined the nature of specific studies that needed to be conducted before the end of GEP with the aim of informing the project design that would steer the GEP into Phase Two. The studies recommended would be designed to inform on future financial planning in relation to strategic planning and procurement methods at LGA and SUBEB levels; make comparisons of GEP interventions vis-à-vis improvement (or otherwise) in girls’ enrolment and attendance in non-GEP LGAs and selected non-GEP LGAs; document impact assessment and do an analysis of value for money (VfM) of the GEP capacity development initiatives both at Federal, State, school and community levels; and document the lessons that UNICEF and its development partners may learn from Bauchi state, which seemed to be relatively successful in implementing GEP. The OPR stressed the need to include in the study, an intense analysis of unit costs, benefit incidence, and relative impact and value of different GEP components in order to see whether GEP has made/is making ‘a difference’ and in what ways. The OPR speculates that ‘spend’ patterns will be quite different in Phase Two, and hence it is imperative to base these on an analysis of what works, and what elements of GEP have had the most impact.

In the context of these recommendations, the report conclusively noted that, considerable achievements had been recorded in meeting the purpose of the project. The report further acknowledged UNICEF’s strength based on its experience on basic education matters and strategies for accelerating girls’ education in Nigeria, and hence the best positioned partner for DFID in steering GEP to the proposed Phase Two (OPR, April, 2007:21).

**EVALUATION STUDY ToR**

*Purpose and context of the GEP evaluation*

In view of the foregoing background, and the need to gather information on learned lessons that could inform future programmes, and in particular to guide phase 2 of the project, UNICEF-DfID-FME jointly commissioned independent consultants (three locally recruited and one international) to evaluate the GEP. The consultants were required to focus on the five defined outputs as stated in the Project Memorandum in assessing the accomplishments that GEP had made in the first cycle, as well as the benefits that had been realized by the beneficiaries (pupils, particularly girls, adult learners, the community, particularly the SBMCs, education administrators at school and MoE levels as well as other programme implementers). The purpose of this evaluation is therefore to appraise the project and inform the process of future programming of the second phase, which has been proposed as part of scaling up of the project.

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**EVALUATION OBJECTIVE**

To assess the impact, effectiveness and sustainability of the Girls’ Education Project (GEP) interventions as well as the systems put in place at the FGN, State, LGA, Community and school levels for supporting and sustaining girls’ education (GEP Evaluation ToR, 2008:). In order to make objective judgements on project accomplishments as well as benefits, the evaluators were directed to the five outputs listed in the Project Memorandum.

The evaluators’ responsibility was to assess the following project components and make recommendations for further promotion of girls’ education within the flexibility and dynamics of the project and focus communities:
Firstly, assess the impact, effectiveness and sustainability of the GEP intervention and systems put in place at the FGN, state, LGA, community and school levels for supporting and sustaining girl’s education;

Secondly, assess the comprehensiveness and appropriateness of the project design; indicators, assumptions and assessment of risk factors, efficiency and effectiveness of process and activities undertaken; effectiveness of partnerships; lessons learned; good practices in girls’ education and challenges faced and;

Thirdly, make recommendations for further promotion of girl’s education within the flexibility processes and dynamics of the project.

In addressing the ToR, the evaluators were to utilise ‘appropriate participatory research methods, making reference to two specific factors, namely, project relevance, achievements, effectiveness and efficiency in addressing issues constraining girls’ education as well as reference to project benefits and sustainability.

Limitations of evaluation process
Like all evaluations, this one had its limitations with regard to sampling, which, because of the terrain, was based on convenience. This resulted in omitting the sites and communities that were difficult to reach within the time stipulated for the study –thus leaving out some of the variations that are contextual and which may have – and may continue- to affect the project in unique ways.

STUDY METHODOLOGY

THE PARTICIPATORY APPROACH

This evaluation was guided by the principle of participatory approach to evaluation that engaged various GEP stakeholders in their different capacities. At inception of this evaluation, secondary stakeholders from FME, DPs, CSOs and NGOs’ participated in a stakeholders’ debriefing meeting at UNICEF Abuja where issues regarding the conceptualisation, the objectives and purpose of the evaluation study were discussed. The stakeholders’ inputs were considered in the sharpening of the consultants’ reflexivity in designing the evaluation. The meeting discussed the various types of data to be sought in order to meet the objectives of the evaluation, and logically, the instruments to be used to solicit particular types of data. Further, in order to enhance participation and ownership, the stakeholders were invited to join the research team in the fieldwork where they participated as observers who had a stake in the success of the GEP. Locally based stakeholders that include State GEP coordinators, project implementers at LGEA as well as school levels, including the SBMCs were also involved in the process of generating different types of data mainly through the FGDs and interviews.

Primary stakeholders who include mainly children and young people (from GEP and non-GEP schools) participated modestly in generating through their own words as they shared their experiences as beneficiaries of the project. In the same contexts, the role of the independent consultants had been defined to offer them the space and opportunity within which to conduct the evaluation in a relatively independent way while at the same time being participatory. The team of consultants combined their specialized knowledge and skills in the areas of education, gender, and economics of education to design the evaluation study within

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7 See Appendices for list of participants
a qualitative cum quantitative paradigm that was responsive not only to the evaluation ToR but also to the objectives of the GEP as well as the defined expected outputs/outcomes/impacts. The sources of data that the evaluation team identified dictated the choice of data collection methods. These sources were human subjects (children and adults of both genders) with whom the evaluators interacted in interviews and discussions, as well as impersonal objects from which observation data was generated through observation. The human subjects were in three categories, namely, beneficiaries, implementers and sponsors while the non-human sources include documents, infrastructure and teaching-learning materials (TLMs).

**SAMPLING**

*Study locales and sites*

Based on report on varying performance in the achievement of GEP outputs (Annual Progress Reports, 2006 and 2007) three (3) out of the six (6) GEP states were selected for this evaluation to represent the different performing regions. Thus the sample states include Bauchi, Niger and Sokoto (this is not in order of performance). In Bauchi and Niger, Giade and Dass as well as Gbako and Rafi Local Government Education Authorities (LGEAs) were selected respectively. While in Sokoto, Raba and Gudu LGEAs were selected. In each of the LGEAs, 5 GEP and 5 non-GEP schools were selected. In addition, 2 Integrated Qur’anic Centres (IQC) and 3 Non-formal Education (NFE) centres were sampled. The sampling of LGEAs, the schools, IQCs and NFEs were sampled based on convenience of their proximity of each other and accessibility within the period allocated for evaluation.

*Human subjects*

Human subjects were sampled in three (3) main categories that reflect firstly the beneficiary (individuals, community groups ad government agencies), secondly, the implementers at the various levels of government and non-governmental organisations, school level, field staff and project monitors. Thirdly, was the category of sponsors who are represented by UNICEF staff and DfID (for details of this sampling, see Appendices)

**STUDY INSTRUMENTS**

For the human subjects, questionnaires, focus groups discussion (FGD) guides, individual interviews schedules, and occasional non-participant observation were conducted. In addition, the impersonal data required observation checklists, documentary analyses, and informal discussions to be conducted. The use of this variety of methodological tools enabled the evaluation team generate data from various sources, triangulate and validate it. The methods used are described briefly below.

*Focus group discussion*

The focus group discussion (FGD) was designed to capture group dynamics in the way the subjects conceptualised and interpreted the GEP in their community schools and other educational institutions such as the Qur’anic centres. Gillham (2000) points out that group dynamics are absent in individual interviews, which yields a single person’s perspective that is unchallenged or supported during the interview itself. The FGD was used to generate data from pupils in single-sex settings and occasionally in pupils’ mixed-sex settings. In addition FGDs were conducted with fathers and mothers separately, community/traditional rulers, religious leaders, women’s groups, as well as SBMCs and youth groups.

*Individual interview*

This method served to solicit perspectival data from individuals that include, FME personnel, (State education officers, Gep coordinators, Guidance and Counselling staff, UBEC
personnel, Directorate of National Commission of Colleges of Education, classroom teachers and head teachers). In the community SBMC members, community and religious leaders as well as women group leaders were interviewed). The semi-structured interviews were designed in a manner that motivated the subjects to freely appraise the GEP and demonstrating their engagement in the programme (See Babbie, 2006, Mugenda and Mugenda, 2003, Gillham, 2000.)

Non-participant Observation, checklists, field notes and photo/digital-data
The non-participant observation was designed to function with the help of a checklist that guided the evaluator’s attention on key aspects of the GEP schools and classrooms as well as the Non-GEP schools and classrooms. The items on the checklist included the school physical infrastructure with specific focus on classrooms, water points and their functionality, sanitation, latrines and their use, school gardens, school feeding programmes, classroom settings, as well as teaching and learning materials (TLMs) that were not only available in the schools and classrooms but also accessible to learners for their appropriate use. While observation provided space for watchfulness and insights at the scene of action/research site/event, the evaluators also made field notes to guide the interpretation of the observations made. Informal discussions with subjects linked to the GEP were also recorded as field notes. In order to ensure accuracy in capturing detail of the different settings, photography was used selectively as a data collection method.

Questionnaire
Two types of questionnaires (one specifically designed for children) were used to capture impressions and meanings that individuals had regarding the process of implementing GEP and the nature and value of the outputs/outcomes/impact accrued from the project. Apart from the school children (girls and boys in GEP and non-GEP schools), teachers, head teachers, Qur’anic school proprietors, integrated Qur’anic education (IQE) instructors and women in the community were subjected to specifically tailored questionnaires that sought their appraisal of GEP from their different vantage position.

Documentary analysis and reporting
While interviews and FGDs generated experiences as constructed by the subjects, the analysis of relevant documents, particularly those that relate to access, retention, performance and transitions, were analysed to validate claims made by education administrators, community members as well as children, teachers and head teachers.

DATA ANALYSIS AND REPORTING
Qualitative data was analysed thematically, capturing the voices of the subjects to strengthen the emergent evidence adduced. Simple statistics were generated from the quantitative data to provide frequencies and percentages for comparison, particularly between GEP and non-GEP states.

ETHICAL ISSUES
The evaluators explained the nature of the study and assured confidentiality in matters pertaining the use of data generated from the subjects. In reporting the findings, sensitivity has been employed to ensure that through this evaluation, no harm should befall any of the subjects by virtue of their participation. In particular, protecting the identities of children who participated in the study was a major priority.
PRESENTATION OF FINDINGS

INTRODUCTION

The findings of the evaluation study are presented in five subsections, with each subsection focusing on each of the five GEP outputs, following the logical sequence stipulated in the programme logical framework. Each subsection defines the output that the programme sought to achieve and uses the evidence from evaluation data to help measure the achievement against the observable verifiable indicators –OVIs –as defined in the project logical framework. In order to ensure objectivity, the evaluators adopted a three-point scoring system (see OPR, 2007:7-8)\(^8\) using three-step approach to arrive at a reasonably close measure of performance. Firstly, for each of the States visited, an aggregate score was generated for each of the five (5) project outputs based on individual scores allocated to each of the corresponding OVIs. Secondly, an aggregate score was generated for each output across the three states. And thirdly, using the aggregate scores for the five outputs, an overall score is calculated in percentage points to portray an approximation of the project performance.

The report teases out the successes, strengths, weaknesses, limitations as well as persistent constraints that inform on lessons learned and good practices for future programming of girls’ education. Use of the human rights approach to programming (HRAP) and gender lenses, is also used to qualify the processes and outcomes of each output through an analysis of the OVIs.

The findings also include an indication of costed project inputs/activities that are attributed to the actual output/outcomes and implied impacts for which a cost-benefit analysis is generated as much as is practicable in the discussion section of this report.

Findings from non-GEP community schools that were eligible to participate in the project but not selected, are also included to enhance the holistic understanding of the effects of the GEP initiative.

PURPOSE OF THE PROJECT

The stated GEP purpose of improving girls’ education in Nigeria through a collaborative inter-sectoral approach has been achieved commendably as noted in the upward increase on the enrollment and retention rates. This has been recorded for both boys and girls, with girls recording significant grow that both the GEP focus schools and in the statewide education data. The upward trend in the increase has been attributed to the awareness creation of the value of education in the various GEP communities. In the GEP focus schools, a remarkable percentage growth increase in gross enrollment of 82% is recorded (from 57, 012 in 2004/2005 to 103,538 in 2007/2008). In CFO (Katsina, Sokoto, Niger), the primary gross enrolment of girls in 360 GEP schools has increased from 24,001 in 2004/2005 to 46,567 (82%) in 2007/2008) while in DFO (Bauchi, Borno, Jigawa), girls enrolment rates increased from 31,473 to 56,971 in 2007, representing an increase of 81%. This has resulted in an overall reduction of gender gaps in the GEP focus schools from 23% in 2005 to 15% in 2007.

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\(^8\) Scoring has been adapted as a valid methodology that helps increase objectivity of perceptual measurements (Openheim, 1996). The OPR of 2007 used a 7-point scoring system to ensure objectivity. The evaluators adopted this system but reduced the scale to three points in order to control the levels of variance among the evaluators’ judgements for the OVIs. Each evaluator awarded a score to each OVI for each output for each state respectively. This was then aggregated to arrive at the average score of the performance of a particular OVI in a given output across the 6 states.
Girls’ participation in education has also been recorded through their attendance in the Qur’anic schools, which have embraced the Integrated Qur’anic Education (IQE) with discernible enthusiasm. For example, the number of IQE institutions in the 6 GEP states increased from 53 in 2005 to 441 in 2007. In the same period, those of CFO increased from 23 to 210 while those in DFO increased between 30 to 231 IQE institutions. Trends noted in the sample GEP states indicate that the number of girls attending these institutions had also increased considerably. In 2007/2008, for example girls’ enrolment in the CFO alone rose from 3792 to 6988 girls, which portrays a growth of 116%. In the same period, Sokoto recorded an enrolment of 18,631 out of which, 9,424 (nearly 50%) were girls. This portrays a marked growth of approximately 41% from a total of 7,677 learners out of which, 3,741 were girls that had enrolled in 2004/2005. In 2004/2005, Bauchi had 5968 (2,131 girls) learners in the IQE institutions compared to the increased enrolment of 17,845 (10,034 girls) in 2007/2008. The DFO portrayed similar trends with enrolments in Bauchi indicating an increase from 5968 (2,131 girls) 2004/2005 to 17,845 (10,034 girls) in 2007/2008. This shows an approximate growth of 21% in the enrolment of girls.

The project has also been focusing on improvement of teachers’ skills and knowledge with an aim of improving the quality of teaching and learning. In these focus, various trainings for the teachers have been conducted, to improve the teaching methodologies including sensitivity to gender issues, skills and knowledge in the core subjects (Maths English, Science and Social Studies) and a main focus in active participatory methodologies that involve pupils as active participants in the learning process. Continuous monitoring of the teachers has shown changes in teaching methodologies, with teachers being more gender sensitive in teaching and encouraging active involvement and participation of pupils. Results of a Measurement of Learning Achievement (MLA) conducted in April 2007 in the GEP focus schools are being awaited from the Federal Ministry of Education various challenges have however been experienced in education, including the low quality of teachers despite the extra trainings that have been conducted to complement the state level in-service programmes that have been offered to the teachers. Firstly, the low level of qualification makes it difficult for the teachers to grasp new knowledge and methodologies for transforming their application in teaching. Secondly is the fact that there is acute shortage of teachers at the school levels, for examples in the states and in some of the GEP schools that have only one to two qualified teachers. This puts a lot of strain in the teachers’ performance. On the other hand, this implies that the teacher is not able to adequately teach the pupils as required and this links to the poor performance by the pupils. Thirdly, pupils from class 1 – 4 learn mainly in their mother tongue, and only start use of the English language in class 4 upward. This means that the MLA that is conducted with grade 4 pupils finds the pupils at the initial use of English as an instructional language. This clearly poses great challenges for the pupils who logically face difficulties in understanding issues that are expressed in a foreign language that has no semblance with their local languages. Reportedly, teachers also face these language problems because of their education history. In response to this matter, the UNICEF GEP manager explained that even as the GEP phase 2 aims at addressing the challenge, the magnitude involved extends beyond the project and requires addressing by the State Governments.
OUTPUT 1

Federal, state and LGA girl-friendly policies, systems and planning enhanced qualitatively and equitably through improved coherence between all key players (government, NGO/A) in all the relevant sectors [7/9= 78%]

OVI 1: Education planning offers at state levels acquire knowledge and skills on application of Essential Learning Package tools to planning, procurement and distribution of school supplies and other inputs at level of education planning officers [2]

ELP training: Training had been conducted to education planning officers at the state and LGEA levels. These include the Directors of Planning, Research and Statistics - DPRS, School inspectors and Desk Officers. In the D Field States of Bauchi, Jigawa and Borno, 15 Education Planning Officers, 15 Inspectors and Desk Officers at State and LGA levels had been trained on ELP. However, an examination of individual states revealed that Niger state was lagging behind in this training. In the C Field states of Katsina, Sokoto and Niger, documentation indicated the training of 153 State and LGEA statisticians and focal point officers had been undertaken. This is in addition to the training in computer skills of 120 partners/GEP implementers for effective planning; data management, analysis, monitoring, evaluation and results based reporting. Also, 152 Assistant head teachers have been trained on record keeping as part of sensitisation for the institutionalisation of EMIS. In Bauchi, for example, training had been accomplished among the staff of SMoE as well as those from SUBEB and the LGEAs on ELP. The ELP training, which focuses on enhancing skills and knowledge in planning, helped to elevate the knowledge levels of the beneficiaries in this specialised area, thus creating a reasonable foundation for further training on the drafting and implementation of Education Sector Plans, which is reportedly currently ongoing in 3 of the 6 GEP states of Bauchi, Jigawa and Niger.

The ELP training covered conceptual and practical aspects of planning that include issues of marginalisation in education, EFA, and UBE. This exposure to national and international issues of educational priority seemed to have raised their awareness in ways that motivated them to take keen interest in the processes and procedures of planning, procurement and distribution of supplies. Interviews with the trained SMoE officials described the ELP training as ‘very useful’ in enabling them to identify those essential resources that children required in order for them to find school enjoyable after enrolling, attract them to remain in school, learn actively and achieve in their school career. The training further enabled them to understand planning and implement education activities effectively and efficiently, while effectively minimizing wastage by seeking quotations, making suppliers accountable for their deliveries and protect the institutions from fraudulent and corrupt suppliers. In Bauchi, for instance, the State had conducted a market survey to identify available materials that were relevant for local education needs. This was in addition to the state establishing a 33-member ELP committee that outlined 10 priority elements for enhancing education in the state. The priorities identified included infrastructure, instructional materials, skills acquisition, teacher development, teacher inducement allowance, school uniforms, games facility monitoring and supervision, science equipment, home-grown school feeding and health programmes.

OVI 2: All GEP states have realistic, costed, rights-based and gender sensitive education sector plans, which cover the entire sector and are linked to the budget, by end of project.

And,

OVI 3: All GEP states have three-year operational plans actualising state ten-year sector plans, for use to influence the 2009 budget and SEEDS II. Are the plans as cited in OVI 2 and
Three out of the 6 GEP states (Niger, Jigawa and Bauchi states) are being supported under the project to develop comprehensive State Education Sector Plans, that are well costed and gender sensitive. The three states are in the process of developing their State Education Sector Plans. Currently; the state teams that have received support from consultants have completed the Education sector analysis and are now drafting the sector plans. It is envisaged that the three initial states’ experiences and lessons learned in development of education sector plans will be used to inform the further development of sector plans for the three other GEP states of Borno Katsina and Sokoto which are in the preparatory stages. In this context, it was understandable why education sector plans were lacking at the local government levels where efforts were noted only in the generation of quarterly plans to guide educational activities in piecemeal fashion as was evident, for instance, in Gbako.

In Niger state, for example, the education priorities identified include renovation/construction of classrooms in three schools every month, starting from May 2008. Additionally, local government councillors have been advised to spend 70% of the monthly development allocation of ₦500,000.00 (five hundred thousand Naira) from the state government for each ward on the supply of desks and chairs in primary schools in their wards. These are some of the priorities that the states identified for factoring into their education sector plans. Evidence from reports and interviews also indicated that the supplementary budget to be presented to the Local Government Council in Rafi LGA entailed education as the priority area of spending, particularly on infrastructure (construction and refurbishment).

OVI 4: All GEP states have functional girls forums embedded in their EFA Forums, with wide involvement of other stakeholders and line ministries (e.g. Min of Health, Min of Rural Water Supply, Min. of Information) by end of project - Are the forums clearly linked to LGEAs EFA Forums? Nature of involvement of other stakeholders from line ministries such as Health, Rural Water Supply, Information etc. [3]

Evidence adduced through interviews and observations made in the three states visited, as well as analysis of the progress reports from all the 6 GEP states, confirm that all the GEP states had embraced girl’s education forums in the contexts of broader EFA forums with the participation of key line Ministry of Health, Finance, Economic and Planning, Information, women affairs and rural water supply (Ref: State Reports). EFA goals are reflected in state plans and budgets, with Niger planning to take the forums to the local government levels. Niger reported that six Emirates Education Summits had been held during which female education was discussed and recommendations made for further discussions.

Appraisal on output 1

Strengths: Training for ELP has enlightened the stakeholders on the interrelatedness of the ELP objectives, planning processes and procurement. Knowledge and the ability to be in control of the planning, procurement and supply procedures has clearly motivated the ELP-trained State and LGA committees to perform at their best in ensuring that they get value for their money. The training received has further provided a foundation and a sound basis for the officers in planning and building on to the development of state education sector plans.

Weakness: Firstly, the education sector plans are still under development in 3 states, while they are yet to commence in the other 3 states. This means that the education priorities and demands have not adequately been effected. Secondly the ELP training has omitted Qur’anic schools, nomadic education, and State Agency of Mass Education, whose educational needs require capturing.
Challenges: Political leadership, will and support of the development of education sector plans are important and have implications on the implementation of the plans. This therefore calls for continuous advocacy with the top decision makers. Lack of capacity in sector planning and lack of adequate and reliable data also poses challenges to the planning process at state levels.

Lessons learned: Capacity building on all matters, including planning, procurement and supply cannot be overemphasized as evidence has demonstrated that when such training is offered to personnel whose awareness has been adequately raised, are willing and motivated, the emergent benefits are worth the costs incurred as noted in the outcomes of ELP training.

OUTPUT 2:

Communities embrace participation of women in active support for girls’ education & support their engagement in GEP management at school and community level [Score 9/12= 75%]

OVI 1: SBMCs operational in all GEP schools by Dec 2006, with a minimum of 3 women on each committee, and numbers of SBMCs increasing across GEP states. Operational SBMCs comprising at least 3 women in the GEP schools as well as increasing numbers of SBMCs across GEP states [3]

The establishment of SBMCs is a major achievement. All GEP schools reported that SBMCs were functioning optimally. In some schools, the committees comprised more than the minimum of three women and sometimes having a female membership of nearly 50%, an observation that was reflected in some of the LGAs in Niger and Bauchi. Of the 12,409 members in the 720 GEP focus schools, 2,978 are women, representing 21%. The SBMC members have been trained in concept and policy guidelines and on establishing/planning and management of SBMCs, and Steering Committees. In addition, capacity building of SBMCs on Whole School Development Planning (WSDP) is contributing to the development of the school plans in a relatively inclusive manner that guides participatory management of schools.

Interviews with members of the SBMCs and analysis of minutes of their meetings confirmed their existence and their activities, which included regular, fortnightly and sometimes monthly meetings in the schools visited. In a scale of 1-5 (very well to very badly), head teachers in all the GEP schools gave the highest rating to the performance of the SBMCs in mobilizing funds for their schools, thus ‘very well’ with only one rating his committee one score lower as ‘well’. This was in striking contrast with the non-GEP schools where most of the head teachers declined to comment on the work of their SBMCs. Some of the head teachers rated their SBMCs as performing ‘well’ while a few of them said the SBMCs were not functioning. In a few instances, it was mentioned that PTAs were still functioning. In terms of mobilizing communities and children to enrol in school, again the GEP head teachers gave them the highest rating. Some of the explanations given for the success of the SBMCs are captured as follows:

HEAD TEACHERS’ APPRAISAL OF THEIR SBMCs

They advise the parents through the village head and take advantage to sensitise parents during the Sallah (prayer time). They also visit the school often –(head teacher GEP school)

The members of SBMCs help create awareness to parents. They also help in raising funds for building classrooms. They make constant visitation to the school (head teacher, Non-GEP school)
In Sokoto, the SBMCs have been established in 1665 non-GEP schools with 31,635 members (8,325 female) while the GEP schools had, in total, functional SBMCs comprising 1,996 members out of whom 256 are females. There were explicit efforts in all the schools visited to ensure that the female membership comprised women leaders in the community, the school head girl, and at least one female teacher where they were available, as was required by the SBMC policy. This observation confirmed reports of the success in making SBMCs gender responsive in all the states by encouraging female participation. The women actively participated in the SBMC activities, including attendance to meetings and mobilizing parents to send their daughters to school. This ability to express themselves was notable during interviews and group discussions during this evaluation.

Interviews revealed the readiness of the members of SBMCs to acquire the practical skills of participating in school management and planning. However, how far this readiness would be used in development of WSDP was not evident. In Sokoto, as was the case with the Bauchi and Niger, there was indication that the policy that all non-GEP schools transform their PTAs to SBMCs was being executed increasingly⁹.

**OVI 2: SMART, rights-based costed whole school development plans agreed in all GEP schools/communities by end of project [1]**

Reports from both C and D field indicate that this OVI is yet to be fully evident. Although plans for the project were to train three of the leadership of the SBMC members (Chairperson, secretary and treasurer – training of trio members) so that they could in turn train the other members, there was need to ensure that the training had been extended to all the members of SBMCs for effective planning at the school level. While report from C field for example, indicates that all the SBMCs had been trained using the training trio criteria, little indication is given with regard to the SBMCs capacity of developing SMART rights-based WSDP using the template provided. In D field, the training had also been conducted for the “trio” from the existing 360 SBMCs from GEP states on the WSDP. Differences between the performance with regard to the SMART costed WSDP existed with some SBMCs portraying ability to draft the WSDP. In Borno, for example, 30% of SBMCs who were trained on the WSDP were able to make costed plans to address their school needs, while some found it difficult to use the template provided, suggesting a need to re-examine the template with a view of making it more user friendly. Notable also was the lack of capacity on the part of SBMCs to participate in documenting the plans, due to their low literacy levels. Their participation was more in the implementation. This may require a simplified version of the WSDP manuals. Interviews with head teachers of the schools visited as well as reports from the states indicated that some of the GEP schools had received small grants to support the implementation of their plans. The small grants had been received very well and were used to support school activities that promoted girls’ education as well as school renovations. Through the grants, the SBMC members had also gained skills in management of finances and had been empowered in decision-making and addressing issues affecting education of the children.

**OVI 3: SBMCs develop flexible approaches to improve school-based participation rates by end of project, with state plans to replicate these where appropriate [3]**

In all the states, SBMCs had adopted flexible approaches to increasing school participation rates for boys and girls through various strategies whose combination resulted in increased

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⁹ Although the implications of this policy are yet to reveal themselves, field experiences indicated that where PTAs had been strong and fully functional, particularly in the urban areas and a few non-GEP schools that still had PTAs, the constitution of the SBMCs was generating anxiety.
enrolments of both girls and boys (see Appendices 2Ai and 2Aiii), apart from Lavun LGA in Niger State, which despite marked increase in enrolments in the GEP schools has, overall, registered a downward trend in consecutive years between 2005 and 2007 (See Appendix 2Aii). This may suggest that perhaps the non-GEP were not enrolling as much as the non-GEP schools in the other LGAs. Interviews with a cross section of stakeholders, including teachers, head teachers and members of the SBMCs were unanimous that SBMCs have, among other activities, engaged in household mapping to identify families with children of school going age and persuaded the parents to send them to school. In Bauchi, similar observations were made of community members tracking truancy and doing a house-to-house mobilization for girls’ enrolment in secular schools. Religious and community leaders as well as ward unit heads and women leaders worked with SBMCs in this initiative. While the SBMC members encouraged schools to admit (or re-admit) young mothers, female members of the SBMCs went round the communities encouraging young mothers to enrol in school. Hence, some of the schools visited for example in Niger and Bauchi featured young mothers attending in the company of their babies. The facilitation of young mothers and young women to attend school contributed to the increase in female enrolment and raised potential for married women in the Non-Formal Education programmes to transit to JSS.

**Picture 1**

In some of the schools, for example Central Primary School Tegina in Rafi (Niger State), the increase in enrolment resulted in the establishment of two learning shifts with ECCE up to Primary Three learning in the morning and the Primary Four to Six in the afternoon, thus demonstrating how flexibility in managing the schools functioned in favour of EFA and UBE. Notably, all the GEP schools had introduced the ECCE classes. However, due to lack of space, evaluators observed that most of these classes lacked adequate facilities, and in some instances, children were learning while seated on the ground in the open. As a way of responding to lack of farcicalities, some of the ECCE classes were combined with Class One with the respective class teacher concentrating on their respective classes in the same room teaching in a multi-grade fashion. Success in the response to ECCE seemed to have sprung from acceptance of the ECCE policy, which had been articulated in all public primary school. The strain on infrastructure due to the increased demand brought about by the increased enrolments requires urgent attention in order to curtail possible reversal effects that may result in children leaving school due to lack of facilities.

Apart from offering a second chance to girls and women who had dropped out of school for one reason or another, this kind of flexibility encouraged a new kind of inclusiveness that may only be attributed to the progressive nature of the SBMCs in responding to changing attitudes relating to the perceived relationship between secular education and traditional cultures. This attitudinal shift has, undoubtedly, contributed to the increased demand for girls’ education not only in the GEP schools but also in those that are non-GEP. To ensure consistency in school participation and sustainability, the SBMCs in GEP schools often conducted routine visits to schools to monitor pupil and teacher attendance. In Sokoto, for instance, the SBMCs gathered parents at the district head-palace and educated them on why they should take their children to school. In addition, parents who did not send their children to school were also reported to the district head.

Of equal importance was the way the SBMCs challenged the mothers to send their daughters to school if they wished to have female teachers in their own schools to teach their own children or if they wished their wives to be attended to by female doctors. A strategy that seemed to prick the conscience of the local communities and parents was the drawing of their
attention to some fundamental realities such as the fact that sending girls to school had accrued future benefits as it ensured the community future female teachers in their schools to teach their own children. It would also offer chances for future female doctors and female health workers who would provide a choice of service to other women in case of illness or during childbirth. Some of the SBMCs in GEP schools in Bauchi described their use of drama groups and billboards as strategies to convey the project message.

**Picture 2**

**OVI 4: SBMC whole school development plans are integrated in LGA wide education plans in GEP states. Functional SBMCs with at least 3 women members in all GEP schools [2]**

While the LGEAs had developed quarterly plans that inform their activities, particularly those focusing on GEP, they lacked a comprehensive education sector plans at the LGEA levels. Also, not all schools had developed the WSDPs. However, according to UNICEF, plans are underway to support the LGEAs develop their comprehensive sector plans after the completion of the state education sector plans. Reportedly, the states have plans to integrate their WSDPs in the current state education sector plans that are being developed. Of considerable benefit is the fact that most of the SBMCs have been trained through the ‘trio training model’, which involves three members of the SBMC including the Head Teacher, Chairperson of the SBMC and a third person, usually, a staff member of the school. All head teachers and chairpersons of SBMCs have been trained on how to prepare WSDPs. However, only some head teachers have shown a notable grasp of the concept through the completion of their WSDP template. Many of the head teachers interviewed confessed of being less competent in completing the template, claiming that it was bulky and complicated.

**Appraisal on output 2**

**Strengths**: Engagement of SBMCs, training and building their managerial and social mobilization capacities clearly motivates and enhances their capabilities to take charge of their community’s educational needs. Women representation in the SBMCs has provided them space and opportunity to demonstrate their capabilities as they partake in decision-making and other vital aspects of their children’s education.

**Challenges**: The SBMCs are yet to have a policy-based linkage with their LGAs that would empower them even more within a more defined administration framework of State education activities.

Poverty levels among the communities pose major challenges for mobilising educational resources in the form of funds. Since most of the GEP communities were farmers raising funds for building projects was a major problem expressed. (A response to this was noted in Niger’s Gbangba community, which had imposed a levy on themselves to support the schools, and also managed a community farm to generate income as part of contribution to schools and community).

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10 Community theatres and billboard have considerable impact as mass communication strategies. During the dissemination of findings of this evaluation at the FME conference hall, the State Minister of Education, highlighted the use of music in the local media that urged communities to take enrol daughters in school so as to empower them for future careers.

11 Some of the head teachers readily availed the WSDP template to the researchers as part of the evidence of their claims, while many others had the WSDP Calendar on the alls of their offices.
Relatively long distances to school, which exceed 15 kilometres such as noted in Kampanin Dogon Yaro Primary School, often served as disincentives to schooling, especially for families that needed to release their daughters to school. Even as pupils, reportedly attended school regularly in spite of the distance, many arrived late, especially during the rainy season, thus affecting participation and performance.

Lessons learned: Giving knowledge and skills to the local communities empowers them and gives them the confidence to assume ownership and responsibilities as noted among the SBMCs and women members in particular. The cultural stereotype of women being incapable of working alongside men –or vice versa- can be exposed practically as a myth as has been well-demonstrated in the GEP school SBMCs.

Also, success in social mobilisation for increased demand in education, particularly female education, is not the result of one factor in the form of SBMCs in GEP schools. It is a synergy of combined strategic actions that entail involvement of different interest groups in the community such as the religious leaders, traditional rulers, community leaders, village heads, district heads, women leaders and pupils (head girl and head boy) which has created and nurtured a sense of ownership of the schools. SBMCs can be effective monitors and supervisors of some of the schools’ activities, in particular, attendance of the learners and truancy of both learners and teachers.

OUTPUT 3
Increased political and material support for gender equity in basic education by all duty bearers\(^\text{12}\). (7/9= 70%)

**OVI 1: The National Policy on Gender in Basic Education is developed and reflected in GEP state and LGA development and education sector plans by end of project [2]**

The national policy on gender in basic education has been developed and disseminated to all the states in the nation. The policy was launched by the Honourable Minister of State Education and disseminated through the Federal Ministry of Education. In the GEP states, sensitisation workshops with senior officials have been conducted on the policy highlighting its importance in application to planning, especially in the development of the state education sector plans and others at the state, LGA and school levels. Additionally, sensitisation meetings had been conducted at zonal levels to disseminate the gender policy within the basic education framework. From observation in schools visited as well as analysis of school and state data on enrolment and retention, it was clear that already, development of education sector plans in the states was being influenced by the gender policy as the activities on the ground bear evidence of the gender sensitivity and responsiveness that was being employed in all educational activities, particularly in the GEP schools. In Sokoto, for example, the policy document has been received at state level and intentions were expressed about ensuring that it was reflected in the State Wide education sector plan. In addition, Jigawa and Sokoto State governments have introduced free education for girls up to university level, which will cover school fees, uniforms and books while boys will also receive an education subsidy.

The introduction of the gender policy has been attributed to the resuscitation of the ‘Withdrawal of pupils from Schools (Prohibition) Edict, 1985’ which provides that every

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\(^{12}\) Duty bearer’ in this evaluation is identified as the Federal Government, SMoE, LGA, parents, teachers, education administrators, community leaders, religious leaders and other stakeholders who have an obligation to deliver children’s rights including the right to education. The children (girls and boys) are the ‘rights holders/claimers’
child shall be in school up to a minimum age of sixteen years. Any person who withdraws a female pupil from school in order to marry them off before completion of her course commits an offence that is liable to a fine or imprisonment or both.

OVII 2: Traditional and religious leaders increase focus on girls’ education in their messages to communities and actively participate in girls’ education back to school campaigns thorough the project [3]

In contrast with some non-GEP communities there were a few clerics who reportedly discouraged girls from attending formal education schools. Interviews and group discussions with some of the non-GEP as well as all the GEP school heads, SBMC members, teachers and the learners, revealed that many of the traditional rulers and religious leaders had increasingly become more proactive in support of girls education in their respective localities. They cited traditional and religious ceremonies/activities, whereby these community leaders conveyed messages that highlighted the value of educating the girls and women. The interviewees expressed conviction that the positive responses and increased demand for girls education was to a considerable extent, the result of the interventions made by community and religious leaders in favour of girls’ education. Further, group discussions with members of the school communities including women leaders confirmed that traditional and religious leaders in GEP communities (who are also members of SBMCs) were actively involved in campaigns to encourage girls to enrol in secular schools, and young married women/mothers to return to school. An analysis of school re-entry records further strengthened the evidence.

The fact that village heads are often members of the SBMC or even the chairpersons of the SBMCs seemed to increase the influence that these heads could exert upon their communities regarding the demand for basic education. In Niger’s Kundu Primary School, the Village Head of the community personally ferried the first set of girls to transit into the JSS in his mini-bus to and from school each day. He is credited for his role in ensuring that these girls graduated to Primary Six and moved on to JSS. Before then, all girls in the school were withdrawn at Primary Four and married off. A similar case was narrated in the NFE centre in Yakila, whereby the Village Head (now late) provided accommodation for the women to hold their literacy classes. Discussions with women leaders and women in NFE programmes suggest that men were now more favourably disposed towards female education, thus making it easier for the girls and women to pursue secular education.

In order to support the communities’ efforts to mobilise for girls’ enrolment and attendance, all schools in Bauchi allowed the girls who engaged in hawking to take their wares to school and sell during break or after school hours. This flexibility in response to the opportunities related girls’ contribution to the family economy helped to raise girls’ attendance in school (Appendix 2Aiii) The message of the GEP had also become a notable theme during communal worship. For example, religious leaders reportedly used the Friday prayers’ sermons in the mosques and sermons in churches to explain about the GEP objectives and the value of girls’ education as well as women’s empowerment. An interview conducted with the representative of Council of Ulamas in Bauchi State revealed that views on girls’ education from traditional rulers were favourable and the religious leaders underscored the obligatory nature of pursuing knowledge citing the Islamic teachings. He added that:
They (Ulamas) now make sure Imams during Friday prayers, chip in the issue of Girl Child Education in their sermons and preaches. They, the council of Ulama on their own move round to monitor GEP. The Chairman of the council of Ulamas in Bauchi is also the Chairman of Tsangaya Association (Individual interview) Bauchi, June 2008.

The synergy of efforts to advocate for girls education and to mobilise parents to enrol girls and help keep them in school clearly had positive influence on the way girls and boys in the communities were beginning to perceive the value of girls education as noted in their responses in the chart below. Notably, the GEP schoolgirls and boys portrayed more gender equitable attitudes towards girls education vis-à-vis that of the boys.

<table>
<thead>
<tr>
<th>GIRLS’ BOYS’ RESPONSES BY GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GEP School</strong></td>
</tr>
<tr>
<td><img src="image1.png" alt="Graph" /></td>
</tr>
</tbody>
</table>

**Boys need more schooling than boys (True/Not True)**

**OVI 3: Federal Government and States scale up support to girls’ education through specific initiatives, including MDG funds by end of project [2]**

Reports from the federal level shows increased support for girls’ education through the MDG debt relief funds.

The federal government has scaled up efforts in support of girls education to 15 states in the north based on the historical low girls’ participation rates in education. Similar support has been extended to 5 states in the southern part of Nigeria that are affected by high boys’ drop out rates. Notably also, in 2006, 2007 and 2008, respectively, 2 billion Naira, 1 billion Naira and 1 billion Naira were allocated for scaling up of girls’ education interventions. In 2006 the support was provided through the provision of textbooks to schools, while in 2007, support was directed towards the construction of boreholes and latrines. In 2008, support is being given for establishment of model Second Chance Educational Centers for young girls/women who dropped out of school due to early pregnancy/marriage with a view to mainstreaming them into the formal educational system. In addition, support is also given for capacity building of SBMCs especially women members, with a view to empowering them on management of schools and institutionalizing STUMEC programmes in schools.

Documented evidence showing that funds budgeted for UBE activities had been allocated for use by the schools was available in the states visited. In Niger, for example, the State had released a total of ₦35 Million for use in 2008. The state Government of Sokoto provided ₦300 million in support of the GEP project between 2005 and 2007. A vote of ₦100million was also reportedly budgeted for in the current year 2008 in support of girls and women’s education. A similar observation was made in Bauchi whereby, the State Government had approved ₦37.5 million every month, beginning May, 2008 to implement action plans for the
replication of GEP in the remaining 14 LGAs and for the sustainability of GEP in the 6 focus GEP LGAs. The passing of a legal bill by Bauchi State House of Assembly in support of the scaling up of GEP is an important political expression that indicates commitment towards sustainability of the educational gains made so far. In this context, evidence abounds of replication of SBMC in all primary and secondary schools in the state that is linked to exemplary functioning of GEP school management.

**Appraisal on output 3**

**Strengths/Achievements**: The ability to engage the religious leaders as strategic allies for promotion of girls’ education has served to expose some of the cultural beliefs as myths that served to disempower the women and impoverish communities in terms of benefits accrued through education.

Needless to stress that, the National Policy on Gender in basic education was a major achievement in directing the focus on empowerment of women and girls through the education system. It is a key document whose potential to impact on the way schools and educational institutions do their business in terms of management practices, curriculum development and implementation, pedagogy and social relations, is still unfolding and may not be overemphasised. The increased funding support to the GEP through the federal and state governments has provided a systemic support to the project upon which to build and strengthen sustainable systems for delivery of girls’ education

**Challenges**: A major challenge is in the funding and sustainability of the free education programme for girls because this has raised aspirations and the indication is that the demand for girls’ education shall continue to rise.

The effects of making the gender policy readily available and popularising it among all relevant decision makers and education planners for their reference in all the education activities and at all levels requires transformation of the gender cultures in communities, not just in Nigeria. (This however, should serve as a motivator for advocacy rather than a discouragement).

Some of the traditional/religious leaders in the communities were still sceptical about secular education which they perceived as Western and alien and hence inappropriate for girls in particular. The fact that UNICEF is so visible in the GEP, the challenge to advocacy among the sceptics is real and needs to be addressed consistently during the project cycle. The absence of effective and well-resourced internal monitoring and evaluation mechanism, as well as financial and other support for girls’ education by government would appear difficult to scale up GEP in a manner that is transparent and accountable to the sponsors (government or non-governmental).

**Lessons learned**: Religious leaders and traditional rulers (generally opinion shapers) are key in directing the route map of the GEP mission. Hence, ensuring that they are on board is an invaluable asset. Care should be exercised against the erroneous tendency of juxtaposing tradition and religion on the one hand and girls’ education on the other as incompatible and mutually exclusive.

Intensive but culturally sensitive advocacy and social mobilization on the value of education using human rights and gender sensitive and responsive approaches to cultural and religious concerns will convince communities about the benefits of education for their children, including the girls and even women in general.
Clearly, when interventions are seen to work in the interest of beneficiaries, non-beneficiaries in similar conditions are motivated to replicate them as was noted in many of the non-GEP communities and schools that made efforts to match the GEP schools.

**OUTPUT 4:**

**Improved quality and quantity of educational supply at school, LGA and state level matched by increased demand for education (11/15= 73%)**

*OVI 1: 50% of teachers in GEP schools equipped with literacy and numeracy, and child friendly pedagogical skills measured against baseline [2]*

Records of teacher capacity development at State level indicate that all states have undertaken training of teachers in the form of INSET. In Bauchi, the State Colleges of Education (SCoE), in collaboration with UNICEF, trained 960 (81%) of the 1,172 teachers in GEP schools. The training covered teaching methodology, improvisation of learning materials and the teaching of core subjects, which contributed to improvement of teacher capacity, particularly in the areas of literacy and numeracy. In addition, the SUBEB in Bauchi has also replicated the INSET conducted by UNICEF by training 1,950 teachers on teaching methodology, improvisation of learning materials for core subjects as a way of enhancing quality teaching in the schools. Further, in April 2007, the training on school health education policy was conducted to 6 focal LGA education secretaries and 20 desk officers in Bauchi that resulted in the establishment of school health clubs. This was followed in June 2007 by training of 55 NFE facilitators on the integration of core subjects to the NFE centres. In Sokoto, 240 teachers were trained on pedagogy, communication, literacy and numeracy skills that aimed at improvement of classroom delivery. In Addition, Sokoto and Niger trained an average of 50 caregivers on how to implement IECD curriculum. When asked to complete a matrix of the areas of training that they had received, the teachers in GEP focus schools indicated the following:

<table>
<thead>
<tr>
<th>Types of training Received by teachers (between 2005 and 2007)</th>
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<tbody>
<tr>
<td>ICT</td>
</tr>
<tr>
<td>Active learning/intensive teaching</td>
</tr>
<tr>
<td>Health, hygiene clubs and environment</td>
</tr>
<tr>
<td>Core subject teaching methods</td>
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<tr>
<td>UBE curriculum</td>
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<tr>
<td>Curriculum development</td>
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<tr>
<td>STUMEC</td>
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</tbody>
</table>

All the teachers indicated that the kind of trainings they had received were useful, praising INSET and recommending that the training be stretched out to other teachers from non-GEP areas as exemplified in the following comments from teachers.
The SBTD programme is very useful because more knowledge acquired on active learning, cooperative learning and individual differences of children in the classroom. My competence to teach as a professional teacher has improved. (Male teacher, Giade)

Training is very useful: trained in teaching methods in core subjects – English, maths, social studies, science, FLHE. Need more of such training for other teachers (female teacher, Giade)

The INSET training hinged on the SBTD programme was undoubtedly popular. All teachers in GEP schools had benefited from the training. In addition, out of the teachers in the C Field States who had been identified as having deficiency in communication skills that affected their work, 720 were trained through an intensive course that focused on mastery in communication and subject matter. In D Field states of Bauchi, Jigawa and Borno, more than 70% of the teachers in GEP schools have been trained both in literacy skills, child friendly pedagogical skills as well as maximising the benefits of SBTD to enhance group support in professional skills. Also, 80 teachers from each of the D Field States were trained on implementation of STUMEC programme.

However, some of the teachers in the evaluation sites visited expressed a need to have sustained training and refresher courses that would keep them abreast with emergent challenges, particularly of the increasing class size. Some of them lacked the prerequisite teaching qualification of National Council on Education (NCE), which may have contributed to their lack of confidence in performing their duties. Apart from that, many schools complained that the number of teachers in their schools was inadequate in meeting their rising needs of high enrolment. They also pointed out the need for more qualified teachers to help improve on learning and performance. In connection with these expressed needs was a common sentiment among teachers as encapsulated by one of the quotations written down by the teachers in response to the questionnaire stating that:

Implementing SBTD is difficult especially in grouping children for cooperative learning because of congestion in the classroom (100 pupils per class)- I suggest building more classrooms and employment of teachers

When International Development Partners (IDPs) were presented the issue of the need to increase teacher recruitment, one of them was quick to offer what he termed as a cost-effective and immediate solution in the form of the multi-grade teaching, especially where the school population was not too large (below 30, for example). However, for large classes, there was need to devise creative strategies of enhancing teacher effectiveness, such as engaging locally recruited teaching assistants to help manage the classes. Interviews with Niger State MoE personnel revealed that plans were underway in collaboration with Colleges of Education to address the shortage of teachers through introduction of the teaching of the Principles and Practice of Education at the Senior School Certificate Curriculum. This would help to increase the number and quality of teachers graduating from colleges. Among an approximate 1,400 students who would be involved, 700 of them would be females. Four female schools and four male schools have been selected for this pedagogical training project. With this exposure to teaching methods before entering the NCE programme, it is expected that better quality teachers would be graduating from Colleges of Education. Efforts were also being made to appoint female teachers as head teachers who would serve as role models to
female pupils. However, achievement has been relatively limited because of the comparatively small numbers of female teachers available in the GEP States. In the meantime, community members have offered to teach on a voluntary basis as was noted at Gbangba Primary School, while plans were underway to re-deploy to the schools the trained teachers at Rafi Local Government Headquarters. The LGA also plans to seek approval from the Ministry of Local Government Affairs to employ 100 Auxiliary Teachers as a stopgap measure.

OVI 2: Pupil: textbook ratio of no more than 1 textbook to 3 pupils achieved in all GEP schools by end of project [3]

In all the GEP schools, the pupil textbook ratio (PTBR) is on average 1:3, with only a few schools that recorded a larger ration. For example, in Sokoto, a consignment of instructional/learning/recreational supplies (textbook, schoolbags, pens, pencils) from UNICEF and the state government to all GEP and non-GEP schools has helped to improve the pupil textbook ratio (PTBR) to 1:2 in GEP schools and 1:4 in non-GEP schools, from a baseline of 1:7 in 2004. A similar trend was observed in Niger and Bauchi respectively. In most of Niger’s GEP schools, the average PTBR is 1:3 (often 1 textbook per desk for each core subject). However, in a few schools, each student had a textbook to himself/herself. Teachers and pupils indicated that the easy access to the textbooks was a major boost for school attendance and an incentive for new students to enrol and remain in school, with girls outdoing the boys in attendance (Appendix 1D). There were reports of an exodus of pupils leaving non-GEP schools to transfer to the GEP schools raising their enrolment ratios considerably, while children in neighbouring non-GEP schools dropped out of school due to lack of such incentives –effectively lowering the overall enrolment ratios in the non-GEP schools as noted in Lavun in Niger. Although with the influx recorded in this LGA, overall state data indicates that enrolment rates had increased at the state levels. However, there is need for state governments to provide for quality teaching and learning environments in all the schools as demonstrated through the GEP in order to curb the tendency of movement of pupils from non-GEP supported schools to the GEP schools.

Notably, the passion with which most of the respondents spoke regarding the issue of learning and teaching resources captured the mood of how much the communities appreciated the chance to participate in the education of their children and young people. In order to ascertain the claims on textbooks and stationary, learners who are the primary beneficiaries of GEP were requested to indicate whether they actually accessed those resources in school. Three quarters of the respondents from GEP schools said they had received textbooks for core subjects compared with less than half in the non-GEP schools.

OVI 3: Teacher: pupil ratio of not higher than an average of 1 teacher to 55 pupils in GEP schools [3]

The teacher-pupil ratio (TPR) has been more or less maintained at an average of 1:55, with state variations ranging from 44 to 66). Sokoto’s TPR for 3 years state wide was 1:55; 1:59 and 1:52 for 2004/05, 2005/06 and 2006/07, respectively. However, the situation in Bauchi State was different as it reflected a rising TPR from 1:39 in 2004/05, 1:39 in 2005/06 and 1:51 in 2006/07. This suggests that increased demand for education was gradually outweighing the rate of teacher supply. An important observation made was that rural settings attracted few female teachers, which requires capacity building for the male teachers available to be able to respond to learning and life skills needs for both female and male learners. Another major observation made is that of inadequacy of the numbers and quality of teachers. Although the averages show a teacher pupil ratio of 1:55, there were some schools that were grossly under-
staffed, while in some cases, though the numbers were high, most of them were Arabic teachers who could not handle the secular curriculum.

**OVI 4: Number of Qur’anic schools using the integrated curriculum rises by 75% in GEP communities, by 50% in GEP LGAs and by 30% in GEP states by end of project [2]**

The project has recorded high success rates in introducing the integrated curriculum to the predominantly reserved Qur’anic schools. This was notable in the positive expression of the proprietors who had embraced the curriculum and who were remunerating the instructors at these centres. The integrated curriculum and primers for IQE schools have been developed and circulated to states. Reports showed that the IQE centres were using the integrated curriculum. However, it appeared that most of the centres did not have copies of the curriculum and the primers, and hence, depended on borrowing from other centres that had the teaching and learning materials (TLMs). Out of the Qur’anic Centres (QCs) sampled for observation, only one quarter of them had copies of the Integrated Qur’anc Curriculum (IQC) document for their use. Some of them had only one copy while others had up to 3 copies. The remaining three quarters functioned without a single copy, raising the question on the effectiveness of the integration. In relation to the curriculum, more than half of the centres lacked textbooks in the core integration subjects and in the few centres that had textbooks, they had between 1 and 4 per subject for the entire school. Having to integrate a programme without the basic TLMs was a major challenge according to all the IC proprietors whose schools were relatively large –ranging between 50 and 200 learners, most of them being male. Generally, it was observed that most of these QCs lacked adequate space and facilities for effective teaching and learning. Children were hurdled together on the floors and hardly had enough space and mats to sit on. For example, those in Bauchi and Sokoto states faced the lack of classrooms and other school infrastructure such as desks. The situation in Niger state, on the other hand, appeared to be relatively better as noted in the number of visible classrooms, desks and mats for sitting on.

The enthusiasm with which the integrated curriculum has been embraced was evident in the fact that the lack of TLMs for the integrated curriculum (IC) for the QCs deterred neither the teaching of the IQE nor the increase of IQE centres. The number of IQE centres increased considerably between 2004/05. For example, Zaki LGA had 2 IQE centres in 2005/2006, which increased to 60 IQE centres in 2006/07 when all the IQE centres embraced integrated curriculum. Sokoto, on the other hand, had 52 and 61 Qur’anic schools from GEP communities and non-GEP LGAs, respectively that had integrated the teaching of core subjects into their timetable. Even though Niger reported a slow distribution of the IQE, it was evident that the number of QC that had embraced the integrated curriculum was increasing. In Rafi LGA, the State Agency for Mass Education (SAME) had deployed two NCE teachers to assist in teaching the core subjects in selected 20 Integrated Qur’anic Centres. Going by the needs expressed by the teachers as well as the proprietors of the IQCs, this kind of assistance in teaching the core subjects needs to be enhanced in all the IQCs that have embraced the integrated curriculum. Despite the observed challenges, it was clear that the teachers and proprietors were motivated to teach the integrated curriculum.

As a way of enhancing women’s empowerment, most of the centres displayed various equipment available for the development of vocational skills such as sewing and knitting. The skills learned were instrumental in empowering women to become economically independent. However, observations in the centres revealed that equipment such as sewing machines, scissors, instructors stool, clothing material, thread and other related material were inadequate
In addition, the IQE centres enjoyed supplies of TLMs, which the teachers described as ‘very useful’. Using a scale of 1-3 to measure impressions of receptivity by stakeholder, all the teachers (100%) described the responses from a cross-section of stakeholders – including the proprietor, traditional rulers, Islamic clerics, students, parents and community members as, ‘very receptive’ as the highest measure of their perception of benefits attained through the skills learned.

FOMWAN, a national all female Muslim NGO, has initiated integration of Basic Education in Islamiyya Schools by opening vacation classes at Federal Low Cost Housing Estate in Bauchi where Maths and English are taught and evening lessons for girls and boys including teaching of all secondary school subjects.

**OVI 5: Teacher recruitment and deployment reflected in the state education sector plan [1]**

As noted in the Situation Analysis of Nigeria (UNICEF, 2008), the imbalance in teacher distribution in the country poses a considerable threat to the realisation of EFA and UBE goals in Nigeria. Notably, while some of the States, particularly in the South have more teachers than they could deploy, many in the North have continued to encounter teacher shortages. It is in this broader national context that this GEP OVI is located. Further, because of relatively low remuneration, teachers at the basic education level are poorly motivated. In all the states, apart from the general shortage of teachers, the women teachers are relatively few and in some schools they are non-existent. According to the National Colleges of Education (NCCE), the National Gender Policy is guiding intakes to ensure that women fill the quarter allocated to them. This is in addition to engendering the curriculum to make it gender sensitive. In Niger and Bauchi, for example the education sector plans indicate that the SUBEB are in process of employing qualified teachers and priority is on female who would be posted to the more affected rural schools. This notwithstanding, observations and documentary analysis revealed shortage of teachers generally and qualified teachers in particular as a notable feature that raises challenges for the schools. In Bauchi State, 56 female teachers were recruited in Dambam LGA in 2005/06 and 37 (two thirds) were posted to GEP focus schools, thus, easing the problem of teacher shortage while serving as female role models. This however, seems to be a small proportion in the context of the needs on the ground.

Because the issue of teacher deployment cannot be resolved immediately, it needs to be thought out in realistic ways that entail creativity, resources and focus in order to ensure optimal utilisation of the existing teachers as additional ones continue to be trained and recruited. The ability to balance teacher training and deployment as well as developing capacity on teaching large classes should be made a priority area.

**Appraisal on output 4**

**Strengths/ achievements:** GEP has achieved in strides by training over 81of the teachers in GEP schools in the areas of methodology, improvisation of learning materials and the teaching of core subjects. This was in addition to training support staff such as focal LGA education secretaries as well as 20 desk officers and caregivers. Teachers who had been trained on various courses expressed clearly positive feedback about the benefits they perceived as having accrued from the training.
The project has recorded high successes in the implementation of the integrated Qur’anic curriculum whereby explicit and consistent increase was noteworthy as was exemplified in some of the states such as Bauchi. The integrated Qur’anic curriculum was embraced with notable enthusiasm in the GEP states even where there was acute lack of TLMs.

Another notable strength is in the pupil textbook ratio (PTBR), which on average was 1:3 having dropped from 1:7 in 2004. In a few schools, individual children had books to themselves and in some states the ratio was as low as 1:2. Only a few schools recorded a relatively larger ratio of 1:4.

**Weaknesses:** Teaching the IQE needs to be envisaged in the context of quality teaching and learning that requires some minimum standards to be put in place. In most of the QC visited in the three states, there did not appear to be any guideline or minimum standards set out for Qur’anic schools by the education authority and where available, minimum standards were yet to be enforced. Some of the QCs lacked qualified teachers to teach the core subjects.

**Challenges:** There was observable imbalance in teacher distribution in the states, which reflected the national scenario. This posed considerable threat to the realisation of EFA and Universal Basic Education goals in Nigeria. Specifically, the states experienced shortage of teachers generally and qualified teachers in particular. The near absence of female teachers, particularly in the remotest regions raises a challenge on how to motivate more female teachers from within the localities to pursue qualifications that would enable them to join the teaching profession and perform effectively. In the same breath, Capacity building for male teachers to cater effectively for both genders among their students/pupils is a necessity that requires focus.

Because most of the traditional Qur’anic schooling function in highly impoverished settings with teachers who may not have any formal education or training in pedagogy, the issue of ensuring quality learning needs a strategy which is multi-pronged to address teacher capacity, infrastructure, food, health, accommodation (in Tsangaya) and sanitation facilities such as toilets/latrines and water. In addition, provision of TLMs in all the core subjects remains a challenge.

The issue of sustainability is an added challenge in the IQE centres considering that the untrained teachers are mainly volunteers, some of who only receive an average weekly fee of ₦50, which is hardly adequate to cover teacher costs. Convincing all parents about the value of learning both Islamic and secular curriculum requires creativity, as some parents expressed their distrust for what they perceived as foreign western education.

It is expensive to scale up and sustain some of the incentives such as school bag unless the communities are motivated to produce them locally at low costs and where possible using locally available materials. Isolated reports of some of the teachers selling school textbooks (supplied by governments) present examples of bad practices in the midst of the relatively high moral standards that the GEP endeavoured to instil. This needs to be addressed in order to curb potential of influence in the communities.

**Lessons learned:** Incentives such as bags, text books, etc, while reducing the costs of education for parents have a psychological impact on children in terms of eliciting positive attitudes towards schooling and motivating them to learn and therefore encourage them to go to school regularly and punctually. This intervention could be re-castled to motivate communities to produce the school bags locally and cheaply as an income-generating activity.
**OUTPUT 5:**

**Enhanced knowledge, attitudes & practices towards health, HIV/AIDS, hygiene, sanitation & life skills (6/6= 100%)**

**OVI 1: All children in GEP schools have basic understanding of key health & sanitation issues, including HIV/AIDS, malaria, polio and other diseases [3]**

The acquisition of health and sanitation knowledge and practice of the same may be difficult to ascertain but may nonetheless be implied from observing the daily hygiene routines like washing hands after using the toilet/latrine or before taking a meal. Other sexuality related risk-free behaviour are more complex and hence need sustained efforts in imparting ability to practice. Focus group discussions with the boys and girls as well as their response to a questionnaire revealed that many of the girls and boys were sanitation conscious.

This notwithstanding, observation made in the LGAs revealed that some of the facilitative tools for health practices such as functioning boreholes within the school environments and communities lacked water, thus beating the purpose of enhancing health practices. An Intra and Inter Schools Quiz organized in July 2007 for 60 GEP Schools on HIV/AIDS, Hygiene and life skills indicated that over 31,000 children have basic understanding of key health issues. While this is a sizeable number, there are many children who did not do the quiz. Data from the pupils’ questionnaire confirmed this observation with more than three quarters of the girls and boys from both the GEP and non-GEP schools scoring above 66% on the health related questions.

The evaluators observed healthy toilet behaviour and other hygiene related practices such as washing hands after using the toilet/latrine, personal cleanliness, among others. It was not possible to ascertain the level of skills acquisition in the complex area of HIV/AIDS and sexuality. However, the practice of toilet hygiene was made possible by the compliance by the majority of school to provide the toilets. Most of these schools also portrayed awareness of requirements of the child friendly schools that requires not only separate toilets for girls and boys but also that they should not be close to each other for privacy. This observation is confirmed through learners’ perspectives that are presented in the figures below. Clearly, the majority of the learners perceived their toilets to be reasonably away from those of the other gender. This perception is important in generating the sense of privacy particularly for the girls who have been known to avoid school when their toilets lacked privacy.

**OVI 2: All pupils in GEP schools have adequate access to sanitation facilities and safe water in school by end of project. At least one teacher trained on health, sanitation & life skills [3]**

Overall most of the GEP schools had boreholes and latrines respectively. Schools without boreholes were reportedly in areas, which had presented difficulty in drilling the boreholes, due to the untenable terrain and apparently very low water tables. According to UNICEF, the drilling of boreholes was guided by advise from the relevant ministry of water which had expertise in this area. However, it was not clear whether water engineers played any role in advising on the viability of the water sources being drilled. This notwithstanding, observations in schools visited presented impressions of clean, confident as well as healthy and happy-looking learners. The uniforms for pupils in GEP schools appeared relatively clean and neater compared with those of children from non-GEP schools.
Observation on availability and condition of the school water sources in GEP communities

There were also sanitation facilities with separate toilets/latrines for girls and boys, with about two thirds of the schools visited having functional water sources. In Bauchi state, for example, 115 latrines had been completed and 5 were under construction in the GEP schools. This allowed over 60,000 pupils to practice good toilet habits. Also construction of 90 boreholes was complete and 30 more are under construction. At the time of the evaluation, 152,000 children in Bauchi and many of households have access to safe drinking water. Sokoto showed a similar trend with 104 boreholes and toilet facilities for the 120 GEP schools; sanitation facilities (toilets) were notable in all 120 GEP schools.

Most of the teachers in the GEP states have been trained on matters related to this output, which have been enhanced by workshops with teachers in GEP and non-GEP schools. Such training empowers teachers in terms of knowledge, skills and confidence to impart the requisite knowledge to their learners. In Bauchi state, 78% of Teachers (980 out of whom 313 are Females) in the GEP LGAs were not only trained on Core Subjects and Pedagogy, but also on HIV/AIDS, Life Skills and other health related issues. Although there is a difference between cognitive knowledge and its implementation, particularly with regard to health behaviour, the fact that over 75% of children responded correctly to health related questions, indicates that the primary foundation has been set for the practice of skills.

There were also 29 selected Health Education teachers (one per school) who had been trained on teaching Basic Health Skills at zonal levels. This training was also replicated in the remaining 91 GEP schools, thus enhancing the coverage.

**Appraisal on output 5**

**Strengths:** The high level of awareness of health practices and means of avoiding diseases is noteworthy.

**Lessons learned:** Feasibility studies, including those related to infrastructure development, need to be inbuilt in any project design to ensure that intended objectives are met as fully as possible.

**Challenges:** Poor terrain generally makes maintenance of the boreholes problematic, resulting in them getting neglected, even when the need for water is considerable.
DISCUSSION OF FINDINGS

The evaluators scored GEP achievement overall as 80% based on an aggregate of individual scores awarded to each OVI in the five project outputs defined in the Project Memorandum and outlined in the Methodology section. It is within this overall performance that this discussion of findings is grounded.

The discussion entails the analytical dimension of this evaluation which pursues deeper interrogation of the degrees at which the GEP objectives, activities, outputs and outcomes were relevant and responsive to the needs of the selected GEP schools, communities, the LGAs, regions, and the nation’s education UBE and UPE goals. It contextualises the way in which output/outcomes relate to international priorities and benchmarks in the area of girls’ education, women’s empowerment, community health and the UBE as articulated in the MDGs and the EFA goals. In addition, relevance of the GEP to the areas of priority identified by Development Partners, including UNICEF, FMoE and DfID is highlighted.

In addition to issues of relevance, the discussion addresses programme coverage and effectiveness in terms of how successful GEP was in reaching the majority of the population for which it was designed, using gender-sensitive and human rights based approaches. This is interrogated against the quantitative and qualitative changes experienced in the sample schools and the bearings of these on school enrolments of girls and boys, rates of retention, participation and transition. Further the actual and perceived levels of sustainability, replicability and scaling up of benefits are considered within the backdrop of risk analysis with the aim of informing the future of GEP as either an organisational or government initiative –or joint venture- aimed at empowerment of girls and women and the socio-economic development of the nation.

Levels of efficiency in the costing of project activities, supplying of resources and facilities such as water and sanitation, infrastructure, capacity building and project monitoring in as far as these contribute to the effectiveness of achieving GEP objectives, are discussed in view of the project memorandum.

Policy coherence between development partners is addressed with specific focus on the priority placed on the education of girls (and boys) as rights holders/claimers of education, as well as the priority placed in the capacity development of duty bearers (teachers, education personnel, school managers, and government) who have an obligation to deliver and protect children’s rights to quality education, health, care and protection.

RELEVANCE OF GEP TO COMMUNITIES, NATION AND INTERNATIONAL TARGETS

The objectives of the GEP were clearly consistent with the needs of duty bearers in terms of their rights to education and health as stipulated in the CRC, CEDAW and the UN MDGs targets on education and health. By achieving the project purpose with regard to improving girls’ education in the selected GEP states, the project demonstrated its relevance through a significant decrease in the gender gap in enrolment, which dropped from 44% to 31% between 2005/2006 and 2006/2007. Further, there was marked decrease of 20 percentage points in the gender gap with regard to attendance which was recorded at 28% in 2006/2007 from a high of 48% in 2005/2006. National statistics revealed that prior to the GEP, enrolment was comparatively low in the Northern states; particularly for girls and dropout rates were also high for girls. This trend has shown a gradual reversal which interviewees, particularly from the FME had observed with expressed concern. The concern further bore credence from State data in UNICEF documentation, which demonstrates that while considerable gains had been
achieved in girls’ education, the same was not in tandem with growth in boys’ education, which was explicitly, indicating a negative trend. The data shows falling enrolments and attendance patterns for boys, which could be indication of high dropout and repetition rates compared to the girls. For example, as shown in Appendix 1D on Enrolment and Attendance Patterns in the 6 GEP States, enrolment growth rate for boys was 17.3% in 2005/06 and 40% in 2006/07 compared with that of girls at 36.4% and 73.2% respectively for the same periods. With regard to attendance rates, that of the boys decreased from 19.6% in 2005/2006 to 15.4% in 2006-2007 and on average stood at 7.1% between 2005 and 2007. In the same period, girls’ attendance rates grew progressively from a relatively low rate of 2.1% in 2005/2006 then rising significantly to 31.6% in 2006/2007 and cumulatively averaging 28.8% between 2005 and 2007. This observation raises a deeper question of relevance with regard to the gender parity approach taken by GEP in responding to the international EFA goals and MDGs on gender equity in education that would be manifested in not only to girls’ education but also gender parity through enrolment, attendance and completion of basic level education for both the girls and the boys.

**Coverage**

GEP has achieved impressively in advocating for girls education and mobilising communities to enrol their children in schools, resulting in progressive increase in the number of girls and boys attending school regularly. There is not a single GEP LGA that has not registered marked increase in enrolment. However, it is important to point out that while advocacy and social mobilization were essential, it is the sum-total of all interventions such as capacity development of teachers and provision of teaching and learning material that provided a holistic educational approach. This helped to motivate not only the learners but also their families, guardians, teachers and communities who felt valued, recognized and mainstreamed into the wider Nigerian society.

Understanding the necessarily conceptual and practical link among poverty, ignorance, education attainment and health status of individuals and community members emerges as the key to the notable success in achieving programme coverage. Arguably, any attempt to address education attainment problems like GEP has attempted to do without simultaneously addressing these conceptual and practical issues is likely to fail. In view of this, the evaluators noted the positive effects resulting from the multi-faceted approach to GEP activities as having been founded on appropriate and well-focused project design. Specifically, the GEP inputs in terms of material supplies (school bags, uniforms, textbooks, exercise books, writing materials etc) succeeded in meeting the objective of increasing access and retention in schools. In addition, the provision of water, toilets and promotion of healthy practices among pupils (washing of hands after going to toilet and before meals, as well as education of general health and HIV/AIDS education in schools) contributed to improved health status of the learners. Advocacy and social mobilization aimed at eliminating ignorance and breaking cultural barriers to education also played a major role in achieving community support from opinion shapers, key among them the religious leaders and community rulers. Capacity development in the area of school governance explicitly helped to enhance the management structures and processes thus encouraging transparency, accountability and consequently, increasing trust in the school systems. The support for women’s economic and socio-political empowerment through vocational skills acquisition, participation in SBMCs, gaining financial assistance and income generating equipment, skills and supplies, helped to reduce family poverty and increased women’s confidence in expressing their needs. This in turn increased their readiness to release their children to attend school. Girls expressed their aspirations
based on examples of economic and social development among the few women professionals they are exposed to, such as teachers, politicians, and others that exemplify to them educational success.

The introduction of IQE has helped to demonstrate that Qur’anic and secular education were not mutually exclusive but were complementary to each other in developing a well-rounded person, spiritually, morally, socially and economically. The effect of appreciating this complementarity resulted in most children, including girls, regardless of their age, enrolling, attending and remaining in educational institutions most of the time as required.

**Effectiveness: Attainment of GEP Objectives and Desired Results**

Effectiveness is herein taken to mean a measure of the extent to which the girls’ education project has attained its objectives and produced its desired results. Hence, effectiveness is about doing the right things in the best way possible and at the appropriate time. In order to determine the effectiveness of GEP, the evaluators made three core and guiding considerations. Firstly, the choice of intervention LGAs and school/communities, which entailed regions, that had been traditionally tagged as the ‘hard-to-reach’ and hence had been denied their right to education. Secondly, and closely related to the first is the reasonably wide scope of the project based on the designated six LGAs, 20 schools/communities that were carefully selected and targeted based on the same criteria as was used to select the beneficiary LGAs, resulting in a total of 120 schools/communities across the six LGAs in six GEP states. Thirdly, effectiveness of the GEP is attributed to the fact that desired outcomes and implied impacts were achieved as documented in the project memorandum and subsequent output of purpose reviews (OPRs). As enrolment and attendance of girls increased, gender disparity against girls reduced concurrently and in some instances clearly eliminated the gender gap. Fourthly, the bottom-up approach that the project adapted helped to instil a sense of ownership among the community members who assumed their positions in the project as actors and facilitators rather than objects of aid from external donors. The effect of this approach was in the transformation of communities’ attitudes towards self-reliance and belief in their own capabilities to contribute to the success of the project. Fifthly and finally, the GEP adoption of the SMART principle in its operational logical frame which helped to ensure that the activities of the project were guided by objectives that were explicitly SMART (specific, measurable, achievable, realistic and time-bound) and that the project outputs had OVis that were responsive to the SMART principle that made monitoring and supervision of the project meaningful, fruitful and reasonably manageable.

In its broad coverage of objectives, the project has demonstrated that through sensitisation and mobilization, religious and cultural prejudices against female education can be overcome. In all GEP communities, parents, women, community and religious leaders portrayed enthusiasm about female education. This is in contrast to some non-GEP communities where traditional views still prevail. Further sensitisation of communities and formation of operational School Based Management Committees has led to a sense of ownership of schools. Communities are notably willing to contribute to the development of their schools, thus enhancing the effectiveness of delivering quality learning. Combination of secular primary and non-formal education within the same or nearby premises was strategic in encouraging more women to avail themselves the opportunities to acquire literacy, numeracy and vocational skills. Their income-earning activities (knitting and sewing) have released their daughters from hawking in the streets, which traditionally kept them away from school. However, it is noteworthy that many of the schools in Niger and Bauchi, the girls were allowed to take their hawking wares to school but sell outside class/school time respectively.
Motivating the primary beneficiaries of the GEP (girls and boys) with relevant incentives such as school bags, textbooks, school toilets, boreholes, etc, was a major boost in encouraging more pupils to enrol and remain in school. The girls and boys looked neater in appearance and presented themselves with confidence as valued subjects. Other strategies that encouraged access and retention included improvements in classroom quality, textbook and educational materials availability, teachers’ deployment, water supply, girls’ toilets, and access to Junior Secondary classes. The reduction on costs of education for poor parents was explicit. Pupils mentioned that materials provided by the GEP made their parents allow them to attend school since they did not have to spend money buying them learning materials.

Access to water released girls and women from long journeys to fetch water for domestic use, and enabled them to maintain clean habits. Separate toilets afforded schoolgirls privacy. Because of combinations of several—and often, all—of these benefits, states like Niger have witnessed pupils transferring from non-GEP schools to GEP schools to enjoy these facilities and incentives. In some of the GEP states, such as Bauchi and Sokoto, government is making efforts to ensure that some of these supplies are available in non-GEP schools. This is important as it ensures that all eligible beneficiaries of basic education in similar situations enjoy comparable advantages.

The introduction of the ECCE into many GEP schools has also helped to accelerate enrolment of young girls in school as majority of ECCE pupils in most GEP schools are notably girls.

The issue of conscientizing communities to pursue their rights and entitlements as expounded by educationalists like Freire (1972 and 1973) cannot be underplayed in the contexts of addressing cultural and religious barriers that hamper access to education among marginalized communities and specific groups such as women, children and the youth as noted in many of the northern states of Nigeria. By using gender sensitive and human rights-based approaches, communities received unequivocal messages of being valued and respected in their differences and similarities as Nigerian citizens. They appreciated that secular education did not conflict with their rights to belong to their cultural communities while at the same time belonging to the broader national and international community. In all the GEP communities visited, parents (mothers and fathers), community and religious leaders expressed enthusiasm about female education. This observation was not explicitly evident in some non-GEP communities where traditional views seemed to still prevail.

EFFICIENCY: COSTING/BUDGETING GEP ACTIVITIES, VfM, SUPPLY AND UTILISATION

Specifically, the focus herein is on how professionalism is exercised in executing the GEP inputs in form of financial, human, material, technological and information resources used for the development and implementation of the intervention. By inferring to the outputs/outcomes and implied impacts of the GEP activities, it is reasonable to claim that the project was managed efficiently and that the funds and resources were used for the activities for which they were budgeted.

The attached report on the Cost Benefit Analysis (CBA) titled ‘Girls Education Project (GEP) Interventions’ (Omo 2008) provides a discussion of the technical overview of financial and economic value evidence of observations as highlighted in this report with regard to the efficiency of the GEP activities. In view, reference is made to an economic measure of the relative cost of resources used to finance the GEP activities designed to help achieve the project objectives. According to the Cost Benefit Analysis –CBA, GEP presents a success story as documented not only in the achievement of project activity objectives but also in the observed conscientious administration of the funds involved. Clearly, the situation of girls’ education prior to 2005, the infrastructural development and the documented outcomes as well
as outputs in terms of enrolment, attendance, community awareness and expressed beneficiary motivation for education demonstrates the project benefits and its cost effectiveness. Instructively, however, most of the benefits in terms of impacts of the GEP are likely to accrue after several years when the beneficiaries of GEP will have made not only educational transitions but also occupational as well as socio-economic transitions.

In concrete terms, the CBA revealed that the project beneficiaries, primarily the school children as well as their communities and schools benefited relatively well and in accordance with the GEP observable and verifiable indicators (OVIs) as outlined in this report. They expressed satisfaction with their engagement in GEP activities and also looked happy and well nourished. They expressed joy and having received GEP school bags and wearing their low-cost and locally produced uniforms was adequate evidence of the strengths outlined in the CBA report. In addition, the, newly constructed classrooms, separate toilets/latrines for girls and boys, water points for schools and communities, textbooks for the core subjects, stationary and other TLMs were also notably available. Teachers had received capacity development courses in the core subjects, health education and HIV/AIDS, STUMEC, gender sensitivity among other areas. Both male and female pupils said that teachers in GEP schools make efforts to encourage female students and include them in class discussions by directing questions at them. Further, FME officials, SMoE staff, GEP coordinators, school administrators, LGEA staff, and SBMCs had been trained according to the GEP logical frame. However, the extent to which the funds were expended fraudulently calls for a meta-analysis.

Overall, however, there were observations to suggest that recourses spent on capacity development of the head teachers may not have yielded the desired results as many as the head teachers lacked the capacity to keep accurate and easily accessible school accounts records. Only two head teachers in the schools sampled for the evaluation could show accounts of SBMC expenditure. In the other schools, accounts of SBMC expenditure were inaccessible and where accessible, there was inconsistency in the recordings with some of the minutes of meetings having been typed while others were handwritten. Further, some of the schools did not display the four-year enrolment figures and could only show enrolment figures for year 2008. The laxity in keeping accurate records and the inconsistency of methods for effecting this exercise within and across schools is bound to have negative effects on the efficiency in identifying needs, costing and requisitioning school materials and accounting for expenditure, thus leading to financial management problems for the schools.

**BENEFITS/IMPACTS**

Benefits have been identified in terms of the outputs, outcomes and implied/indicative impacts that are part of the results of the GEP intervention. We take cognition that project results may comprise both the intended and at times some unintended outcomes and impacts. Logically, these may be deemed as positive or negative in the context of the project objectives. For GEP in Nigeria, the benefits were evident, explicit and unquestionable.

The project has benefited the communities considerably and in significant ways; the first of which is linked to the communal and individual developments that has been witnessed in all the GEP as well as in some of the non-GEP communities and school. Discussions with project beneficiaries revealed that members had a strong belief that their lives and state of well being had been improved substantially through the GEP Schools/communities activities. Observations captured the relatively better learning environments of most GEP schools as compared with those of many of the non-GEP schools in term of health and sanitation facilities. Moreover, while most GEP schools had adequate supply of instructional materials (textbooks, exercise books and biros) most non-GEP did not. Notably, some schools were not
supplied with simulation equipment for leisure time, such as the merry-go-round, etc. Evaluators observed merry-go-rounds in only two schools out of all 12 GEP schools visited. These seemed to be of poor quality and could not be used properly.

Of concern was the observation that some of the non-GEP schools were keeping the textbooks and other TLMs in the store unused, indicating that the intended end-user – learners and the teachers – were deprived of the tools to perform.

Secondly, the project has helped to promote girls’ and women’s rights and empowering women in ways that have helped to alter the dynamics of power relations in the GEP communities and increasing a demand for female education. The women in the communities have gradually regained their voice in the public arenas of SBMCs and other matters involving parenting and schooling which had been traditionally a preserve of the father (or male guardians). This has been well advanced by the inclusion of women in the schools SBMCs and through literacy classes and vocational skills programme component of the GEP. Traditional/religious leaders in the GEP communities have also become more proactive and supportive to girls education in their messages/sermons during traditional and religious ceremonies/activities, thereby creating increasing awareness and acceptance for girls’ education.

The micro credit support has also been an effective approach to empowering of the women group. With the loan, many of them disclosed they have been able to engage in some economic/commercial activities and thereby becoming less dependent on their husbands. Indeed, many of the beneficiary women who were interviewed disclosed that they had been using the proceeds from this to support their daughters in schools where the fathers are not very supportive or financially handicapped.

Another major benefit of the project is that it assisted in building the capacity of many officials and teachers in the state. In light of this, it was reported that the capacity of 60 state/LGEA IECD consultative committee members was strengthened through training. Some school inspectors were also reportedly trained. Training was also extended to a selection of teachers to improve their pedagogical and communication skills, literacy and numeracy skills, leading to better classroom delivery by teachers and improved performance by pupils, with members of the community expressing their satisfaction that their children were able to speak in English because of attending school or the IQE centres.

Basically, there is notable tendency for women and men to demand for the educational rights of their daughters. This is attributed to the positive attitudinal change towards girls’ education in GEP and non-GEP communities alike. The GEP schools are demonstrating tendency to the promotion of good planning and implementation practices, with procurements, for example being made more transparent for accountability purposes. There is also evidence of improved school management and governance procedures as well as monitoring of progress. The presence and use of improved quality of learning materials is evident in all GEP schools. The health of girls and boys appears to be relatively improved by the health practices introduced in the health education programmes. And, overall cooperation between the schools and their communities is a major benefit in the improvement of learning environment that is in the interest of the child.

**SUSTAINABILITY, SCALING UP AND RISK FACTORS**

The potential to sustain and even scale up the benefits after major development assistance has been completed is discussed vis-à-vis the potential risk of loosing the net benefit over time.
The chances of sliding backwards on the educational gains that GEP has helped the communities to achieve are much slimmer than the positive indications towards sustainability of the gains and even scaling them up. Firstly, the fact that state governments have released funding in support of girls’ education is an important indicator of political commitment to the project ideals. In Sokoto, for example, a vote of ₦100million was reportedly budgeted for in the current year 2008 in support of girls and women’s education. Niger State has also released funds for girls’ education in 2008, while the Federal Government has supported girls’ education through the MDG debt relief funds. This means that the States are reasonably prepared to take the girls’ education project to scale with or without donor support using the lessons learned during the project cycle. However, the prospects of sustainability must be considered against the risks or threats that the project may encounter along the way.

While risks to programme sustainability may not seem apparent in the midst of great successes, it is important to closely interrogate potential risks of the GEP as UNICEF progresses to prepare for implementation of Phase Two. One major challenge is to ensure that there are systemic mechanisms in place designed to ensure the delivery of quality educational services to match and sustain the standards that have bee set up by GEP phase 1. This includes ensuring willingness for increased educational budgets, comprehensive education sector plans and budgets to effect the plans as well as strengthen and empower SBMCs at the school level to support the school management.

Firstly, without explicit overall increases in infrastructure to match the increased enrolments in the GEP states, there exists the risk of overstretching the available facilities, diluting quality, and eventually making the school less interesting for children.

Secondly, persistent shortage of teachers, particularly females and more so, qualified ones may also dilute the quality of the education being sought by the increased number of children.

Thirdly, research has shown that when distances to school are long –as noted in some regions- the risk of loosing girls as they mature and enter puberty are high. The likelihood of missing school, particularly during menses is also high. Rainy seasons would also encourage children to keep away from distant schools. While boys can ride bicycles to school, girls may take time to adjust to similar modes of transport, which also implies extra financial costs.

Fourthly, there is notable absence of JSS in the neighbourhoods, which reduces the hope of transition and hence discourages children from performing well. They might wonder why they need to study hard if there were not educational prospects for them. Distance discourages parents from sending daughters to school, and this was mentioned as a reason why girls were married off after primary school because most of the JSS were located away from the communities. Hence, when parents wonder what will happen to all the children who have enthusiastically enrolled in primary schools, GEP should work with the communities to devise practical, strategic and attainable visions.

With the prospects that come with increased levels of education, the issue of poverty crops up because economically poor parents may not afford the costs of secondary education for their children. This may lead to drop out after primary six.

Security is an issue to consider, particularly for distant schools and also around urban areas. Parents need reassurance of the safety of their children, not just within the school but also on their way to and from school.

The risk of sidelining the boys in the process of popularising and promoting girls and women’s education may reverse gains made in overall enrolment and participation. Already there are indications of boys dropping out more than the girls in some of the GEP LGAs.
Inspection and continuous monitoring and evaluation/appraisal of schools to ensure that gains accrued do not fade away due to lack of support for teacher capacity, availability of TLMs laxity in capacity motivation and cooperation. The IQE centres shall require increased support in terms of teacher capacity development, supply of curriculum materials and improvement of infrastructure, including sanitary facilities. Where enrolment outweighs infrastructure, multi-grade teaching could be introduced as a stopgap measure. Overall, there is need to lobby for improved teacher remuneration while at the same times designing some cost-effective modes of increasing employee/teacher satisfaction in their work. This may be done through certification and training that is linked to promotion or other forms of recognition.

**OPPORTUNITIES FOR CONTEXTUALISING PROMOTION OF GIRLS’ EDUCATION IN NIGERIA.**

Considerable opportunities for the success of GEP Two and any other relevant projects is evident in the already high demand for girls education in the GEP project states, as well as the non-GEP states as noted in the increased rates of enrolment and attendance, particularly among girls. However, in order to make girls’ education gender responsive, meaningful and relevant to the community, it is imperative that boys’ education matches that of the girls. The negative trend in boys’ enrolment and attendance as noted in this report is likely to pose a threat to the envisaged opportunities in terms of social inequalities and possible backlashes that may manifest hostile gender relations between the boys and the girls. The opportunities to achieve EFA goals and attain the MDG targets on gender parity and health are embedded in the ability to strike a reasonable balance between promotion of girls’ education and the encouragement of boys to learn alongside the girls as allies and members of their schools, communities and nation.

Existing experience from Phase One provides an added advantage for the designing and implementing of Phase Two based on lessons learned, strengths, weaknesses, challenges and good practices documented and highlighted in this report as well as in the project progress reports.

Success in community advocacy and awareness-raising has created readiness and receptivity for girls’ and women education in communities that traditionally did not find value in sending girls to secular school. This situation provides readymade opportunities upon which to launch the GEP 2.

A strong sense of agency that was manifested among community members provides opportunity for encouraging both the women and the men to be proactive in the project activities and to participate willingly as actors in steering development of education in their schools. For example, opportunities in the Phase Two shall have sound foundation in the already motivated local communities whose traditional elders and religious leaders as well as parents have not only embraced education in their localities but also demonstrated their willingness and capabilities to contribute to the development of education in their regions through moral and material support.

The political good-will that has been demonstrated through financial commitment from national and state governments should be located at the centre of the GEP 2 project activities in ways that allow continued lobbying of governments for material and financial inputs that are commensurate with the project objectives.

Assured financial commitment from FGN, DfID coupled with community support in cash and kind provides UNICEF the opportunity to continue empowering the local communities to take charge of their own development, particularly in the area of education and health.
GOOD PRACTICES AND LESSONS LEARNED

GOOD PRACTICES

Good practices are herein identified by their humane nature, gender-sensitivity and use of human rights approach to programming (HRAP) during the project implementation and are characterised by participation of all stakeholders (individuals, groups, or organizations that can affect or be affected by an intervention or issue).

The bottom-up approach has functioned well in the GEP whereby; community members including parents, religious rulers, and traditional elders have been engaged in the designing and implementation of GEP activities, thus enhancing the sense of ownership in these activities.

Capacity building of SBMCs for the programme has enhanced quality and quantity of provision of education in the community schools, with these schools assuming a community-responsive approach to school management that is relevant to the aspirations of the local people.

Implementation of gender policy in the project activities, including the affirmative action in the SBMCs emerged as a good practice that has effectively helped to rationalise girls’ education, resulting in increased enrolment and attendance. It has also ensured that women participated in school management in their own rights as citizens and that the training and recruitment of teachers is informed by gender considerations.

Supporting the IQE is a culturally sensitive and commendable way of opening up possibilities of acquiring secular and religious education concurrently and harmoniously as is the case in many of the IQCs where evaluators noted the willingness to execute the IQE curriculum with scarce resources, both human and material.

Supporting ECCE provides a foundation for transition from home to school. The GEP provided opportunities to demonstrate that even with inadequate facilities such as classroom, teachers could practice multi-grade teaching whereby two classes (one being the ECCE) learned in the same classroom.

Supporting NFE provided opportunities for youth in the community to have a second chance in life. The GEP demonstrated the possibility of accommodating the NFE within the regular schools where they benefited from use of existing infrastructure and at times the voluntary services from the regular teachers.

LESSONS LEARNED

The GEP has offered many lessons. However, this section highlights only those deemed to be key and replicable within the selected regions and elsewhere. Hence, we include lessons that have relevance more broadly within the country situation or globally to the international community or to an organization.

The cultural stereotype of women being incapable of working alongside men –or vice versa- can be exposed practically as a myth as has been well-demonstrated in the GEP school SBMCs that embraced women and girl members ungrudgingly. Women were also supported to engage in public life of income-generating activities that raised their status to that of family breadwinners.

The bottom-up approach requires that all interest groups including the primary stakeholders (children and youth) be provided space to participate as subjects and in development activities.
that bear effects on their lives and well-being. This lesson was evident in the way GEP ensured that right from the schools, communities and LGEAs men, women, girls and boys as well as community rulers and religious leaders, were actively involved in the project activities with clear objective of enhancing girls education.

Involving local communities in the management and monitoring of projects, as was the case with SBMCs helps to cut costs, increase confidence in the project and is more effective in securing the desired results. This lesson emerges unequivocally in the GEP where SBMCs implemented their roles effectively.

Community opinion shapers such as the religious leaders and traditional rulers are key in the success of any community-based project. The GEP demonstrated this lesson well through the support and participation of the community leaders – both religious and traditional – as they monitored the progress of project activities and reprimanded those who seemed to derail from the path towards achieving the shared project objectives.

Intensive but culturally sensitive advocacy and social mobilization on the value of education using human rights and gender sensitive and responsive approaches to cultural and religious concerns elicits a feeling of being valued and respected, hence, making inclusion and participation relatively easy as has been the case with the communities where the GEP was implemented.

Successful interventions are most likely to motivate replication and scaling up. This lesson was evident in many non-GEP schools that undertook to achieve the GEP objectives using their own resources because they were apparently convinced of the value of the GEP to their families and communities.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The combination of various factors is attributed to the high achievement of the GEP primary objective, the primary purpose as well as the defined outputs. This was evident in the high rate of success in increasing overall school enrolments, and that of girls and young women in particular. The catalytic factors include the minimised need for child female labour through the provision of access to water sources and creation of income generating activities such as production of school uniforms and management of subsistence farms/gardens within school or community that served to not only improve family health but also enable children to learn better in schools.

The Girls education project is visibly encouraging intergenerational shift of attitude with regard to the value of educating girls and empowering the women. The younger generation is clearly internalising the new values and attitudes towards female education with many boys and men now talking explicitly about the benefits of education for both boys and girls and many of the boys indicating their appreciation for equal education across the genders.

While the balance of resources is still in favour of men, women in GEP communities have been empowered through vocational skills and literacy programmes at NFE centres. Women now earn incomes which have released their daughters from hawking (until after school hours) and enabled them to contribute to household expenditure - school uniforms and pocket money to buy their mid-day meal in school, books and other educational materials. Some of them have been able to buy sewing/knitting machines for themselves. They are now less economically dependent on their husbands.
Other factors that enhanced the successes of girl’s and women’s education include reduction of financial costs of schooling for families through government and Development Partners ‘free’ supply of learning materials that include textbooks, writing books, pens and pencils, and more so storage and transportation bags that made schooling attractive. In addition, schools were refurbished both in terms of infrastructure, facilities, equipment and furniture (classroom, latrine/toilets, water sources, desks, storage areas and so on). Also, the introduction of IQE and its overwhelming support by community and religious leaders presents an opportunity for increasing education, not in the least breaking cultural myths regarding the relationship between Islamic teachings, gender and secular education.

By encouraging young mothers to attend school accompanied by their babies, the GEP schools not only provided the mothers a second chance in pursuing their potentials but also demystified schooling by exposing their children to a culture that is, in many ways, different from home and family culture, but which is nonetheless, safe and inclusive. Such exposure is likely to encourage the children to attend school at the right age thus discouraging overage enrolments and in the long run, raised the Net Enrolment Ratios (NER) against the Gross Enrolment Ratio (GER). Children of such mothers may also be relatively less truant having been acculturated to school life.

Because of the levels of efficiency observed in the procurement and supply of relevant TLMs and constructing infrastructure with basic sanitary facilities and equipment, GEP schools passed the test of pulling through the challenges that threaten new initiative, resulting in educational institutions that were impressive to their communities and enviable to the non-GEP communities. Hence, even when distances to school remain a challenge in many localities, the GEP demonstrated that when communities placed their value on schooling then, they were prepared to make sacrifices to attain that value for their children and their communities. This attitude was observed in several community leaders who offered their resources to facilitate girls to attend JSS and to offset some of the school-related costs. Also, schools encouraged married women to re-enter school, thus facilitating them to transit from the NFE programme to JSS classes.

There is serious implication for the GEP in the gender front, particularly when the trend of boys dropping out of school and attending less becomes an emerging trend. GEP should devise an approach that is not only explicitly ‘boy-friendly’ but also responsive to boys’ needs, concerns, and aspirations in gender equitable contexts. Hence, efforts should be made not to discourage boys or make them feel sidelined in the process of encouraging and enhancing girls’ education –the role of boys in development and equitable gender relations should be enhanced always. Furthermore, perceptions or feelings of discrimination against the male gender bears potential of animosity against girls and women and may lead to misogynist behaviour that is manifested in hateful tendencies towards women and girls.

While the shortage of female teachers is still a major problem and efforts are being made to train and recruit more female teachers, focus on male teachers should not be ignored as they too should be capacitated to become more gender sensitive, and responsive to human-rights based approaches to teaching.

Specifically, GEP has also benefited from, and also reinforced other key UNICEF and DFID supported initiatives, including the development of a national school-based teacher training programme, the retooling of the inspectorate, and the rolling out of a new Education Management Information System to the states. The development of Nigeria’s first National Policy on Gender for Basic Education and increased government commitment to a more flexible approach to EFA, including the Integrated Qur’anic Education is noteworthy. Inter-
sectoral collaboration in areas such as integrated early childcare and education, health and HIV/AIDS Education, school nutrition and water and sanitation in schools has also been enhanced.

RECOMMENDATIONS

This evaluation yielded 14 key recommendations as outlined below:

Sensitisation using religious leaders and traditional rulers should continue to be supported and enhanced.

There is need to develop comprehensive state education sector plans whose costing is rationalised efficiently, are realistic and gender sensitive, and which enhance political willingness to support the plan implementation through increased budgets to education with focus on improvement of gender parity.

Continuous training of members of SBMCs on matters of planning, procurement, and keeping records should be enhanced. In addition, the SBMCs should be empowered financially through provision of school grants that would help effect the school plans and address some of the issues that continue to hamper gender equality in the schools. There is also need to revise the template for WSDPs with the aim of simplifying it and making it user-friendly to the SBMCs.

Ensuring that growth in the education of girls and boys is in tandem to avoid possible gender-based backlash if the boys under-achieve or perceive to be sidelined/discriminated

Re-thinking about feminine needs that may be affecting girls silently with regard to puberty education, access to low cost culturally-sensitive sanitary requirements including locally produced sanitary pads.

Boys’ masculine needs require attention, particularly demonstrating the link between education and socio-economic or material well-being, through enhanced vocational skills.

Distance to schooling needs to be addressed in a manner that shall help to bring schools closer to the communities, particularly for the JSS for ease of transition. This should be a priority for the state government

Shortage of teachers may be addressed through creativity such as noted in multi-grade teaching, particularly when the schools have few learners. However, utmost there is need to continuously train teachers, especially female teachers and deploy them to the rural areas. This action should be accompanied by a revision of teachers’ terms of services to include incentives that would attract the teachers –both female and male- to serve in such areas.

IQE should be scaled up and more efforts made to work closely with experts in the Islamiyya approach of expanding Qur’anic education and making it more inclusive of secular education that is characterised by improved infrastructure and teaching learning environments, that adopt child friendly schools benchmarks as much as is practicable.

GEP should enhance the capacities of communities (including young people) as well as co-implementers and managers with the relevant knowledge, skills and attitudes that shall empower towards self-reliance in managing educational activities leading towards achievement of the MDGs and EFA goals

Cost-effective means of producing incentives such as school bags by state governments should form part of the cost-cutting strategy for attracting children to school
The issue of special needs education needs to be fronted more so as to make GEP more inclusive. This should focus on various disabilities that create double or even triple exclusion for some children, particularly girls.

GEP states and communities should be encouraged and even facilitated to share their knowledge and skills with the non-GEP states and communities as a way of scaling up.

Strong inspectorate for close supervision and monitoring of school developments should be inbuilt in future programmes to ensure maximum cost-effective benefits.
REFERENCES


# APPENDICES

Appendix 1: Sample of human sample by categories

## HUMAN SUBJECTS BY CATEGORY

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<tr>
<th>Beneficiaries (different types)</th>
<th>Implementers (various levels &amp; categories)</th>
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### Appendix 2: All states gender parity and gender gap

#### Change in Gender Parity with Corresponding Decrease in Gender Gap by State and Year

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### Appendix 2Ai: Change in Gender Parity with Corresponding Decrease in Gender Gap by LGA and Year (SOKOTO STATE)

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Appendix 2Aiii: Change in Gender Parity with Corresponding Decrease in Gender Gap By LGA and Year (BAUCHI STATE)

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Appendix 1Bi-ii (Non-GEP States)

Appendix 2B ii: Change in Gender Parity with Corresponding Decrease in Gender Gap by LGA and Year (BORNO STATE)
### Appendix 2Bii: Change in Gender Parity with Corresponding Decrease in Gender Gap By LGA and Year (JIGAWA STATE)

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### Appendix 2Biii: Change in Gender Parity with Corresponding Decrease in Gender Gap by LGA and Year (KATSINA STATE)

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Appendix 2Bii: Change in Gender Parity with Corresponding Decrease in Gender Gap by LGA and Year (KATSINA STATE)
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<th>Gender Gap in Attendance</th>
<th>Gender Gap in Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004/05</td>
<td>2005/06</td>
<td>2006/07</td>
<td>2004/05</td>
</tr>
<tr>
<td>Birniwa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>30</td>
<td>99</td>
<td>70</td>
</tr>
<tr>
<td>Buji</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>58</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>Guri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>77</td>
<td>50</td>
<td>38</td>
</tr>
<tr>
<td>Kazaure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>31</td>
<td>64</td>
<td>53</td>
</tr>
<tr>
<td>Kirikasama</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>54</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>Maiatagari</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>79</td>
<td>66</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>56</td>
<td>73</td>
<td>78</td>
<td>59</td>
</tr>
</tbody>
</table>

### Appendix 2C: Example of comparison between GEP and Non-GEP LGAs

#### Comparing Gep And Non Gep School Enrolments - Borno State

#### Appendix 1B: Enrolment in GEP & Non-GEP Schools in Six GEP LGAs by Gender

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abadam</td>
<td>10</td>
<td>33%</td>
<td>34</td>
<td>69%</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Bama</td>
<td>2100</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Bayo</td>
<td>122</td>
<td>17%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Gubio</td>
<td>11</td>
<td>275%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Hawul</td>
<td>480</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>6</td>
<td>Kaga</td>
<td>220</td>
<td>7%</td>
<td>32%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2943</td>
<td>73%</td>
<td>49%</td>
<td>26%</td>
<td>19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S/No</th>
<th>Non-GEP schls</th>
<th>G incr. from 04</th>
<th>Gen. Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abadam</td>
<td>34</td>
<td>69%</td>
</tr>
<tr>
<td>2</td>
<td>Bama</td>
<td>2098</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Bayo</td>
<td>Gubio</td>
<td>Hawul</td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>3</td>
<td>145</td>
<td>14</td>
<td>1649</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>100%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>36%</td>
<td>100%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>56%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>20%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Appendix 2D: Enrolment and Attendance Patterns in the 6 Gep States

**Gender Gap in Attendance (Six Gep States)**

**Percentage Growth in Attendance for Boys**

**Percentage Growth in Attendance for Girls**

**Percentage Growth in Enrolment of Boys and Girls**
APPENDIX 3: GEP Research Instruments

Appendix 3a: Pupils’ Focus Group discussion Guide

Name of School:--------------------------------------------
Boys/Girls:-------------------------------------------------------

What are the benefits of girls going to school?
Why do more boys go to school than girls in your community? How can more girls be encouraged to go to school?
What do your parents do to ensure you/your sisters to come to school everyday?
What do you know about the Girls’ Education Project (GEP)?
What school materials have been given to you? Find out when they were given.
  text books------
  school bag------
  writing materials (pens and pencils)-----
  uniforms------
  wheel chairs (for physically challenged)-----
  hearing aids---
  other----
Probe - Which of the materials belong to you and which belong to the school? What will you do if these materials are taken away from you?).
What are the things teachers do to encourage girls in your school?
to learn as well as boys-------
to perform as well as boys------
What do your teachers do that encourage/discourage you to come to school and learn (probe for gender dimension- male/female teachers)?
Which of your classmates (male and female) have stopped coming to school since last year and why did they stop?
Who is the student member of the School Based Management Committee?
What are some of the things that make some children not to come to school every day?
Do you or other children attend Qur’anic school? (When do you attend –morning/evening? Does it affect your formal education?)
Appendix 3b: Parents (FGDs with one group each of fathers and mothers in the community)

What are the factors inhibiting girls’ and women’s education in your community?
Do you think that girls should receive the same education as boys?
Are all your daughters of school age in school (6-18 years)? If no, why not?
Who decides whether or not a child should go to school in the family?
Who decides when a daughter should get married?
Are you aware of any programme to promote girls’ education in your community? Explain.
Have you heard about GEP? What do you know about it? How did you hear about the Girls’ Education Project?
What are the major achievements/impacts of GEP in this community?
Do you think the methods adopted by GEP to promote girls’ education are relevant in your community (relevance of activities; involvement of the community members/leaders/religious bodies; supply of materials to schools and students, etc)?
How has GEP benefited women and girls in this community? How can more women and girls benefit from GEP?
Is there any way GEP can be improved upon to make more impact?
What are parents in this community doing to promote girls’ education?
Appendix 3c: Community/Religious Leaders (Interview)

Name of Community: -------------------------------------------------------------
Group (Traditional/Religious): --------------------------------------------------

What are your views about girls’ education?----------------------------------------
-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
What factors influence attendance of girls in school in this community?--------------
-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
What can be done to encourage school attendance by girls?---------------------------
-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
What is the role of community/religious leaders in promoting the education of girls and
women?-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
What do you know about GEP?---How did you know about GEP?--------------------
-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
Do you support the GEP? Give reasons-----------------------------------------------
-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
In what ways have you helped to promote GEP activities?---------------------------------
-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
Has GEP been successful in promoting the education of girls and women in this community?
Explain your answer-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------
In what ways can GEP be improved to make it more effective?------------------------
-----------------------------------------------------------------------------------------------
-----------------------------------------------------------------------------------------------

x
Appendix 3d: Women’s Groups/Leader (Interview)

Name of community: ---------------------------------------------------------------
Name of Organization: -------------------------------------------------------------
What are the benefits of girls’ education? ------------------------------------------
What factors influence attendance of girls in school in this community? ------------
What can be done to encourage school attendance by girls? -------------------------
Who decides whether daughters should go to school in the family? ------------------
What is the role of women/women leaders in promoting the education of girls and women? ---
What do you know about GEP? How did you know about GEP? -------------------------
Do you support the GEP? Give reasons---------------------------------------------
In what ways have you/your group helped to promote GEP activities? -------------
Has GEP been successful in promoting the education of girls and women in this community? Yes No. Explain your answer-----------------------------------------------
In what ways can GEP be improved to make it more effective? ----------------------
Appendix 3e: Head Teachers/SBMC (Interview)

Name of school:-----------------------------------------------
Position: (e.g., SBMC/Head Teacher)---------------------------------
Gender Male/Female-----------------------------------
Number of SBMC members-----------------------------------
Number of female members of SBMC--------------------------
Number of teachers-----------------------------------------
Number of female teachers-----------------------------------
Number of pupils-------------------------------------------
Number of female pupils--------------------------------------

What are the benefits of educating girls and women?-----------------------------------------
What factors influence attendance of girls in school in this community?------------------------
What can be done to encourage school attendance by girls?------------------------------------
What do you know about GEP?---------------------------------------------------------------
What is the role of the School Based Management Committee in GEP?--------------------------
What are the main challenges of SBMCs?--------------------------------------------------------
How has GEP supported/encouraged female teachers?-------------------------------------------
How does GEP support/encourage female students?---------------------------------------------
Has GEP led to an increase in the number of female teachers, female school heads in the LGA?

Are the methods used by GEP to promote female education relevant to this community? Explain

What prevents the recruitment and promotion of more female teachers?

What in your view are the achievements of GEP?

What are the major challenges in implementing GEP?

In what ways can GEP be made more effective?

Did you attend any training programme as part of GEP? Yes No

If yes, what type of training did you attend?

How has the training helped you in your school work?

Did the SBMC receive grants from UNICEF? Yes No

What did you do with the grants received?

Have you been able to mobilize any funds through your own efforts? Yes No

If yes, what are the sources of these funds?

What did you do with the money you raised?
Appendix 3f: Teacher Questionnaire

GEP SCHOOL □ NON-GEP SCHOOL □

GEP trained teachers only

Gender….. Female □ Male □

Name of school……………………………………………………………………………………………

LGA OF THE SCHOOL…………………………………………………………………………………

How many GEP related training sessions have you attended? ______

Please list the training in the matrix presented below

<table>
<thead>
<tr>
<th>Type of GEP training</th>
<th>Venue</th>
<th>DATE</th>
<th>Usefulness in my teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very useful</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A bit useful</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not useful</td>
</tr>
</tbody>
</table>

3. List the trainings that you found not useful and indicate how these could be improved.
## Appendix 3g: School observation checklist

Look out (if necessary ask) for items in the checklist then tick accordingly. Make comments regarding availability and usability of item.

<table>
<thead>
<tr>
<th>Items Name</th>
<th>TOTAL/AVAILABLE (✓)</th>
<th>BEING USED</th>
<th>Condition (Equipped)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
<td>Sometimes</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fully/good</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Partial/fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not at all/poor</td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets for girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets for boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets for female teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets for male teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water point</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECD (classrooms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First aid kit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing fields</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List other recreational materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure storage facility</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3h: Classroom Observation Checklist

Please observe two (2) classrooms; one lower primary and one upper primary.

(Note:// Please do not write anything in shaded area)

<table>
<thead>
<tr>
<th>Items Name</th>
<th>-PLEASE TICK (√) OR -PUT A NUMBER</th>
<th>BEING USED</th>
<th>Condition (Equipped)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalk board</td>
<td></td>
<td>Always</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Chalk</td>
<td></td>
<td>Not at all</td>
<td>Fully/ good</td>
</tr>
<tr>
<td>Children’s work on walls</td>
<td></td>
<td></td>
<td>Partial /fair</td>
</tr>
<tr>
<td>Learning materials/charts displayed</td>
<td></td>
<td></td>
<td>Not at all/poor</td>
</tr>
<tr>
<td><strong>Number</strong> of students’ desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong> of pupils sharing desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ desk/table &amp; chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics pupil’s text book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English pupils’ textbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science pupils’ textbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social science text book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise/writing books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pens/pencil</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3i: Pupil FGD

INTRODUCTION

This group discussion/interview is part of a UNICEF study seeking to find the role that GEP has played in ensuring that girls, just like the boys, attend school, complete school, perform well and enjoy being in school. You shall not be forced to speak if you do not want to. We shall not use your real names in our reports so, please feel free to talk/discuss and ask questions.

As children and young people, you have a right to speak for yourselves regarding things that affect you. These include schooling and other related matters, such as health, feeding, clothing and so on. Hence, what you say is in this discussion is very important in helping others, including adults, to understand how children or young people like yourselves experience being in school and what you think about schooling.

Some people say that girls’ education is not as important as that of boys. What do you say about this view? (Probe reasons for taking girls to school e.g. their right as children/ equality with boys, increase knowledge & skills on health–HIV/AIDS, malaria etc-, hygiene, for future jobs, empower them to speak for themselves)

Why do more girls in your community -compared with boys- not come to school at all? (Probe: what keeps girls away from school e.g. early marriage, religious schooling, insecurity travelling to and from school, housework, customary female seclusion)

Probe: why some schoolgirls are not able to attend school every day? (puberty related, gender-based violence, sexual harassment)

What do your teachers do to encourage all girls in your school to:

- attend school every day
- participate in class as well as boys
- complete primary school just like the boys
- perform exams as well as boys

How do people in your community encourage more girls to attend school? (compare role of women and men)

Tell us what you know about the Girls’ Education Project (GEP)? (general awareness of key objective to improve status of girls education)

How has the GEP materials helped children in your school? Discuss access to:

- text books
- school bags
- uniforms
- water source
- writing books
- pens/pencils
- health/HIV/AIDS materials
- latrines/toilets

(Probe – -What will happen to your schooling if these materials are taken away from you?)

Specifically, how has GEP helped girls in your community to attend school regularly?

Probe: sensitivity to feminine hygiene/puberty needs (wash areas, soap, pads, pants etc)

What about children with disability? (e.g. wheel chairs, hearing aids)

How do the following people help girls to attend school every day?

- parents
- boys in school
- religious leaders
Which of your classmates (male and female) have stopped coming to school?
Female (names)------------------------ (probe when did each leave? Why did each leave)
Male (names)------------------------ (probe when did each leave? Why did each leave)
Who is the student member of the School Based Management Committee? (what does this student member do to help girls and boys on issues of schooling?)
Do children in your school attend Qur’anic school? (probe for days & time of attendance)
Probe how the children balance demands for secular and religious schooling
What would you like your school to do to encourage all girls to complete schooling equally alongside the boys? (probe for girl-friendly environments, sensitivity to girls’ puberty & hygiene issues, non-violence…)
What about members of your community? What about your parents
If there is anything else you wish discuss in relation to the issues of girls education, please feel free to do so now.

THANK YOU FOR YOUR PARTICIPATION
## Appendix 3j: GEP user-friendly children’s questionnaire

**PLEASE TELL ME A FEW THINGS ABOUT YOUR LIFE AS A SCHOOL CHILD**

Write only one (1) tick ✓ to show TRUE ✓ ☻ or NOT TRUE ✓ ☺

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>NOT TRUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) In my school there is clean water for drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) I feel safe in my School</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>3) I feel safe in my class</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>4) There are enough text books in my class for every subject</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>5) I have been given writing books and a pen</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>6) My classroom has many learning materials on the wall</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>7) Teachers encourage me to answer questions in class</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>8) I have lunch every day in school</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>9) There is water to wash my hands near the latrines</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10) Washing hands after using the toilet/latrine helps to prevent diseases</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>11) If I touch a person who has HIV or AIDS I may also get infected</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>12) My school has separate latrines for girls and boys</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>13) The latrines for girls are near those of the boys</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>14) At home, there is somebody who helps me with my school work (father/mother/other)</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>15) I feel safe when coming to school in the morning</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>16) I feel safe when going back home</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>17) Teachers encourage girls to answer questions in class just like the boys</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>18) Boys need to have more education than girls</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>19) My teachers like beating children</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
<tr>
<td>20) All girls in my class attend class every day just like the boys</td>
<td>TRUE</td>
<td>NOT TRUE</td>
</tr>
</tbody>
</table>