



FINAL EVALUATION REPORT  
EMPOWERING WOMEN  
AND GIRLS FOR ENHANCED  
GENDER-BASED VIOLENCE  
PREVENTION AND RESPONSE



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PREVENTION AND RESPONSE



**UN WOMEN**  
**ABUJA, NIGERIA**  
November 6<sup>th</sup>, 2023



VILLAGE SAVINGS AND LOAN ASSOCIATION (VSLA) LOAN APPLICATION FORM

Name of Applicant: \_\_\_\_\_  
Address: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Date of Application: \_\_\_\_\_  
Signature of Applicant: \_\_\_\_\_  
Signature of VSLA Representative: \_\_\_\_\_

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ELECTRONIC CALCULATOR

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# ACRONYMS

<b>CCHAD</b>	Chad Centre for Human Advocacy and Development	<b>OIC</b>	Officer in Charge
<b>CMR</b>	Clinical Management of Rape	<b>PPE</b>	Personal Protective Equipment
<b>CO</b>	Country Office	<b>RO</b>	Regional Office
<b>CPL</b>	Child Protection Law	<b>ROHI</b>	Restoration of Hope Initiative
<b>CSO</b>	Civil Society Organization	<b>SAME</b>	State Agency for Mass Education
<b>DAC</b>	Development Action Council	<b>SBMC</b>	School Based Management Committee
<b>DCR</b>	Deputy Country Representative	<b>SCI</b>	Save the Children International
<b>EMG</b>	Evaluation Management Group	<b>SGBV</b>	Sexual and Gender-based Violence
<b>ERG</b>	Evaluation Reference Group	<b>SRH</b>	Sexual and Reproductive Health
<b>FGD</b>	Focus Group Discussion	<b>SUBEB</b>	State Universal Basic Education Board
<b>FME</b>	Federal Ministry of Education	<b>UNFPA</b>	United Nations Population Fund
<b>GBV</b>	Gender-Based Violence	<b>UNHRC</b>	United Nations Human Rights Commission
<b>GEWE</b>	Gender Equality and Women Empowerment	<b>UBEC</b>	Universal Basic Education Commission
<b>GTTG</b>	Gender Technical Team Group	<b>UN Women</b>	United Nations Entity for Gender Equality and the Empowerment of Women
<b>HNO</b>	Humanitarian Needs Overview	<b>TARL</b>	Teaching at the Right Level
<b>HPC</b>	Humanitarian Programme Cycle	<b>TLS</b>	Teaching and Learning Skills
<b>HRP</b>	Humanitarian Response Plan	<b>ToC</b>	Theory of Change
<b>ICT</b>	Information and Communication Technology	<b>ToR</b>	Terms of Reference
<b>IDP</b>	Internally Displaced Person	<b>WLO</b>	Women-Led Organization
<b>KII</b>	Key Informant Interview		
<b>LGA</b>	Local Government Area		
<b>MDAs</b>	Ministries Departments and Agencies		
<b>M &amp; E</b>	Monitoring and Evaluation		
<b>MoE</b>	Ministry of Education		
<b>MoU</b>	Memorandum of Understanding		
<b>MWASD</b>	Ministry of Women Affairs and Social Development		
<b>NERDC</b>	Nigerian Educational Research and Development Council		
<b>NMEC</b>	Nigerian Mass Education Commission		
<b>NRC</b>	Norwegian Refugee Council		
<b>OECD</b>	Organization for Economic Cooperation and Development		

# EXECUTIVE SUMMARY

This report is about the final evaluation of the UN Women’s project on empowering women and girls for enhanced gender-based violence prevention and response in Borno, Adamawa and Yobe (BAY) states of Northeast Nigeria. The project sought to support conflict-affected women and girls including marginalized groups like persons with disability (PWD) with education and economic-empowerment opportunities through adaptive business skills for employability and contribute to strengthening their resilience and ability to recover from GBV. The project’s implementation strategy centered around three areas of intervention: Gender Based Violence Prevention and Mitigation through Advocacy and Community Awareness, Livelihood and Empowerment Initiatives and Second Chance Education.

## **Purpose, objectives and scope of the evaluation**

The overall objective of the final evaluation was to assess the performance of the project and achievement of results employing relevant criteria such as relevance, effectiveness, efficiency, impact, coherence, sustainability, human rights and gender equality and disability inclusion. This is with a view to identifying lessons learned, good practices and innovations, and implementation challenges to inform future work of UN Women with conflict affected population especially women and girls.

## **Evaluation Process and Methodology**

The evaluation aligned with UN Women’s priorities on gender-responsive evaluation (2015) and the provisions of the UN Women’s Global Evaluation Reports Assessment and Analysis System (GERAAS)(2019) which is in tandem with the revised UNEG norms and standards (2016) that specified the guidelines and code of conduct for conducting evaluations in the UN. The evaluation methodology deployed a participatory mixed method, including quantitative and qualitative data collection methods and analytical approaches to account for complexity of gender relations and to ensure participatory and inclusive processes that are culturally appropriate.





## Main Findings

### Relevance

The project is rated with a score of A in terms of relevance. There was clarity of objectives and outcomes all of which bear relevance to the specified theory of change. The project made conscious efforts to address human rights priorities relating to the prevention of VAWG and the right to education which were integrated into the design of the project by way of interventions to improve literacy, life and vocational skills of adolescent girls and young women (Findings 1, 2, & 3). Coordination, consultation and collaboration with major partners were key features of

the implementation of the project but consultation with some key MDAs (such as the Nigerian Education Research and Development Council (NERDC), the Universal Basic Education Commission (UBEC) and the Federal Ministry of Education (FME)) was missing at the design stage. The project partners have a favourable perception of UN Women's comparative advantage. The project made conscious efforts to bridge skill gaps in delivering target outputs and the results achieved met the needs of the target groups (Findings 4, 5, & 6).

### Effectiveness

Overall the effectiveness of the project is rated to have a score of B as stakeholders are satisfied with the delivery of outputs. The project has a detailed result framework with monitoring indicators and output targets in each of the two outcome areas and made significant contributions in terms of empowering women and girls for enhanced GBV response and recovery in Borno and Yobe States. It also made significant efforts to enhance the capacity of partners with more emphasis on technical capacity than financial capacity (Findings 7, 8 and 10). The duration of intervention in skill acquisition training did not give adequate consideration to the variation in complexity of the vocation and the level of education of participants as well as the need to achieve quality product, improved income and self-reliance of beneficiaries. For instance, the evaluator found that a uniform duration of one month was allotted to the training for tailoring, knitting, cap making, soap making and pasta making. While this duration may

be adequate for knitting, soap and pasta making, feedback from participants indicate that it was grossly inadequate for tailoring and cap making especially in view of their very low level of literacy. The project encountered challenges leading to delays in the delivery of some target outputs. At each stage however, meaningful measures were adopted to remedy the situation. The project produced innovative results from the application of the TARL methodology to enhance the access of adolescent girls and young women to emergency education in Borno and Yobe States (Findings 9, 11 and 12). Nonetheless, better results would have been achieved if the project had hit the ground running and worked expeditiously at the initial stage of implementation. In addition, maintaining strict relevance of the indicators and greater correspondence between activities and target outputs are areas that need improvement in order to strengthen the effectiveness of the project.

### Efficiency

The project was delivered under a project implementation and organizational structure with necessary managerial support and coordination mechanism that drove the processes leading to the achievement of project targets. The achievement of project's results involved active participation of duty bearers - MDAs, SAME, SUBEB, NERDC and right holders such as CSOs, WLOs in the implementation of second chance, GBV case management, etc. (Findings 16 & 17). There was evidence of operational opportunities which were presented to the project and reasonably utilized

and the project built synergies with secondary duty bearers (community leaders, religious leaders, traditional rulers) during the course of implementation to achieve results especially in respect of GBV response and protection of survivors and justice for victims (Findings 20 & 21). Although project implementation was cost-effective evidence suggests that efficiency of delivery of project outputs was a bit weak in some respects judging by delays in project implementation at the initial stage (Findings 13 & 14). The extent to which the monitoring information was used for

management actions and decision-making was limited due partly to the weak monitoring capacity (Finding 18). There was no clear analysis of the contextual, programmatic, implementation and other risks that could affect the achievement of the project objectives. Thus, no mitigation measures were contemplated and articulated to guide project implementation (Finding 19). Allocation of resources revealed imbalances with a tendency to compromise the

quality and quantity of output and curtail the performance of the project in terms of efficiency (Finding 15). Overall, the project is rated with a score of C in terms of efficiency. Project delivery would have been more efficient if procurement delays had been minimized, adequate staff recruited on a timely basis for better supervision and coordination and risk analysis integrated into project design .

## Impact

With the benefits derived by the target groups the project was found to be on track to generate the desired impact. It contributed to livelihood improvement of beneficiaries of skill acquisition training in Borno and Yobe states though for a limited period of time. (Finding 22). The project raised also awareness and knowledge about GBV prevention and response in Borno and Yobe states (Finding 23). Using a survivor-centred approach, the project contributed positively to the change of attitude towards GBV prevention. Additionally, it has been able

to strengthen referral possibilities through collaboration with stakeholders as a way of enhancing GBV response and protection of victims (Findings 24 & 25). More importantly, the project has made significant contributions towards strengthening gender transformative agents for better protection against GBV in Borno and Yobe States (Finding 26). In general, the performance of the project in terms of impact was rated with a score of B as stakeholders were satisfied with the benefits derived.

## Sustainability

There is evidence of innovative outputs and new knowledge resulting from the implementation of the project. In particular the outputs relating to the second chance education if replicated can accelerate progress towards expansion of access to education and tackling GBV to generate effects that are likely to be long-lasting. Ownership of the project interventions by partners is also evident (Findings 27 & 30). but the likelihood of sustaining the gains derived from the implementation of the project may be limited. The project strengthened the capacity of duty

bearers (MDAs) and right holders (WLOs, CSOs, community leaders) through training workshops on the prevention of GBV and protection of vulnerable groups through early warning. In this regard the project's achievements are widely acclaimed and can make the effects of the project long-lasting. Nonetheless, the likelihood of sustaining the gains from the project especially in terms of financial capacity and economic empowerment of beneficiaries is limited (Findings 28, 29 & 30).

## Coherence

The performance of the project in terms of coherence is rated with a score of B. There is evidence of similarity between the approaches used by the project and other organizations for prevention of GBV and enhancement of response; although sister organizations participated in project implementation to a reasonably limited extent.

The project also complemented previous interventions by providing services in support of GBV victims and survivors in Borno and Yobe states (Findings 31 & 32). In addition, the design and implementation of the project were in alignment with broad donor policy as well as national and international frameworks for GEWE (Finding 33).

## Gender equality and human rights

The stakeholders are very satisfied with the performance of the project regarding gender equality and human rights with a rating score of A. The project gave considerable attention to gender equality and human right issues at the design and implementation stages to a large extent (Finding 34). In addition, there was a high degree of satisfaction of stakeholders with project's compliance with development effectiveness principles such as transparency

## Disability Inclusion

The project was disability inclusive with an overall performance score of B. It always made efforts to address the physical barriers against the participation of PWDs in some of the activities to which they have been invited (Findings 37). It also contributed to meeting the needs

## Conclusions

**Relevance** – Although attempts were made during the implementation that the conflict-afflicted women and girls have access to adaptive business skills to improve their livelihood, making them to be self-reliant as intended is far from being fully achieved (Finding 1). Partnership with MDAs, INGOs and CSOs was a key success factor in the implementation of the project. Specifically, it has been helpful in securing safe spaces, venues for delivery of education services and skill acquisition training and in raising awareness across project locations (Finding 5).

**Effectiveness** – Despite the COVID-19 and other challenges encountered by the project, it was able to deliver the targeted outputs and even exceeded targets in many instances (Findings 8 and 11). This is a demonstration of a considerable drive towards getting value for money and commitment to humanitarian service which seem to be part of the motivations for achieving the objectives of this project. The project would have achieved better results with regard to project effectiveness but for some weak aspects of the project design relating to skill acquisition and access to education by adolescent girls and young women (Finding 13). Specifically, the second chance education intervention should have gone beyond literacy to include numeracy. This is a design weakness which should have been addressed at the implementation stage with proper conduct of monitoring and utilization of the results of such monitoring exercise (Finding 12).

and accountability. Nonetheless, the evaluator pinpointed some areas of improvement in this regard (Finding 35). Additionally, the project made contributions to changes in quality of life of women and girls especially through interventions such as life skill training, access to second chance education and vocational skill acquisition, improved employability and income; although to a limited extent (Finding 36).

of PWDs in terms of knowledge creation and raising awareness about GBV, access to vocational skill training and life skill training which together are capable of improving their livelihood just like the case of other beneficiaries (Finding 38).

**Efficiency** – Although the project was largely cost-effective in its operations the level of overall efficiency achieved was limited. The level of inefficiency observed in the implementation of the project relates partly to lack of correspondence between number of activities to be carried out and the target outputs. In other words, activities were so crowded that they could not lead to effective delivery of some target outputs such that in spite of no-cost extension, time was still considered to be inadequate to deliver outputs of the right quality (Findings 14 and 15). The delay in the supply of teaching materials under the emergency education interventions could have been a source of demotivation but for the cooperation of the SAME and school teachers who provided writing materials and sitting materials to ensure smooth take off of the second chance education (Finding 14). The capacity to analyze monitoring information for effective use in taking necessary management decision as project implementation progressed was limited due to inadequate monitoring personnel (Finding 6).

**Impact** – The project contributed significantly to GBV prevention through interventions in life skills training and awareness creation (see Finding 23 and 24). It has also contributed to the achievement of zero-tolerance attitude towards GBV through its GBV response and protection interventions in the project locations (Findings 25 and 26). The participants in adaptive business skills training benefited in terms of increase in income and livelihood improvement. The benefits derived vary by type of vocation and location of participants. The training seemed to be more beneficial in Borno than Yobe. And in terms of the vocation, tailoring, cap making and vaseline production seemed to be more beneficial than the others (Finding 28). However, the tendency for the training to generate sustained employability and self-reliance appeared to be limited (Finding 22 and 28) in all the project locations.

**Sustainability** – The involvement of MDAs right from the beginning of the project is a key factor in promoting ownership of project interventions and the resulting successful implementation. Better results would have been achieved however, if commitment of MDAs has been strengthened through MoUs that clearly defines their roles and makes provisions for the fulfilment of such roles.

**Coherence** – The design and implementation of the project proceeded in tandem with the policy of the government of Japan that was the funder. The delivery of

project outputs was also in alignment with international frameworks for GEWE and Nigeria’s development agenda regarding GBV and insecurity in the Northeast. The project deployed standard procedures and complemented the work of other agencies in the delivery of the emergency interventions; especially in terms of providing services in support of GBV victims and survivors in Borno and Yobe states (Findings 31 and 33).

**Gender Equality and Human Rights** – Human rights concerns featured prominently in the implementation of the project. Aside from the fact that the project was motivated by the need to tackle GBV; itself a human right issue, there was clear identification of relevant activities which were integrated into the design and implementation of the project and which contributed significantly to the attainment of the project’s objectives (Finding 35). In the design of the project, emphasis was placed on the promotion of gender equality. This was pursued during the implementation by professionally integrating relevant approaches (including the use of men and boys as transformative agents); and this has led to the attainment of tangible results which are part of the success stories of the project (Finding 35).

**Disability Inclusion** – The project recognized PWDs as socially excluded populations in the society; thus they were included in some of the project’s activities to a reasonable extent.



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## Lessons Learned

### **Lesson 1 - Stage of collaboration with MDAs during project design is important**

The fact that the government is an important duty bearer in GBV-related emergency projects and the requirement that interventions need to align with national development agenda necessitate the involvement of relevant MDAs at the stage when the project is being conceptualized. This will preclude costly omissions and unnecessary mistakes at the implementation stage. For instance the time it took to finalize the TARL methodology could have been reduced and the back and forth during reviews minimized if NERDC has been involved when the project was being conceptualized.

### **Lesson 2 - Uniformity in training duration is unlikely to produce optimum results where skill requirements differ**

Variation in the duration of skill acquisition training to reflect complexity of vocations is apt to provide better results in terms of knowledge to be gained and effects on livelihood improvement (Findings 12 & 15).

### **Lesson 3 - Weak monitoring capacity leaves implementation gaps/omissions undetected**

This has deleterious implications for effectiveness of project delivery. Some of the weaknesses identified in respect of project effectiveness are avoidable in the monitoring capacity has been strong and systematically planned (Finding 18).

### **Lesson 4 - Content of consultation with stakeholders at project inception matters**

It should go beyond introduction of project commencement and appeal for cooperation. In the particular case of MDAs, consultation about participation and ownership needs to entail with identifying government structures that can be leveraged for successful implementation. This will also include proper identification of roles and responsibilities of partners with valid commitment to make useful contributions. In some cases MoU may even be necessary. Following this procedure it should be possible to secure partners' support to participate effectively in monitoring and thus improve the performance of the project in terms of sustainability.

### **Lesson 5 - Sensitization of partners about need to mobilize resources to sustain project gains is key**

No matter how a project lasts it will come to an end. It is therefore important for implements to engage partners and local organizations during the course of implementation to mobilize funds on their own during implementation and even at the close of the project. This is important to address expectations of stakeholders and beneficiaries about possibility of continued flow of resources from the project. In this regard, UN Women is already encouraging localization and strengthening of partners' capacity in the area of resource mobilization.

## Recommendations

S/N	Recommendations	Responsible Agency	Priority
1.	<p><b>Ensure consultation with critical stakeholders at the project design stage (Finding 5)</b></p> <p>For instance, future projects of this nature will benefit from consultations with key MDAs such as the Nigerian Education Research and Development Council (NERDC), the Universal Basic Education Commission (UBEC) and the Federal Ministry of Education (FME) at the design stage.</p>	UN Women/IPs	Short-term
2.	<p><b>Undertake risk assessment at the project design stage</b></p> <p>Risk assessment and mitigation measures should be addressed at the design stage of similar projects in the future (Finding 19).</p>	UN Women/IPs	Short-term
3.	<p><b>Strike the right balance between target outputs and time of delivery. In other words, avoid imbalance between project outputs and time allotted to achieve specific milestones.</b></p> <p>Project managers must recognize the fact that duration matters for effective delivery of project to enhance GBV prevention and response and should therefore devote adequate attention to minimize operational delays arising from contracting and other operational requirements before project inception. Inadequacy of time has been bemoaned as a key factor for missing out some key components of the interventions that could have led to better results (Findings 11 and 14).The programmatic priorities in an emergency humanitarian intervention may not necessarily be a lengthy period of delivery of outputs but there must be correspondence between the number of outputs, volume of activities and adequacy of time to deliver.</p>	UN Women/IPs	Short-term
4.	<p><b>Ensure better focus in project activities</b></p> <p>There should be better focus of activities on project objectives and results framework (Finding 15)</p>	UN Women/IPs	Short-term
5.	<p><b>Maintain better consistency between resource allocation and target outputs</b></p> <p>In view of the challenges observed in project staffing in the context of output targets, the evaluator recommends that designers and implementers of a future project should ensure better allocation of human and financial resources so that allocated funds are better aligned to the desired results for improved efficiency (Finding 15). Adequacy of staff for project management is also highly recommended.</p>	UN Women/IPs	Short-term
6.	<p><b>Organize pre-inception exchange of information for better understanding of project objectives, results framework, risks and mitigation, implementation plan and procurement guidelines</b></p> <p>In future UN Women should have a pre-inception workshop for the IPs to explain everything about the project. Discussion should include main activities, risks and mitigation, implementation plan, early things to be put in place for approval (Finding 15).</p>	UN Women/IPs	Short-term
7.	<p><b>Define roles and responsibilities in the MoUs between MDAs and the project clearly and provide institutional arrangements and technical guidelines to fulfill such roles.</b></p> <p>Such guidelines must include appropriate maintenance plan for project facilities and assets. For instance, to enhance sustainability of the gains of the project, maintenance of the ICT centres and other facilities provided by the project must be taken into consideration. For future projects school improvement plan should be incorporated into the partnership agreement between relevant MDAs and the projects. Specifically, there must be agreement and commitment on the part of the MDAs that the maintenance of the facilities and equipment provided should be part of their roles and responsibilities (Finding 27).</p>	UN Women MDAs (SAME, SBMCs)	Short-term

S/N	Recommendations	Responsible Agency	Priority
8.	<p><b>Expand curriculum of the second chance education services</b></p> <p>In similar projects in the future access to emergency education should transcend literacy; a component on numeracy should be included. English language should also be included in the content of the nonformal education course instead of Hausa language alone (Finding 12).</p>	UN Women/IPs	Short-term
9.	<p><b>Limit adaptive business skills acquisition training to businesses that can ensure livelihood improvement (Findings 12 &amp; 15).</b></p> <p>In this regard the need to balance project constraints with the effectiveness of the skill acquisition training program is strongly recommended. In future projects, this could involve reevaluating the training duration for different vocations to better meet the needs of the beneficiaries while considering the overall project timeline.</p>	UN Women/IPs	Short-term
10.	<p><b>Issue certificates of participation to WLO training beneficiaries and the beneficiaries of the 6-month nonformal education course (Finding 12, 30).</b></p>	UN Women PLAN International	Immediate
11.	<p><b>Monitor interventions on a proactive basis to strengthen ownership and sustainability</b></p> <p>In future projects of this nature, MDAs should take the initiative to proactively monitor interventions not only to track progress and accountability but also to enable them plan ahead for resources to take-over maintenance of assets and facilities at the closure of the project and to integrate lessons and successes into government development actions for necessary upscaling. Donor partners should assist such initiative with reasonable funding</p>	MDAs (SAME, MWASD)	Short-term
12.	<p><b>Nurture beneficiaries' interest in business skills to improve sustainability and strengthen project impact.</b></p> <p>The evaluation findings suggest that there were systemic challenges that affected the sustainability of the beneficiaries' businesses (Findings 22 and 28). This indicates the advisability to address the root causes of business instability as a crucial factor in achieving lasting impact of a project of this nature in future. In this regard, a more comprehensive approach to project design and support may be necessary to ensure that beneficiaries can maintain their livelihoods successfully over the long term.</p>	UN Women	
13.	<p><b>Minimize operational delays to improve efficiency</b></p> <p>Streamlining the operationalization process to minimize delays in future projects is highly recommended. This could involve better planning, more efficient contracting processes, and improved coordination among project stakeholders to ensure that projects can begin promptly and maximize the allocated project duration for effective GBV prevention and response. This is important because taking cognizance of the essence of timeliness and operational efficiency is crucial for achieving project goals.</p>	UN Women, IPs	





# 1. INTRODUCTION

The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) concluded the implementation of a project on Empowering Women and Girls for Enhanced Gender-Based Violence Prevention and Response in Northeast Nigeria in September 2022 and engaged a consultant evaluator to independently evaluate the project. The evaluation covered the period from September 2022 to May 2023 and used UN Women evaluation guidelines including, the UN Evaluation Group (UNEG) Norms and Standards for evaluations and the Global Evaluation Report Assessment and Analysis System (GERAAS).

An internal Evaluation Reference Group (ERG) and Evaluation Management Group (EMG) were established to provide quality assurance for the evaluation process. The project was implemented by UN Women from April 2021 to September 2022 in the BAY states (Borno, Adamawa and Yobe) with funding of \$2.1 million from the Government of Japan and in partnership with Plan International and Care International. The project built on leadership and advocacy skills and provided technical and capacity building support to state and non-state partners, including civil society organizations to develop gender-inclusive programmes as well as monitoring and reporting frameworks. The project's implementation strategy centred around three areas of intervention: Gender Based Violence Prevention and Mitigation through Advocacy and Community Awareness, Livelihood and Empowerment Initiatives and Second

Chance Education. These components were implemented at community levels in Borno and Yobe states of Northeast Nigeria where vulnerable communities are further exposed to risks due to the impact of COVID-19 pandemic. This report provides details of the evaluation in its entirety. Following this introductory section the report is structured to include sections on project background and context, as well as evaluation purpose, objectives, scope and theory of change (ToC), methodology, main findings, conclusions, lessons learned and recommendations. The content and structure of the report are guided by the UNEG guidance document "Integrating human rights and gender equality in evaluation" and UN Women's Evaluation Handbook produced by the Independent Evaluation Office (2015) on how to manage gender-responsive evaluation.

## 1.1 Background and context

The North-East crisis, whose effects have been worsened by the COVID-19 pandemic, is amplifying deeply entrenched gender inequalities that are putting women at higher risk of its health and socio-economic impact. Yet there is insufficient gender analysis of COVID-19 response plans and limited female involvement in gender-related concerns. Also, there are few or no women in leadership and decision-making structures established. UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security.

In Nigeria, UN Women supports the strengthening of women's voice, agency, and leadership across sectors to advance their rights, provide space for their meaningful participation, and contribute to tangible differences in their lives. Under the overarching SN 2018-2022, UN Women's work in Nigeria focuses on four programmatic areas, including, governance and leadership, women's economic empowerment, ending violence against women, and women, peace and security and humanitarian action. The violent conflict in Northeast Nigeria has led to massive displacements and destruction of livelihood, with the worst affected states of Borno, Adamawa and Yobe experiencing high displacement, enormous human, social and economic losses and severe levels of food insecurity and malnutrition.

The effect of the crisis has been worsened by the COVID-19 pandemic, amplifying deeply entrenched gender inequalities that are putting women at higher risk of socio-economic impact. UN Women in Nigeria is working with national governments, other UN agencies, local authorities,

and non-governmental organizations to empower women through expanding livelihood opportunities for women, increasing access to GBV services and building their leadership capacities to participate in humanitarian and recovery processes.

## Overview of the project

The Empowering Women and Girls for Enhanced Gender-Based Violence Prevention and Response in Borno and Yobe States, Northeast Nigeria is funded by the Government of Japan to support conflict-affected women and girls with education and economic-empowerment opportunities through adaptive business skills for employability (including self-employment) and contribute to strengthening their resilience, including enhanced livelihood options and ability to recover from GBV. The project also had as an objective the promotion of meaningful participation of

marginalized groups such as women and girls as well as persons with disability (PWDs) and enhance transformative gender-sensitive evidence-based policies and programmes including through the engagement of men and boys as agents of change. The project built on the work of UN Women in Northeast Nigeria which had a focus on strengthening resilience of women and girls for improved recovery processes. The project has two major outcomes with five outputs as itemized below.

## Programme Expected Results

### Outcome 1

**Outcome 1:** Conflict-affected women and girls are self-reliant and have improved livelihood options and other needed services that support their protection/recovery from GBV.

**Output 1.1:** Conflict-affected women and girls in IDP camps and host communities are trained in adaptive business skills that are relevant for income generation, local markets and employability, including self-employment during crisis situations.

**Output 1.2:** Conflict affected young women and girls benefit from GBV prevention and recovery skills, relevant legal protection and other support services.

**Output 1.3:** Young women and girls have access to specialized emergency education opportunities to enhance their literacy skills and reduce likelihood for radicalization, unwanted pregnancies and early marriage.

### Outcome 2

**Outcome 2:** Conflict-affected women and girls (including persons with disability) actively participate in decisions impacting them and are ensured accountability.

**Output 2.1:** Crisis-affected women and girls lead and participate effectively in planning and monitoring of programmes affecting them.

**Output 2.2:** Gender equality is promoted and State and community humanitarian, stabilization, and COVID-19 response plans and programmes reflect gender differentiated needs and resources.

## 1.2 Purpose, objectives and scope of the evaluation

The overall objective of the final evaluation was to assess the performance of the project and achievement of results, recognizing the different needs and priorities of crises-affected populations both in camps and host community settings. The evaluation employed relevant evaluation criteria including those of relevance, efficiency, effectiveness, human rights and gender equality and connectedness and sustainability. The evaluation also considered the processes and nature of interventions to connect them with identified longer-term changes, to determine which elements work well in which contexts, and which would be worth replicating or scaling up. In addition, the evaluation assessed the level of synergy and multiplying effect between the various activities implemented by this programme and the extent of synergies and multiplying opportunities with other UN Women and partners' projects along the humanitarian-development continuum. Specifically, the objectives of the evaluation were to:

- Analyze the relevance of the programme objectives, strategy and approach at the local and state level as well as UN Women's comparative advantage and value added in this area as compared with key partners
- Assess effectiveness and a potential measurable impact of the programme intervention on the target states and communities
- Assess organizational efficiency and coordination mechanisms in progressing towards the achievement of the programme results
- Assess the connectedness and sustainability of the results and the intervention in advancing gender equality in the target states.
- Identify and document lessons learned, good practices and innovations, and challenges within the programme, to inform future work of UN Women with conflict affected population especially women and girls.

### 1.2.1 Intended uses and users of the evaluation

The information generated by the evaluation will be used by UN Women and different stakeholders to:

- Contribute to building of evidence base on effective strategies for strengthening the support to the government, conflict-affected women and other stakeholders in promoting gender equality in the Humanitarian Programming in the Northeast of the country, and Nigeria at large.
- Facilitate the strategic reflection, learning and further planning for programming in the areas of strengthening the capacity of the Government of Nigeria and national stakeholders and structures in addressing gender needs in the Humanitarian Sector with the aim to increase workable solutions for gender-responsive operations and community dialogue.

The main users of the final evaluation include UN Women Nigeria Country Office, Government of Japan, key Government of Nigeria Partners; Ministry of Women Affairs, State level counterparts in Borno and Yobe and IPs. Other users of the report include the Gender Technical Team, the GBV sector as well as development partners engaged in Gender programming in Humanitarian Action. Additionally, a diverse group of women-led organizations, civil society and other community members who were direct and indirect project beneficiaries, should derive benefits from the findings.

## 1.2.2 Scope of the evaluation

The Empowering Women and Girls Project final evaluation focused on the activities of the project between April 2021 and September 2022 and relied on existing background documents for the project and other relevant project documents, including results, logical frameworks and reports. The geographic scope of the evaluation included

Borno, Adamawa and Yobe States in Northeast Nigeria where the project was implemented with a focus on key stakeholders and primary beneficiaries including marginalized groups such as conflict-affected women and girls and persons with disability (PWDs).

## 1.3 Applicable theory of change

IF conflict-affected women and girls have access to education opportunities, GBV prevention and response services, acquire income generation skills, lead and participate in decisions affecting them, THEN they will be self-reliant and able to support their protection and recovery from GBV and COVID-19, influence decisions and are ensured accountability, LEADING to improved standard of living and saving lives, BECAUSE the project addresses issues contributing to high GBV cases and

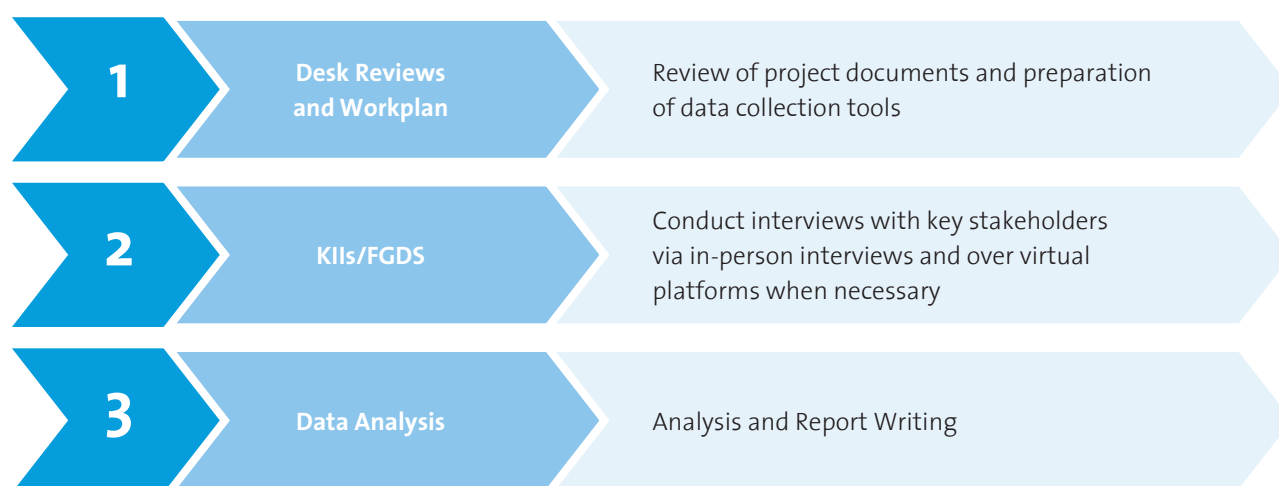
COVID-19 impact. The Theory of Change is based on the following assumptions: income generation skills and start-up kits for women, availability of legislative on GBV and Government commitment to implementation, community GBV prevention skill through awareness and re-enrolment in community/group. It was against these initial assumptions that the evaluation was conducted to address the key questions, analyse the responses and achieve the purpose and objectives of the evaluation.



## 2. METHODOLOGY

The final evaluation was gender-sensitive and consultative. It applied inclusive and participatory processes as reflected in the UN Women’s guidelines for gender-responsive evaluations and the UNEG Evaluation Handbook. The evaluation process involved participation of relevant state government institutions, women-led organizations, and communities representing various groups of women from project target areas. The findings were validated through review exercises, triangulation with multiple sources of information and engagement with stakeholders at debriefing sessions. The evaluation followed the three stages specified below.

**FIGURE 1**  
**Evaluation Process**



### 2.1 Stakeholder Analysis and Inclusion in the Evaluation

Nine major categories including duty bearers, right holders, funding partner, implementation partners, service providers, GBV victims such as conflict-affected women and girls and MDAs were included in the evaluation. The analysis focused on their roles and responsibilities in the implementation of the project, prioritization of their importance in the evaluation as well as the nature and stages of their participation. This analysis and categorization reflect the system roles of the stakeholders (target groups such as GBV victims, project controllers with primary responsibility as duty bearers, sources of expertise such as service providers) the gender roles (intersections

of sex, age, household roles, community roles inherent in the participation of some right holders, GBV victims and target groups), human rights roles (rights-holders, principal duty-bearers, primary, secondary and tertiary duty bearers exemplified by the participation of some MDAs, CSOs, WLOs and donor partners) and intended users of the evaluation such as the funding partner, MDAs and donor partners and UN Women which is a duty bearer with direct responsibility for project implementation. Table 1 highlights who the stakeholders are, the broad classification of their roles, why they are important as well as how and when they were involved in the evaluation.

## 2.2 Evaluation criteria and elaboration of key questions

The evaluation will apply OECD/DAC evaluation criteria: relevance, effectiveness, efficiency, sustainability and coherence. The evaluation will also take into consideration gender equality and human rights, and disability inclusion,

as separate standalone criteria. The assessment sought to answer the following key evaluation questions and sub-questions:

**Relevance – The extent to which the objectives of the Project are consistent with the evolving needs and priorities of the beneficiaries, partners, and stakeholders.**

- i. Do the project objectives address the identified rights and needs of the target groups (Government MDAs, Women-Led Organizations, Women and Girls Affected by Conflict)?
- ii. To what extent were national partners involved in conceptualization and design process?

**TABLE 1**  
**Stakeholder Involvement in the Evaluation**

What Role in the Intervention	Why Involvement is Important	How Involved in the evaluation	When to be involved	Priority
<b>1. UN Women</b>				
Duty bearer with direct responsibility for project implementation	Bears project implementation, management and decision-making responsibilities	Evaluation Management Group (EMG) Evaluation Reference Group (ERG) Logistics Virtual meetings	<ul style="list-style-type: none"> <li>• Inception</li> <li>• Reviews</li> <li>• Data collection</li> <li>• Validation of findings</li> <li>• Dissemination</li> </ul>	High
<b>2. Government of Japan</b>				
Duty bearer with funding responsibility		FGDs	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Validation</li> </ul>	High
<b>3. MDAs*</b>				
Duty bearer with decision making authority over the project		FGDs Virtual meetings	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Validation</li> <li>• Dissemination</li> </ul>	High
<b>4. Care International / Plan International</b>				
Main IPs	Instrumental to achievement of project objectives	FGDs Virtual meetings	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Validation of findings</li> <li>• Dissemination</li> </ul>	High
<b>5. CSOs</b>				
Influencers Major beneficiaries	influence decision and facilitate inclusion in decision-making structures including for the COVID-19 response	FGDs Virtual meetings	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Validation of findings</li> <li>• Dissemination</li> </ul>	High

What Role in the Intervention	Why Involvement is Important	How Involved in the evaluation	When to be involved	Priority
<b>6. WLOs</b>				
Mobilizers Major beneficiaries	mobilized other women and young girls to collect sex and age-disaggregated data on how conflict-affected populations are accessing humanitarian services	KIIs Virtual meeting	• Data collection • Validation of findings • Dissemination	Medium
<b>7. UN Sister Organizations (UNPF)</b>				
Duty bearer with collaborative decision-making responsibilities	Supportive and synergetic role in achieving project objectives	KIIs Virtual meeting	• Data collection • Validation of findings • Dissemination	High
<b>8. GBV Victims</b>				
Target groups	Direct project beneficiaries	FGDs	• Data collection	High
<b>9. Consultants (trainers, facilitators)</b>				
Service providers	Capacity strengthening	KIIs Virtual meetings	• Data collection • Validation of findings • Dissemination	Medium

\* State Universal Basic Education Board (SUBEB), Ministry of Women Affairs & Social Development (MWASD), Ministry of Education (MoE), Nigerian Educational Research Development Council (NERDC), Nigerian Mass Education Commission (NMEC), State Agency for Mass Education (SAME), School Based Management Committee (SBMC)

- iii. To what extent did the project's design process include a collaborative process, shared vision for delivering results, strategies for joint delivery and sharing of risks among implementing organization?
- iv. Are the activities and outputs of the project consistent with the intended impacts and effects? Do they address the problems identified?
- v. Are the activities and outputs of the project consistent with the provision of UNSCR 1325 and Nigeria's National Action Plan on the Resolution and the attainment of its objectives?
- vi. To what extent is the intervention aligned with international agreements and conventions on gender equality and women's empowerment in the context of Humanitarian Action.
- vii. What rights does the project advance under CEDAW, SDGs, UNSCR 1325 and other international commitments?

**Effectiveness – The extent to which the project's Objectives were achieved or are expected / likely to be achieved.**

- i. Is the programme work relevant to gender responsive humanitarian action?
- ii. To what extent do the intervention strategies and activities respond to the humanitarian contexts and specific needs/priorities of Women and Girls in IDP and host communities, including those who were most vulnerable? How distinct is it compared to similar initiatives by CSOs or other partners?
- iii. To what extent the programme applied flexibility, context-specificity and the need to adjust strategies over time, as circumstances and evidence evolve in light of the fluidity of the humanitarian situation and the changing external environment?
- iv. To what extent is the programme strategically positioned and contributing to integrate gender in the broader humanitarian response?

- v. What has been the progress made towards achievement of the expected outcomes and expected results? What are the results achieved?
- vi. To what extent have beneficiaries been satisfied with the results? To what extent have capacities of relevant duty-bearers and rights-holders been strengthened?
- vii. Does the project have effective monitoring mechanisms in place to measure progress towards results?
- viii. Has the project's organizational structure, managerial support and coordination mechanisms effectively supported the delivery of the Programme?
- ix. To what extent are the project's approaches and strategies innovative for achieving provisions of UNSCR 1325? What -if any- types of innovative good practices have been introduced in the project for the achievement of GEWE results?

**Efficiency - A measure of how economically resources / inputs (funds, expertise, time, etc.) were converted to results.**

- i. Has the efficiency of the programme been impacted by the multi-dimensional nature of the programme services? Are resources concentrated on the most important initiatives or are they scattered/spread thinly across initiatives?
- ii. How did the quality of programme (inclusive of products, interventions, and services) fare against global good practices? Are there any better alternative methods and approaches that UN Women should adopt in implementing similar programmes?
- iii. What are the achievements and constraints of the programme? How well are project activities and achievements monitored and evaluated?
- iv. Have human and financial resources been optimally deployed to achieve the results? What role do partnerships play in achieving programme results and are these optimally developed?
- v. Do UN Women's institutional arrangements and mechanisms support efficient and timely humanitarian response in the context of the implementation of this programme?
- vi. What measures have been taken during planning and implementation to ensure that resources are efficiently used?
- vii. Have the outputs been delivered in a timely manner?
- viii. Has the project's organizational structure, managerial support and coordination mechanisms effectively supported delivery? What are the recommendations for improvement?
- ix. How does the Programme utilize existing local capacities of right-bearers and duty-holders to achieve its outcomes?
- x. Has the project created synergies with other programmes being implemented at country level with the United Nations and the Government of Nigeria?
- xi. To what extent is the project's monitoring mechanisms in place effective for measuring and informing management of project performance and progress towards targets? To what extent was the monitoring data objectively used for management action and decision making?
- xii. What were (if any) key opportunities and/or challenges in the operational context of the Programme?
- xiii. What changes/interventions would have been emphasized to capitalize on the opportunities for improving the project delivery?
- xiv. What future considerations should be made to address any emerging challenges?

**Impact - Positive and negative, primary and secondary long-term effects produced by the Programme, directly (target group) or indirectly (larger society), intended or unintended. (The evaluation will not be able to fully assess the project's impact, however, it will address the following questions with the results and evidence that is available to date.)**

- i. Is the project design articulated in a coherent structure? Is the definition of goal, outcomes and outputs clearly articulated?
- ii. What capacities and skills should UN Women prioritize and further develop to bring greater coherence and relevance to its interventions?
- iii. To what extent did the implementing partner(s) possess the comparative advantage in the Programme's area of work in comparison with other partners in Nigeria?
- iv. To what extent can the changes that have occurred as a result of the project be identified and measured?
- v. What were the unintended effects, if any, of the intervention?



- vi. What evidence exist that the project has delivered longer term results as compared to other projects from processes through to benefits?
- vii. To what extent was gender equality and women's empowerment advanced as a result of this intervention?

**Sustainability - The likelihood of a continuation of benefits for women from a development intervention after the intervention is completed or the probability of continued long-term benefits.**

- i. Are requirements of national ownership satisfied? Is the project supported by national/local institutions? Do these institutions, including government and civil society, demonstrate leadership commitment and technical capacity to continue to work with the project or replicate it?
- ii. What indications are there that the outcomes will be sustained, e.g., through requisite capacities (systems, structures, staff, etc.)? Will the programme beneficiaries be able to rely on themselves beyond the project lifespan?
- iii. To what extent are policy and regulatory frameworks in place that will support the continuation of benefits? To what extent was capacity of partners developed in order to ensure sustainability of efforts and benefits?
- iv. To what extent are the models implemented to promote women's economic empowerment supporting sustainable economic opportunities, including for host community women?
- v. What capacity of national partners, both technical and operational, has been strengthened?
- vi. To what extent have the capacities of duty-bearers and rights-holders have been strengthened?
- vii. To what extent are relevant national stakeholders and actors included in project implementation and policy advocacy?
- viii. What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time upon project completion?
- ix. How successful was the project in promoting replication and/or up-scaling of successful practices?
- x. Which innovations have been identified (if any) and how can they be replicated?

**Coherence – The extent to what other interventions support or undermine the intervention and vice-versa, including aspects of complementarity, harmonization and co-ordination.**

- i. To what extent is the empowering Women and Girls Project coherent with similar interventions implemented for promoting women's protection and participation in the humanitarian setting?
- ii. To what extent is the empowering Women and Girls Project coherent internally in UN Women and within the UN System in Nigeria?
- iii. To what extent is the empowering Women and Girls Project coherent with wider donor policy?
- iv. To what extent is the empowering Women and Girls Project coherent with international obligations for women's human rights, other human rights conventions and other international frameworks for gender equality and the empowerment of women?

**Gender Equality and Human Rights**

- i. How has UNWomen's humanitarian work addressed the underlying causes of gender inequality and discrimination?
- ii. To what extent does the intervention address the underlying causes of inequality and discrimination, including those experienced by young mothers, women with disabilities and minority groups
- iii. To what extent was a human rights-based approach and gender equality incorporated in the design and implementation of the programme?
- iv. How has the attention to/ integration of gender equality and human rights concerns advanced the project?

**Disability Inclusion**

- i. Were persons with disability included in the design and implementation of the project?
- ii. What was the portion of beneficiaries with disabilities were involved?
- iii. What were the barriers faced by persons with disabilities and how were they addressed?

## 2.3 Indicators for measuring results

The main indicators for measuring the performance of the project according to the project's result framework are presented in Annex 1.

## 2.4 Evaluation design (method of data collection and analysis)

The evaluation methodology deployed a participatory mixed method, including quantitative and qualitative data collection methods and analytical approaches to

account for complexity of gender relations and to ensure participatory and inclusive processes that are culturally appropriate.

### 2.4.1 Desk Review of Documents

Secondary data were be obtained from the review of the following documents.

- a) Project Proposal Document
- b) Project First Progress Report
- c) Partner Final Narrative Report Care International
- d) Partner Final Narrative Report Plan International
- e) Project's Final Report, UN Women

### 2.4.2 Focus Group Discussions

Participants in FGDs were drawn from the stakeholders identified in the stakeholder analysis. FGDs were conducted virtually and in-person during the field missions to the project locations. The discussions were recorded (with necessary permissions) and crucial notes taken to ensure accuracy and adequate coverage of issues. Information obtained during the FGDs were basically evidence and

means of verification of the situation in respect of relevance, effectiveness, efficiency, impact, sustainability, coherence, gender and human rights and disability inclusion as well as triangulation of findings across the categories of respondents included in the evaluation. The detailed evidences are highlighted in the evaluation matrix (Annex 2).

### 2.4.3 Key Informant Interviews

The targets participants for KIIs were drawn mainly from MDAs, funding partner and service providers. The information required were collected through interviews with copious note taking by the interviewer. Information obtained during the KIIs were basically evidence and means of verification of the situation in respect of relevance,

effectiveness, efficiency, impact, sustainability, coherence, gender and human rights and disability inclusion as well as triangulation of findings across the categories of respondents included in the evaluation. The detailed evidences are highlighted in the evaluation matrix (Annex 2).

### 2.4.5 Method of analysis

The analysis was largely qualitative on account of the preponderance of the qualitative nature of available information and was complemented by quantitative analysis involving descriptive statistics such as percentages and means but mainly in respect of the performance indicators. Efforts were made to strengthen the validity of the data through triangulation which included bridging information gaps from the documentary review using

primary data from the field and cross-checking facts among project implementers, partners and beneficiaries. Overall, the analysis was based on the evaluation criteria and all evaluation questions. In addition to ensuring gender-sensitivity in the analysis, the analysis was extended to examining ways by which the project's activities on GBV have contributed to the achievement of output targets. The analytical focus were threefold.

- i. providing answers to each of the evaluation questions through a qualitative analysis of the evidence obtained from the interviews in combination with the means of verification gathered from relevant documents as provided in the evaluation matrix (Annex 2). The eight evaluation criteria are the key thematic codes juxtaposed with responses from relevant stakeholder categories included in the evaluation. The findings obtained engender conclusions that formed the basis of recommendations and lessons to drawn.
- ii. Trend analysis of the project performance indicators based on the project’s logical framework obtained from the relevant project document (Annex 1). This aspect of the analysis involved simple quantitative comparison of achievements with targets and computation of deviations of output from targets to complement the qualitative evaluation of the effectiveness of the project.
- iii. Performance rating of the project based on the perception of beneficiaries’ satisfaction with output delivery as intended. This aspect of the analysis involves rating the project in respect of each evaluation criteria based on the degree of satisfaction depending on whether beneficiaries/stakeholders were: A. Very satisfied (no complaints/no changes), B. Satisfied (minor complaints/minor changes) C. Fairly satisfied (few complaints/slight changes) and D. Not satisfied (major complaints/major changes).

## 2.5 Sample and sampling design

A purposive sampling method was adopted in selecting the sample of respondents for this evaluation. Data were collected from nine categories of respondents namely: (i) Project funder, (ii) Project Manager (UN Women), (iii) IPs, (iv) Ministries, Departments and Agencies (MDAs), (v) Civil Society Organizations (CSOs), (vi) Women-led organizations (WLOs), (vii) GBV victims (target beneficiaries) including PWDs, (viii) Service Providers and (ix) UN sister organizations. The purposive sampling was based on five important considerations: (i) likelihood of availability for interview (desk officer selected rather than chief executive

officer), (ii) gender balance (not limiting selection to only one sex where male and female stakeholders were available), (iii) smallness of size of available participants (where number of stakeholders available in a particular category was small e.g. not more than five all of them were selected usually for gender balance, geographical spread and adequacy of information), and (iv) coverage of multiple interest (necessitating selection from all partner MDAs). The coverage of specific respondent types in each of the evaluation locations is presented in Table 2 while the breakdown of FGDs and KIIs conducted is shown in Table 3.

**TABLE 2**  
**Sample Distribution of Stakeholders for Primary Data Collection**

Respondent Type	Borno	Yobe	Adamawa	Abuja	Total
MDAs	9	7	1	7	24
Community Mobilizers	1	6			7
Skill Acquisition Beneficiaries	82	139			221
Formal Learner Beneficiaries	30	60			90
Non-Formal Learners Beneficiaries	30	60			90
Formal School Teachers	9	23			32
Non-Formal Teachers	2	8			10
Training Facilitators	2	1			3
WLO Beneficiaries of GIHA Training	20	10	20		50
<b>Total</b>	<b>185</b>	<b>314</b>	<b>21</b>	<b>7</b>	<b>527</b>

**TABLE 3**  
**Design of KIIs and FGDs by Study Location**

Respondent Type	Borno	Yobe	Adamawa	Abuja
MDAs	KII / 9	KII / 7	KII / 1	KII / 7
Community Mobilizers	KII / 1	KII / 6		
Skill Acquisition Beneficiaries	FGD / 10	FGD / 14		
Formal Learner Beneficiaries	FGD / 3	FGD / 6		
Non-Formal Learner Beneficiaries	FGD / 3	FGD / 6		
Formal School Teachers	KII / 4	KII / 11		
Non-Formal Teachers	KII / 1	KII / 4		
Training Facilitators	KII / 2	KII / 1		
WLO Beneficiaries of GIHA Training	FGD / 2	FGD / 1	FGD / 2	
<b>Total</b>	<b>FGD / 18</b> <b>KII / 17</b>	<b>FGD / 27</b> <b>KII / 29</b>	<b>FGD / 2</b> <b>KII / 1</b>	<b>FGD / 0</b> <b>KII / 7</b>

## 2.6 Limitations to the evaluation

The evaluation did not encounter constraints on the quality and reliability of information obtained but the process of gathering the primary data witnessed some challenges including: (i) Security risks in the BAY states such as exposure to banditry and kidnapping, (ii) geographical coverage of the evaluation involving great intra-state distances especially in Borno and Yobe states, (iii) The operational performance period of the evaluation was between September 2022 and May 2023 during which evaluation activities were constrained by religious festivities and UN Women’s financial transaction regulatory procedures. In particular, the field missions in April/May 2023 coincided with the Ramadan fasting period with the celebrations on Friday April 21<sup>st</sup> to mark the end of Ramadan and a public holiday on Monday April 24<sup>th</sup>) – all these limited duration of appointment scheduling and necessitated rescheduling of some field interviews; (iv) Many interview respondents did not have email contacts making it difficult to organize online meetings, (v) some respondents have no WhatsApp contacts thus limiting the number of WhatsApp group call participants, (vi) some respondents did not answer telephone calls even when repeatedly made at intervals, (vii) some respondents were unable to join virtual meetings due to other commitments,

internet disruptions, electricity outages or poor network services, (viii)) some respondents joined online meetings but dropped off due to internet connectivity challenges and (ix) and all the above encroached on evaluation costs on account of numerous calls, repeated calls, reminders, and data cost of online meetings. Nonetheless, the field mission was successful as efforts were made to conduct necessary interviews and discussions to obtain the required data. To achieve these, measures were taken to mitigate the challenges including the (i) conduct of telephone interviews for those without email and WhatsApp accounts, (ii) conduct of WhatsApp group and telephone group discussions, (iii) rescheduling of in-person meetings, (iv) rescheduling of some virtual meetings, (v) rescheduling of some WhatsApp group discussions and (vi) rescheduling of telephone conversations on request and in particular (vii) UN Women provided safe means of inter- and intra-state travel especially those involving long distances in Borno and Yobe states and (viii) the IPs supported mobilizing respondents to suitable locations for FGDs in project sites (Maiduguri, Bama, Gwoza, Damaturu, Potiskum and Gashua) in line with religious, social and culturally acceptable practices in the BAY states.

## 2.7 Ethical and gender-responsiveness considerations

The evaluation ensured sound ethical considerations when conducting this evaluation and took all reasonable steps to ensure that respondents were not adversely affected by taking part in the evaluation. Specifically:

- The evaluator ensured that data collection instruments did not reflect any sensitive information like the organizational mode of operations, which could later pose a threat to the performance of the organizations participating in the evaluation.
- Respondents were informed about the purpose of the evaluation and their consent was sought prior to the commencement of the data collection exercise.
- To maintain anonymity/confidentiality names of respondents were not disclosed in any of the evaluation documents e.g. evaluation tools and reports
- The time of interviews was mutually agreed upon so as not to impinge on respondents' timing allocation preferences. The evaluator yielded to requests for rescheduling of appointments to suit the convenience of key informants.
- During interviews, questions were asked without disrespect for the respondents' personality and interests.
- There was sensitivity to the gender-responsive nature of the evaluation even at the data collection phase such that, where applicable, FGDs were conducted separately for males and females in deference to the culturally and ethically mandated gender relationships and practices.
- The evaluator complied with the ethical procedures of ensuring that respondents are referred to by role, job title and location without disclosure of names.
- The evaluator kept responses confidential, and where it was necessary to cross check some facts the evaluator maintained the confidentiality of the original sources of information being triangulated.
- Respondents were assured that data collected would be properly and carefully kept in a storage system designated for this evaluation where leakages of any sort would not be allowed.
- In line with the principle of "Do no Harm", efforts were made to guard against insecurity of stakeholders participating in the evaluation. For instance, the evaluator often yielded to the request for telephone or virtual interviews by respondents who raised security concerns about travelling long distances to meet appointments.



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# 3. FINDINGS

## 3.1 Relevance

Overall Rating: A

Evaluation of the project's relevance was guided by seven factors: (i) clarity of objectives, output and outcome specification and relevance to theory of change, (ii) project outputs delivered in relation to objectives, (iii) skill gaps in delivering target outputs, (iv) evidence of meeting needs of MDAs, WLOs as well as women and girls affected by conflict, (v) inclusion of human rights priorities in project design and implementation, (vi) perception of UN Women's comparative advantage by project partners and (vii) evidence of consultation, coordination and collaboration with relevant partners

### Finding 1:

**The evaluator found that there was clarity of objectives, outputs and outcome specification which bear relevance to the specified theory of change.**

The project delivered outputs and services which addressed the objectives. Specifically, the project delivered outputs to promote self-reliance of women and girls and enhance their access to improved livelihood options and needed

services that support their protection and recovery from GBV. However, self-reliance of the target groups was achieved only to a limited extent.

### Finding 2:

**The evaluator found that the project met the needs of MDAs, GBV survivors and Women-led organizations through enhancement of access to life and vocational skill and the creation of non-formal education centres where adolescent girls and young women got access to improved literacy skills.**

Aside from the activities carried out as indicated earlier, the project built two latrines in the one-stop-centre in Damaturu for women and girls with concrete soak away and hand washing facility for the Ministry of Women Affairs and Social Development. At the closure of the project, they presented to the centre the machines and

materials which were used by trainers to train the skill acquisition beneficiaries. Also, UN Women in collaboration with Plan International renovated the nonformal learning and vocational training centre and installed 12 computers. And for SAME the project built two classes and ICT class with 13 computers in Potiskum.

### Finding 3:

**The evaluator found that the project made conscious efforts to address human rights priorities relating to the prevention of VAWG and the right to education which were integrated into the design of the project by way of interventions to improve literacy, life and vocational skills of adolescent girls and young women.**

The human right priorities captured in the project included, VAWG and gender inequality that placed women and girls on the side of vulnerability. They were integrated into the project through: (i) safe space operations for GBV survivors. The project secured safe spaces in both Borno (Maiduguri, Bama and Gwoza) and Yobe (Damaturu, Potiskum and Gashua) states. (ii) GBV sensitization and awareness raising to promote zero-tolerance attitude to GBV, (iii) training of 200 boys to become change agents (male champions in promoting gender equality), (iv) life skills training and (v) vocational skill empowerment. There were also referral

services to other agencies such as Norwegian Refugee Council (NRC) for shelter, International Federation of Women Lawyers (FIDA) for justice and legal support and Save the Children for child protection.

As clearly indicated in the completion report, the project applied the empowerment of women and girls as a tool to prevent and respond to gender based violence to enhance their access to employment and enjoyment of human rights. This is in line with UN Women's 2018-2021 and 2022-2025 strategic plans which articulate the strategies for leveraging its unique triple mandate (normative support, UN system coordination

and operational activities) to mobilize urgent and sustained action to achieve gender equality and the empowerment of all women and girls and support the achievement of the 2030 Agenda for sustainable development.

The project's documentary evidence also shows that the project prioritized human rights concerns of women and girls in the aftermath of the return and relocation of IDP's dwelling in camps within the Borno State capital (i.e., Maiduguri) back to their native locations i.e., their LGA's of origin led by the government. The policy led to an influx of IDPs into some LGAs in Borno and Yobe states.

#### **Finding 4:**

**The evaluator found that project partners have a favourable perception of UN Women's comparative advantage. This is important in verifying the issue of relevance in terms of ensuring the correspondence between those with primary responsibility for project implementation and their competence, experience and areas of expertise.**

Violence against women and girls are spectacular areas of interest in the GBV sector which UN WOMEN is well positioned to handle by leveraging on its mandate on GEWE. In second chance education where girls are left behind under conflict focused on those left behind and providing opportunities for those who want to be reintegrated into formal school and empowering them falls within the mandate of UN women who has the second chance intervention framework that places emphasis on building skills in ICT and providing a reintegration opportunity. The evaluator found that UN Women is an active member of the Gender-Based Violence (GBV) sub-cluster, which is part of

The movement exacerbated humanitarian needs in these locations due to limited resources to cater for the returnees and new IDPs, and left women and girls further exposed to GBV risks with rising incidence of child labor, street begging and hawking. This new development resulted in an adaptation of the project to include returnees in affected communities for services including GBV case management for survivors, provision of dignity kits to meet the needs of survivors and targeting the women and adolescent girls to be enrolled in the adaptive skills training and livelihood support component of the project.

the Protection Cluster of the Humanitarian Country Team for Nigeria. In this capacity, UN Women facilitated information-sharing and enhanced coordination among stakeholders responding to GBV, including among the United Nations, ministries, departments and agencies (MDAs) and civil society organizations (CSOs). Usually, the GBV sub-cluster meets on a monthly basis and is chaired by the Ministries of Women Affairs with support from the United Nations Population Fund (UNFPA). UN Women also co-chairs the Gender Technical Team which is a coordination group that works with focal points from sectors to provide technical supports to all sectors in the humanitarian response.

#### **Finding 5:**

**The evaluator found that coordination, consultation and collaboration with major partners were key features of project implementation but less so at the design stage.**

The evaluator found that UN Women fostered relationships with several partners in Borno and Yobe states to ensure the success of the project. In Yobe and Borno states, Ministries of Women Affairs and Social Development (MWASD), State Agencies for Mass Literacy (SAME), State Universal Basic Education Boards (SUBEB), the UN, INGOs, CSO community leaders and the communities formed a vital part of this project. All these stakeholders provided various support and collaboration opportunities to ensure a more coordinated response. Through these partnerships, the project was able to secure working spaces from the communities in Maiduguri, Damaturu and Potiskum for the second chance education intervention component of the project. A collaboration with the State Agency for Mass Education (SAME), the Nigerian Educational Research and Development Council (NERDC) and the Ministry of

Women affairs resulted in the successful scripting of literacy and numeracy lessons. UN Women also partnered with Care International and Plan International for the provision of second chance education including literacy, digital and vocational skills including support for income generation through the provision of starter packs for various trades after training. The partnership also covered the engagement of men and boys as agents of gender equality in their communities. This was found to have yielded some benefits in terms of smooth implementation, securing strong support of MDAs and increased awareness of project activities. However, consultation at the design stage with MDAs such as the Nigerian Education Research and Development Council (NERDC), which would have been helpful in timely articulation and implementation of the second chance education, was found to be missing.

### Finding 6:

#### The project made conscious efforts to bridge skill gaps in delivering target outputs and reasonable results were achieved in this regard.

The evaluator found that manifestation of skill gaps during the implementation of the project was twofold. First, was in terms of the lack of knowledge and experience of potential teachers for the delivery of the second chance education. Second had to do with the inadequacy of M&E personnel arising from the departure by May 2022 of the M&E officer who was engaged in 2021 for project monitoring and evaluation. As regards the former, both formal and non-formal teachers were recruited and trained

on the second chance education framework and the TARL methodology that was adopted to ensure that the formal and nonformal learners derive maximum benefits. This led to the successful delivery of the second chance education intervention. With regard to the latter, it was difficult to bridge the gap on account of the internal system which provided no opportunity for a replacement till the end of the project. Nonetheless, the project continued with routine monitoring and relied mainly on assessment by partners.

## 3.2 Effectiveness

Overall Rating: B

The assessment of project effectiveness is based on five major yardsticks: (i) contributions to results as outlined in the project plan and articulated in the theory of change, (ii) existence of performance monitoring indicators, mechanisms and plan, (iii) evidence of new knowledge and practices for better results, (iv) evidence of UN Women's efforts to build capacity of IPs and (v) constraints on project implementation performance – all in accordance with the evaluation questions and dictates of the evaluation matrix

### Finding 7:

#### The evaluator found that the project has a detailed result framework with monitoring indicators and output targets in each of the two outcome areas.

On the basis of the framework exemplified by the articulated outcome areas, specific outputs and targets, the evaluator found that the project has demonstrated very good performance. Out of a total of 14 performance

indicators, the project was on target in respect of five and exceeded target in respect of seven while there is no evidence of achievement in respect of only two representing 14% of the indicators (Table 4).

**TABLE 4**  
**Matrix of Results: April 2021 to September 2022**

Indicator	Baseline	Target	Achievement	Reasons for deviation
<b>Outcome 1</b>				
Number of VAPP action plans costed and adopted.	0%	2%	2 (100%)	On Target
% of trained women in business reporting having secured markets for their products	0%	80%	140%	Project Beneficiaries products were on high demand by the local population since these products were basic Household needs
% of trained young women returning to community/group	0%	80%	108%	All Beneficiaries trained returned to their local communities to kick start and run their businesses and they even formed VSLA Groups in their communities.



Indicator	Baseline	Target	Achievement	Reasons for deviation
<b>Outcome 1.1</b>				
% of women trained in entrepreneurship skills with operational businesses	0%	80%	113%	
<b>Outcome 1.2</b>				
Number of domesticated VAPP act action plans for implementation	0%	2%	2 (100%)	On Target
Number of trained women with increased GBV prevention life skills	0%	1000%	4637 (463%)	Project reach superseded the target and had not budget implication
<b>Outcome 1.3</b>				
Number of commitments taken by trained men and boys for implementing gender transformative actions	0%	5%	6 (120%)	Project reach superseded the target.
Number of trained women and girls with both basic literacy and ICT skills	0%	1200%	1303 (109%)	The project reach at the end of the project was more than the target number as many beneficiaries were interested in joining and were enrolled
<b>Outcome 2</b>				
Number of humanitarian organizations with gender-sensitive COVID-19 response and recovery plans	0%	0%	0%	
Number of state-level actions influenced by women's networks	0%	0%	0%	
<b>Outcome 2.1</b>				
Number of frameworks established for collaboration between women-led organizations and women in politics to influence women's leadership and participation in State level decisions (including on COVID-19)	0%	0%	2 (100%)	On Target
Number of women-led networks and CSOs participating in data collection on humanitarian interventions	0%	4%	5 (125%)	Project superseded the target.
<b>Outcome 2.2</b>				
% of organizations committing to implement recommendations from the gender analysis report	0%	70%	100%	On Target
Number of gender analysis research conducted for Yobe and Borno to inform organization's and States' plans and budgets	0%	1%	1 (100%)	On Target

Source: Final Report - Empowering Women and Girls for Enhanced Gender-Based Violence Prevention and Response in Borno and Yobe States, Northeast Nigeria

### Finding 8:

#### The project made significant contributions in terms of empowering women and girls for enhanced GBV response and recovery in Borno and Yobe States in accordance with the implementation plan and theory of change.

The evaluator found that a total of six safe spaces were identified and partnered with in the implementation of this project. They were located in Maiduguri, Bama and Gwoza in Borno state and Damaturu, Potiskum and Gashua in Yobe state. These six locations were equipped with hand washing stations and other personal protective equipment (PPE) such as face mask, hand gloves, hand sanitizers and hand washing facilities as required from the project to align with the COVID-19 prevention protocol. Staff were recruited (9 females and 9 males) and trained on GBV case management and safe space management. They engaged in community entry through advocacy to relevant stakeholders before any intervention. The trainees were later able to provide comprehensive case management services to GBV survivors. As pointed out by the IP:

*“As a result of these services, women have become emotionally stable- no more quareling with husband for money. Also, men have added knowledge. Men and boys refer cases of intimate partner violence to IPs in the safe space for resolution. Through the project, we supported VAPP Act and child protection law in Borno State and in Yobe we supported the advocacy technical working to develop advocacy action plan to support the signing of the law. The VAPP was signed in February 2022. For Borno we supported the implementation of the existing VAPP law. Costed implementation plan was developed with government stakeholders CSOs and submitted to UN Women”.*

Details of the achievements in terms of the outputs delivered under each of the outcome areas are presented in Table 5.

**TABLE 5**  
**Summary of Results Achieved by the Project**

Indicator	Reasons for deviation
<b>Outcome 1:</b> Conflict-affected women and girls are self-reliant and have improved livelihood options and other needed services that support their protection/recovery from GBV	
<b>Output 1.1</b> Conflict-affected women and girls in IDP camps and host communities are trained in adaptive business skills that are relevant for income generation, local markets and employability, including self-employment during crisis situations	<p>1.1.1 Train 500 young women and girls who have dropped out of school or have never been to formal school on income generation skills, entrepreneurship, financial management and how to adapt their businesses to development and emergency contexts</p> <p>1.1.2 Procure start-up kits for these 500 young women and girls to begin their businesses in the areas they have been trained.</p> <p>1.1.3 Train 1000 women and girls on production of essential COVID-19 personal protective equipment such as face masks and hygiene supplies (disinfectants, soap and hand sanitizers) and link them to markets.</p>
<b>Output 1.2</b> Conflict affected young women and girls benefit from GBV prevention and recovery skills, relevant legal protection and other support services	<p>1.2.1. Sensitize 1000 women and girls (including persons with disability) on GBV prevention life skills, including negotiation skills and consent; human rights, and provide them with information on SGBV hotlines and referral services, psychosocial support and access to justice.</p> <p>1.2.2. Support domestication and implementation of the Violence Against Persons (Prohibition) Act in Borno and Yobe States, through the provision of technical support to develop costed model implementation plans.</p> <p>1.2.3. Support existing government safe spaces for GBV survivors and provide training for staff to provide professional support and rehabilitation activities to facilitate their transition to normalization, including mental health recovery.</p> <p>1.2.4. Develop GBV information, education and communication (IEC) materials, including posters and audio-visual materials using context-specific language and messages.</p> <p>1.2.5. Train and mentor 200 boys and young men as agents of gender transformative actions (non-discrimination/creating access to equal opportunities for men, women, boys and girls, human rights, care skills/ parenthood, cooking, SGBV prevention etc.)</p>

Indicator	Reasons for deviation
<p><b>Output 1.3</b></p> <p>Young women and girls have access to specialized emergency education opportunities to enhance their literacy skills and reduce likelihood for radicalization, unwanted pregnancies and early marriage</p>	<p>1.3.1. Train 50 teachers on the ‘Second Chance Education’ strategy and the use of required ICT</p> <p>1.3.2. Provide monthly stipend for teachers trained to provide the needed SCE services.</p> <p>1.3.3. Provide education support to 500 young women and girls whereby teachers meet trainees in their communities in socially distanced sitting arrangements and facilitate the use of ICT, in order to enhance their return to mainstream/vocational school.</p> <p>1.3.4. Procure 1050 Japanese-made ICT learning equipment, including batteries or rechargeable devices for teachers and learners</p> <p>1.3.5. Provide basic functional literacy skills and ICT skills to 500 young women and girls</p> <p>1.3.6. Facilitate the re-enrollment of 200 girls in the formal education system and vocational skills training centres where desired.</p> <p>1.3.7. Equip a space within the educational facility to provide childcare needs, including stipend to childcare givers overseeing the space during trainings.</p>
<p><b>Outcome 2:</b> Number of humanitarian organizations with gender-sensitive COVID-19 response and recovery plans &amp; Number of state-level actions influenced by women’s networks</p>	
<p><b>Output 2.1</b></p> <p>Crisis-affected women and girls lead and participate effectively in planning and monitoring of programmes affecting them.</p>	<p>2.1.1. Train 100 CSO women in Borno and Yobe states on developing gender responsive recovery plans and interventions.</p> <p>2.1.2. Train 100 women and girls in leadership skills and how to influence decisions: and facilitate their inclusion in decision-making structures, including for COVID-19 recovery efforts.</p> <p>2.1.3. Support 50 women leaders/women from CSO networks to develop tools and monitor early warning signs and facilitate rapid response to violence against women and girls and marginalization of women in health and relief services.</p> <p>2.1.4. Train and deploy 100 women and girls from women-led networks and CSOs to collect sex, and age disaggregated data (both qualitative and quantitative) on how humanitarian interventions are reaching affected populations.</p>
<p><b>Output 2.2</b></p> <p>Gender equality is promoted and State and community humanitarian, stabilization, and COVID-19 response plans and programmes reflect gender differentiated needs and resources</p>	<p>2.2.1. Organize stakeholder meetings to promote the inclusion and leadership of women in COVID-19 and humanitarian response planning implementation and monitoring, including ensuring that GBV response services are designated as essential and remain accessible.</p> <p>2.2.2. Train 100 humanitarian workers on mainstreaming gender in humanitarian action</p> <p>2.2.3. Undertake research to generate information that can support evidence-based planning for medium/longer term post-conflict reconstruction programmes on gender equality outcomes in the three worst conflict affected states of the North-East</p> <p>2.2.4. Organize a one-day workshop with key humanitarian actors including donors, government and other stakeholders to disseminate findings from gender analysis/ research.</p>

Source: UN Women: Final Report on Empowering Women and Girls – Submitted to Government of Japan

### Finding 9:

#### The evaluator found that the project produced innovative results from the application of the TARL methodology to enhance the access of adolescent girls and young women to emergency education in Borno and Yobe States

Through the second chance education program, 1,303 girls and young women were reached with literacy, digital skills to enable them cope and cover the gap missed which is sometimes due to displacement, early marriage, poverty

etc. An ICT Lab for digital learning was also provided for the Government Day Junior Secondary School GDJSS Federal Low-cost Maiduguri in Borno state.

The literacy progress of learners was measured through a baseline and endline assessment which was employed to ascertain what learners can do at different levels in the learning process and where they find difficulty as well as to group learners based on learning and teaching needs for the purposes of supporting them to improve on performance. The assessment also helped to track learners' progress in class over time. The baseline assessment learners shows

that a significant number of learners' highest competency was at identifying and or sounding the letters of the alphabet and show that 21% of the assessed learners were at beginner which number is significant at baseline. At the end of the curriculum, an endline revealed that the learners have shown significant improvement and that 64% of the learners have progressed from letter identification and sounds to story and comprehension levels.

### **Finding 10:**

#### **The evaluator found that the project managers and implementers made significant efforts to enhance the capacity of partners with more emphasis on technical capacity than financial capacity.**

The focus of IPs to enhance capacity of partners technically in addition to the provision of facilities and renovation of assets seems to be a step in the right direction although it is the wish of partner MDAs to have some financial resources to fulfill some of their needs such as recruitment of staff, monitoring activities and provision of income support to some project beneficiaries. Apart from provision of ICT facilities capacity building involved extensive training of various categories of partners and service providers. Workers in ICT centres were trained in ICT while teachers in the formal schools were trained on literacy skills and second chance education framework. With regard to GBV the project renovated government facilities such as women safe spaces and equipped them with materials – printers, stationeries, generators, hygiene materials etc. The project focused on providing GBV prevention and response services (individual counselling, recreational activities to reduce post-traumatic stress of GBV victims and provision of dignity kits. Training was also provided for the staff of MWASD especially the social workers on GBV prevention and response and for the staff of the Ministry of Health on clinical management of rape cases while inter-agency training was organized on GBV case management. The evaluator found that the project also embarked on increased capacities of humanitarian sector partner's staff, three women's organizations networks and the Gender Technical Team Group (GTTG) across Borno, Adamawa and Yobe states.

The new skill resulted in the revival of the Gender Technical Team group, and contributed to the improved consideration of gender outcomes in the 2023 Humanitarian Response Plans (HRP) and women participation and leadership in

emergency in 2022. A total of 223 persons (177 females and 46 males) consisting of humanitarian staff, executive leaders of women's organizations received training on gender in emergency programming, early warning and response as well as leadership. With the new skills sector gender focal points and women organizations were able to provide gender technical inputs at their sectors during the development of Humanitarian Needs Overview (HNO) and sector plans for the HRP. 40 women organizations in Yobe state contributed to the development of multisectoral needs assessment for the 2022 flood in Yobe state. Women organizations also contributed to the development of VAPP action plans and led advocacy resulting into the domestication of the VAPP Act in Yobe state and Borno State.

The evaluator found that there is no clarity as to who has the responsibility to take over the running, maintenance and security of the computer facilities in the rehabilitated ICT centre in Damaturu (which was used for the delivery of the second chance education intervention). As at the time of the field mission in May 2023, no staff has been deployed by SAME to run the centre and there was no guard to secure the computers in the centre as they were still being moved in and out to prevent pilfering. During the FGD with the nonformal teachers one of them explained:

*“computers were donated to learners for learning purposes but the space where the computers were kept was not safe; so most of the time we packed the computers away for safe keeping and bring them back after some time because no one is in charge of the building”*

### Finding 11:

**The evaluator found that the project encountered challenges leading to delays in the delivery of some target outputs. At each stage however, meaningful measures were adopted to remedy the situation.**

Some of the notable challenges which the project encountered were:

- i. For the most part, the global effects of the COVID-19 pandemic were prevalent during the implementation of project. When the project took off in April 2021, COVID-19 restrictions were just being lifted and gathering people was a challenge. In terms of programming, the initial ban on large gatherings has led to the revision of the GBV community awareness component to be a door-to-door model and the utilization of safe spaces to carry-out sensitization activities.
- ii. Continued insecurity led to increased challenges in accessing the implementation areas as some routes have become increasingly prone to kidnapping and attacks. Attacks on schools were prevalent during this period, including attacks on Government schools, teachers and students. UN Women managed the security challenge by closely collaborating with the relevant security agencies to minimize security risks and ensure that all staff and beneficiaries were safe and secured throughout the duration of the project.
- iii. The economic downturn and high inflation rates caused by the pandemic made accessibility to competitive markets increasingly difficult for organizations and communities alike. This has impacted the accessibility of training materials for women learning income generation skills. To curb the effects, UN Women beneficiaries were organized into Village Savings and Loans groups to enable them access continued support and loans for their business to continue to thrive beyond the project lifespan. However, the VSLs did not cut across all of the adaptive business skills and the beneficiaries based on evidence from FGDs conducted in Damaturu and Potiskum.
- iv. Late implementation of project due to approach changes particularly when ICT Japanese made materials were not easily found on local and international market. It took quite some time before approval was obtained to procure alternative brand.
- v. There were also technical challenges including internal processes leading to operational delays in starting the project (partner recruitment process need to be fast-tracked ordinarily but UN Women did not have that fast-tracked system of engaging partners), fluid security environment leading to delays in booking helicopters to move round, weather fluctuations that delayed monitoring by helicopters, flight cancellations that limited monitoring activities and implementation in some locations and start-up delays arising from difficulty in identifying government-owned safe spaces, delays in finalizing partnership MOUs with identified organizations and delays in the procurement process. .

According to one of the respondents:

*“Partnering with identified organizations was challenging as it took time to get the MoUs to be finalized; a factor that led to delayed implementation of activities within the identified space. We faced security challenges and difficulty in moving dignity kits from Maiduguri to deep fields in Gwoza and Bama using choppers. Partnering with government owned women and girls safe spaces was challenging at the beginning only one in Maiduguri and 2 in Yobe state to partner with and having to look for partners in areas where safe spaces were not existing delayed action. With communication with UN Women approval was given to use safe spaces in other areas”.*

## Finding 12:

**The evaluator found that the duration of intervention in skill acquisition training did not give adequate consideration to the variation in complexity of the vocation and the level of education of participants as well as the need to achieve quality product, improved income and self-reliance of beneficiaries**

The evaluator found that a uniform duration of one month was allotted to the training for tailoring, knitting, cap making, soap making and pasta making. While this duration may be adequate for knitting, soap and pasta making it is grossly inadequate for tailoring and cap making especially in view of the very low level of literacy of the participants. The specific areas that need improvement are fourfold.

- i. Inadequate time allotted to tailoring skill acquisition  
- The beneficiaries pointed out that they had to search for master trainers who could give them additional training within the limit of the resources available to them. Those who could not acquire further training had to limit their operations to amending old clothes and sewing for their family members and could not attract any reasonable income.

One of the FGD respondents in Potiskum explained: "In view of my interest in tailoring, I had to go on my own to find trainers and paid ₦15,000 to acquire additional sewing skill for a period of six months. This has empowered me to be able to sew different styles from which I am now making some money"

- ii. Inadequacy of the content of the emergency education intervention - The formal education teachers and learners expressed dissatisfaction with the non-inclusion of Mathematics in the course. Although emphasis was placed on literacy and numeracy as part of the result areas, there is no evidence that numeracy was covered. Respondents (formal teachers, learners and mentors) in all the locations (Maiduguri, Damaturu and Potiskum) where the emergency education was implemented confirmed that only English language was taught. One of the teachers in Potiskum opined that it would have been helpful if Mathematics was included because it is a core subject and even compulsory in many of the future admission requirements and it is a subject which many students often find very difficult to understand.

- iii. Dissatisfaction expressed the nonformal education teachers and learners (in Potiskum in particular) with the non-inclusion of English language in their curriculum for the second chance education. The respondents who were school dropouts pointed out that the knowledge gap arising from missing the "first chance" would have been bridged somewhat if English language has been added to the curriculum of the second chance rather than limiting their own TARR only to the Hausa language. The general view of the respondents is that the lack of opportunity to learn English (for beginners) is one area that needs to be improved upon in future interventions.

- iv. The IPs did not provide the beneficiaries the opportunity to have evidence of participation in the second chance education course which lasted for six months. The FGD participants (nonformal teachers and learners in Potiskum) during the field missions pointed out that there was nothing to show as evidence of participation in the second chance education. It was their opinion that issuance of certificate of participation to the beneficiaries by the IPs would be sufficient to bridge this gap.

Overall, the effectiveness of the project is rated to have a score of B as stakeholders are satisfied with the delivery of outputs. Better results would have been achieved if the project had hit the ground running and worked expeditiously at the initial stage of implementation. In addition, maintaining greater correspondence between activities and target output are areas that need improvement in order to strengthen the effectiveness of the project. For instance, the extent to which the four activities carried out to address output 2.1 has been able to deliver the target output cannot be easily substantiated. Whereas the output is in terms of "crisis-affected women and girls lead and participate effectively in planning and monitoring of programmes affecting them" those trained in an attempt to deliver this output as shown in Table 5, were CSO women and women leaders from CSO networks including 100 women and girls from women-led networks and CSOs who were trained and deployed to collect sex, and age disaggregated data (both qualitative and quantitative) on how humanitarian interventions are reaching affected populations. These were not the conflict-affected women and girls that were the actual target group for this output as indicated in the project's result framework.

### 3.3 Efficiency

Overall Rating: C

Efficiency is a crucial evaluation criterion and 10 measures are used here to guide its assessment with regard to the performance of this project. The measures are: (i) cost effectiveness of project implementation, (ii) timeliness of output delivery, (iii) appropriateness of resource use without compromising quality and quantity, (iv) project implementation and organizational structure with necessary managerial support and coordination mechanisms for output delivery (v) involvement of duty bearers and right holders in achieving project outcomes, (vi) extent to which synergies were built and available resources were efficiently used, (vii) extent of implementation of monitoring mechanisms and use to inform management about project's performance, (viii) use of monitoring data to inform management action and decision-making, (ix) evidence of risk assessment and mitigation measures and (x) evidence of opportunities, challenges and remedial measures. The assessment involves analysis of secondary information obtained from project documents and primary information obtained during the field missions. In what follows the findings in respect of each of these measures are presented.

#### **Finding 13:**

**On the basis of review of project document, analysis of financial records and field interviews the evaluator found that delivery of services under the project was cost-effective.**

The evaluator found some cost-saving measures adopted during the implementation of the project borne of necessity or circumscribed by situation analysis. For instance, due to COVID-19 restrictions, some activities had to be carried out virtually leading to quick resolution of issues and savings in travel cost. Also the decision to purchase phones for the IDPs was reversed based on the success achieved in securing access to safe spaces. Rather the project decided to build ICT centres, provide solar-powered electricity and other equipment with lap tops without additional budget. Additionally, the project targeted 1000 participants for awareness creation about GBV and livelihood training activities but ended up reaching 19,000 without additional cost due to the adoption of multi-dimensional approaches such as house-to-house, safe spaces and community sensitization. The project reconsidered the idea of buying tablets for use by beneficiaries on the basis of cost and sustainability and came with a better option which was the establishment of ICT learning centres equipped with laptops and training of the beneficiaries in computer skills. This was found to be a more cost-effective option as it was

accomplished not only at a reduced cost but also found to be more likely to produce long-lasting results. The evaluator also found that the project employed another cost-saving measure which was to engage resource persons withing the MDAs, who already benefited from previous training, to serve as mentors and master trainers rather than relying solely on new consultants.

Nonetheless, areas of improvement remain insofar as training workshops are concerned. For instance, while some of the WLO training workshops took place in Maiduguri, others were held in Bauchi. Workshops held outside the project locations provided incentive for attendees to pay full attention and derive maximum benefit whereas those held in project locations faced challenges relating to participants' distractions and attendance by proxy delegates. The evaluator found that better results would have been achieved with clear guidelines on workshop venue, status of attendees, duration of workshop and closing time in such a way as to minimize the cost of delivering the target outputs.

#### **Finding 14:**

**Evidence suggests that the efficiency of delivery of project outputs is a bit weak in some respects judging by delays in project implementation at the initial stage.**

The implementation of the project witnessed delays at the initial stages as learnt through the evaluator's interactions with project managers and implementers. The argument was either time was not enough to accomplish the expected tasks or proactive actions were not taken on time to ensure the tasks were accomplished on time. These basic design issues coupled with the challenges earlier discussed led to

the no-cost extension of the project. Rather than the project being implemented from April 1 2021 to March 31, 2022 it was extended to September 30, 2022, i.e. for a period of six months. Despite the extension the evaluator found that time constraint was still being given as the reason for not effectively delivering some outputs. For instance, under the emergency education interventions, delivery of teaching

materials was rather untimely. The evaluator found that in Damaturu delivery of teaching materials witnessed delays of about 8 to 12 weeks in respect of mats, markers, chalk etc. The evaluator found that in Potiskum the supply of computers was so untimely that they could not be deployed for use during the life of the project. The computers were delivered about the same time that the closing ceremony of the second chance education was being held implying that the participants had no opportunity to use those facilities for learning purposes during the six-month-period of the course. With regard to the skill acquisition training, when the evaluator sought to know the reason for limiting timing of training for tailoring to 4 weeks the explanation given was:

*“This is because project duration was short. Some of the trainees had to go outside to continue the training personally on their own.... More time would be required for activities to be reasonably completed”.*

It is important to stress that the evaluator found that project managers ensured that processing of fund disbursement was seamless with a guideline that partners would have to retire up to 80 percent of the project fund before another tranche would be advanced. Thus, programmatically, activities went on a timely fashion

but in terms of submission of documentation by partners there were some delays; although partners always ensured that retirement of expenditure aligned with activities completed. Timing of some training activities was also found to be problematic. For instance, the training of trainers associated with the second chance education witnessed some time management challenges. According to one of the KII respondents in Damaturu:

*“The greatest challenge is time management. This is because some trainees (teachers) live far away. If they are going to sleep at home and start coming the following morning this problem will still be around....For training held in Damaturu some teachers came from Gujba about 70 km away and before they arrived time has gone. The training was from 8 am to 5 pm but we often closed by 4 pm so participants could get home before it was too late because if time clocked 6 pm by then road would be closed. Even then we had to wait for them till 10 am before we could start. So you see we had limited time to deliver the training. It would have been good to give time for trainees to give feedback so we are sure that they imbibed what we have taught so that the training can be effective”.*

#### **Finding 15:**

**From the analysis of financial records, the evaluator found that appropriateness of resource use varies by resource types (financial and human). The inherent imbalances in the allocation of financial resources have a tendency of compromising the quality and quantity of output and curtailing the performance of the project in terms of efficiency.**

By emphasizing that each activity was carried out within the budget limit of the activity and ensuring that IPs retirement of expenditure aligned with the activity it has been possible for the project to ensure that resources were utilized in a way that reflects the priority assigned to output and outcome targets. The total project fund (\$2,100,000) was completely drawn down and the extension of period that was granted came without additional cost. Total expenditure on project activities was \$1,436,000 (68% of total project fund) out of which 88% was for outcome 1 while

12% was for outcome 2; implying that the preponderance of the priority was placed on outcome 1. Indeed, the total expenditure on the two output areas of outcome 2 (\$170,000) was much lower than the expenditure on each of the 3 output areas of outcome 1 (Table 6). In outcome 1 the highest priority was placed on output 1.3 which gulped 46% of the expenditure on outcome 1 followed by output 1.1 (29%) and output 1.2 (25%). In outcome 2 output 2.1 has a higher priority with 60% of the expenditure compared to output 2.2 which has 40%.



**TABLE 6:**  
**Allocation of Project's Financial Resources**

Outcome Areas	Project Budget (USD)		Total Financial Resources (USD)	
	April – Dec (2021)	Jan – March (2022)	Total Budget	Total Expenditure
<b>Outcome 1</b>				
Output 1.1	276,750	92,250	369,000	369,000
Output 1.2	234,000	78,000	312,000	312,000
Output 1.3	438,750	146,250	585,000	585,000
Sub-Total	949,500	316,500	1,266,000	1,266,000
<b>Outcome 2</b>				
Output 2.1	76,500	25,500	102,000	102,000
Output 2.2	51,000	17,000	68,000	68,000
Sub-Total	127,500	42,500	170,000	170,000
<b>Total project activities costs</b>	<b>1,077,000</b>	<b>359,000</b>	<b>1,436,000</b>	<b>1,436,000</b>
<b>Other implementation costs</b>				
Project Management Cost (Staff cost, Communication, Monitoring and Evaluation, Equipment and Logistics)	381,333.75	127,111.25	508,445	508,445
Other costs	116,666.25	38,888.75		
Support Cost			155,555	155,555
<b>Grand Total</b>			<b>\$2,100,000</b>	<b>\$2,100,000</b>

Source: Project Unit, UN Women. Maiduguri

In considering appropriateness of resource allocation, the evaluator considered the issues as to whether the efficiency of the project has been impacted by the multi-dimensional nature of the services delivered and whether resources were spread thinly across services rather than being concentrated on the most important initiatives. It was found that efficiency was apt to have been affected in terms of the number of adaptive business skills (seven altogether- tailoring, cap making, bar soap making, liquid soap making, pasta making, knitting and Vaseline production) covered in the skill acquisition interventions relative to the time allocated for the training and the benefits realized by the women and girls who participated.

As it turned out, the resources earmarked for the delivery of some skill acquisition training interventions (e.g. tailoring, cap making) were inadequate and beneficiaries of such training were unable to derive the full benefits expected. In the case of tailoring for instance the one month spent by the participants was found to be grossly inadequate (especially in view of the low level of literacy of the participants) to enable them acquire the required skill to master the sewing of clothes at a level to attract high level of patronage and income that is consistent with the livelihood improvement and self-reliance envisaged in the design of the project (Finding 12).

With regard to bar soap making, the evaluator found that the quality of the soap produced is low. Respondents explained that the soap was like the olden day “soda” soap which is not even in the market nowadays. It attracted low prices; selling for ₦100 each compared with ₦200 for the “Cameroon soap”. Though it was cheap the demand was low because of the low quality and adverse effects on clothes if used for washing. According to one of the producers in Damaturu (Yobe state):

*“I operated only twice after the training producing 12 tablets of the soap and stopped producing after exhausting the materials given to me as part of the starter packs. I stopped*

*not only because of the low income, but also because of the low quality and the inability to afford the cost of the raw materials which is as high as ₦30,000”.*

What is more, the evaluator found that staff strength and adequacy at the level of project management -primary duty bearers (UN Women) - seem to be out of tune with the volume of work and activities to be carried out within the short duration of the project. Key components of project management such as finance, monitoring and evaluation lacked the dedicated staff for unencumbered compliance with timelines for achieving key milestones and tracking of progress.

### **Finding 16:**

**The evaluator found that the project was delivered under a project implementation and organizational structure with necessary managerial support and coordination mechanism that drove the processes leading to the achievement of project targets as shown earlier in Tables 5 and 6.**

The primary duty bearer for the project is the UN Women who engaged two implementing partners (IPs) to deliver the outputs in Borno and Yobe states in view of the multi-dimensional nature of the project. The aspect of second chance education for women and young adolescents was handled by Plan International in Borno State (Maiduguri) and Yobe state (Damaturu and Potiskum) while Care International delivered the training in adaptive business skills acquisition for improved livelihood in Borno (Maiduguri, Bama and Gwoza) and Yobe (Damaturu, Potiskum and Gashua) states. Overall managerial support was provided by UN Women under the leadership of the Deputy Country Representative (DCR) based at the Country Office (CO) in Abuja and the Project Manager who is also the officer in charge (OIC) of the Maiduguri office. The Project Manager led implementation and monitoring activities and held meetings with stakeholders especially MDAs as the need arose especially in securing safe spaces for the implementation of the project. The DCR also provided technical support and held meetings with IPs to ascertain the extent of their technical capacity and ensure commitment of their part to deliver the required outputs especially in view of the short duration of the project.

Delivery of project activities at the level of IPs was also supported by a well-established implementation structure. With regard to Plan International this comprised a Project Team – 1 Coordinator, 2 Project Officers, 1 M&E Assistant and 1 Finance Assistant. There were also shared direct staff such as Education in Emergency Specialist, TARL Advisor, Admin and Log Officer, Emergence Response Manager (internally have monthly meeting to track progress), Deputy emergency response manager (DERM), Humanitarian

Finance Manager, Grant Coordinator, Procurement Specialist, PLAN Maiduguri Manager and ICT Assistance. Approval of expenses often came from PLAN Director of Finance. The evaluator found that project delivery would have been more efficient if the support provided has been strengthened in the following areas.

- i. The delays witnessed in procuring branded computers for the second chance education would have been minimized if Plan International had taken proactive actions to come up with options regarding how best and how timely alternative computer facilities could have been acquired when the impossibility of getting the Japanese brand was encountered.
- ii. The IPs (Plan International) should have completed recruitment of experienced staff and brought them on board early enough to meet the implementation plan.
- iii. The activities of Care International should have been better coordinated by strengthening the personnel especially in Borno state where one coordinator (instead of the required three) was in charge of the three LGAs (MMC, Bama and Gwoza) where the project was implemented.
- iv. With the UN Women’s knowledge of the peculiarities of the emergency project like this, they could have been more proactive in determining how best they could support the IPs to perform better especially in terms of procurement guidance and compliance with milestones given the short duration of the project.

### **Finding 17:**

**The achievement of project's results (as shown in Tables 5 and 6) involved active participation of duty bearers - MDAs, SAME, SUBEB, NERDC and right holders such as CSOs, WLOs in the implementation of second chance, GBV case management, etc.**

The evaluator found that the relevant agencies of government supported the delivery of project outputs in various ways. For instance promotion of life skills activities among young girls and women was supported by MWASD while SAME supported monitoring and supervision of teaching and learning activities across project locations, scripting of lessons for women and young girls in conjunction with NERDC and approval of establishing

training and learning skills (TLS) and ICT centres in SAME premises. Approval of participating secondary schools was given by MOE/SUBEB; and they also supported the development and review of training curriculum. The training of formal and non-formal school teachers on TARL was supported by State Science and Technical Schools Board as well as SAME and SUBEB.

### **Finding 18:**

**The evaluator found that activities of monitoring and evaluation were carried out simultaneously with project implementation. However, the extent to which the monitoring information was used for management actions and decision-making was limited due partly to the weak monitoring capacity.**

The project embarked on periodic performance monitoring to document evidence-based outcome level results and achievements of the project. However, there

was no evidence that the monitoring information was being effectively processed and utilized for necessary management actions.

### **Finding 19:**

**The evaluator found that there was no clear analysis of the contextual, programmatic, implementation and other risks that could affect the achievement of the project objectives. Thus, no mitigation measures were contemplated and articulated to guide project implementation.**

Initial analysis of risks and mitigation measures at the design stage of the project would have been helpful in dealing with some of the implementation challenges that the project faced at the early stage which in the form of delays in forging partnership with some MDAs and in complying with procurement guidelines. If some risk mitigation measures have already been contemplated and pre-empted it would have led to proactive actions

being taken to deal with difficulty in procuring the required brand of ICT facilities necessary to equip the established ICT centres on a timely basis. The search time for the Japanese brands would have been reduced and the necessity for seeking approval for alternatives would have been realized on time. The savings in time would have improved the efficiency of service delivery during the implementation of the project.

### **Finding 20:**

**The evaluator found that the project built synergy with secondary duty bearers (community leaders, religious leaders, traditional rulers) during the course of implementation to achieve results especially in respect of GBV response and protection of survivors and justice for victims.**

The implementation of the project involved collaborative efforts with partners in various locations. The evaluator found this to be evident in the IPs' active participation at the GBV protection sub-sector meeting and GBV sub-sector coordination meeting. According to a member of the IP Team:

*"We coordinated with other partners in the locations by making referral for services which we did not provide. For example, health services, legal services, and shelter provision. In Yobe state, we collaborated with other actors to advocate*

*for the signing of the VAPP/CPL and the Governor has since signed the bill into law".*

On monthly basis the IPs attended GBV subsector working group coordinating meeting and protection coordination meeting chaired by government and supported by UNFPA and UNHRC respectively. Other participants at such meetings included UNFPA, SCI, Plan International, Care International, British Council, CSOs, MDAs and community leaders etc. At such meetings, the IPs were able to raise some GBV cases for the sector to come up with ideas

to meet with partners to address them. For example, in Gashua (Bade LGA) the traditional ruler supported the idea that perpetrators of GBV should be brought to book. In this regard the local regulation was that anyone that raped will have to marry the victim otherwise the culprit will be prosecuted. Also there was a case of a GBV survivor who was referred to an NGO for psycho-social support with the collaboration of the traditional ruler. The coming together of partners in safe spaces in a one-stop centre provided the opportunity for the project to make referrals

in the case of services not being directly provided by the project and in situations where such services are needed and the relevant partners are not immediately available on ground. Also, services offered by partners were announced and available facilities such as dignity kits containing materials such as soap, wrappers, mats, etc. were provided to survivors at the early stage. The benefits of these joint actions included savings in cost, information sharing and increased awareness of project activities.

### **Finding 21:**

**The evaluation examined opportunities which could influence success or failure of the project on the ground of efficiency. From the review of project reports and field interviews, there was evidence of reasonable operational opportunities which were presented to the project.**

Worthy of mention in this regard was the directive of the Governor of Borno State early in 2022 that IDPs should relocate to their native communities. Some of the returnees were captured by the project and enrolled into the livelihood enhancement services in the project locations. This offered the project the opportunity to provide dignity kits and psycho-social support for the women and girls. A total of 846 (563 women and 283 Girls) including 50 PWDs received dignity kits in Borno and Yobe states. The relief materials helped these survivors to start up their lives again in their various communities. Also, the project considered the

challenge of COVID-19, as an opportunity which the women and girls could turn into a positive venture for income generation. Thus, 1,000 women and girls were supported with training on local production of personal protective equipment (PPE) like face mask, hand wash, hand sanitizers and disinfectants. The percentage of women and girls trained in the production of essential COVID-19 personal protective equipment increased to 77% from the initial 12.3% at baseline, this indicates that a larger number of women and girls were targeted within this project.



## 3.4 Impact

Overall Rating: B

The impact of the project is based on evidence of changes that have occurred on account of the project especially with regard to changes in the livelihood of GBV victims and survivors and changes in gender equality and human rights in accordance with the evaluation matrix.

### Finding 22:

**The evaluator found that the project contributed to livelihood improvement of beneficiaries of skill acquisition training in Borno and Yobe states though for a limited period of time.**

A review of project documents reveals that a total of 700 women and girls were trained on adaptive business skills that are marketable within their local communities such as tailoring, pasta making, Vaseline production, cap making, bar soap making, liquid soap making, knitting. After the training, the participants were provided with starter packs to operate their businesses. Following the training, percentage of women and girls that were linked to markets increased from 13.1% at baseline to 74% at the end of the project. Documentary evidence shows that 53% of beneficiaries reported that their life changed for the better because of improved income. Also, the percentage of individuals that resorted to negative coping strategies to survive decreased from 30.9% at baseline to 26% implying that the number of women and girls empowered and who did not need to adopt negative coping mechanism for survival increased. Following a post-distribution monitoring done by the implementing partner, it was discovered that 84% of the women were still engaged in doing their businesses within their communities and have had their living standards improved. This documentary evidence was corroborated by some of the beneficiaries during the field missions. In Bama for instance, the empowerment was so useful and helpful to the beneficiaries in terms of generating income and supporting their family with their basic need such as paying school fees, clothing, buying water, and foodstuff. It has also led to diversification of their micro-enterprises for additional income. According to one the adolescent girls:

*“After using the starter packs to make caps, I was able to make some money and bought a tailoring machine for myself and empower myself to generate additional income to support my family”.*

Another adolescent girl pointed out that: *“After making caps I sold one of them for ₦18,000 and I was able to buy a goat which I have been rearing to generate additional income”.*

Yet another adolescent girl explained that: *“I generated income from tailoring and supported my mother, who is a widow, to pay for my school fees and that of my siblings and to take care of our basic needs in the family”.*

Similar positive experiences were recounted in Maiduguri where an FGD participant explained that:

*“In our tailoring group we started making weekly contributions and when my two children were sent back home from school last year (2022) I was able to pay their school fees of ₦10,000 for them to return to school”*

Additionally, during the FGD with the cap making training beneficiaries in Maiduguri, one of them explained that: *“The training has improved my life in terms of income generation. Before the training I was a school dropout but after selling about 5 caps I enrolled myself back to school last year (2022)”*

Interviews with respondents also revealed that these experiences were recorded not long after the completion of the skill acquisition training. The evaluator found that the situation has changed as at the end of 2022 when some women and girls were found to have disengaged from the businesses; implying that the effect on livelihood improvement was short-lived.

### **Finding 23:**

**The evaluator found that raising the level of awareness and knowledge about GBV prevention and response was achieved on account of the implementation of this project in Borno and Yobe states.**

A review of project documents revealed that 4,046 beneficiaries (2,455 women and 1,591 girls) were trained in Borno state while 3,197 (2,182 women and 1,015 girls) beneficiaries were trained in Yobe state to give a total of 7,243 all of whom gained increased GBV prevention life skills

through safe space engagement. Also, 12,098 beneficiaries (4,906 women, 3,277 men, 4,074 boys and 3,841 girls) including 130 PWDs received information on GBV through community sensitization and awareness raising activities using door-to-door approach by trained community volunteers.

### **Finding 24:**

**The evaluator found that attitude towards GBV prevention has changed positively on account of the interventions of this project which were delivered using a survivor-centred approach.**

Documentary evidence shows that a total of 373 GBV cases (292 women; 78 girls and 3 boys) were registered and professionally managed by case workers following the survivor-centred approach and the well-structured case management processes as part of its GBV response activities. According to the endline results, the percentage of men, women, girls and boys who reported a positive change in attitude or taking actions towards GBV prevention

increased on the average from 18.4% to 69%; and this implies that the effect of the project's prevention and response measures on the communities has been positive. As a result of the measures, 77% of all participants (men, women, girls and boys) reported a change in attitude in terms of taking actions towards GBV prevention while 87% of boys and men reached reported gender transformative actions on gender equality and SGBV in their communities.

### **Finding 25:**

**The evaluator found that through collaboration with stakeholders the project has been able to strengthen referral possibilities as a way of enhancing GBV response and protection of victims.**

For instance, in order to strengthen the referral system and create pathways for better response, 60 government health workers were trained on clinical management of rape (CMR). Following the capacity building workshop, the

health workers handled 123 cases related to CMR which were confidentially referred for Sexual and Reproductive Health (SRH) support at health facilities.

### **Finding 26:**

**The evaluator found that the project has made significant contributions towards strengthening gender transformative agents for better protection against GBV in Borno and Yobe States.**

For improved community protection mechanisms against GBV, a model of engaging men and boys through mentorship and reflective dialogue sessions on GBV prevention approaches was implemented and eventually resulted in a great impact on the perception of the target participants and communities around. A total of 107 men and 93 boys were mentored to become gender transformative agents in their communities and lead the discussion among their peers on harmful practices that allow GBV to thrive in their communities. Using the Engaging Men and Boys curriculum, participants engaged in reflective dialogue sessions with the aim of identifying harmful gender, social and power norms, exploring these norms, develop interest in changing them through challenging the norms and leading in a community action plan for implementation. Following completion of the mentorship session, 45% of

the men said their perspective towards supporting women and girls has shifted for the better as they now understand that women and girls also have rights unlike previously when they supported harmful gender norms. Engaging in the discussion sessions resulted into their agency being built on how to respond in situations of gender-based violence and reporting of such using the appropriate reporting mechanism with men and boys within their communities. About 17% of the men and boys engaged reported that their respect for women and girls has also increased, and they now feel more enlightened to support and avoid violent behaviours towards women and girls. About 86% of respondents attested to the fact that the gender dialogues engagements with men and boys have enabled them to develop the capacity to support women and girls in their communities.

## 3.5 Sustainability

Overall Rating: C

The assessment of the project's sustainability is based on six factors generated from the evaluation matrix. They are: evidence of strong ownership by partners, evidence that the capacity of duty bearers and right holders has been strengthened, likelihood of continuation of the benefits created by the project, evidence of partners financial capacity maintain project benefits, generation of new knowledge and practices for better results evidence of replication and/or up-scaling of successful practices.

### Finding 27:

**The evaluator found evidence of ownership of the project interventions by partners but the likelihood of sustaining the gains derived from the implementation of the project may be limited.**

Although the representatives of the MDAs were not aware of the existence (or otherwise) of MoU between the government and the IPs, they confirmed their active participation at the inception workshop where plans for supporting the project were articulated. The reported achievements, including the identification of safe spaces for construction/rehabilitation of learning centres, passage of the VAPP laws, establishment of the ICT centres were all realized in collaboration with MDAs and other partners at the community, state and national levels.

The Ministry of Women Affairs and Social Development (MWASD) in Borno and Yobe states played leadership roles in providing safe spaces for project activities. According to a representative in Damaturu, Yobe state:

*"We made available to them our one-stop-centre in Damaturu and Potiskum for them to carry out their training activities. The one-stop-centre was built by UNFPA in a project implemented by Action Health Incorporated (AHI) which they funded. The centre deals with GBV involving women and girls afflicted by domestic violence, physical abuse and denial of resources by perpetrators. The centre is used for (i) case management (ii) psycho-social support (iii) basic clinical treatment (iv) temporary shelter for GBV survivors and (v) skill acquisition training centre. During the implementation of the project social workers used to refer GBV cases to the one-stop-centre and the officials took them over once they were beyond them. Cases like physical abuse, domestic violence and child protection cases were handed over to the legal adviser from FIDA who took them over and ensured that justice was done. Government presence was also felt at critical occasions such as the graduation ceremony of skill acquisition trainees which was held at the MWASD with the Hon Commissioner and PS in attendance. And it was during the occasion the starter packs were distributed".*

The State Agency for Mass Education (SAME) made available their learning centres for use as venue for the second chance education. And before the project supplied mats for the course, SAME gave out mats to the learners for use for about two months. The staff of SAME were involved in the training of learning facilitators, went with the IP team to Abuja to do the learning scripting lessons and also monitored the learners from time to time during the second chance education

It is against the backdrop of the foregoing contributions from the MDAs that they have welcomed the gains of the project both in terms of fulfilling project objectives and in terms of boosting capacity of the MDAs to discharge their functions along the line of the project outcomes and targets. As indicated earlier the MDAs have benefitted in terms of capacity development including the provision of ICT centres, computers, latrines, learning centres (Finding 2). The evaluator found that there was no clarity as to who has the responsibility to take over the running, maintenance and security of the assets and facilities provided. For instance, the computer facilities in the rehabilitated ICT centre in Damaturu which was used for the delivery of the second chance (nonformal) education intervention. As at the time of the field mission in May 2023, no staff has been deployed by SAME to run the centre and there was no guard to secure the computers in the centre as they were still being moved in and out to prevent pilfering. During the FGD with the teachers one of them explained:

*"computers were donated to learners for learning purposes but the space where the computers were kept was not safe; so most of the time we packed the computers away for safe keeping and bring them back after some time because no one is in charge of the building"*

### **Finding 28:**

**The capacity of duty bearers (MDAs) and right holders (WLOs, CSOs, community leaders) has been strengthened by the project through training workshops on the prevention of GBV and protection of vulnerable groups through early warning. In this regard the project's achievements are widely acclaimed and can make the effects of the project long lasting. In terms of economic empowerment however, the likelihood of continuation of the gains derived from the project is limited.**

The results regarding the project's performance in terms of sustainability are mixed especially in terms of its multi-dimensional nature of the interventions. With regard to GBV matters the evaluator found that part of the benefits is that the project made the one-stop-centre to be popular. Those who benefited tell the others who also get the knowledge and indicate willingness to join the project. This has intensified awareness creation during the implementation of the project which can enhance sustainability. In addition, as part of the capacity building activities for the MDAs the project organized a 5-day GBV case management training workshop where case (social) workers from the MWASD and all LGAs in Yobe state participated. As a way of sustaining the gains, the MDAs concerned will continue to apply the knowledge gained. Since they will continue to work with local volunteers it is likely that they will continue to refer cases on GBV to other relevant partners. In particular, the training on clinical management of rape given to health workers will be cascaded downwards so that other social workers can benefit.

In terms of gender equality and humanitarian response actions the right holders such as the WLOs and CSOs in Borno, Adamawa and Yobe states participated in training workshops on gender in humanitarian actions focusing on leadership and inclusion and early warning and response. Interactions with the WLOs revealed that they have gained better understanding of leadership and inclusion using the gender lens and the knowledge gained has been applied in the course of their humanitarian interventions. With regard to the leadership and inclusion training, one of the WLOs in Yobe state explained what has been gained and how it has been applied as follows.

*"It helped my work how I carry out my work in Yobe state using the gender lens. How to meet the needs analyzing their needs gender peculiarities women children PWDs various dynamics to gender. Equality and equity, legal aspects for people in need. Things I am supposed to mainstream into my programming to achieve gender equity and inclusiveness have been gained. Mainly I gain more knowledge on inclusion of women. For my protection training for staff it was a major*

*topic I inculcated into the workshops I held with my staff and that helped not to be biased especially dealing with PWDs. Dignity, safety concerns were not incorporated before in my work. We need to be intentional to address their particular needs of PWDs because PWDs have different challenges and this must be understood while designing interventions. They helped us understand their particular features and we might be doing more harm than good if we don't pay attention to some of these issues.....I recall an experience of some women who were given sanitary pads in the past under a particular intervention. The women went to a clinic to solicit buyers of those pads. When they were asked why they came to sell the pads they explained that they did not know how to use them and they didn't see that as part of their basic needs.....Fortunately, shortly after the workshop we were to write a concept note on livelihood. We did our assessment differently having groups of men, women, and PWDs and this helped us to get the project from WFP. There was also the project we were managing and I went back to check to see whether gender inclusiveness was entrenched. We used volunteers who helped us to distribute food and to offload food from the warehouse. I asked them how many women were included and they said this job is men's job and I asked them if they inquired from the women. And they said no. So it has helped me to put my programming on the right track".*

With regard to early warning and response, the evaluator found that some of the WLOs have stepped down the training to their staff in their various organizations and also train other partners. According to one of the WLOs in Borno state:

*"Each of the participants represented an organization and the training helped to strategize the policies with regard to early warning and response. We work with community volunteers to know how to respond, report and communicate – building trust and confidence and timeliness. I have looked inward to improve my policy – looking for a professional to train my staff regarding safeguarding GBV. It has also made me to look wider beyond my organization and to include to some people outside and I have tried to help in terms of finding solutions".*



And in Adamawa state one of the WLOs explained what has been gained and how it has been applied as follows.

*“I understand what early warning was in respect to gender. It is about putting in mechanism in place for prevention of conflict platform where community members are to come together to share information and plan response. How we can introduce early warning and response into our programme.....The training was an eye opener to bring in females into our conflict prevention activities. Actually, more women brought complaints than men. Based on what we have gained from the UN Women workshop on early warning and response, we are going to be looking at training wives of traditional rulers and we will also like to introduce coordinating meetings that include the women”.*

The participants expressed their satisfaction with the training although it would have been more helpful if practical illustrations of the effective solutions have been demonstrated. According of the WLOs in Adamawa state:

*“There should have been more of practical (realistic case studies) and less of theory. It can be developed further to be practical-oriented. The case studies can be examples from other countries or even in the communities here. Go to a particular area in Yola and do the conflict analysis. This will give us better understanding and better experience to help us in our work”.*

And in the case of second chance education, the ICT centres provided by the project are likely to continue to serve as facilities for educational activities. For instance, to ensure that the achievements of the project are sustained, the ICT structures established have been handed over to the Local Government Education Authorities to ensure proper utilization and management of the resources. The LEAs in the various areas have set up caretaker committees to ensure adequate usage and maintenance of resources for the benefit of more learners within the formal school setting, this has become necessary considering the huge need for ICT knowledge that is required for learners to participate in the Joint Admission and Matriculation Board (JAMB) for entrance into the high institutions of learning.

With regard to economic empowerment the evaluation considered two important questions: To what extent are the models implemented to promote women’s economic empowerment supporting sustainable economic opportunities, including for host community women? What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time upon project completion? The evaluator found that the beneficiaries who acquired adaptive business skills under the project regarded their businesses as unreliable means of livelihood. Many of the businesses witnessed abandonment on account of: (i) low level of income realized, (ii) non-commercial nature of the vocation (e.g. liquid soap). Some respondents in Potiskum explained that what they produced using the starter packs could not be marketed. The products were used at the household level and thereafter no further production was made. (iii) low demand and seasonality of operation in the case of knitting. In Damaturu, Potiskum and Gashua, the respondents pointed out that knitting cannot be commercialized because no one is in need during the dry season and whenever weather is hot. And in the Sahel region where there is a prolonged period of dry season knitting does not have the potential of being operated as a business, (iv) high cost of flour in the case of pasta and (v) low demand, low price level and lack of assurance of continuous production in the case of cap making. According to some respondents: *“It takes between one and three months to complete one cap which ends up being sold for between ₦3000 and ₦4000...this is not so rewarding”.* Indeed, the evaluator found that disengagement from the adaptive businesses by some beneficiaries occurred not more than four months after the closure of the projects. In many cases once the production materials received as part of the starter packs were exhausted the beneficiaries stopped further production. Of the various businesses only tailoring and Vaseline production have some potentials for continuous operation as means of livelihood.

### **Finding 29:**

**The evaluator found that the extent to which partners' financial capacity can maintain benefits from the project is limited. It also varies considerably across the different respondent types.**

To ensure sustainability, an ad hoc village saving and loan association (VSLA) was established where the women and girls who participated in adaptive business skills acquisition training, were grouped based on their various skills for the purposes of business expansion and resuscitation, welfare and social cohesion. Sixty VSLA groups were formed under this project which allowed the women to manage the finances and share ideas for growth and expansion. An assessment of the first selling cycle shows that the beneficiaries generated about NGN226,950 in profit which has been saved through their various VSLA platforms. Group members were free to take loans from the purse to boost their business and return the loan with some little interest. Each group had a leader and an assistant in charge of coordinating the group and collecting the weekly contribution from other members. This community-led initiative was to discourage the sale of starter packs while also encouraging beneficiaries to improve their livelihood and be empowered through this support. It was found

that contributions to VSLA had dwindled as participants faced declining income from their businesses arising from low demand for products and in some instances, outright cessation of business operations.

Other beneficiaries are likely to be able to maintain the benefits of the project especially the teachers who will continue to be paid by the government, the trained social workers from MWASD who will continue to pay their salaries and the governments of Borno and Yobe to whom the facilities in ICT and safe space centres will revert for use in the provision of humanitarian services. Nonetheless, effective use of some of the facilities may be hampered by inadequate maintenance and personnel. For instance, in Damaturu computers were provided to the school for the learners but it was found that the school does not have enough computer teachers to teach the student and the computer room can hardly accommodate all the computers in one place to minimize maintenance cost.

### **Finding 30:**

**The evaluator identified innovative outputs and new knowledge resulting from the implementation of the project (Finding 8).**

In particular the outputs relating to the second chance education if replicated can accelerate progress towards expansion of access to education and tackling GBV to generate effects that are likely to be long-lasting. The IP collaborated with the NERDC – the government agency that has the mandate to guide content development - with regard to the second chance education based on the accelerated basic education programme (ABEP) in the country. The NERDC and Plan International worked on the scoping and sequencing, lessons scripting and technical review to come up with the “teaching/facilitator guide” for the course. The IP adopted the “teaching at the right level” (TARL) methodology to deliver the second chance education course. This is an innovation that employs real life experiences to present the content of the curriculum

in such a way as to enable the learners to have deep understanding of the subject matter. According to an official of NERDC:

*“Although other partners have implemented the accelerated basic education programme in the Northeast and FCT they did not use TARL. Prior to this UN Women project, no other organization has used TARL to deliver ABEP in Nigeria”.*

If the innovation is to be further developed for adoption and upscaling, however, improvements are required in two critical areas: (i) provision must be made for adequate time to pre-test and validate the “teaching guides” to ensure effective delivery of the course, (ii) at the minimum, both literacy and numeracy have to be covered for meaningful results.

## 3.6 Coherence

Overall Rating: B

In assessing coherence attention is focused on answering the main questions relating to four areas: (i) similarity of approaches between the project and other interventions to protect and empower women, (ii) the role of sister organizations, (iii) consistency with wider donor policy and (iv) correspondence with international frameworks for GEWE in project design and implementation.

### Finding 31:

#### **The evaluator found similarity between the approaches used by the project and other organizations for prevention of GBV and enhancement of response**

Basically, the interventions implemented by the IPs were in line with those of the interagency standing committee (IASC) for GBV case management as well as the protection and empowerment of women and girls. Interventions such as second chance education, business skills training, life skills training, support for safe space establishment and GBV case management have been delivered by agencies such as the United Nations Population Fund (UNFPA), United Nations Human Rights Commission (UNHRC), Norwegian Refugee Council (NRC), Restoration of Hope Initiative (ROHI), Goal Prime, Chad Centre for Human

Advocacy and Development (CCHAD) and Save the Children International in some parts of the BAY states. The UN Women project completed the work of some of these agencies (e.g. UNFPA, UNHRC, NRC, SCI) by providing services in support of GBV victims and survivors in Borno and Yobe states including training of case workers on GBV case management, provision of stationeries to the one-stop-centre in Damaturu and provision of five tailoring machines to each of the women and girls safe spaces in Damaturu, Potiskum and Gashua.

### Finding 32:

#### **The evaluator found that sister organizations participated in the project but to a limited extent.**

Beyond the participation in meetings there was no sister organization found to have played significant role in terms of leveraging on the expertise and experience in bridging

identified implementation gaps in order to make the project more effective and impactful.

### Finding 33:

#### **The evaluator found that the design and implementation of the project were in alignment with broad donor policy as well as national and international frameworks for GEWE.**

The evaluator found that the project's design and implementation were largely in alignment with the funding policy of the government of Japan that was the funder. It was in alignment with the national development agenda with regard to GBV and insecurity as well as international framework for gender equality and women empowerment (GEWE) and sustainable development goals (SDGs). The project was funded in line with the 2020 supplementary budget of the government of Japan which prioritized emergency in Nigeria's Northeast and the situation of women and girls. The project has a duration of 12 months in compliance with the donor's policy that

limits the implementation period of projects funded under the Japan's annual supplementary budget to one year. The policy also mandates the submission of financial, mid-term and final reports, external audit and adequate publicity in local and foreign media. There is also a room for no-cost extension where is absolutely impossible to meet the one-year completion deadline. Evidence suggests that the project complied with these policy guidelines with an approved no-cost extension for a period of six months based on reasons relating to COVID-19 challenges and international transportation disruptions during the period of implementation of the project.

### 3.7 Gender equality and human rights

Overall Rating: A

The assessment of gender and human rights focused on the integration of these components in project design and implementation, the extent to which gender and human rights concerns reflect in project service delivery, the degree of satisfaction of stakeholders with project's compliance with development effectiveness principles (transparency, accountability, anti-corruption etc.) and project's contribution to changes in quality of life of women and girls affected by conflicts.

#### Finding 34:

**The evaluator found that considerable attention was given to gender equality and human right issues under the project. There was integration of gender and human rights concerns in project design and implementation to a large extent.**

The various ways in which activity programming reflected gender differentiated needs and resources under the project are presented in Table 7 based on information obtained from the field missions and careful review of project documents.

**TABLE 7:**  
**Project Achievements on Gender Equality and Human Rights**

Gender Equality Interventions	Human Rights Interventions
i). Train and mentor 200 boys and young men as agents of gender transformative actions (non-discrimination/creating access to equal opportunities for men, women, boys and girls, care skills/ parenthood cooking, etc.)	i). Support domestication and implementation of the Violence Against Persons (Prohibition) Act in Borno and Yobe States, through the provision of technical support to develop costed model implementation plans.
ii). Equip a space within the educational facility to provide childcare needs, including stipend to childcare givers overseeing the space during training of nonformal women learners as a gender-sensitive (responsive to the needs of women) approach to the delivery of second chance education. Caregivers were allowed to take care of the learners' babies while learning sessions were going on. Toys and snacks were provided for such babies while caregiving was going on for friendly environment.	ii). Train and mentor boys and young men as agents of transformative actions in the areas of human rights with a focus on SGBV prevention and protection.
iii). To promote a gender-responsive programming in humanitarian action, 109 (65 female; 44 male) humanitarian personnel were trained on Gender in Humanitarian Action. The training targeted members of the Gender technical team and gender focal points of various organizations and civil societies.	iii). Facilitate the re-enrollment of 200 girls in the formal education system and vocational skills training centres where desired to provide access to education as a human right issue.
iv). To better understand the gender dimension of post-conflict reconstruction in Northeastern Nigeria, the project conducted research and based on the findings provided recommendations for partners and stakeholders working in conflict settings to incorporate in their programming in order to secure positive outcomes and improved resilience of beneficiaries.	

Source: Author's field missions and desk review

Evidence suggests that the knowledge and skills acquired during the training on gender issues and humanitarian actions improved the roles of the participants in terms of how to: (i) Identify opportunities to advocate for gender equality programming throughout the Humanitarian Programme Cycle (HPC); (ii) Conduct step down training to individual organizations and sector members; (iii) Use gender tools, especially the gender marker, to aid in proposal writing and practical design of indicators and monitoring plans from a gender lens; (iv) Conduct gender assessments, analysis and strategies as well as facilitate coordination processes that meaningfully integrate critical gender and vulnerability dimensions; (v) Clearly articulate the imperative for gender equality programming,

demonstrating an understanding of gender-responsive actions in the humanitarian program cycle and influence their implementation through gender responsive proposal writing, gender analysis, use of sex and age disaggregated data, evaluation and learning.

Additionally, the mentoring of men and boys as gender transformative agents yielded desired results. They were involved in gender dialogue sessions for 12 weeks and in the end, they became advocates for women's right. They are now transformed to support their wives to do domestic activities and also explain such rights in community town halls.

### **Finding 35:**

**It was found that there was a high degree of satisfaction of stakeholders with project's compliance with development effectiveness principles such as transparency and accountability; although some areas of improvement remain.**

UN Women applied existing criteria (governance, financial management including procurement policy, personnel skill, adequacy and expertise in the project's areas of focus) to assess the technical, management and financial capacity of IPs that implemented the project and found them capable of delivering the project outputs. External audit was also conducted following the completion of the project.

While implementing the project, the IPs themselves took steps to ensure transparency and accountability in the delivery of the project's outputs and services including: (i) creation of tools for the enrolment of participants that captured the most vulnerable in the communities, (ii) use of approved distribution and movement plan across project locations, (iii) use of distribution list to ensure the right beneficiaries are captured during distribution of dignitary kits and (iv) use of attendance register at the second chance education centres to track participation of teachers and learners. Nonetheless, improvements are required in three areas.

i. There is need for better clarify in the roles and responsibilities of service providers and the associated remunerations. For instance in Yobe state, one of the formal teachers that participated in the delivery of the TARL education services in Damaturu LGA worked for six months without any remuneration. The evaluator found that the "formal learners" were organized into 10 classes for the TARL with a teacher assigned to teach

each class of 35 students and a mentor for overall supervision. During the FGD, with the formal teachers, one of them complained that while the mentor and nine other teachers were paid their expected stipend his own remains unpaid in spite of several reminders.

ii. There is need to create the right balance between remuneration and efforts of service providers – During the field missions the nonformal teachers in Potiskum (Yobe state) expressed dissatisfaction with the project's method of remuneration which seemed not to have accorded due recognition and value to efforts of service providers. This was manifested in the payment of the same amount of stipend to caregivers and teachers. The evaluator found that unlike the teachers, caregivers (who looked after the children of second chance education learners during the two-hour period of training daily during the course) did not have to fulfill any requirement based on educational qualification and professional experience before recruitment; neither did they have to look after as many children as the number of students each teacher had to deal with; yet they were placed on the same level of remuneration as the teachers. The teachers expressed concern about this seemingly unfair deal and raised it with the IPs who promised to reconsider the matter; but unfortunately, the matter remained unresolved till the closure of the project.

iii. There is need for better clarity of post-project responsibilities and handing over of assets. As earlier indicated (Finding 2) the project equipped the ICT centre which was rehabilitated in Damaturu with 12 computers; however during interactions with MDA representatives it was revealed that the IP later remove 6 computers. According to a respondent:

*“Now it remains 6 computers; but they didn’t tell us why they took the other 6 computers. And I got to know about*

*the removal on April 30th, 2023 when I was told that the IP representative had removed the 6 computers. The IP was the one holding the key. They didn’t hand the key over to us...They didn’t contact us about the handing over of the key. The key is still with them. We asked them many times they said it was not yet time. And we have not been able to use the centre for our activities even one year after the rehabilitation in March 2022”.*

### **Finding 36:**

**The evaluator found the project has made contributions to changes in quality of life of women and girls especially through interventions such as life skill training, access to second chance education and vocational skill acquisition, improved employability and income but only to a limited extent.**

The evaluator found that the interventions targeted at providing emergency education and adaptive business skills provided short-term benefits for the women and young adolescents. With regard to the latter, in particular, the

gains were short-lived on account of limited opportunity for improved employability, low product quality and low income generated. (Findings 15, 22 and 28).

## **3.8 Disability Inclusion**

*Overall Rating: B*

Disability inclusion is assessed by considering the extent of inclusion of persons with disability (PWDs) and the proportion involved in project activities, evidence of mitigating the barriers faced by PWDs and contribution to meeting the needs of PWDs and changes in their quality of life.

### **Finding 37:**

**The project always made efforts to address the physical barriers against the participation of PWDs in some of the activities to which they have been invited.**

The evaluator found that PWDs were included in all the areas of interventions of the project as a way of mainstreaming inclusiveness and protection of PWDs. In terms of reducing physical barriers, ramps were provided in the renovation of the safe spaces and toilet facilities

to ensure easy access by PWDs. The project also provided ramps during the construction/rehabilitation of training and learning skills and ICT centres to enhance ease of participation by PWDs.

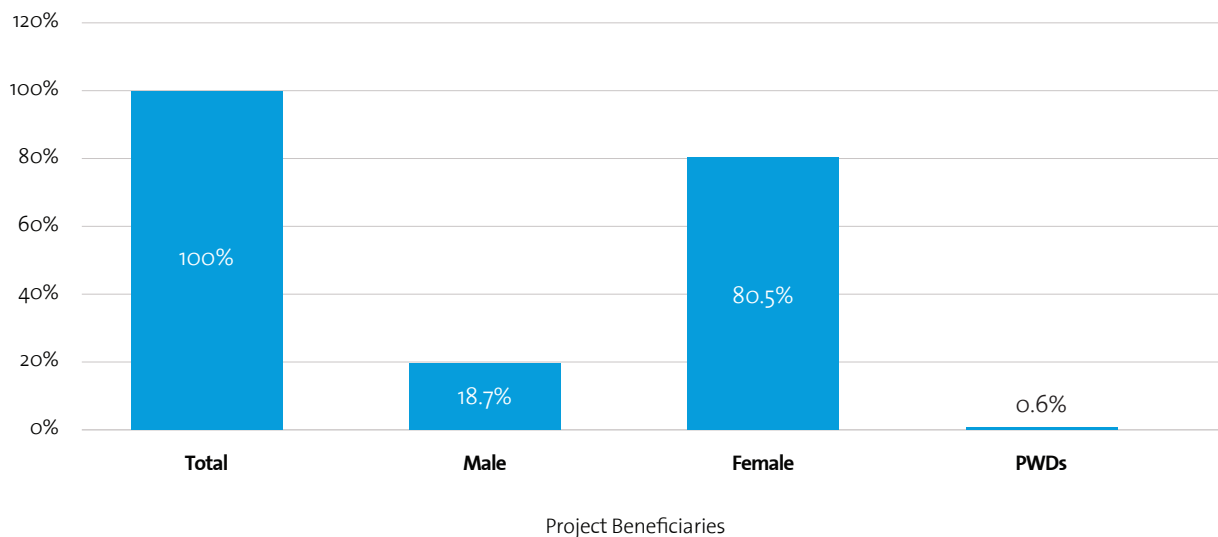
### **Finding 38:**

**The project contributed to meeting the needs of PWDs in terms of knowledge creation and raising awareness about GBV, access to vocational skill training and life skill training which together are capable of improving their livelihood just like the case of other beneficiaries.**

As indicated earlier (Finding 21), the PWDs were part of those who benefited from knowledge about various ramifications of GBV. Relative to other categories of beneficiaries however, the proportion of PWDs who

benefited in terms of improved knowledge of GBV is only about one percent compared to 80% and 19% of the female and male beneficiaries respectively (Fig. 2).

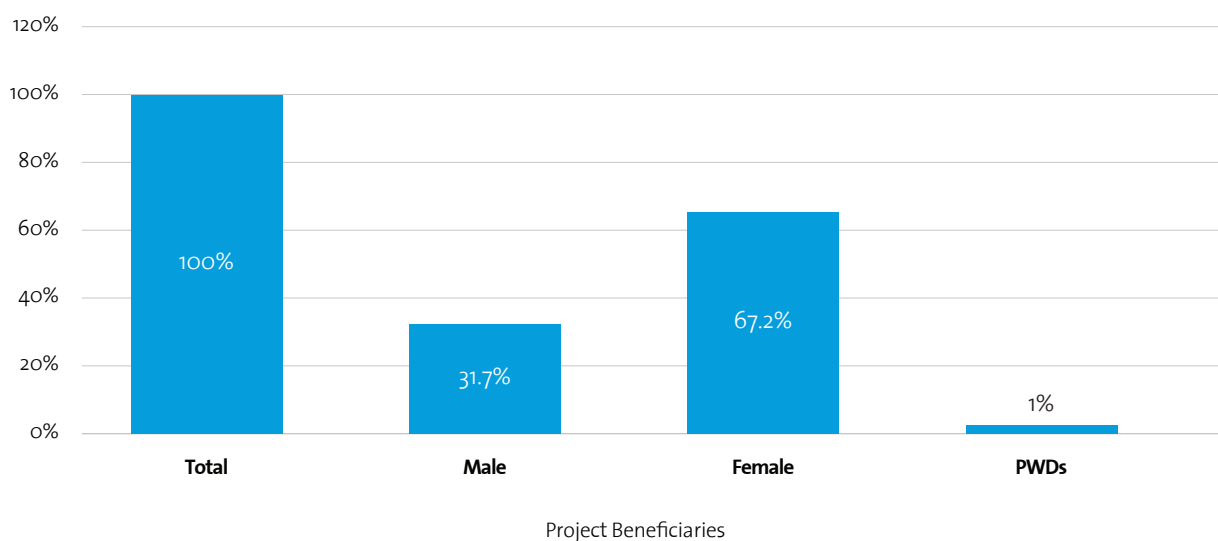
**FIGURE 2:**  
**Proportion of PWDs Benefiting from Improved Knowledge of GBV**



The evaluator found that the project made deliberate efforts (through awareness sessions and sensitization of community members) to enroll PWDs in second chance education. Indeed, the criteria for enrolment included inclusion of PWDs where they exist. The PWDs also received information on GBV through community sensitization

and awareness raising activities using the door-to-door approach by trained community volunteers (Finding 23). Understandably, the proportion of PWDs covered through this approach was also quite small (about one percent) compared to 67% females and 32% males (Fig. 3) since they were not the main target of the approach.

**FIGURE 3:**  
**Proportion of PWDs That Received Information on GBV Through Community-based Sensitization**



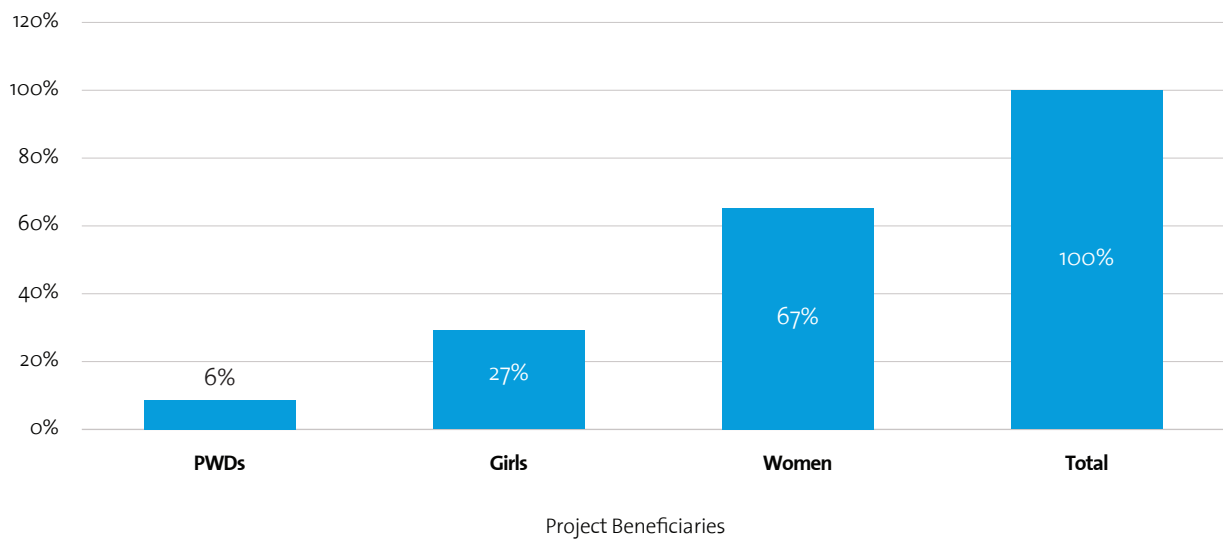
The needs of the PWDs were also met from other project interventions (Findings 21 and 23). In this regard one of the IPs explained as follows.

*“PWDs were prioritized in the delivery of project outputs. We had meeting with the group and leaders of PWDs and we requested for number of their members for recruitment and service support. We recruited six PWDs as our community volunteers, two in each LGAs and in services support. Quite*

*a number of them benefited from the services support. We gave them dignity kits and supported a number of them with training on various skills and provided them with starter packs thereafter”.*

With regard to the dignity kits, a total of 846 were distributed. The lion share (67%) went to the women, the girls received 27% while the PWDs received six percent (Fig. 4).

**FIGURE 4:**  
**Proportion of PWDs that Benefited from the Distribution of Dignity Kits**





# 4. CONCLUSIONS

## 4.1 Relevance

Although attempts were made during the implementation that the conflict-afflicted women and girls have access to adaptive business skills to improve their livelihood, making them to be self-reliant as intended is far from being fully achieved (Finding 1). Partnership with MDAs, INGOs and

CSOs was a key success factor in the implementation of the project. Specifically, it has been helpful in securing safe spaces, venues for delivery of education services and skill acquisition training and in raising awareness across project locations (Finding 5).

## 4.2 Effectiveness

Despite the COVID-19 and other challenges encountered by the project, it was able to deliver the targeted outputs and even exceeded targets in many instances (Findings 8 and 11). This is a demonstration of a considerable drive towards getting value for money and commitment to humanitarian service which seem to be part of the motivations for achieving the objectives of this project. The project would have achieved better results with regard to project effectiveness but for some weak aspects of the

project design relating to skill acquisition and access to education by adolescent girls and young women (Finding 13). Specifically, the second chance education intervention should have gone beyond literacy to include numeracy. This is a design weakness which should have been addressed at the implementation stage with proper conduct of monitoring and utilization of the results of such monitoring exercise (Finding 12).

## 4.3 Efficiency

Although the project was largely cost-effective in its operations the level of overall efficiency achieved was limited. The level of inefficiency observed in the implementation of the project relates partly to lack of correspondence between number of activities to be carried out and the target outputs. In other words, activities were so crowded that they could not lead to effective delivery of some target outputs such that in spite of no-cost extension, time was still considered to be inadequate to deliver outputs of the right quality (Findings 14 and 15). The delay in the supply of teaching materials under the emergency education interventions could have been a source of demotivation but for the cooperation of the SAME and school teachers who provided writing materials and sitting materials to ensure smooth take off of the second chance education (Finding 14). The capacity to analyze monitoring information for effective use in taking necessary management decision as project implementation progressed was limited due to inadequate monitoring personnel (Finding 6).

Additionally, spreading the capacity building relating to outcome 2 to include all structures of the society, in some instances, has tended to compromise the quality of output in the sense that output was produced which was not in the result framework and which was not captured by any output indicator. Besides, overall output has tended to be compromised in the sense that the resources that should have been applied to thematic areas of focus were spread thinly to cover non-targeted outputs (Finding 15). Even though the project operated multi-dimensional components with multi-stakeholder partnerships, better results should have been achieved if the boundary of activities had clearly been defined and sharply focused upon. This should have precluded resources from being unduly spread and allowed target outputs to be more efficiently delivered (Finding 15).

## 4.4 Impact

The project contributed significantly to GBV prevention through interventions in life skills training and awareness creation (see Finding 23 and 24). It has also contributed to the achievement of zero-tolerance attitude towards GBV through its GBV response and protection interventions in the project locations (Findings 25 and 26). The participants in adaptive business skills training benefited in terms of increase in income and livelihood improvement. The

benefits derived vary by type of vocation and location of participants. The training seemed to be more beneficial in Borno than Yobe. And in terms of the vocation, tailoring, cap making and Vaseline production seemed to be more beneficial than the others (see Finding 28). However, the tendency for the training to generate sustained employability and self-reliance appeared to be limited (Finding 22 and 28).

## 4.5 Sustainability

The involvement of MDAs right from the beginning of the project is a key factor in promoting ownership of project interventions and the resulting successful implementation. Better results would have been achieved however, if

commitment of MDAs has been strengthened through MoUs that clearly defines their roles and makes provisions for the fulfilment of such roles.

## 4.6 Coherence

The design and implementation of the project proceeded in tandem with the policy of the government of Japan that was the funder. The delivery of project outputs was also in alignment with international frameworks for GEWE and Nigeria's development agenda regarding GBV and

insecurity in the Northeast. The project deployed standard procedures and complemented the work of other agencies in the delivery of the emergency interventions; especially in terms of providing services in support of GBV victims and survivors in Borno and Yobe states (Findings 31 and 33).

## 4.7 Gender Equality and Human Rights

Human rights concerns featured prominently in the implementation of the project. Aside from the fact that the project was motivated by the need to tackle GBV; itself a human right issue, there was clear identification of relevant activities which were integrated into the design and implementation of the project and which contributed significantly to the attainment of the project's objectives

(Finding 35). In the design of the project, emphasis was placed on the promotion of gender equality. This was pursued during the implementation by professionally integrating relevant approaches (including the use of men and boys as transformative agents); and this has led to the attainment of tangible results which are part of the success stories of the project (Finding 35).

## 4.8 Disability Inclusion

The project recognized PWDs as socially excluded populations in the society; thus, they were included in some of the project's activities to a reasonable extent.

# 5. LESSONS LEARNED

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## **Stage of collaboration with MDAs during project design is important**

The fact that the government is an important duty bearer in GBV-related emergency projects and the requirement that interventions need to align with national development agenda necessitate the involvement of relevant MDAs at the stage when the project is being conceptualized. This will preclude costly omissions and unnecessary mistakes at the implementation stage. For instance, the time it took to finalize the TARL methodology could have been reduced and the back and forth during reviews minimized if NERDC has been involved when the project was being conceptualized.

## **Uniformity in training duration is unlikely to produce optimum results where skill requirements differ**

Variation in the duration of skill acquisition training to reflect complexity of vocations is apt to provide better results in terms of knowledge to be gained and effects on livelihood improvement (Findings 12 & 15).

## **Weak monitoring capacity leaves implementation gaps/omissions undetected**

This has deleterious implications for effectiveness of project delivery. Some of the weaknesses identified in respect of project effectiveness are avoidable in the monitoring capacity has been strong and systematically planned. (Finding 18).

## **Content of consultation with stakeholders at project inception matters**

It should go beyond introduction of project commencement and appeal for cooperation. In the particular case of MDAs, consultation about participation and ownership needs to entail with identifying government structures that can be leveraged for successful implementation. This will also include proper identification of roles and responsibilities of partners with valid commitment to make useful contributions. In some cases MoU may even be necessary. Following this procedure it should be possible to secure partners' support to participate effectively in monitoring and thus improve the performance of the project in terms of sustainability.

## **Sensitization of partners about need to mobilize resources to sustain project gains is key**

No matter how a project lasts it will come to an end. It is therefore important for implements to engage partners and local organizations during the course of implementation to mobilize funds on their own during implementation and even at the close of the project. This is important to address expectations of stakeholders and beneficiaries about possibility of continued flow of resources from the project.

# 6. RECOMMENDATIONS

The evaluator considered all the findings relating to all the evaluation questions based on the interactions with the stakeholders during the field missions and the documents provided by UN Women for the evaluation highlighting in the process what the project could have done better and other areas of improvement.

Additionally, the findings were professionally reviewed and conclusions drawn. From the conclusions, the lessons that emerge, and triangulation of information with key stakeholders together with their views for better project performance, the following recommendations are provided.

S/N	Recommendations	Responsible Agency	Priority
1.	<p><b>Ensure consultation with critical stakeholders at the project design stage (Finding 5)</b> For instance, future projects of this nature will benefit from consultations with key MDAs such as the Nigerian Education Research and Development Council (NERDC), the Universal Basic Education Commission (UBEC) and the Federal Ministry of Education (FME) at the design stage.</p>	UN Women/IPs	Short-term
2.	<p><b>Undertake risk assessment at the project design stage</b> Risk assessment and mitigation measures should be addressed at the design stage of similar projects in the future (Finding 19).</p>	UN Women/IPs	Short-term
3.	<p><b>Strike the right balance between target outputs and time of delivery. In other words, avoid imbalance between project outputs and time allotted to achieve specific milestones.</b> Project managers must recognize the fact that duration matters for effective delivery of project to enhance GBV prevention and response and should therefore devote adequate attention to minimize operational delays arising from contracting and other operational requirements before project inception. Inadequacy of time has been bemoaned as a key factor for missing out some key components of the interventions that could have led to better results (Findings 11 and 14).The programmatic priorities in an emergency humanitarian intervention may not necessarily be a lengthy period of delivery of outputs but there must be correspondence between the number of outputs, volume of activities and adequacy of time to deliver.</p>	UN Women/IPs	Short-term
4.	<p><b>Ensure better focus in project activities</b> There should be better focus of activities on project objectives and results framework (Finding 15)</p>	UN Women/IPs	Short-term
5.	<p><b>Maintain better consistency between resource allocation and target outputs</b> In view of the challenges observed in project staffing in the context of output targets, the evaluator recommends that designers and implementers of a future project should ensure better allocation of human and financial resources so that allocated funds are better aligned to the desired results for improved efficiency (Finding 15). Adequacy of staff for project management is also highly recommended.</p>	UN Women/IPs	Short-term
6.	<p><b>Organize pre-inception exchange of information for better understanding of project objectives, results framework, risks and mitigation, implementation plan and procurement guidelines</b> In future UN Women should have a pre-inception workshop for the IPs to explain everything about the project. Discussion should include main activities, risks and mitigation, implementation plan, early things to be put in place for approval (Finding 15).</p>	UN Women/IPs	Short-term

S/N	Recommendations	Responsible Agency	Priority
7.	<p><b>Define roles and responsibilities in the MoUs between MDAs and the project clearly and provide institutional arrangements and technical guidelines to fulfill such roles.</b></p> <p>Such guidelines must include appropriate maintenance plan for project facilities and assets. For instance, to enhance sustainability of the gains of the project, maintenance of the ICT centres and other facilities provided by the project must be taken into consideration. For future projects school improvement plan should be incorporated into the partnership agreement between relevant MDAs and the projects. Specifically, there must be agreement and commitment on the part of the MDAs that the maintenance of the facilities and equipment provided should be part of their roles and responsibilities (Finding 27).</p>	UN Women MDAs (SAME, SBMCs)	Short-term
8.	<p><b>Expand curriculum of the second chance education services</b></p> <p>In similar projects in the future access to emergency education should transcend literacy; a component on numeracy should be included. English language should also be included in the content of the nonformal education course instead of Hausa language alone (Finding 12).</p>	UN Women/IPs	Short-term
9.	<p><b>Limit adaptive business skills acquisition training to businesses that can ensure livelihood improvement (Findings 12 &amp; 15).</b></p> <p>In this regard the need to balance project constraints with the effectiveness of the skill acquisition training program is strongly recommended. In future projects, this could involve reevaluating the training duration for different vocations to better meet the needs of the beneficiaries while considering the overall project timeline.</p>	UN Women/IPs	Short-term
10.	<p><b>Issue certificates of participation to WLO training beneficiaries and the beneficiaries of the 6-month nonformal education course (Finding 12, 30).</b></p>	UN Women PLAN International	Immediate
11.	<p><b>Monitor interventions on a proactive basis to strengthen ownership and sustainability</b></p> <p>In future projects of this nature, MDAs should take the initiative to proactively monitor interventions not only to track progress and accountability but also to enable them plan ahead for resources to take-over maintenance of assets and facilities at the closure of the project and to integrate lessons and successes into government development actions for necessary upscaling. Donor partners should assist such initiative with reasonable funding</p>	MDAs (SAME, MWASD)	Short-term
12.	<p><b>Nurture beneficiaries' interest in business skills to improve sustainability and strengthen project impact.</b></p> <p>The evaluation findings suggest that there were systemic challenges that affected the sustainability of the beneficiaries' businesses (Findings 22 and 28). This indicates the advisability to address the root causes of business instability as a crucial factor in achieving lasting impact of a project of this nature in future. In this regard, a more comprehensive approach to project design and support may be necessary to ensure that beneficiaries can maintain their livelihoods successfully over the long term.</p>	UN Women	
13.	<p><b>Minimize operational delays to improve efficiency</b></p> <p>Streamlining the operationalization process to minimize delays in future projects is highly recommended. This could involve better planning, more efficient contracting processes, and improved coordination among project stakeholders to ensure that projects can begin promptly and maximize the allocated project duration for effective GBV prevention and response. This is important because taking cognizance of the essence of timeliness and operational efficiency is crucial for achieving project goals.</p>	UN Women, IPs	

# 7. ANNEXES

## Annex 1: Results Framework

Impact: Conflict-affected women and girls in Borno and Yobe States enjoy improved standard of living in communities free of GBV, participate in decisions and influence actions that affect their lives

Result	Indicator	Baseline	Target	Means of Verification	Responsible Party
<b>Outcome 1</b> Conflict-affected women and girls are self-reliant and have improved livelihood options and other needed services that support their protection/recovery from GBV	• Number of VAPP action plans costed and adopted.	0	2	Project records Statements Government reports	UN Women IPs
	• % of trained women in business reporting having secured markets for their products	0%	80%		
	• % of trained young women returning to community/group	0%	80%		
<b>Output 1.1</b> Conflict-affected women and girls in IDP camps and host communities are trained in adaptive business skills that are relevant for income generation, local markets and employability, including self-employment during crisis situations	• % of women trained in entrepreneurship skills with operational businesses	0%	80%	Project records Statements	UN Women IPs
<b>Output 1.2</b> Conflict affected young women and girls benefit from GBV prevention and recovery skills, relevant legal protection and other support services	• Number of domesticated VAPP act action plans for implementation	0	2	Project records Statements	UN Women IPs
	• Number of trained women with increased GBV prevention life skills	0	1000		
<b>Output 1.3</b> Young women and girls have access to specialized emergency education opportunities to enhance their literacy skills and reduce likelihood for radicalization, unwanted pregnancies and early marriage	• Number of commitments taken by trained men and boys for implementing gender transformative actions	0	5	Project records Statements	UN Women IPs
	• Number of trained women and girls with both basic literacy and ICT skills	0	500		

Result	Indicator	Baseline	Target	Means of Verification	Responsible Party
<b>Outcome 2</b> Conflict-affected women and girls (including persons with disability) actively participate in decisions impacting them and are ensured accountability	<ul style="list-style-type: none"> <li>Number of humanitarian organizations with gender-sensitive COVID-19 response and recovery plans</li> </ul>	TBD	TBD	Project records Statements Government reports	
	<ul style="list-style-type: none"> <li>Number of state-level actions influenced by women's networks</li> </ul>	TBD	TBD		
<b>Output 2.1</b> Crisis affected women and girls lead and participate effectively in planning and monitoring of programmes affecting them	<ul style="list-style-type: none"> <li>Number of frameworks established for collaboration between women-led organizations and women in politics to influence women's leadership and participation in State level decisions (including on COVID-19)</li> </ul>	0	2	Project records Statements Government reports	UN Women IPs
	<ul style="list-style-type: none"> <li>Number of women-led networks and CSOs participating in data collection on humanitarian interventions</li> </ul>	0	4		
<b>Output 2.2</b> Gender equality is promoted and State and community humanitarian, stabilization, and COVID-19 response plans and programmes reflect gender differentiated needs and resources	<ul style="list-style-type: none"> <li>% of organizations committing to implement recommendations from the gender analysis report</li> </ul>	0	70%	Project records Statements Government reports	UN Women IPs
	<ul style="list-style-type: none"> <li>Number of gender analysis research conducted for Yobe and Borno to inform organization's and States' plans and budgets</li> </ul>	0	1		

## Annex 2: Evaluation Matrix

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
<b>RELEVANCE</b>				
<i>To what extent are the objectives of the project consistent with the evolving needs and priorities of the beneficiaries, partners, and stakeholders?</i>				
1. Do the project objectives address identified rights and needs of the target groups (MDAs, Women-Led Organizations, Women and Girls Affected by Conflict)?	<ul style="list-style-type: none"> <li>Evidence of meeting needs of MDAs, WLOs and women and girls affected by conflict</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
2. To what extent target state partners were involved in conceptualization and design process?	<ul style="list-style-type: none"> <li>Evidence of involvement of partners in project conceptualization and design.</li> </ul>	<ul style="list-style-type: none"> <li>KIIs and FGDs with key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> </ul>	
3. To what extent did the project's design process include a collaborative process, shared vision for delivering results, strategies for joint delivery and sharing of risks among implementing organization?	<ul style="list-style-type: none"> <li>Evidence of alignment with national and international agreements on GEWE empowerment</li> </ul>	<ul style="list-style-type: none"> <li>KIIs and FGDs with key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> </ul>	
4. Are the activities and outputs of the project consistent with the intended impacts and effects? Do they address the problems identified?	<ul style="list-style-type: none"> <li>Outputs delivered in relation to objectives</li> </ul>		<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
5. Are the activities and outputs of the project consistent with the provision of UNSCR 1325 and Nigeria's National Action Plan on the Resolution and the attainment of its objectives?	<ul style="list-style-type: none"> <li>Evidence of inclusion of priorities of relevant national action plans</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		



Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
6. To what extent is the intervention aligned with international agreements and conventions on gender equality and women's empowerment in the context of Humanitarian Action.	<ul style="list-style-type: none"> <li>Evidence of alignment with national and international agreements on GEWE</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
7. What rights does the project advance under CEDAW, SDGs, UNSCR 1325 and other international commitments?	<ul style="list-style-type: none"> <li>Evidence of rights advanced under SDGs, CEDAW and other international commitments</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
<b>EFFECTIVENESS</b>				
<i>To what extent were the project's objectives achieved as intended?</i>				
8. Is the programme work relevant to gender responsive humanitarian action?	<ul style="list-style-type: none"> <li>Evidence of contribution to results as outlined in the project plan and articulated in the theory of change</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
9. To what extent do the intervention strategies and activities respond to the humanitarian contexts and specific needs/priorities of Women and Girls in IDP and host communities, including those who were most vulnerable? How distinct is it compared to similar initiatives by CSOs or other partners?	<ul style="list-style-type: none"> <li>Factors that influenced project performance</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
10. To what extent the programme applied flexibility, context-specificity and the need to adjust strategies over time, as circumstances and evidence evolve in light of the fluidity of the humanitarian situation and the changing external environment?	<ul style="list-style-type: none"> <li>• Rating of beneficiaries' satisfaction</li> </ul>		<ul style="list-style-type: none"> <li>• UN Women</li> <li>• Donor</li> <li>• IPs</li> <li>• All relevant stakeholders</li> <li>• Beneficiaries</li> <li>• Project documents</li> <li>• Various training reports</li> <li>• Monitoring and Performance reports</li> <li>• Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>• Information is available</li> <li>• Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
11. To what extent is the programme strategically positioned and contributing to integrate gender in the broader humanitarian response?	<ul style="list-style-type: none"> <li>• Rating of duty-bearers' and right-holders' satisfaction with capacity strengthening activities</li> </ul>	<ul style="list-style-type: none"> <li>• Document review and analysis</li> <li>• KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• UN Women</li> <li>• Donor</li> <li>• IPs</li> <li>• All relevant stakeholders</li> <li>• Beneficiaries</li> <li>• Project documents</li> <li>• Various training reports</li> <li>• Monitoring and Performance reports</li> <li>• Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>• Information is available</li> <li>• Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
12. What has been the progress made towards achievement of the expected outcomes and expected results? What are the results achieved	<ul style="list-style-type: none"> <li>• Evidence of UN Women's efforts to build capacity of IPs</li> </ul>	<ul style="list-style-type: none"> <li>• Document review and analysis</li> <li>• KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• UN Women</li> <li>• Donor</li> <li>• IPs</li> <li>• All relevant stakeholders</li> <li>• Beneficiaries</li> <li>• Project documents</li> <li>• Various training reports</li> <li>• Monitoring and Performance reports</li> <li>• Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>• Information is available</li> <li>• Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
13. To what extent have beneficiaries been satisfied with the results? To what extent have capacities of relevant duty-bearers and rights-holders been strengthened?	<ul style="list-style-type: none"> <li>• Evidence of existing performance monitoring indicators, mechanisms and plan</li> </ul>	<ul style="list-style-type: none"> <li>• Document review and analysis</li> <li>• KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
14. Does the project have effective monitoring mechanisms in place to measure progress towards results?	<ul style="list-style-type: none"> <li>• Evidence of project implementation structure and support for project delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Document review and analysis</li> <li>• KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
15. Has the project's organizational structure, managerial support and coordination mechanisms effectively supported the delivery of the Programme?	<ul style="list-style-type: none"> <li>Evidence of new knowledge and practices for better results</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
16. To what extent are the project's approaches and strategies innovative for achieving provisions of UNSCR 1325? What -if any- types of innovative good practices have been introduced in the project for the achievement of GEWE results?	<ul style="list-style-type: none"> <li>Evidence of new knowledge and practices for better results</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
<b>EFFICIENCY</b>				
<i>How economically have resources / inputs (funds, expertise, time, etc.) been used in achieving the intended results?</i>				
17. Has the efficiency of the programme been impacted by the multi-dimensional nature of the programme services? Are resources concentrated on the most important initiatives or are they scattered/spread thinly across initiatives?	<ul style="list-style-type: none"> <li>Evidence of resources being allocated in conformity to prioritized targets</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
18. How did the quality of programme (inclusive of products, interventions, and services) fare against global good practices? Are there any better alternative methods and approaches that UN Women should adopt in implementing similar programmes?	<ul style="list-style-type: none"> <li>Evidence of existing cost or time-saving measures put in place by the project</li> <li>Extent to which resources/inputs were allocated in a timely manner</li> </ul>		<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
19. What are the achievements and constraints of the programme? How well are project activities and achievements monitored and evaluated?	<ul style="list-style-type: none"> <li>Evidence &amp; degree of timeliness of output delivery</li> </ul>		<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
20. Have human and financial resources been optimally deployed to achieve the results? What role do partnerships play in achieving programme results and are these optimally developed?	<ul style="list-style-type: none"> <li>Level/degree of cost effectiveness of project implementation</li> </ul>			
21. Do UN Women's institutional arrangements and mechanisms support efficient and timely humanitarian response in the context of the implementation of this programme?	<ul style="list-style-type: none"> <li>Degree of appropriateness of resource use without compromising quality and quantity</li> </ul>		<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
22. What measures have been taken during planning and implementation to ensure that resources are efficiently used?	<ul style="list-style-type: none"> <li>Evidence of the effects of project's organizational structure, managerial support and coordination mechanisms on output delivery</li> </ul>		<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
23. Have the outputs been delivered in a timely manner?	<ul style="list-style-type: none"> <li>Evidence of key successes and suggestions for improvement</li> </ul>			

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
24. Has the project's organizational structure, managerial support and coordination mechanisms effectively supported delivery? What are the recommendations for improvement?	<ul style="list-style-type: none"> <li>Level/degree of involvement of duty bearers and right holders in achieving project outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
25. How does the Programme utilize existing local capacities of right-bearers and duty-holders to achieve its outcomes?	<ul style="list-style-type: none"> <li>The extent to which synergies were built and available were efficiently used</li> </ul>			
26. Has the project created synergies with other programmes being implemented at country level with the United Nations and the Government of Nigeria?	<ul style="list-style-type: none"> <li>Extent of implementation of monitoring mechanisms and use to inform management about project's performance</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
27. To what extent is the project's monitoring mechanisms in place effective for measuring and informing management of project performance and progress towards targets? To what extent was the monitoring data objectively used for management action and decision making?	<ul style="list-style-type: none"> <li>Evidence of use of monitoring data to inform management action and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
28. What were (if any) key opportunities and/or challenges in the operational context of the Programme?	<ul style="list-style-type: none"> <li>Evidence of challenges and opportunities</li> </ul>		<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
29. What changes/interventions would have been emphasized to capitalize on the opportunities for improving the project delivery?	<ul style="list-style-type: none"> <li>Evidences of actions taken to capitalize on opportunities for improving project delivery</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
30. What future considerations should be made to address any emerging challenges?	<ul style="list-style-type: none"> <li>Suggestions for addressing future challenges</li> </ul>			
<b>IMPACT</b>				
<i>What are the effects that can be attributed to this project?</i>				
31. Is the project design articulated in a coherent structure? Is the definition of goal, outcomes and outputs clearly articulated?	<ul style="list-style-type: none"> <li>Evidence of changes that occurred on account of the project</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
32. What capacities and skills should UN Women prioritize and further develop to bring greater coherence and relevance to its interventions?	<ul style="list-style-type: none"> <li>Evidence of changes to gender equality, human rights, climate &amp; environment and corruption brought about on account of the project</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
33. To what extent did the implementing partner(s) possess the comparative advantage in the Programme's area of work in comparison with other partners in Nigeria?	<ul style="list-style-type: none"> <li>Perception of UN Women's comparative advantage by national partners and other development Partners</li> </ul>			

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
34. To what extent can the changes that have occurred as a result of the project be identified and measured?	<ul style="list-style-type: none"> <li>Evidence of changes that occurred on account of the project</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
35. What were the unintended effects, if any, of the intervention?				
36. What evidence exist that the project has delivered longer term results as compared to other projects from processes through to benefits?	<ul style="list-style-type: none"> <li>Evidence of changes that occurred on account of the project</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
37. To what extent was gender equality and women's empowerment advanced as a result of this intervention?				
<b>SUSTAINABILITY</b>				
38. Are requirements of national ownership satisfied? Is the project supported by national/ local institutions? Do these institutions, including government and civil society, demonstrate leadership commitment and technical capacity to continue to work with the project or replicate it?	<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
39. What indications are there that the outcomes will be sustained, e.g., through requisite capacities (systems, structures, staff, etc.)? Will the programme beneficiaries be able to rely on themselves beyond the project lifespan?	<ul style="list-style-type: none"> <li>Evidence that capacity of partners has been strengthened</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
40. To what extent are policy and regulatory frameworks in place that will support the continuation of benefits? To what extent was capacity of partners developed in order to ensure sustainability of efforts and benefits?	<ul style="list-style-type: none"> <li>Evidence that capacity of duty bearers and right holders has been strengthened</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
41. To what extent are the models implemented to promote women's economic empowerment supporting sustainable economic opportunities, including for host community women?	<ul style="list-style-type: none"> <li>Likelihood of continuation of the benefits created by the project</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
42. What capacity of national partners, both technical and operational, has been strengthened?	<ul style="list-style-type: none"> <li>Extent to which partners financial capacity can maintain benefits from the project</li> <li>Options to support partners to maintain these benefits</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
43. To what extent have the capacities of duty-bearers and rights-holders have been strengthened?	<ul style="list-style-type: none"> <li>Evidence of replication and/or up-scaling of successful practices</li> <li>Evidence of existing innovations</li> </ul>			
44. To what extent are relevant national stakeholders and actors included in project implementation and policy advocacy?	<ul style="list-style-type: none"> <li>Evidence of inclusion of national stakeholders and actors</li> </ul>			
45. What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time upon project completion?	<ul style="list-style-type: none"> <li>Likelihood of continuation of the benefits created by the project</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
46. How successful was the project in promoting replication and/ or up-scaling of successful practices?	<ul style="list-style-type: none"> <li>Evidence of replication and upscaling of successful practices</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		



Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
47. Which innovations have been identified (if any) and how can they be replicated?	<ul style="list-style-type: none"> <li>Evidence of existing innovations</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		
<b>COHERENCE</b>				
48. To what extent is the empowering Women and Girls Project coherent with similar interventions implemented for promoting women's protection and participation in the humanitarian setting?	<ul style="list-style-type: none"> <li>Evidence of similarity of approaches between the project and other interventions to protect and empower women</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
49. To what extent is the empowering Women and Girls Project coherent internally in UN Women and within the UN System in Nigeria?	<ul style="list-style-type: none"> <li>Evidence of what sister organizations benefit from</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Project documents</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
50. To what extent is the empowering Women and Girls Project coherent with wider donor policy?	<ul style="list-style-type: none"> <li>Evidence of consistency with wider donor policy</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Project documents</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
51. To what extent is the empowering Women and Girls Project coherent with international obligations for women's human rights, other human rights conventions and other international frameworks for gender equality and the empowerment of women?	<ul style="list-style-type: none"> <li>Evidence of correspondence in project design, management and implementation with international frameworks for GEWE.</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Project documents</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
<b>GENDER EQUALITY AND HUMAN RIGHTS</b>				
52. How has UN Women's humanitarian work addressed the underlying causes of gender inequality and discrimination?	<ul style="list-style-type: none"> <li>Evidence of gender and human rights integration in project design and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
53. To what extent does the intervention address the underlying causes of inequality and discrimination, including those experienced by young mothers, women with disabilities and minority groups	<ul style="list-style-type: none"> <li>Extent to which gender and human rights concerns reflect in project service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Beneficiaries</li> <li>Project documents</li> <li>Various training reports</li> <li>Monitoring and Performance reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
54. To what extent was a human rights-based approach and gender equality incorporated in the design and implementation of the programme?	<ul style="list-style-type: none"> <li>Degree of satisfaction of stakeholders with project's compliance with development effectiveness principles</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
55. How has the attention to/ integration of gender equality and human rights concerns advanced the project?	<ul style="list-style-type: none"> <li>Evidence of project's contribution to changes in quality of life of women and girls</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>		<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>

Sub-question(s)	Indicator(s) data	Collection method(s)	Data source	Assumptions
<b>DISABILITY INCLUSION</b>				
56. Were persons with disability included in the design and implementation of the project?	<ul style="list-style-type: none"> <li>evidence of inclusion PWDs</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Project documents</li> <li>Various training reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
57. What portion of beneficiaries were persons with disabilities?	<ul style="list-style-type: none"> <li>Proportion of PWDs in project activities</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Project documents</li> <li>Various training reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
58. What were the barriers persons with disabilities have had to face?	<ul style="list-style-type: none"> <li>Evidence of barriers faced by PWDs</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Project documents</li> <li>Various training reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>
59. How has the program contributed to addressing the priorities and changing the quality of life of people with disabilities?	<ul style="list-style-type: none"> <li>Evidence of project's contribution to meeting the needs of PWDs and changes in their quality.</li> </ul>	<ul style="list-style-type: none"> <li>Document review and analysis</li> <li>KIIs and FGDs with key stakeholders and beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>UN Women</li> <li>Donor</li> <li>IPs</li> <li>All relevant stakeholders</li> <li>Project documents</li> <li>Various training reports</li> <li>Reports from implementing partners</li> </ul>	<ul style="list-style-type: none"> <li>Information is available</li> <li>Evaluation participants are willing to play active role and be available for the interviews</li> </ul>

## Annex 3: Data Collection Tools

### Annex 3.1: Data Collection Tools for UN Women/Donor Partner/Sister Organization

#### DATA COLLECTION TOOL – FINAL EVALUATION OF THE PROJECT ON EMPOWERING WOMEN AND GIRLS FOR ENHANCED GENDER-BASED VIOLENCE PREVENTION AND RESPONSE IN BAY, NORTHEAST NIGERIA

*This endline evaluation is being undertaken by UN WOMEN on the recently concluded project on Empowering Women And Girls For Enhanced Gender-Based Violence Prevention And Response In BAY States, Northeast Nigeria*

*You will be asked to respond verbally to a series of questions related to your involvement and knowledge about the project. The purpose of these questions is to assess the extent to which the project objectives have been achieved. As a stakeholder in the project, we would like to hear your views, opinions and or observations regarding the project.*

*kindly note that you are free to voluntarily choose to participate in this interview, refuse to answer certain questions, or stop participating at any time without any loss or harm to you. If you choose to participate, your help in answering these questions is greatly appreciated. Your responses will be kept completely confidential to the maximum extent allowable by law. Your responses will be combined with those from other stakeholders in Nigeria.*

*For any questions about the study, contact Lilian Ngusuur Unaegbu, UN WOMEN, Maiduguri*

Contact Email: [lilian.unaegbu@unwomen.org](mailto:lilian.unaegbu@unwomen.org)

#### RELEVANCE

<ul style="list-style-type: none"> <li>Evidence of meeting needs of MDAs, WLOs and women and girls affected by conflict</li> </ul>	1. In what ways have you met the needs of MDAs, WLOs and women and girls affected by conflict in the project area?
<ul style="list-style-type: none"> <li>Evidence of involvement of partners in project conceptualization and design.</li> </ul>	2. Did you involve partners in the conceptualization and design of this project? If yes, indicate partners and explain how they were involved?
<ul style="list-style-type: none"> <li>Evidence of alignment with national and international agreements on GEWE</li> </ul>	3. Which national and international agreements on GEWE did this project align with? What are the areas of alignment?
<ul style="list-style-type: none"> <li>Outputs delivered in relation to objectives</li> </ul>	4. What outputs did the project deliver in order to achieve the objectives?
<ul style="list-style-type: none"> <li>Evidence of inclusion of human rights priorities</li> </ul>	5. What were the human rights priorities captured in the project? 6. How were they integrated into the design of the project?
<ul style="list-style-type: none"> <li>Clarity of objectives</li> <li>Clarity of output and outcome specification and relevance to theory of change</li> </ul>	7. Is the theory of change for this project still valid?
<ul style="list-style-type: none"> <li>Skill gaps in delivering target outputs</li> </ul>	8. What skill gaps did you discover during the implementation of the project? 9. How was project implementation affected by such gaps 10. What actions were taken to bridge the gaps?
<ul style="list-style-type: none"> <li>Perception of UN Women's comparative advantage by national partners and other development Partners</li> </ul>	11. What are your areas of comparative advantage as far as implementing this project is concerned?
<ul style="list-style-type: none"> <li>Evidence of coordination, as well as consultation and collaboration with other partners and correspondence of roles and responsibilities</li> </ul>	12. What types of coordinating, consultative and collaborative were you engaged in during the implementation of this project? 13. What benefits were derived from such efforts?

EFFECTIVENESS	
<ul style="list-style-type: none"> <li>Evidence of contribution to results as outlined in the project plan and articulated in the theory of change</li> </ul>	<p>14. To what extent has the project achieved its objectives? Were there unintended benefits?</p> <p>To what extent have the crisis-affected women and girls participated in planning and monitoring of programmes affecting them during the implementation of this project?</p> <p>To what extent have the livelihood options and other needed services that support young women's protection/recovery from GBV improved as a result of the implementation of this project? Explain.</p> <p>To what extent have conflict-affected women and girls benefited from GBV prevention and recovery skills, relevant legal protection and other support services? Give examples in respect of these 3 activities.</p> <p>To what extent have the likelihood for radicalization, unwanted pregnancies and early marriage been reduced based on the specialized emergency education opportunities provided by this project? Elaborate</p> <p>How did the training conducted in Yola, Bauchi, Maiduguri, Damaturu and Abuja for GIHA contribute to the achievement of project outcomes and outputs?</p>
<ul style="list-style-type: none"> <li>Factors that influenced project performance</li> </ul>	15. What challenges affected the achievement of project's output and outcome targets?
<ul style="list-style-type: none"> <li>Evidence of UN Women's efforts to build capacity of IPs</li> </ul>	16. In what ways (if any) did you build or strengthen the capacity of your main implementing partner in carrying out the various activities under this project?
<ul style="list-style-type: none"> <li>Evidence of existing performance monitoring indicators, mechanisms and plan</li> </ul>	<p>17. Was there a monitoring plan for this project?</p> <p>18. What are the performance monitoring indicators?</p> <p>19. How effective was the monitoring mechanism?</p>
<ul style="list-style-type: none"> <li>Evidence of project implementation structure and support for project delivery</li> </ul>	<p>20. Was there a project implementation structure and support in the delivery of project activities?</p> <p>21. How effective was the implementation structure?</p>
<ul style="list-style-type: none"> <li>Evidence of new knowledge and practices for better results</li> </ul>	<p>22. What are the new knowledge and practices which have been derived from the implementation of this project?</p> <p>23. How can they be deployed for better results in future GBV project?</p>
EFFICIENCY	
<ul style="list-style-type: none"> <li>Evidence of resources being allocated in conformity to prioritized targets</li> </ul>	24. How did you ensure that resources are allocated in a way that reflects the priority assigned to output and outcome targets?
<ul style="list-style-type: none"> <li>Evidence of existing cost or time-saving measures put in place by the project</li> </ul>	<p>25. What were the cost or time-saving measures applied in the implementation of the project?</p> <p>26. How helpful have those measures been in achieving project objectives</p>
<ul style="list-style-type: none"> <li>Extent to which resources/inputs were allocated in a timely manner</li> </ul>	27. To what extent were resources allocated in a timely manner?
<ul style="list-style-type: none"> <li>Evidence &amp; degree of timeliness of output delivery</li> </ul>	28. How satisfied are you with the timeliness of output delivery under the project?
<ul style="list-style-type: none"> <li>Level/degree of cost effectiveness of project implementation</li> </ul>	29. Was the delivery of services under the project cost-effective? Elaborate with specific examples
<ul style="list-style-type: none"> <li>Degree of appropriateness of resource use without compromising quality and quantity</li> </ul>	<p>30. How do you use resources/inputs appropriately for the implementation of the project without compromising quality and quantity? Give examples</p> <p>Was the scale of project funding and scope of interventions sufficient and appropriate to achieve expected results</p> <p>To what extent were the project's activities and scope of interventions appropriate to achieve expected results?</p>

<ul style="list-style-type: none"> <li>Evidence of the effects of project's organizational structure, managerial support and coordination mechanisms on output delivery</li> </ul>	<p>31. In what ways have the organizational structure, managerial support and coordination mechanisms affected the delivery of services?</p> <p>32. In what ways have they also affected attainment of target outputs?</p>
<ul style="list-style-type: none"> <li>Evidence of key successes and suggestions for improvement</li> </ul>	<p>33. What are the project's main successes?</p> <p>34. What factors are responsible for the successes?</p> <p>35. What could you have done better?</p>
<ul style="list-style-type: none"> <li>Level/degree of involvement of duty bearers and right holders in achieving project outcomes</li> </ul>	<p>36. What category of duty bearers have been instrumental to the level of attainment of project outcomes? What are their notable contributions to the results?</p> <p>37. What category of right holders have been instrumental to the level of attainment of project outcomes? What are their notable contributions to the results?</p>
<ul style="list-style-type: none"> <li>The extent to which synergies were built and available resources were efficiently used</li> </ul>	<p>38. What results were achieved that would have been impossible to achieve but for the joint efforts of other organizations? What are the key organizations in this regard and what exactly did they do?</p> <p>39. Did the contributions of such organizations lead to savings in cost, time or materials? Or was the results attained more than expected?</p>
<ul style="list-style-type: none"> <li>Extent of implementation of monitoring mechanisms and use to inform management about project's performance</li> </ul>	<p>40. Were the project monitoring mechanisms effectively implemented?</p> <p>How well did the monitoring and evaluation system put in place function at the project management and implementation levels and did it enable continuous learning and evidence-based course correction measures during project implementation?</p>
<ul style="list-style-type: none"> <li>Evidence of use of monitoring data to inform management action and decision-making</li> </ul>	<p>41. How were the monitoring results used to inform and influence management's decision about project performance?</p>
<ul style="list-style-type: none"> <li>Evidence of risk assessment and mitigation measures</li> </ul>	<p>42. What risks were faced during the implementation of this project?</p> <p>43. Were they pre-empted? How?</p> <p>44. What were the mitigation measures applied?</p>
<ul style="list-style-type: none"> <li>Evidence of challenges and opportunities</li> </ul>	<p>45. What challenges did you have to contend with during the course of project implementation?</p> <p>46. What opportunities were open at the same time?</p>
<ul style="list-style-type: none"> <li>Evidences of actions taken to capitalize on opportunities for improving project delivery</li> </ul>	<p>47. How did you capitalize on the opportunities to improve project delivery?</p>
<ul style="list-style-type: none"> <li>Suggestions for addressing future challenges</li> </ul>	<p>48. What are your suggestions for addressing those challenges in future?</p>
<ul style="list-style-type: none"> <li>Evidence of strategic allocations of resources to achieve outcomes</li> </ul>	<p>49. To which of the project outcomes did you allocate more resources and why?</p> <p>To what extent were project inputs used efficiently to achieve planned results? (Timeliness, Resource Use Efficiency and Implementation Progress)</p>
<b>IMPACT</b>	
<ul style="list-style-type: none"> <li>Evidence of changes that occurred on account of the project</li> </ul>	<p>50. What changes in the result areas can be attributed directly to the implementation of this project? What changes in GBV have occurred as a result of the implementation of this project? How has the project changed the livelihood of the target beneficiaries?</p>

<ul style="list-style-type: none"> <li>Evidence of changes to gender equality, human rights, climate &amp; environment and corruption brought about on account of the project</li> </ul>	<p>51. What changes occurred in relation to gender equality and human rights due to the implementation of this project?</p> <p>52. Was there any aspect of the project with concerns about or affected by climate and environment?</p> <p>53. How did the project tackle the issue of corruption and what changes were resulted therefrom?</p>
<b>SUSTAINABILITY</b>	
<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	<p>54. Did the project have an articulated exit strategy?</p> <p>55. What were the elements of the strategy?</p> <p>56. What was done to implement the exit strategy?</p>
<ul style="list-style-type: none"> <li>Evidence that capacity of partners has been strengthened</li> </ul>	<p>57. Was anything done to strengthen the capacity of partners to regarding the exit strategy?</p>
<ul style="list-style-type: none"> <li>Evidence that capacity of duty bearers and right holders has been strengthened</li> </ul>	<p>58. Was anything done to strengthen the capacity of partners to regarding the exit strategy?</p>
<ul style="list-style-type: none"> <li>Likelihood of continuation of the benefits created by the project</li> </ul>	<p>59. What is the likelihood of continuation of the benefits created by the project?</p>
<ul style="list-style-type: none"> <li>Extent to which partners financial capacity can maintain benefits from the project</li> </ul>	<p>60. To what extent can the financial capacity of partners maintain the benefits of the project?</p>
<ul style="list-style-type: none"> <li>Options to support partners to maintain these benefits</li> </ul>	<p>61. How best can the partners be supported to maintain the benefits?</p>
<ul style="list-style-type: none"> <li>Evidence of existing innovations</li> </ul>	<p>62. What innovations have emerged under the project?</p>
<ul style="list-style-type: none"> <li>Evidence of replication and/or up-scaling of successful practices</li> </ul>	<p>63. What efforts were made to replicate or up-scale successful practices (if any)?</p>
<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	<p>64. What have the partners done to demonstrate, claim and maintain ownership of this project</p>
<b>COHERENCE</b>	
<ul style="list-style-type: none"> <li>Evidence of similarity of approaches between the project and other interventions to protect and empower women</li> </ul>	<p>65. What are the areas of similarity in the approaches adopted and other approaches adopted by other organizations to protect and empower women?</p>
<ul style="list-style-type: none"> <li>Evidence of what sister organizations benefit from</li> </ul>	<p>66. What can you point to as benefits derived by sister organizations from the implementation of this project?</p>
<ul style="list-style-type: none"> <li>Evidence of consistency with wider donor policy</li> </ul>	<p>67. In what ways do you consider this project to be consistent with wider donor policy?</p>
<ul style="list-style-type: none"> <li>Evidence of correspondence in project design, management and implementation with international frameworks for GEWE.</li> </ul>	<p>68. In what ways did the project align with international frameworks for GEWE in terms of design, management and implementation?</p>

<b>GHR</b>	
<ul style="list-style-type: none"> <li>Evidence of gender and human rights integration in project design and implementation</li> </ul>	<p>69. In what ways were gender equality and human rights concerns integrated into the design and implementation of the project?</p> <p>To what extent have COVID-19 response plans and programmes reflect gender differentiated needs and resources under the project? Elaborate</p> <p>To what extent has gender equality been promoted under the project?</p> <p>How has State and community humanitarian and stabilization response plans and programmes reflect gender differentiated needs and resources?</p>
<ul style="list-style-type: none"> <li>Extent to which gender and human rights concerns reflect in project service delivery</li> </ul>	<p>70. To what extent did gender equality and human rights reflect in the delivery of project activities? Elaborate with examples</p>
<ul style="list-style-type: none"> <li>Degree of satisfaction of stakeholders with project's compliance with development effectiveness principles (transparency, accountability, anti-corruption etc)</li> </ul>	<p>71. What steps were taken to ensure transparency, accountability, anti-corruption etc in the implementation of the project?</p>
<ul style="list-style-type: none"> <li>Evidence of project's contribution to changes in quality of life of women and girls</li> </ul>	<p>72. In what ways have the project contributed to improvement in quality of life of women and girls under the project?</p>
<b>DISABILITY INCLUSION</b>	
<ul style="list-style-type: none"> <li>Evidence of inclusion PWDs</li> </ul>	<p>73. To what extent was the project disability-inclusive</p>
<ul style="list-style-type: none"> <li>Proportion of PWDs in project activities</li> </ul>	<p>74. What steps were taken to include PWDs in project activities?</p>
<ul style="list-style-type: none"> <li>Evidence of barriers faced by PWDs</li> </ul>	<p>75. What efforts were made to address the barriers faced by PWDs while participating in project activities?</p>
<ul style="list-style-type: none"> <li>Evidence of project's contribution to meeting the needs of PWDs and changes in their quality</li> </ul>	<p>76. In what ways have the project contributed to meeting the needs of PWDs and improving their quality of life?</p>



## Annex 3.2: Data Collection Tool for IPs (CARE INTERNATIONAL AND PLAN INTERNATIONAL)

### DATA COLLECTION TOOL – FINAL EVALUATION OF THE PROJECT ON EMPOWERING WOMEN AND GIRLS FOR ENHANCED GENDER-BASED VIOLENCE PREVENTION AND RESPONSE IN BAY STATES, NORTHEAST NIGERIA

*This endline evaluation is being undertaken by UN WOMEN on the recently concluded project on Empowering Women And Girls For Enhanced Gender-Based Violence Prevention And Response In BAY States, Northeast Nigeria*

*You will be asked to respond verbally to a series of questions related to your involvement and knowledge about the project. The purpose of these questions is to assess the extent to which the project objectives have been achieved. As a stakeholder in the project, we would like to hear your views, opinions and or observations regarding the project.*

*Kindly note that you are free to voluntarily choose to participate in this interview, refuse to answer certain questions, or stop participating at any time without any loss or harm to you. If you choose to participate, your help in answering these questions is greatly appreciated. Your responses will be kept completely confidential to the maximum extent allowable by law. Your responses will be combined with those from other stakeholders in Nigeria.*

*For any questions about the study, contact Lilian Ngusuur Unaegbu, UN WOMEN, Maiduguri*

*Contact Email: [lilian.unaegbu@unwomen.org](mailto:lilian.unaegbu@unwomen.org)*

#### RELEVANCE

<ul style="list-style-type: none"> <li>Evidence of meeting needs of MDAs, WLOs and women and girls affected by conflict</li> </ul>	1. In what ways have you met the need of MDAs, GBV victims and Women-led organizations under this project?
<ul style="list-style-type: none"> <li>Outputs delivered in relation to objectives</li> </ul>	2. What outputs did the project deliver in order to achieve the objectives?
<ul style="list-style-type: none"> <li>Evidence of inclusion of human rights priorities</li> </ul>	3. What were the human rights priorities captured in the project? 4. How were they integrated into the design of the project?
<ul style="list-style-type: none"> <li>Clarity of objectives</li> <li>Clarity of output and outcome specification and relevance to theory of change</li> </ul>	5. is the theory of change for this project still valid?
<ul style="list-style-type: none"> <li>Perception of UN Women's comparative advantage by national partners and other development Partners</li> </ul>	6. What are your areas of comparative advantage as far as implementing this project is concerned?
<ul style="list-style-type: none"> <li>Evidence of coordination, as well as consultation and collaboration with other partners and correspondence of roles and responsibilities</li> </ul>	7. What types of coordinating, consultative and collaborative efforts were you engaged in during the implementation of this project? 8. What benefits were derived from such efforts?

#### EFFECTIVENESS

<ul style="list-style-type: none"> <li>Evidence of contribution to results as outlined in the project plan and articulated in the theory of change</li> </ul>	<p>9. To what extent has the project achieved its objectives? Were there unintended benefits?</p> <p>To what extent have the crisis-affected women and girls participated in planning and monitoring of programmes affecting them during the implementation of this project?</p> <p>To what extent have the livelihood options and other needed services that support young women's protection/recovery from GBV improved as a result of the implementation of this project? Explain.</p> <p>To what extent have conflict-affected women and girls benefited from GBV prevention and recovery skills, relevant legal protection and other support services? Give examples in respect of these 3 activities.</p> <p>To what extent have the likelihood for radicalization, unwanted pregnancies and early marriage been reduced based on the specialized emergency education opportunities provided by this project? Elaborate</p> <p>How did the training conducted in Yola, Bauchi, Maiduguri, Damaturu and Abuja for GIHA contribute to the achievement of project outcomes and outputs?</p>
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<ul style="list-style-type: none"> <li>• Factors that influenced project performance</li> </ul>	10. What challenges affected the achievement of project's output and outcome targets?
<ul style="list-style-type: none"> <li>• Evidence of existing performance monitoring indicators, mechanisms and plan</li> </ul>	11. Was there a monitoring plan for this project? 12. What are the performance monitoring indicators? 13. How effective was the monitoring mechanism?
<ul style="list-style-type: none"> <li>• Evidence of project implementation structure and support for project delivery</li> </ul>	14. Was there a project implementation structure and support for the delivery of project activities? 15. How effective was the implementation structure?
<ul style="list-style-type: none"> <li>• Evidence of new knowledge and practices for better results</li> </ul>	16. What are the new knowledge and practices created by implementing the project? 17. How can they be deployed for better results in future GBV project?
<b>EFFICIENCY</b>	
<ul style="list-style-type: none"> <li>• Evidence of resources being allocated in conformity to prioritized targets</li> </ul>	18. How did you ensure that resources are allocated in a way that reflects the priority assigned to output and outcome targets?
<ul style="list-style-type: none"> <li>• Evidence of existing cost or time-saving measures put in place by the project</li> </ul>	19. What were the cost or time-saving measures applied in the implementation of the project? 20. How helpful have those measures been in achieving project objectives
<ul style="list-style-type: none"> <li>• Extent to which resources/inputs were allocated in a timely manner</li> </ul>	21. To what extent were resources allocated in a timely manner?
<ul style="list-style-type: none"> <li>• Evidence &amp; degree of timeliness of output delivery</li> </ul>	22. How satisfied are you with the timeliness of output delivery under the project? [Very satisfied-Satisfied-Fairly Satisfied-Not Satisfied]
<ul style="list-style-type: none"> <li>• Level/degree of cost effectiveness of project implementation</li> </ul>	23. Was the delivery of services under the project cost-effective? Elaborate with specific examples
<ul style="list-style-type: none"> <li>• Degree of appropriateness of resource use without compromising quality and quantity</li> </ul>	24. How do you use resources/inputs appropriately for the implementation of the project without compromising quality and quantity? Give examples Was the scale of project funding and scope of interventions sufficient and appropriate to achieve expected results To what extent were the project's activities and scope of interventions appropriate to achieve expected results?
<ul style="list-style-type: none"> <li>• Evidence of the effects of project's organizational structure, managerial support and coordination mechanisms on output delivery</li> </ul>	25. In what ways have the organizational structure, managerial support and coordination mechanisms affected the delivery of services? 26. In what ways have they also affected attainment of target outputs?
<ul style="list-style-type: none"> <li>• Evidence of key successes and suggestions for improvement</li> </ul>	27. What are the project's main successes? 28. What factors are responsible for the successes? 29. What could you have done better?
<ul style="list-style-type: none"> <li>• Level/degree of involvement of duty bearers and right holders in achieving project outcomes</li> </ul>	30. What category of duty bearers have been instrumental to the level of attainment of project outcomes? What are their notable contributions to the results? 31. What category of right holders have been instrumental to the level of attainment of project outcomes? What are their notable contributions to the results?
<ul style="list-style-type: none"> <li>• The extent to which synergies were built and available resources were efficiently used</li> </ul>	32. What results were achieved that would have been impossible to achieve but for the joint efforts of other organizations? What are the key organizations in this regard and what exactly did they do? 33. Did the contributions of such organizations lead to savings in cost, time or materials? Or were the results attained more than expected?

<ul style="list-style-type: none"> <li>• Extent of implementation of monitoring mechanisms and use to inform management about project's performance</li> </ul>	<p>34. Were the project monitoring mechanisms effectively implemented? How well did the monitoring and evaluation system put in place function at the project management and implementation levels and did it enable continuous learning and evidence-based course correction measures during project implementation?</p>
<ul style="list-style-type: none"> <li>• Evidence of use of monitoring data to inform management action and decision-making</li> </ul>	<p>35. How were the monitoring results used to inform and influence management's decision about project performance?</p>
<ul style="list-style-type: none"> <li>• Evidence of risk assessment and mitigation measures</li> </ul>	<p>36. What risks were faced during the implementation of this project? 37. Were they pre-empted? How? 38. What were the mitigation measures applied?</p>
<ul style="list-style-type: none"> <li>• Evidence of challenges and opportunities</li> </ul>	<p>39. What challenges did you have to contend with during the course of project implementation? 40. What opportunities were open at the same time?</p>
<ul style="list-style-type: none"> <li>• Evidences of actions taken to capitalize on opportunities for improving project delivery</li> </ul>	<p>41. How did you capitalize on the opportunities to improve project delivery?</p>
<ul style="list-style-type: none"> <li>• Suggestions for addressing future challenges</li> </ul>	<p>42. What are your suggestions for addressing those challenges in future?</p>
<ul style="list-style-type: none"> <li>• Evidence of strategic allocations of resources to achieve outcomes</li> </ul>	<p>43. To which of the project outcomes did you allocate more resources and why? To what extent were project inputs used efficiently to achieve planned results? (<i>Timeliness, Resource Use Efficiency and Implementation Progress</i>)</p>
<b>IMPACT</b>	
<ul style="list-style-type: none"> <li>• Evidence of changes that occurred on account of the project</li> </ul>	<p>44. What changes/improvements in the result areas can be attributed directly to the implementation of this project?</p>
<ul style="list-style-type: none"> <li>• Evidence of changes to gender equality, human rights, climate &amp; environment and corruption brought about on account of the project</li> </ul>	<p>45. What changes occurred in relation to gender equality and human rights due to the implementation of this project? 46. Was there any aspect of the project with concerns about or affected by climate and environment? 47. How did the project tackle the issue of corruption and what changes were resulted therefrom?</p>
<b>SUSTAINABILITY</b>	
<ul style="list-style-type: none"> <li>• Evidence of strong ownership by partners</li> </ul>	<p>48. Did the project have an articulated exit strategy? 49. What were the elements of the strategy? 50. What was done to implement the exit strategy?</p>
<ul style="list-style-type: none"> <li>• Evidence that capacity of partners has been strengthened</li> </ul>	<p>51. Was anything done to strengthen the capacity of partners to regarding the exit strategy?</p>
<ul style="list-style-type: none"> <li>• Evidence that capacity of duty bearers and right holders has been strengthened</li> </ul>	<p>52. Was anything done to strengthen the capacity of partners to regarding the exit strategy?</p>
<ul style="list-style-type: none"> <li>• Likelihood of continuation of the benefits created by the project</li> </ul>	<p>53. What is the likelihood of continuation of the benefits created by the project?</p>
<ul style="list-style-type: none"> <li>• Extent to which partners financial capacity can maintain benefits from the project</li> </ul>	<p>54. To what extent can the financial capacity of partners maintain the benefits of the project?</p>
<ul style="list-style-type: none"> <li>• Options to support partners to maintain these benefits</li> </ul>	<p>55. How best can the partners be supported to maintain the benefits?</p>
<ul style="list-style-type: none"> <li>• Evidence of existing innovations</li> </ul>	<p>56. What innovations have emerged under the project?</p>
<ul style="list-style-type: none"> <li>• Evidence of replication and/or up-scaling of successful practices</li> </ul>	<p>57. What efforts were made to replicate or up-scale successful practices (if any)?</p>

<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	58. What have the partners done to demonstrate, claim and maintain ownership of this project?
<b>COHERENCE</b>	
<ul style="list-style-type: none"> <li>Evidence of similarity of approaches between the project and other interventions to protect and empower women</li> </ul>	59. What are the areas of similarity in the approaches adopted and other approaches adopted by other organizations to protect and empower women?
<ul style="list-style-type: none"> <li>Evidence of what sister organizations benefit from</li> </ul>	60. What can you point to as benefits derived by sister organizations from the implementation of this project?
<ul style="list-style-type: none"> <li>Evidence of consistency with wider donor policy</li> </ul>	61. In what ways do you consider this project to be consistent with wider donor policy?
<ul style="list-style-type: none"> <li>Evidence of correspondence in project design, management and implementation with international frameworks for GEWE.</li> </ul>	62. In what ways did the project align with international frameworks for GEWE in terms of design, management and implementation?
<b>GHR</b>	
<ul style="list-style-type: none"> <li>Evidence of gender and human rights integration in project design and implementation</li> </ul>	63. In what ways were gender equality and human rights concerns integrated into the design and implementation of the project? To what extent have COVID-19 response plans and programmes reflect gender differentiated needs and resources under the project? Elaborate To what extent has gender equality been promoted under the project? How has State and community humanitarian and stabilization response plans and programmes reflect gender differentiated needs and resources?
<ul style="list-style-type: none"> <li>Extent to which gender and human rights concerns reflect in project service delivery</li> </ul>	64. To what extent did gender equality and human rights reflect in the delivery of project activities? Elaborate with examples
<ul style="list-style-type: none"> <li>Degree of satisfaction of stakeholders with project's compliance with development effectiveness principles (transparency, accountability, anti-corruption etc)</li> </ul>	65. What steps were taken to ensure transparency, accountability, anti-corruption etc in the implementation of the project?
<ul style="list-style-type: none"> <li>Evidence of project's contribution to changes in quality of life of women and girls</li> </ul>	66. In what ways have the project contributed to improvement in quality of life of women and girls under the project?
<b>DISABILITY INCLUSION</b>	
<ul style="list-style-type: none"> <li>Evidence of inclusion PWDs</li> </ul>	67. To what extent was the project disability-inclusive?
<ul style="list-style-type: none"> <li>Proportion of PWDs in project activities</li> </ul>	68. What steps were taken to include PWDs in project activities?
<ul style="list-style-type: none"> <li>Evidence of barriers faced by PWDs</li> </ul>	69. What efforts were made to address the barriers faced by PWDs while participating in project activities?
<ul style="list-style-type: none"> <li>Evidence of project's contribution to meeting the needs of PWDs and changes in their quality</li> </ul>	70. In what ways have the project contributed to meeting the needs of PWDs and improving their quality of life?

### Annex 3.3: Data Collection Tool for CSOs and Women-led Organizations

DATA COLLECTION TOOL – FINAL EVALUATION OF THE PROJECT ON EMPOWERING WOMEN AND GIRLS FOR ENHANCED GENDER-BASED VIOLENCE PREVENTION AND RESPONSE IN BAY STATES, NORTHEAST NIGERIA	
<p><i>This endline evaluation is being undertaken by UN WOMEN on the recently concluded project on Empowering Women And Girls For Enhanced Gender-Based Violence Prevention And Response In BAY States, Northeast Nigeria</i></p> <p><i>You will be asked to respond verbally to a series of questions related to your involvement and knowledge about the project. The purpose of these questions is to assess the extent to which the project objectives have been achieved. As a stakeholder in the project, we would like to hear your views, opinions and or observations regarding the project.</i></p> <p><i>Kindly note that you are free to voluntarily choose to participate in this interview, refuse to answer certain questions, or stop participating at any time without any loss or harm to you. If you choose to participate, your help in answering these questions is greatly appreciated. Your responses will be kept completely confidential to the maximum extent allowable by law. Your responses will be combined with those from other stakeholders in Nigeria.</i></p> <p><i>For any questions about the study, contact Lilian Ngusuur Unaegbu, UN WOMEN, Maiduguri</i>  <i>Contact Email: <a href="mailto:lilian.unaegbu@unwomen.org">lilian.unaegbu@unwomen.org</a></i></p>	
RELEVANCE	
<ul style="list-style-type: none"> <li>Evidence of meeting needs of MDAs, WLOs and women and girls affected by conflict</li> </ul>	<ol style="list-style-type: none"> <li>Are you aware of the objectives of this project? In what ways has the project met the need of Women-led organizations?               <ol style="list-style-type: none"> <li>What sort of complaints do you have regarding the extent to which the project have met your needs/expectations? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</li> </ol> </li> </ol>
<ul style="list-style-type: none"> <li>Outputs delivered in relation to objectives</li> </ul>	<ol style="list-style-type: none"> <li>What outputs did the project deliver in order to achieve the objectives?</li> </ol>
<ul style="list-style-type: none"> <li>Evidence of inclusion of human rights priorities</li> </ul>	<ol style="list-style-type: none"> <li>What were the human rights priorities captured in the project?</li> </ol>
<ul style="list-style-type: none"> <li>Perception of UN Women’s comparative advantage by national partners and other development partners</li> </ul>	<ol style="list-style-type: none"> <li>What do you consider as UN Women’s areas of comparative advantage as far as implementing this project is concerned?</li> </ol>
EFFECTIVENESS	
<ul style="list-style-type: none"> <li>Evidence of contribution to results as outlined in the project plan and articulated in the theory of change</li> </ul>	<ol style="list-style-type: none"> <li>To what extent has the project achieved its objectives?               <ol style="list-style-type: none"> <li>What capacity building activities did you participate in under the project? What sort of complaints do you have about the delivery activities? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</li> <li>In what areas has the training received under the project helped you as a right holder in the prevention of GBV?</li> <li>What sort of coordination did you maintain with UN Women in your GBV activities?</li> </ol> </li> </ol>
<ul style="list-style-type: none"> <li>Factors that influenced project performance</li> </ul>	<ol style="list-style-type: none"> <li>What challenges affected the achievement of project’s output and outcome targets?</li> </ol>
<ul style="list-style-type: none"> <li>Evidence of new knowledge and practices for better results</li> </ul>	<ol style="list-style-type: none"> <li>What are the new knowledge and practices created by implementing the project?</li> <li>How can they be deployed for better results in future GBV project?</li> </ol>
EFFICIENCY	
<ul style="list-style-type: none"> <li>Evidence of resources being allocated in conformity to prioritized targets</li> </ul>	

<ul style="list-style-type: none"> <li>Evidence of existing cost or time-saving measures put in place by the project</li> </ul>	<p>9. What were the cost or time-saving measures applied in the implementation of the project?</p> <p>10. How helpful have those measures been in achieving project objectives</p> <p>10a. What sort of complaints did you have about cost and timing which necessitated changes in the delivery of activities? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</p>
<ul style="list-style-type: none"> <li>Extent to which resources/inputs were allocated in a timely manner</li> </ul>	<p>11. To what extent were resources allocated in a timely manner?</p>
<ul style="list-style-type: none"> <li>Evidence &amp; degree of timeliness of output delivery</li> </ul>	<p>12. How satisfied are you with the timeliness of output delivery under the project? [Very satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>
<ul style="list-style-type: none"> <li>Level/degree of cost effectiveness of project implementation</li> </ul>	<p>13. Was the delivery of services under the project cost-effective? Elaborate with specific examples</p>
<ul style="list-style-type: none"> <li>Evidence of key successes and suggestions for improvement</li> </ul>	<p>14. What are the project's main successes?</p> <p>15. What factors are responsible for the successes?</p> <p>16. What could you have done better?</p>
<ul style="list-style-type: none"> <li>Level/degree of involvement of duty bearers and right holders in achieving project outcomes</li> </ul>	<p>17. How have you participated in this project? What are your notable contributions to the results?</p>
<ul style="list-style-type: none"> <li>Evidence of challenges and opportunities</li> </ul>	<p>18. What challenges did you have to contend with during the course of project implementation?</p> <p>19. What opportunities were open at the same time?</p>
<ul style="list-style-type: none"> <li>Suggestions for addressing future challenges</li> </ul>	<p>20. What are your suggestions for addressing those challenges in future?</p>
<b>IMPACT</b>	
<ul style="list-style-type: none"> <li>Evidence of changes that occurred on account of the project</li> </ul>	<p>21. What changes/improvements in the result areas can be attributed directly to the implementation of this project?</p> <p>21a. What sort of complaints did you have about the nature of changes that have occurred due to the implementation of this project? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</p>
<ul style="list-style-type: none"> <li>Evidence of changes to gender equality, human rights, climate &amp; environment and corruption brought about on account of the project</li> </ul>	<p>22. What changes occurred in relation to gender equality and human rights due to the implementation of this project?</p> <p>23. Was there any aspect of the project with concerns about or affected by climate and environment?</p> <p>24. How did the project tackle the issue of corruption and what changes were resulted therefrom?</p>
<b>SUSTAINABILITY</b>	
<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	<p>25. Did the project have an articulated exit strategy?</p> <p>26. What were the elements of the strategy?</p> <p>27. What was done to implement the exit strategy?</p>
<ul style="list-style-type: none"> <li>Evidence that capacity of partners has been strengthened</li> </ul>	<p>28. Was anything done to strengthen the capacity of partners regarding the exit strategy?</p>
<ul style="list-style-type: none"> <li>Evidence that capacity of duty bearers and right holders has been strengthened</li> </ul>	<p>29. Was anything done to strengthen the capacity of duty bearers regarding the exit strategy?</p>
<ul style="list-style-type: none"> <li>Likelihood of continuation of the benefits created by the project</li> </ul>	<p>30. What is the likelihood of continuation of the benefits created by the project?</p>
<ul style="list-style-type: none"> <li>Extent to which partners financial capacity can maintain benefits from the project</li> </ul>	<p>31. To what extent can you financial capacity maintain the benefits of the project?</p>

• Options to support partners to maintain these benefits	32. How best can you be supported to maintain the benefits?
• Evidence of existing innovations	33. What innovations have emerged under the project?
• Evidence of replication and/or up-scaling of successful practices	34. What efforts were made to replicate or up-scale successful practices (if any)?
• Evidence of strong ownership by partners	35. What have you done to demonstrate, claim and maintain ownership of this project? 35a. What sort of complaints do you have about the possibility of the benefits of this project being sustained? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.
<b>COHERENCE</b>	
• Evidence of correspondence in project design, management and implementation with international frameworks for GEWE.	36. In what ways did the project align with international frameworks for GEWE in terms of design, management and implementation? 36a. What sort of complaints did you have about the alignment of the project in the manner described above? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.
<b>GHR</b>	
• Evidence of gender and human rights integration in project design and implementation	In what ways were gender equality and human rights concerns integrated into the design and implementation of the project?
• Extent to which gender and human rights concerns reflect in project service delivery	37. To what extent did gender equality and human rights reflect in the delivery of project activities? Elaborate with examples 37a. What sort of complaints do you have about the extent of integration of gender equality and human rights in the implementation of the project? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.
• Degree of satisfaction of stakeholders with project's compliance with development effectiveness principles (transparency, accountability, anti-corruption etc)	38. What steps were taken to ensure transparency, accountability, anti-corruption etc in the implementation of the project? 38a. What sort of complaints do you have about transparency accountability and corruption in the implementation of the project? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.
• Evidence of project's contribution to changes in quality of life of women and girls	39. In what ways have the project contributed to improvement in quality of life of women and girls under the project?
<b>DISABILITY INCLUSION</b>	
• Evidence of inclusion PWDs	40. To what extent was the project disability-inclusive
• Proportion of PWDs in project activities	41. What steps were taken to include PWDs in project activities? 41a. What sort of complaints do you have about such steps? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.
• Evidence of barriers faced by PWDs	42. What efforts were made to address the barriers faced by PWDs while participating in project activities?
• Evidence of project's contribution to meeting the needs of PWDs and changes in their quality	43. In what ways have the project contributed to meeting the needs of PWDs and improving their quality of life?

## Annex 3.4: Data Collection Tools for MDAs

### DATA COLLECTION TOOL – FINAL EVALUATION OF THE PROJECT ON EMPOWERING WOMEN AND GIRLS FOR ENHANCED GENDER-BASED VIOLENCE PREVENTION AND RESPONSE IN BAY STATES, NORTHEAST NIGERIA

*This endline evaluation is being undertaken by UN WOMEN on the recently concluded project on Empowering Women And Girls For Enhanced Gender-Based Violence Prevention And Response In BAY States, Northeast Nigeria*

*You will be asked to respond verbally to a series of questions related to your involvement and knowledge about the project. The purpose of these questions is to assess the extent to which the project objectives have been achieved. As a stakeholder in the project, we would like to hear your views, opinions and or observations regarding the project.*

*Kindly note that you are free to voluntarily choose to participate in this interview, refuse to answer certain questions, or stop participating at any time without any loss or harm to you. If you choose to participate, your help in answering these questions is greatly appreciated. Your responses will be kept completely confidential to the maximum extent allowable by law. Your responses will be combined with those from other stakeholders in Nigeria.*

*For any questions about the study , contact Lilian Ngusuur Unaegbu, UN WOMEN, Maiduguri*

*Contact Email: [lilian.unaegbu@unwomen.org](mailto:lilian.unaegbu@unwomen.org)*

#### RELEVANCE

<ul style="list-style-type: none"> <li>Evidence of meeting needs of MDAs, WLOs and women and girls affected by conflict</li> </ul>	<p>1. In what ways have the needs of MDAs been met under this project?</p> <p>1a. What sort of complaints do you have regarding the extent to which the project have met your needs/expectations? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</p>
<ul style="list-style-type: none"> <li>Outputs delivered in relation to objectives</li> </ul>	<p>2. What outputs did the project deliver in order to achieve the objectives?</p>
<ul style="list-style-type: none"> <li>Evidence of inclusion of human rights priorities</li> </ul>	<p>3. What were the human rights priorities captured in the project?</p>
<ul style="list-style-type: none"> <li>Perception of UN Women's comparative advantage by national partners and other development partners</li> </ul>	<p>4. What do you consider as the areas of UN Women's comparative advantage as far as implementing this project is concerned?</p> <p>4a. How satisfied are you with the relevance of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>

#### EFFECTIVENESS

<ul style="list-style-type: none"> <li>Evidence of contribution to results as outlined in the project plan and articulated in the theory of change</li> </ul>	<p>5. To what extent has the project achieved its objectives?</p> <p>5a. How satisfied are you with the effectiveness of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>
<ul style="list-style-type: none"> <li>Factors that influenced project performance</li> </ul>	<p>6. What challenges affected the achievement of project's output and outcome targets?</p>
<ul style="list-style-type: none"> <li>Evidence of new knowledge and practices for better results</li> </ul>	<p>7. What are the new knowledge and practices created by implementing the project?</p> <p>8. How can they be deployed for better results in future GBV project?</p>

#### EFFICIENCY

<ul style="list-style-type: none"> <li>Evidence &amp; degree of timeliness of output delivery</li> </ul>	<p>9. What sort of complaints do you have regarding timeliness of output delivery by the project? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</p>
<ul style="list-style-type: none"> <li>Level/degree of cost effectiveness of project implementation</li> </ul>	<p>10. Was the delivery of services under the project cost-effective? Elaborate with specific examples</p>



<ul style="list-style-type: none"> <li>Evidence of key successes and suggestions for improvement</li> </ul>	<p>11. What are the project's main successes?</p> <p>12. What factors are responsible for the successes?</p> <p>13. What could you have done better?</p>
<ul style="list-style-type: none"> <li>Evidence of challenges and opportunities</li> </ul>	<p>14. What challenges did you have to contend with during the course of project implementation?</p> <p>15. What opportunities were open at the same time?</p>
<ul style="list-style-type: none"> <li>Evidences of actions taken to capitalize on opportunities for improving project delivery</li> </ul>	<p>16. How did you capitalize on the opportunities to improve project delivery?</p>
<ul style="list-style-type: none"> <li>Suggestions for addressing future challenges</li> </ul>	<p>17. What are your suggestions for addressing those challenges in future?</p> <p>17a. How satisfied are you with the efficiency of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>
<b>IMPACT</b>	
<ul style="list-style-type: none"> <li>Evidence of changes that occurred on account of the project</li> </ul>	<p>18. What changes/improvements in the result areas can be attributed directly to the implementation of this project?</p> <p>18a. What sort of complaints did you have about the nature of changes that have occurred due to the implementation of this project? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response</p>
<ul style="list-style-type: none"> <li>Evidence of changes to gender equality, human rights, climate &amp; environment and corruption brought about on account of the project</li> </ul>	<p>19. What changes occurred in relation to gender equality and human rights due to the implementation of this project?</p> <p>20. Was there any aspect of the project with concerns about or affected by climate and environment?</p> <p>21. How did the project tackle the issue of corruption and what changes were resulted therefrom?</p>
<b>SUSTAINABILITY</b>	
<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	<p>22. Did the project have an articulated exit strategy?</p> <p>23. What were the elements of the strategy?</p> <p>24. What was done to implement the exit strategy?</p>
<ul style="list-style-type: none"> <li>Evidence that capacity of partners has been strengthened</li> </ul>	<p>25. Was anything done to strengthen MDA's capacity to regarding the exit strategy?</p>
<ul style="list-style-type: none"> <li>Likelihood of continuation of the benefits created by the project</li> </ul>	<p>26. What is the likelihood of continuation of the benefits created by the project?</p>
<ul style="list-style-type: none"> <li>Extent to which partners financial capacity can maintain benefits from the project</li> </ul>	<p>27. To what extent can MDA's financial capacity maintain the benefits of the project?</p>
<ul style="list-style-type: none"> <li>Options to support partners to maintain these benefits</li> </ul>	<p>28. How best can the MDA be supported to maintain the benefits?</p>
<ul style="list-style-type: none"> <li>Evidence of existing innovations</li> </ul>	<p>29. What innovations have emerged under the project?</p>
<ul style="list-style-type: none"> <li>Evidence of replication and/or up-scaling of successful practices</li> </ul>	<p>30. What efforts were made to replicate or up-scale successful practices (if any)?</p>
<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	<p>31. What have the MDA done to demonstrate, claim and maintain ownership of this project?</p> <p>31a. How satisfied are you with the sustainability of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>

COHERENCE	
<ul style="list-style-type: none"> <li>Evidence of similarity of approaches between the project and other interventions to protect and empower women</li> </ul>	<p>32. Is there any similarity in approaches adopted by the project and other interventions to protect and empower women?</p> <p>32a. What sort of complaints did you have about the similarity of approaches? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</p>
GHR	
<ul style="list-style-type: none"> <li>Evidence of gender and human rights integration in project design and implementation</li> </ul>	33. In what ways were gender equality and human rights concerns integrated into the design and implementation of the project?
<ul style="list-style-type: none"> <li>Extent to which gender and human rights concerns reflect in project service delivery</li> </ul>	34. To what extent did gender equality and human rights reflect in the delivery of project activities? Elaborate with examples
<ul style="list-style-type: none"> <li>Degree of satisfaction of stakeholders with project's compliance with development effectiveness principles (transparency, accountability, anti-corruption etc)</li> </ul>	<p>35. What steps were taken to ensure transparency, accountability, anti-corruption etc in the implementation of the project?</p> <p>35a. How satisfied are you with the transparency and accountability of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>
<ul style="list-style-type: none"> <li>Evidence of project's contribution to changes in quality of life of women and girls</li> </ul>	36. In what ways have the project contributed to improvement in quality of life of women and girls under the project?
DISABILITY INCLUSION	
<ul style="list-style-type: none"> <li>Evidence of inclusion PWDs</li> </ul>	37. To what extent was the project disability-inclusive
<ul style="list-style-type: none"> <li>Proportion of PWDs in project activities</li> </ul>	38. What steps were taken to include PWDs in project activities?
<ul style="list-style-type: none"> <li>Evidence of barriers faced by PWDs</li> </ul>	39. What efforts were made to address the barriers faced by PWDs while participating in project activities?
<ul style="list-style-type: none"> <li>Evidence of project's contribution to meeting the needs of PWDs and changes in their quality</li> </ul>	40. In what ways have the project contributed to meeting the needs of PWDs and improving their quality of life?

## Annex 3.5: Data Collection Tools for Beneficiaries of Skill Acquisition Training

DATA COLLECTION TOOL – FINAL EVALUATION OF THE PROJECT ON EMPOWERING WOMEN AND GIRLS FOR ENHANCED GENDER-BASED VIOLENCE PREVENTION AND RESPONSE IN BAY STATES, NORTHEAST NIGERIA	
<p><i>This endline evaluation is being undertaken by UN WOMEN on the recently concluded project on Empowering Women And Girls For Enhanced Gender-Based Violence Prevention And Response In BAY States, Northeast Nigeria</i></p> <p><i>You will be asked to respond verbally to a series of questions related to your involvement and knowledge about the project. The purpose of these questions is to assess the extent to which the project objectives have been achieved. As a stakeholder in the project, we would like to hear your views, opinions and or observations regarding the project.</i></p> <p><i>Kindly note that you are free to voluntarily choose to participate in this interview, refuse to answer certain questions, or stop participating at any time without any loss or harm to you. If you choose to participate, your help in answering these questions is greatly appreciated. Your responses will be kept completely confidential to the maximum extent allowable by law. Your responses will be combined with those from other stakeholders in Nigeria.</i></p> <p><i>For any questions about the study, contact Lilian Ngusuur Unaegbu, UN WOMEN, Maiduguri</i>  <i>Contact Email: <a href="mailto:lilian.unaegbu@unwomen.org">lilian.unaegbu@unwomen.org</a></i></p>	
RELEVANCE	
• Evidence of meeting needs of MDAs, WLOs and women and girls affected by conflict	1. Are you aware of the objectives of the project?
• Outputs delivered in relation to objectives	2. What training activities were you involved in under the project?
• Evidence of inclusion of human rights priorities	3. What were the human rights priorities captured in the project?
EFFECTIVENESS	
• Evidence of contribution to results as outlined in the project plan and articulated in the theory of change	4. In what ways has the project helped you to cope with GBV issues?
• Factors that influenced project performance	5. What challenges did you encounter during the training activity?
• Evidence of new knowledge and practices for better results	6. What are the new knowledge and practices created by implementing the project? 7. How can they be deployed for better results in future GBV project?
EFFICIENCY	
• Evidence of resources being allocated in conformity to prioritized targets	
• Evidence & degree of timeliness of output delivery	8. What sort of complaints did you have about timeliness of service delivery during the training? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.
• Level/degree of cost effectiveness of project implementation	9. Was the delivery of services under the project cost-effective? Elaborate with specific examples
• Evidence of key successes and suggestions for improvement	10. What are the project's main successes? 11. What factors are responsible for the successes? 12. What could you have done better?

IMPACT	
<ul style="list-style-type: none"> <li>Evidence of changes that occurred on account of the project</li> </ul>	<p>13. How has the project affected your livelihood? What benefits have you derived from this project? What sort of complaints did you have about the nature of changes that have occurred due to the implementation of this project? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response</p>
<ul style="list-style-type: none"> <li>Evidence of changes to gender equality, human rights, climate &amp; environment and corruption brought about on account of the project</li> </ul>	<p>14. What changes occurred in relation to gender equality and human rights due to the implementation of the activity in which you were involved? 15. Was there any aspect of the project with concerns about or affected by climate and environment? 16. How did the project tackle the issue of corruption and what changes were resulted therefrom?</p>
SUSTAINABILITY	
<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	
<ul style="list-style-type: none"> <li>Likelihood of continuation of the benefits created by the project</li> </ul>	17. What is the likelihood of continuation of the benefits created by the project?
<ul style="list-style-type: none"> <li>Evidence of existing innovations</li> </ul>	18. What innovations have emerged under the project?
COHERENCE	
<ul style="list-style-type: none"> <li>Evidence of similarity of approaches between the project and other interventions to protect and empower women</li> </ul>	<p>19. Is there any similarity in approaches adopted by the project and other interventions to protect and empower women? 19a. What sort of complaints did you have about the similarity of approaches? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</p>
GHR	
<ul style="list-style-type: none"> <li>Evidence of gender and human rights integration in project design and implementation</li> </ul>	20. In what ways were gender equality and human rights concerns integrated into the training program in which you participated?
<ul style="list-style-type: none"> <li>Extent to which gender and human rights concerns reflect in project service delivery</li> </ul>	21. To what extent did gender equality and human rights reflect in the delivery of the training program? Elaborate with examples
<ul style="list-style-type: none"> <li>Degree of satisfaction of stakeholders with project's compliance with development effectiveness principles (transparency, accountability, anti-corruption etc)</li> </ul>	22. What steps were taken to ensure transparency, accountability, anti-corruption etc in the implementation of the training program?
DISABILITY INCLUSION	
<ul style="list-style-type: none"> <li>Evidence of inclusion PWDs</li> </ul>	23. To what extent was the project disability-inclusive
<ul style="list-style-type: none"> <li>Proportion of PWDs in project activities</li> </ul>	24. What steps were taken to include PWDs in project activities?
<ul style="list-style-type: none"> <li>Evidence of barriers faced by PWDs</li> </ul>	25. What efforts were made to address the barriers faced by PWDs while participating in project activities?
<ul style="list-style-type: none"> <li>Evidence of project's contribution to meeting the needs of PWDs and changes in their quality</li> </ul>	26. In what ways have the project contributed to meeting the needs of PWDs and improving their quality of life?

## Annex 3.6: Data Collection Tools for Service Providers (Teachers, Training Facilitators and Community mobilizers)

DATA COLLECTION TOOL – FINAL EVALUATION OF THE PROJECT ON EMPOWERING WOMEN AND GIRLS FOR ENHANCED GENDER-BASED VIOLENCE PREVENTION AND RESPONSE IN BAY STATES, NORTHEAST NIGERIA	
<p><i>This endline evaluation is being undertaken by UN WOMEN on the recently concluded project on Empowering Women And Girls For Enhanced Gender-Based Violence Prevention And Response In BAY States, Northeast Nigeria</i></p> <p><i>You will be asked to respond verbally to a series of questions related to your involvement and knowledge about the project. The purpose of these questions is to assess the extent to which the project objectives have been achieved. As a stakeholder in the project, we would like to hear your views, opinions and or observations regarding the project.</i></p> <p><i>Kindly note that you are free to voluntarily choose to participate in this interview, refuse to answer certain questions, or stop participating at any time without any loss or harm to you. If you choose to participate, your help in answering these questions is greatly appreciated. Your responses will be kept completely confidential to the maximum extent allowable by law. Your responses will be combined with those from other stakeholders in Nigeria.</i></p> <p><i>For any questions about the study, contact Lilian Ngusuur Unaegbu, UN WOMEN, Maiduguri</i>  <i>Contact Email: <a href="mailto:lilian.unaegbu@unwomen.org">lilian.unaegbu@unwomen.org</a></i></p>	
RELEVANCE	
<ul style="list-style-type: none"> <li>Evidence of meeting needs of MDAs, WLOs and women and girls affected by conflict</li> </ul>	1. How were you involved in this project? In what ways has the project met the needs of the women and girls affected by conflict through the activity in which you were involved?
<ul style="list-style-type: none"> <li>Outputs delivered in relation to objectives</li> </ul>	2. Are you aware of the objectives of this project? What outputs did the project deliver in order to achieve the objectives?
<ul style="list-style-type: none"> <li>Evidence of inclusion of human rights priorities</li> </ul>	3. What were the human rights priorities captured in the project?
<ul style="list-style-type: none"> <li>Perception of UN Women’s comparative advantage by national partners and other development Partners</li> </ul>	4. What do you consider as UN Women’s areas of comparative advantage as far as implementing this project is concerned? 4a. How satisfied are you with the relevance of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]
EFFECTIVENESS	
<ul style="list-style-type: none"> <li>Evidence of contribution to results as outlined in the project plan and articulated in the theory of change</li> </ul>	5. To what extent has the project achieved its objectives?
<ul style="list-style-type: none"> <li>Factors that influenced project performance</li> </ul>	6. What challenges affected the achievement of results in the activity in which you were involved?
<ul style="list-style-type: none"> <li>Evidence of new knowledge and practices for better results</li> </ul>	7. What are the new knowledge and practices created by implementing the project? 8. How can they be deployed for better results in future GBV project?
EFFICIENCY	
<ul style="list-style-type: none"> <li>Evidence of resources being allocated in conformity to prioritized targets</li> </ul>	
<ul style="list-style-type: none"> <li>Evidence of existing cost or time-saving measures put in place by the project</li> </ul>	9. What were the cost or time-saving measures applied in the implementation of the activity in which you were involved? 10. How helpful have those measures been in achieving project objectives
<ul style="list-style-type: none"> <li>Extent to which resources/inputs were allocated in a timely manner</li> </ul>	11. To what extent were resources allocated in a timely manner with regard to the activity in which you participated?

<ul style="list-style-type: none"> <li>Evidence &amp; degree of timeliness of output delivery</li> </ul>	<p>12. What sort of complaints did you have about timeliness of output delivery by the project in which you were involved? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</p>
<ul style="list-style-type: none"> <li>Level/degree of cost effectiveness of project implementation</li> </ul>	<p>13. Was the delivery of services under the project cost-effective? Elaborate with specific examples</p>
<ul style="list-style-type: none"> <li>Evidence of key successes and suggestions for improvement</li> </ul>	<p>14. What are the project's main successes? 15. What factors are responsible for the successes? 16. What could you have done better? 16a. How satisfied are you with the efficiency of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>
<ul style="list-style-type: none"> <li>Level/degree of involvement of duty bearers and right holders in achieving project outcomes</li> </ul>	<p>17. How have you participated in this project? What are your notable contributions to the results?</p>
<ul style="list-style-type: none"> <li>Evidence of challenges and opportunities</li> </ul>	<p>18. What challenges did you have to contend with during the course of project implementation? 19. What opportunities were open at the same time?</p>
<ul style="list-style-type: none"> <li>Suggestions for addressing future challenges</li> </ul>	<p>20. What are your suggestions for addressing those challenges in future?</p>
<b>IMPACT</b>	
<ul style="list-style-type: none"> <li>Evidence of changes that occurred on account of the project</li> </ul>	<p>21. What changes/improvements in the result areas can be attributed directly to the implementation of this project? 21a. What sort of complaints did you have about the nature of changes that have occurred due to the implementation of this project? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response</p>
<ul style="list-style-type: none"> <li>Evidence of changes to gender equality, human rights, climate &amp; environment and corruption brought about on account of the project</li> </ul>	<p>22. What changes occurred in relation to gender equality and human rights due to the implementation of this project? 23. Was there any aspect of the project with concerns about or affected by climate and environment? 24. How did the project tackle the issue of corruption and what changes were resulted therefrom?</p>
<b>SUSTAINABILITY</b>	
<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	
<ul style="list-style-type: none"> <li>Likelihood of continuation of the benefits created by the project</li> </ul>	<p>25. What is the likelihood of continuation of the benefits created by the project?</p>
<ul style="list-style-type: none"> <li>Evidence of existing innovations</li> </ul>	<p>26. What innovations have emerged under the project?</p>
<ul style="list-style-type: none"> <li>Evidence of replication and/or up-scaling of successful practices</li> </ul>	<p>27. What efforts were made to replicate or up-scale successful practices (if any)?</p>
<ul style="list-style-type: none"> <li>Evidence of strong ownership by partners</li> </ul>	<p>28. How satisfied are you with the sustainability of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>

COHERENCE	
<ul style="list-style-type: none"> <li>Evidence of correspondence in project design, management and implementation with international frameworks for GEWE.</li> </ul>	<p>29. Is there any similarity in approaches adopted by the project and other interventions to protect and empower women?</p> <p>29a. What sort of complaints did you have about the similarity of approaches? (A) none (B) minor complaint (C) few complaints (D) major complaints Kindly give reasons for your response.</p>
GHR	
<ul style="list-style-type: none"> <li>Evidence of gender and human rights integration in project design and implementation</li> </ul>	30. In what ways were gender equality and human rights concerns integrated into the design and implementation of the project?
<ul style="list-style-type: none"> <li>Extent to which gender and human rights concerns reflect in project service delivery</li> </ul>	31. To what extent did gender equality and human rights reflect in the delivery of project activities? Elaborate with examples
<ul style="list-style-type: none"> <li>Degree of satisfaction of stakeholders with project's compliance with development effectiveness principles (transparency, accountability, anti-corruption etc)</li> </ul>	<p>32. What steps were taken to ensure transparency, accountability, anti-corruption etc in the implementation of the project?</p> <p>32a. How satisfied are you with the coherence of this project? [Very Satisfied-Satisfied-Fairly Satisfied-Not Satisfied]</p>
<ul style="list-style-type: none"> <li>Evidence of project's contribution to changes in quality of life of women and girls</li> </ul>	33. In what ways have the project contributed to improvement in quality of life of women and girls under the project?
DISABILITY INCLUSION	
<ul style="list-style-type: none"> <li>Evidence of inclusion PWDs</li> </ul>	34. To what extent was the project disability-inclusive
<ul style="list-style-type: none"> <li>Proportion of PWDs in project activities</li> </ul>	35. What steps were taken to include PWDs in project activities?
<ul style="list-style-type: none"> <li>Evidence of barriers faced by PWDs</li> </ul>	36. What efforts were made to address the barriers faced by PWDs while participating in project activities?
<ul style="list-style-type: none"> <li>Evidence of project's contribution to meeting the needs of PWDs and changes in their quality</li> </ul>	37. In what ways have the project contributed to meeting the needs of PWDs and improving their quality of life?

## Annex 4: Schedule of Evaluation Mission

No.	Destination	Period	Schedule	LOE (Days)
1	Abuja	March 27-31, 2023	Ibadan-Abuja (By Air) March 27 <sup>th</sup>	5
2	Borno	April 1-7, 2023	Abuja-Maiduguri (by Air) April 1 <sup>st</sup>	7
3	Yobe	April 8-16, 2023	Maiduguri-Damaturu (By UN Women-Arranged Air Transportation) April 8 <sup>th</sup>	9
4	Adamawa	April 17-20, 2023	Damaturu-Maiduguri by UN-Women-Arranged Air Transportation on April 17 <sup>th</sup> (conduct Adamawa interviews online while in Maiduguri) Maiduguri-Lagos (by Air). Lago-Ibadan (By Road) on April 21 <sup>st</sup> .	4

## Annex 5: Evaluation Management and Reference Group Members

Group	Member
Evaluation Management Group	<ul style="list-style-type: none"> <li>• The Regional Evaluation Specialist</li> <li>• The Regional Evaluation Analyst</li> <li>• The Country Office Deputy Representative</li> <li>• The Country Office Monitoring and Evaluation Specialist</li> </ul>
Evaluation Reference Group	<ul style="list-style-type: none"> <li>• Regional Evaluation Specialist UN Women WCARO</li> <li>• Monitoring and Evaluation Analyst, UN Women WCARO</li> <li>• Monitoring and Evaluation Specialist, UN Women Nigeria</li> <li>• UN Women Deputy Representative</li> <li>• WPS Programme Analyst</li> <li>• Executive Director, Care International</li> <li>• Executive Director, Plan International</li> <li>• M&amp;E Officer Care HQ</li> <li>• Deputy Ambassador of Japan to Nigeria</li> </ul>



## Annex 6: List of Stakeholder Respondents

### Annex 6.1: List of MDAs

S/N	Agencies	Location
1	UN Women	Abuja
2	NERDC	Abuja
3	Japanese Embassy, Donor Agency	Abuja
4	Plan International	Abuja
5	CARE International	Maiduguri, Borno
6	SAME	Maiduguri, Borno
7	Ministry of Women Affairs	Maiduguri, Borno
8	LEA	Maiduguri, Borno
9	Ministry of Women Affairs & SD	Maiduguri, Borno
10	SUBEB	Maiduguri, Borno
11	SAME	Maiduguri, Borno
12	SAME	Damaturu, Yobe
13	Ministry of Women Affairs	Damaturu, Yobe
14	Science Technical Board	Damaturu, Yobe
15	CARE International	Damaturu, Yobe
16	Ministry of Women Affairs	Damaturu, Yobe

### Annex 6.2: List of WLO Beneficiaries in GIHA Training in Adamawa State – Leadership and Inclusion

S/N	ORGANIZATION
1	DORCAS SISTERS FOUNDATION
2	SOCIETY FOR WOMEN & GIRLS CHILD EMPOWERMENT
3	A CHANCE AGAIN CHILD EDUCATION FOUNDATION
4	DEBBIE KAUNA FOUNDATION
5	TODAY FOR TOMORROW FOUNDATION
6	NANCIE AHMADU EDUCATIONAL FOUNDATION
7	ADAMAWA WOMEN PEACE INITIATIVE
8	ADAMAWA PEOPLE LIVING WITH DISABILITY
9	GLOBAL EDUCATION EMERGENCIES SUPPORT INITIATIVE GEESI
10	FUTURE ENABLED CHILDREN INITIATIVE

**Annex 6.3: List of WLO Beneficiaries in GIHA Training in Adamawa State  
– Early Warning and Response**

S/N	ORGANIZATION
1	JHBU DEV FNDW
2	TUTUW OF FOUNDATION
3	ZIREENZA SUPPORT FOUNDATION
4	SWIHSD
5	GOGGOGI ZUMUNCHI REST INITIATIVE (GZDI)
6	WOWICAN
7	CEPFOWY
8	DOBIYA WOMEN AND YOUNTH
9	JAMIALHAKEEM FOUNDATION
10	CWAE NISSAUS

**Annex 6.4: List of WLO Beneficiaries in GIHA Training in Borno State  
– Early Warning and Response**

S/N	ORGANIZATION
1	IWAYEC
2	MWAN
3	CARE FOR FUTURE FOUNDATION CCF
4	BONWOC
5	WINN
6	HECADF
7	GEPADC
8	UNIMAID CONSULTANT
9	THE BIG SIMLE FOUNDATION

### Annex 6.5: List of WLO Beneficiaries in GIHA Training in Borno State – Leadership and Inclusion

S/N	ORGANIZATION
1	BELA CODE
2	CARE BEST INITIATIVE
3	PAM CARE & COMMUNITY INITIATIVE
4	LABDI
5	GHIV AFRICA
6	DCR AMBASSADORS
7	GERI
8	STAND UP FOR WOMEN SOCIETY

### Annex 6.6: List of WLO Beneficiaries in GIHA Training in Yobe State

S/N	ORGANIZATION
1	COOPI
2	FINDEF
3	ALIMA
4	AFRYCFY
5	ACTION HEALTH INCORPORATED
6	MIN.OF AGRI
7	WFPSDI

### Annex 7: List of Documents consulted

- a) Gender Based Violence Prevention and Response Proposal
- ii). First Progress Report on Empowering Women and Girls
- iii). Report of Stakeholder Workshop
- iv). Training Report GIHA Consolidated
- v). Training Report on Equality and Women Empowerment Response in BAY State
- vi). Leadership Training Report in BAY States
- vii). Partner Final Narrative Report – Care International
- viii). Partner Final Narrative Report – Plan International

## Annex 8: Terms of Reference



### Terms of Reference (TOR)

#### Final Evaluation of the final evaluation of the “Empowering Women and Girls for Enhanced Gender-Based Violence Prevention and Response in Borno and Yobe States, Northeast Nigeria” project

#### UN Women Nigeria Country Office

<b>Location:</b>	<b>Application Deadline:</b>	<b>Post level</b>	<b>Duration of Contract:</b>
<ul style="list-style-type: none"><li>• Home based with expected travel to</li><li>• Northern states including Borno,</li><li>• Yobe and Adamawa states.</li></ul>	20 <sup>th</sup> September 2022	National Consultant	55 Days (October to December 2022)
	<b>Type of Contract:</b>	<b>Languages Required:</b>	
	Individual Contract (SSA)	English (Hausa will be added advantage)	

### (ix) BACKGROUND

UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security. In Nigeria, UN Women supports the strengthening of women’s voice, agency, and leadership across sectors to advance their rights, provide space for their meaningful participation, and contribute to tangible differences in their lives. Under the overarching SN 2018-2022, UN Women’s work in Nigeria focuses on four programmatic areas, including, governance and leadership, women’s economic empowerment, ending violence against women, and women, peace and security and humanitarian action.

The violent conflict in Northeast Nigeria has led to massive displacements and destruction of livelihood, with the worst affected states of Borno, Adamawa and Yobe experiencing high displacement, enormous human, social and economic losses and severe levels of food insecurity and malnutrition. The effect of the crisis has been worsened by the COVID-19 pandemic, amplifying deeply entrenched gender inequalities that are putting women at higher risk of socio-economic impact.

UN Women in Nigeria is working with national governments, other UN agencies, local authorities, and non-governmental organizations to empower women through expanding livelihood opportunities for women, increasing access to GBV services and building their leadership capacities to participate in humanitarian and recovery processes.

## (x) DESCRIPTION OF THE PROGRAMME

The Empowering Women and Girls for Enhanced Gender-Based Violence Prevention and Response in Borno and Yobe States, Northeast Nigeria” was funded by the Government of Japan to support conflict-affected women and girls with education and economic-empowerment opportunities through adaptive business skills for employability (including self-employment) and contribute to strengthening their resilience, including enhanced livelihood options and ability to recover from GBV. The project also had as an objective the promotion of meaningful participation of women

and girls and enhance transformative gender-sensitive evidence-based policies and programmes including through the engagement of men and boys as agents of change. The project built on the work of UN Women in Northeast Nigeria which had a focus on strengthening resilience of women and girls for improved recovery processes. In view of this, UN.

The project has 2 major outcomes with 5 outputs as itemized below.

### Programme Expected Results

#### Outcome 1

**Outcome 1:** Conflict-affected women and girls are self-reliant and have improved livelihood options and other needed services that support their protection/recovery from GBV.

**Output 1.1:** Conflict-affected women and girls in IDP camps and host communities are trained in adaptive business skills that are relevant for income generation, local markets and employability, including self-employment during crisis situations.

**Output 1.2:** Conflict affected young women and girls benefit from GBV prevention and recovery skills, relevant legal protection and other support services.

**Output 1.3:** Young women and girls have access to specialized emergency education opportunities to enhance their literacy skills and reduce likelihood for radicalization, unwanted pregnancies and early marriage.

#### Outcome 2

**Outcome 2:** Conflict-affected women and girls (including persons with disability) actively participate in decisions impacting them and are ensured accountability.

**Output 2.1:** Crisis-affected women and girls lead and participate effectively in planning and monitoring of programmes affecting them.

**Output 2.2:** Gender equality is promoted and State and community humanitarian, stabilization, and COVID-19 response plans and programmes reflect gender differentiated needs and resources.

IF conflict-affected women and girls have access to education opportunities, GBV prevention and response services, acquire income generation skills, lead and participate in decisions affecting them, THEN they will be self-reliant and able to support their protection and recovery from GBV and COVID-19, influence decisions and are ensured accountability, LEADING to improved standard of living and saving lives, BECAUSE the project addresses issues contributing to high GBV cases and COVID-19 impact.

The Theory of Change is based on the following assumptions:

- Income generation skills and start-up kits for women
- Availability of legislation on GBV and Government commitment to implementation
- Community GBV prevention skill through awareness
- Re-enrolment in school;

The project's implementation strategy is centered around three areas of intervention: Gender Based Violence Prevention and Mitigation through Advocacy and

community awareness, Livelihood and empowerment initiatives and Second Chance Education. These components are implemented at community levels in Borno and Yobe states of Northeast Nigeria where vulnerable communities are further exposed to risks due to the impact caused by Covid 19 pandemic.

The North-East crisis, whose effects have been worsened by the COVID-19 pandemic, is amplifying deeply entrenched gender inequalities that are putting women at higher risk of its health and socio-economic impact. There is insufficient gender analysis of COVID-19 response plans and limited female involvement in gender-related concerns. Also, there are no or few women in leadership and decision-making structures established. This project built on leadership and advocacy skills and provided technical and capacity building support to state and non-state partners, including civil society organizations to develop gender inclusive programmes as well as monitoring and reporting frameworks.

## (xi) OBJECTIVES AND PURPOSE OF THE FINAL EVALUATION

The project evaluation presents an opportunity to assess the performance of the project and achievement of results, recognizing the different needs and priorities of crises-affected populations both in camps and host community settings. The evaluation will employ relevant evaluation criteria including those of relevance, efficiency, effectiveness, human rights and gender equality and connectedness and sustainability.

While assessment of the performance and progress of the project is the priority of the evaluation, the evaluation will also consider the processes and nature of interventions to connect them with identified longer-term changes, to determine which elements work well in which contexts, and which would be worth replicating or scaling up. In addition, the evaluation will assess the level of synergy and multiplying effect between the various activities implemented by this programme and the extent of synergies and multiplying opportunities with other UN Women and partners' projects along the humanitarian-development continuum.

*Specifically, the objectives of this evaluation are to:*

- Analyze the relevance of the programme objectives, strategy and approach at the local and state level as well as UN Women's comparative advantage/added value in this area as compared with key partners
- Assess effectiveness and a potential measurable impact of the programme intervention on the target states/communities
- Assess organizational efficiency and coordination mechanisms in progressing towards the achievement of the programme results
- Assess the connectedness and sustainability of the results and the intervention in advancing gender equality in the target states.
- Identify and document lessons learned, good practices and innovations, success stories and challenges within the programme, to inform future work of UN Women with conflict affected population especially women and girls.

## (xii) DUTIES AND RESPONSIBILITIES

The Evaluation consultant will be responsible for the following tasks:

- Develop and submit a detailed methodology for the final evaluation, including desk review, analytical work, data collection techniques, key activities and timeframe for the assignment, in close cooperation with the UN Women office in Nigeria.
- Undertake a desk review of relevant documents, including the Project documents, logical and monitoring frameworks, and progress reports, among others.
- Conduct field missions to target states and consultation meetings with Programme's key stakeholders, partners and beneficiaries, including relevant government institutions, civil society organizations, women's groups/networks, and the donor, among others to review the Programme in line with the set objectives of the final evaluation. The process of conducting consultation meetings is expected to use high standard methods to maximize the collection of quality information and ensure the safety of respondents including conformity to the applicable COVID-19 prevention protocols.
- Develop and submit a final evaluation report of the project, with relevant recommendations based on the interpretation of the evaluation findings and key lessons identified.

The Programme Manager will ensure that programme related documentation, key informant contacts, regular administrative and logistical support are provided to the external evaluator. Key outputs of the evaluation will be approved by the Evaluation Management Group composed of the Programme Manager, the Regional Evaluation Specialist and the Deputy Representative after a round of

consultations with the Evaluation Reference Group. S/he will also work in collaboration with the UN Women Deputy Representative, the Ministry of Women Affairs Borno and Yobe for evaluation quality assurance.

The information generated by the evaluation will be used by UN Women and different stakeholders to:

- Contribute to building of evidence base on effective strategies for strengthening the support to the government, conflict-affected women and other stakeholders in promoting gender equality in the Humanitarian Programming in the Northeast of the country, and Nigeria at large.
- Facilitate the strategic reflection, learning and further planning for programming in the areas of strengthening the capacity of the Government of Nigeria and national stakeholders and structures in addressing gender needs in the Humanitarian Sector with the aim to increase workable solutions for gender-responsive operations and community dialogue.

The main users of the final evaluation include UN Women Nigeria Country Office, Government of Japan, key Government of Nigeria Partners; Ministry of Women Affairs, State level counterparts in Borno and Yobe and IPs. The detailed evaluation report will be shared with the Gender Technical Team, the GBV sector as well as development partners engaged in Gender programming in Humanitarian Action. Lastly, a diverse group of women-led organizations, civil society and other community members who are direct and indirect project beneficiaries, will benefit from the findings and should be included as the key actors in the design of the main recommendations.

### (xiii) EVALUATION CRITERIA AND KEY EVALUATION QUESTIONS

The evaluation will apply standard OECD evaluation criteria, namely: relevance, effectiveness (including normative, and coordination mandates of UN Women), efficiency, coherence, impact (to some extent), disability inclusion, sustainability, and human rights and gender equality as an additional criterion. The evaluation will seek to answer the following key evaluation questions and sub-questions:

#### **Relevance**

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The extent to which the objectives of the project are consistent with the evolving needs and priorities of the beneficiaries, partners, and stakeholders.

- i. Do the project objectives address identified rights and needs of the target groups (Government MDAs, Women-Led Organizations, Women and Girls Affected by Conflict)?
- ii. To what extent were national partners involved in conceptualization and design process?
- iii. To what extent did the project's design process include a collaborative process, shared vision for delivering results, strategies for joint delivery and sharing of risks among implementing organization?
- iv. Are the activities and outputs of the project consistent with the intended impacts and effects? Do they address the problems identified?
- v. Are the activities and outputs of the project consistent with the provision of UNSCR 1325 and Nigeria's National Action Plan on the Resolution and the attainment of its objectives?
- vi. To what extent is the intervention aligned with international agreements and conventions on gender equality and women's empowerment in the context of Humanitarian Action.
- vii. What rights does the project advance under CEDAW, SDGs, UNSCR 1325 and other international commitments?

#### **Effectiveness**

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The extent to which the project's objectives were achieved or are expected / likely to be achieved.

- i. Is the programme work relevant to gender responsive humanitarian action?
- ii. To what extent do the intervention strategies and activities respond to the humanitarian contexts and specific needs/priorities of Women and Girls in IDP and host communities, including those who were most vulnerable? How distinct is it compared to similar initiatives by CSOs or other partners?
- iii. To what extent the programme applied flexibility, context-specificity and the need to adjust strategies over time, as circumstances and evidence evolve in light of the fluidity of the humanitarian situation and the changing external environment?
- iv. To what extent is the programme strategically positioned and contributing to integrate gender in the broader humanitarian response?
- v. What has been the progress made towards achievement of the expected outcomes and expected results? What are the results achieved?
- vi. To what extent have beneficiaries been satisfied with the results? To what extent have capacities of relevant duty-bearers and rights-holders been strengthened?
- vii. Does the project have effective monitoring mechanisms in place to measure progress towards results?
- viii. Has the project's organizational structure, managerial support and coordination mechanisms effectively supported the delivery of the Programme?
- ix. To what extent are the project's approaches and strategies innovative for achieving provisions of UNSCR 1325? What -if any- types of innovative good practices have been introduced in the project for the achievement of GEWE results?



## Efficiency

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A measure of how economically resources / inputs (funds, expertise, time, etc.) were converted to results.

- i. Has the efficiency of the programme been impacted by the multi-dimensional nature of the programme services? Are resources concentrated on the most important initiatives or are they scattered/spread thinly across initiatives?
- ii. How did the quality of programme (inclusive of products, interventions, and services) fare against global good practices? Are there any better alternative methods and approaches that UN Women should adopt in implementing similar programmes?
- iii. What are the achievements and constraints of the programme? How well are project activities and achievements monitored and evaluated?
- iv. Have human and financial resources been optimally deployed to achieve the results? What role do partnerships play in achieving programme results and are these optimally developed?
- v. Do UN Women's institutional arrangements and mechanisms support efficient and timely humanitarian response in the context of the implementation of this programme?
- vi. What measures have been taken during planning and implementation to ensure that resources are efficiently used?
- vii. Have the outputs been delivered in a timely manner?
- viii. Has the project's organizational structure, managerial support and coordination mechanisms effectively supported delivery? What are the recommendations for improvement?
- ix. How does the Programme utilize existing local capacities of right-bearers and duty-holders to achieve its outcomes?
- x. Has the project created synergies with other programmes being implemented at country level with the United Nations and the Government of Nigeria?
- xi. To what extent is the project's monitoring mechanisms in place effective for measuring and informing management of project performance and progress towards targets? To what extent was the monitoring data objectively used for management action and decision making?
- xii. What were (if any) key opportunities and/or challenges in the operational context of the Programme?
- xiii. What changes/interventions would have been emphasized to capitalize on the opportunities for improving the project delivery?
- xiv. What future considerations should be made to address any emerging challenges?

## Impact

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Positive and negative, primary and secondary long-term effects produced by the Programme, directly or indirectly, intended or unintended. (The evaluation will not be able to fully assess the project's impact, however, it will address the following questions with the results and evidence that is available to date.)

- i. Is the project design articulated in a coherent structure? Is the definition of goal, outcomes and outputs clearly articulated?
- ii. What capacities and skills should UN Women prioritize and further develop to bring greater coherence and relevance to its interventions?
- iii. To what extent did the implementing partner(s) possess the comparative advantage in the Programme's area of work in comparison with other partners in Nigeria?
- iv. To what extent can the changes that have occurred as a result of the project be identified and measured?
- v. What were the unintended effects, if any, of the intervention?
- vi. What evidence exist that the project has delivered longer term results as compared to other projects from processes through to benefits?
- vii. To what extent was gender equality and women's empowerment advanced as a result of this intervention?

## **Sustainability**

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The likelihood of a continuation of benefits for women from a development intervention after the intervention is completed or the probability of continued long-term benefits.

- i. Are requirements of national ownership satisfied? Is the project supported by national/local institutions? Do these institutions, including government and civil society, demonstrate leadership commitment and technical capacity to continue to work with the project or replicate it?
- ii. What indications are there that the outcomes will be sustained, e.g., through requisite capacities (systems, structures, staff, etc.)? Will the programme beneficiaries be able to rely on themselves beyond the project lifespan?
- iii. To what extent are policy and regulatory frameworks in place that will support the continuation of benefits? To what extent was capacity of partners developed in order to ensure sustainability of efforts and benefits?
- iv. To what extent are the models implemented to promote women's economic empowerment supporting sustainable economic opportunities, including for host community women?
- v. What capacity of national partners, both technical and operational, has been strengthened?
- vi. To what extent have the capacities of duty-bearers and rights-holders have been strengthened?
- vii. To what extent are relevant national stakeholders and actors included in project implementation and policy advocacy?
- viii. What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time upon project completion?
- ix. How successful was the project in promoting replication and/or up-scaling of successful practices?
- x. Which innovations have been identified (if any) and how can they be replicated?

## **Coherence**

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The extent to what other interventions support or undermine the intervention and vice-versa, including aspects of complementarity, harmonization and co-ordination.

- i. To what extent is the empowering Women and Girls Project coherent with similar interventions implemented for promoting women's protection and participation in the humanitarian setting?
- ii. To what extent is the empowering Women and Girls Project coherent internally in UN Women and within the UN System in Nigeria?
- iii. To what extent is the empowering Women and Girls Project coherent with wider donor policy?
- iv. To what extent is the empowering Women and Girls Project coherent with international obligations for women's human rights, other human rights conventions and other international frameworks for gender equality and the empowerment of women?

## **Gender Equality and Human Rights**

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- i. How has UN Women's humanitarian work addressed the underlying causes of gender inequality and discrimination?
- ii. To what extent does the intervention address the underlying causes of inequality and discrimination, including those experienced by young mothers, women with disabilities and minority groups
- iii. To what extent was a human rights-based approach and gender equality incorporated in the design and implementation of the programme?
- iv. How has the attention to/ integration of gender equality and human rights concerns advanced the project?

## Disability Inclusion

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- i. Were persons with disability included in the design and implementation of the project?
- ii. What was the portion of beneficiaries with disabilities were involved?

Based on these findings, what are the recommendations for possible new programmes after the completion of the current programme? This should include necessary follow up on interventions identified, components that requires continued investments, new entry points identified, and level of engagement (state/federal, policy/operational).

Considering the mandates to incorporate human rights and gender equality in all UN work and the UN Women Evaluation Policy, which promotes the integration of women’s rights and gender equality principles into assessments, these dimensions will be given special attention for this evaluation and will be considered under each evaluation criterion.

### (xiv) STAKEHOLDERS PARTICIPATION

The final evaluation will be gender-sensitive, consultative, and apply inclusive and participatory processes as reflected in the UN Women’s guidelines for gender-responsive evaluations and the UNEG Evaluation Handbook. Throughout the evaluation process, the consultant will ensure the participation of relevant state government institutions, women-led organizations, and communities representing various groups of women from project target areas. The consultant is expected to validate findings through engagement with stakeholders at workshops, debriefings or other forms of engagement.

The consultant is expected to discuss during the Inception Workshop how the process will ensure participation of stakeholders at all stages, with a specific emphasis on rights holders and their representatives at all stages of the evaluation process.

The evaluator is encouraged to further analyze stakeholders according to the following characteristics:

1. System roles (target groups, project controllers, sources of expertise, and representatives of excluded groups);

- iii. What were the barriers faced by persons with disabilities and how were they addressed?

It is expected that the consultant will develop an evaluation matrix, which will relate to the above questions (and refine and reduce them as needed), the areas they refer to and the criteria for evaluating them as a tool for the evaluation. The final evaluation matrix will be approved along with the inception report and other relevant tools for data collection. The consultant will further define the overall approach by adopting complementary methodologies and approaches, such as a case study approach that explores a specific outcome as the “case” and prioritizes the evaluation questions suggested in these TORs.

2. Gender roles (intersections of sex, age, household roles, community roles);
3. Human rights roles (rights-holders, principal duty-bearers, primary, secondary and tertiary duty bearers);
4. Intended users and uses of the respective evaluation.

The evaluator is further encouraged to extend this analysis through the mapping of relationships and power dynamics as part of the evaluation.

It is important to pay particular attention to the participation of rights holders—in particular women and vulnerable and marginalized groups—to ensure the application of a gender-responsive approach. It is also important to specify ethical safeguards that will be employed. The evaluator is expected to validate findings through engagement with stakeholders at stakeholder workshops, debriefings or other forms of engagement.

The primary stakeholders of the evaluation include the Government of Japan (donor partner), IPs (Care and Plan International) the Ministry of Women’s Affairs Borno and Yobe states, Gender Technical team, GBV sector and other institutions who are key beneficiaries.

## (xv) SCOPE OF THE EVALUATION

The Empowering Women and Girls Project final evaluation will focus on the activities of the project between March 2021 and **December 2022** and will rely on existing background documents for the project and other relevant project documents, including results, logical frameworks and reports. **The geographic scope** of the evaluation will include key stakeholders and primary beneficiaries in Borno, Adamawa and Yobe States where the project was implemented.

## (xvi) EVALUATION PROCESS AND METHODOLOGY

The final evaluation exercise will include a desk review of relevant documentation, including policies, frameworks and reports; key informant interviews and group consultations with representatives from relevant security sectors, relevant government agencies, civil society representatives, individual experts and women's groups/network, among others. The final evaluation findings will be used to elaborate recommendations for amendments to the project's implementation strategy to support more effective implementation, as well as suggestions for a strengthened monitoring and evaluation framework. The consultant will be supported by UN Women Project Manager and other Gender in Humanitarian Action team members who will support the preparation and implementation of the activities of the assignment.

The evaluation process will include the following stages:

1. **Preparation:** gathering and analyzing programme data, conceptualizing the evaluation approach, internal consultations on the approach, preparing the TOR, establishment of the evaluation steering committee and stakeholders mapping.
2. **Inception:** consultations between the Evaluation Consultants and the ERG, programme portfolio review, light evaluability assessment and boundary analysis, finalization of stakeholder mapping, inception meetings, review of the result logics, analysis of information relevant to the initiative, finalization of evaluation methodology and preparation and validation of inception report.
3. **Data collection and analysis:** in-depth desk research, in-depth review of the programme documents and monitoring frameworks, in-depth online and in-person interviews as necessary, staff and partner survey/s, and onsite data collection. De-briefing sessions with the key stakeholders will be organized to present emerging trends/ preliminary findings and to build ownership of the findings with programme counterparts. This helps to obtain a sense of the evaluation team's preliminary findings ahead of the interim reporting phase.
4. **Analysis, validation and synthesis stage:** analysis of data and interpretation of findings and drafting and validation of an evaluation report and other communication products.

5. **Dissemination and follow-up:** once the evaluation is completed, UN Women is responsible for the development of a Management Response to evaluation recommendations after the final approval of the evaluation report.

The Independent Evaluation Service (IES) is the custodian of UN Women's evaluation function, which is governed by an Evaluation Policy. The IES has developed the Global Evaluation Reports Assessment and Analysis System (GERAAS), which has adapted United Nations Evaluation Group (UNEG) Standards for Evaluation in the UN System to guide evaluation managers and evaluators on what constitutes a 'good quality' report at UN Women. All evaluations in UN Women are annually assessed against the framework adopted in GERAAS and hence the evaluation Facilitators should be familiar with GERAAS quality standards.

All evaluations are publicly available on the Global Accountability and Tracking of Evaluation (GATE) system along with their management responses.

In addition, UN Women is a lead of UN System-wide Action Plan on Gender Equality and the Empowerment of Women, or UN-SWAP reporting entity. The consultant will take into consideration the fact that all evaluations in UN Women are annually assessed against the UN-SWAP Evaluation Performance Indicators and its related gender equality scorecard.

In line with the above mentioned, the evaluation report will be subjected to UN-SWAP quality scoring and must demonstrate evidence of gender integration in the evaluation process and report. The methodology should clearly focus on highlighting gender issues in the implementation of the Programme. This is one of the elements by which the report of this final evaluation will be scrutinized by a team of external evaluators, using the UN-SWAP criteria. The evaluation performance indicator [UN SWAP EPI Technical Guidance and Scorecard] is used to appreciate the extent to which the report satisfies the following criteria:

- GEWE is integrated in the scope of analysis and assessment indicators are designed in a way that ensures GEWE related data will be collected.

## Methodology

The methodology will deploy mixed methods, including quantitative and qualitative participatory data collection methods and analytical approaches to account for the complexity of gender relations and to ensure participatory and inclusive processes that are culturally appropriate. The detailed methodology for the evaluation will be developed, presented and validated at the onset of the evaluation.

A theory of change approach will be followed. The theory of change should elaborate on the objectives and articulation of the assumptions that stakeholders use to explain the change process represented by the change framework that the project considered and should assess how UN Women CO Nigeria and the partners have contributed to any change and transformation of power relations. Assumptions should explain both the connections between early and intermediate project outcomes and the expectations about how and why the project has brought them about.

Participatory and gender sensitive evaluation methodologies provided for in the UNEG Evaluation Handbook will support active participation of women and men, as well as representatives of key organizations and institutions benefiting from the project intervention:

- Desk Review of Documents:** The evaluation should begin with an in-depth context analysis of the project from a desk review of documents that can also answer questions of relevance (e.g. successes, challenges, lessons learnt, opportunities, etc.)
- Online consultations and discussions** with participating senior management, project management staff including IPs and representatives of partners institutions

- GEWE is integrated in the final evaluation criteria and assessment questions are included to specifically address how GEWE has been integrated into the design, planning, implementation of the intervention and the results achieved;
- A gender-responsive methodology, methods and tools, and data analysis techniques are selected.
- Findings, conclusions and recommendations reflect a gender analysis.

The SSR project final evaluation will be conducted in accordance with UN Women evaluation guidelines and UNEG Norms and Standards for evaluation and the UNEG Code of Conduct for Evaluations in the UN System.<sup>1</sup>

- Key Informant semi-structured interviews:** Key informants are individuals who are knowledgeable or experienced in a specific areas or aspects of the project. For the purposes of this evaluation, the key informants will range from the key staff of IPs and other civil society organizations, Government Ministries Department and Agencies, Women Groups/ Networks, members of target communities (traditional leaders, etc.), representatives of the beneficiary groups and the donor (as applicable).
- Focus Groups/Consultation Workshops/Participatory community methodologies:** Focus group discussions can gather in-depth qualitative information from a group of participants with a similar background/role in the project – for example, civil society partners, community leaders, programme participants/beneficiaries, etc. The discussions will be facilitated and guided by a list of topics/questions developed by the evaluation consultant. The consultant will also identify focus groups based on the areas of evaluative inquiry, including the possibility of organizing online consultative workshops.

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1 UNEG Ethical Guidelines : [http://uneval.org/papersandpubs/documentdetail.jsp?doc\\_id=102](http://uneval.org/papersandpubs/documentdetail.jsp?doc_id=102); The UNEG Code of Conduct for Evaluation: [http://uneval.org/papersandpubs/documentdetail.jsp?doc\\_id=100](http://uneval.org/papersandpubs/documentdetail.jsp?doc_id=100)

- v. **Cost-Effectiveness Analysis:** Cost effectiveness analysis compares the efficiency of alternate approaches and compares financial cost against non-financial outcomes. This is expected to provide information on best value for money.

The final evaluation consultant is solely responsible for data collection, transcripts or other data analysis and processing work. Usage of online platforms and surveys

as a complementary and additional methodology is highly recommended, particularly due to COVID-19 and security restrictions. UN Women can provide initial support in survey monkey platform or other data collection platforms. However, the evaluation consultant is expected to manage those platforms and to provide data analysis as defined in the inception report.

## (xvii) Expected deliverables with Timeframe

The evaluation is expected to be conducted according to the following time frame

#	Deliverables	Estimative number of days	Indicative Deadline
1	<b>Final Inception Report</b> The inception report should capture relevant information such as proposed methods; proposed sources of data; and data collection procedures. The inception report should also include an evaluation matrix, proposed schedule of tasks, activities and deliverables and should also contain background information <sup>2</sup> .	15 days	September 26 <sup>th</sup> to October 14 <sup>th</sup> , 2022
2	A briefing and report with preliminary findings and Power Point Presentation of <b>preliminary findings</b> presented to the Reference Group.	20 days	October 17 <sup>th</sup> to November 11 <sup>th</sup>
3	<b>Interim Evaluation Report</b> Report structure structured as follows: <ul style="list-style-type: none"> <li>• Title</li> <li>• Executive summary</li> <li>• Background and purpose of the evaluation</li> <li>• Context / Background and project description</li> <li>• Evaluation objectives and scope</li> <li>• Evaluation methodology and limitations</li> <li>• Findings: relevance, effectiveness, efficiency, sustainability, and gender and human rights</li> <li>• Conclusions</li> <li>• Recommendations</li> <li>• Lessons learned and innovations</li> <li>• Proposed management response and Dissemination Strategy</li> </ul> Annexes: <ol style="list-style-type: none"> <li>1. Terms of reference of the Evaluation</li> <li>2. List of documents/publications reviewed and cited</li> <li>3. Data collection instruments</li> <li>4. Lists of institutions interviewed or consulted and sites visited (without direct reference to individuals) <ol style="list-style-type: none"> <li>1. Tools developed and used such as the evaluation matrix</li> <li>2. List of findings and recommendations</li> </ol> </li> </ol> Any further information the independent consultant deems appropriate	10 days	November 14 <sup>th</sup> 25 <sup>th</sup> , 2022
4	<b>Power point Presentation of interim report</b> A presentation of interim report should be done at a validation workshop facilitated by the National Consultant.	1 day	November 28 <sup>th</sup> , 2022
5	The interim evaluation report is deemed final if its revision satisfies improvement suggestions. The final Evaluation report should follow UNEG evaluation reporting guidance and be submitted in both hard and soft copies	9 days	November 29 <sup>th</sup> to December 6 <sup>th</sup> 2022

<sup>2</sup> UN Women guidance on inception reports is available.

The evaluation consultant is expected to demonstrate during the inception report presentation how the process will ensure participation of stakeholders at all stages, with specific emphasis on right-holders and their representatives. The consultant is also expected to design, facilitate and report on the following events:

1. The Inception report presentation (including refining the evaluation uses, the evaluation framework, the stakeholders' map, and the theory of change);
2. In-country exit workshop or Exit Brief for UN Women staff and key stakeholders.

### Expected deliverables

1. Inception Report, outlining the refined scope of the work, a detailed outline of the evaluation design and methodology, evaluation questions, and criteria for the approach for in-depth desk review and field work to be conducted in the data collection phase. The report will include an evaluation matrix and a detailed work plan.
2. Facilitate participatory meetings with stakeholders, partners and selected project beneficiaries at states level and target field locations to collect relevant data.
3. Presentation of preliminary findings report (conducted in target states). A presentation detailing the emerging findings of the review will be shared with UN Women and key partners for feedback. The revised presentation will be delivered to key stakeholders for comments and validation. The consultant will address the feedback received into the interim report.
4. Interim evaluation report which will be shared with UN Women for initial feedback.
5. Final evaluation report taking into consideration comments and feedback collected from UN Women. The report shall include the following chapters:

Executive Summary, Introduction and Background, Evaluation approach and methodology (including limitations), Findings, Conclusions, Lessons learnt, Recommendations and relevant Annexes, including Evaluation Brief (3-4 pages)

The Evaluation Management Group will provide quality assurance based on UNEG standards and norms, [UN SWAP Evaluation Performance Indicator](#) and GERAAS meta-evaluation criteria.

The UN Women technical **team** will review the feedback and recommendations and share with the consultant, who is expected to use them to finalize the inception/final report. To ensure transparency and credibility of the process in line with the UNEG norms and standards, a rationale should be provided for any recommendations that the team does not take into account when finalizing the report.

All payments to the consultant will be made subject to the approval of deliverables by the evaluation management group, in line with conformity to GERAAS evaluation guidelines. Payments will be affected as follows:

Deliverables	% to be paid
Submission of an approved inception report	15%
Validation of the interim report following the completion of the data collection process	35%
Approved final evaluation report	50%

### (xviii) Management, reporting and supervision of the project final evaluation

The Empowering Women and Girls project final evaluation will be gender sensitive and consultative with a strong learning component. It will be inclusive and will entail participatory processes to ensure the participation of Government MDAs, Judiciary, Women Groups/Networks, CSOs, among others, in project target states.

The evaluation will be Human Rights and Gender responsible and in line with UN Women guidelines for conducting gender sensitive evaluation, **Evaluation Reference Group (ERG)** and **Evaluation Management**

**Group (EMG)** will be established and will participate in the evaluation conduct and management throughout the whole process.

The EMG is the **CO and RO technical team** comprising of senior management of UN Women at least at the Deputy Representative level and their delegated Programme staff and the Regional Evaluation Specialist. The EMG will be established to oversee the evaluation process, make key decisions and quality assure the different deliverables. Evaluation Management Group will be co-chaired by the

UN Women designated senior manager or designated official and the RO Evaluation Specialist who will approve the inception report.

The **Evaluation Reference Group** (ERG) is an integral part of the evaluation management structure and is constituted to facilitate the participation of relevant stakeholders in the design and scope of the evaluation, raising awareness of the different information needs, identification of any factual errors or errors of omission or interpretation at key stages of the evaluation process. It will ensure quality assurance throughout the process and in disseminating the evaluation results.

The **Evaluation Reference Group** (ERG) for the final evaluation of the project will be formed from the key Government partners, Representatives from Civil Society Organizations, UN Women Country Representative, Deputy Country Representative, and Project Manager and a Representative from the academia. The ERG will be engaged throughout the whole evaluation process, will review the

interim evaluation report and provide substantive feedback to ensure quality and completeness of the report and will participate in the inception and validation meeting of the final evaluation report.

The Programme Manager will serve as the **Evaluation Manager**, and be responsible for day-to-day support of the evaluation process in consultation with the Regional M & E Focal Point. Support will include =logistics, programme documents, materials (office supplies), and office space as necessary.

Within six weeks upon completion of the evaluation, UN Women has the responsibility to prepare a **management response** that addresses the findings and recommendations to ensure future learning and inform implementation of relevant future interventions.

UN Women Representative will be responsible to implement Management response into the Country office programming and operations.

## (xix) Evaluation Consultant

The final evaluation consultant will have the overall responsibility and accountability for data collection, report writing and data analyses.

### **Functional Competencies:**

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1. Extensive experience in conducting evaluations; gender-sensitive evaluations certification or experience preferred.
2. Excellent knowledge and experience in gender equality and women's empowerment programming and implementation.
3. In-depth experience and excellent knowledge of results-based management
4. Ability to actively seek information, offer new and different options for problem solving and meet client's needs.
5. Excellent and effective communication (verbal and written) skills, including preparation of official email invitations, reports and presentations with clear and succinct formulation of findings, observations, analysis and recommendations.
6. Excellent interpersonal skills; ability to establish and maintain effective working relations with people in a multi-cultural, multi-ethnic environment with sensitivity and respect for diversity.

### **Core Values:**

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- Respect for Diversity
- Integrity
- Professionalism

### **Qualifications:**

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Advanced University degree (Master's Degree or equivalent) in a relevant Social Science (Gender Studies, Business Administration, International Development, Human Rights, Political Science, International Relations, Peace and Conflict Studies or any related field).

1. At least 7 years of work experience in the conducting evaluations, including for Humanitarian Sector programming or other related fields.
2. Strong technical competences in gender and women's empowerment agenda
3. Sound record in designing and leading evaluations; gender-sensitive evaluation certification or experience preferred.
4. Proven experience in conducting gender-responsive evaluations



5. Detailed knowledge and familiarity of the UN, its programming processes and coordination mechanisms.
6. Extensive knowledge of, and experience in applying, qualitative and quantitative evaluation methods;

In-depth experience and excellent knowledge of results-based management

7. Strong process management skills, including facilitation
8. Strong oral and writing skills

### I. Ethical Code of Conduct

The United Nations Evaluations Group (UNEG) Ethical Guidelines and Code of Conduct for Evaluation in the UN system are available at: <http://www.uneval.org/document/detail/100>; Norms for evaluation in the UN

system: <http://unevaluation.org/document/detail/21> and UNEG Standards for evaluation (updated 2016): <http://unevaluation.org/document/detail/1914>.

### II. Existing Information Sources

- a) Violence against Persons Prohibition Law Borno state
- b) Violence against Persons Prohibition Law Borno state
- c) Project Document, including Result and Logical Framework
- d) Implementing Partner Technical Proposal

- e) Project First and Second Interim Narrative Report to Donor
- f) Various Project Documents
- g) UN Women Strategic Note (2018 – 2022)
- h) UN Women Nigeria Country Portfolio Evaluation
- i) Other studies related to Nigeria, as applicable

### (xx) Application process

Potential candidates should submit the following documents.

1. A Cover letter expressing your interest and motivation for this job
2. A Curriculum Vitae with relevant experience, that includes contact information of 3 references.
3. A financial proposal. The financial proposal shall specify a total lump sum amount per each deliverable, including administrative fees. **The lump sum costs must be accompanied by a detailed breakdown of costs calculation.**
4. Copy of two recent evaluation reports

All applications must include (as an attachment) a CV and a financial proposal. Applications without a financial proposal will be treated as incomplete and will not be considered for further processing.

**Please note that** only short-listed candidates will be invited to the interview.

Selected candidates will need to submit prior to commencement of work:

1. A copy of the latest academic certificate
2. UN Women P-11 form, available via <http://www.unwomen.org/en/about-us/employment>
3. A statement from a medical doctor of 'good health and fit for travel'

Shortlisted candidates will be required to take a short verbal interview as part of the final selection process.

### III. Annexes

1. Guidance on the UN Women Global Evaluation Report Assessment and Analysis System (GERAAS) is available at: <http://www.unwomen.org/en/about-us/evaluation/decentralized-evaluation>
2. UN Women Evaluation Consultants Agreement Form: <http://gate.unwomen.org/>
3. UN Women Independent Evaluation Office <http://genderevaluation.unwomen.org/en/evaluation-handbook> 18
4. UNEG Ethical Guidelines and Code of Conduct for Evaluation in the UN system <http://www.uneval.org/document/detail/100>
5. UNEG Norms for Evaluations: <http://unevaluation.org/document/detail/21>
6. UNEG Standards for Evaluation: <http://unevaluation.org/document/detail/22>
7. UN Women Gender Sensitive Evaluation Handbook: <http://genderevaluation.unwomen.org/en/evaluation-handbook>
8. UN Office of the High Commissioner for Human Rights (OHCHR) – Universal Human Rights Index: <http://uhri.ohchr.org/en>
9. UN Statistics – Gender Statistics: <http://genderstats.org/>
10. UNDP Human Development Report – Gender Inequality Index: <http://hdr.undp.org/en/content/gender-inequality-index-gii>
11. World Bank – Gender Equality Data and Statistics: <http://datatopics.worldbank.org/gender/>
12. Organization for Economic Co-operation and Development (OECD) Social Institutions and Gender Index: <http://genderindex.org/>
13. World Economic Forum – Global Gender Gap Report: <http://www.weforum.org/issues/global-gender-gap>
14. A listing of UN report, databases and archives relating to gender equality and women’s human rights can be found at: [http://www.un.org/womenwatch/directory/statistics\\_and\\_indicators\\_60.htm](http://www.un.org/womenwatch/directory/statistics_and_indicators_60.htm)



**UN WOMEN IS THE UNITED NATIONS  
ENTITY DEDICATED TO GENDER EQUALITY  
AND THE EMPOWERMENT OF WOMEN.  
A GLOBAL CHAMPION FOR WOMEN AND  
GIRLS, UN WOMEN WAS ESTABLISHED  
TO ACCELERATE PROGRESS ON MEETING  
THEIR NEEDS WORLDWIDE.**

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: women lead, participate in and benefit equally from governance systems; women have income security, decent work and economic autonomy; all women and girls live a life free from all forms of violence; women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



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