**MOBILIZING COMMUNITIES
TO END SEXUAL-BASED VIOLENCE AGAINST GIRLS
IN LOCAL DISTRICT OF ABUJA MUNICIPAL AREA COUNCIL, Nigeria
(March 2017 – February 2019)**

**Final Evaluation commissioned by:
UN Trust Fund to End Violence against Women and
SOAR Initiative**

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FINAL REPORT – JUNE 2019

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## Acronyms and Abbreviations

| | |
|---|---|
| **AMAC** | Abuja Municipal Area Council |
| **BEC** | Basic Education Certificate |
| **CFHI** | Center for Family Health Initiative |
| **CDC** | US Centers for Disease Control and Prevention |
| **CJC** | Child Justice Clinic |
| **UNICEF** | United Nations Children's Fund |
| **CRA** | Child's Rights Act |
| **CYPF** | Child & Youth Protection Foundation |
| **CSO** | Civil Society Organization |
| **CCPC** | Community-based Child Protection Committee |
| **CEDAW** | UN Convention on Elimination of Discrimination Against Women |
| **UNCRC** | UN Convention on the Rights of the Child |
| **CRCW** | African Union Charter on the Rights and Welfare of the Child |
| **DOAF** | Daughters of Abraham Foundation |
| **NDHS** | Nigerian Demographic Health Survey |
| **DFID** | UK Department for International Development |
| **UNDP** | United Nations Development Programme |
| **FCT-Abuja** | Federal Capital Territory-Abuja |
| **FGM/C** | Female Genital Mutilation/Cutting |
| **GDI** | Gender Development Index |
| **GII** | Gender Inequality Index |
| **GNI** | Gross National Income |
| **GSS** | Government Secondary School |
| **HDI** | Human Development Index |
| **FIDA** | International Federation of Women Lawyers |
| **IPV** | Intimate Partner Violence |
| **J4A** | Justice for All Program |
| **JSS** | Junior Secondary School |
| **NAPTIP** | National Agency for the Prohibition of Trafficking in Persons |
| **NPC** | Nigerian National Population Commission |
| **NACTAL** | Network of Civil Society Organisations Against Child Trafficking Abuse and Labour |

| | |
|---|---|
| **NGO** | Non-Governmental Organisation |
| **OAU** | Organization of African Unity |
| **PTA** | Parents Teachers Associations |
| **PIAT** | Project Implementation Advisory Team |
| **SBMC** | School-Based Management Committee |
| **SA** | Sexual Abuse |
| **SBVAC** | Sexual-Based Violence Against Children |
| **SBVAG** | Sexual-Based Violence Against Girls |
| **SOAR** | Sexual Offences Awareness & Response Initiative (prior to January 2019 known as the Sexual Offences Awareness & Rehabilitation Initiative) |
| **UNTOC** | United Nations Convention against Transnational Organized Crime |
| **UBE** | Universal Basic Education |
| **VAC** | Violence against Children |
| **VACS** | Violence against Children Survey |
| **SSCE** | Senior School Certificate Examination |
| **SSS** | Senior Secondary School |
| **SDG** | Sustainable Development Goal |
| **TOR** | Terms of Reference |
| **WOTCLEF** | Women Trafficking and Child Labour Eradication Foundation |

# Executive Summary

## Context and Project Description

The National Population Commission of the Federal Government of Nigeria conducted the Violence Against Children Survey (VACS)[1] in 2014 which revealed alarming rates of sexual abuse (SA)[2] against Nigerian girls:

- As much as 25% of girls experience SA before age 18
- Only 37% of girls who experience SA disclose the incident
- Only 16% of girls who experience SA know where to seek services
- Only 5% of girls who experience SA seek help
- Only 4% of girls who experience SA receive services

The VACS findings, published by the Nigerian National Population Commission (NPC), the US Centers for Disease Control (CDC ), and UNICEF, helped spur the Nigerian President Muhammadu Buhari, to launch in 2015, a Year of Action, calling on the Government, NGOs, religious leaders and groups, the media and every Nigerian to take action to help end violence against children. In 2016, in alignment with the Sustainable Development Goals (SDG), the president launched the Campaign to End Violence Against Children by 2030, in which he pledged to commit to protecting every Nigerian child from violence.

Nigeria is a Federal Republic, with 36 states with considerable autonomy and the seat of government in the Federal Capital Territory-Abuja (FCT-Abuja). It has a tripartite legal system comprised of customary law which is rooted in the traditional local customs of a tribe or ethnic group, religious law, Sharīʿah, based on the Qu'ran, and statutory law derived from the Nigerian Constitution. Nigeria is the most populous country in Africa with 190.89 million people[3]. Nigeria has more than 250 ethnic groups, with the three largest being the Hausa (25%) to the North, Yoruba (21%) to the West, and Igbo (18%) to the East. Although English is the official language, more than 500 languages are spoken throughout Nigeria. The three most common languages are eponymous with the three largest tribes. Islam (51%), Christianity (47%), and traditional religions (1%) are practiced in Nigeria. In contrast to this mix of laws, ethnicities, tribes, languages, and religions, across all these differences, Nigeria is consistently a patriarchal society. The complicated political and legal structure, coupled with the conservative and patriarchal social beliefs and systems, have combined to maintain gender inequality and the subjugation of females to males which enables sexual-based violence against girls (SBVAG).

The Sexual Offences Awareness & Victims Response (SOAR) Initiative is a Nigerian NGO based in FCT-Abuja that is dedicated to preventing all forms of child SA and to providing care and support for victims and survivors. From 2017 to 2019, to address SBVAG with financial assistance of the UN Trust Fund to End Violence against Women (UNTF), SOAR, in consultation with other stakeholders, designed, implemented, and operated a programme of awareness-raising and skills and knowledge training interventions in six schools and two communities within FCT-Abuja. The interventions trained girls and adults in how to understand, identify, prevent, respond to, and report SBVAG, including how girls can get help if they are a victim of SBVAG, and how to speak out against SBVAG in their schools and communities. The training included developing skills to challenge traditional views around masculinity and encouraging new behaviours among girl students and staff at the schools and girls and community leaders in the communities. The project addressed the SA of girls ages 8-18 years old who lived in a project community or attended a project school. The project implemented two parallel models of anti-SBVAG interventions simultaneously – one in the schools and the other in the communities. The

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[1] [Violence Against Children in Nigeria: Findings from a National Survey 2014](#) [accessed 16 April 2019]

[2] Sexual abuse (SA) as defined here includes unwanted sexual touching, unwanted attempted sex, pressured sex in a non-physical way (ex. harassment, threats or tricks), and physically forced sex, whether it was committed by adults, other minors, family members, or non-family members.

[3] [https://data.worldbank.org/indicator](https://data.worldbank.org/indicator) [accessed 31 May 2019].

school-based model was implemented in six public and private schools where the primary beneficiaries were School Girls and the secondary beneficiaries were School Staff, including Counsellors. The community-based model was implemented in Dutse and Wumba where the primary beneficiaries were Community Girls and the secondary beneficiaries were the Community Child Protection Committee (CCPC) Members and Female Mentors. This report presents the findings from the final evaluation of the project's interventions.

## Evaluation Objectives and Purpose

The main objective of the project was for *"Girls (8 to 18 years) involved in the project in Dutse and Wumba communities of the Federal Capital Territory (FCT) to have improved safety and support against SBVAG by February 2019".* This project was important because it addressed SBVAG in Nigeria where it is pervasive and it did so in two rural communities (Dutse and Wumba) and six schools (public and private) that served those communities, and these schools and communities were not being served by other anti-SBVAG efforts. The purpose of the evaluation was to provide UNTF with the required external, independent, final evaluation of the *Mobilizing Communities* project implemented by SOAR, one of their small-awards grantees. The evaluation assessed the project against the OECD-DAC criteria of effectiveness, relevance, efficiency, sustainability, and impact, and UNTF criteria of knowledge generation, gender equality and human rights, as well as operational efficiency and the project goal and outcomes. The project's interventions were focused on changing the attitudes and behaviours of primary and secondary beneficiaries around SBVAG. This evaluation was begun immediately following the end of the project on 28 February 2019 and was undertaken 1 March 2019 to 15 July 2019.

### Intended Audience

This final evaluation is intended to be used by practitioners engaged in anti-SBVAG efforts, organizations funding anti-SBVAG projects, NGOs developing anti-SBVAG plans, and city, state, and national education departments planning whole-system anti-SBVAG interventions. Although this project ended and SOAR and UNTF have withdrawn their support, the intention was for secondary beneficiaries in the communities and schools to take ownership of the project and to sustain it, which they were doing as of the writing of this report. Therefore, this evaluation is intended for those who are sustaining the project. This evaluation provides information on what works to raise awareness and increase knowledge about SBVAG and to change attitudes and behaviours to prevent and change responses to SBVAG should it occur. It also examines the impact of the programme's interventions on Community Girls and School Girls, girls in public and private schools, girls who attended only community and only school interventions, girls who were enrolled below grade level and those at or above grade level, and girls with intensive training in the community and school model.

### Methodology

The evaluation used qualitative, quantitative, and mixed-method methodologies. It was carried out between March 2019 and July 2019. The evaluation team was comprised of national and international consultants. The national team was led by Olufunmilayo Oyerinde, MPH who supported the development of data collection instruments and protocols, conducted interviews, observations, and surveys, and oversaw interview transcription and data entry. The international consultant was Kelli Henry, Ph.D. who developed data collection instruments and protocols, conducted interviews, observations, and surveys, designed, managed, and supervised the evaluation, and wrote the report.

### Evaluation Design

The evaluation used a "post-intervention only without a comparison group" design. An experimental, quasi-experimental, or pre-/post-test intervention design was not possible because participants were not randomly assigned to the programme and because data were not collected at baseline from the primary beneficiaries on key indicators. Therefore, to measure change in attitudes and behaviours, the evaluation employed carefully worded survey questions that explicitly asked the primary and secondary beneficiaries to compare their

knowledge, attitudes, and behaviours on key issues from before and after the programme (interventions) to capture perceived changes due to their participation in the programme (interventions).

## Data Sources

The evaluation utilized primary and secondary data sources. Evaluators collected primary data from primary and secondary beneficiaries during a field mission to FCT-Abuja in May 2019, and from SOAR Staff and Project Implementation Advisory Team (PIAT) members via videocall interviews and online surveys later that month.

Evaluators also gathered secondary data sources. SOAR provided programme information, including progress reports, annual reports, videos, and descriptions and summaries of data SOAR collected from focus groups, advocacy visits, and community mapping. The evaluators also gathered reports published by relevant international organizations, researchers, and government ministries.

## Data Collection and Data Analysis

The evaluation collected quantitative and qualitative data. Quantitative data were collected using structured survey tools. Quantitative data were collected from primary beneficiaries (Community Girls and Schools Girls) and secondary beneficiaries (School Staff and Counsellors and CCPC Members and Female Mentors) using paper-and-pencil questionnaires, and from Implementation Stakeholders (SOAR Staff and PIAT members) using online questionnaires administered remotely. The questionnaires included questions that were open-ended and closed-ended (yes/no, multiple choice, and Likert scales). Qualitative data were collected from primary and secondary beneficiaries using in-person observations of meetings and semi-structured in-person interviews, and from SOAR Staff and PIAT members using videocall interviews. All observations and interviews were semi-structured. Quantitative data were analysed using contingency tables, descriptive statistics, and parametric (two-sample t-test) and non-parametric (Fisher's Exact Test and Mann-Whitney U Test) tests. Qualitative data were analysed thematically according to the OECD and UNTF evaluation criteria.

Of the total project population of 682 participants, 405 were surveyed and 73 were interviewed. By subgroup, the number surveyed and interviewed was as follows: Primary Beneficiaries (565) 359 were surveyed and 45 interviewed; Secondary Beneficiaries (107) 41 were surveyed and 22 were interviewed; and Implementation Stakeholders (10) 5 were surveyed and 6 were interviewed. In the table below are the number of primary and secondary beneficiaries surveyed and interviewed by programme model type. The school-based model had many more beneficiaries participate than the community-based model and this was reflected in the number of beneficiaries who were surveyed (260 and 141, respectively) and interviewed (42 and 23, respectively).

**Number of Beneficiaries Surveyed and Interviewed in the Community-based and School-based Models.**

| Beneficiaries | Community-based Model | | School-based Model | |
|---|---|---|---|---|
| | **Surveyed** | **Interviewed** | **Surveyed** | **Interviewed** |
| **Primary Beneficiaries** | | | | |
| **Community Girls** | 111 | 13 | -- | -- |
| **School Girls** | -- | -- | 249 | 32 |
| **Secondary Beneficiaries** | | | | |
| **CCPC Members** | 23 | 6 | -- | -- |
| **Female Mentors** | 7 | 4 | -- | -- |
| **School Staff** | -- | -- | 11 | 11 |
| **Total** | **141** | **23** | **260** | **43** |

*Source: Evaluation Team survey and interview data.*

**Major Limitations**

The evaluation had four major limitations which limited its ability to attribute observed change in primary and secondary beneficiary knowledge, attitudes, and behaviours to the programme interventions being evaluated: 1) baseline data were not collected from the primary beneficiaries regarding key issues the interventions were meant to address, which meant that neither a quasi-experimental nor a simple pre-/post-test design could be used; 2) the Results Chain assumed that there would be two distinct sets of primary beneficiaries, Community Girls and School Girls, each of which would engage in their own activities, which would produce their own outputs and outcomes, which would ultimately lead to the project goal, but a subset of both sets of primary beneficiaries participated in both groups' activities, distorting the entire length of the Results Chain, which meant that the effect of community-based or school-based interventions could not be completely isolated; 3) no comparison group for the primary beneficiaries was identified (and therefore no baseline data were collected on the comparison group) and this, combined with the fact that the primary beneficiaries were spread across six public and private schools and two rural communities and that there was overlap at the activity level of the Results Chain, meant that no valid comparison group could be identified at the end of the project;  and 4) data on the primary beneficiaries were not collected at the individual-level so it was not possible to reliably track which interventions were associated with which attitude and behavioural changes.

To compensate for the lack of baseline data, the evaluation asked participants to report how much the programme changed their knowledge, attitudes, and behaviours around SBVAG-related issues. To compensate for the lack of a comparison group, the evaluation compared different participant groups to one another in key intervention areas. To compensate for the overlap in activities among primary beneficiaries, the evaluation built a variety of contingency tables to analyse the relationship between different programme interventions and different groupings of the primary beneficiaries. To compensate for the lack of individual-level intervention tracking data, the evaluation asked participants to indicate in which interventions they had participated.

## Key Findings and Conclusions

The key findings and conclusions presented here address the evaluation questions derived from the Results Chain and from additional questions from SOAR and UNTF.

**Effectiveness**

**9.2.2 Achievement of project goal, outcomes, and outputs**

**Conclusion 4 (9.2.2-2).** Regarding the **Project Goal** – *that girls in Dutse and Wumba experience improved safety and support* – the project surpassed its targets as indicated by the survey responses of both CCPC members and Community and School Girls. **Indicator 1, Targets 1-2.**  The percentage of all CCPC members who reported that girls in the project schools and communities feel safer or more supported against SBVAG was 91% and 100%, respectively.  In both Dutse and Wumba, 100% of CCPC members reported they believed the CCPC helped girls feel safer, while 100% and 82%, respectively, reported that girls feel better supported. This shows that the project met its targets of 30% of CCPC members – combined as well as separately– reporting the programme helped girls feel safer or more supported. **Indicator 2, Targets 1-4.** The percentage of all girls in the project schools and communities who reported feeling safer and more supported against SBVAG was 88% and 89%, respectively. Among Community Girls, 92% reported feeling safer, while 89% reported feeling more supported. Among School Girls, 84% reported feeling safer, while 88% reported feeling more supported.  This shows that the project met its targets of 60% of Community Girls and School Girls – combined as well as separately – reporting the programme helped girls feel safer or more supported.

**Conclusion 5 (9.2.2-3).** Regarding **Outcome 1 [communities]** – *that Dutse and Wumba have improved structures, attitudes, and behaviours to protect and support Community Girls against SBVAG* – the project surpassed its targets as indicated by a desk review and responses of both CCPC members and Female Mentors.

**Indicator 1.1, Targets 1-4. Target 1.** Two CCPCs were created, one in Dutse and one in Wumba, and each had at least 15 members attend meetings regularly. The members were comprised of males and females, a variety of ethnicities (including Ebira, Gbagyi, Igbo, Sayawa, Tiv, and Yoruba), and different ages (child, youth, and adult). This shows that the project met its target of creating a CCPC in each project community that had gender, ethnic, and age diversity. **Target 2.** The percentage of all CCPC members trained in understanding and responding to SBVAG was 65% (15) and 74% (17), respectively. The percentage of Dutse CCPC members trained in understanding and responding to SBVAG was 58% (7) and 67% (8), respectively, compared to 73% (8) and 82% (9), respectively, of Wumba CCPC members. This shows that the project met its target of 50% of CCPC members – both combined and separately – met its target of 50% of CCPC members being trained**. Target 3.** Regarding the training they received, among all CCPC members, 100% reported they could now identify and respond to SBVAG and 96% reported they learned how to protect against and report SBVAG. Regarding applying this knowledge, 100% reported that the knowledge was useful in fighting SBVAG and that they would refer victims to an identified referral agency, while 96% reported they felt confident they could keep their communities safe and that they learned how to help victims access services. All members of the Dutse and Wumba CCPCs reported they could identify and respond to SBVAG and that the training provided useful knowledge and that they would apply what they learned by referring victims to identified referral agencies. All members of the Dutse CCPC reported they learned to protect against SBVAG, compared to 91% of those in the Wumba CCPC. All members of the Wumba CCPC reported they learned how to report SBVAG, that they had confidence they could keep their community safe, and knew how to help victims access services, compared to 92% of those in the Wumba CCPC. This shows that the project surpassed its target of 50% of CCPC members – both combined and separately – learning how to identify, protect, respond, and report SBVAG and how to apply this knowledge. **Target 4.** Each CCPC held four Strategic Planning meetings where they were coached by SOAR staff to develop an Action Plan for the following year. Sign-in sheets indicate that at least 13 members of each CCPC attended each meeting. Although CCPC membership fluctuated, on average there were 15 members, which suggests 87% of the CCPC members attended regularly. This shows that the project surpassed its target of having 30% of CCPC members attend at least one Strategic Planning meeting.

**Indicator 1.2, Targets 1-2. Target 1.** A desk review revealed that both the Dutse and Wumba CCPCs had developed an Action Plan and that they had implemented at least one action item on their plan. This shows that the project met its target of each CCPC having a developed action plan. **Target 2.** All Dutse and Wumba CCPC members reported that girls in their communities were better protected against SBVAG because of the CCPC's activities. Moreover, a large majority of CCPC members in Dutse (92%) and Wumba (100%) think their activities increased the confidence of girls to report SBVAG issues. This shows that the project surpassed its target of having 60% of CCPC members in each community report that girls in their communities are better protected against SBVAG because of their project activities.

**Indicator 1.3, Targets 1-2. Target 1.** In both Dutse and Wumba, four Female Mentors were selected, for a total of eight Female Mentors. All Female Mentors were trained in understanding and responding to SBVAG as well as in other related areas. This shows that the project met its target of selecting and training four Female Mentors in each community. **Target 2.** All Female Mentors in Dutse and Wumba reported that the experience of being a Female Mentor to the Community Girls improved both their attitude and behaviour in responding to SBVAG. This shows that the project met its target for all Female Mentors to report improved attitudes and behaviour towards SBVAG-related issues.

**Conclusion 6 (9.2.2-4).** Regarding **Outcome 2 [school-based model]** – *that project schools are better able to both protect girls from SBVAG and respond to SBVAG* – the project surpassed its targets as indicated by a desk review and the responses of both School Staff and School Girls.

**Indicator 2.1, Target 1.** A desk review revealed that all six project schools developed Action Plans to respond to SBVAG. This shows the project met its target of 100% of project schools having Action Plans in place.

**Indicator 2.2, Targets 1-3.** All School Staff from each of the six project schools reported that the programme helped improve their school's response to SBVAG. All School Staff also reported that the training they received from the project improved their understanding of SBVAG and that working with the School Girls had improved their responsiveness to SBVAG. This shows that the project met its target of 100% of School Staff from all six project schools reporting that the programme helped improve their school's response to SBVAG, that the training they received from the project improved their understanding of SBVAG, and that working with the School Girls had improved their responsiveness to SBVAG. **Indicator 2.3, Targets 1-2.** The percentage of School Girls (8-18) who reported that their school had improved structures to prevent and/or respond to SBVAG because of the programme was 93% and 90%, respectively, which meant the project surpassed its target that at least 60% of School Girls would report that their school had improved structures to prevent SBVAG and to respond to SBVAG. **Indicator 2.3, Targets 1-2.** The percentage of all School Girls (8-18) who reported that their school had improved structures to prevent and/or respond to SBVAG because of the programme was 93% and 90%, respectively, which meant the project passed its target that at least 60% of School Girls would report that their school had improved structures to prevent SBVAG and to respond to SBVAG.

**Impact**

### 9.6.1   Contribution to ending violence against women, gender equality and women's empowerment.

The project had intended and unintended impacts on ending violence against women, gender equality and women's empowerment.

**Conclusions 18 (9.6.1-1).** Secondary beneficiaries did not just change their attitudes and behaviours toward the primary beneficiaries, girls who have experienced SBV. An **unintended positive impact** was that they also changed their attitudes and behaviours regarding gender relations and women's empowerment in their private lives. Female Mentors, for example, noted how participating in the programme had empowered them by giving them a deeper understanding of gender equality. One Female Mentor observed:

> *All these things we are saying [to the Community Girls] , it is for them to know that men are not better than you, even me as a Female Mentor, it really made me to understand that my husband is not so much better than me and so we have the same right. That which he can do, I can also do it much better than he does it, and can even get a better result.*

All girls were asked about possible **unintended negative impacts** of the programme. When asked whether they agreed that participation in the programme got them into trouble with someone for discussing sexual abuse issues, 32% of girls agreed, and 22% agreed that it had made a relationship with someone important in their life worse.

The programme had multiple **intended positive impacts** on the behavior of the primary beneficiaries. Most notably, nearly 75% of girls agreed that the programme allowed them to talk about sexual abuse for the first time (74%) and more than 80% reported that they now avoid certain people (82%) or places (88%) to keep safe. When asked whether they agreed that participating in the programme made them realize that they had a human right, as well as rights as a girl child, to be protected from sexual abuse, 92% and 94%, respectively, agreed. A large majority (90%) also agreed that the programme made them know that the child is never to blame for sexual abuse. Nearly 90% of girls reported that the programme made them more confident to seek help on sexual abuse issues (89%).

**Conclusion 19 (9.6.1-2).** There were statistically significant differences in the impact of the project on Community Girls versus School Girls. Among 8-12 year olds, Community Girls (37%) were more likely than School Girls (21%) to report that participation in the programme made a relationship with someone important in their life worse, while School Girls (94%) were more likely than Community Girls (84%) to report that participation in the programme made them know a victim should never think SA was their fault. Among 13-17 year olds, School Girls (77%) were more likely than Community Girls (53%) to report that participation in the programme made a relationship with someone important in their life better.

**Conclusion 20 (9.6.1-3).** Interviews with School Staff and Female Mentors revealed one category of girls that seemed to be particularly vulnerable to SA — girls from poor families who were sent to live in the homes of other families and to work as house help. It became apparent that at least some of these girls were being sexually abused and probably at higher rates than their counterparts living at home. They were particularly vulnerable for few reasons: 1) they are living with adults who are not their parents, and probably not extended family members, so the natural protections against SA that girls might be afforded within their own family are not available, making it more likely that they suffer SA, 2) they have no family nearby to turn to for help and even if they were able to tell their family they might be asked to put up with it for the needed income, 3) if they complain or report the abuse, then they could lose the much-needed money they earn, and most probably send back to their families and they could be kicked out of the host family's home with no food, no money, and no place to go.

PROGRAMME IMPACT - ADDITIONAL ANALYSES

*Girls in Public School vs Girls in Private School*

**Conclusion 21 ( 9.6.1-4).** There were statistically significant differences in the impact of the programme on girls enrolled in public schools versus those in private schools. Among girls aged 8-12 years old, girls enrolled at public schools (92%) were more likely than girls at private schools (80%) to report that participation in the programme made it okay to discuss SA issues with friends and easier to discuss the taboo subject of SA (76% and 45%, respectively), but that it also got them into trouble for discussing SA (51% and 27%, respectively). Among 13-17 year olds, girls enrolled in public schools were more likely than girls at private schools to report that the programme made it okay to discuss SA issues with friends (86% and 72%, respectively) and adults (71% and 56%) and made it easier to discuss the taboo subject of SA (55% and 33%, respectively).

*Community Girls vs School Girls Who Attended Only Community or School Interventions*

**Conclusion 22 (9.6.1-5).** There were statistically significant differences in perceived programme impacts between Community Girls and School Girls who attended only community or school interventions. School Girls were more likely than Community Girls to report the programme made relationships with people important in their life both better (81% and 66%, respectively) and worse (52% and 39%, respectively). They were also more likely to realize they have a human right to be protected from SA (95% and 89%, respectively), and that a victim should never think SA was their fault (91% and 77%, respectively).

*Girls Enrolled in School Below Grade Level vs Girls Enrolled in School On Or Above Grade Level*

**Conclusion 23 (9.6.1-6).** The mean age of Community Girls and School Girls was 12 and 13 years old, respectively, and this difference was statistically significant. The majority of School Girls (67%) were between 12 and 16 years of age, while the majority of Community Girls (71%) were between 9 and 13 years of age. Despite School Girls being on average older than Community Girls, the majority of Community Girls were in junior secondary school (54%), while the largest category for Schools Girls was primary (39%). Among all girls, 30% were enrolled below grade level with more School Girls than Community Girls being behind in school. Girls who were enrolled in school below grade level were more likely than girls enrolled on or above grade level to

report that their participation in the programme had the impact of making a relationship with someone important in their life worse (24% and 21%, respectively).

*Community Girls vs School Girls with Intensive Training*

**Conclusion 24 (9.6.1-7).** There was a statistically significant difference between Community Girls and School Girls who had received intensive-level interventions in the community-based model and school-based model, respectively. Among those who received intensive-level interventions, School Girls were more likely than their Community Girls counterpart to report that participating in the programme made them understand that a victim should never think SA was their fault (94% and 84%, respectively). Community Girls were more likely than their School Girl counterpart to report that programme participation got them into trouble with someone for discussing SA issues (46% and 27%, respectively) and that it made a relationship with someone important in their life worse (37% and 15%, respectively).

## Key Recommendations

The Mobilising Communities project officially ended 28 February 2019 and both SOAR and UNTF withdrew with the understanding that the School Staff and Counsellors and CCPC Members and Female Mentors would continue the programme, albeit with modifications to make its sustainability feasible. Therefore, although the language of these recommendations directs the recommendation to "the project", the recommendations are intended for the secondary beneficiaries who continue to sustain the project, as well as for organizations planning, implementing, and operating similar projects, including future projects of SOAR and UNTF.

**Effectiveness**

**9.2.2 Achievement of project goal, outcomes, and outputs**

**Recommendation 4 (9.2.2-2).** The evaluation recommends the project take several steps to build on its success: 1) filter out potential CCPC members who are interested only in financial benefit by asking why this work is personally important to them to gauge their level of personal commitment to the issue. , 2) learn why the project made more Community Girls than School Girls feel safer and more supported and develop strategies to transfer these lessons to increase the number of School Girls who feel safer and more supported, 3) identify what factors caused the Dutse and Wumba Community Girls to attend or not attend programme activities – was it a function of mandatory attendance, girls' interests, convenience, or advertising – and then use this knowledge to invest resources to increase attendance at key events, and 3) give each activity a unique name that makes them easy to distinguish from one another to facilitate accurate communication about the different activities.

**Recommendation 5 (9.2.2-3).** The evaluation recommends that the project ensure all CCPC Members are trained in understanding and responding to SBVAG and that a plan be developed to address gaps in CCPC Member training due to turnover because this anti-SBVAG subject matter is central to the work of the CCPC.

**Recommendation 6 (9.2.2-4).** The evaluation recommends that the project ensure all School Staff are trained in understanding and responding to SBVAG and that a plan be developed in consultation with the relevant school to address gaps in training due to turnover because this anti-SBVAG subject matter is central to the work of the School Staff.

**Impact**

**9.6.1 Contribution to ending violence against women**

**Recommendation 18 (9.6.1-1).** The evaluation recommends that the project explore ways to expand the **unintended positive impact** of secondary beneficiaries, such as School Staff, changing their attitudes and

behaviours regarding violence against women, gender relations, and women's empowerment in their private lives.

The evaluation recommends that the project address the **unintended negative impacts** of the project. This includes asking girls who they got into trouble with for discussing SA issues and why it was considered a problem and asking girls which relationship in their life worsened and how, paying particular attention to young Community Girls. The project should seek to understand what aspects of, or under what conditions, the programme contributed to getting the girls into trouble or worsening relationships to anticipate, prevent, and manage it and why this occurs.

The evaluation recommends that the project continue those elements that support the **intended positive impacts** of the project, including its training on the international and national laws and acts that protect girls' rights and promote gender equality its training on the ways that girls can identify SA and a sexual abuser's approach and how to avoid unsafe people and places.

**Recommendation 19 (9.6.1-2).** The evaluation recommends that the project conduct additional research to better understand the source of differences in the impact of the project on Community Girls and School Girls. The project should find out why, among 8-12 year olds, Community Girls were more likely than School Girls to report the programme made a relationship with someone important in their life worse to develop strategies to prevent or help the girls manage this. The project should learn why School Girls were more likely than Community Girls to report the programme taught them that a SA victim should never think it was their fault and translate this lesson into knowledge for Community Girls as well. Similarly, the project should learn why, among 13-17 year olds, School Girls were more likely than Community Girls to report the programme made a relationship with someone important in their life better and find ways to translate this positive impact to Community Girls as well.

**Recommendation 20 (9.6.1-3).** The evaluation recommends that the project develop ways to identify and support girls who work as live-in house help, for example by instituting an intake process that collects this type of information and linking them to shelters as needed. The project should consider allowing girls living away from their families who are of a certain age, such as 14 years old, to provide verbal assent or written consent to participate as long as there are not complicating factors such as a disability.

PROGRAMME IMPACT - ADDITIONAL ANALYSES

*Girls in Public School vs Girls in Private School by Age*

**Recommendation 21 (9.6.1-4).** The evaluation recommends that the project conduct research to understand the source of the differences in the impact of the project on girls enrolled in public schools verses private schools. The project should learn why, among girls aged 8-12 years old, those enrolled at public schools were more likely than girls at private schools to report the programme made it okay to discuss SA issues with friends and easier to discuss a taboo subject, to find ways to translate these positive impacts to girls in private schools. The project should also learn why these 8-12 year old public school girls also reported that the programme got them into trouble for discussing SA. While this apparently contradicts the two previous findings, it might be that the girls had these different experiences with different people in their lives. The project should also learn why, among 13-17 year olds, girls enrolled in public schools were more likely than girls at private schools to report the programme made it okay to discuss SA issues with friends and made it easier to discuss a taboo subject to translate this positive impact to girls at private schools.

*Community Girls vs School Girls Who Attended Only Community or School Interventions*

**Recommendation 22 (9.6.1-5).** The evaluation recommends that the project explore why School Girls more than Community Girls reported the programme made their relationships with people important in their life both better and worse. This would enable to project to learn what factors lead to the better relationship and possibly adopt those lessons for Community Girls. It also would enable the project to anticipate, prevent, and develop strategies and tactics for dealing with the factors that lead to the worse relationship. The project should also

ensure the curricula for the Community Girls addresses the laws and acts that uphold that they have a human right to be protected from SA and that a victim should never think abuse was their fault. The project might also consider exploring whether or not this relationship holds true between communities and age groups and Female Mentors.

*Girls Enrolled in School Below Grade Level vs Girls Enrolled in School On/Above Grade Level*

**Recommendation 23 (9.6.1-6).** The evaluation recommends that the project conduct further research to understand what could account for the programme making a relationship worse for those enrolled below grade level. For example, research might examine whether there is a spurious relationship such that girls who come from conservative families are both more likely to be enrolled below grade level because conservative parents do not value a girls' education and more likely to face censure when discussing SA because the conservative parents believe SA is a taboo subject for girls. Research could also examine whether this relationship holds true between School Girls and Community Girls or private and public schools or different age groups.

*Community Girls vs School Girls with Intensive Training*

**Recommendation 24 (9.6.1-7).** The evaluation recommends that the project explore, among those participants who received the most intensive interventions in the school-based model and community-based model, why the impacts of the programme were so positive for School Girls and negative for Community Girls. Possible issues to explore include whether the programme made relationships worse for Community Girls because of the time commitment required or the content of the programme.

# 1      Context of the Project

Children in Nigeria, and particularly the girl child, face many challenges, many of which are rooted in poverty and economic and gender inequality. Millions of Nigerian children are vulnerable to disease, malnutrition, lack of education and numerous violations of their rights.[4]  Among the most egregious rights violations of a child is sexual-based violence.  This report reveals the findings of a final evaluation of a programme meant to prevent and respond to sexual-based violence against girls in FCT-Abuja, Nigeria.  This section describes the context of the project, laying out the historical, social, economic, cultural, and geographical context in which the sexual-based violence occurred and in which the project operated.

## 1.1      The political system, social heterogeneity, and women's political power

The Federal Republic of Nigeria (Figure 1) is located in West Africa, on the Gulf of Guinea in the Atlantic Ocean, and borders the countries of Niger (in the north), Chad (in the northeast), Cameroon (in the east), and Benin (in the west). Among the 54 countries of Africa, Nigeria is the most populous with 190.89 million people and it is the fourteenth largest at 923.8 thousand square miles.[5] There are more than 250 ethnic groups in Nigeria, with the three largest being the Hausa (25%) to the North, Yoruba (21%) to the West, and Igbo (18%) to the East.  Each ethnic group comprises multiple tribes. Although English is the official language, more than 500 languages are spoken throughout Nigeria. The three most common languages are eponymous with the three largest tribes.  Islam (51%), Christianity (47%), and traditional religions (1%) are practiced in Nigeria.

**Figure 1. Map of Nigeria in West Africa.**



The boundaries of present-day Nigeria can be traced back to British control and colonization (1882-1960) that amalgamated diverse territories. Nigeria gained its independence in 1960.  Since independence, Nigeria has alternated between military rule and civilian rule. The current Fourth Republic was established in 1999.

Abuja is the capital city of Nigeria and is located within the Federal Capital Territory (FCT) in the centre of the country. It was established in 1976 and replaced the country's most populous city of Lagos in the southwest as the capital in 1991. The indigenous inhabitants of Abuja are the Gbagyi (Gwari), with the Gbagyi language being the most widely spoken in the area at the time, others being Bassa, Gwandara, Gade, Dibo, and Koro. The capital was moved to the center of the country to relieve congestion in overpopulated Lagos, to encourage national unity after a devastating civil war (1967-1970), and to signify neutrality between the three main ethnic groups: Igbo in the southeast, Yoruba in the southwest, and Hausa in the north. Abuja is a planned city and was built mainly in the 1980s.  As at 2016, the city of Abuja had a population of 776,298 and the metropolitan area of Abuja had a population of about six million people. Nigeria is comprised of 36 states, plus FCT-Abuja, under a federal government which is comprised of three branches of government: legislative, executive, and judicial, whose powers are vested by its constitution in the National Assembly, the President, and the federal courts, including the Supreme Court, respectively.  The

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[4] UNICEF Nigeria: Country Programme Document 2018-2022 [accessed 17 April 2019].
[5] The World Bank. 2019. Data bank. https://data.worldbank.org/indicator [accessed 31 May 2019].

National Assembly is bi-cameral and consists of the Senate and the House of Representatives, whose members are elected every four years. The House of Representatives has 360 members, with the number of Representatives elected by each State determined by population size. Each state elects three members to the Senate and the FCT elects one senator for a total of 109 members. Below the federal level, there are two tiers of government—state and local.  At the state level, legislative power is vested in house assemblies whose seats range from twenty-four to forty members depending on the population of the state. The states are further divided into 774 Local Government Areas.

Spread throughout the country are more than 114 Traditional States which predate the modern states.  Nigeria also has retained traditional rulers who are male and derive their titles from the rulers of the independent states or communities that existed prior to the formation of modern Nigeria. These traditional rulers have no formal political power, but they command respect from the people in their communities over whom they have considerable influence.  Their role in the community varies but typically they mediate between the people and the state, resolve conflicts within their communities, and provide solutions to problems with the state bureaucracies.

Despite the heterogeneity of Nigeria with its many tribes. ethnic groups, religions, and languages, they have in common deeply conservative patriarchal[6] views on gender, marriage, and power and conservative views on sexuality. For example, research shows that 98% of Nigerians believe that homosexuality is a way of life that should not be accepted in society[7].

Nigeria is a federal republic with a voting age of 18 years old.  Women in Nigeria's southern region were granted the right to vote and to stand for elections in 1958 while women in the northern region (predominantly Muslim) were granted these rights in 1976.  Nevertheless, women are underrepresented in politics. The country has never elected a woman president or state governor, and women only make up 6% of the 469 national assembly members. In the 2019 national and gubernatorial elections, women made up only 12% of the 8,878 total candidates, while for the presidency they were 7% of the 71 candidates. Nigeria has had among the lowest number of women in parliament in the past twenty years. For the past two National Assemblies, only 6% of the seats in in the Senate and the House were held by women (SDG4.6).

This lack of representation of women is likely one reason policies favorable to women and girls have not been adopted or enforced. Women in politics has been shown to have benefits such as improved policy changes, economic growth, enhanced peace building and a more egalitarian society.

## 1.2　The legal system and the status of women

The Nigerian legal system accommodates three codes of law: *customary law* (based in ethnic traditions); *Islamic law* or Sharīʿah (based in the Islamic religions); and Nigerian *statutory law* (based on English common law). Customary laws are administered by customary courts over which traditional rulers preside and which typically hear cases about inter-personal issues in the community. Sharīʿah law or Islamic law officially applies only to Muslims regarding personal law and where it exists in Southern states it has been integrated into customary law whereas in Northern states it is administered as a separate and distinct system. law is administered at the federal, state, and local levels.

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[6] Dogo, S. A. 2014. The Nigerian Patriarchy: When and How. *Cultural and Religious Studies*, Sep.Oct. 2014, Vol. 2, No. 5, 263-275.
[7] Pew Research Center. 2013. The Global Divide on Homosexuality: Greater Acceptance in More Secular and Affluent Countries.

**Customary law.** Customary law is unwritten and somewhat open to interpretation. It is rooted in the pre-colonial indigenous law of the various ethnic groups in Nigeria.  The law is called "customary" because it is derived from the practices and customs of the people.  Customary law is a system of law that reflects the culture, customs, values and habits of the people whose activities it regulates The system is largely ethnic in origin, and it usually operates only within the area occupied by the ethnic parties and covers disputes in which at least one of the disputants is a member of the ethnic group. Customary law has a significant impact on the lives of many Nigerians as it is employed in personal and family issues, such as marriage, divorce, guardianship and custody of children, inheritance, and traditional authority. Customary law is usually enforced in customary courts which in most cases are presided over by non-legally trained personnel.  In service of patrilineal societies, customary law is often discriminatory towards women as it sees them as adjuncts to the group to which they belong, such as a clan or tribe, rather than equals[8]

**Islamic law.** Islamic law is written and based on the Islamic religion[9]. This system of law is based on the Qu'ran and the teachings of Prophet Muhammad and administered by Sharīʿah Court judges. In some areas Islamic law completely supplanted the pre-existing system of customary laws such as in the South whereas in other areas it became incorporated with customary law such as in the North. The scope of Islamic law in the North has broadened from addressing personal or family issues to criminal offences and punishments sanctioned by the Qu'ran. There are different schools of Islamic law with wide diversity including around women's rights although none support equality between men and women.  Same-sex sexual activity is illegal, punishable in the North under Sharīʿah law by death by stoning.

**Statutory law.** Statutory law is written and codified and derives from the Nigerian Constitution.  Originally based in colonial era English common law, its statues have been replaced by post-independence legislation enacted by Parliament. The Constitution provides for the distribution of powers between federal, state, and local government: the *exclusive* legislative list[10] defines the areas in which only the federal government can legislate; the *concurrent* legislative list[11] defines the areas in which both federal and state governments can legislate; the *local government* list[12] defines the areas in which Local Government Councils can legislate; and the *residual* legislative list (areas not covered by the other lists) are the purview of states.  Among the residual legislative areas are health services, rural development, and social welfare.  If a state or local law is in conflict with federal law, the federal law prevails.  The Constitution also states that "…discrimination on the grounds of place of origin, sex, religion, status, ethnic or linguistic association or ties shall be prohibited".  Therefore, on the issue of equality

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[8] Ndulo, Muna. 2011. "African Customary Law, Customs, and Women's Rights". Cornell Law Faculty Publications. Paper 187. http://scholarship.law.cornell.edu/facpub/187

[9] Yemisi Dina, John Akintayo & Funke Ekundayo. 2005. *Guide to Nigerian Legal Information.* https://www.nyulawglobal.org/globalex/Nigeria.html

[10] The exclusive legislative list includes but is not limited to: accounts of the government of the federation; arms; aviation; awards; bankruptcy; banks; census; citizenship; construction and maintenance of federal trunk roads; control of capital issues; copyrights; creation of states; currency, coinage, and legal tender; customs and excise duties; defence; diplomatic, consular, and trade representation; immigration and emigration; and the implementation of treaties. http://www.forumfed.org/libdocs/Global_Dialogue/Book_2/BK2-C08-ng-Elaigwu-en.htm

[11] The concurrent legislative list includes but is not limited to: allocation of revenue; antiquities and monuments; archives; collection of taxes; electoral law; electric power; exhibition of cinematography films; industrial, commercial, or agricultural development; scientific and technological research; statistics; trigonometrical, cadastral, and topographical surveys; and universities; technological and post-primary education.

[12] The local government list includes but is not limited to: economic development of the state; establishment and maintenance of cemeteries, burial grounds, and homes for the destitute and infirm; construction and maintenance of roads, streets, drains, parks, and gardens; provision of public conveniences, sewage, and refuse disposal; registration of all births, deaths, and marriages; provision and maintenance of primary, adult, and vocational education; development of agriculture, provision and maintenance of health services.

between the sexes, there is a conflict between statutory law and customary and Islamic law which has been resolved in favor of the federal government in several cases that have reached the Supreme Court.

The Same Sex Marriage Prohibition Act was signed into law in 2013. It made same-sex sexual activity illegal in the South (and under secular criminal law in the North) and punishable by 14 years in prison

The Violence Against Persons (Prohibition) Act was passed in 2015[13]. The Act prohibits all forms of violence against persons in private and public life and provides maximum protection and effective remedies for victims and punishment of offenders. The Act is the primary legislation for addressing sexual-based violence against girls. It defines the offence rape as well as sexual abuse and sexual assault. The Act is meant to operate alongside international instruments signed and ratified by the country to curb violence against persons in Nigeria, such as the: The Convention on Elimination of Discrimination Against Women (CEDAW); The African Charter on Human and Peoples Rights (domesticated), The Convention on the Rights of the Child (domesticated as the Child Rights Act, law in 24 states); and The African Protocol on Human and Peoples' Rights on the Rights of Women in Africa (Maputo Protocol).

It is a comprehensive document, but the Act was written to apply to the Federal Capital Territory and only the High Court of the Federal Capital Territory has jurisdiction to entertain matters arising from the Act[14]. What happens when a provision in the Violence against Persons (Prohibition) Act, 2015 contravenes any of the provisions of the customary or statutory law or domesticated international instruments in Nigeria likely will be resolved on a case-by-case basis.

The government agency charged with enforcing the Violence Against Persons (Prohibition) Act 2015 is the National Agency for the Prohibition of Trafficking in Persons (NAPTIP). NAPTIP was created by the Trafficking in Persons (Prohibition) Enforcement and Administration Act 2003, which was updated in 2015 to strengthen the institutional framework.

NAPTIP is the Federal Government of Nigeria's response to trafficking in persons and meets the country's international obligation under the Trafficking in Persons Protocol to prevent, suppress and punish trafficking in persons, especially women and children, supplementing the United Nations Convention against Transnational Organized Crime (UNTOC) to which Nigeria became a signatory in 2000. Article 5 of the Trafficking Protocol enjoins States Parties to criminalize practices and conduct that subject human beings to all forms of exploitation which includes in the minimum sexual and labour exploitation.

The Trafficking in Persons Act 2003 is operational throughout the country. NAPTIP was created as a specific multi-disciplinary crime-fighting agency and the nation's focal institution to fight trafficking in persons in the country using the four-pronged approach of Prevention, Protection, Prosecution and Partnership. Among its functions are the implementation of all bilateral and multilateral treaties and conventions on trafficking in persons adopted by Nigeria and investigations of allegations of sexual abuse. As it addresses sexual exploitation, it is the agency that deals with sexual abuse of minors.

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[13] Violence Against Persons (Prohibition) Act. https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/104156/126946/F-1224509384/NGA104156.pdf
[14] Omidoyin, T. J..2018. Violence Against Persons (Prohibition) Act 2015: A Positive Step to The Eradication Of Domestic Violence In Nigeria. Nnamdi Azikiwe University Journal of International Law and Jurisprudence (NAUJILJ) 9 (1) 2018 https://www.ajol.info/index.php/naujilj/article/viewFile/168804/158270

In 2018, FCT-Abuja inaugurated its Sexual and Gender-Based Violence Response Team (SGBVRT) to serve as a focal point for reporting sexual and gender-based violence and a place where victims can receive support and to work with NAPTIP to prosecute alleged perpetrators.

## 1.3    Poverty and inequality

Despite abundant natural resources, most notably valuable minerals such as petroleum, Nigeria remains one of the world's poorer countries.  With a GNI of $1,960 US per year (2018),[15] the World Bank classifies it as a lower-middle income economy.  Nearly 54% of the population lives on less than $1.90 US per day (2010)[16] and nearly 72% of those employed earning less than $3.10 US per day (in purchasing power parity terms).[17]

Although inequality in Nigeria is low relative to other sub-Saharan African countries, a several measures[18] give a snapshot of inequality in Nigeria. Nigeria has a Gini index of 43%, a decile dispersion ratio of 17.8, an income quintile ratio of 9.1.[19] These can be interpreted to mean that Nigeria's wealth is concentrated in the hands of 43% of the population, that the average income of the wealthiest 10% is 17.8 times higher than the average income of the poorest 10% and that the average income of the wealthiest 20% is 9.1 times higher than the poorest 20%.

Nigeria is ranked 157 out of 188 countries on the human development index (HDI), which is a summary measure of average achievement in key dimensions of human development: health, knowledge, and living standards. Nigeria's HDI score (0.532) was weighed down most notably by its (SDG3.1) high maternal mortality ratio (814 pregnancy-related deaths per 100,000 live births) and its (SDG3.7) high adolescent birth rate (107.3 births to women ages 15-19 per 1,000 women ages 15-19).[20]

UNDP's widely cited Gender Inequality Index (GII), which is a composite measure based on reproductive health, empowerment and labour market participation indicators for women and girls, is not available for Nigeria. However, UNDP's Gender Development Index (GDI) has been calculated intermittently for Nigeria since 2005.  The GDI is a direct measure of the gender gap.[21] Nigeria had a GDI score of 0.868 for 2017, the most recent data available, meaning the female HDI is only 87% of the male HDI.[22]

## 1.4    Education System

Nigeria recognizes education as a fundamental human right and is signatory to the major conventions for the protection of the rights of children (girls and boys) and women. In 1999 the Nigerian federal government introduced Universal Basic Education (UBE) to provide free and basic education for every Nigerian child the ages of 6 and 15. The UBE guidelines are periodically updated.  Federal, state and local governments administer education, although the Federal Ministry of Education is responsible for policy and quality control. The federal,

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[15] World Bank. Data bank. https://data.worldbank.org/indicator/NY.GNP.PCAP.CD?name_desc=false

[16] World Bank. Data bank. https://data.worldbank.org/indicator [accessed 31 May 2019].

[17] ILO. 2019. ILOSTAT.  www.ilo.org/ilostat [accessed 31 May 2019].

[18] The Gini index measures inequality such that 0% equals perfect equality and 100% maximum inequality. The decile dispersion ratio is the average income of the richest 10% of the population compared to the poorest 10%.  The income quintile ratio is the average income of the richest 20% of the population compared to the poorest 20%.

[19] UNDP. 2015. Income Inequality Trends in sub-Saharan Africa: Divergence, Determinants, and Consequences.

[20] UNDP. 2019. Table 5. Gender Inequality Index. http://hdr.undp.org/en/composite/GII [accessed 31 May 2019].

[21] The GDI is based on the HDI and is derived by calculating the HDI separately for females and males and then finding the ratio of female to male HDI values and is thus a direct measure of the gender gap.

[22] http://hdr.undp.org/en/indicators/137906 [accessed 12 June 2019].

state, and local governments are primarily responsible for tertiary, secondary, and primary education, respectively.

Nigeria's 2004 National Policy on Education stipulates that basic education covers nine years of formal (compulsory) schooling consisting of six years of primary education and three years of junior secondary education. Post-basic education includes three years of senior secondary education. These three different phases are known as: Primary School 1-6, Junior Secondary School (JSS) 1-3, and Senior Secondary School (SSS) 1-3. At the tertiary level, the system consists of a university sector and a non-university sector. The latter is composed of polytechnics, monotechnics, and colleges of education. The academic year typically runs from September to July.

According to the 2014 UBE guidelines, Primary School curriculum includes: English, Mathematics, Nigerian language (Arabic language is optional), basic science and technology, religion and national values, and cultural and creative arts. In Primary 4, pre-vocational studies (home economics, agriculture, and entrepreneurship) and French language are introduced.

National education policy states that the language of instruction for the first three years should be the "indigenous language of the child or the language of his/her immediate environment", with Yoruba, Hausa, and Ibo being the most common. This policy is not always followed, however, as instruction might be delivered in English. For the last three years of primary school English is the language of instruction. Upon completing Primary 6, students are awarded the Primary School Leaving Certificate.

Progression to junior secondary education is automatic and compulsory. JSS lasts three years and completes the basic stage of education. The curriculum includes the same subjects as the primary school with the addition of business studies.

JSS students are expected to take ten to thirteen subjects. At the end of JSS, students sit for the Basic Education Certificate (BEC) examinations which are administered by state governments and which take place nationwide for one week in June of each year. Students must pass six subjects, including English and mathematics, to be awarded the Basic Education Certificate (BEC), also known as the Junior School Certificate.

Senior Secondary Education lasts three years and covers SSS 1-3. Since 2014 students are required to study four compulsory "cross-cutting" core subjects, and to choose additional electives in four available areas of concentration. Compulsory subjects are: English language, mathematics, civic education, and one trade/entrepreneurship subject. The available concentration subjects are: Humanities, science and mathematics, technology, and business studies. The new curriculum has a stronger focus on vocational training than previous curricula, and is intended to increase employability of high school graduates in light of high youth unemployment in Nigeria.

At the end of SSS in May/June, students sit for the Senior School Certificate Examination (SSCE). Students are examined in seven to nine subjects, including mathematics and English, which are mandatory. Successful candidates are awarded the Senior Secondary Certificate (SSC), which lists all subjects successfully taken.

In addition to public schools, there are private primary and secondary schools. Although statistics on the prevalence of private schools are not available, there is anecdotal evidence that it is a growing industry. Unlike public schools, private schools charge fees. Some private schools are for-profit and others are affiliated with a religion. Although they are not subject to all the same regulations as public schools, the government does set the standards for private schools on what students need to learn and when. There are no restrictions on private school appointment and redeployment of teachers. Private providers so to set teacher wages without restriction and can dismiss teachers. Private schools must comply, however, with national curricula, regional teachers'

standards, and class size.  Standardized tests are administered in select grades annually. Private schools are also required to undergo an annual inspection.

Some private schools follow foreign school models such as United States' K-12 programme, the International Baccalaureate or Cambridge International Examination curricula, which allow students to take international examinations like the International General Certificate of Secondary Education (IGSCE) during their final year in high school.

In Nigeria, School-Based Management Committees (SBMC)[23] were established more than a decade ago in primary and junior secondary schools by the government to act as a bridge between schools and the communities they serve. SBMCs are intended to contribute to school development planning and decision-making at the school level for improved learning outcomes. SBMCs are voluntary groups of people who represent the school community and may include pupils, teachers, parents, community leaders as well as other community-based groups interested in education. SBMCs meet regularly and organise activities to improve the way schools operate and support the government's responsibility of ensuring quality education for all. Despite the lofty goals, research has shown mixed effectiveness[24].

Nigeria has a large out-of-school population. In 2016, the percentage of children of primary school age who are not in school is 35%. The gender gap in Nigeria is evident in several areas. Nigeria has an education gender gap as evidenced by several measures. With regard to school enrolment, Nigeria has a gender parity index of .84, meaning that 84 girls are enrolled in primary school for every 100 boys.[25]  This is reflected in literacy rates.[26]  Whereas the overall literacy rate is 66%, the literacy rate for males is 76% while for females it is only 58%.[27]  For every 100 males who complete upper secondary school only 75 females complete upper secondary school.[28]

The Gender Unit of the Education Secretariat responds to the challenges of achieving gender equality in education in the FCT. It is charged with the following responsibilities: implementation of the gender laws and policies in schools and ensuring full protection of children against abuse such as: rape, bullying, sexual harassment, child trafficking, child marriage, school drop-out, homosexuality/lesbianism, teenage pregnancy, lack of access to education, all barriers militating against girl child participation in education, and all forms of gender-based violence in FCT schools.

## 1.5    International treaties on children's right

Human rights precepts laid out in instruments such as treaties are assumed to be applicable to all human beings, but the instrument language is typically oriented to adults and does not sufficiently address issues particular to

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[23] Kaduna State Ministry of Education. 2011. School-Based Management Committee Guidebook. https://www.esspin.org/resources/sbmc

[24] Umaru, Adamu and Kwashabawa, Bala. 2018. Assessing School Based Management Committee for Effective Administration of Primary Schools in Dukku Local Government Area Of Gombe State. International Journal of Educational Advancement. February.

[25] UNICEF. UNICEF Data. Gender and Education. June 2018. https://data.unicef.org/topic/gender/gender-disparities-in-education/ UNESCO Institute for Statistics

[26] Percentage of people aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life.

[27] UNICEF. UNICEF Data. Gender and Education. June 2018https://data.unicef.org/topic/gender/gender-disparities-in-education/ [accessed 3 June 2019]

[28] Global Education Monitoring Report Gender Review. 2018. UNESCO.

children. To close this gap and safeguard children's rights these precepts must be translated into international laws or conventions.

In Nigeria, there is an inherent tension between Nigerian customary and religious law and both domestic statutory law and international human rights norms and precepts.  Moreover, the process of domesticating child-related treaties is complicated because the majority of states must give their full consent before any child-related instrument may be domesticated at the federal level and subsequently re-enacted at the state level. Nigeria's plural legal system, alongside differing perceptions of childhood, make consensus on child rights legislation difficult to achieve.

Nigeria has made efforts to domesticate two significant international treaties on children's rights: the UN Convention on the Rights of the Child (UNCRC) and the African Union Charter on the Rights and Welfare of the Child (CRCW). They are the only international and regional human rights treaties that see children as human beings with their own rights and that cover the civil, political, economic, social and cultural rights of children.

**UN Convention on the Rights of the Child, 1990.** The UN Convention on the Rights of the Child (UNCRC) was adopted by the UN General Assembly in September 1990. The international human rights treaty set out the civil, political, economic, social, health and cultural rights of children. The Convention defined a child as any human being under the age of eighteen years old, unless the age of majority is attained earlier under a state's own domestic legislation. The Convention enjoins that "Member States shall undertake to disseminate the Conventions principles and take all appropriate legislative, administrative and other measures for the implementation of the Rights recognized in the present Convention."

**African Union Charter on the Rights and Welfare of the Child, 1990.**  The Organization of African Unity (OAU) Assembly of Heads of States and Governments adopted the African Union Charter on the Rights and Welfare of the Child (CRCW)[29] in July 1990.  (The OAU is the predecessor to the African Union.) The Children's Charter sets out rights and defines universal principles and norms for the status of children.
Nigeria signed and ratified both international documents in 1991 and 2000, respectively.

**Child Rights Act, 2003.** The process by which Nigeria domesticated these two instruments was long and fraught, with several changes of heads of government and intense parliamentary debates before it became law. The Nigerian President, Chief Olusegun Obasanjo, assented and it was promulgated as the Child's Rights Act (CRA) 2003. The Act consolidated these international agreements and national law relating to children into a single piece of legislation that specified the rights and responsibilities of children, as well as the duties and obligations of government, parents and other authorities, organizations and bodies towards children. The Act defines a child as a person below the age of 18 years, makes the best interests of the child paramount, requires that a child receive the protection and care necessary for their wellbeing, and asserts the right to survival and development, a name, and a nationality at birth.

However, due to Nigeria's loose federation of states, the Act was initially only applicable in FCT-Abuja. Issues of child rights protection are on the residual list of the Nigerian Constitution, which gives states exclusive jurisdiction over making their own laws. Each of the 36 states of Nigeria would need to domesticate the Act to make it state law, amending or annulling state laws contrary to the rights of the child as specified in the Act.

As of 2019, only 24 states have passed the Child Rights Act into laws in their states. Therefore, children in the other 12 states do not have the legal framework to protect their rights. There are notable broad geographical,

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[29] OAU. 1989. African Union Charter on the Rights and Welfare of the Child.
https://www.unicef.org/esaro/African_Charter_articles_in_full.pdf

religious, and tribal distinctions between those states that have passed the Act into law and those that have not. The states that have domesticated the Child Rights Act are in the south, predominantly Christian, and dominated by tribes other than the Hausa-Fulani, mostly Ibo and Yoruba. In contrast, 11 of the 12 states that have not passed it into law are in the north, predominantly Muslim, and dominated by the Hausa-Fulani. The dominant social and cultural beliefs n mores of these communities include gender stereotypes that men are meant to dominate, and women are meant to submit and that children are the property of the father.

## 1.6    Sexual-based violence against girls in Nigeria

In Nigeria, violence against women and girls is not uncommon. Nationally, among ever-partnered women aged 15-49 years in Nigeria, 16% experienced intimate partner physical and/or sexual violence at least once in their lifetime and 11% experienced it in the last 12 months, and 2% experienced sexual violence by someone other than an intimate partner at least once in their lifetime[30].

There are ethno-geographic differences in the prevalence of intimate partner violence (IPV) in Nigeria. One study in a northwestern city revealed that 72% of husbands admitted beating their wives[31]. Another study revealed that Ibo women tend to experience IPV more than Yoruba and Hausa women, and that rural women tend to experience IPV more than urban women[32].There is also evidence that violence against women is widely accepted – even by women - as a means of husbands disciplining their wives. There is geographic and ethnic variation among women regarding whether they view husbands beating their wives as justified. Women in northern states are more likely to view it as justified than those in southern states and women who are Hausa-Fulani are more likely to view it as justified than women who are Ibo, Yoruba, or members of ethnic minorities.[33]

There is evidence that in Nigeria sexual-based violence against girls is common. Many forms are not just socially acceptable but also encouraged among some groups. Regarding child marriage, 44% of women ages 20-14 were first married or in union before age 18[34]. Child marriage is most common in the northwest and northeast of Nigeria where, respectively, 68% and 57% of women aged 20-49 were married before their 18th birthday. Child marriage is most common in poorest, rural households and the Hausa-Fulani ethnic group. According to the non-profit Girls Not Brides, Nigeria has the third highest absolute number of child brides in the world – 3,538,000 – and the 11th highest prevalence rate of child marriage globally. In addition to the personal cost of child marriage, a 2017 World Bank study estimates that child marriage costs Nigeria USD 7.6 billion in lost earnings and productivity every year.

Child marriage is permissible under Islamic law and the Muslim-dominated northern states have the highest rate of child marriage. The practice of child marriage is not supported by statutory legislation per se, but under the Exclusive Legislative list, Part 1 Section 61 of the 1999 Constitution it asserts its power over, "(t)he formation,

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[30] National Population Commission (NPC) [Nigeria] and ICF International, 2014. Nigeria Demographic and Health Survey 2013. Abuja, Nigeria, and Rockville, Maryland, USA: NPC and ICF International.
[31] Salaudeen, A. G., M.O. Osinubi, A Ahmed, M.F. Adeyemi, N.A. Hussain, O.I. Musa. 2019. Prevalence of and perception to domestic violence against women in a north western city of Nigeria. Tropical Journal of Health Sciences Vol 26, No 2.
[32] Emeka Dim, E. 2018. Ethnoregional Dynamics of Intimate Partner Violence Against Women in Nigeria. Trauma Violence Abuse.  Oct 5 https://doi.org/10.1177/1524838018801335
[33] Kolawole Azeez Oyediran and Uche C. Isiugo-Abanihe. 2005. Perceptions of Nigerian Women on Domestic Violence: Evidence from 2003 Nigeria Demographic and Health Survey. African Journal of Reproductive Health. Vol. 9. No. 2. August 2005.
[34] UNICEF global databases, 2018, based on Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS) and other nationally representative surveys.

annulment and dissolution of marriages *other than marriages under Islamic law and Customary law* including matrimonial causes relating thereto [italics added for emphasis]," thereby enabling child marriage. This is an example of how Nigeria's existing sexual offenses laws are problematic because they are inconsistent and contradictory across the country.

Children in the states that have passed the Child Rights Act are not properly cared for because the laws have not been fully implemented.  For example, female genital mutilation/cutting (FGM/C) is more commonly practised in the south where it is driven by grandmothers and mothers-in-law who want to curb promiscuity, prepare girls for marriage, and conform to tradition. At 18% the prevalence of female genital mutilation/cutting (FGM/C) among girls and women aged 15-49 years[35] is lower than in many countries where the practice is carried out, but Nigeria still has the third highest absolute number of women and girls (19.9 million) who have undergone FGM/C worldwide.

Estimates of the prevalence of adolescent sexual assault in Nigeria have varied widely[36]. The Nigerian Demographic Health Survey (NDHS) documented a prevalence at 6.6%[37]. Other studies documented wide variations in prevalence such as 6-62%[38], 10.5%[39], and 40%[40]. Ethnogeographic variation in reporting might explain the wide-ranging estimates, although the tendency to under-reporting has been widely documented[41] [42].

Small-scale studies of the sexual abuse of adolescents have been conducted in throughout Nigeria. A community-based study in Southwestern Nigeria that surveyed nearly 400 adolescents found that the prevalence of adolescent sexual abuse was 27.5% and that the disclosure rate was 34.4%, with the majority of the victims knowing the perpetrator.[43] A cross-sectional study of sexual abuse of 200 adolescent girls in senior secondary school in Ile-Ife, Nigeria, revealed that 22% of girls experienced some form of sexual abuse while in primary

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[35] UNICEF global databases 2017, based on Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS) and other nationally representative surveys.

[36] Eyong, E. M. and C. I. Emechebe. 2019. Sexual Assault of Nigerian Female Adolescents: A Review of the Trend and Effects. Journal of Advances in Medicine and Medical Research 29(7): 1-7.

[37] National Population Commission (NPC) and ICF Macro. Nigeria Demographic and Health Survey (2008), Calverton, Maryland, USA. 2009;14-141. Available:http://pdf.Usaid.gov/pdf_docs/PN ADQ923.pdf

[38] Kullima A.A., Kawuwa MB, Audu BM, Mairiga AG, Bukar M. 2010. Sexual assault against female Nigerian students. Afr J Reprod Health,14(3):189-193

[39] Chinawa J.M., Aronu E.A., Chukwu B.F., Obu H.A.. 2013. Prevalence and pattern of child abuse and associated factors in Enugu, South East Nigeria. Eur J Paediatr, 173: 451-456.

[40] Manyike, P.C., Chinawa J.M., Aniwade E., Odutola O., Chinawa T.R. 2015. Child sexual abuse among adolescents in South East Nigeria: A concealed public health behavioural issue. Pak J Med Sci, 31(4):827-832.

[41] Adeosun, I.I. 2015. Adolescent disclosure of sexual violence victimization: Prevalence, barriers and mental health implications.IND J, 4(4):153-160.

[42] Ikechebelu, J.I., Udigwe G.O., Ezechukwu C.C., Ndinechi A.G., Joe-Ikechebelu N.N. 2008. Sexual abuse among juvenile female street hawkers in Anambra state, Nigeria. Afr J Reprod Health,12(2):111-9.

[43] David, N., Ezechi, O., Wapmuk, A., Gbajabiamila, T., Ohihoin, A., Herbertson, E., & Odeyemi, K. (2018). Child sexual abuse and disclosure in South Western Nigeria: a community -based study. *African health sciences*, *18*(2), 199–208. doi:10.4314/ahs.v18i2.2

school and that 29% of them did not report it[44] and that 100% knew their attacker. A retrospective analysis[45] of the hospital records of 76 SA survivors in Ile-Ife revealed that sexual assault accounted for 0.69% of all female and 5.2% of all gynaecological emergencies in the hospital. The survivors' ages ranged from 4 to 50 years, with a mean age of 17.7 years and adolescents comprising 48%. The majority of the survivors (62%) knew their assailant(s). Weapons were involved in 29.6% of cases and various injuries were identified in 28.2% of the survivors. Hospital presentation was within 24 hours in majority (76.1%) of the survivors, but rape kit examinations were not performed as the kits were not available. Although appropriate medical management was routinely commenced, only 12.7% of survivors returned for follow-up.

The National Population Commission of the Federal Government of Nigeria conducted the Violence Against Children Survey (VACS)[46] in 2014 which not only buttressed this anecdotal evidence, but revealed alarming rates of sexual abuse (SA) against Nigerian girls:

- As much as 25% of girls experience SA[47] before age 18
- Only 37% of girls who experience SA disclose the incident
- Only 16% of girls who experience SA know where to seek services
- Only 5% of girls who experience SA seek help
- Only 4% of girls who experience SA received services

The VACS findings, published by the Nigerian National Population Commission (NPC), the US Centers for Disease Control (CDC ) and UNICEF, helped spur the Nigerian President Muhammadu Buhari, to launch in 2015 the Year of Action, calling on the Government, NGOs, religious leaders and groups, the media and every Nigerian to take action to help end violence against children.

In 2016, in alignment with the Sustainable Development Goals, the President launched the Campaign to End Violence Against Children by 2030 with these words:

*"To children in Nigeria: on this historic day, we make a pledge –*
*we commit to protecting each and every one of you from violence."*
*- President Muhammadu Buhari, 25 October 2016,*

The federal government's interest in eliminating sexual-based violence against children increases the utility of the evaluation as it can serve as a resource to target those efforts in both communities and schools. Despite pockets throughout the country where the girl child is considered inferior to males and treated as property and thus made vulnerable to SBVG, social norms are changing in the direction of making it less acceptable to sexually abuse children and this increases the utility of the evaluation as it serves to document this shift for future research, evaluation, and programme planning. The cooperation of government institutions such as the Education Secretariat and individual schools increased the accuracy of the evaluation because it provided the Evaluation Team with access to the school staff and students.

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[44] Adesola A. Ogunfowokan. Experiences of Sexual Abuse by School Adolescent Girls in Ile-Ife, Nigeria. Department of Nursing Science, Obafemi Awolowo University Ile-Ife, Nigeria.
[45] Badejoko, O. O., Anyabolu, H. C., Badejoko, B. O., Ijarotimi, A. O., Kuti, O., & Adejuyigbe, E. A. (2014). Sexual assault in Ile-Ife, Nigeria. Nigerian medical journal : journal of the Nigeria Medical Association, 55(3), 254–259. doi:10.4103/0300-1652.132065
[46] Violence Against Children in Nigeria: Findings from a National Survey 2014 [accessed 16 April 2019]
[47] Sexual abuse includes unwanted sexual touching, unwanted attempted sex, pressured sex in a non-physical way (ex. harassment, threats or tricks), and physically forced sex.

# 2    Project Description

## 2.1    Project Background

The Sexual Offences Awareness & Victims Response (SOAR) Initiative is a Nigerian NGO based in FCT-Abuja that is dedicated to preventing all forms of child SA and to providing care and support for victims and survivors. From 2017 to 2019, to address SBVAG with financial assistance of the UN Trust Fund to End Violence against Women (UNTF), SOAR, in consultation with other stakeholders, designed, implemented, and operated a programme of awareness-raising and skills and knowledge training interventions in six schools and two communities within FCT-Abuja.  The interventions trained girls and adults in how to understand, identify, prevent, respond to, and report SBVAG, including how girls can get help if they are a victim of SBVAG, and how to speak out against SBVAG in their schools and communities. The training included developing skills to challenge traditional views around masculinity and encouraging new behaviours among girl students and staff at the schools and girls and community leaders in the communities.  The project addressed the SA of girls ages 8-18 years old who lived in a project community or attended a project school.  The project implemented two parallel models of anti-SBVAG interventions simultaneously – one in the schools and the other in the communities. The school-based model was implemented in six public and private schools where the primary beneficiaries were School Girls and the secondary beneficiaries were School Staff, including Counsellors. The community-based model was implemented in Dutse and Wumba where the primary beneficiaries were Community Girls and the secondary beneficiaries were the Community Child Protection Committee (CCPC) Members and Female Mentors. This report presents the findings from the final evaluation of the project's interventions.

In designing and implementing the *Mobilizing Communities to End Sexual-Based Violence against Girls in Local District of Abuja Municipal Area Council (AMAC)"* project ("Mobilizing Communities" hereafter), SOAR drew on its expertise in addressing SBVAG; its past programmatic experience, including implementing an empowerment programme in public schools to build girls' capacity to assert their rights against SBVAG; a review of previous work done in the field, including the Save the Children community-based child protection groups; and its networks within the child development and well-being community, including both governmental and non-governmental agencies focused on improving the lives of children, to address the social structures and cultural norms underlying SBVAG. The project began and ended implementation on 1 March 2017 and i 28 February 2019, respectively, although there was an approved no-cost extension through 31 May 2019.

## 2.2    Description of the Specific Forms of Violence Addressed by the Project

The project specifically addressed sexual-based violence against girls ages 8 to 18 years old. SBVAG included unwanted sexual touching, unwanted attempted sex, pressured sex in a non-physical way (ex. harassment, threats or tricks), and physically forced sex, whether it was committed by adults or other minors, family members; or non-family members.  The project was evaluated against the following forms:

- Any direct or indirect knowledge of sexual-based violence against a minor girl child (among girls enrolled in a project school)
- Any direct or indirect knowledge of sexual-based violence against a minor girl child (among girls resident in a project community)

## 2.3    Project Objective, Importance, Scope and Scale

The main objective of the project was that *"Girls (8 to 18 years) involved in the project in Dutse and Wumba communities of the Federal Capital Territory (FCT) have improved safety and support against SBVAG by February 2019".*  The *Mobilising Communities* project was important because it addressed SBVAG in Nigeria where it is pervasive and it did so in two rural communities, Dutse and Wumba, and six schools, public and

private, serving those two communities and these schools and communities were not being served by other anti-SBVAG efforts.

**SOAR Initiative Staff.** The staff of SOAR is small, comprised of only five members with only four working on the Mobilising Communities project more than 50% of their time. They occasionally had additional support in the form of interns, consultants, and volunteers and member of an advisory group described below.

- Chinyere, Eyoh, Executive Director/Project Director
- Oluwabunmi Okesola, Project Officer
- Lorna Ameh, Programme Officer
- Michael O. Olatunji, Accountant

**Project Implementation Advisory Team (PIAT).** To plan and implement the project, SOAR convened a Project Implementation Advisory Team (PIAT) to meet quarterly to oversee the implementation of the project and ensure that the project achieves its objectives. The PIAT brought SOAR staff together with professionals from NGOs and government agencies with a range of expertise in child welfare, including understanding and combatting the sexual abuse of children, programme implementation, gender and education, social development, and youth protection:

- Chinyere, Eyoh, Executive Director/Project Director, SOAR
- Oluwabunmi Okesola, Project Officer, SOAR
- Rashida Apahade, Deputy Director Gender, FCT Education Secretariat
- Aisha Zubair, Orphans and Vulnerable Children (OVC) Desk Officer, Abuja Municipal Area Council (AMAC)
- Adeyemi Ajayi, Deputy Director Child Welfare, FCT Social Development Secretariat
- Ruth Ataguba, SOAR Board of Trustee & Development Consultant
- Kolawole Olatosimi, Coordinator, Child & Youth Protection Foundation (CYPF) & National Coordinator, Network of CSOs Against Child Trafficking, Abuse and Labour (NACTAL)
- Chima Madu, Youth Advocate, Child Justice Clinic
- Sifon Essien, Media consultant, TVC Media station
- Ogochukwu Adinde, Social Worker, NAPTIP

When deciding on which communities to select for the project, SOAR consulted with their network of contacts to learn about potential project communities and the schools that serve them. As a result of these consultations, SOAR selected the two rural communities of Dutse and Wumba. Anecdotal evidence suggested that these communities had problems with SBVAG, as well as gang culture, drug abuse, child prostitution, and teenage pregnancy. Observational evidence indicated both communities were severely under-resourced and beset with economic issues of poverty, unemployment, and high population density. Contributing to these problems was the fact that neither community was easy to access as both existed beyond the reach of the government infrastructure and so had not had opportunities to engage in development efforts. The roads are unpaved and not maintained, and while there is electricity, there is no running water. Abuja is a planned city and is developing from the center outward in phases. Although the plan includes developing Dutse and Wumba, the current stage of the master plan of development for the city has not yet reached the areas where Dutse and Wumba lie. In addition to these characteristics indicating that a programme like Mobilising Communities would be beneficial to these communities, they also were located relatively close geographically to the SOAR offices which would facilitate in-person participation by SOAR staff in programming.

After SOAR identified the project communities of Dutse and Wumba, SOAR discovered that neither had a sufficient number of public schools for the project. Dutse had no public junior or senior secondary school. It did have one public primary school, LEA Primary School, which agreed to be a project school. Dutse also had

private schools. The private school serving the largest number of community children, Remix International, had primary and junior and senior secondary schools and was selected as a project school.

SOAR also discovered that Wumba had no public schools, but it had private schools.  SOAR selected Marvellous Eagles School and Redeemers School, both with a primary and junior secondary school, to be project schools. They were selected because they were the most receptive to the project and each had a large number of community girls enrolled. Redeemers was the only parochial school in the project and it was owned and run by the Redeem Christian Church of God (RCCG).To supplement these four project schools, SOAR identified two additional public schools in the nearby community of Apo, the Junior Secondary School APO Resettlement and Government Senior Secondary School APO Resettlement. SOAR selected these schools as project schools because most of the youth in Dutse and Wumba who were enrolled in public secondary school attended one of the schools .In this way, Dutse, Wumba, and Apo had two project schools each. SOAR worked with three public schools and three private schools. All the project schools were co-educational, serving both male and female students. SOAR was eager to work with private schools on a large scale to expand their experience and to access a population to which that they would not otherwise have access.  Despite having a broader range of classes, the private project schools had lower enrolment than the public schools.

The implementation of the master plan for the development of Abuja is being conducted in phases. Dutse and Wumba are communities already integrated into the masterplan of the city, but they have not yet been developed due to budget constraints as they are not part of the present development phase. Therefore, Dutse and Wumba have yet to be allocated amenities such as paved roads and running water. The communities have relatively few permanent structures. A plot of land might only accommodate a small shop or a small home and possibly a well. Most inhabitants rely on water being brought into the communities by trucks and then delivered to homes by "water boys" ferrying around 20 20-litre yellow jerry cans of water on pull-carts.  The communities are wired for electricity which they have intermittently.  This is the challenging environment the project worked in when working with the two communities of Dutse and Wumba and the three private schools and one public school.  The nearby community of Apo, where two project schools were, was a bit more developed.

The project drew on a range of activities to deliver programme interventions: anti-SBVAG advocacy, awareness, and sensitization events; capacity-building and coaching; trainings; counseling and referrals; and creating safe spaces to discuss and disclose incidents of SBVAG. These interventions were intended to educate children and adults to enable them to understand and respond to SBVAG.  SOAR and its partners undertook advocacy visits to the identified communities and schools, held sensitization events at the two project communities and the six project schools and provided training to girls and adults from both the communities and the schools. These interventions were delivered to children and adults through two programme models appropriate to the population being targeted – a community-based model and a school-based model.

**Preliminary focus groups**. SOAR conducted focus groups near baseline (May and June 2017) in both the communities and the schools to document evidence that SBVAG existed in the communities and schools and to better understand the population they wanted to serve to tailor programming appropriately. Summary data on those focus groups are provided below in Tables 1 and 2.  As Table 1 shows, the number of participants was split nearly equally between the two communities and between males and females. The most notable difference is that in Wumba there were two additional focus groups held – one for Muslim men and the other for Muslim women.  SOAR conducted these additional focus groups to ensure the participation of members of the Muslim community.  There were also focus groups held with parents in both communities and, in Wumba, with different ethnic groups, but the number of participants in attendance at these additional focus groups is unavailable. Among the issues explored in these focus groups were the perceptions of the prevalence of sexual abuse in the communities and how such cases are handled., including what typically happens to perpetrators and survivors.

**Table 1. SOAR Initiative focus groups: participants by sex and community.**

| Dutse (69) | | Wumba (70) | |
|---|---|---|---|
| **Participant Characteristics** | **Number of Participants** | **Participant Characteristics** | **Number of Participants** |
| **Males** | **43%** | **Males** | **49%** |
| *Boys 8-12* | *13%* | *Boys 8-18* | *19%* |
| *Boys 13-18* | *12%* | *Male Youth* | *9%* |
| *Men* | *19%* | *Men* | *14%* |
| *--* | *--* | *Muslim Men* | *7%* |
| **Females** | **57%** | **Females** | **51%** |
| *Girls 8-12* | *13%* | *Girls 8-12* | *Not available* |
| *Girls 13-18* | *20%* | *Girls 13-18* | *21%* |
| *Female Youth* | *7%* | *Female Youth* | *10%* |
| *Women* | *16%* | *Women* | *13%* |
| *--* | *--* | *Muslim Women* | *7%* |
| **Total** | **100%** | **Total** | **100%** |

*Source: SOAR Initiative programme documents.*

As Table 2 shows, focus groups were held with male and female students in all schools, but a majority of participants were enrolled in private (73%) rather than public schools (27%). Among the issues explored were the students' understanding of sexual abuse and how prevalent they perceived it to be in their schools and communities.

**Table 2. SOAR Initiative focus groups: participants by sex and school.**

| School | Public Schools | | | School | Private Schools | | |
|---|---|---|---|---|---|---|---|
| | **Boys (25)** | **Girls (27)** | **Total (52)** | | **Boys (60)** | **Girls (80)** | **Total (140)** |
| **LEA Primary** | 13% | 13% | 27% | **Redeemers** | 14% | 13% | 27% |
| **JSS** | 17% | 19% | 37% | **Remix International** | 14% | 28% | 42% |
| **GSS** | 17% | 19% | 37% | **Marvellous Eagles** | 14% | 16% | 30% |
| **Total** | **48%** | **52%** | **100%** | **Total** | **42%** | **57%** | **99%*** |

*Source: SOAR Initiative programme documents.*
*Notes: JSS = Junior Secondary School and Government (Senior) Secondary School.*

*Does not add to 100% due to rounding.*

The project planned and implemented a range of interventions targeted at both the primary and secondary beneficiaries. The project interventions – which included sensitization rallies and peer education training – were designed to address SBVAG at its origin, by shifting knowledge, attitudes, and behaviours around how the girl child sees and values herself and how she is seen, valued, and treated by others at the individual, family, school, and community levels.  In planning the project, SOAR estimated that it would reach 680 beneficiaries in total from both communities, the majority being School Girls (71%), with Community Girls comprising less than one-third of the total amount (29%).  For purposes of the evaluation, the 8-18 years old girls who are beneficiaries in the communities and schools will be referred to as Community Girls and School Girls, respectively, throughout this report. SOAR's pre-implementation target estimates are shown below in Table 3. Although the project planned to reach adult beneficiaries as well, they are not included in the original estimate provided here.

**Table 3. Targeted beneficiaries by type.**

| Targeted Beneficiaries | Percentage (n) |
|---|---|
| **Community Girls** | **29% (200)** |
| **School Girls** | **71% (480)** |
| *School Girls targeted through sensitisation rallies* | *44%* |
| *School Girls targeted through peer education training* | *26%* |
| **Total** | **100% (680)** |

*Source: SOAR programme documents.*

SOAR estimated the number of Community Girls they expected to reach via the Peer Educator Training classes based on the target of enrolling 20 girls per community per 6-week training cycle across five cycles for a total of 200 girls. They planned on the Female Mentors recruiting the first group of 40 girls for the first training cycle and then for subsequent cycles the girls who graduated would conduct the recruitment. SOAR estimated the number of School Girls they expected to reach based on past projects and activities in schools where they had collaborated with the Education Secretariat.

**Community-Based Model**

The Community-Based Model had four components: Community Girls, Female Mentors. Community Child Protection Committees (CCPCs), and Kids Clubs.  Each of these components were implemented in each of the project communities: Dutse and Wumba. The goal was to educate girls in the communities and other community members about SBVAG and to develop local mechanisms and action plans to address SBVAG in these communities.

1.  **Community Girls.** Local girls from the communities of Dutse or Wumba ages 8-17 years old were invited to participate in the Community Girls Meeting, where the Female Mentors provided peer educator training to the girls. The peer educator training at the Community Girls Meetings took place twice per month in six-week cycles.  The Community Girls were divided into age-specific groups of 8-12 year olds and 13-

17 year olds for age-appropriate lessons. Girls who participated in the Community Girls Meetings were encouraged to recruit other girls to join. Initially, the plan was for the Community Girls to be comprised solely of out-of-school girls. However, after the programme was operational, Female Mentors realized that some Community Girls were enrolled in school and that some were enrolled in even project schools. Recognizing the need and interest of the girls, SOAR modified the eligibility criteria and allowed the girls who were enrolled in school to stay in the Community Girls programme.

2. **Female Mentors.** SOAR created the role of the Female Mentor because they realized that girls would probably not feel comfortable approaching the CCPCs. They theorized that girls would feel more comfortable confiding in a young woman than a man or an older person. The role of the Female Mentor included conducting anti-SBVAG peer educator trainings sessions every other week in six-week cycles; conducting outreach to girls and families in the community; and serving as a trusted and approachable person to whom girls could report sexual abuse. Initially, the plan was to have two volunteer Female Mentors per community, with each community having a Female Mentor for 8-12 years old girls and 13-17 years old girls. The level of effort required for mentoring was higher than expected, however, so the number of Female Mentors was doubled to four per community and each was provided a N10,000 monthly stipend and N1,000 monthly for communication.

The Female Mentors were selected by a process in which the CCPC executives in each community identified "notable and committed" young women (approximately 25-30 years old) who were from their community and then nominated them to be Female Mentors. The CCPC of each community, with the support of SOAR, made the final selection of four Female Mentors per community. SOAR trained all eight Female Mentors together with School Counselors and Teachers. The 2-day training covered understanding the sexual abuse of children, child rights and protection, basic needs of children as recognized human rights, and how children cope with sexual abuse. Trainees were also provided a manual prepared by SOAR. The training took place in the second year of implementation. The objective of the Female Mentors was to empower girls in the community-based programme (Community Girls) with the information they required to protect themselves from sexual abuse and to speak out in the event of sexual abuse.

3. **Community Child Protection Committees (CCPC).** Local community peer representatives were organised into community-based child protection committees (CCPC) (originally conceived of as watch groups) comprised of males and females across three different age groups – child, young adult, and adult – for a total of 14 to 19 members and met monthly. SOAR and partners trained the CCPC members on understanding and responding to SBVAG. SOAR also coached the CCPC to develop action plans to itemize actions the CCPC would take to raise awareness about SBVAG and to improve the safety of girls against SBVAG.

It is notable that the community chiefs in Wumba and Dutse were made the CCPC chairpersons in the 2nd quarter of the 2nd year of the project.

SOAR supported the CCPCs in developing referral mechanisms that linked survivors in their communities to the appropriate state and non-state actors in and around their community who could provide shelter, protection, medical, legal, and psychosocial support services. CCPC members also served as trusted individuals to whom girls could report SBVAG. CCPCs used their knowledge to carry out SBVAG awareness activities such as sensitisation talks in religious and school settings. In Dutse, for example, the CCPC reached out to Muslims in the community by giving a sensitisation talk at the Nomadic School, resulting in an increase in Muslim community children at the Dutse Kids Club. The CCPCs organized an awareness walk and community meeting, reaching about 450 community members. The CCPC also held advocacy meetings with religious and ethnic groups to secure their commitment to ending SBVAG.

4. **Kids Clubs.** SOAR organized a Kids Club in each community as a safe space where children could gather once per month. Initially, the plan was to serve a cohort of about 100 children per community, but this proved too challenging to monitor. Instead, it ran once per month as a general sensitization activity for 200 children ages 8-18 years old. The Kids Club meetings were opportunities to sensitize the community children about SBVAG and the need to break the silence and report it.

## School-Based Model

The school-based model had four components: School Girls, School-Based Management Committees (SBMCs), School Counsellors, and School Staff. Each of the four components were implemented in each of the six project schools: Government Secondary School, Junior Secondary School, LEA Primary, Marvellous Eagles, Redeemers, and Remix. The goal was to educate girls in the schools and school staff about SBVAG and to develop mechanisms and action plans to address SBVAG in these schools.

1. **School Girls.** At each of the schools, SOAR held a one-day sensitisation rally with a large number of girls (excluding those in the early Primary years due to the sensitive content) and later conducted a one-day peer educator training session with a smaller set of girls selected by school staff. Unlike the Community Girls who received Peer Educator Training in three sessions across a six-week period, School Girls had only one day-long training. The School Girls were divided into age-specific groups of 8-12 years old girls and 13-17 years old girls for age-appropriate peer educator training. Subsequently, school staff helped select from the girls who attended the training, those who would be the pioneer members of the Girls Clubs at their school. The schools managed their Girls Clubs differently, but most had Girls Clubs that met once per week that were coordinated by a Counsellor while the Girls Clubs were led by girls. The Girls Clubs followed a proposed curriculum from SOAR and served as a safe place for girls to discuss sensitive topics, such as SBVAG.

2. **School-Based Management Committee (SBMC).** SOAR met with the SBMC of each school to get their buy-in and commitment to the project and to have them support the management of the schools to develop achievable Action Plans and to implement them in their schools. However, the SBMCs in general were not as active as anticipated, so SOAR shifted the plan so that School Staff would play more of a role in implementing the programme and developing and implementing the Action Plans. SOAR provided a one-day anti-SBVAG training to the SBMC members and PTA executives. While SOAR had anticipated 10 SBMC members per school to attend the trainings, on average only four SBMC members per school attended the training session. SOAR coached the SBMC (along with School Staff) in developing Action Plans for their schools.

3. **School Counsellors.** Each school had its own arrangement of who took on what responsibilities, but in most cases a school Counsellor worked with the Girls Club as a Coordinator. Working under the assumption that the girls would be more likely to confide in a female Girls Club Coordinator rather than a male Coordinator, only female Counsellors were appointed as Girls Club Coordinators. One school did not have a female Counsellor so in that school a female teacher was made the Girl Club Coordinator. While mentoring the girls in the club and addressing reported cases, Counsellors also supported the development and implementation of the Action Plans. The school administration and other selected school staff developed the school Action Plans. The Counsellors and other School Staff received anti-SBVAG training from SOAR. Two Counsellors or Teachers from each school attended the training.

4. **School Administration and other School Staff.** As a preliminary step, SOAR met with the administration and other school staff at each school to explain the project and to gain their support for it. The administration at each school was responsible for making the necessary arrangements for SOAR to hold the focus groups, sensitisation rallies, and Peer Educator Training sessions. The administration was also responsible for developing and implementing the Action Plan for their school, with the support of the

SBMC, other school staff, and SOAR. (The term "School Staff" here refers to anyone employed by a project school who also worked on the project, including the Principal, Vice Principal, Counsellors, and Teachers.)

As part of the process of design, implementation, and operation, collaborations were established with Traditional and Community peer group leaders, the Gender Unit of the FCT Education Secretariat, School-Based Management Committees (SBMCs), PTAs, the FCT Social Development Secretariat, the Child Justice Clinic, and the National Agency for the Prohibition of Trafficking in Persons (NAPTIP).

SOAR had direct contact with the FCT Education Secretariat, the government regulatory agency responsible for approving and supervising activities in schools within the FCT, because the Deputy Director of Gender was a member of the PIAT. The Deputy Director was able to identify three public schools for the project. SOAR was able to secure the buy-in and support of the administration of each school through advocacy visits/meetings and focus group discussions with School Staff.

## 2.4    Project Strategy, Results Chain, Goal, Outcomes, Outputs and Key Activities

The project had four **key strategies**:

1. **Developing local peer leaders' capacities.** The project sought to develop participants' capacities to identify, prevent, and respond to SBVAG. To do this, project staff and their partners trained and coached community members and girls in the project communities and school staff and girls in the project schools. In particular, the project sought to develop the capacity of local peer leaders to create anti-SBVAG action plans and referral mechanisms for multi-sectoral services.

2. **Engaging new partners.** The project sought to engage new partners to expand beyond previous work and to open-up new areas of work. The project sought new partnerships with: 1) Christian, Muslim, and ethnic community leaders, including the village Chiefs in each project community, to obtain buy-in and local support for the project; 2) private schools to expand their work beyond public schools; and 3) local police departments and government and non-profit social service providers to create a network of community members and social service agencies.

3. **Changing knowledge, behaviour, and attitudes.** The project sought to increase knowledge of SBVAG and related issues and to improve behaviour and attitudes SBVAG issues among participants. Project staff engaged in anti-SBVAG advocacy with the village Chiefs and other community leaders to persuade them to use their influence on cultural norms to encourage community members to learn about SBVAG and to help change behaviours and attitudes to support anti-SBVAG efforts. Project staff engaged in advocacy with school staff to urge them to learn about SBVAG and to change their behaviours and attitudes to support anti-SBVAG efforts. Project staff developed curricula and trainings for girls in the project communities and schools.to increase their knowledge about, and to improve their behaviour and attitude towards, SBVAG and related issues.

4. **Enhancing multi-sector referral systems.** The project sought to enhance the multi-sectoral referral system by identifying government and non-profit service providers and connecting community leaders to them. The project introduced community leaders to representatives of government and non-profit social service agencies to educate the community leaders on the service options available to them for reported cases of sexual abuse and to educate the service providers on the needs of the communities. The project also advised local community members on how to disseminate information about available services and provide referrals at the community level which connect to district, state, and national levels.

## Results Chain (or Theory of Change) of the project

Table 4 below shows the Results Chain of the project along with the project goal, outcomes, outputs and key project activities.

**Table 4. Results chain.**

| Project Goal: Girls (8 to 18 years) involved in the project in Dutse and Wumba communities of the FCT have improved safety and support against SBVAG by February 2019 | | |
|---|---|---|
| **Outcome 1** Local Child Protection Mechanisms in Dutse and Wumba Communities of the FCT have improved structures, attitudes and behaviors to protect and support community girls against SBVAG by February 2019 | **Output 1.1** Community members and girls involved in the project have improved knowledge about SBVAG and the need to break the silence and address it | **Activity 1.1.1** Conduct advocacy meetings with traditional and community leaders in Dutse and Wumba communities on SBVAG. |
| | | **Activity 1.1.2** Organize Community meetings to discuss issues of SBVAG, establish and review community-based child protection structures. |
| | | **Activity 1.1.3** Organize monthly Kids Clubs in the project communities to sensitize the community children about SBVAG, the need to break the silence and report it |
| | | **Activity 1.1.4** 2 trainings per month of community girls to assert their rights, recognize sexual abuse, report it and share this information with their peers (to be facilitated by the trained mentors) |
| | **Output 1.2** Members of community child protection groups which are established and trained during the project period in Dutse and Wumba Communities in the FCT have action plans in place and better understanding of their roles in preventing and responding to SBVAG in the project communities | **Activity 1.2.1** 1-day training of Community Child Protection Committees of Dutse and Wumba on SBVAG and how to address it |
| | | **Activity 1.2.2** 1 day weekly strategic planning meeting for 4 weeks to establish the CCPC structures and action plans |
| | | **Activity 1.2.3** 2-day training of Female Mentors of Dutse and Wumba Communities to train and mentor community girls on SBVAG issues |
| | | **Activity 1.2.4** Joint CCPC training on reporting and sustainability |
| | **Output 1.3** Referral Mechanisms are set up between the Child Protection Committees in the project communities and service providers of sexual violence | **Activity 1.3.1** 1-day Consultative meeting between the CCPCs and SBVAG service providers |
| | | **Activity 1.3.2** 1-day Consultative meeting between the SBVAG service providers and the CCPC to strengthen linkages and referral system |

| | | **Activity 1.3.3** Community Stakeholders Forum to review project results and strengthen visibility and referral linkages of the CCPC |
|---|---|---|
| **Outcome 2** Schools serving girls from Dutse and Wumba communities are better able to respond to SBVAG and protect them from sexual violence and exploitation by February 2019 | **Output 2.1** Members of School based Management Committees, PTA's, counsellors and teachers of project schools serving girls from Dutse and Wumba Communities, have increased knowledge about SBVAG and have in place the required action plans needed to address SBVAG in their schools. | **Activity 2.1.1** 1-day training of School based Management Committees, PTA of project schools in Dutse and Wumba communities to address SBVAG in their schools held in 2 sessions |
| | | **Activity 2.1.2** 2-day training of school counsellors and teachers of project schools in Dutse and Wumba communities to address SBVAG and build skill to mentor girls in the Girls Clubs in their schools |
| | **Output 2.2:** In schoolgirls exposed to the project activities have increased knowledge on SBVAG, how to recognize it, refuse the abuser's approach, protect themselves and share this information with their peers | **Activity 2.2.1** 1-day training of in-schoolgirls as peer educators to assert their rights, recognize sexual abuse, report it and share this information with their peers |
| | | **Activity 2.2.2** Conduct sensitization rallies and debates and quiz competition amongst the project schools to break the silence on SBVAG and to encourage disclosures |
| | | **Activity 2.2.3** Handbook Review meeting |

*Source: Terms of Reference (SOAR Initiative)*

To achieve the programme objective, SOAR would implement a strategy in which youth, especially girls, would be engaged throughout the project life cycle—from determining how sexual violence manifests and affects girls within communities, to deciding what should be done to curtail it, and involvement in creating community-based child protection committees (CCPC) mechanisms needed to respond to SBVAG. School girls would also been trained to assert their rights, recognize and report sexual abuse and share peer information on SBVAG. In-school Girls Clubs would be created as safe spaces for confidential disclosures.


## 2.5    Key Assumptions of the Project

Project documents revealed no key assumptions.


## 2.6    Targeted Primary and Secondary Beneficiaries, Partners and Stakeholders

**Targeted Primary and Secondary Beneficiaries**
The project's primary beneficiaries were girls ages 8-17 years old are at risk of SBVAG and girls who are survivors of SBVAG and who either lived in one of the two project communities – Dutse or Wumba – and/or attended one of the six project schools – LEA Primary, Government Junior Secondary School, Government Senior Secondary School, Redeemers. Marvellous Eagles, or Remix International located in Apo, Dutse, or Wumba.  The secondary beneficiaries are the project community members who serve as Female Mentors

(Women ages 25-59 years old) and CCPC Members (male and female adults ages 25-59 years old, male and female young adults ages 20-24, and male and female children ages 10-19) and the School Staff (male and female adults who serve in the role of Principals, Teachers, Counsellors and/or members of the SBMC).

There are no socio-economic or demographic statistics publicly available on either project community – Dutse or Wumba. This creates a challenge to showing the number of potential primary (girls 8 – 17 years old) and secondary beneficiaries (CCPC Members and Female Mentors) of the programme at the community level.

However, it is possible to know the number of potential primary beneficiaries in each of the communities at the project school level. Table 5 below shows student enrollment by community and sex. Applying the current programme model which is focused solely on girls, schools in Apo provided the largest share of potential female beneficiaries at 76%. If the programme were expanded to include boys, then schools in Apo would provide the largest share of potential male beneficiaries (65%) as well. Overall, schools in Apo would provide 71% of total potential primary beneficiaries. We can estimate the number of potential secondary beneficiaries at project schools based on SBMC membership. The Nigerian government mandated that each school have a SBMC to act as a bridge between the schools and the communities they serve Each SBMC is meant to comprise members from the school and community which represent the relative diversity of the community served by the school. The number of SBMC members vary, but as a guide it is recommended to have no more than 17 members. Assuming each school has a fully staffed SBMC, then the total number of potential secondary beneficiaries at the project school level would be 102 (17 SBMC members X 6 project schools = 102 SBMC members), with each community have two SBMCs each for a total of 34 potential secondary beneficiaries each.

**Table 5. Male and female student enrollment by community – potential beneficiaries.**

| Community | Male (2,522) | Female (2,834) | Total (5,356) |
|-----------|--------------|----------------|---------------|
| **Apo** | 65% | 76% | 71% |
| **Dutse** | 27% | 17% | 22% |
| **Wumba** | 8% | 7% | 7% |
| **Total** | **100%** | **100%** | **100%** |

*Source: Activities and Beneficiaries document and discussion (SOAR Initiative).*

Table 6 below shows the project schools by type of school (public or private), the community in which it is located (Apo, Dutse, or Wumba), the classes it serves (Primary, JSS, and/or SSS), student sex (male or female), and total enrollment. The table shows the total number of potential primary beneficiaries would be 5,356 students if the school-based programme were to include all students – male (2,522) and female (2834) – in each school. Table 6 also shows that if the programme were expanded to include all girls and boys at each school, that public schools would provide the largest share of male (87%), female (88%), and total (87%) potential beneficiaries, as compared to private schools which would provide a substantially smaller share of male (13%), female (12%), and total (13%) potential beneficiaries.

**Table 6. Project schools by type, community, classes, sex, and total enrollment – potential beneficiaries**

| School | Community | Classes | Male Students | Female Students | Total Enrollment |
|--------|-----------|---------|---------------|-----------------|------------------|

| | | | 87% (2,184) | 88% (2,488) | 87% (4,672) |
|---|---|---|---|---|---|
| **Public Schools** | | | | | |
| **LEA Primary** | Dutse | Primary 1-6 | *21%* | *12%* | *16%* |
| **JSS** | Apo | JSS 1-3 | *32%* | *32%* | *32%* |
| **GSS** | Apo | GSS 1-3 | *34%* | *44%* | *39%* |
| **Private Schools** | | | 13% (338) | 12% (346) | 13% (684) |
| **Redeemers** | Wumba | Primary 1-6 JSS 1-3 | *4%* | *4%* | *4%* |
| **Remix International** | Dutse | Primary 1-6 JSS 1-3 GSS 1-3 | *6%* | *5%* | *5%* |
| **Marvellous Eagles** | Wumba | Primary 1-6 JSS 1-3 | *4%* | *3%* | *3%* |
| **TOTAL** | | | 10% (2,522) | 100% (2,834) | 100% (5,356) |

*Source: Activities and Beneficiaries document and discussion (SOAR Initiative).*
*Notes: JSS = Junior Secondary School and Government (Senior) Secondary School.*


**Key implementing partners and stakeholders.**

Key implementing partners and stakeholders were drawn from governmental and non-governmental agencies and included the following:

- **Traditional community leaders (Chiefs)** who provided the moral authority for the programme to operate in the communities.
- **Community peer group leaders** who agreed to join the CCPCs or become Female Mentor to deliver anti-SBVAG events or training, respectively, and refer SBVAG cases to service providers.
- **FCT Education Secretariat**, the government agency responsible for the formulation and implementation of education policies in the FCT, that facilitated the recruitment of project schools.
- **School-Based Management Committees** at each of the schools who supported development and implementation of the schools' Action Plans to combat SBVAG.
- **PTAs and school management** developed Action Plans to prevent and respond to SBVAG in their schools.
- **FCT Social Development Secretariat**, the government agency responsible for providing social services and recreational facilities for residents in the FCT, who advised on social service providers.
- **Child Justice Clinic** (CJC), a non-profit launched by UNICEF to provide vulnerable children access to justice and psycho-social supports, accepted referrals from the project.
- **National Agency for the Prohibition of Trafficking in Persons** (NAPTIP)
- **Local public and private schools** which allowed the programme access to their students
- **Public and non-profit service providers** which access to justice (the Gender Unit of the Police Command, Gender Unit of the Apo Divisional Police Force, and the International Federation of Women Lawyers (FIDA) Abuja branch), shelter (Women trafficking and child labour eradication Foundation (WOTCLEF), and Daughters of Abraham Foundation (DOAF)), and health (Community Primary Health

Care Centre), and Case Management (Abuja Municipal Area Council, Social Development Secretariat (Child Welfare, and Child and Youth Protection Foundation (CYPF)).

- **UNTF** which provided funding for the Mobilising Communities project.

## 2.7 Total Resource Allocation

Project resources came from a two-year UN Trust Fund small grant award of US $115,412. Total expenditure for the project was US $78,666.36.

# 3 Purpose of the Evaluation

This evaluation was conducted to provide UNTF with the required external, independent, final evaluation of the project "*Mobilizing Communities to End Sexual Based Violence against Girls in Local District of Abuja Municipal Area Council in Nigeria*", which SOAR, one of their small-award grantees, implemented in FCT-Abuja, Nigeria. The purpose of this evaluation is to assess the project against the OECD-DAC criteria of effectiveness, relevance, efficiency, sustainability, and impact, and UNTF criteria of knowledge generation, gender equality and human rights, as well as the project goal and outcomes and operational efficiency. The project's interventions were focused on increasing knowledge and changing attitudes and behaviours of primary and secondary beneficiaries around SBVAG issues. This evaluation was begun immediately following the end of the project on 28 February 2019 and was undertaken 1 March 2019 to 15 July 2019.

# 4 Sharing and Disseminating Evaluation Learnings

The evaluation findings will be made publicly available for use by practitioners engaged in anti-SBVAG efforts, organizations funding anti-SBVAG projects, NGOs developing anti-SBVAG plans, and city, state, and national education departments planning whole-system anti-SBVAG interventions. Although this project ended and SOAR and UNTF have withdrawn their support, the intention was for secondary beneficiaries in the communities and schools to take ownership of the project and to sustain it, which they were doing as of the writing of this report. Therefore, this evaluation also is intended for those who are sustaining the project. This evaluation would be useful to anyone interested in what works to raise awareness and increase knowledge about SBVAG and to change attitudes and behaviours to prevent and change responses to SBVAG should it occur. The evaluation will be made available to SOAR and its partners and other relevant stakeholders in Nigeria to increase the sustainability of the project to improve the implementation and operation of similar projects. The evaluation also will be available to UNTF to aid in their funding decisions.

# 5 Evaluation Scope and Objectives

**Evaluation scope**

- Timeframe: Covered the entire period of the project's implementation (1 March 2017 to 28 February 2019)
- Geographical: Covered the communities of Dutse and Wumba and two schools in Apo
- Target groups: Included primary and secondary beneficiaries and key stakeholders

**Evaluation objectives**

- The objectives of this final evaluation are as follows:
- To contribute to UNTF's evidence and learning hub where knowledge and lessons learned are compiled through the work of its grantees

- To produce knowledge and evidence in what works and what doesn't work to prevent SBVAG and to mitigate its effects should it occur
- To identify key lessons and promising or emerging good practices in the field of ending sexual-based violence against women and girls
- To learn from the strategic geographic location and context within which the project was implemented for future projects
- To learn what mechanisms and practices have or have not enabled efficient functioning of the team
- To assess the extent to which the following key project goals, outcomes, and their related indicators have been met

**Project Goal: Girls in Dutse and Wumba communities of the FCT have improved safety and support against SBVAG.**

## 5.1    Project Goal Indicators

**Project Goal Indicator 1:**

*CCPC Members*

i.   % of CCPC members involved in the project will report that girls in the project schools are safer against SBVAG.
ii.   % of CCPC members involved in the project will report that girls in the communities are safer against SBVAG.
iii.   % of CCPC members involved in the project will report that girls in the project schools are better supported against sexual violence.
iv.   % of CCPC members involved in the project will report that girls in the communities are better supported against sexual violence.

**Project Goal Indicator 2:**

*Community Girls*

i.   % of Community Girls will report that they know of a mechanism in their community to protect them from SBVAG.
ii.   % of Community Girls will be able to identify, describe, or give examples of the mechanism/s in place at their community.
iii.   % of Community Girls will report that they feel safer against SBVAG in their communities.
iv.   % of Community Girls will report that they feel more supported against SBVAG in their communities.
v.   % of Community Girls report that the project has improved their confidence to report SBVAG related issues.

*School Girls*

i.   % of School Girls will report that they know of a mechanism in their school to protect them from SBVAG.
ii.   % of School Girls will be able to identify, describe, or give examples of the mechanism/s in place at their school.
iii.   % of School Girls will report that they feel safer against SBVAG in their schools.
iv.   % of School Girls will report that they feel more supported against SBVAG in their schools.
v.   % of School Girls report that the project has improved their confidence to report SBVAG related issues.

**Outcome 1 [Communities]: Local Child Protection Mechanisms in Dutse and Wumba Communities of the FCT have improved structures, attitudes and behaviours to protect and support Community Girls against SBVAG by February 2019.**

## 5.2 Outcome 1 Indicators

**Outcome 1 Indicator 1.1:**

i.   Existence of trained [CCPCs] responsible for the prevention and response to sexual violence against girls in Dutse and Wumba Communities within 2 years from the project start date.

**Outcome 1 Indicator 1.2:**

i.   % of active CCPC members in each community that report girls in their communities are better protected against SBVAG because of their activities.
ii.  % of CCPC members in each community that report that since the action plan has been in place it has been followed in all cases of reported SBVAG.

**Outcome 1 Indicator 1.3:**

i.   % of Female Mentors hired in Wumba and Dutse.
ii.  % of Female Mentors trained.
iii. % of Female Mentors reporting improved attitudes towards the response to SBVAG in Dutse and Wumba communities since joining the project. % of Female Mentors reporting improved behaviours towards the response to SBVAG in Dutse and Wumba communities since joining the project.

**Outcome 2 [Schools]: Schools serving girls from Dutse and Wumba communities, are better able to respond to SBVAG and protect them from sexual violence and exploitation by February 2019.**

## 5.3 Outcome 2 Indicators

**Outcome 2 Indicator 2.1:**

i.   % of schools targeted by the project with action plans in place to respond to sexual violence against girls within 2 years from the project start date.

**Outcome 2 Indicator 2.2:**

i.   % of School Management and staff of project schools report that the schools have improved response to sexual violence against girls
ii.  % of School Staff who received training will report that the training improved their understanding of SBVAG.
iii. % of School Staff will report that working with the girls improved their responsiveness to SBVAG.
iv.  % of School Staff will report that the programme helped improve the school's response to SBVAG.

**Outcome 2 Indicator 2.3:**

i.   % of School Girls involved in the project (attended the 1-day training and became pioneer members of the Girls Club) who report that the schools have improved structures to prevent SBVAG.
ii.  % of School Girls involved in the project (attended the 1-day training and became pioneer members of the Girls Club) who report that the schools have improved structures to respond to SBVAG.

# 6    Evaluation Team

The Evaluation Team consisted of one International Consultant, who played the role of Lead Evaluator, and one National Consultant, who played the role of Research Associate.

The Lead Evaluator was responsible for designing, directing, implementing, and managing the evaluation from inception to final report, in consultation with the evaluation task managers from the SOAR Initiative and the UN Trust Fund to End Violence against Women.  The Lead Evaluator conducted desk reviews; designed data collection instruments; conducted field work in Abuja, Nigeria, including surveys, interviews, and observations; collected, cleaned, managed, and analysed the data; and wrote the final evaluation report. The Lead Evaluator managed the relationships with key stakeholders. The Lead Evaluator also directed and managed the work of the Research Associate.

The Research Associate supported the Lead Evaluator in developing data collection instruments, conducting in-country surveys, interviews, and observations, and managed data entry of survey data and transcription of interviews.

## 6.1    International Consultant

*Kelli Henry, Ph.D.* is an independent consultant with more than 20 years of experience conducting international research and evaluation. She holds a Ph.D. in Sociology from New York University. Dr. Henry has experience conducting qualitative, quantitative, and mixed-methods research, including participatory methods and stakeholder engagement. Dr. Henry has experience conducting surveys, interviews, and observations of adults and children, including in school settings.  Dr. Henry has provided quality assurance for gender-responsive and human-rights based approaches to evaluation and issues of violence against women and girls. Dr. Henry has taught Statistics and Research Methods in the Behavioural Sciences for more than 10 years at the university level.  Dr. Henry has been certified to conduct human-subjects research, to serve on an Institutional Review Board, and to Chair and Institutional Review Board (IRB) by the Collaborative Institute Training Initiative (CITI) and has served on the IRB of an international non-profit and a public university and has served on the Ethics Review Committee of an international non-profit serving vulnerable populations.  Dr. Henry has in-country experience in Nigeria and is a native English speaker.

## 6.2    National Consultants

*Olufunmilayo (Funmi) Oyerinde* is an independent consultant and public health professional. She holds a Master's Degree in Public Health from the University of Sunderland in the U.K.  Ms. Oyerinde has a certification in Child Safeguarding in Emergencies from Keeping Children Safe in the U.K.  She is also certified in Project Management for Development (PMD Pro 2) from APMG International in the United Kingdom. She has ten years of experience in maternal and child health and vulnerable children programming.  She has five years of experience conducting research and evaluation.  She has experience conducting surveys and interviews with children, including in school settings. She is a Nigerian national based in Abuja, Nigeria.

*Ibrahim Abdulrahman* is an independent consultant with the Centre for Advanced Medical Research and Training, Bayero University, Kano. He possesses a BSc in Geology and second BSc in Adult Education & Community Development (BUK) as well as a Master's Degree in Environmental Science from Cyprus International University.  He also holds a professional Diploma in computer science.  He has worked as an independent data quality supervisor on various research projects, including on the Bill and Melinda Gate's PMA2020, and as a Data Manager at Epidemiological Resources and Investigation Consultancy Limited (Eric,

Kaduna). He has over 6 years' experience as a Transcriber and has supported numerous qualitative research projects in various capacities. He has worked as a Moderator, Coordinator, and Data quality Supervisor for BBC Media Action, Equal Access International, and Communications and Marketing Research Global as well as other organizations.

**Doyin Tairat Shittu** is a Nigerian based in Lagos and is fluent in English and Yoruba. She is an independent consultant and public health specialist with over a decade of experience in family planning and HIV programming. She is a pharmacist with a postgraduate degree in public health and a Master's of Science in public health, both from the London School of Hygiene and Tropical Medicine in the United Kingdom. Tairat also has a certification in social accountability from Coady International Institute in Canada and a certification in project management for development professionals (PMD Pro 1) from APMG International in the United Kingdom. She is a seasoned researcher with vast experience conducting assessments, interviews, and surveys in different program areas.

**Ruth Adzege,** is a graduate of Psychology with a Master's Degree in Public Administration from Benue State University. She is certified in project management for development professional (PMD Pro 1) from APMG International in the United Kingdom. She is a freelance consultant.

# 7    Evaluation Criteria and Questions

This evaluation assessed the project against the five Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) criteria: **Effectiveness** is a measure of the extent to which an aid activity attains its objectives. **Relevance** is the extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor. **Efficiency** is a measure of the outputs – qualitative and quantitative – in relation to the inputs. **Impact** is the positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. **Sustainability** is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn.

The evaluation also assesses the project against two UNTF criteria: **Knowledge generation** is concerned with identifying practices during project implementation that worked well and did not work well. **Gender equality and human rights** is a cross-cutting criteria concerned with the extent to which human rights-based and gender-responsive approaches were incorporated through-out the aid activity.

Taken together these seven criteria provided the framework for the fifteen multi-part UNTF evaluation questions listed in Table 7 below. The purpose of the evaluation criteria and questions was to guide the evaluation team in developing data collection instruments, the evaluation design, and the roadmap for generating the information needed to assess project goals, outcomes, and learning.

In the process of consulting with UNTF and SOAR, the Evaluation Team identified additional information and analytical needs of the evaluation stakeholders. This resulted in additional research and analyses that are not listed in the Evaluation Criteria and Questions table, but  are presented below:

1. a literature review on the role of international treaties and domestic laws that have implications for child sexual abuse in Nigeria.
2. a literature review to document prevalence rates of the sexual abuse of adolescent girls in Nigeria, including variations by ethnicity, region, religion, and education.
3. a description of the structural features in place in Nigeria to address SBVAG
4. a description of sexual abuse of girls in Nigeria

The additional analyses that were requested and provided were conducted with the of primary data collected for the evaluation and includes:

5. differences in the perception and behavior of girls in public and private schools disaggregated by age (8-12 and 13-17)
6. differences in the perception and behavior of girls in the school girls and community disaggregated by age (8-12 and 13-17)

Additional comparisons and discussions were also requested and provided and these included:

7. a comparison of public schools and private school and the attendant challenges
8. a discussion of the impact of turnover of CCPC members on project effectiveness and sustainability
9. a discussion of the age differences between girls and the attendant challenges
10. a discussion of the sexual abuse of girls in Nigeria

**Table 7: Evaluation criteria and questions**

| Evaluation Criteria | Evaluation Questions |
|---|---|
| **Effectiveness** | 1. Was the programme design logical and coherent in:<br>a) taking into account the roles, capacities and commitment of stakeholders; and, b) in realistically achieving the planned outputs?<br>2. To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?<br>3. Did the project develop and build the capacities of local peer leaders to develop action plans and community-based referral mechanisms to respond to SBVAG within the project communities? To link survivors to required multi-sectoral services?<br>4. What mechanisms enabled or constrained girls' capacity to engage peers regarding SBVAG? |
| **Relevance** | 5. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of youth and adolescents in Dutse and Wumba?<br>6. To what extent does the programme respond to the international framework to prevent and respond to violence against women, such as CEDAW, Beijing Platform Action and women's human rights principles? |
| **Efficiency** | 7. To what extent was the project efficiently and cost-effectively implemented?<br>8. How efficiently does the programme management monitor programme performance and results?<br>9. Have resources (funds, human resources, time, expertise, etc.) for integrating human rights and gender equality been allocated strategically to achieve results? What were the benefits, costs or consequences? |
| **Sustainability** | 10. To what extent will the achieved results, especially any positive changes in the lives of the girl child and adolescents (project goal level), be sustained after this project ends?<br>11. How have stakeholders been involved in programme implementation? How effective has the programme been in establishing local ownership?<br>12. Can the programme approach or results be replicated or scaled up by national partners? What would support their replication and scaling up? |

| Impact | 13. To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)? <br> 14. To what extent has an enabling or adaptable environment been developed (or not) for real change on gender equality and human rights –particularly the rights of the girl child, in Dutse and Wumba? In neighboring communities? |
|---|---|
| **Knowledge generation** | 15. To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners? |
| **Gender Equality and Human Rights** <br> Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent. | |

*Source: Terms of Reference (UNTF).*

# 8    Evaluation Design and Methodology

The design and methodology of this evaluation was developed to address the objectives and evaluation questions detailed above. To do this, the evaluation team used quantitative, qualitative, and mixed-methods approaches to data collection. The design and methodology reflect how the programme was implemented and the available data.

## 8.1    Evaluation Design

The evaluation was a "post-intervention only without a comparison group" design. The possibility of implementing an experimental or quasi-experimental evaluation design was explored. The lack of the random assignment of participants, however, precluded an experimental design. A pre- and post-intervention quasi-experimental study design was not possible because baseline data that could have served as a pre-intervention benchmark were not collected. The factors leading to the decision to utilize a post-intervention only without a comparison group design is discussed further below in section 8.6 Study Limitations.

Despite these obstacles, the evaluation design employed a technique to replicate a pre-/post-tests design. Among the survey questions were carefully worded questions that asked the participant to implicitly compare their perception of key issues from before the programme (intervention) to after the programme be to uncover perceived changes caused by the intervention which are explained more fully below.

## 8.2    Data Sources

A desk review of programme data from the SOAR Initiative was conducted to refine the evaluation methodology. Programme data were gleaned from the following sources: ProDoc reports, monitoring reports, progress reports, annual reports, as well as documents containing data collected by programme staff from focus groups, community mapping, and pro-/post-tests to measure learning from trainings. There were no data collected that could serve as a baseline.

In addition to reviewing and analyzing programme data collected by the SOAR Initiative, the evaluation team conducted primary data collection. Table 8 below summarizes the primary data sources. Primary data were collected via survey questionnaires, observations, and interviews. Survey questionnaires were completed by primary and secondary beneficiaries as well as SOAR staff, PIAT members, and partners. Observations were

conducted of meetings. Interviews were conducted with primary and secondary beneficiaries as well as SOAR staff, PIAT members, and partners.

Working in consultation with SOAR staff and key stakeholders, the methodology was refined, the stakeholders to be interviewed and surveyed were identified, and the rationale for their selection (the sampling framework) was finalized. Also, in consultation with SOAR staff and key stakeholders, a detailed work plan was developed with a timeline and deliverables for the data collection, analysis, and report writing stages of the evaluation. In addition, a field mission to Abuja was planned and undertaken by the Lead Evaluator.

**Table 8. Summary of primary data collection.**

| Study Population | Structured Surveys | Semi-Structured Interviews |
|---|---|---|
| *Primary beneficiaries* | | |
| Girls (8-17)<br>• Community Girls<br>• School Girls | School, community, class in school, age, self-report of which interventions they participated in, perception of project impact on school, self-report of the effect of the project on themselves, self-report of what they learned from the project, perception of project design, self-report of attitudes and behaviours towards SBVAG | Perceptions of the project and how it impacted their views on how to prevent, respond to, and report SA; their perception of their personal safety, human rights, and rights as a child; views on obstacles to reporting SA; and knowledge of services. |
| *Secondary beneficiaries* | | |
| School staff<br>• Principals<br>• Counsellors<br>• Teachers | Role in school, role in the project, training and its impact on their own understanding and response to SBVAG, and the project's impact on the school's response to SBVAG. | Perception of how the training affected their view of SBVAG, how working with the girls affected their view of SBVAG, how the project impacted the school's response to SBVAG. |
| CCPC members | Community, length of membership, sex, age, CCPC activities participated in, perceived accomplishments of CCPC, self-report of what they learned about SBVAG, perceived impact of CCPC activities on the community and girls, self-report of what they will do to respond to SBVAG that is reported to them and why they might not follow-up, self-report of their commitment to CCPC and what they learned from the training. | Views on how they decided to join the CCPC, what mechanisms the CCPC put in place to prevent and respond to SBVAG, what issue enable or limit a girl from reporting SBVAG, how being on the CCPC has built their capacity to speak out against SBVAG, use of action plan, adaptability of CCPC, imapct of project on Community Girls' knowledge of SBVAG, obstacles, views on what prevents reporting SBVAG, perception of community reaction, and sustainability. |
| Female Mentors | Community, age group mentored, length of service, age, project activities | Views on being a Female Mentor, training for girls, sustainability, |

| | participated in, number of girls mentored in total and number currently mentoring, self-report of what they will do to respond to SBVAG that is reported to them and why they might not follow-up, self-report of their commitment to being a Female Mentor and what they learned from the training, perception of training for girls, and sustainability. | traditional gender roles, role of religion, language, and tribe, perception of impact of training on girls' safety and confidence, and performance monitoring. |
|---|---|---|

*Source: Primary data collection (Evaluation Team).*

## 8.3 Data Collection Methods and Analysis

The evaluation team developed qualitative and quantitative data collection tools to capture perceptions from the primary and secondary beneficiaries as well as other stakeholders. Each data collection tool had a protocol customized to suit the content of the survey and members of the population who would be completing survey (see Annex D). This includes parent/guardian consent forms or minor children. A "child" is defined here as every human being below the age of eighteen years.

The quantitative study used a one-time cross-sectional survey design implemented during a two-week period approximately two and one-half months post-programme end. In order to compensate for the lack of a baseline to document the impact of the intervention over time with a matched endline study, the evaluation employed two strategies and techniques. The first was to use the surveys to obtain information relevant to the prevailing conditions – knowledge of and attitudes and behavior towards SBVAG – prior to the implementation of the project and to self-report how their or others' knowledge, attitudes and behaviours have changed due to the programme interventions. When participants are asked to recall historical information, however, their recollections might be biased by 'selective memory', a cognitive bias that can enhance or impair memory or even alter the content of reported memory. Therefore, the evaluation will employ both data and methodological triangulation, using programme data and survey and interview data to deepen the understanding of the self-reports and increase confidence in the findings.

**Quantitative Data:** Quantitative data were collected using structured survey tools. Quantitative data were collected from primary beneficiaries (Community Girls and Schools Girls) and secondary beneficiaries (School Staff and Counsellors and CCPC Members and Female Mentors) using paper-and-pencil questionnaires, and from Implementation Stakeholders (SOAR Staff and PIAT members) using online questionnaires administered remotely using SurveyMonkey. The questionnaires included questions that were open-ended and closed-ended (yes/no, multiple choice, and Likert scales). The completed paper and pencil surveys were submitted to a specialist in survey data entry who entered the data into MS Excel spreadsheets and another person carried out data quality assessment. The data were then vetted by the Research Associate and then the Lead Evaluator. The online data were uploaded to MS Excel spreadsheets and analyses were conducted in SPSS and MS Excel. Quantitative data were analysed using contingency tables, descriptive statistics, and parametric (two-sample t-test) and non-parametric (Fisher's Exact Test and Mann-Whitney U Test) tests.

**Qualitative data:** Qualitative data were collected from primary and secondary beneficiaries using in-person observations of meetings and semi-structured in-person interviews, and from SOAR Staff and PIAT members using videocall interviews. The observations used a semi-structured form for noting various physical and social elements of meetings. The interviews followed a semi-structured sequence of questions. All interviews were carried out in English. The interviews were recorded electronically and were transcribed and submitted by a

specialist to the evaluation team as MS Word documents. Qualitative analysis was done using NVivo for content analysis. The interview data were analysed thematically according to the OECD and UNTF evaluation criteria.

**Stakeholder participation:** During the entire evaluation process (inception, field research, data analysis, final report writing) stakeholder participation was high and very valuable as it contributed to a better understanding of the project, its context and processes within the evaluation team. During **inception**, various members of the ESRG provided their technical expertise and local knowledge that greatly contributed to the development of the inception report and the review of data instruments used during field work. The **field research** process closely involved the SOAR Initiative staff in terms of planning, logistics and mobilization of partners to be surveyed, interviewed and/or observed. The ESRG and SOAR Initiative staff played an important role in **finalizing this report** due to the technical input and additional project details they provided that contributed to understand data from various perspectives.

During the process, the stakeholder and Evaluation Team were engaged in a mutual-learning process where the members of the Evaluation Team learned about issues in various areas of child welfare and how they interconnect with government structures and agencies and non-profits. Stakeholders learned more about what is involved in conducting a programme evaluation, including the role of a baseline and comparison group and what constitutes each. Through the consultative process, stakeholders were empowered in the evaluation process by making suggestions that improved the evaluation. Consultation with stakeholders also enabled the Evaluation Team to make the evaluation more useful to the stakeholders in both understanding the Mobilising Communities programme and in planning for future programmes.

The evaluation design included a plan to pilot the survey and interview for girls using school girls. Only school girls were selected for the pilot because the survey and interview instruments for school and community girls were comparable, school girls they were easier to access than community girls who would have had to have been specially convened, and because of the higher number of school girls compared to community girls. By choosing only school girls, the evaluation preserved the size of the pool of community girls from which the sample would be drawn as participants in the pilot could not also participate in the study. The school with the most students in the programme was selected for the pilot so as not to lower the pool of school girls from which the sample would be drawn in the schools with fewer programme participants. When the Evaluation Team member arrived at the school, accompanied by a SOAR staff member, however, it was discovered that schools had closed early due to lack of students returning from a holiday weekend. The schedule for conducting the surveys and interviews was already in place to begin the following school day so the pilot had to be abandoned. This exposed the evaluation to the risk of data collection tools being problematic in some way.

In fact, based on the experience of the first day of interviews and surveys, the Evaluation Team observed that many of the younger girls seemed confused by the questions with response choices in the format of Likert scales of level of agreement. The Evaluation Team responded by simplifying the survey questions for school and community girls below the age of 13 years old to Yes/No questions. This affected the types of analyses that could be performed with the data from the survey as well as the types of analyses that could be conducted comparing responses with those of older girls. However, it seemed more prudent to ensure valid and reliable responses by simplifying the questions and more ethical to avoid asking young children questions they were likely not to understand. This issue would have been discovered in the pilot study had it been implemented. This was the only change made to the data collection instruments.

## 8.4    Description of Sampling

This evaluation sampled seven different project populations arrayed across the primary and secondary beneficiaries and stakeholders – see list below. Two different sampling methods were applied for populations

1-4 and 5-7. For populations 1-4, one independent sample and one dependent sample were drawn from each of the populations. The first sample (the independent sample) selected who would complete a survey and, from this sample, a second sample (the dependent sample) was drawn to select who would complete an interview. For populations 5-7, one sample was drawn which determined who would complete both a survey and interview.

*Primary Beneficiaries*
1. Community Girls
2. School Girls

*Secondary Beneficiaries*
3. School Staff
4. CCPC members
5. Female Mentors

*Stakeholders*
6. SOAR staff
7. PIAT members

To select participants to complete surveys, the evaluation employed stratified and purposive sampling techniques depending on the different study subject groups:

- A two-stage stratified sampling technique was applied to the **School Girls** population, which was stratified by school, then by year in school (class).
- A two-stage stratified sampling technique was applied to the **Community Girls** population, which was stratified by community, then by age.
- A two-stage stratified sampling technique was applied to the **CCPC member** population, which was stratified by community, then by age, and then by sex.
- A purposive sampling technique was applied to the **School Staff** population, where selection was based on role in the project.
- The entire population of Female Mentors was selected for participation in the survey.
- A purposive sampling technique was applied to the **PIAT member** and **SOAR staff** populations, where selection was based on the extent of involvement in the project.

Only those members of the study groups who participated in a survey were considered for interviews. Among those participants who completed a survey, this evaluation then employed stratified and purposive sampling techniques as described above to select who would complete an interview. The one exception was the Female Mentors study group. To select which Female Mentors were interviewed, a two-stage stratified sampling technique was applied to the Female Mentor population, which was stratified first by community and then by the age-group of their mentees.

### 8.4.1   Structured Questionnaire and Semi-Structured Interviews

A series of tables below present the sampling frameworks for the seven different project populations.

**Semi-Structured Interviews**
For School Girls, 10% of the girls surveyed were interviewed. For Community Girls in Dutse and Wumba, two from each age group (8-12 years old and 13-17 years old) who were surveyed were interviewed. For the CCPC members, three members were interviewed in each community. For the Female Mentors, one Female Mentor per mentee age group (8-12 years old and 13-17 years old) in each community were interviewed. For School Staff, the original plan was to interview one Counsellor and one SBMC member per school. However, due to instances of staff turnover, staff serving as a Counsellor and SBMC member, and the SBMCs not being

particularly active, the plan was changed to conduct two interviews per school with staff members who attended the SOAR Initiative training – the Girls Club Coordinator and the Principal or Vice Principal.

At Marvellous Eagles, two girls from primary 1-6 and two girls from junior secondary school 1-3 were interviewed; at Redeemers, two girls from primary 1-6 and two girls from junior secondary school 1-3 were interviewed; and at Remix International two girls from primary 1-6, two girls from junior secondary school 1-3, and two girls from GSS 1-3 were interviewed;

Table 9 below shows the size of each of the seven project populations (stakeholders) considered in this evaluation, the sample size selected for both the surveys and interviews, as well as the percentage of the populations surveyed and interviewed.

Of the total project population, 60% were surveyed and 11% were interviewed. Of the three stakeholder categories, the primary beneficiaries had the largest percentage surveyed (64%) with 71% of Community Girls and 61% of School Girls being surveyed despite having the largest population sizes. Implementation Stakeholders had the highest percentage interviewed (60%), although this was largely due to the relatively small size of the population (10). In sum, each stakeholder population were represented in survey and interview data.

**Table 9. Sample sizes for structured surveys and semi-structured interviews by stakeholder.**

| Stakeholder | Project Population Size (#) | Survey Sample Size (#) | Surveyed Population (%) | Interview Sample Size (#) | Interviewed Population (%) |
|---|---|---|---|---|---|
| **Primary Beneficiaries** | **565** | **359** | **64%** | **45** | **8%** |
| *Community Girls* | *157* | *111* | *71%* | *13* | *8%* |
| *School Girls* | *408* | *248* | *61%* | *32* | *8%* |
| **Secondary Beneficiaries** | **107** | **41** | **38%** | **22** | **21%** |
| *CCPC Members* | *40* | *23* | *58%* | *6* | *15%* |
| *Female Mentors* | *8* | *7* | *88%* | *3* | *38%* |
| *School Staff* | *59* | *11* | *19%* | *12* | *20%* |
| **Implementation Stakeholders** | **10** | **5** | **50%** | **6** | **60%** |
| *SOAR Staff* | *4* | *3* | *75%* | *4* | *100%* |
| *PIAT & ESRG Members* | *6* | *2* | *33%* | *2* | *33%* |
| **Total** | **682** | **405** | **60%** | **73** | **11%** |

*Source: Project population sizes (SOAR Initiative), sample sizes (Evaluation Team).*

**Sample selection for Community Girls survey and interviews**

The Female Mentors played a critical role in selecting the sample of Community Girls for participation in the survey. Based on instructions from the evaluators, the Female Mentors invited Community Girls to take the Survey at one of the regularly scheduled Community Girls Meetings. The evaluators urged the Female Mentors to invite girls based on the following criteria:

1. Past or current participation in the Community Girls Meetings, including girls who had completed the six-week training cycle and those who were currently enrolled in the training – to ensure both a sufficient sample size and sufficient variability in the girls' exposure to the SOAR project.

The final sample was shaped by two additional factors:

1. Only those girls who returned executed Parent Consent Forms and who executed a Verbal Assent were included in the sample, and

2. Only those girls who attended the Community Girls Meeting at which the survey was conducted could be included in the sample because there were not enough resources to track down community girls who did not attend this meeting to survey and interview them at a different time.

Table 10 below shows the sampling framework and the sample drawn for the Community Girls population for the Community Girls Survey by community and age group.

Nearly three-quarters (71%) of the 157 Community Girls were surveyed and 8% were interviewed. Nearly an equal percentage of Community Girls in each of the communities – Dutse and Wumba – were surveyed, 71% and 70%, respectively. The percentage of Community Girls who were interviewed was slightly higher in Wumba (9%) than Dutse (7%). In Sum, both age groups of Community Girls in each community were represented in survey and interview data.

**Table 10. Sampling framework and sample of Community Girls population by community and age.**

| Characteristics (years old) | Project Population (#) | Survey Sample (#) | Population Surveyed (%) | Interview Sample (#) | Population Interviewed (%) |
|---|---|---|---|---|---|
| **Dutse** | **83** | **59** | **71%** | **6** | **7%** |
| Child Group (8-12) | 39 | 30 | 77% | 3 | 8% |
| Youth Group (13-17) | 44 | 29 | 66% | 3 | 7% |
| **Wumba** | **74** | **52** | **70%** | **7** | **9%** |
| Child Group (8-12) | 42 | 27 | 64% | 3 | 7% |
| Youth Group (13-17) | 32 | 25 | 78% | 4 | 13% |
| **Total** | **157** | **111** | **71%** | **13** | **8%** |

*Source: Project population sizes data (SOAR Initiative), sample size data (Evaluation Team).*

**Sample selection for School Girls survey and interviews**

The School Staff played a critical role in selecting the sample of School Girls for participation in the survey. Based on instructions from the evaluators, the School Staff invited School Girls to take the Survey at one of the

regularly scheduled Girls Club meetings.  The evaluators urged School Staff to invite girls based on the following criteria:

1. Each girl had to have been a member of the Girls Club and attend Girls Club meetings – to ensure that the girls selected for the sample have had sufficient exposure to the SOAR project.

2. As a whole, the group of selected girls must include both girls who received Peer Educator Training and girls who dd not – to ensure that the sample of girls had sufficient variability in their exposure to the SOAR project.

The final sample was shaped by three additional factors:

3. While the School Staff reported that they selected more girls trained as Peer Educators than girls who had not been trained, the exact number of trained girls versus the untrained girls was not documented,

4. One school, Marvellous Eagles, selected only girls who had received Peer Educator training to be part of the survey,

5. Only those girls who returned executed Parent Consent Forms and who executed a Verbal Assent were included in the sample.

6. Only those girls who attended the Girls Club meeting at which the survey was conducted were included in the sample.

Table 11 below shows the sampling framework and the sample drawn from the School Girls population for the School Girls Survey by type of school (public or private), school, community, and class.

Well over one-half (61%) of the 408 School Girls were surveyed and 8% were interviewed. Of the six project schools, LEA Primary had the largest percentage of School Girls Surveyed (79%).  Of note, Remix International had more than one-half (54%) of its School Girls surveyed despite the relatively large number of School Girls it contributed to the project population (112 students). In sum, each school and was represented in the survey and interview samples.

**Table 11. Sampling framework and sample of School Girls population by type of school.**

| Characteristics | Total Enrollment* | Project Population** (#) | Survey Sample*** (#) | Surveyed Population (%) | Interview Sample (#) | Interviewed Population (%) |
|---|---|---|---|---|---|---|
| **Public Schools** | | **207** | **136** | **66%** | **18** | **17%** |
| LEA Primary | 870 | 57 | 45 | 79% | 6 | 11% |
| JSS | 1,702 | 68 | 39 | 57% | 6 | 9% |
| GSS | 2,100 | 80 | 52 | 65% | 6 | 8% |
| **Private Schools** | | **201** | **113** | **56%** | **14** | **7%** |
| Marvellous Eagles | 186 | 36 | 20 | 56% | 4 | 11% |
| *Primary* | *na* | *2* | *9* | *450%* | *2* | *100%* |
| *Junior Secondary* | *na* | *30* | *11* | *37%* | *2* | *7%* |
| *Senior Secondary* | *na* | *4* | *11* | *275%* | *0* | *0%* |
| Redeemers | 213 | 53 | 32 | 60% | 4 | 8% |

| | | | | | | |
|---|---|---|---|---|---|---|
| *Primary* | *na* | *36* | *22* | *61%* | *2* | *6%* |
| *Junior Secondary* | *na* | *17* | *10* | *59%* | *2* | *12%* |
| Remix International | 285 | 112 | 61 | 54% | 6 | 5% |
| *Primary* | *na* | *28* | *20* | *71%* | *2* | *7%* |
| *Junior Secondary* | *na* | *57* | *26* | *46%* | *2* | *4%* |
| *Senior Secondary* | | *27* | *15* | *56%* | *2* | *7%* |
| **Total** | **na** | **408** | **249** | **61%** | **32** | **8%** |

*Source: Project population size data (SOAR Initiative), sample size data (Evaluation Team).*
Notes: JSS = Junior Secondary School and Government (Senior) Secondary School.
*  Total student enrollment figures include both male and female students.
**The project population size was estimated based on SOAR Initiative programme monitoring data for the Girls Clubs in each school.  Membership in the Girls Club was used because it would best ensure exposure to the project programming through its monthly (or more often) meetings. In addition, while Girls Club membership does not require peer educator training, the first Girls Club members received peer educator training, which provided additional exposure to project programming. These "Number of beneficiaries during the School Girls Club Monitoring" documents showed the number of girls in the Girls Clubs by school and class at two points in time – in November 2018 and January 2019. Attendance/membership varied between these two dates.  The larger of the two values for each school was used as the estimate because all girls who had received training or had participated in the Girls Club were invited to attend the Girls Club meeting at which the survey was administered. See Annex A for the monitoring data.
***Marvellous Eagles selected only those girls who had received peer educator training to be surveyed.


## Sample selection for CCPC Members survey and interviews

CCPC Members are secondary beneficiaries of the project.  Each community is meant to have a CCPC that comprises male and female adults (ages 25-59 years old), male and female young adults (ages 20-24), and male and female children (ages 10-19) who reside in Wumba or Dutse and received anti-SBVAG training from SOAR and other NGOs to prevent and respond to SBVAG in their communities.

Table 12 below shows the sampling framework and the sample drawn from the CCPC Member population for CCPC Member Survey by community, age, and sex.

Of the 40 CCPC members, nearly 60% (58%) for surveyed and 15% were interviewed.  Both the percentage surveyed and interviewed were higher in Dutse (67% and 17%, respectively) than in Wumba (59% and 14%, respectively).  While those surveyed and interviewed included both male and female CCPC members, they were all adults aged 24 years old or older.  At the meetings the evaluators observed, and at which the surveys and interviews were conducted, there were no youth (18-24 years old) or children (8-17 years old) present to survey or interview, although the CCPC is meant to comprise children, young adults and adults. In sum, male and female CCPC members in both communities were represented in the survey and interview samples, but young adult and child members were not. The CCPC members who were present explained to the Evaluation Team that the child members could not attend that day. SOAR realized in the course of the project that the individuals selected by the community leaders to represent the community youth were actually above the upper youth age limit of 24 years old although this was not reflected in the reporting template and was discovered by the Evaluation Team only after data collection.

**Table 12. Sampling framework and sample of CCPC Member population by selected characteristics.**

| Characteristics | Project Population (#)* | Survey Sample (#) | Population Surveyed (%) | Interview Sample (#) | Population Interviewed (%) |
|---|---|---|---|---|---|
| **Dutse** | 18 | 12 | 67% | 3 | 17% |
| **Female** | 8 | 6 | 75% | 1 | 13% |
| *Child* | *1* | *0* | *0%* | *0* | *0%* |
| *Adult* | *7* | *6* | *86%* | *1* | *14%* |
| **Male** | 10 | 6 | 60% | 2 | 20% |
| *Child* | *1* | *0* | *0%* | *0* | *0%* |
| *Adult* | *9* | *6* | *67%* | *2* | *22%* |
| **Wumba** | 22 | 11 | 50% | 3 | 14% |
| **Female** | 8 | 5 | 63% | 1 | 13% |
| *Child* | *1* | *0* | *0%* | *0* | *0%* |
| *Adult* | *7* | *5* | *71%* | *1* | *14%* |
| **Male** | 14 | 6 | 43% | 2 | 14% |
| *Child* | *1* | *0* | *0%* | *0* | *0%* |
| *Adult (>25)* | *13* | *6* | *46%* | *2* | *15%* |
| **Total** | 40 | 23 | 58% | 6 | 15% |

*Source: Project population size data (Activities and Beneficiaries programme document, SOAR Initiative), sample size data (Evaluation Team).*
* There were two sources of data for the CCPC project population, each of which had slightly different data: the Second Progress Report and the Activities and Beneficiaries document. The two sources reported similar overall membership numbers, 38 CCPC members and 40 CCPC members, respectively, but the former had greater detail regarding the age of the CCPC members, while the latter disaggregated CCPC members by community so the latter was selected for this analysis.

**Sample selection for Female Mentors survey and interviews**

Table 13 below shows the sampling framework and the sample drawn from the Female Mentor population for the Female Mentor Survey by community and mentee age group.

Nearly 90% (88%) of the Female Mentors were surveyed and 50% were interviewed. Although there were only eight Female Mentors in total, one Female Mentor in Wumba had recently moved out of the community so was not available to be surveyed. Two Female Mentors from each community – one mentoring younger children and the other older children – were interviewed for a total of four. In sum, Female Mentors from each community mentoring each age group were represented in the sample.

**Table 13. Sampling framework and sample of Female Mentor population by selected characteristics.**

| Characteristics (years old) | Project Population (#) | Survey Sample (#) | Population Surveyed (%) | Interview Sample (#) | Population Interviewed (%) |
|---|---|---|---|---|---|
| **Dutse** | 4 | 4 | 100% | 2 | 50% |
| *Child Mentees (8-12)* | 2 | 2 | 100% | 1 | 50% |
| *Youth Mentees (13-17)* | 2 | 2 | 100% | 1 | 50% |
| **Wumba** | 4 | 3 | 75% | 2 | 50% |
| *Child Mentees (8-12)* | 2 | 1 | 50% | 1 | 50% |
| *Youth Mentees (13-17)* | 2 | 2 | 100% | 1 | 50% |
| **Total** | 8 | 7 | 88% | 4 | 50% |

*Source: Project population size data (Second Progress Report and discussions with SOAR staff, SOAR Initiative), sample size data (Evaluation Team).*


**Sample Selection for School Staff Survey**

The School Staff sample was selected by asking the Principal of each school which staff members were the most involved in the project, with preference given to the Girls Club Coordinator and Counsellor.

Table 14 below shows the sampling framework and sample drawn from the School Staff population by type of school and school.

Overall, 19% of School Staff at the six schools who were involved in the programme were surveyed and 20% were interviewed. The number of School Staff involved in the project varied quite a bit among schools, and this is reflected in the percentage of School Staff who were sampled for the survey and interview. It is worth noting that one school – Redeemers – had only one School Staff member represented in the survey and interview due to self-reported staffing shortages. In sum, School Staff at each school were represented in the both the survey and interview samples.

**Table 14. Sampling framework and sample of School Staff population by school.**

| Characteristics | Project Population* (#) | Survey Sample** (#) | Population Surveyed (%) | Interview Sample (#) | Population Interviewed (%) |
|---|---|---|---|---|---|
| **Public Schools** | 34 | 6 | 18% | 6 | 18% |
| LEA Primary | 6 | 2 | 33% | 2 | 33% |
| JSS | 13 | 2 | 15% | 2 | 15% |
| GSS | 15 | 2 | 15% | 2 | 15% |
| **Private Schools** | 25 | 5 | 20% | 5 | 24% |
| Marvellous Eagles | 8 | 2 | 25% | 2 | 25% |

| | | | | | |
|---|---|---|---|---|---|
| Redeemers | 9 | 1 | 11% | 1 | 22% |
| Remix International | 8 | 2 | 25% | 2 | 25% |
| **Total** | **59** | **11** | **19%** | **11** | **20%** |

*Sources: Project population size data (List of Training Participants, SOAR Initiative), sample size data (School Staff Survey, Evaluation Team).*

Notes: JSS = Junior Secondary School and Government (Senior) Secondary School.

*The number of individuals at each school who received SOAR's training for SBMC and PTA members or for Counsellors. Two staff members from each school received Counsellor training; the remaining individuals received SBMC and PTA training. The designation categories of individuals on the List of Participants were not mutually exclusive, but included: SBMC member, Teacher, Class Teacher, PTA Parent, and Senior Administrator.

** School Staff Survey respondents indicated their job titles included Principal, Assistant Principal, Teacher, and Counsellor and that their role on the project included Girls Club Coordinator, Teacher, and Counsellor.

## Sample Selection for SOAR Staff Survey

All SOAR staff spending the majority of their time working on the Mobilising Communities project were selected to be interviewed and to complete a survey.

Table 15 below shows the sampling framework and the sample drawn from the SOAR Staff population for the SOAR Staff survey and interviews.

Of the SOAR Staff involved in the project, 75% were surveyed and 100% were interviewed, though these high percentages are likely due to the low population size. In sum, key members of the SOAR Initiative staff were represented in both the surveys and interviews.

**Table 15. Sampling framework and sample SOAR staff population.**

| Stakeholder | Project Population (#) | Survey Sample (#) | Population Surveyed (%) | Interview Sample (#) | Population Interviewed (%) |
|---|---|---|---|---|---|
| **SOAR Staff** | 4 | 3 | 75% | 4 | 100% |

*Source: Project population size data (List of Training Participants, SOAR Initiative), sample size data (School Staff Survey, Evaluation Team).*

## Sample Selection for Implementation and/or Operational Stakeholders Project Design Survey

Table 16 below shows the sampling framework and sample drawn from the Implementation and/or Operational Stakeholders population for the Project Design Survey by Role on Project.

Of the 117 Implementation and/or Operational Stakeholders involved in the project, 45% were surveyed and this included SOAR staff, school Staff, CCPC Members, Female Mentors, and PIAT/ESRG members. In sum, each of the Implementation and/or Operational Stakeholder groups were represented in the Project Design Survey.

**Table 16. Sampling framework and sample of implementation and/or operational Stakeholders.**

| Stakeholder | Project Population (#) | Survey Sample (#) | Population Surveyed (%) |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **SOAR Staff*** | 4 | 3 | 75% |
| **School Staff** | 59 | 19 | 32% |
| **CCPC Member** | 40 | 19 | 48% |
| **Female Mentor** | 8 | 7 | 88% |
| **PIAT & ESRG Member** | 6 | 3 | 50% |
| **Total** | **117** | **51** | **45%** |

*Sources: Project Population Size data – SOAR Staff, CCPC Member, and Female Mentor data (2nd Progress Report, SOAR Initiative) and School Staff (List of Training Participants, SOAR Initiative). Sample Size data – SOAR Staff, School Staff, CCPC Member, and Female Mentor data (Project Design Survey, evaluation primary data collection).*
*\*Includes only those SOAR Initiative staff members who worked on the Mobilising Communities project the majority of their time.*

## 8.5  Ethical Considerations

This evaluation was conducted, as required by the UN, in accordance with the principles set out in the UN Evaluation Group (UNEG) 'Ethical Guidelines for Evaluation' for evaluation[48]. As required, during the evaluation process, the evaluators helped to:

1. Guarantee the safety of respondents and the research team.
2. Apply protocols to ensure anonymity and confidentiality of respondents.
3. Select and train the research team on ethical issues.
4. Provide referrals to local services and sources of support for women.
5. Ensure compliance with legal codes governing areas such as provisions to collect and report data, particularly permissions needed to interview or obtain information about children.
6. Securely store information collected.

The evaluation team also consulted the following resources when designing research protocols:

1. WHO, Ethical and safety recommendations for intervention research on violence against women, 2016.
2. WHO, Ethical and safely recommendations for researching, documenting and monitoring sexual violence in emergencies, 2007.
3. WHO/PATH, Researching violence against women: a practical guide for researchers and activists, 2005.
4. UNICEF's "Child and youth participation guide" (various resources).

To protect against the violation of any of the study participants' or evaluators' rights, the evaluation team implemented safeguards and protocols both to prevent harm and to provide physical and psychological protection.  In preparation for data collection, and thereafter as needed, the evaluation team discussed and addressed how to handle ethical issues that arose during the research process.  Given the study subject matter focused on the sexual abuse of minors, special consideration was given to protocols regarding the vulnerable population of minor study participants. A "minor" is defined here as every human being below the age of eighteen years old.

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[48] United Nations Evaluation Group (UNEG), 'Ethical Guidelines for Evaluation', June 2008,
http://www.unevaluation.org/ethicalguidelines for more information.

The evaluation team drafted Informed Consent forms for adult study participants and Parent Consent forms and Verbal Assent forms for minor study participants, along with the related protocols for each. As part of the informed consent process, the evaluation team obtained informed consent from adult study participants for all potential data collection at one time, including observations, questionnaires, and interviews. Prior to meeting with minors, evaluation team members obtained informed parent consent from the parents of potential minor study participants for all potential data collection at one time, including observations, questionnaires, and/or interviews. To provide the minors additional protection, the evaluation team obtained informed verbal assent from minors immediately preceding each time the minor was the subject of data collection, when they were observed, completed a questionnaire, or participated in an interview.

In drafting survey and interview questions, evaluators considered the value of the information being collected against the harm the collection of this data might cause. Explicit questions regarding sexual abuse were not deemed critical to the evaluation and so none were included. The evaluation team did not conduct focus groups because then they would not be able to guarantee confidentiality, much less anonymity, to study participants.

The evaluation team used anonymous methods to collect data. Individual surveys, interviews, and observations were marked with a unique number to indicate the date and location of data collection, but there was no key that linked these unique numbers to individual study participants. The Informed Consent, Parent Consent, and Verbal Assent forms were kept separate from completed questionnaires and audio-recordings of interviews. Only evaluators had access to the anonymous data.

Data collection tools were reviewed by members of the local community to ensure that they were designed in a way that was culturally appropriate and would not create distress for study participants. Data collection visits were organized at times and places to minimize risk to respondents. The evaluation team surveyed, interviewed, and observed minor study participants during the time that their regularly scheduled Mobilising Communities programming would take place. The evaluation team provided the contact information of a social worker to study participants in the event individual study participants wanted to seek support.

The evaluation team determined that ethical approval of this evaluation study by an Ethics Committee or Institutional Review Boar was not legally required. Nevertheless, the evaluation team ensured that standard protocols for conducting research on vulnerable populations were otherwise observed.

## 8.6    Study Limitations

The evaluation of the SOAR Initiative's Mobilising Communities project had inter-related limitations that exacerbated one another. The limitations included the absence of 1) programme monitoring data, 2) in-programme data collection, 3) unique identifiers linking individual-level data, 4) baseline data on primary beneficiaries, and 5) a comparison group, as well as 6) a lack of available official data on the project communities, private schools, and SBVAG, 7) selective memory bias, 8) distortion of the Results Chain, and 9) a short evaluation timeline.

**1. Absence of programme monitoring data.** The programme monitoring data in the ProDoc-generated programme monitoring reports that were provided to evaluators did not appear to be fully screened. This delayed the start of the evaluation work as evaluators first had to complete the work of the programme monitoring phase. The issues with the documents varied. It was confusing that there were multiple terms used to describe the same thing. For example, what is referred to in this report as the CCPC had six different names in the programme monitoring reports. It took three days of going through all the reports to figure out all these terms were referring to the same thing. Sometimes numbers simply did not add up and SOAR staff had to be reached to clarify the numbers. There were multiple narrative sections where programme staff asserted positive programme results

without providing evidence and having to sort through this text to find critical information was time-consuming. It was also confusing that in some documents school staff were considered secondary beneficiaries and in others not. A lack of alignment between the Evaluation Matrix and the programme monitoring documents was also problematic. Perhaps the most critical problem was that data captured in the programme monitoring documents did not address many of the evaluation questions. Each of these instances required thinking about what criteria and indicators, targets, and data sources would be reasonable to use. In a few cases the criteria and indicators did not match at all. Many of the extant criteria and indicators were not written in a way that could be used in an evaluation. For example, there were many double-barreled indicators and indictors that were not quantified. For example, many indicators started with the phrase 'Perspective of the …' rather than '% of the …' In the end, no indicator could be used in the evaluation as they were found in the programme documents; they each had to be written or rewritten. Finally, some targets seemed very unrealistic and so through consultation with SOAR staff they were revised. Addressing each of these issues required considerable back-and-forth between the evaluators and the SOAR staff and time to think about solutions and this took valuable time away from the work of actually conducting the evaluation.

**2. Absence of in-programme data collection.** The Mobilising Communities project ended on 28 February 2019, but the evaluation was not contracted until the following day on 1 March 2019. Therefore, in the lead up to the evaluation, the Evaluation Team was not positioned to recommend changes to the collection of programme monitoring and evaluation data that would have been helpful to the evaluation. Primary data collection by the evaluation was also negatively impacted through the memory bias of stakeholders from whom the Evaluation Team collected data and by the Evaluation Team not being able to directly observe programme activities.

To address this limitation, the Evaluation Team made every effort to collect primary data at the earliest possible date from those participants who were to be surveyed and interviewed to minimize the effect of memories fading due to the passage of time. Fortunately, programme elements of both models were functioning even after the official end of the programme. However, without the regular guidance of the SOAR Staff it could be expected that programming would drift at least somewhat from that which was originally instituted. Therefore, the Evaluation Team conducted observations at the earliest possible date to try and mitigate the impact of programme drift on the data collected by the evaluation. Nevertheless, observation of the Girls Clubs, Community Girls Meetings, CCPC Meetings, and Kids Clubs were conducted primarily with an eye to understanding the sustainability of these programme elements rather than their functioning under the official programme.

**3. Absence of unique identifiers that link individual-level data.** The Mobilising Communities programming took the form of primary and secondary beneficiaries engaging in trainings, rallies, clubs, and other events and activities (interventions). The programme data were collected primarily in the form of aggregate numbers per event or activity (intervention). The lack of unique identifiers that could have been used to link individual participants to the different activities (interventions) that each participant engaged in severely limited the ability of the evaluation to determine factors critical to understanding outputs, outcomes, and impacts. For example, without this linkage, it was not possible to know the number of activities each unique participant engaged in, the type/s of activities they engaged in and, therefore, the impact of the number and/or type of activity (interventions) on behavior and/or attitudes. Individual-level data that links a single individual to specific interventions is required for a quasi-experimental evaluation design that would enable the evaluation to do this.

The absence of robust individual-level data limited the evaluation in other ways. It limited the evaluation's options in compensating for a lack of baseline data because it meant that neither propensity score matching nor a treatment effect model could be used, both of which also could have helped offset bias due to participants not being randomly selected for participation in the programme. It also created an obstacle to identifying a

comparison group as there were insufficient individual-level data to assess the comparability of the programme participants (treatment group) to any other group of individuals proposed as comparable (control group).

Individual-level data that links specific individuals to the community-based and/or school-based programme model and their specific programme activities is necessary to compare the effectiveness of one model to the other model. SOAR Staff did not collect individual-level data on which the girls participated in which programme model and activities, however, so there was no objective data on how many girls participated in each model exclusively and how many participated in both models. Therefore, there were challenges to compare the effectiveness and impact of the two models to one another or to a mixed-model where girls participated in both programmes. To address this challenge, the evaluation relied on respondent answers to questions regarding which programme model and activities they participated in, both to estimate the percentage of girls participating in one or both models and to disaggregate the girls by programme model participation for comparative analysis.

The evaluation addressed this lack of individual-level data along with the need to measure change over time by asking participants to provide on survey questionnaires basic socio-demographic information along with reporting what programme activities (interventions) they had engaged in and the effect these activities had had on their behavior and attitudes. This method is subject to memory bias, so the evaluation was cautious in interpreting results. In addition to analyzing stakeholders' answers to questions that ask them to compare their perception of change on key issues over time, the evaluation analyzed programme data collected over the two years of programme functioning to also help discern change over time.

**4. Absence of baseline data on primary beneficiaries.** Baseline data is required for comparing behaviours and/or attitudes before and after the intervention that is being evaluated in pre-/post-test evaluation designs. In the case of the Mobilising Communities project, where Community Girls and School Girls were the primary beneficiaries and participated in the main interventions, the baseline data would have involved collecting data from these two groups before and after they received the programme interventions. Given that the project goal was for the girls to change their attitudes and behaviors to better avoid or deal with SBVAG, the baseline data collection would logically have used measures to document aspects of their attitudes and behavious regarding SBVAG and then these same measures would have been administered at end-programme so a pre-/post-intervention comparison could be made. However, no data were collected at baseline – at either the group or individual level – that could be used as a basis for comparison of data collected at a later time, for example at midline or endline. This prevented the evaluation from using either a repeated cross-sectional or panel design to measure change. It also prevented the evaluation from measuring change objectively. Therefore, it severely limited the evaluation's ability to measure change in the behaviours and/or attitudes of primary or secondary beneficiaries that could be attributed to the programme's interventions at either the group or individual level.

SOAR Staff did collection some data at baseline. SOAR Staff held numerous focus groups in the communities and schools with males and females of different age groups at baseline. This was done primarily for the purpose of documenting the existence and nature of the problem of sexual abuse in the communities and schools. These focus groups yielded valuable information about the communities and the schools, the nature of sexual abuse in these settings, and therefore informed the programme design. However, this data could not be used as baseline data per se because of the nature of the qualitative data collected and the fact that there was no way to identify if any primary beneficiaries participated in the focus groups so that the Evaluation Team could follow-up with them. Nevertheless, this evaluation benefitted from the notes and observations that documented the information learned from these focus groups as they provided context for the programme and the evaluation and helped the Evaluation Team to better understand and draw conclusions about the programme.

To address the lack of baseline data, the evaluation formulated survey questions for participants (both primary and secondary beneficiaries) in a very specific way. The survey questions asked participants to assess whether

or not they observed changes in the attitudes and/or behaviours of themselves as well as others on key measures that could be attributed to their participation in the programme. Any effort to ask study participants to recall historical information is subject to memory bias, however, so the evaluation was cautious in interpreting results.

**5. Absence of comparison group.** A comparison group was not identified for any of the programme's primary or secondary beneficiaries prior to the evaluation.  It was not possible to identify a comparison group once the evaluation had begun because of the way some programme activities (interventions) were delivered. For example, the evaluation found that certain programme activities (interventions) delivered at the project schools and communities were available to all girls in the school or community, respectively, and that attendance was not tracked at the individual-level.  Therefore, a comparison group could not be identified within the project schools or communities because there was no way to know whether anyone selected for the comparison group had attended one or more programme activities (interventions).   The absence of a comparison group severely limited the evaluation's ability to attribute cause to any observed changes (positive or negative) in beneficiaries to the programme's interventions.

To address this limitation, the evaluation considered identifying a comparison group after the start of the evaluation for one or both primary beneficiary groups – Community Girls and School Girls.  In both cases, it would have required two steps – first, to identify a comparable community or school and second to identify within that community or school a group of girls comparable to the girls in the project. The evaluation explored the possibility of identifying a third community comparable to Dutse and Wumba and to compare project Community Girls to comparable girls in that comparable community. Similarly, the evaluation also explored the possibility of identifying a comparison group for the School Girls.  This would have meant identifying at least one private and one public school with class ranges and other characteristics (ie, total enrollment, percentage of male and female students, school budget, number of SBVAG reports, and socio-demographics of the community it served) comparable to the project schools.  Finally, given the relatively short timeframe of three months for this evaluation period, these options were not feasible.

Both efforts would have been hampered by the fact that sufficient individual-level data on both the Community Girls and Schools Girls on characteristics likely to affect the likelihood of victimization, programme outcomes and impacts on individuals – were not collected and socio-demographic data on these communities was not available.

**6. Lack of available official data.**  The lack of available official demographic data at the school, community, city, and national level created a challenge to contextualizing the project and the evaluation. The lack of data on the project communities in particular prevented the Evaluation Team from providing rich description of project communities. The lack of access to official data on the number and type of private schools, as well as government policy towards private schools, prevented the Evaluation Team from providing the structural context of private schools.  The lack of official data on SBVAG in the project schools and communities prevented the Evaluation Team from fully contextualizing the project and the evaluation at the project school and community level.

**7. Selective memory bias.** When research respondents are asked to recall historical information, their recollections might be biased by 'selective memory', a cognitive bias that can enhance or impair memory or even alter the content of reported memory. Applied to this study, it might mean that girls who were asked if they felt safer after the programme interventions compared to before the programme interventions might be more likely to answer "yes" due to selective memory bias where they focus on "remembering" specific moments when they felt less safe before the programme interventions, giving these "unsafe" memories  greater weight than they actually warrant.  This tendency could be shored up by confirmation bias where respondents recall information that confirms their beliefs, in this case the possible belief that a programme intervention necessarily has a positive impact. Conversely, selective memory could manifest as consistency bias where respondents tend to incorrectly

remember their past attitudes and behaviours as resembling present attitudes and behaviours, thereby minimizing recognition of the impacts of the programme interventions.

To mitigate these possible biases, the Evaluation Team employed both data triangulation and method triangulation. Respondent answers were triangulated with programme data and survey and interview data to deepen the understanding of the self-reported attitudes and behaviours of respondents and increase confidence in the findings.

**8. Distortion of Results Chain.** The Results Chain assumed that there would be two distinct sets of primary beneficiaries, Community Girls and School Girls, each of which would engage in their own activities, which would produce their own outputs and outcomes, which would ultimately lead to the project goal, but a subset of both sets of primary beneficiaries participated in both groups' activities, distorting the entire length of the Results Chain, which meant that the effect of community-based or school-based interventions could not be completely isolated.  This is discussed in greater detail below in section 9.2.1.

**9. Short timeline.** The original proposed evaluation timeline of three months was insufficient to complete an evaluation that met the informational needs of the stakeholders while still being conducted in accordance with best practices in evaluation.

Given that this evaluation was meant to adhere to a collaborative and participatory approach with stakeholders, the short timeline limited the extent to which SOAR, the ESRG, and UNTF could be involved in reflection and decision-making. Each stage of the evaluation process – planning, implementation, and completion – has its own set of issues, methods, and procedures and these vary with the type of evaluation – formative, process, outcome, or impact – as well as by type of data collection – quantitative, qualitative, or mixed-methods --  and the short timeline prevented an ordered review by SOAR, the ESRG, and UNTF of each phase and aspect. The ESRG alone has sixteen members. Moreover, most of the stakeholders had not participated in an evaluation before much less conducted one so lengthy explanations by the Evaluation Team were often required.

Given that the evaluation was meant to answer many evaluation questions (more than 15) presented in the TOR, address a substantial number of indicators, and collect data from essentially seven different populations that needed to be sampled, the data entry, cleaning, and analysis was substantial. With additional resources, the Evaluation Team could have expanded to include an Analyst which would have made the short timeline a bit more feasible.

The short timeline also limited the amount of data analysis that could be conducted and the amount of time that could be spent reflecting on the data that aids data interpretation. More time would be welcome by the evaluator to enable further analysis and insights.

A substantial amount of time was spent searching for official data both via the internet and personal contacts, which was largely unfruitful. A substantial amount of time was also spent identifying previous research by institutions, academics, and other researchers.  Access to the UN data base and access to a university library's data base would have yielded more and better quality information and research than what is available to the general public.

Finally, in addition to the substantial number of evaluation criteria (7) that needed to be addressed and the substantial number of multi-part evaluation questions (15) that needed to be answered, stakeholders identified additional information needs during the evaluation process that required a substantial amount of time to address.

These additional information needs included:

1. Quantitative analysis of the difference in the perception and behavior of girls in public and private schools disaggregated by age (8-12 and 13-17).
2. Quantitative analysis of the difference in the perception and behavior of girls in the community and schools disaggregated by age (8-12 and 13-17).
3. Description of the differences, similarities, and challenges of public schools vs Christian schools.
4. Description of the differences, similarities, and challenges of the age differences between girls and different groups.
5. Discussion of the impact of the turnover of the CCPC members on project effectiveness/sustainability.
6. Provide more information on sexual abuse of children and girls in particular in Nigeria, including existing structures, gaps, norms, gender stereotypes, traditions, religions, etc.
7. Describe the Nigerian education system, including public schools vs private schools.
8. Describe the differences in Abuja as compared to the national context.
9. Information to address how social, political, demographic and/or institutional context contribute to the utility and accuracy of the evaluation.

# 9    Findings and Analysis

## 9.1    Linkages to UNTF the SOAR Initiative Focus Areas

UNTF's 2015-2020 Strategic Plan lays out three priority focus areas:

1. Expanding access to multisectoral services;
2. Preventing violence against women and girls; and
3. Strengthening the implementation of laws, policies and national action plans.

Each of these focus areas are linked SOAR's Mobilising Communities school-based and community-based outcomes of improving both school and community structures, attitudes and behaviors to protect and support girls in schools and communities, respectively, against SBVAG.

The Mobilising Communities project aligns with UNTF's first focus area as one component of the project is to create mechanisms that prevent SBVAG and provide support to survivors by expanding access to services.

The Mobilising Communities project aligns with UNTF's second focus area which is further defined as addressing improved prevention of violence against women and girls though changes in behaviours, practices and attitudes by funding:

1. Prevention projects in formal educational settings;
2. National, local and community-based projects and initiatives targeting change in social norms, particularly through the active engagement of men and youth;
3. Youth-led projects specifically targeting change in knowledge and behaviour.

The Moblilsing Communities project had a school-based model and a community-based model of anti-SBVAG interventions which targeted changing social norms around SBVAG by engaging youth to challenge social norms and to lead projects that target changing knowledge and behaviour which aligned with UNTF's funding priorities as listed above.

Table 17 below show the linkages between UNTF's focus areas and SOAR's Mobilising Communities project outcomes.

**Table 17. Summary of survey tool questions by project outcomes.**

| UNTF Focus Areas | SOAR Mobilising Communities Project Outcomes | Sub-Categories | Themes / Survey Questions |
|---|---|---|---|
| **1. Expanding access to multi-sectoral services**<br><br>**2. Preventing violence against women and girls:**<br><br>• Prevention projects in formal educational settings;<br>• National, local and community-based projects and initiatives targeting change in social norms, particularly through the active engagement of men and youth;<br>• Youth-led projects specifically targeting change in knowledge and behaviour. | Communities have better response mechanisms to SBVAG. | 1. Advocacy events<br>2. Advocacy efforts<br>3. Level of advocacy engagement<br>4. Advocacy Training<br>5. Community perception of advocacy<br>6. Community members' awareness of local support services | CCPC members, Female Mentors, and Community Girls:<br><br>1. Self-report of event attendance.<br>2. Self-perception of changes in the communities' responses to SBVAG.<br>3. Self-report of level of commitment to advocacy.<br>4. Self-perception of usefulness of advocacy training |
| **1. Expanding access to multi-sectoral services**<br><br>**2. Preventing violence against women and girls:**<br><br>• Prevention projects in formal educational settings;<br>• National, local and community-based projects and initiatives targeting change in social norms, particularly through the active engagement of men and youth; and<br>• Youth-led projects specifically targeting change in knowledge and behaviour. | Schools have better response mechanisms to SBVAG. | 1. Advocacy events<br>2. Advocacy efforts<br>3. Level of advocacy engagement<br>4. Advocacy Training<br>5. Community perception of advocacy<br>6. Student awareness of local support services | School Staff and School Girls:<br><br>1. Self-report of event attendance.<br>2. Self-perception of changes in the schools' responses to SBVAG.<br>3. Self-report of level of commitment to advocacy.<br>4. Self-perception of usefulness of advocacy training |

## 9.2    Effectiveness

**9.2.1 Was the programme design logical and coherent in: a) taking into account the roles, capacities and commitment of stakeholders; and, b) in realistically achieving the planned outputs?  9.2.2 To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?  9.2.3 Did the project develop and build the capacities of local peer leaders to develop action plans and community-based referral mechanisms to respond to SBVAG within the project communities? To link**

### 9.2.1   Project design, logic and coherence.

The Mobilising Communities project design was guided by input from PIAT members who had expertise in various relevant areas. The project design comprised two reinforcing models of delivering anti-SBVAG interventions that mirrored one another: the school-based model and the community-based model. Figure 2 below presents a pictorial representation of the two models.

**Figure 2. Pictorial representation of the Mobilising Communities project showing the community-based and school-based models.**
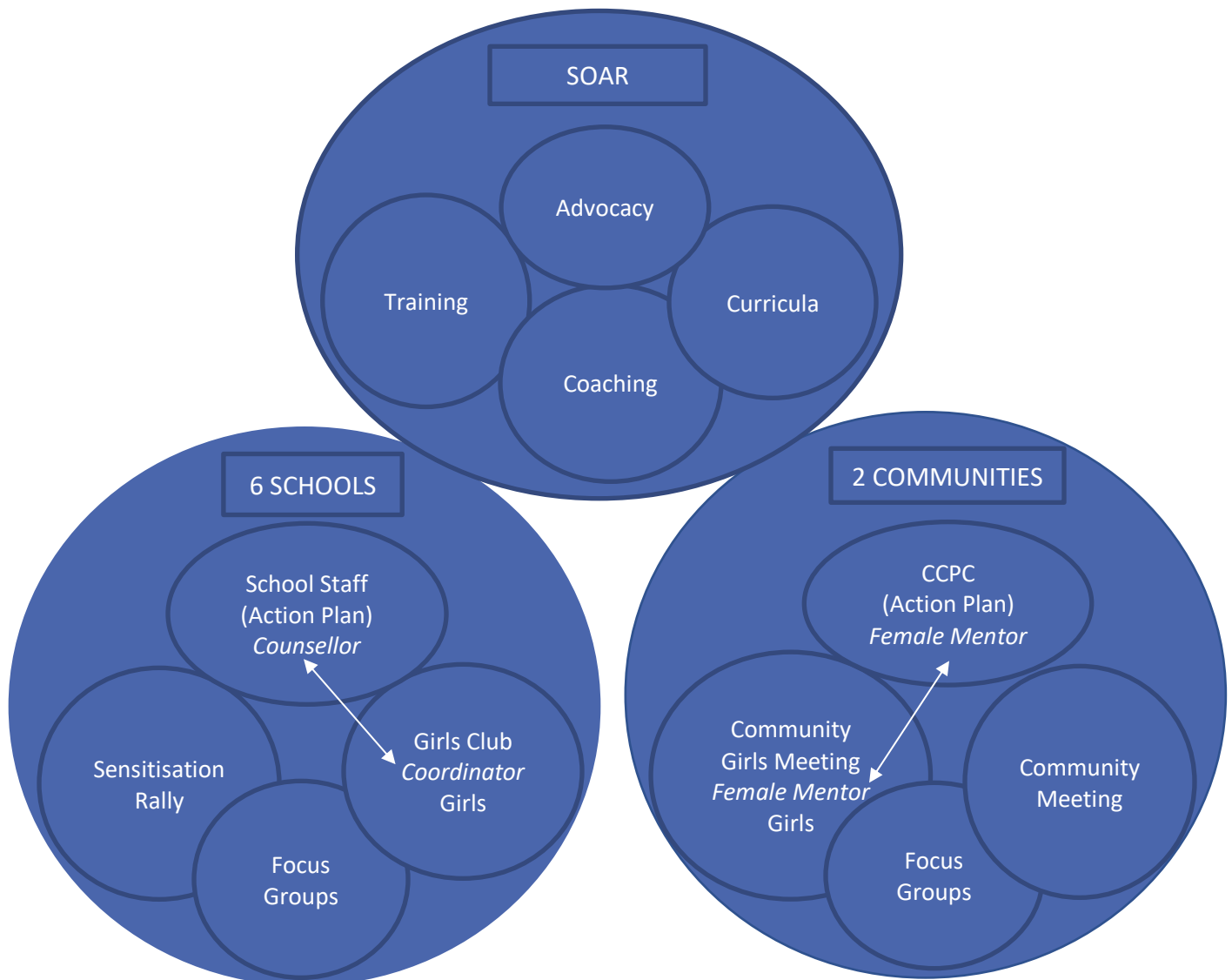


### School-based model

In the school-based model, SOAR Initiative staff and their partners delivered a variety of interventions to both staff and students of the six project schools public schools LEA Primary, JSS, GSS and private schools

Redeemers, Marvellous Eagles, and Remix International. Some activities were designed for a select group of school leadership, school staff, girls and boys, or girl students, while others were open to the entire school. In preparation for working with the public schools the SOAR Initiative took steps to lay the groundwork for developing a working relationship with the schools.

**Advocacy visits to public schools**. SOAR Initiative staff, along with a representative of the FCT Federal Education Board who was also a member of the Mobilising Communities Project Implementation Advisory Board, conducted an advocacy visit to public schools 4-9 May 2017 reaching 142 teachers across the three public schools (LEA Primary 15, JSS 53, GSS 74). During these visits they explained what child sexual abuse is, what their roles as teachers is in child protection, and how to respond to reports of sexual abuse. **Focus group discussion at public schools.** SOAR staff then held focus group discussions 12-16 May 2017 reaching 52 male and female students at the three schools (LEA Primary 14, JSS 19, GSS 19).

They followed up with activities for students. **Sensitisation rally.** SOAR staff then held sensitization rallies with female student at each of the schools. **One-day Peer Education Training.** SOAR staff then held a peer education training event with female students at each of the schools.

They also followed up with School Staff. SOAR staff and their partners held an anti-SBVAG training of the SBMC members of each of the schools and a separate training that combined school counsellors and teachers of each of the schools.

SOAR Initiative staff then supported a staff member at each school (usually a Counsellor) to coordinate a student-led Girls Club where female students could meet regularly to learn and discuss and make confidential disclosures of sexual abuse.

**Advocacy visits at private schools.** SOAR staff also conducted advocacy visits at the private schools 2-9 June 2017, reaching 34 teachers (Redeemers 9, Marvellous Eagles 15, and Remix International 10). This was immediately followed by a focus group discussion with teachers. **Focus group discussion.** SOAR staff then held focus group discussions with students, reaching 135 male and female students (Redeemers 38, Marvellous 38, and Remix International 59). The focus groups had two facilitators each. The focus group discussion primarily centered around their perceptions of SBV in their schools and communities. **Sensitisation rally.** SOAR staff also held a sensitization rally at each of the private schools. **One-day peer educator training.** SOAR staff also held a one-day peer educator training session with students. **Staff trainings.** SOAR staff and partners also held an anti-SBVAG training for SBMC members of all schools together and a separate training that combined teacher and counsellors of each school off of school property. This gave the staff of each of the project schools a unique opportunity to meet and learn together and share their experiences and perspectives on a sensitive topic in a neutral location. By engaging this wide range of school community members, students, teachers, Counsellors and SBMC members were positioned to reinforce one another in fighting SBVAG. **Girls Clubs.** The Counsellors that SOAR Staff trained then served as coordinators for a Girls Club in their schools where girls ran the clubs and met on a weekly or monthly basis to learn about SBVAG and to have a safe space to discuss any of their concerns.

## Community-based model
In the community-based model, SOAR Initiative staff delivered a variety of interventions to both minors and adults in each of the project communities of Dutse and Wumba. Some of these activities were designed for a select group of community leaders, girls in the community, young women in the community or while others were open to all members of each community. In preparation for working with the communities the SOAR Initiative took steps to lay the groundwork for developing a working relationship with community leaders.

**Advocacy visits to communities.** SOAR Initiative staff conducted an advocacy visit with community leaders of Dutse and Wumba, including the chiefs of each of the two communities, on 26 April 2017 and 6 May 2017 They returned and met with community leaders and parents of Wumba and Dutse on 7 June 2017 and 8 June 2017, respectively, to learn their perspective and to explain the project. There was an additional meeting in Wumba with representatives of different ethnic groups, including a pastor and an imam, on 14 August 2017. **Focus Group Discussions.** SOAR Staff held seven focus groups in each community in which participants were divided by age and sex. In Dutse these focus groups were held 13 May-13 June 2017 and in Wumba they were held 6 May-10 June 2017. In addition, they held one focus group for Muslim men and another for Muslim women in Wumba on 11 May 2017. The focus groups had two facilitators. The focus group discussions primarily centered around their perceptions of SBVAG in their communities. **Sensitisation events.** SOAR Staff held a community sensitisation event in each community which was open to all community members. **CCPC trainings.** After laying this groundwork, SOAR Initiative staff formed and trained a Community Child Protection Committee (CCPC) in each project community. The CCPC comprises males and females, children, young adults, and adults from the community. The CCPC in each community met monthly, held anti-SBVAG events for the community, and put themselves forward as a safe place for members of the community to discuss SBVAG and to report abuse. **Female Mentor trainings.** The SOAR Initiative staff also identified Female Mentors for each community to mentor girls in their respective communities and to deliver anti-SBVAG training to girls in the community. The anti-SBVAG peer educator training took place every other week for a total of six sessions, at which point the girls graduated the peer educator training. **Community Girls Meetings.** The Female Mentors the SOAR Staff had trained then ran a bi-weekly six-week cycle of trainings on SBVAG for girls in the community using a curriculum that SOARD had developed.

The original plan was to serve two different sets of girls: 1) girls who were enrolled in a project school and 2) girls who were out-of-school and living in a project community. The girls in the project schools would participate in the school-based programming, including a one-day peer educator training. The out-of-school girls would participate in the community-based programming, including the six-week cycle of the bi-weekly peer educator training with the Female Mentors. The school-based programme had only the one-day peer educator training because the school administration did not want the programme to take up any more of the school day. After the programme had been implemented, however, the Female Mentors realized that some of the girls who were their mentees in the community-based programme were also participating in the school-based programme at project schools. Instead of having two sets girls – one set of in-school girls and one set of out-of-school girls, the programme had four sets of girls:1) girls who participated in only the school-based programme, 2) girls who participated in both the school-based and community-based programming, 3) girls who were enrolled in a non-project school and participated in only the community-based programming, and 4) girls who were out-of-school and who participated in only the community-based programming. After realizing this, SOAR did not insist on the original plan of two distinct sets of girls, but rather accepted the overlap out of a desire to meet the needs of girls and in recognition that the two models reinforced one another.

The findings of a desk review of programme documents indicated that in each model SOAR and its partners provided anti-SBVAG information directly to girls and adults through sensitisation rallies, trainings, and other activities. The adults then continued to share this knowledge with members of their community or school and the girls shared this knowledge with other girls in their community and/or schools. The models reinforced one another because the girls who participated in the programme in the project schools brought back their anti-SBVAG training to the communities in which they reside and the girls who participated in the project communities brought their anti-SBVAG training to their non-project schools in the form of their new knowledge which they were encouraged to share with other girls.

**Conclusion 1 (9.2.1-1).** After a desk review, the evaluators found that the two-pronged project design of simultaneously implementing a community-based and school based -model was logical and coherent. SOAR

and its partners used trainings to transfer anti-SBVAG knowledge to CCPC Members and Female Mentors in the community-based model and to School Staff and Counsellors/Coordinators in the school-based model. The CCPC Members and School Staff then used activities to promote anti-SBVAG attitudes and behaviours in their communities and schools, respectively. The Female Mentors and Counsellors/Coordinators trained Community Girls and School Girls, respectively, on identifying, preventing, and responding to SBVAG and the girls in turn recruited other girl participants. Just as Counsellor/Coordinators were members of the School Staff as Counsellors, Female Mentors were members of the CCPCs. This enabled the Female Mentors and Counsellors to share with the CCPCs and School Staff, respectively, the perspective of the community and school girls to inform the actions plans of the CCPCs and Schools. It also helped the Female Mentors and Counsellors to link the anti-SBVAG activities in the communities and schools with their work with the School Girls and Community Girls, respectively.

Nevertheless, the Result Chain did not match exactly the situation on the ground. In the implementation of the project, there was a distortion in the Results Chain via both the community-based and school-based prongs of the project. The project design assumed that the School Girls and Community Girls would be two distinct groups of participants, but after implementation it became evident to Female Mentors through interactions with the girls that some girls were participating in both the school-based and community-based models. The fact that the two models served some of the same girls distorted the entire Results Chain along both prongs of the project – from the Activity-level through the Output-level through the Outcome-level to the Project level.

At the Activity level, some School Girls participated in the Community Girls Monthly Meetings/Trainings (Activity 1.1.4) and some Community Girls participated in the School Girls' Girls Clubs (Activity 2.1.2) and 1-day peer educator training (Activity 2.2.1). These activities were meant to increase knowledge about SBVAG. At the Output level, the outputs for the communities (Output 1.1) and schools (Output 2.2), which related to community girls' and school girls' increased SBVAG knowledge, respectively, were contaminated because the girls had attended one another's activities meant to increase knowledge. At the Outcome level, the outcomes for the communities (Outcome 1) and schools (Outcome 2), which related to improved protection against SBVAG for community and school girls, respectively, were not distinct from one another because this "improved protection" actually was directed at girls who had participated in both the school and community programmes. At the Project Goal level, these distortions manifested themselves in Project Goal Indicator 2, which specified targets for percentages of community girls and school girls to report feeling safer and more supported.

However, it is important to note that these distortions did not break the Results Chain; rather, they blurred the lines between the primary beneficiaries of the project, the Community Girls and the School Girls, which did not accord to the design, logic, or coherence of the programme, as there were no longer distinct flows of results from activities to to outcomes for the communities and schools. This meant that outcomes and outputs could no longer be attributed to activities conducted with only community or school girls. On a positive note, it is also likely that for those girls who participated in both models, the two models reinforced the lessons of one another, thereby strengthening protections.

As described above, the SOAR Staff, School Staff, CCPC members, and the Female Mentors were meant to play critical roles in implementing and operating the two models and delivering interventions. Therefore, the Evaluation Team asked these stakeholders to self-report in a questionnaire, from their unique vantage point, the extent to which they thought the project design was logical and coherent, took into account the roles, capacities and commitment of stakeholders, and was realistic for achieving the planned outputs.

findings from this survey of the implementation/operational stakeholders' perceptions of the logic and coherence of project roles, capacity, commitment, and design are presented in Table 18 below.

**Roles**. The majority of implementation/operational stakeholders reported that they clearly understood their role in the project, that other stakeholders/beneficiaries clearly understood their role in the project, and that they clearly understood the role of other stakeholders/beneficiaries in the project. The only group not to have 100% of its members agree with each statement about project roles was School Staff where 74% agreed that they clearly understood their role on the project. The fact that School Staff had both their official employment position (ex. Teacher) at the school as well as their role (ex. Counselor), compared to CCPC members and Female Mentors whose roles in the project were clearly distinct from their jobs, might have contributed to some confusion. In addition, the role of School Staff on the project was more fluid due to shifting roles and turnover. For example, three School Staff members who had been trained were transferred to other schools and no other staff members were trained to take their place. In one case, a trained Girls Cub Counsellor/Coordinator was replaced by an untrained staff member which might have left the untrained Counsellor/Coordinator unclear as to their role.

**Capacity**. The majority of stakeholders in this analysis indicated that they had the capacity (time and knowledge) to fulfill their role and that other stakeholders did as well. While SOAR Staff and Female Mentors reported that they did not need more time or training to fulfill their roles on the project, more than 75% of School Staff (88%) and CCPC Members (78%) indicated that they needed more time or training to fulfill their roles on the project. The survey did not capture what type of training they felt they might need so this is an area that could be explored further by the programme. However, the training provided by SOAR covered an introduction to SOAR and the Mobilising Communities project, understanding child sexual abuse, responding to child sexual abuse disclosures, gender development in education, children's rights, how children experience sexual abuse, and communicating with and responding to sexually abused children.

**Commitment**. Regarding the level of commitment (time and effort) required to fulfill their project roles, stakeholders reported different perceptions. Notably, no SOAR Staff reported that the amount of time and effort required to fulfill their role was lower than I expected. School Staff were roughly evenly divided over reporting whether the amount of commitment expected of them was lower or higher or as expected. The majority of Female Mentors (71%) reported that amount of commitment expected was what they expected.

**Design**. Regarding the overall design of the project, all SOAR Staff (100%) and Female Mentors (100%) reported that the project design adequately considered stakeholder roles, capacities, and commitment in planning output targets. The majority of School Staff and CCPC Members agreed, with more than 80% of School Staff and more than 90% of CCPC Members reporting that roles, capacities, and commitment were adequately considered in planning output targets.

**Table 18. Implementation/operational stakeholders who agreed with selected statements.**

| Statement | SOAR Staff (3) | School Staff (19) | CCPC Member (19) | Female Mentor (7) |
|---|---|---|---|---|
| **Roles** | | | | |
| I clearly understood my role in the project. | 100% | 74% | 100% | 100% |
| Other stakeholders/beneficiaries clearly understood my role in the project. | 100% | 100% | 100% | 100% |
| I clearly understood the role of other stakeholders/beneficiaries in the project. | 100% | 100% | 100% | 100% |
| **Capacity** | | | | |

| | | | | |
|---|---|---|---|---|
| I had the capacity (time and knowledge) to fulfill my role. | 100% | 100% | 95% | 83% |
| Other stakeholders had the capacity (time and knowledge) to fulfill their role. | 100% | 88% | 100% | 100% |
| I needed more time or training to fulfill my role. | 33% | 88% | 78% | 43% |
| **Commitment** | | | | |
| The amount of time and effort expected of me on the project was at the amount I expected. | 33% | 82% | 89% | 71% |
| The amount of time and effort required of me to fulfill my role on the project was lower than I expected. | 0% | 78% | 16% | 43% |
| The amount of time and effort required of me to fulfill my role on the project was higher than I expected. | 67% | 88% | 40% | 29% |
| **Design** | | | | |
| The project design adequately considered stakeholder **roles** in planning output targets. | 100% | 82% | 94% | 100% |
| The project design adequately considered stakeholder **capacities** in planning output targets. | 100% | 89% | 94% | 100% |
| The project design adequately considered stakeholder **commitment** in planning output targets. | 100% | 88% | 100% | 100% |

*Source: Project Design Survey (Evaluation Team).*
Notes: Stakeholders were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

**Conclusion 2 (9.2.1-2).** From the perspective of Stakeholders, there was a broad consensus among SOAR Staff, School Staff, CCPC Members, and Female Mentors that overall the project design was logical and coherent in taking into account the roles, capacities, and commitment of stakeholders and in realistically achieving the planned outputs. The majority of School Staff and CCPC Members, however, indicated that they required more time or training to fulfill their role and most School Staff indicated that the amount of time and effort required to fulfill their role was higher than expected. This suggests an adjustment should be considered in the areas of capacity and commitment.

## 9.2.2   Achievement of project goal, outcomes, and outputs.

In some cases, the outcomes, indicators, and outputs presented in this section are modified versions of those drawn from programme documents and presented above in Section 5. They were modified for evaluation purposes to clarify and consolidate concepts and indicators, use standardized language, and harmonize terminology.  In a few cases indicators were changed to align with project intentions. For example, in some places in the programme reports and the results chain the term "Action Plans" appeared to imply step-by-step protocols CCPC Members or School Staff would take to respond to individual reported incidents of SBVAG and it was addressed this way in the original indicators and in the data collection instruments. Upon consultation with SOAR Staff, however, it was clarified that Action Plans referred to a series of planned awareness-raising activities. Therefore, the relevant indicators and targets were replaced to reflect this change.

**PROJECT GOAL:** The overall goal of the project was for *girls in the Dutse and Wumba communities of the FCT to experience improved safety and support against SBVAG. For evaluation purposes, the project goal was extended to include the girls in the project schools in Apo as well.*

**Participant Profile.** The primary beneficiaries of the project were the Community Girls and School Girls. It is important to note how Community and School Girls were identified in this analysis. SOAR Staff did not collect individual-level data about which girls participated in the community-based model and/or the school-based model. Therefore, programme data could not be used to disaggregate the girls by programme model participation. However, the evaluation collected data on programme model participation via the Community Girls and School Girls survey questionnaires by asking girls whether or not they attended specific events and activities associated with each model. This data was used to disaggregate the girls by programme model for certain comparative analyses. For evaluation purposes, Community Girls and School Girls are identified as such by their having completed a Community Girls and School Girls survey questionnaire, respectively, at the Community Girls Meetings and Girls Clubs where the surveys were administered.

Table 19 below shows selected characteristics of Mobilising Communities primary beneficiary participants. School Girls were, on average, older than Community girls and this difference was statistically significant. The majority (67%) of School Girls were between 12 and 16 years of age, while the majority (71%) of Community Girls were between 9 and 13 years of age. The majority of Community Girls were in Junior Secondary Schools (54%) and only a small minority were in Senior Secondary School (5%), while the education level of School Girls was more evenly distributed across the three categories. Among all girls, 30% were enrolled below grade level with more School Girls than Community Girls being below grade. The majority of Community Girls were in public schools (67%), while School Girls were more evenly divided between public and private schools.

**Table 19. Selected characteristics of primary beneficiary participants.**

| Characteristics | Community Girl (111) | School Girl (250) | Total(1) (361) |
|---|---|---|---|
| **Age at programme end** | | | |
| 8 years old and under | 2% | 1% | 1% |
| 9 years old | 11% | 5% | 7% |
| 10 years old | 14% | 10% | 11% |
| 11 years old | 11% | 9% | 10% |
| 12 years old | 20% | 13% | 15% |
| 13 years old | 15% | 12% | 13% |
| 14 years old | 9% | 17% | 14% |
| 15 years old | 7% | 12% | 11% |
| 16 years old | 6% | 13% | 10% |
| 17 years old | 3% | 6% | 5% |
| 18 years old and older | 2% | 3% | 3% |
| **Mean age (years)** | 12.28 | 13.31 | 12.79*** |
| **Education Level** | | | |
| Primary School | 42% | 39% | 39% |
| Junior Secondary School | 54% | 35% | 40% |

| | | | |
|---|---|---|---|
| Senior Secondary School | 5% | 27% | 20% |
| **Grade Level(2)** | | | |
| Below grade level | 25% | 32% | 30% |
| On grade level | 22% | 23% | 22% |
| Above grade level | 47% | 40% | 42% |
| **Type of School(3)** | | | |
| Public | 67% | 54% | 58% |
| Private | 33% | 46% | 42% |

*Source: Community Girl Youth Survey, Community Girl Child Survey, School Girl Youth Survey, School Girl Child Survey.*
+p<.10, *p<.05, **p<.01, ***p<.001.
(1) For Community Girls and School Girls N varies across categories, respectively: Age at end of programme (107, 238); Mean age (107, 238); Education Level (106, 249); Grade level (104, 238); and In Public School (74, 136). In some cases totals do not add to 100 due to rounding.
(2) The "Age below grade", "on-grade", and "Age above grade" levels were calculated by subtracting the participant's self-reported age from the age that a student was expected to be at the start each grade. Age was measured at the end of the school year, therefore one year was subtracted from the age of the participant to better estimate the participant's age 10 months earlier at the start of the school year.
(3) Includes only respondents who reported they attend school.

**Conclusion 3 (9.2.2-1).** School Girls were, on average, older than Community Girls, with the majority of School Girls clustered between 12-16 years old while Community Girls were clustered between 9-13 years old. This likely reflects the fact that more School Girls were enrolled in senior secondary school than Community Girls and the reverse was true of junior secondary school albeit to a lesser extent. Both Community and School Girls had large minorities enrolled below grade level.

The Project Goal-Level Indicators and Targets are shown in Box 1 below. In some cases the evaluation team modified these indicators and targets to make them conform to standard indicator and target language, to make them measurable, and to consolidate them, while maintaining the substance of the original indicator and target.

**Box 1: Project Goal-Level Indicators and Targets.**

**PROJECT GOAL\*:** Girls in the Dutse and Wumba communities of the FCT to experience improved safety and support against SBVAG.

**Project Goal-level Indicators:**

- *Indicator 1: Percentage of CCPC members who report increased safety and support of girls in the project schools and communities against SBVAG.*
    1. *Target: 30% of CCPC members will report girls are safer.*
    2. *Target: 30% of CCPC member will report girls are more supported.*

- *Indicator 2: Percentage of girls in the project schools and communities who report increased safety and support against SBVAG.*
    1. *Target: 60% of Community Girls will report they feel safer.*
    2. *Target: 60% of Community Girls will report they feel more supported.*
    3. *Target: 60% of School Girls will report they feel safer.*
    4. *Target: 60% of School Girls will report they feel more supported.*

\* For evaluation purposes, the project goal also includes the girls in the project schools in Apo.

**Goal Indicator 1** was measured by asking CCPC members whether they believed the project activities increased the safety and support of girls in the project schools and communities against SBVAG. The perceptions of CCPC members were likely to be informed by their experience and knowledge of the project so CCPC members were also asked to self-report what anti-SBVAG activities they had participated in. SOAR staff had indicated that some CCPC members had joined because they thought there would be some financial benefit, not recognizing it as a purely voluntary position. The evaluation had no way of knowing if these individuals were part of those CCPC members who were surveyed. The individual activities were sometimes known by more than one name so general categories of activities were used as closed-ended responses.

Figure 3 below shows that CCPC Members reported participating in a variety of activities and that attendance rates at the different activities were similar for the Dutse and Wumba CCPCs. In Dutse, there was a tie for most-attended activity between "regular monthly meetings" and "SBVAG awareness". In Wumba, the most-attended activity was "strategic plan/action plan meetings". Both CCPCs reported a high number of members attending the regularly scheduled monthly meeting of the CCPC which suggests an abiding commitment to the project by the majority of the members.

**Figure 3. Goal Indicator 1 – Number of CCPC Members attending different activities.**
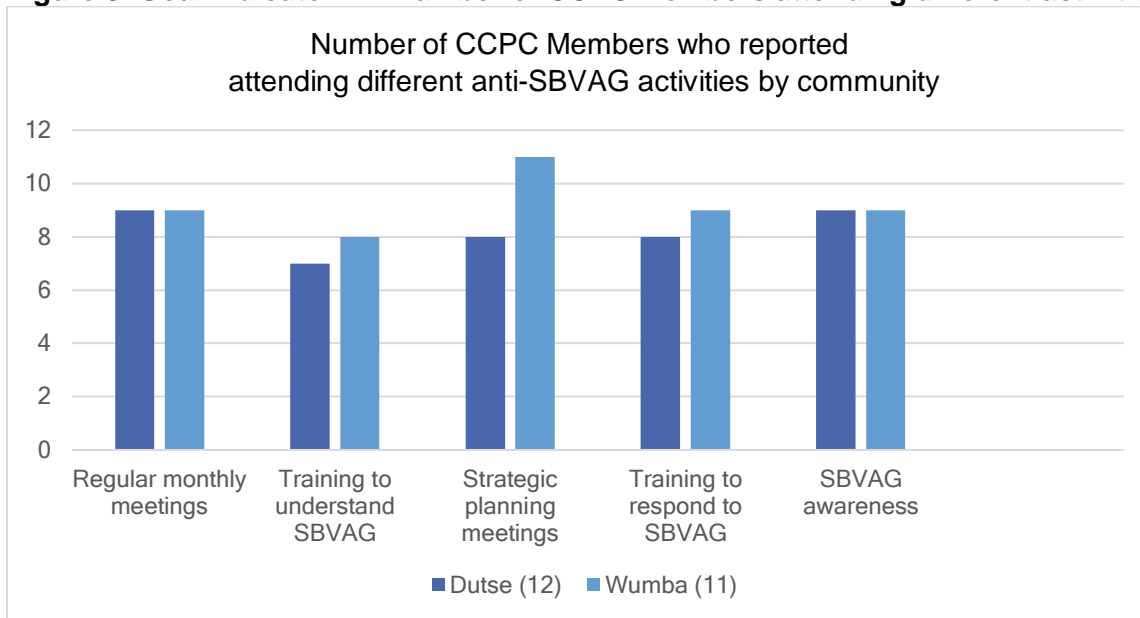


*Source: CCPC Member Survey (Evaluation Team).*
* Some activities were one-time events and others took place multiple times.
**Other specified: "trained peer educators in the community" and "contact with enforcement agency".

Figure 4 below shows that the highest percentage of CCPC Members in both communities reported attending five different types of activities. This suggests CCPC members had a broad commitment to supporting the activities of the CCPC. Figures 3 and 4 show the CCPC members are committed to participating in many activities and a broad range of activities. All eight CCPC members who were interviewed said they were drawn to be CCPC members because they believe its important work.

**Figure 4. Goal Indicator 1 – Number of activities CCPC Members attended.**
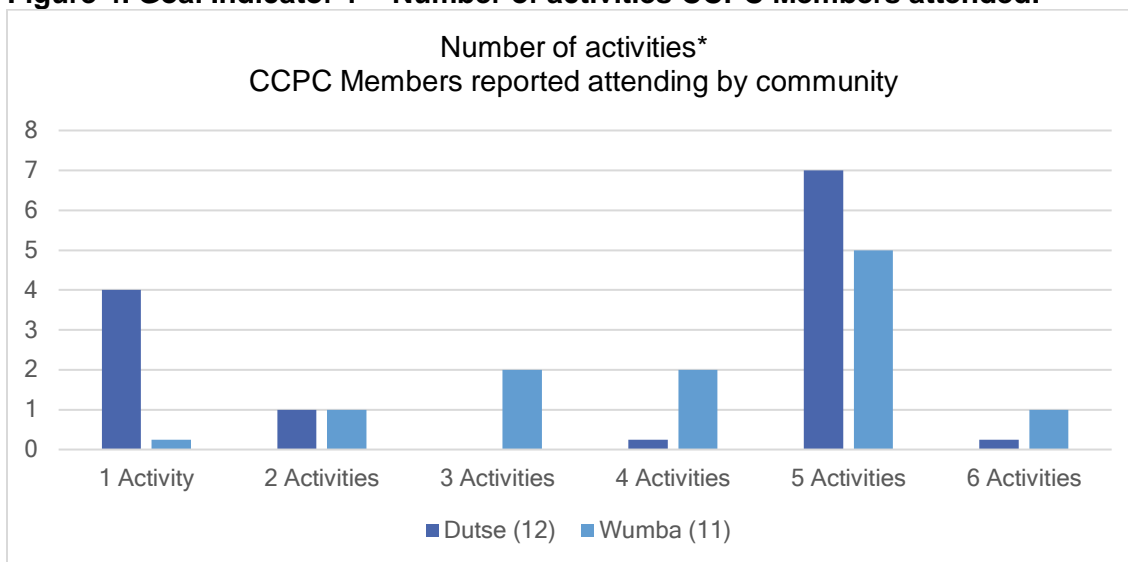


Number of activities*
CCPC Members reported attending by community

*Source: CCPC Member Survey (Evaluation Team).*
* Some activities were one-time events and others took place multiple times.

The percentage of all CCPC members who reported that girls in the project schools and communities feel safer or more supported against SBVAG was 91% and 100%, respectively, which meant the project met its targets of 30% of CCPC members reporting the programme helped girls feeling safer or more supported. Table 20 below shows the percentage of CCPC Members who reported they agreed their CCPC had made girls feel safer and better supported. In both Dutse and Wumba 100% of CCPC members reported that they believed the CCPC helped girls feel safer.  The percentage of Dutse and Wumba CCPC Members who believed that the CCPC helped girls to feel better supported were 100% and 82%, respectively. *The percentage of CCPC members who reported the programme helped girls in the community to feel safer and better supported passed the 30% target.*

**Table 20. CCPC Members who agreed CCPC activities helped girls feel safer and more supported.**

| Statement | Dutse (12) | Wumba (11) |
|---|---|---|
| Girls in the project schools and community are better **supported** against SBVAG now than before the CCPC. | 100% | 82% |
| The CCPC put SBVAG protection in place that makes girls in project schools and community feel **safer**. | 100% | 100% |

*Source: CCPC Member Survey (Evaluation Team).*
Notes: CCPC Members were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

**Goal Indicator 2** was measured by asking girls in the project communities and schools to report whether the project activities made them feel safer and more supported. The perceptions of Community and School Girls were likely to be informed by their experience and knowledge of the project, so they were also asked to self-report what anti-SBVAG activities they had participated in. In addition to the activities discussed below, by definition the Community Girls participated in the bi-monthly Community Girls meetings and the School Girls participated in the regularly scheduled (once per week to once per month) Girls Club meetings.

**Community Girls**

While the Community Girls (8-12 and 13-17 years old combined) in both communities attended the Community Meeting in similar numbers, Figure 5 below shows that the activity that Community Girls most often reported attending differed between the two communities. Community Girls in Dutse most often reported attending the December Kids Club (64%) while their counterparts in Wumba most often reported attending the October 1st Program (51%) (percentages not shown in table).

**Figure 5. Goal Indicator 2 – Number of Community Girls attending different activities.**
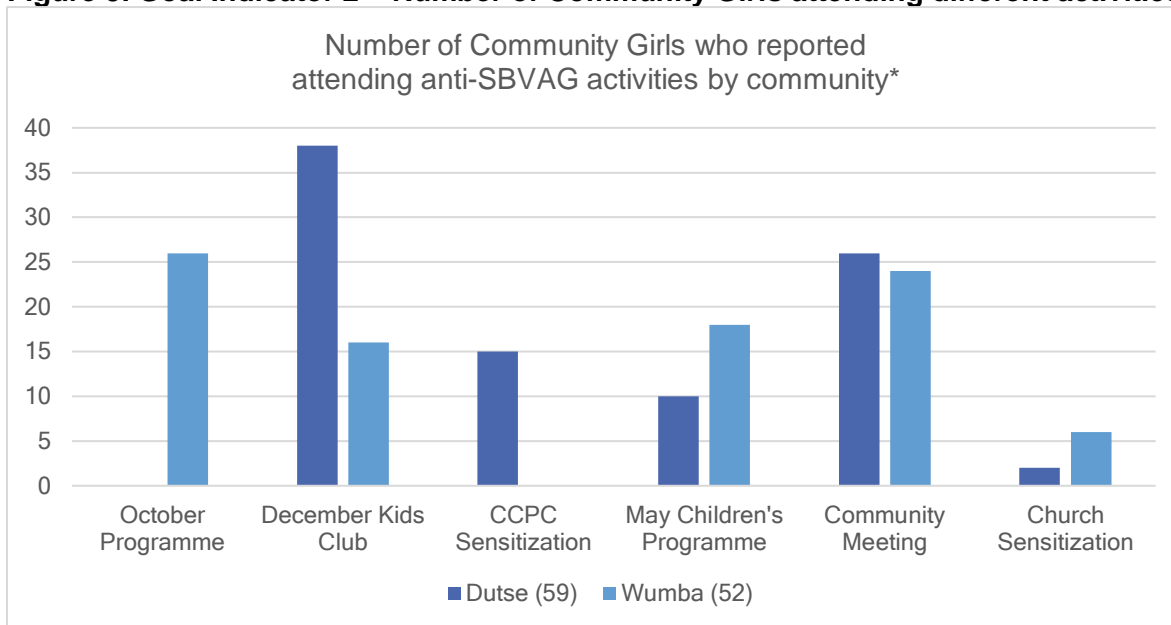


*Source: Community Girls-Child Survey (8-12 years) and Community Girls-Youth Survey (13-17 years) (Evaluation Team).*
*Only Wumba held an October 1st Programme and only Dutse held a CCPC Sensitization activity.

Among all girls, 88% reported feeling safer and 89% felt more supported because of the programme (calculations based on data in tables 21-24 below). *The percentage of all girls* (Community Girls and School Girls combined), *who reported feeling safer or more supported surpassed the 60% target.*

Among Community Girls, 92% reported feeling safer and 89% reported feeling more supported because of the programme (calculations based on data in the table). Table 21 below shows this data disaggregated by community and age group. In Dutse, 100% of girls felt safer and more supported. In Wumba 80% of girls 13-17 felt both safer and more supported, while among 8-12 years old, 89% felt safer and 74% felt more supported. *The percentage of Community Girls (both overall and within each community) who reported feeling safer or more supported surpassed the 60% target.*

**Table 21. Community Girls ages 8-12 who reported feeling safer and more supported by community.**

| Statement | Dutse | | Wumba | |
|---|---|---|---|---|
| | Age 8-12 (30) | Age 13-17 (29) | Age 8-12 (27) | Age 13-17 (25) |
| My community put things in place that makes me feel **safer** from sexual abuse. | 100% | 100% | 89% | 80% |
| My community put things in place against sexual abuse that makes me feel more **supported**. | 100% | 100% | 74% | 80% |

Notes: Percentages based on the number of 8-12 years-old Community Girls who answered "Yes" they agree with the statement to the left; other options were "No" and "I don't know". Percentages based on the number 13-18 years-old Community Girls were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

## School Girls

Figure 6 shows that School Girls reported participating in a variety of anti-SBVAG activities offered at school, including the General Assembly, focus group discussion, one-day peer educator training, and Girls Club. Across all the schools, the most commonly reported activity attended was the Girls Club, with at least 90% of girls at the three public schools and one private school, Marvellous Eagles, reporting they attended the Girls Club. In contrast, the remaining private schools reported lower Girls Club attendance with Redeemer reporting 79% and Remix reporting 45% (calculations made from data in the table).

**Figure 6. Goal Indicator 2 – Number of Schools Girls attending activities.**
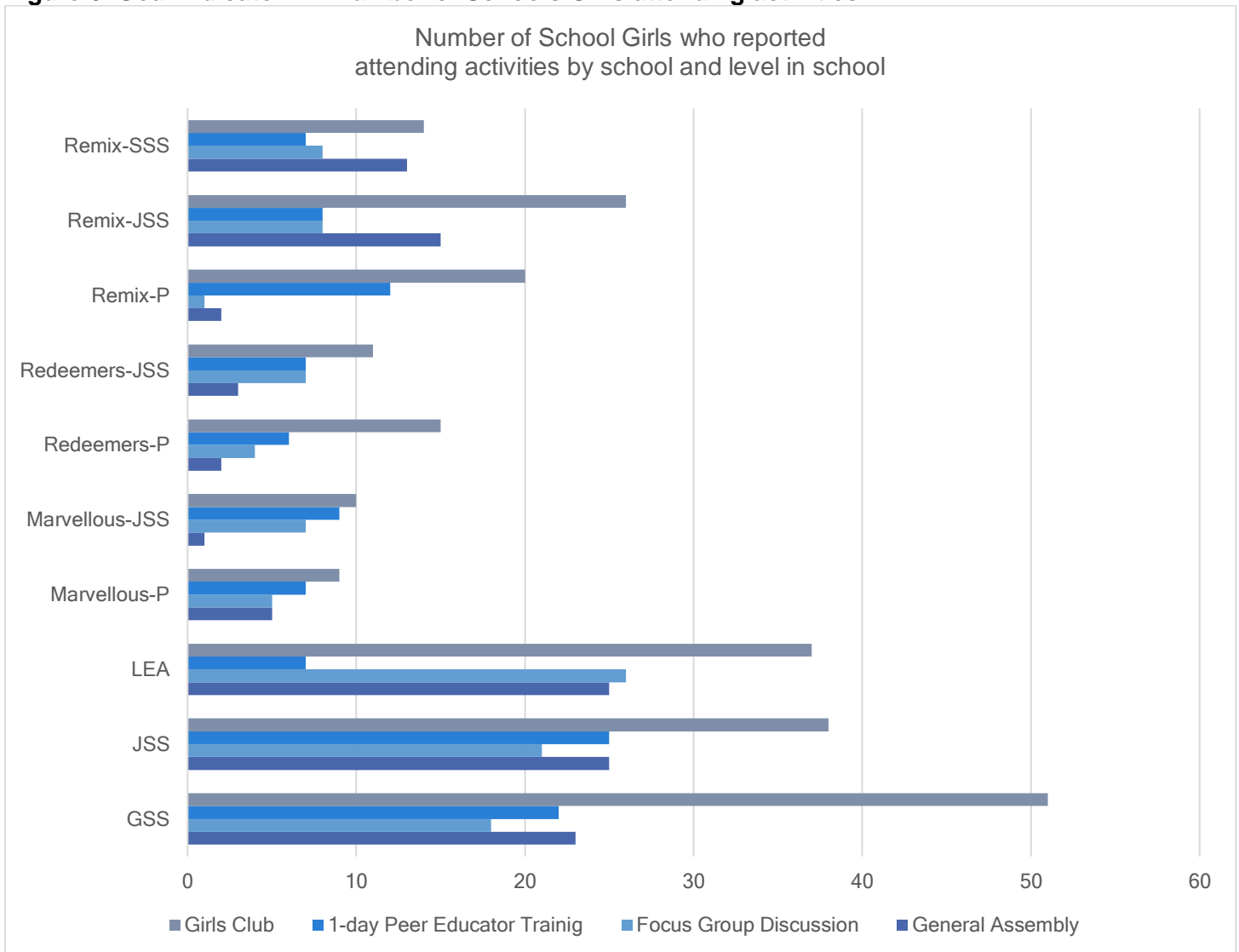


*Source: School Girl-Child Survey (8-12 years) and School Girl-Youth Survey (13-17 years) (Evaluation Team).*

Note: School Girls (8-17 years old) were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

Among all School Girls, 84% reported feeling safer and 88% reported feeling more supported because of the programme (calculations based on data in the tables). *These overall percentages of School Girls who felt safer or more supported because of the programme surpassed the target of 60%. The tables show this data disaggregated by stage in school (primary, junior secondary, and senior secondary) and in each instance the programme surpassed the target of 60%.*

Tables 22, 23, and 24 below show the percentage of School Girls who reported feeling safer and more supported for girls in primary school, junior secondary school, and senior secondary school, respectively.

Among School Girls in primary school, 91% reported feeling safer and 89% reported feeling more supported because of the programme (calculations based on data in the table). Table 22 below shows the percentage of School Girls in Primary School who reported they feel safer and better supported because of actions taken by their school. More than 80% of girls in each project school reported that they believed their school put things in place that made them feel safer and supported. The percentage of School Girls who agreed the project at their school made them feel safer and more supported was identical on both safety and support across the project schools: LEA (93%), Redeemer (82%), Remix International (90%), and Marvellous Eagles (100%). *The percentage of School Girls in Primary School who reported that they felt safer and more supported because of the programme surpassed the target of 60%.*

**Table 22. School Girls in primary school who reported feeling safer and more supported by school.**

| Statement | LEA (45) | Redeemer (22) | Remix International (20) | Marvellous Eagles (9) |
|---|---|---|---|---|
| My school put things in place that made me feel **safer** from sexual abuse. | 93% 42 | 82% 18 | 90% 18 | 100% 9 |
| My school put things in place against sexual abuse that made me feel more **supported**. | 93% 42 | 82% 18 | 80% 16 | 100% 9 |

*Source: School Girl – Child Survey (8-12 years old) (Evaluation Team).*
Notes: Percentages based on the number of School Girls who answered "Yes" they agree with the statement to the left; other options were "No" and "I don't know".

Among School Girls in junior secondary school, 87% reported feeling safer and 91% reported feeling more supported because of the programme (calculations based on data in the table). Table 23 below shows the percentage of School Girls in junior secondary school who reported feeling safer and better supported because of actions taken by their school against SBVAG. The majority of girls in each school reported that their school put things in place that made them feel safer and supported. In descending order by school, here is the percentage of School Girls in junior secondary school who agreed that the project at their school made them feel safer: Remix International (92%), Marvellous Eagles (91%), Junior Secondary School (85%), and Redeemers (80%). In descending order by school, here is the percentage of School Girls in junior secondary school who agreed that the project at their school made them feel supported: Remix International and Redeemers are tied

(100%), Government Junior Secondary School (90%), and Marvellous Eagles (73%). *The percentage of School Girls in junior secondary school who reported that they felt safer and more supported because of the programme surpassed the target of 60%.*

**Table 23. School Girls in junior secondary school who reported feeling safer and more supported by school.**

| Statement | JSS (39) | Redeemers (10) | Remix International (26) | Marvellous Eagles (11) |
|---|---|---|---|---|
| **My school put things in place that made me feel safer from sexual abuse.** | 85% | 80% | 92% | 91% |
| **My school put things in place against sexual abuse that made me feel more supported.** | 90% | 100% | 100% | 73% |

*Source: School Girl – Youth Survey (13-15 years old) (Evaluation Team).*
Notes: School Girls were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

Among School Girls in senior secondary school, 75% reported feeling safer and 83% reported feeling more supported because of the programme (calculations based on data in the table). Table 24 below shows the percentage of School Girls in senior secondary school who reported feeling safer and better supported because of anti-SBVAG actions their school took. The majority of girls in each school reported that their school put things in place that made them feel safer and more supported although at lower percentages than School Girls in primary school or junior secondary school. In descending order by school, here is the percentage of School Girls in senior secondary school who agreed that the project at their school made them feel safer: Remix International (87%) and Government Senior Secondary School (62%). In descending order by school, here is the percentage of School Girls in senior secondary school who agreed that the project at their school made them feel supported: Government Senior Secondary School (85%) and Remix International (80%). *The percentage of School Girls in senior secondary school who reported that they felt safer and more supported because of the programme surpassed the target of 60%.*

**Table 24. School Girls in senior secondary school who reported feeling safer and more supported by school.**

| Statement | Government Secondary School (52) | Remix International (15) |
|---|---|---|
| My school put things in place that made me feel **safer** from sexual abuse. | 62% | 87% |
| My school put things in place against sexual abuse that made me feel more **supported** | 85% | 80% |

*Source: School Girls – Youth Survey (16-18 years old) (Evaluation Team).*
Notes: School Girls (13-17) were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

While a large majority of both Community and School Girls reported feeling safer and more supported because of the Mobilising Communities project, more Community Girls than School Girls reported feeling safer (93% to 83%) and more supported (94% to 88%).

**Conclusion 4 (9.2.2-2).**  Regarding the Project Goal, the project met all its targets for both its CCPC-focused indicator and its Community/School Girls-focused indicator.

A majority of CCPC members in both Dutse and Wumba reported they thought girls felt safer and more supported in their schools and communities due to the CCPC's anti-SBVAG work. This perception was likely informed by CCPC activities, which included strategic/action plan and regular monthly meetings and SBVAG awareness, which were equally well-attended by the two CCPCs. About one-half of CCPC members in both communities reported attending five different activities which suggests a broad commitment the work of the CCPC.

A majority of School Girls and Community Girls reported that they felt safer and more supported in their schools and communities due to anti-SBVAG programme interventions, with more Community Girls than School Girls reporting feeling safer and more supported. Community Girls in Dutse and Wumba attended the Community Meeting in similar numbers, while the most-attended activity was the December Kids Club in Dutse and the October 1st Program in Wumba. School Girls in all schools attended the Girls Club activity in the highest numbers, with at least 90% of girls reporting Girls Club attendance at the three public schools and one private school, Marvellous Eagles. Girls at the other private schools, Redeemer and Remix, reported 79% and 45%, respectively.

Notwithstanding the individuals who initially joined the CCPCs for financial benefit, CCPC Members attended a variety of activities and multiple activities which indicates an engaged group of volunteers, which is one of the challenge in working with volunteers.  The activities for both the CCPCs and the Community and School Girls were known by more than one name so the survey provided general categories as closed-ended responses.


**PROJECT OUTCOMES:** Two primary outcomes – one oriented toward the project communities and the other toward the project schools – were identified as ways to advance to the project goal.

- *Outcome 1: Local Child Protection Mechanisms in Dutse and Wumba Communities of the FCT have improved structures, attitudes and behaviours to protect and support Community Girls against SBVAG by February 2019.*
- *Outcome 2: Schools serving girls from Dutse and Wumba communities, are better able to respond to SBVAG and protect them from sexual violence and exploitation by February 2019.*

The findings and conclusions for Outcome 1 and Outcome 2 are presented below.

**Outcome 1:** *Local child protection mechanisms in Dutse and Wumba communities of the FCT have improved structures, attitudes and behaviours to protect and support Community Girls against SBVAG by February 2019.*

One of the key insights the project had from SOAR's previous work in schools, was that sexual abuse happens in the communities from which the students come to school. Therefore, the project set up a Community Child Protection Committee (CCPC) in each of the two project communities to address the community-based sexual abuse. The CCPCs comprised members that were representative of the local community. Each CCPC was designed to have males and females in each of three age groups – children, youths, and adults – as well as representation of ethnic and religious groups in the community for a membership of 14-25 people. The purpose

of the committee was to "ensure that girls in the community are safe and protected from sexual violence through the involvement and support of the community as key stakeholders"[49]. The activities of the CCPC included meeting regularly, strategic planning/developing action plans, raising awareness of SBVAG in the community, finding solutions for identified cases of SBVAG, and acting as focal points for providing support, reporting, and referrals.

The SOAR staff provided each CCPC training on SBVAG issues as well as on strategic planning and action plans to build local capacity to continue the work of the CCPC after the SOAR Initiative withdraws.

Outcome 1 was assessed against three indicators. The Outcome 1 indicators and targets are shown in Box 2 below. In some cases the evaluation team modified these indicators and targets to make them conform to standard indicator and target language, to make them measurable, and to consolidate them, while maintaining the substance of the original indicator and target.

**Box 2: Outcome 1, Indicators and Targets.**

| |
|---|
| **OUTCOME 1:** Local child protection mechanisms in Dutse and Wumba communities of the FCT have improved structures, attitudes and behaviours to protect and support Community Girls against SBVAG by February 2019. |
| **Outcome 1 Indicators\*:** |
| *Indicator 1.1:*<br>• *CCPC members are trained and responsible for the prevention and response to SBVAG in Dutse and Wumba communities within 2 years from the project start date.*<br>   *Targets:*<br>   1. *One CCPC with at least 15 male and female members representing three different age groups (child, young adult, adult) will be established in each project community, Dutse and Wumba.*<br>   2. *50% of CCPC members were trained in understanding and responding to SBVAG.*<br>   3. *50% of CCPC members will report they learned how to identify, protect from, respond to and report sexual abuse and know how to apply that what they've learned.*<br>   4. *30% of CCPC members in each community attend at least one strategic planning meeting* |
| *Indicator 1.2:*<br>• *Status of CCPC action plan.*<br>• *% of active CCPC members in each community that report girls in their communities are better protected against SBVAG because of their activities.*<br>   *Targets:*<br>   1. *Each CCPC has developed an action plan.*<br>   2. *60% of active CCPC members in each community will report that girls in their communities are better protected against SBVAG because of their project activities.* |
| *Indicator 1.3:*<br>• *Status of trained Female Mentors in Wumba and in Dutse.*<br>• *% of Female Mentors report improved attitudes in response to SBVAG since joining the project.*<br>• *% of Female Mentors report improved behavior in response to SBVAG since joining the project.*<br>   *Targets:*<br>   1. *There will be 8 trained Female Mentors, 4 in Wumba and 4 in Dutse.* |

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[49] CCPC Terms of Reference (SOAR Initiative).

**Indicator 1.1:** *CCPC members are trained and responsible for the prevention and response to SBVAG in Dutse and Wumba communities within 2 years from the project start date.*

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**Target 1.** A desk review of documents, including CCPC Terms of Reference and attendance sheets indicate that a CCPC was created in each project community in 2017. While the number of members fluctuated, typically 14 members attended the monthly meetings per community. CCPC membership is voluntary; there is no remuneration for participation. Conversations with SOAR staff revealed that one reason the number of CCPC members fluctuated was because some people joined believing they would benefit financially from participation. Once they realized that was not the case, they left the CCPC. Membership attendance sheets indicate that each CCPC is made up of different genders, age groups and ethnic groups. *The project met Target 1: A CCPC with at least 15 male and female members representing three age groups (child, young adult, adult) was established in each project community.*

**Target 2.** Two trainings were conducted for the CCPC. One in November 2017 and the other in July 2018. The first training was attended by 17 members from Dutse and 16 members from Wumba. The second training was attended by 16 members form Dutse and 18 members from Wumba. According to a review of the attendance sheets, attendees were comprised of different genders, age groups, and ethnic groups, including Ebira, Gbagyi, Igbo, Sayawa, Tiv, and Yoruba. *The project met Target 2: 50% of CCPC members were trained in understanding and responding to SBVAG.*

The first CCPC training covered the project's goals, gender equality, child protection, understanding child SA, learning to respond to child SA disclosures, and community-based prevention strategies. The second training covered CCPC roles/functions, sustainability strategies, reporting of child protection cases, and reviewing action plans to assess successes/challenges in implementation.

Figure 3 above shows that neither CCPC had all members report having received training in understanding and responding to SBVAG; only 7-9 members of each CCPC reported having received this training. While this meets the target of 50% of CCPC Members receiving training in understanding and responding to SBVAG, given how central these topics are to the work of the CCPCs, this target seems low. This might be due to turnover in the CCPCs early on such that some members who received training might have left and others might have joined after training was completed. SOAR Staff reported that early on there was turnover in the CCPCs because some people joined thinking it would bring them financial benefit despite it being a voluntary position. Once these members realized there would be no financial benefit, they left the CCPC. *The project met Target 2: At least 50% of CCPC members were trained in understanding and responding to SBVAG.*

**Target 3.** CCPC members were asked in a survey questionnaire what they learned from their training and about how they might apply what they've learned. Table 25 shows that more than 90% of CCPC members in both Dutse and Wumba indicated that because of their CCPC training they learned how to identify, protect against, respond to, and report SBVAG. More than 90% of CCPC Members in each community also indicated that the training made them feel more confident they could help keep their community safe from SBVAG and that they gained useful knowledge about how to fight SBVAG. Finally, more than 90% of CCPC members in each community indicated that they could use the knowledge they gained in training to help someone who reported SBVAG to them by being able to refer them to one or

more referral agency and by being able to help them access services. *The project met Target 3: At least 50% of CCPC members reported they learned how to identify, protect from, respond to, and report sexual abuse and know how to apply what they've learned.*

**Table 25. CCPC Members who agreed with statements about their anti-SBVAG training by community.**

| Statement | Dutse (12) | Wumba (11) |
|---|---|---|
| *Because of my CCPC training:* | | |
| I learned how to **identify** SBVAG. | 100% | 100% |
| I learned how to **protect** against SBVAG. | 100% | 91% |
| I learned how to **respond** to SBVAG. | 100% | 100% |
| I learned how to **report** SBVAG. | 92% | 100% |
| I feel more **confident** I can help keep my community safe from SBVAG. | 92% | 100% |
| I have gained useful **knowledge** about how to fight SBVAG. | 100% | 100% |
| *Because of my CCPC training, if someone reported SBVAG to me:* | | |
| I would refer them to one or more of the identified referral agencies. | 100% | 100% |
| I would know how to help them access services. | 92% | 100% |

*Source: CCPC Survey (Evaluation Team).*
Notes: CCPC Members were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

**Target 4.** The SOAR staff supported the CCPCs by coaching them in strategic planning and developing action plans. Initially, SOAR had planned for each CCPC to have four Strategic Planning Meetings, although this was later increased to five to further support the CCPCs. Table 26 below show the dates of the strategic planning meetings and the number of CCPC attendees by community. At least 13 CCPC members attended each meeting. *The project met Target 4: At least 30% of CCPC members in each community attended at least one strategic planning meeting.*

**Table 26. CCPC strategic planning meetings.**

| Dutse | | Wumba | |
|---|---|---|---|
| Number & Date of Meeting | Attendees (#) | Number & Date of Meeting | Attendees (#) |
| 1st 18 November 2017 | 13 | 1st 17 November 2017 | 15 |
| 2nd 25 November 2017 | 13 | 2nd 24 November 2017 | 14 |
| 3rd 9 December 2017 | 13 | 3rd 8 December 2017 | 14 |
| 4th 22 January 2018 | 13 | 4th 19 January 2017 | 13 |
| 5th 3 February 2018 | 13 | 5th 2 February 2018 | 15 |

*Source: SOAR Initiative programme documents (Sign-in sheets).*

**Indicator 1.2:** Status of CCPC action plan and percent of active CCPC members in each community that report girls in their communities are better protected against SBVAG because of their activities.

>**Target 1.** A desk review of CCPC documents revealed that each CCPC had developed an Action Plan with activities planned for each quarter of 2018. Planned actions included introducing the CCPC to the community, visiting the police station in Apo Resettlement, creating awareness by meeting with church leaders, tribal leaders, and different ethnic groups, and holding an awareness event on Children's Day and a children's party. *The project met Target 1: Each CCPC developed an action plan.*

>**Target 2.** CCPC members were asked in a survey questionnaire whether they thought girls in their communities were better protected against SBVAG and more confident to report SBVAG issues due to CCPC activities. They were also asked whether the CCPC Terms of Reference were useful in handling SBVAG issues. Table 27 shows that 100% of the Dutse and Wumba CCPC members think girls in their communities are better protected against SBVAG because of their activities. Relatedly, a large majority of CCPC members in Dutse (92%) and Wumba (100%) think their activities increased the confidence of girls to report SBVAG issues. In addition, CCPC members in Dutse (83%) and Wumba (91%) thought the action plan they formulated was useful in handling SBVAG issues. All CCPC members reported that their Terms of Reference was useful in guiding decisions and a majority in each CCPC reported it was useful in guiding actions (Dutse 100%, Wumba 82%). *The project met Target 2: At least 60% of CCPC members in each community reported that girls in their communities were better protected against SBVAG because of the CCPC's activities.*

**Table 27. CCPC Members who agreed with selected statements about the CCPC's work.**

| Statement | Dutse (12) | Wumba (11) |
|---|---|---|
| The CPCC has increased the **confidence** of community girls to report SBVAG related issues. | 92% | 100% |
| The CCPC has developed ways to better **protect** girls from SBVAG. | 100% | 100% |
| The CCPC Terms of Reference is a useful guide for making **decisions**. | 100% | 100% |
| The CCPC Terms of Reference is a useful guide for behavior or **actions**. | 100% | 82 |

*Source: CCPC Member Survey (Evaluation Team).*
Notes: CCPC Members were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

**Indicator 1.3:** Status of trained Female Mentors in Wumba and in Dutse, % of Female Mentors reporting improved attitudes in their response to SBVAG since joining the project. and % of Female Mentors reporting improved behavior in their response to SBVAG since joining the project.

>**Target 1.** A desk review of documents revealed there were eight Female Mentors, four in Dutse and four in Wumba and they attended a two-day training alongside Counsellors on 15-16 May 2018. The training covered an introduction to SOAR and the Mobilising Communities project, understanding child sexual abuse, responding to child sexual abuse disclosures, gender development in education, children's rights, how children experience sexual abuse, and communicating with and responding to sexually abused children. *The project met Target 1: There were 8 trained Female Mentors, 4 in Wumba and 4 in Dutse.*

**Target 2.** Female Mentors were asked on a survey questionnaire whether the experience of being a Female Mentor for Community Girls had improved their attitudes and behaviours in responding to SBVAG. Table 28 shows that 100% of the Female Mentors in Dutse and Wumba reported that the experience of being a Female Mentor to the Community Girls improved their attitude and behavior in responding to SBVAG. *The project met Target 2: 100% of Female Mentors reported improved attitudes and behaviours in their response to SBVAG since joining the project.*

**Table 28. Female Mentors who agreed with statements about changes in their attitude and behavior by community.**

| Statement | Dutse (4) | Wumba (3) |
|---|---|---|
| Since becoming a Female Mentor, my **attitude** towards responding to sexual abuse in my community has improved. | 100% | 100% |
| Since becoming a Female Mentor, my **behavior** towards responding to SBVAG in my community has improved. | 100% | 100% |

*Source: Female Mentor Survey (Evaluation Team).*
Notes: Female Mentors were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

**Conclusion 5 (9.2.2-3):** Regarding Outcome 1, the project met all of eight of its targets associated with the three indicators for Outcome 1 which was that both CCPC Members and Female Mentors in Dutse and Wumba communities of the FCT improved the mechanisms and structures to protect girls from SBVAG and improved their attitudes and behaviours to better protect and support Community Girls against SBVAG by February 2019. However, only 7-9 members of each CCPC reported having received training in understanding and responding to SBVAG. While this met the target of 50% of CCPC Members receiving this training, given the centrality of this subject matter to the CCPC's work, this target seems low; ideally 100% of CCPC Members would receive this training. SOAR Staff indicated that there was turnover in the CCPCs because some members left after realizing there would be no financial benefit to them. This turnover might have contributed to the low training rates.

**Outcome 2:** *Schools serving girls from Dutse and Wumba communities, are better able to respond to SBVAG and protect them from sexual violence and exploitation by February 2019.*

Outcome 2 was assessed against three indicators. The Outcome 2 indicators and targets are shown in Box 3 below. In some cases the evaluation team modified these indicators and targets to make them conform to standard indicator and target language, to make them measurable, and to consolidate them, while maintaining the substance of the original indicator and target.

**Box 3: Outcome 2, Indicators and Targets.**

**OUTCOME 2:** Schools serving girls from Dutse and Wumba communities, are better able to respond to SBVAG and protect them from sexual violence and exploitation by February 2019.

**Outcome 2 Indicators:**

*Indicator 2.1:*
- *% of project schools with action plans in place to respond to SBVAG within 2 years from project start.*

**Indicator 2.1:** % of project schools with action plans in place to respond to SBVAG within 2 years from the project start date.

> **Target 1.** A desk review of programme documents showed that each project schools had an action plan. *The project met Target 1: 100% of project schools had action plans in place by end-February 2019.*

**Indicator 2.2:** % of School Staff who report that their school has improved their response to SBVAG,  % of School Staff who report that their training improved their understanding of SBVAG, and  % of School Staff who report that working with the girls improved their responsiveness to SBVAG.

> **Targets 1-3.** School Staff from each of the six project schools were surveyed and as Table 29 shows, 100% reported that the programme helped improve their school's response to SBVAG. All School Staff also reported that the training they received from the project improved their understanding of SBVAG and that working with the School Girls had improved their responsiveness to SBVAG. Similar to the CCPCs, however, there was turnover in School Staff which meant that all staff working on the project at any given time had not been trained. This is because the school system reassigned trained staff to non-project schools and non-trained staff took their place in the project. *The project met Targets 1-3: 100% of School Staff reported that their school improved its response to SBVAG, that their training improved their understanding of SBVAG, and that working with the girls improved their responsiveness to SBVAG.*

**Table 29. School Staff who agreed with statements about the programme by school.**

| Statement | JSS* (2) | GSS (2) | LEA (2) | Mar (2) | Rem (2) | Red (1) |
|---|---|---|---|---|---|---|
| The programme helped improve the **school's response** to SBVAG. | 100% | 100% | 100% | 100% | 100% | 100% |

| | | | | | | |
|---|---|---|---|---|---|---|
| The training I received improved my **understanding** of SBVAG. | 100% | 100% | 100% | 100% | 100% | 100% |
| Working with the girls improved my **responsiveness** to SBVAG. | 100% | 100% | 100% | 100% | 100% | 100% |

*Source: School Staff Survey (Evaluation Team).*
* JSS=Junior Secondary School, GSS=Government Secondary, LEA=LEA Primary School, Mar=Marvellous Eagles, Rem=Remix International, and Red=Redeemers.
Notes: School Staff were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

**Indicator 2.3:** % of School Girls report that their school has improved structures to prevent SBVAG and % of School Girls report that their school has improved structures to respond to SBVAG.

**Targets 1-2.** The percentage of School Girls (8-18) who reported that their school had improved structures to prevent and/or respond to SBVAG because of the programme was 93% and 90%, respectively. Tables 30-32 show the percentage of School Girls – in primary school, junior secondary, and senior secondary – who reported that their school had improved structures to prevent and/or respond to SBVAG after the programme.  Each table shows large majorities of students reported their school improved in both of these areas. *The project met Targets 1-2: At least 60% of School Girls reported that their school had improved structures to prevent SBVAG and to respond to SBVAG.*

The percentage of School Girls (8-12 years old) in primary school who reported that their school had improved structures to prevent or respond to SBVAG after the programme was 94% and 87%,respectively. A large majority of School Girls in each school reported that their school was better at preventing sexual abuse – in descending order: Remix International (95%), Lea Primary (91%), Redeemer (91%), and Marvellous Eagles (89%). Similarly, a large majority of School Girls in each school reported that their school was better at responding to sexual abuse – in descending order: Redeemer (91%), Lea Primary (91%), Marvellous Eagles (89%) and Remix International (95%).

**Table 30. School Girls ages 8-12 in primary school who agreed their school is better at preventing and responding to SA by school.**

| Statement | LEA (45) | Redeemer (22) | Remix International (20) | Marvellous Eagles (9) |
|---|---|---|---|---|
| My school is now better at **preventing** SA. | 91% | 91% | 95% | 89% |
| My school is now better at **responding** to SA. | 89% | 91% | 80% | 89% |

Source: School Girl – Child Survey (8-12 years old) (Evaluation Team).
Notes: Percentages based on the number of School Girls who answered "Yes" they agree with the statement to the left; other options were "No" and "I don't know".

The percentage of School Girls (13-15 years old) in primary school who reported their school had improved structures to prevent or respond to SBVAG was 94% and 96%,respectively. Table 31 below shows the percentage of School Girls (13-15 years old) in junior secondary school who reported their school had improved structures to prevent or respond to SBVAG after the programme. A large majority of School Girls in each school reported their school was better at preventing sexual abuse – in descending order: Remix International (100%),

Redeemers (100%), Junior Secondary School (92%), and Marvellous Eagles (82%). Similarly, a large majority of School Girls in each school reported their school was better at responding to sexual abuse – in descending order: Redeemer (91%), Lea Primary (91%), Marvellous Eagles (89%) and Remix International (95%).

**Table 31. School Girls ages 13-15 in junior secondary school who agreed their school is better at preventing and responding to SA by school.**

| Statement | Junior Secondary School (39) | Redeemers (10) | Remix International (26) | Marvellous Eagle (11) |
|---|---|---|---|---|
| My school is now better at **preventing** SA. | 92% | 100% | 100% | 82% |
| My school is now better at **responding** to SA. | 92% | 100% | 100% | 91% |

*Source: School Girl – Youth Survey (13-15 years old) (Evaluation Team).*
Notes: School Girls were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

The percentage of School Girls (16-18 years old) in primary school who reported that their school had improved structures to prevent or respond to SBVAG after the programme was 91% and 86%,respectively. Table 32 below shows the percentage of School Girls (16-18 years old) in junior secondary school who reported that their school had improved structures to prevent and/or respond to SBVAG after the programme. A large majority of School Girls in each school reported that their school was better at preventing sexual abuse – in descending order: Remix International (100%) and Government Secondary School (92%). Similarly, a large majority of School Girls in each school reported that their school was better at responding to sexual abuse – in descending order: Redeemer (91%), Lea Primary (91%), Marvellous Eagles (89%) and Remix International (100%) and Government Secondary School (71%).

**Table 32. School Girls ages 16-18 in senior secondary school who agreed their school is better at preventing and responding to SA by school.**

| Statements | Government Secondary School (52) | Remix International (15) |
|---|---|---|
| My school is now better at **preventing** sexual abuse. | 81% | 100% |
| My school is now better at **responding** to sexual abuse. | 71% | 100% |

*Source: School Girls – Youth Survey (16-18 years old) (Evaluation Team).*
Notes: School Girls (13-17) were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale. The percentages shown represent the combined responses of "Agree" and "Strongly Agree".

**Conclusion 6 (9.2.2-4):** Regarding Outcome 2, the project met all six of its targets associated with the three indicators for Outcome 2 which was that School Staff serving girls from Dutse and Wumba communities reported they were better able to respond to SBVAG and protect girls from sexual violence and exploitation by February 2019. Among School Staff there was turnover, however, which meant that all School Staff working on the project at any given time might not have received training in understanding and responding to SBVAG. This turnover was primarily due to the school system reassigning staff trained on the project to non-project schools so that non-trained staff took their place at the project school.

### 9.2.3 Local peer leadership capacity development.

A key strategy of the project was to develop the capacity of local community leaders and school personnel to combat SBVAG. In particular, the project was meant to develop the capacities of local peer leaders to create action plans and referral mechanisms to refer survivors to multi-sectoral services. Project staff employed anti-SBVAG trainings and coaching to develop this local capacity.

The findings of a desk review of programme documents on the project's work in developing local capacity to create action plans and referral mechansims to address SBVAG are presented below.

**Training.** Programme documents showed that the project delivered trainings to School Staff and CCPC Members that covered an introduction to SOAR and the Mobilising Communities project, understanding child sexual abuse, responding to child sexual abuse disclosures, gender development in education, children's rights, how children experience sexual abuse, and communicating with and responding to sexually abused children. The trainings for the CCPC were done by SOAR Staff alongside two resource persons, one a member of the PIAT/ESRG, Kolawole Olatosimi, and the other, Victoria Omoera, from Center for Family Health Initiative (CFHI), an organization experienced in implementing community child protection interventions.

**Action plans.** Programme documents indicated that project staff coached School Staff and CCPC Members is developing action plans to guide their work over the following year. The SOAR Staff coached School Staff and CCPCs in how to develop an action plan. Originally there were four Strategic Planning meetings planned but the CCPCs needed an additional meeting to compete the work so there were five meeting in total. The Action Plans listed the actions (activities and events) the School Staff and the CCPCs had planned to raise awareness about SBVAG for the following year.

**Referral mechanisms.** Programme documents revealed that SOAR Staff and partners also coached the School Staff and CCPCs to develop referral mechanisms. In the schools the role of SOAR Staff ended with the training of School Staff because once School Staff are notified about a possible case of SBVAG, the case is handled according the Education Secretariat policy. While the process involves notifying the relevant agencies, due to confidentiality rules it is not possible for SOAR Staff to be further involved or to be informed about how individual cases were handled. In the communities, SOAR Staff were more involved in the referral process. When a case of SBVAG was reported to the CCPC, the CCPC then notified SOAR. Depending on the facts of the case, SOAR notified NAPTIP and/or other agencies such as the police.

For the project communities, the Mobilising Communities project developed linkages with multi-sectoral services in a two-step process. As the first step, about half-way through the project, SOAR staff held a consultative meeting with CCPC Members and a broad range of service providers. In this meeting, SOAR staff introduced the project to the service providers and invited them to participate in the project by providing services for reported cases of sexual violence in the project communities. The purpose of the meeting was to ensure the CCPCs were informed about the available services and knew how to access them.

Initially, the plan was for SOAR to create the linkages between the CCPCs and service providers by introducing them to one another and then to have the CCPCs begin reporting sexual abuse cases directly to these service providers. However, PIAT members advised SOAR that the CCPCs should initially report cases to SOAR which would be responsible for identifying the appropriate service providers so that SOAR could monitor and guide activities until the referral process was well-established. Therefore, in the first year of the project the CCPCs were mandated to report cases of SBVAG to SOAR to provide close guidance to the CCPCs in handling cases of SBVAG issues in their communities. Having worked the CCPC through a practical process of handling

reported cases, in December 2018 the original plan was implemented and CCPCs began reporting cases directly to the service providers.

In the last quarter of the project, based on knowledge and experience gained through running the programme, SOAR refined the list of service providers based on the community need for access to justice, support for survivors, availability and readiness of the service provider, and proximity to the community. At this point SOAR held a second consultative meeting in each of the communities with the multi-sectoral service providers from the refined list of service providers with the Chief and his Council and the CCPC members. In this way networks of service providers and CCPCs and referral mechanisms were established.

Over time, the CCPC expanded its mandate to include serving as a referral mechanism for not just sexual abuse but for physical abuse as well.  In all, the CCPC referred four cases of abuse, two of which were referred after the end of the programme which indicates the sustainability of the model, while 13 cases were reported to SOAR staff from students at project schools. Note that the total number of cases reported by students from project schools is likely higher than this figure due to Education Secretariat policy which holds that abuse cases must be handled confidentially.

In addition to support provided by government agencies such as NAPTIP, the Criminal Investigation and Intelligence Department (FCIID) of the Nigeria Police Force, AMAC, and the FCT Education Secretariat, the refined list of service providers included the following:

- **Access to Justice**
    - The Gender Unit of the Police Command
    - The Gender Unit of the Apo Divisional Police Force
    - International Federation of Women Lawyers (FIDA) Abuja branch
- **Shelter**
    - Women Trafficking and Child Labour Eradication Foundation (WOTCLEF)
    - Daughters of Abraham Foundation (DOAF)
- **Health**
    - The Community Primary Health Care Centre (the Nurse of the Health Centre is a member of the CCPC)
- **Case Management**
    - Abuja Municipal Area Council
    - Social Development Secretariat -- Child Welfare (SDS)
    - Child and Youth Protection Foundation (CYPF)

In addition to building the capacity of School Staff and CCPC Members, Female Mentors also reported that the programme had built their capacities.  In semi-structured interviews with four of the eight Female Mentors – two were from Dutse and two from Wumba – all Female Mentors identified ways the programme built their capacities to lead as mentors, supporting girls who are at risk of SBVAG or who survivors of SBVAG.  Female Mentors reported these specific examples:

- The training they received increased their knowledge about SBVAG
- They gained experience teaching the anti-SBVAG curricula
- They learned to coax girls to share personal stories of SA
- They Learned to coax parents into letting their daughters participate
- They had experience reporting specific incidences of abuse to service providers

Through trainings and coaching of CCPC Members and School Staff, the project met the target of developing and building the capacities of local peer leaders to develop action plans and community-based referral mechanisms to respond to SBVAG within the project communities.

**Conclusion 7 (9.2.3).** SOAR built capacity to fight SBVAG at the local level through first training and then following up with coaching of CCPC Members and Female Mentors in the communities, and teachers, school leadership, SBMC members, and Counsellors in the schools. They also built local capacity to support anti-SBVAG efforts among the Community and School Girls through their trainings of Female Mentors and Counsellors who in turn trained the girls to be peer educators, who in turn recruited more girls into the programme.

For all stakeholder groups, the training included the following topics at a level appropriate to age and customized to function: child development and psychology, parenting practices, international and national laws that address child SA, understanding, identifying, and responding to SA, reporting SA; how to support SA survivors, and available social and legal services. For the Community and School Girls training also covered reproductive health, STDs, and personal hygiene. For School Staff and CCPC Members training also covered strategic planning and action plans. For the private school staff, CCPC Members, and Female Mentors training also covered how to contact the correct social and legal services for reported cases of SBVAG.

The public school system had its own protocols for handling reports of SA, which School Staff were bound to follow, but for the staff of private schools, CCPC Members, and Female Mentors, the training in social and legal services for victims was critical because they did not have an equivalent system on which to rely. SOAR introduced these groups to a network of service providers and advised them on what steps to take on reported cases of SBVAG. At first SOAR monitored the process by serving as a case manager and then transitioned to coaching to help build local capacity and ownership.

The public school system protocols called for confidentiality so once the public school staff were notified of alleged SA, SOAR and its partners were no longer involved in the case or even kept apprised of its status. Even the public school staff who reported the SA to the school administration were not kept apprised of the status of the case. Two public school staff expressed frustration with this arrangement as they felt invested in the satisfactory resolution of the case they reported.

### 9.2.4 Engagement capacity of girls.

The Community and School Girls who received anti-SBVAG training and support were key to engaging new girls to join and participate in the programme. The Community and School Girls were encouraged not only to share their new-found knowledge about SBVAG, but also to recruit other girls to join the Community Girls Meeting and Girls Club, respectively. Therefore, it was important to understand what mechanisms enabled or constrained the girls' capacities to engage peers regarding SBVAG.

It is worth noting that Community Girls and School Girls recruited within different structures, processes, and contexts. The Girls Clubs inside the schools were ongoing with weekly or monthly meetings so new girls could be brought in at any point in time from a pool of potential recruits who were readily available from the school's study body. In contrast, recruitment for the Community Girls Meetings was more challenging. The Community Girls Meetings started and ended in six-week cycles, making the timing of recruitment critical because a new group of girls were needed every six weeks to fill the seats in the programme. The meetings were not part of an institution like a school so the lack of a readily available pool of girls from which to recruit was another challenge.

In surveys, 81% of School Girls and 85% of Community Girls reported that the programme, made it okay to discuss sexual abuse issues with friends. In semi-structured interviews with 13 Community Girls and 32 School Girls participants identified mechanisms that either enabled or constrained their capacity to engage peers regarding SBVAG. The findings of these interviews are presented below.

All Community Girls and School Girls indicated that being friends with their peer enabled them to engage the person in discussions of SBVAG and/or to invite them into the programme. Conversely, not being close to the person was a hindrance.

There were differences in the percentage of Community Girls and School Girls who indicated they would recommend the programme to others, with 100% of Community Girls and only 50% of School Girls indicating they would do so. In the community-based model, the recruitment of girls into the Peer Educator Training programme relied on graduates of the programme to invite new girls to join. This additional pressure on Community Girls might account for the difference.

About 90% of Community Girls indicated that they had invited someone to join and that most of those invited did in fact join. About 50% indicated that they had invited someone to join when they knew the girl was a victim of sexual abuse. One Community Girl shared this experience:

*"I have one friend in my school, I used to invite her for the program, the girl you just finished interviewing, that she would learn a lot of things if she came to the program. Because before she started attending the club, bad things used to happen to her, I then told her to come so that she would learn more things on how to take care of her body and herself . . . . Sometimes, she is alone at home, another person would enter her house and says he wants to watch film, when she is alone with the person watching the film the person would rape her.*
*– Community Girl*

In semi-structured interviews with four of the eight Female Mentors – two were from Dutse and two from Wumba – all Female Mentors identified mechanisms that either enabled or constrained girls' capacity to engage peers regarding SBVAG.

Female Mentors reported these specific enabling mechanisms:
- Teaching the girls and their parents/guardians about the rights of the girl child and gender equality
- Gaining the girls' trust so they come out of their shell

These two quotes were emblematic of what Female Mentors said enabled girls to engage peers:

*So, as a result of this program, these girls have been able to touch the lives of their friends by telling them not to go to parties at night, don't do this and that. – Female Mentor*


*What helped them is the training, the curriculum that was given to us, the Female Mentors, we used it judiciously and it really helped a lot. We used it all through the program. Like in the aspect of tricks of a perpetrator, it is one of the topics that we treated that opened their eyes to so many things. So, with that, we used it to touch the lives of so many girls in the community. —Female Mentor*


*So, as a result of this program, these girls have been able to touch the lives of their friends by telling them not to go to parties at night, don't do this and that. – Female Mentor*

However, Female Mentors also reported constraining mechanisms:

- Family members don't think a girl should speak about sex.
- Traditional and religious beliefs about gender roles
- Fear that personal information will be made public

**Conclusion 8 (9.2.4).** The project gave a large majority of School and Community Girls their first opportunity to discuss SA issues with friends. The girls reported that the most significant factor enabling them to engage peers on SBVAG issues was friendship; a lack of friendship being a constraint. There were differences in the percentage of Community Girls and School Girls who indicated they would recommend the programme to others, with 100% of Community Girls and only 50% of School Girls indicating they would do so. In the community-based model, the recruitment of girls into the Peer Educator Training programme relied on graduates of the programme to invite new girls to join. This additional pressure on Community girls might account for the difference.

The Female Mentors reported that the most significant factors for girls to engage in SBVAG discussions in general and with their peers in particular is the Female Mentor gaining their trust and the attitude of their parents. If the Female Mentor gains the girls' trust and if parents are supportive of the programme, then girls are more likely to engage in the programme with their peers. However, Female Mentors also reported constraining mechanisms: family members don't think a girl should speak about sex, traditional and religious beliefs about gender roles, and fear that personal information will be made public.

### 9.4.2 Performance monitoring.

SOAR Staff monitored the project performance at the project schools and communities. SOAR Staff monitored the School Staff's implementation of action plans and the Girls Clubs at project schools. SOAR Staff also monitored the CCPCs and their implementation of action plans, the Female Mentors, the Community Girls Meetings, and the Kids Clubs in the project communities. Below are the findings of a desk review of programme documents and interviews with SOAR Staff, School Staff, CCPC Members, and Female Mentors which revealed the structure and process of SOAR's performance monitoring.

Programme management was able to adapt quickly to changing circumstances and feedback which suggests they monitored programme performance and results efficiently. The foundation for this management efficiency was communication. The staff involved in managing the programme were very strong communicators who developed and maintained a dialogue with the individuals implementing the programme in the field as well as with other stakeholders. In interviews with PIAT members, School Staff, CCPC members, and Female Mentors it was noted that programme management were communicative and responsive and focused on results.

Often this communication, however, had to be in-person. The lack of internet connections, programme management software, and widespread use of hand-held devices like laptop created a challenge to monitoring the programme more efficiently. This contributed to a tendency to collect data at the aggregate-level as opposed to the individual-level.

Regarding documentation, the CCPCs were required to take attendance and document their work in meeting minutes. The attendance sheets were regularly completed. The meeting minutes were completed when the secretary attended, but due to some challenges in writing by some CCPC members the meeting minutes were not always adequately prepared. The Female Mentors were required to submit attendance sheets and

document what happened during the Community Girls meetings as well.  The submission of these meeting notes were a prerequisite to receiving their stipend.  The School Staff also provided monthly reporting.  The programme staff also attended Community Girls meetings and CCPC meetings where they were able to observe directly the performance and operations of the meetings.

The programme allocated resources for integrating human rights and gender equality strategically to achieve results. All programme funds were applied (directly or indirectly) strategically to support the human rights of girls and to promote their equality with their male counterparts.  The progrmme staff were deployed to support programme implementation, for example to coach Female Mentors and CCPC members.  The programme used subject-matter expertise in the form of the PIAT to assist in programme implementation and operations.

Programme staff held trainings which were particularly effective and cost-efficient as they brought large numbers of stakeholders together in one place where information regarding SA in general and SBVAG in particular could be conveyed to a lot of people all at once. This was more cost-efficient than having programme staff deployed in the field to provide multiple trainings for small groups of individuals.  An additional benefit was that the stakeholders were then able to meet with one another and to share experiences.

In addition, in semi-structured interviews, all Female Mentors commented on the value of having SOAR staff attend meetings to provide encouragement as that support helps them to do their work as Female Mentors.

**Conclusion 12 (9.4.2).** SOAR managed the project on the ground and monitored programme performance and results sufficiently to respond quickly to changing circumstances, although this ability was hampered by limited access to cell service and the internet in the field, low rates of computer and tablet use, the expense of data plans, and a lack of software dedicated to programme monitoring. This limited the ability of SOAR Staff ability to have timely communications with partners in the schools and communities because SOAR Staff often had to travel, over heavily trafficked unpaved and uneven roads, to the schools and communities to speak in person with School Staff and CCPC members, respectively. This also limited the ability of SOAR Staff to track participants at the individual level because Counsellors/Coordinators and Female Mentors have no database into which to enter the names or unique identifiers of School Girls or Community Girls alongside information about their participation in individual interventions.

## 9.3    Relevance

**9.3.1 To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of youth and adolescents in Dutse and Wumba?  9.3.2 To what extent does the programme respond to the international framework to prevent and respond to violence against women, such as CEDAW, the Beijing Platform for Action and women's human rights principles?**

### 9.3.1    Needs of adolescents in Dutse and Wumba.

As described in Section 1 (Context of the Project) there is documented evidence that SBVAG is very high in Nigeria.  At a national level the Nigerian government has recognized the need to address SBVAG through prevention and response.  In particular, since 2014 when the government conducted the first Violence Against Children Survey and learned the extent of the problem of SBVAG through systematic research, the government has been taking steps to address SBVAG.  Most notably, the President's call in 2015 for a Year of Action to end violence against children and then, recognizing that the pervasiveness of the problem would require a long-term solution, the President's 2016 launch of the SDG-aligned Campaign to End Violence Against Children by 2030.

At a local level the FCT Education Secretariat recognizes that SBVAC is a serious problem.  In addition to working with SOAR on the Mobilizing Communities project to end SBVAG, the FCT Education Secretariat and is currently collecting data on SA from students in about two dozen schools under its purview to build a database that can be used to inform a response.  The data collection is expected to be completed by end-2019.

A key informant explained that while the government should be taking the lead in fighting SBVAG, until it is able to do so the government relies on NGOs like SOAR, which is the only organization with a programme, Mobilising Communities, specifically dedicated to preventing and responding to SBVAG that is working in both schools and communities.

In Dutse and Wumba in particular, the problem of SBVAG continues as is evidenced in the ongoing disclosures made to female mentors. Therefore, the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of youth and adolescents in Dutse and Wumba. They are relevant because they demonstrate the effectiveness of efforts to end SBVAG through education and behavioral change.

In semi-structured interviews, all four Female Mentors interviewed provided evidence that the project continues to be relevant to the adolescents in Dutse and Wumba.

***Attitudes about the SA of girls changed over the course of the project.*** In semi-structured interviews of School Staff and Female Mentors, all indicated that their view of SBVAG had changed. A typical response was that they reported that they would no longer blame the girl for the abuse. One such response is below:

*Before the SOAR project I will blame the child, ask her questions like what took her to the perpetrator house, I will blame the child for the abuse but now I know that the child is never to be blamed for SBVAG.*
*– A Teacher*

***Knowledge of how to help a girl reporting SA changed over the course of the project.*** In semi-structured interviews both School Staff and Female Mentors explained that they had not known how to respond to a girl who reported SA to them, nor how to report it. The majority reported that through the programme they learned how to help girls feel comfortable reporting SA to them, how to be better listeners when hearing a girl's report of SA, and how to report it. A typical response is below:

*If a child brings a complaint to me, I know where to take her compliant to and I know how to advise the child.*
*– A Teacher*

***SBVAG remains a common problem in communities, including Dutse and Wumba.*** Each of the Female Mentors shared stories of abuse they know about directly or indirectly. Without prompting, there was a consensus among female mentors interviewed, that the programme should be expanded to other communities and/or schools due to the need to address SBVAG in the communities.

In the words of one Female Mentor:

*The only thing is that they still need to do more in the environment. Although SOAR has done more in the community, but there is still need for the Female Mentors to keep on their job because there are other girls that might have not been reached. – Female Mentor*

**Conclusion 9 (9.3.1).** The achieved Project Goal of improving the safety and support of girls against SBVAG in Dutse and Wumba remains relevant due to continued SBVAG in these communities. Similarly, the achieved Outcomes of improving structures and changing attitudes and behaviours to protect and support girls against SBVAG in schools and in the communities remain relevant due to continued SBVAG in these communities. It is likely that SBVAG remains a problem in these communities for the foreseeable future due to local cultural beliefs

and practices that see and treat girls as inferior to boys. These beliefs and practices enable SBVAG and are difficult to eradicate or even ameliorate.

### 9.3.2   International frameworks to prevent violence against women.

To put the Mobilising Communities project into the larger context of human rights and rights of women and children in particular, it is helpful to understand how the project relates to major international and national conventions and acts on human rights.

Below are the findings of how the project aligns to the Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW)[50], the Beijing Platform for Action, Convention on the Rights of the Child[51], and the Child's Rights Act of 2003 (CRA).

Nigeria ratified CEDAW in 1985. CEDAW Article 5 (a) states the following: *States Parties shall take all appropriate measures to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women*. The project responded to Article 5 (a) by addressing the social and cultural patterns of conduct of men and women which propagate gender inequality and prejudices through advocacy visits, focus group discussions, and trainings. SOAR Staff undertook advocacy visits and held focus group discussions with both adults and minors in the project communities of Dutse and Wumba as well as with students and school staff in the project schools. During these visits and discussions SOAR Staff addressed the problem of SBVAG and surfaced the social and cultural gender patterns that enable this abuse. SOAR Staff introduced the ideas of gender equality and rights and that the girl child has human rights and rights as a child which prohibit their being abused by anyone for sexual purposes. SOAR Staff received pushback against the concept of gender equality and children's rights from some participants. Several participants who blamed the girl victim of SA and/or her parents rather than the male who perpetrated the crime. At least one man from a project community stated that men and women are not equal and that men should educate the children because they do a better job than women. The project also responded to CEDAW Article 5 (a) through curricula development and training of CCPC members, Female Mentors, Community Girls, School Staff, and School Girls. In the trainings, SOAR Staff and their partners addressed the social and cultural patterns of gender roles, inequality, and stereotypes through customized curricula.

The project responded to the Beijing Declaration and Platform for Action, in particular paragraph 29: *Prevent and eliminate all forms of violence against women and girl, as the programme seeks to eliminate in sexual-based violence against girls*[52]. The project did this by making the fight against SBVAG its central focus through advocacy and trainings.

Nigeria became a signatory to the Convention on the Rights of the Child (CRC) in 1989 and the African Union Charter on the Rights and Welfare of the Child (CRCW) sin 1990. The Child's Rights Act (CRA) of 2003 in Nigeria is the domestication of these instruments. Two particularly relevant provisions of the CRA are: 1) the elimination of discrimination based on sex, and 2) that no Nigerian child shall be subjected to physical, mental or emotional injury, abuse or neglect, maltreatment, torture, inhuman or degrading punishment, attacks on his/her honor or reputation. The project responded to the CRA by educating Community Girls and School Girls, as well as CCPC Members, Female Mentors, and School Staff, about the rights of children under the CRA, specifically addressing gender discrimination and SA against girls and how the violation of these rights is perpetuated by local gender

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[50] United Nations. 2013. Convention on the Elimination of All Forms of Discrimination against Women. CEDAW/C/GC/30. https://www.ohchr.org/documents/hrbodies/cedaw/gcomments/cedaw.c.cg.30.pdf

[51] UNHCR. 1989. Convention on the Rights of the Child. https://www.ohchr.org/en/professionalinterest/pages/crc.aspx

[52] United Nations. 1995. Beijing Declaration and Platform for Action. Fourth World Conference on Women. https://www.un.org/womenwatch/daw/beijing/platform/declar.htm

norms and customs.  In addition to providing this information, the project also proposed new ways of thinking to change attitudes and behaviours to better support girls.

In the survey of Community and School Girls, 92% (n=359) reported that the project made them realize that they have a human right to be protected from SA and 94% (n=358) reported that it made them realize that they have rights as a girl child to be protected from SA.

**Conclusion 10 (9.3.2).**   The project responded directly to international frameworks to prevent and respond to violence against women and girls, such as CEDAW, the Beijing Platform for Action, and the Nigerian Child's Rights Act of 2003 through its focus on ending SBVAG.  It did this through its interventions, which included educational trainings on the content and purpose of these instruments and on how local norms and customs help to perpetuate gender inequality and SBVAG and why gender inequality and SBVAG  should end. The trainings also proposed new attitudes and behaviours towards victims of SBVAG.

## 9.4   Efficiency

**9.4.1 To what extent was the project efficiently and cost-effectively implemented?  9.4.2  How efficiently does the programme management monitor programme performance and results? 9.4.3 Have resources (funds, human resources, time, expertise, etc.) for integrating human rights and gender equality been allocated strategically to achieve results? What were the benefits, costs or consequences?**

### 9.4.1   Cost-Effectiveness.

A desk review and interviews with SOAR Staff and participants revealed the extent to which the project was efficiently and cost-effectively implemented.  The findings from this review and interviews are below.

The project successfully completed all key project activities within the project timeframe, and achieved planned tarts on the project goal, outcomes, and outputs.  Programme staff and community-based and school-based participants confirmed this success during interviews.  The project made appropriate adjustments each year due to challenges and lessons learned during implementation and programme operation.

In terms of recruiting primary beneficiaries, the project surpassed its original goal, which reduced the overall cost per primary beneficiary. Specifically, the project achieved financial efficiency by surpassing the expected number of beneficiaries reached from 680 to 1899.  This suggests that the programme was cost-efficient because the cost per beneficiary decreased from $134.75 US to $41.43 US. This has implications for scaling up the project. As the project is expanded to include additional primary beneficiaries, the cost per beneficiary is likely to fall further as start-up costs, such as those associated with the development of training materials, are excluded.

The project was delivered under budget and no activities or items went over budget.  Several factors contributed to SOAR carrying out the project out under budget.

***Elimination of baseline research.*** The SOAR staff was advised by UNTF that hiring a consultant to carry out baseline research, which had been approved in the budget and the monies even released, was not unnecessary. Instead, SOAR staff conducted focus groups to document the problem of SA in the communities and to better understand how to serve the communities.  This resulted in a cost savings which SOAR then applied to newly identified programme needs deemed necessary to achieve targeted results.

***Programming change.***  SOAR also achieved cost savings by changing the original plan from having a one-off Road Show event, to setting up a Kids Club activity that would meet monthly. A Kids Club was not part of the

original project design, but it increased the number of people who would benefit from the programme, thereby increasing its impact while also raising the programme's visibility in the project in the communities.

*Cost-efficient practices.* The SOAR staff were also able to achieve additional cost-savings on the project by identifying more cost-effective means of implementing activities and negotiating for substantial discounts with some vendors which they had not been aware they could do at the proposal development stage. The Executive Director also indicated in an interview that SOAR staff were prudent in managing funds.

*Beneficial exchange rate.* The original budget was prepared with an exchange rate of NGN315 per $1 US (the exchange rate at that time), but funds exchanged to local currency at the rate of NGN317 per $ 1 US in the first year (the exchange rate at that time) and at a rate of NGN357 per $1 US in the second year of the project(the rate as at that time). This resulted in additional funds.

**Conclusion 11 (9.4.1).** The SOAR Staff managed the Mobilising Communities project in a way that was cost-effective. The project surpassed the number of beneficiaries it anticipated reaching from an expected 680 participants to an actual 1,899 participants. This increase in participants translated into a decrease in the cost per beneficiary from $134.75 US to $41.43 US. This was a cost per beneficiary decrease of $93.32 US.

### 9.4.3 Gender-responsive resource allocation.

The project employed gender-responsive resource allocation. Most notably, all primary beneficiaries were female. The project allocated resources in strategic ways that contributed to advancing gender equality and women's empowerment by enabling anti-SBVAG focus group discussions, trainings, and sensitisation events. For example, rather than hold just one training with the project girls, SOAR trained adult members of the project communities (community leaders) and schools (staff) to provide community and school girls on-going anti-SBVAG training open to all girls to increase the number of girls who would be reached.

**Conclusion 13 (9.4.3).** The project allocated resources in a manner consistent with gender-responsiveness as the bulk of resources went to supporting, directly or indirectly, the primary beneficiaries who were all female and the three SOAR Staff members who managed the programme were female as well.

## 9.5    Sustainability

**9.5.1 To what extent will the achieved results, especially any positive changes in the lives of the girl child and adolescents (project goal level), be sustained after this project ends?  9.5.2 How have stakeholders been involved in programme implementation? 9.5.3 How effective has the programme been in establishing local ownership?  9.5.4 Can the programme approach or results be replicated or scaled up by national partners? What would support their replication and scaling up?**

### 9.5.1    Sustainability of results.

A desk review of programme documents, interviews with SOAR Staff, School Staff, CCPC Members, and Female Mentors, and observations of Girls Clubs, Community Girls Meetings, and CCPC meetings, were conducted to understand the sustainability of the programming and results. The findings are provided below.

The SOAR project built into its programme design a comprehensive plan to lay the groundwork for the programme to be sustained after it came time for SOAR to withdraw.  The programme was designed to be inexpensive to maintain.  The main financial investment was the training that the SOAR staff and partners provided the School Staff, Female Mentors, and CCPC Members, which transferred knowledge of SBVAG from

subject-matter experts to those who would be implementing and maintaining the programme. The programme was designed to include community involvement. The SOAR staff involved the communities by conducting advocacy visits to the schools and communities where SOAR staff not only explained the project but invited questions. These visits enabled the SOAR staff to tailor the programme to each venue and to get buy-in for the project.

*Continuity of local networks.* A hallmark of the programme was the innovative training and community mobilization strategies it engaged in with diverse target groups, including members of the communities as diverse as traditional Chiefs and their Council, members of different religions and tribes, and those who served as Female Mentors or members of the CCPCs as well as School Staff. The programme worked to build relationships among community members to facilitate knowledge sharing and reporting.

*Continuity of referral networks.* The project established a short list of service providers and held consultative sessions in each of the communities with the selected service providers, the Chief and his Council, and the CCPC members. In this way, the programme identified service providers and created a network whereby CCPC Members and Female Mentors and other community members can report and access services. The service providers operate in the areas of access to justice, shelter, health, and case management: (See above for specific agency names.)

*Financial feasibility.* SOAR's withdrawal from the programming has meant that the financial support it provided has been withdrawn as well. While the project's primary investment had been in trainings, it also had paid for the Female Mentors' stipend of NGN1,000/month and for refreshments at the Community Girls Meetings. The loss of these funds, however, does not prevent the programme from continuing. In fact, the majority of Female Mentors stated during interviews that they would continue with their mentoring work whether or not they receive the stipend because of their personal commitment to the work. However, the loss of financial support from SOAR in the form if a NGN1,000/month stipend for each Female Mentor and snacks and refreshments for the girls at the meetings makes it more challenging. The CCPC has committed to exploring having the refreshments for the Community Girl's meetings donated.

*School-based programming.* The SOAR staff and partners trained School Staff in understanding and responding to SBVAG. This transfer of knowledge to school staff will continue to produce positive results in the form of educating girls through the Girls Clubs and responding to girls' reports. Several staff members who had been trained on SBVAG transferred out of the project schools to other schools. While this was a loss to the project schools, this is potentially a gain for the schools to which they have transferred as they can share the knowledge they have gained with their new colleagues. Also, the FCT Education Secretariat had been a key stakeholder in the project and had been fully support of the Mobilising Communities project and can be expected to fully support the continuation of the anti-SBVAG programming. In fact, the position of the FCT Secretariat is that it views the training of its staff by SOAR and partners as critical to having school staff take over the handling of SBVAG cases reported at school and to report the incidents to NAPTIP.

**Conclusion 14 (9.5.1).** In anticipation of SOAR eventually passing on the day-to-day running of the Mobilising Communities programming to local participants, SOAR deliberately designed programming to be inexpensive and easy to maintain and this aided in its sustainability. SOAR Staff also explained that the long-term plan was for the programme to be taken up locally and that SOAR would withdraw after the official end of the project and after that would provide advice and coaching on an as needed basis only. Nevertheless, several CCPC Members and Female Mentors asked what role SOAR would play after the official end of the programme and seemed to want SOAR to stay involved to help keep them motivated.

### 9.5.2   Stakeholder involvement in implementation

The Mobilising Communities project included stakeholders at all stages of implementation. Early on, SOAR formed the Project Implementation Advisory Team (PIAT) – which was comprised of representatives from key stakeholder agencies, including the FCT Education Secretariat, Abuja Municipal Area Council (AMAC), FCT Social Development Secretariat, SOAR, Child & Youth Protection Foundation (CYPF), Child Justice Clinic, and TVC Media station – to advise the staff on the implementation of the project.

SOAR staff also worked with School Staff, the CCPC members, and Female Mentors and other community members to implement the programme in a way that included their input.

**Conclusion 15 (9.5.2).** Through the Project Implementation Advisory Team (PIAT) stakeholders were involved at all stages of project where they brought their expertise to design, planning, and implementation. SOAR involved stakeholders in the communities and schools through preliminary meetings and the focus groups discussions with leaders and members of the community and with school staff, respectively. SOAR staff also worked with CCPC members to decide the form and structure of the CCPCs and with the Female Mentors to decide what the work would include and how the trainings would be delivered. The activeness of the SBMC was not as great as SOAR had anticipated, however, so this required School Staff to take on more work than had been anticipated.

### 9.5.3   Local ownership

The Evaluation Team conducted a desk review of programme documents, participant interviews, and observations of key programming elements which strongly suggest that the Mobilising Communities project is being run under local ownership.

The project was effective in establishing local ownership of the programme by communicating to participants that SOAR would eventually transition away from the day-to-day running of the project and by designing an inexpensive and relatively simple programme structure. As discussed above, the project schools are committed to helping girls who experience SBVAG and they now have a system to report such cases to NAPTIP which handles the cases from that point onward.

The members of the CCPCs continued to meet regularly after the end of the programme and to serve as educators for the community as well as a resource and referring group for community members.

All four Female Mentors who were interviewed reported developing deep personal relationships with at least. some of the girls and their families. This suggests that they have cultivated ownership of their project work.

**Conclusion 16 (9.5.3).** SOAR laid the groundwork for local ownership by explaining early on that SOAR would be withdrawing after two years. As part of the process, SOAR facilitated local ownership by providing intensive trainings to School Staff, including Counsellors, and CCPC Members and Female Mentors and then followed up with coaching.

SOAR provided the Female Mentors with stipends and the Community Girls Meetings with snacks. However, no financial resources were identified to replace the funding for these costs after UNTF and SOAR withdrew. While originally the Female Mentor position was meant to be entirely voluntary, SOAR soon realized that the work was more time-consuming than they had realized and so they provided Female Mentors with a monthly stipend of ₦1,000 NGN to cover transportation costs. The Female Mentors said they would like to continue their work as mentors with or without the stipend because the work was important and meaningful, although one indicated that nevertheless the stipend was helpful. Given the amount of time that is involved in mentoring – which involves the three-hour meetings once per week, plus additional time spent with individual girls and

families – it is unrealistic to think all the Female Mentors will be able to sustain this level of commitment for more than several months without a stipend.  In fact, SOAR had already determined that this was the case which is why they had started providing the stipend.

SOAR had provided snacks and a drink to the girls attending the Community Girls Meetings. Two Female Mentors said they appreciated being able to provide snacks for the girls as both incentive and reward for attendance and that the girls appreciated them.


### 9.5.4   Programme replicability and scalability

The Mobilising Communities project model is flexible and adaptable to different settings.  The primary driver of results is the transfer of knowledge about SA through trainings and subsequent coaching of trainees to use this knowledge.   SOAR staff and partners trained school staff and female mentors to in turn train girls and subsequently provided coaching to the staff and female mentors on an as needed basis. The Mobilising Communities project could be both replicated and scaled up.

**Replication.** The school-based model could be replicated in both private schools and public schools where staff can receive training and the school can hold a regularly scheduled Girls Cub meeting at which the staff (typically the Counsellor who serves as a Girls Club Coordinator) can train the girls and other staff are trained to support a culture shift in the perception and handling of SBVAG . The community-based model could be replicated in other rural communities where young women are identified and trained as female mentors and local leaders are identified and trained as CCPC Members to promote a culture shift in the perception and handling of SBVAG.

**Scalability.** Both models could be scaled-up.  The school-based model could be scaled up to include larger schools and even entire school systems. The community-based model could be scaled up to larger communities.

To replicate and scale-up the community-based model and the school-based model for private schools would require the identification of agencies that could support the implementation of a train-the-trainer model. A train-the-trainer model is desirable because the SOAR staff is small, comprising only three staff members who work out in the field to conduct trainings and coaching. While the SOAR staff could be enlarged to facilitate additional trainings, another approach might be for SOAR staff to provide training to select community leaders and young women who would become members of the CCPCs and female mentors, respectively, and then they in turn could provide training to other communities and young women.  In this scenario, SOAR provides periodic refresher trainings and coaching on an as needed basis. Similarly, for private schools SOAR could provide training to staff who would in turn provide training to staff at other private schools with SOAR provided coaching support. This model also requires communities and schools to identify agencies that can provide services to survivors and SOAR would likely need to support and coach this effort.  For the public-school model, the school system works within the government system to provide services so in these cases, SOAR and partners need only to provide training to school staff and periodic coaching. In addition to being replicated and scaled up, the Mobilising Communities project could also be expanded to include boys.  In fact, the SOAR staff has been considering how to develop a safe space comparable to the Girls Clubs, but for boys, and they have thought the best approach might be to create a sports club for boys.

Recognizing this potential for expansion to include boys, SOAR is piloting a project, Engaging Boys to End Sexual and Gender-Based Violence, with 51 adolescent boys in the Apo community of the FCT, which is showing promising results.

In interviews, all the Female Mentors and most of the School Staff stated the project should be expanded to other communities and/or schools. One Female Mentor stated that boys had asked her to join the group.

Replication and scalability would be supported by more people trained to deliver trainings and coaching on understanding and responding to SBVAG. This way, more community members and more school staff would be able to implement the programme in more communities and schools, respectively. Funds would also be required to replicate and/or scale the project as they would be needed to provide the trainings as well as provide a stipend to Female Mentors and refreshments for the Community Girls meetings.

**Conclusion 17 (9.5.4).** The Mobilizing Communities project could be replicated in other schools and communities and could be scaled up to include larger schools and entire school systems and larger communities through a train-the-trainer model. The SOAR staff is small with only three staff members devoted mostly to the Mobilising Communities project. These staff members, including the Executive Director, conducted the trainings along with a few partners who delivered trainings in their areas of expertise, to School Staff and Counsellors and CCPC Members and Female Mentors in the project schools and communities. This team was able to complete the training of the relevant secondary beneficiaries in the six project schools and two project communities, with follow-up coaching by SOAR, over the course of two years. Given their experience with this project, they could likely reduce significantly the amount of time needed to train and coach secondary beneficiaries in future replications. However, they still would need a considerable amount of time. In order to replicate in more than a few schools and other communities, and in order to scale-up to entire school districts and large communities, a staff this size would need to employ a train-the-trainer model whereby they would train individuals with relevant expertise who could then go out into the field and train School Staff, Counsellors, CCPC Members and Female Mentors.

## 9.6   Impact

**9.6.1 To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)? 9.6.2 To what extent has an enabling or adaptable environment been developed (or not) for real change on gender equality and human rights – particularly the rights of the girl child, in Dutse and Wumba? In neighboring communities?**

**9.6.1   Contribution to ending violence against women, gender equality and women's empowerment.**

The project had intended and unintended impacts on ending violence against women, gender equality and women's empowerment.

**Unintended positive impacts** included secondary beneficiaries not just changing their attitudes and behaviours toward the primary beneficiaries, girls who have experienced SBV, but also changing their attitudes and behaviours regarding gender relations and women's empowerment in their private lives.
For example, Female Mentors noted how participating in the programme had empowered them by making them have a deeper understanding of gender equality. One Female Mentor observed:

*All these things we are saying, it is for them to know that men are not better than you, even me as a Female Mentor, it really made me to understand that my husband is not so much better than me and so we have the same right. That which he can do, I can also do it much better than he does it, and can even get a better result.*
*–Female Mentor*

In another case, a teacher at a project school shared how the training she received changed her attitude and behavior at home with her own children:

*I learned a lot of things were wrong that I thought were right. For example, I learned that it is wrong to undress in the presence of your children, both boys and girls.*
*– Teacher*

In a survey, all girls were asked how the programme had impacted them by asking them to indicate their level of agreement with statements of different possible impacts. Table 33 below presents the measures and the findings from this survey for all girls.

Of the fourteen impact measures (A-N), two measured possible **unintended negative impacts** on girls who participated in the programme. When asked whether they agreed that participation in the programme got them into trouble with someone for discussing SA issues, 32% of girls agreed (E). When asked whether they agreed that participation in the programme made a relationship with someone important in their life worse, 22% of girls agreed (G).

There was evidence that the programme also had the **intended positive impacts** on the behavior of the primary beneficiaries. Most notably, nearly 75% of girls agreed that the programme allowed them to talk about SA for the first time (74%) and more than 80% reported that they now avoid certain people (82%) or places (88%) to keep safe (A, H, I). When asked whether they agreed that participating in the programme made them realize that they had a human right, as well as rights as a girl child, to be protected from SA, 92% and 94%, respectively, agreed (J, K). A large majority (90%) also agreed that the programme made them know that the child is never to blame for SA (N). Nearly 90% of girls reported that the programme made them more confident to seek help on SA issues (89%) (L).

**Table 33. Community and School Girls who agreed with impact statements.**

|   | Impact statement | Agreed (359) |
|---|---|---|
| A | allowed me to talk about SA for the first time | 74% |
| B | made it okay to discuss SA issues with friends | 82% |
| C | made it okay to discuss SA related topics with adults | 67% |
| D | made it easier to discuss a taboo subject | 25% |
| E | made me get in trouble with someone for discussing SA issues | 32% |
| F | made a relationship with someone important in my life better | 73% |
| G | made a relationship with someone important in my life worse | 22% |
| H | made me now avoid a certain person/s to keep myself safe | 82% |
| I | made me now avoid a certain place/s to keep myself safe | 88% |
| J | made me realize I have a human right to be protected from SA | 92% |
| K | made me know I have rights as a girl child to be protected from SA | 94% |
| L | made me more confident to seek help on SA issues | 89% |
| M | made me know a victim should never think it was their fault | 87% |
| N | made me know the child is never to blame for SA | 90% |

Notes: Respondents were provided a series of impact statements and asked to check-off those impacts had experienced due to the programme.

**Conclusion 18 (9.6.1-1).** The project contributed to ending violence against women and to advancing gender equality and/or women's/girls' empowerment through both intended and unintended positive impacts.

**Unintended positive impacts** of the project included Female Mentors and School Staff (secondary beneficiaries) who worked with the girls not just changing their attitudes and behaviours toward the girls (primary beneficiaries) who experienced SBV from blaming them to supporting them, but also changing their attitudes and behaviours regarding violence against women, gender relations, and women's empowerment in their private lives.

**Unintended negative impacts** of the project included on girls getting into trouble with someone important in their lives for discussing SA issues and girls reporting that participation in the programme made a relationship with someone important in their life worse, the latter being more of a problem for young Community Girls than their School Girl counterparts.

**Intended positive impacts** of the project were many. The project provided girls with the opportunity to talk about SA for the first time and gave them the confidence to seek help on SA issues. The girls learned to identify groomers and abusers and to avoid them, as well as places where they would be vulnerable, to keep themselves safe. The project taught girls that they have a human right as well as rights as a girl child to be protected from SA. The project also taught girls that the child SA victim is never to blame for the abuse.

In sum, the project contributed to ending SBVAG by leading girls to change their behavior to keep themselves safer, thereby likely thwarting SA that would otherwise have occurred. The project also advanced gender equality because it created awareness of the girls' human rights and rights as a girl child as well as women's and girls' empowerment which increased their confidence to address SA.

**Community Girls versus School Girls.** The following analysis compares Community Girls and School Girls on the impact measures. Table 34 below shows there is a statistically significant difference between 8-12 year old Community Girls versus their School Girl counterparts on two impact measures. Community Girls are more likely than School Girls to report that participation in the programme made a relationship with someone important in their life worse. School Girls were more likely than Community Girls to report that participation in the programme made them know a victim should never think it was their fault.

**Table 34. Community Girls and School Girls ages 8-12 who agreed with impact statements.**

|   | Impact statement | Community Girl (62) | School Girl (90) | *p*-value[1] |
|---|---|---|---|---|
| A | allowed me to talk about SA for the first time | 73% | 79% | 0.4385 |
| B | made it okay to discuss SA issues with friends | 89% | 83% | 0.4826 |
| C | made it okay to discuss SA related topics with adults | 76% | 67% | 0.2789 |
| D | made it easier to discuss a taboo subject | 63% | 59% | 0.7358 |
| E | made me get in trouble with someone for discussing SA issues | 52% | 39% | 0.1367 |

| | Impact statement | | | |
|---|---|---|---|---|
| F | made a relationship with someone important in my life better | 76% | 81% | 0.5441 |
| G | made a relationship with someone important in my life worse | 37% | 21% | 0.0419* |
| H | made me now avoid a certain person/s to keep myself safe | 87% | 87% | 1.0000 |
| i | made me now avoid a certain place/s to keep myself safe | 90% | 92% | 0.7710 |
| J | made me realize I have a human right to be protected from SA | 90% | 94% | 0.3570 |
| K | made me know I have rights as a girl child to be protected from SA | 94% | 97% | 0.4440 |
| L | made me more confident to seek help on SA issues | 89% | 94% | 0.7404 |
| M | made me know a victim should never think it was their fault | 82% | 94% | 0.0287* |
| N | made me know the child is never to blame for SA | 92% | 92% | 1.0000 |

*Source: Community Girl Youth Survey, Community Girls Child Survey, School Girl Youth Survey, and School Girl Child Survey (Evaluation Team).*
+$p$<.10, *$p$<.05, **$p$<.01, ***$p$<.001
Notes: 1) Respondents were included only if they provided both their age and information to determine whether they were Community Girls or School Girls. 2) Fisher's Exact Test was used to calculate $p$-values. 3) Respondents were provided a series of impact statements and asked to check-off those impacts had experienced due to the programme.

Table 35 below shows there is a statistically significant difference between 13-17 year old Community Girls versus their School Girl counterparts on one impact measure. School Girls were more likely than Community Girls to report that participation in the programme made a relationship with someone important in their life better.

**Table 35. Community Girls and School Girls ages 13-17 who agreed with impact statements.**

| | Impact statement | Community Girl (45) | School Girl (149) | p-value[1] |
|---|---|---|---|---|
| A | allowed me to talk about SA for the first time | 69% | 75% | 0.4413 |
| B | made it okay to discuss SA issues with friends | 82% | 81% | 1.0000 |
| C | made it okay to discuss SA related topics with adults | 62% | 66% | 0.8642 |
| D | made it easier to discuss a taboo subject | 53% | 46% | 0.4963 |
| E | got me in trouble with someone for discussing SA issues | 29% | 21% | 0.3097 |
| F | made a relationship with someone important in my life better | 53% | 77% | 0.0045** |
| G | made a relationship with someone important in my life worse | 27% | 15% | 0.1196 |
| H | made me now avoid a certain person/s to keep myself safe | 76% | 81% | 0.4030 |
| i | made me now avoid a certain place/s to keep myself safe | 87% | 86% | 1.0000 |
| J | made me realize I have a human right to be protected from SA | 87% | 93% | 0.2120 |
| K | made me know I have rights as a girl child to be protected from SA | 93% | 94% | 1.0000 |
| L | made me more confident to seek help on SA issues | 84% | 89% | 0.4470 |
| M | made me know a victim should never think it was their fault | 80% | 87% | 0.2324 |

| N | made me know the child is never to blame for SA | 89% | 91% | 0.7759 |

+*p*<.10, \**p*<.05, \*\**p*<.01, \*\*\**p*<.001
Notes: 1) Respondents were included only if they provided both their age and information to determine whether they were Community Girls or School Girls. 2) Fisher's Exact Test was used to calculate *p*-values. 3) Respondents were provided a series of impact statements and asked to check-off those impacts had experienced due to the programme.

**Conclusion 19 (9.6.1-2):** There were differences in the impact of the project on Community Girls versus School Girls. Among 8-12 year olds, Community Girls were more likely than School Girls to report that participation in the programme made a relationship with someone important in their life worse, while School Girls were more likely than Community Girls to report that participation in the programme made them know a victim should never think the SA was their fault. Among 13-17 year olds, School Girls were more likely than Community Girls to report that participation in the programme made a relationship with someone important in their life better.

**House Help.** In interviews with SOAR Staff, Female Mentors, and School Staff it became apparent that some girls in the programme were working locally as "house help". These girls were from poor families and were sent by their families to the Dutse or Wumba community to live with host families and to work as house help. There are no statistics available to indicate how prevalent this practice is in general or among participants in the Mobilising Communities project. However, it was repeatedly asserted that this is a common phenomenon and that these girls face additional challenges in protecting themselves against SA. These girls are particularly vulnerable for several reasons: 1) they are living with adults who are not their parents, and probably not even extended family members, so the natural protection against SA that girls might be afforded within a family are not available to her, making them more likely to suffer SA, 2) they have no family nearby to turn to for help and even if they were able to tell their family they might be asked to put up with it for the money, 3) they could lose the much-needed money they earn, and most probably send back to their families, if they complain or report the abuse, and 4) they could be kicked out of the home with no food and no place to go if they complain or report the abuse.

**Conclusion 20 (9.6.1-3).** One category of girls appears to be particularly vulnerable to SA and this was girls from poor families who were sent to live in the homes of other families where they work as house help. Interviews with SOAR Staff, Female Mentors, and School Staff uncovered anecdotal evidence that these girls were being sexually abused and probably at higher rates than their counterparts who were living at home with their families. If the suspected higher rate of SA is true, it likely due to their having no family nearby to protect them and their dependence on the host family for income, food and housing.

## PROGRAMME IMPACT - ADDITIONAL ANALYSES

Additional analyses were conducted to find out if subgroups of girls differed in their level of agreement with these impact measures. The first set of analyses focuses on girls enrolled in school, be they participants in the school-based or community-based model. Tables 36 – 39 below show the survey's findings on impact measures by comparing the following different groups:

1. Girls in public school vs girls in private school
2. Community Girls who attended only community-model interventions vs School Girls who attended only school-model interventions
3. Girls enrolled in school below grade level vs girls enrolled in school on or above grade level

4. Community Girls with most intensive community model interventions experience vs School Girls with most intensive school model Interventions experience

## 1. Girls in public school vs girls in private school

Table 36 below shows there is a statistically significant difference between 8-12-year-old girls at public school versus their counterparts at private schools on three impact measures. Girls at public schools are more likely than girls at private schools to report that participation in the programme made it okay to discuss SA issues with friends (B) and made it easier to discuss a taboo subject (D), but also that they got into trouble with someone for discussing SA issues (E).

**Table 36. Girls ages 8-12 in public and private schools who agreed with impact statements.**

|   | Impact statement | Public (76) | Private (75) | *p*-value[1] |
|---|---|---|---|---|
| A | allowed me to talk about SA for the first time | 83% | 71% | 0.0851+ |
| B | made it okay to discuss SA issues with friends | 92% | 80% | 0.0362* |
| C | made it okay to discuss SA related topics with adults | 71% | 71% | 1.0000 |
| D | made it easier to discuss a taboo subject | 76% | 45% | 0.0001*** |
| E | got me in trouble with someone for discussing SA issues | 51% | 27% | 0.0026** |
| F | made a relationship with someone important in my life better | 83% | 76% | 0.3199 |
| G | made a relationship with someone important in my life worse | 26% | 29% | 0.7190 |
| H | made me now avoid a certain person/s to keep myself safe | 87% | 87% | 1.0000 |
| i | made me now avoid a certain place/s to keep myself safe | 91% | 93% | 0.7650 |
| J | made me realize I have a human right to be protected from SA | 93% | 93% | 1.0000 |
| K | made me know I have rights as a girl child to be protected from SA | 96% | 96% | 1.0000 |
| L | made me more confident to seek help on SA issues | 95% | 91% | 0.3678 |
| M | made me know a victim should never think it was their fault | 89% | 91% | 1.0000 |
| N | made me know the child is never to blame for SA | 92% | 93% | 1.0000 |

*Source: Community Girl Youth Survey, Community Girls Child Survey, School Girl Youth Survey, and School Girl Child Survey (Evaluation Team).*
+*p*<.10, **p*<.05, ***p*<.01, ****p*<.001
Notes: 1) Respondents were included only if they provided both their age and their school. 2) Fisher's Exact Test was used to calculate *p*-values. 3) Respondents were provided a series of impact statements and asked to check-off those impacts had experienced due to the programme.

Table 37 below shows there is a statistically significant difference between 13-17 year old girls at public school versus their counterparts at private schools on three impact measures. Girls are public schools are more likely than girls at private schools to report that participation in the programme made it okay to discuss SA issues with friends, made it okay to discuss SA related topics with adults, and made it easier to discuss a taboo subject.

**Table 37. Girls ages 13-17 in public and private schools who agreed with impact statements.**

|   | Impact statement | Public (131) | Private (61) | *p*-value[1] |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| A | allowed me to talk about SA for the first time | 76% | 70% | 0.4827 |
| B | made it okay to discuss SA issues with friends | 86% | 72% | 0.0263* |
| C | made it okay to discuss SA related topics with adults | 71% | 56% | 0.0491* |
| D | made it easier to discuss a taboo subject | 55% | 33% | 0.0052** |
| E | got me in trouble with someone for discussing SA issues | 26% | 15% | 0.0960 |
| F | made a relationship with someone important in my life better | 72% | 70% | 0.8652 |
| G | made a relationship with someone important in my life worse | 20% | 15% | 0.4302 |
| H | made me now avoid a certain person/s to keep myself safe | 82% | 77% | 0.4446 |
| i | made me now avoid a certain place/s to keep myself safe | 80% | 79% | 0.8483 |
| J | made me realize I have a human right to be protected from SA | 94% | 89% | 0.2483 |
| K | made me know I have rights as a girl child to be protected from SA | 96% | 90% | 0.1065 |
| L | made me more confident to seek help on SA issues | 90% | 84% | 0.2342 |
| M | made me know a victim should never think it was their fault | 87% | 84% | 0.5127 |
| N | made me know the child is never to blame for SA | 92% | 89% | 0.5956 |

*Source: Community Girl Youth Survey, Community Girls Child Survey, School Girl Youth Survey, and School Girl Child Survey (Evaluation Team).*

+$p$<.10, *$p$<.05, **$p$<.01, ***$p$<.001

Notes: 1) Respondents were included only if they provided both their age and their school. 2) Fisher's Exact Test was used to calculate $p$-values.

**Conclusion 21 ( 9.6.1-4).** There were differences in the impact of the project among girls enrolled in public verses private schools. Among girls aged 8-12 years old, girls enrolled at public schools were more likely than girls at private schools to report that participation in the programme made it okay to discuss SA issues with friends and easier to discuss the taboo subject of SA, but that it also got them into trouble for discussing SA. Among 13-17 year olds, girls enrolled in public schools were more likely than girls at private schools to report that the programme made it okay to discuss SA issues with friends and made it easier to discuss the taboo subject of SA.

**2. Community Girls who attended only community-model interventions vs School Girls who attended only school-model interventions**

Table 38 below presents findings for only those Community Girls and School Girls who attended programme activities exclusively designed for the community or school, respectively. There was a statistical difference between Community Girls and School Girls who attended only those programme activities specifically designed for them on four impact measure. In each case School Girls were more likely to report that participating in the programme: made a relationship with someone important in their life better (F); made a relationship with someone important in their life worse (G); made them realize they have a human right to be protected from SA (J); and made them know a victim should never think it was their fault (M).

**Table 38. Community Girls who attended only community programmes and School Girls who attended only school activities who agreed with impact statements.**

| | Impact statement | Community Girls* (44) | School Girls (149) | p-value[2] |
|---|---|---|---|---|
| A | allowed me to talk about SA for the first time | 70% | 81% | 0.1435 |
| B | made it okay to discuss SA issues with friends | 80% | 85% | 0.4894 |
| C | made it okay to discuss SA related topics with adults | 52% | 68% | 0.0715+ |
| D | made it easier to discuss a taboo subject | 52% | 52% | 1.0000 |
| E | got me in trouble with someone for discussing SA issues | 39% | 91% | 0.13274 |
| F | made a relationship with someone important in my life better | 66% | 81% | 0.0398* |
| G | made a relationship with someone important in my life worse | 39% | 52% | 0.0024** |
| H | made me now avoid a certain person/s to keep myself safe | 73% | 85% | 0.0794+ |
| i | made me now avoid a certain place/s to keep myself safe | 80% | 89% | 0.1228 |
| J | made me realize I have a human right to be protected from SA | 80% | 95% | 0.0045** |
| K | made me know I have rights as a girl child to be protected from SA | 89% | 95% | 0.1498 |
| L | made me more confident to seek help on SA issues | 82% | 91% | 0.0973+ |
| M | made me know a victim should never think it was their fault | 77% | 91% | 0.0174* |
| N | made me know the child is never to blame for SA | 82% | 91% | 0.0973+ |

*Source: Community Girl Youth Survey, Community Girls Child Survey, School Girl Youth Survey, and School Girl Child Survey (Evaluation Team).*
+$p$<.10, *$p$<.05, **$p$<.01, ***$p$<.001
Notes: 1) This analysis excludes a) Community Girls who reported that they attended one or more programme activities at a project school, and b) School Girls who reported that they attended one or more programme activities in their community. 2) Fisher's Exact Test was used to calculate $p$-values. 3) Respondents were provided a series of impact statements and asked to check-off those impacts had experienced due to the programme.

**Conclusion 22 (9.6.1-5).** There were some differences in perceived programme impacts between Community Girls and School Girls who attended only community or school interventions, respectively. School Girls were more likely than Community Girls to report the programme: made relationships with people important in their life both better and worse. They were also more likely to realize they have a human right to be protected from SA and that a victim should never think SA was their fault.

**3. Girls enrolled in school below grade level vs girls enrolled in school on or above grade level**
Table 39 below presents findings for Community Girls and School Girls who were enrolled in school and compares the perceptions of those enrolled below grade level versus those enrolled on or above grade level. There was a significant difference between those below grade level and those on or above grade level such that girls who were below grade level were more likely to report that their participation in the programme made a relationship with someone important in their life worse. The difference between girls below grade level and on or above grade level approaches significance such that the latter were more likely to report that participating in the programme made them know a victim should never think it was their fault. Conduct further research to see if there is a difference between School Girls and Community Girls or private and public schools or different age groups.

**Table 39. All girls ages 8-18 below grade level and on/above grade level who agreed with impact statements.**

| | Impact statement | Below Grade Level (1) (108) | On or above Grade Level (239) | *p*-value[2] |
|---|---|---|---|---|
| A | allowed me to talk about SA for the first time | 81% | 72% | 0.1104 |
| B | made it okay to discuss SA issues with friends | 83% | 85% | 1.0000 |
| C | made it okay to discuss SA related topics with adults | 70% | 67% | 0.6192 |
| D | made it easier to discuss a taboo | 60% | 50% | 0.1036 |
| E | made me get trouble with someone for discussing SA issues | 34% | 31% | 0.5374 |
| F | made a relationship with someone important in my life better | 69% | 77% | 0.1844 |
| G | made a relationship with someone important in my life worse | 24% | 21% | 0.0394* |
| H | made me now avoid a certain person/s to keep myself safe | 80% | 85% | 0.2186 |
| i | made me now avoid a certain place/s to keep myself safe | 85% | 90% | 0.1979 |
| J | made me realize I have a human right to be protected from SA | 90% | 94% | 0.2697 |
| K | made me know I have rights as a girl child to be protected from SA | 92% | 96% | 0.1298 |
| L | made me more confident to seek help on SA issues | 86% | 92% | 0.1255 |
| M | made me know a victim should never think it was their fault | 82% | 90% | 0.0808+ |
| N | made me know the child is never to blame for SA | 89% | 92% | 0.4160 |

*Source: Community Girl Youth Survey, Community Girls Child Survey, School Girl Youth Survey, and School Girl Child Survey (Evaluation Team).*

+*p*<.10, *\*p*<.05, *\*\*p*<.01, *\*\*\*p*<.001

Notes: 1) This analysis includes only those respondents who self-reported their age and class in school. The respondents were then divided into two groups: a) those whose self-reported age aligned with, or was lower than, what would be expected for their self-reported class and b) those whose self-reported age was above what would be expected for their self-reported class. The expected age for each class is defined as what is expected at the beginning of the school year. The age of respondents was collected at the end of the school year. To simulate age being collected at the start of the school year, one year was deducted from the self-reported age. Since most respondents can be expected to turn one year older during the 10-month school year, this adjustment will more accurately reflect the respondents' age relative to their class. 2) Fisher's Exact Test was used to calculate *p*-values. 3) Respondents were provided a series of impact statements and asked to check-off those impacts had experienced due to the programme.

**Conclusion 23 (9.6.1-6).** Girls who were enrolled in school below grade level were more likely than girls enrolled on or above grade level to report that their participation in the programme had the impact of making a relationship with someone important in their life worse.

**4. Community Girls with most intensive community model interventions experience vs School Girls with most intensive school model Interventions experience**

Table 40 below presents findings that compare the perception of those who had the most intensive training in the community-based model and school-based model and so Community Girls who graduated peer educator training and School Girls who attended at least six Girls Club meetings. There is a statistically significant difference between Community Girls who graduated the Peer Educator Training programme and School Girls

who attended at least six Girls' Club meetings on four impact measures. These School Girls were more likely to report that participating in the programme allowed them to talk about SA for the first time (A) and that it made them know a victim should never think it was their fault (M). These Community Girls were more likely to report that they got in trouble with someone for discussing SA issues (E) and that it made a relationship with someone important in their life worse (G).

**Table 40. Community Girls who graduated p impact statements.**

|   | Impact statement | Community Girls – graduated peer educator training (89) | School Girls – attended girls club >=6 times (102) | *p*-value[2] |
|---|---|---|---|---|
| A | allowed me to talk about SA for the first time | 74% | 85% | 0.0691+ |
| B | made it okay to discuss SA issues with friends | 89% | 85% | 0.5248 |
| C | made it okay to discuss SA related topics with adults | 73% | 74% | 1.0000 |
| D | made it easier to discuss a taboo subject | 61% | 56% | 0.5575 |
| E | got me in trouble with someone for discussing SA issues | 46% | 27% | 0.0101* |
| F | made a relationship with someone important in my life better | 35% | 79% | 0.1347 |
| G | made a relationship with someone important in my life worse | 37% | 15% | 0.0004*** |
| H | made me now avoid a certain person/s to keep myself safe | 83% | 87% | 0.5391 |
| i | made me now avoid a certain place/s to keep myself safe | 92% | 89% | 0.6215 |
| J | made me realize I have a human right to be protected from SA | 91% | 96% | 0.2314 |
| K | made me know I have rights as a girl child to be protected from SA | 97% | 97% | 1.0000 |
| L | made me more confident to seek help on SA issues | 89% | 93% | 0.3184 |
| M | made me know a victim should never think it was their fault | 84% | 94% | 0.0331* |
| N | made me know the child is never to blame for SA | 93% | 96% | 0.5186 |

*Source: Community Girl Youth Survey, Community Girls Child Survey, School Girl Youth Survey, and School Girl Child Survey (Evaluation Team).*
+*p*<.10, *p<.05, **p<.01, ***p<.001
Notes: 1) This analysis includes only those Community Girls who self-reported they had graduated the Peer Educator Training programme and only those School Girls who reported that they had attended at least six Girls Club meetings. 2) Fisher's Exact Test was used to calculate *p*-values. 3) Respondents were provided a series of impact statements and asked to check-off those impacts had experienced due to the programme.


**Conclusion 24 (9.6.1-7).** Among the 14 impacts examined in the evaluation, there were difference between Community Girls and School Girls who had received intensive-level interventions in the community-based model and school-based model, respectively.

Among those who received intensive-level interventions, School Girls were more likely than their Community Girls counterparts to report that participating in the programme allowed them to talk about SA for the first time and made them understand that a victim should never think SA was their fault. Community Girls were more likely than their School Girl counterparts to report that programme participation got them into trouble with someone for discussing SA issues and that it made a relationship with someone important in their life worse.

Female Mentors gave concrete examples of how the programme has contributed to ending violence against women and supported women's empowerment. In these instances, Community Girls applied the knowledge and techniques they learned through their training. In short, the programme had its intended impact on the individual level. Below are two such stories:

*There was one of the girls reported that a guy tried to abuse her. So, when she came, we counselled her, spoke to her and we told her what to do. So, she told me that after doing what she was supposed to do, the guy has stopped that attitude. It was so bad to the extent that he was showing her pornographic videos on his phone. With the application of what was taught to her, he stopped. She stopped going close to him and the house that he stays. –Female Mentor*

*The other one was another girl, hers occurred in the church. Anytime she goes to the church, one of the church leaders used to talk to her about sex and she was scared to speak to her mother about it. So, during the counselling time, she told me all about it, that the man used to buy things and take it to her mother and she was scared that if she reported to her mother, her mother could instruct her to marry him, since the man was being kind to her. I told her what to do and then to be firm with him when she goes to tell him that she doesn't like it and he must stop, and that if he continues, she should let me know about it. So, she did all she could and since then, the man has stopped confronting her and she has been living freely. –Female Mentor*

### 9.6.2 Enabling environment.

All Female Mentors noted the importance of parents in creating an enabling environment for the girls to participate fully in the programme and/or to speak up about SA in general. One strategy Female Mentors employed was to help create an enabling environment for the girls at home was to get close the family:

*The other Female Mentor and I, what we do is that we visit the mothers at home, and we speak to them about the program. So, there was not that much challenge in that regards that they were all coming every Saturday. –Female Mentor*

This buy-in from parents is critical. I the don't have it, it's difficult to create an enabling environment. Female Mentors shared two challenges they faced in this regard:

*If their parents have already briefed them that they can't talk about sex and all that at all, it will be very hard for them to share with other girls due to the resistance built in by their parents. They would say sex is not a good topic to be shared with other people. –Female Mentor*

*I have had that challenge with the Muslim parents who when we tell them that it is to give the girls equal right with the boys and they would say no, that it is contrary to their values. – Female Mentor*

There was also evidence that Female Mentors adapted to the circumstances of the girls in order to reach them. One female mentor explained:

*One Female Mentor noted that the programme was meant to run 9:00 am to 12:45 pm on Saturdays but girls often arrived late due to having to complete chores in the morning, so the Female Mentor often end up stayed until 1:30 to support the girls. – Female Mentor*

Table 41 below presents the perceptions of all girls 13-17 years old on sixteen measures (A-P) of whether the programme helped to create an enabling environment for positive change on gender equality and human rights for the girl child in Dutse and Wumba and the schools that serve them.

The findings regarding the measures most directly associated with creating an enabling environment are highlighted here. A slight majority of girls reported that their community/school is now better at preventing (64%) and responding (62%) to SA (A, B). Two-thirds (66%) of girls reported that they learned much more about SA because of the programme project (P). A slight majority (61%) also reported that their community/school made positive changes in girls' lives that were likely to continue (M).

**Table 41. Community and School Girls ages 13-17 who agreed with attitude statement.**

|   | Attitude statement | Agree (359) |
|---|---|---|
| A | My community/school is now better at **preventing** SA. | 64% |
| B | My community/school is now better at **responding** to SA. | 62% |
| C | My community/school made it **easy** to attend the anti-SA activities. | 63% |
| D | The anti-SA activities held in my community were **well organized**. | 61% |
| E | My community/school presented information on SA that was **easy to understand.** | 65% |
| F | My community/school has created ways to **protect** me from SA. | 63% |
| G | My community/school handles SA issues in a way **fitting** to girl's needs. | 58% |
| H | My community/school kept anti-SA efforts **relevant** by adjusting to girls' needs. | 62% |
| I | My community/school put things in place that makes me feel **safe** from SA. | 57% |
| J | My community/school put things in place against SA that makes me feel **supported**. | 62% |
| K | My community's/school's efforts **helped** me to discuss with my peers issues about SA | 62% |
| L | My community's/school's efforts **limited** my ability to discuss with peers issues relating to SA | 36% |
| M | My community/school made positive changes in girls' lives that are likely to **continue.** | 61% |
| N | My community/school made me **confident** about sharing sexual issues with a trusted adult. | 57% |
| O | Before this project, I had **never heard** of SA of girls. | 31% |

| | | |
|---|---|---|
| P | I already knew about SA of girls, but I **learned much more** about it because of this project. | 66% |

*Source: Community Girl Youth Survey and School Girl Youth Survey (Evaluation Team).*
Notes:) Community Girls and School Girls were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale.

Among 13-17 year olds, 38% of School Girls and 55% of Community Girls reported that their community's or school's efforts limited their ability to discuss with peers issues relating to SA (not shown), Table 42 below show that this difference was statistically significant such that Community Girls were more likely than School Girls to find that their community's or school's efforts limited their ability to discuss with peers issues relating to SA

**Table 42. Differences between Community Girls' and School Girls' (ages 13-17) perception of change in their community or school.**

| | Statement | Mann-Whitney U |
|---|---|---|
| A | My community/school is now better at **preventing** SA. | 2975 |
| B | My community/school is now better at **responding** to SA. | 3000 |
| C | My community/school made it **easy** to attend the anti-SA activities. | 3283 |
| D | The anti-SA activities held in my community were **well organized**. | 3209.5 |
| E | My community/school presented information on SA that was **easy to understand.** | 2916 |
| F | My community/school has created ways to **protect** me from SA. | 2992.5 |
| G | My community/school handles SA issues in a way **fitting** to girl's needs. | 3060 |
| H | My community/school kept anti-SA efforts **relevant** by adjusting to girls' needs. | 3180 |
| I | My community/school put things in place that makes me feel **safe** from SA. | 2944 |
| J | My community/school put things in place against SA that makes me feel **supported**. | 3154 |
| K | My community's/school's efforts **helped** me to discuss with my peers issues about SA | 2873 |
| L | My community's/school's efforts **limited** my ability to discuss with peers issues relating to SA | 2289** |
| M | My community/school made positive changes in girls' lives that are likely to **continue.** | 3271.5 |
| N | My community/school made me **confident** about sharing sexual issues with a trusted adult. | 2857.5 |
| O | Before this project, I had **never heard** of SA of girls. | 2694 |

| | | |
|---|---|---|
| P | I already knew about SA of girls, but I **learned much more** about it because of this project. | 3239.5 |

*Source: Community Girl Youth Survey and School Girl Youth Survey (Evaluation Team).*
+*p*<.10, \**p*<.05, \*\**p*<.01, \*\*\**p*<.001
Notes: 1) Respondents were included only if they provided both their age and information to determine whether they were Community Girls or School Girls. 2) Community Girls and School Girls were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strong Agree from a 4-point Likert scale.  Answers to Agree and Strongly agree wasre combined in the table.

Working under the assumption that knowledge is a critical element of creating an enabling environment, the girls were surveyed and asked what they had learned from the programme, including whether they would use the available services and whether they know how to access the services available to them. Table 43 below shows that roughly two-thirds of girls reported that they learned how to identify (67%), protect themselves from (68%), respond to (65%), and report (67%) SA (A-D) and that they knew how to access  services (66%) (H). Also working under the assumption that an enabling environment creates positive expectations, the girls were also asked about the future. Roughly two-thirds indicated that they will remember what they learned about preventing (66%) and responding to (67%) SA a year from now (I, J), and that they will share (69%) with other girls what they learned about SA in the future (K).

**Table 43. Perceptions of all girls regarding self-knowledge about SBVAG.**

| | Learning statement | Agree (359) |
|---|---|---|
| A | I learned how to **identify** SA. | 67% |
| B | I learned how to **protect** myself from SA. | 68% |
| C | I learned how to **respond** to SA. | 65% |
| D | I learned how to **report** SA | 67% |
| E | I feel more confident I can stay safe from SA in my **community**. | 64% |
| F | I feel more confident I can stay safe from SA in my **school**. | 66% |
| G | If I needed support, I would **use the available services**. | 67% |
| H | If I needed support, I would **know how to access services**. | 66% |
| I | I will remember what I learned about **preventing** SA a year from now. | 66% |
| J | I will remember what I learned about **responding** to SA a year from now. | 67% |
| K | I will **share** with other girls what I learned about SA in the future. | 69% |

*Source: Community Girl Youth Survey, Community Girls Child Survey, School Girl Youth Survey, and School Girl Child Survey (Evaluation Team).*
Note: Community Girls and School Girls 13-17 years old were asked to indicate their level of agreement with each of the statements on the left by selecting Strongly Disagree, Disagree, Agree or Strongly Agree from a 4-point Likert scale. The Agree and Strongly Agree responses were combined. Community Girls and School Girls 8-12 years old were asked whether or not they agreed with the statement – Yes/No. The Yes responses were combined with the Agree and Strongly Agree responses to create the Agree category in the table.

**Conclusion 25 (9.6.2):** The programme succeeded in developing an enabling or adaptable environment for real change on gender equality and human rights, as indicated by the changes in communities and schools

reported by the girls as well as the knowledge they acquired and their positive views of the future. According to roughly one-third of 13-17 year old girls, both Community Girls and School Girls combined, the programme succeeded in making communities/schools better at preventing and responding to SA, teaching girls much more about SA than they knew previously, and making positive changes in their lives that were likely to continue. Nevertheless, Community Girls were more likely than School Girls to report their community's or school's efforts limited their ability to discuss with peers issues relating to SA

Similarly according to roughly two-thirds of 8-17 year old girls, Community Girls and School Girls combined, the programme also succeeded in teaching girls how to identify, protect themselves from, respond to, and report SA, as well as how to access services. In addition, about two-thirds of the girls also reported that they will share with other girls what they learned about SA in the future.

## 9.7    Knowledge Generation

**To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?**

The Mobilising Communities project, with its community-based model and school-based model, generated knowledge and promising/emerging practices in the field of EVAW/G that could be helpful to other practitioners.

### 9.7.1   New Knowledge.

The research literature in the field of ending SBVAG focuses more on individual interventions rather than on whole system responses.[53] The Mobilising Communities' simultaneous implementation of a school-based model and a community-based model that serves some of the same beneficiaries has the potential to inform whole system responses because it provided a small-scale example of issues that a whole system – be it at the local or national level – response to SBVAG would encounter in schools, both public and private, and communities, especially those that are hard to reach and under-resourced.  In particular, the project provides information on the key challenges to implementing an anti-SBVAG programme overlapping multiple schools, with staff turnover, varying levels of SBMC participation, and its own system for handling SA reports, and multi-ethnic and multi-lingual communities, with traditional ethnic and religious beliefs and practices that reinforce gendered power structures and roles, thereby resisting gender equality, the rights of the girl child, discussion of SA, and ending VAW/G. The project also provides a rare opportunity for the state to link its structure and processes to the local level, should it wish to do so.

In addition to generating knowledge for a whole system approach, the evaluation also revealed the following:

1. Anti-SBVAG projects should be aware that they might be serving girls from poor families who were sent to the project community to live with another family to work as house help.  These girls might or might not attend school. These girls are particularly vulnerable to SA because they do not have family and friends nearby to protect them and if they complain or report the SA, then they could be kicked out of the house without income, a place to live, or food to eat.

2. Parents'/guardians' support of girls participating in anti-SBVAG programme is an important factor in programme success. If a girls' parents/guardians are supportive of a girl's participation, then the girl is more likely to participate more fully, by attending trainings and speaking up about SBVAG.

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[53] Radford, L., D. Allnock and P. Hynes. 2015. Promising Programmes to Prevent and Respond to Child Sexual Abuse and Exploitation.  UNICEF.

**Community-based model.** The evaluation findings regarding the CCPC, helped to answer one of the key questions in the literature on child protection committees: What factors are associated with effective community-based approaches?[54]  The factors that were associated with the effective community-based approaches of the Dutse and Wumba CCPCs were:

1. The Female Mentors were CCPC members which meant that the information Female Mentors were learning about the perspective and experience of girls regarding SBVAG in the community could be shared with the CCPC which in turn could use this information to inform their work.  It also meant that Female Mentors knew about the work of the CCPCs and could share this information with the Community Girls.

2. CCPC Members had a clear understanding of roles and given the voluntary nature of this work this likely contributed to members maintaining the commitment level to be successful. CCPC Members reported that they and others understood their own role on the project and that they understood the role of others.  They also believed that they and others had the capacity (time and knowledge) to fulfill their role and that they had a realistic understanding of the commitment level (time and effort) that would be required to fulfill it. Individual CCPC Members attended a variety of activities and multiple activities which indicated an engaged group of volunteers. Finally, CCPC Members believe that the project design adequately considered stakeholder roles, capacity, and commitment in planning output targets.

The evaluation had hoped to help answer another key question in the literature on child protection committees, What needs to be done to strengthen children's participation in community protection groups?, but was unable to do so given that no child CCPC Members attended the CCPC meeting that the evaluators observed and where the survey was administered and the interviews conducted.

**School-based model.** The evaluation findings regarding the schools revealed the following:

1. Many girls are enrolled below the grade level that their age would indicate.  This has implications for the anti-SBVAG curriculum as these girls might be best approached with relatively mature content due to their age but presented in a relatively simplified way due to their education level.

2. Although the SBMCs are mandated by the state, they might not be as active as anticipated so any anti-SBVAG programme that seeks to use them in their programme, for example to develop Action Plans, should find out as soon as possible how active the committee is committing to being in order to best integrate it into programming.

3. At both public and private schools there is staff turnover that is largely out of the control of the project managers but should be anticipated such that there is a plan in place to train replacements.

**Conclusion 26 (9.7.1).** The project generated important knowledge about implementing an SBVAG programme in schools and communities.

The project generated knowledge that would be useful to an effort to implement an anti-SBVAG programme into a whole system at a local or national level. It also informed the anti-SBVAG NGO community about the existence of poor vulnerable  girls working as house help in the homes of non-family members in other communities.  The project also revealed the importance of parents supporting the girls' participation in the programme to helping the girls to participate fully. Regarding communities, the project revealed the importance of CCPC Members having clear expectations and roles and the value of having Female Mentors play a dual

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[54] Save the Children. 2008. A Common Responsibility, Discussion Paper. International Save the Children Alliance, Cambridge House: London, UK.

role as mentors to community girls and members of the CCPC. Regarding schools, the project revealed the prevalence of girls' below-grade level enrollment in school, . the need for an assessment of the commitment level of a school's SBMC, and the need for ongoing training due to staff turnover at the schools. In sum, the project adds to body of knowledge of how a partnership between a non-profit specializing in ending SBVAG and a school system and communities can successfully implement an anti-SBVAG programme so this can serve as a blueprint to future efforts.

### 9.7.2   Promising Practices.

The Mobilising Communities project exhibited promising practices in EVAW/G, including:

**1. Local advocacy visits.** The SOAR Staff conducted advocacy and dialogue with community members and leaders in advance of implementation to ensure the project was welcomed by key figures and gatekeepers and integrated effectively into the community. Most importantly, SOAR Staff met with the Chiefs of Dutse and Wuma, to get buy-in for the project.  SOAR Staff then conducted focus group discussions with local community members to learn about the perception of SBVAG in their communities. In both communities more than one-half dozen focus group discussions were held for different groups according to age, ethnicity, religion, and whether they were a parent.   In this way SOAR Staff laid the foundation for dialogue and built the trust needed for the project. They also learned key information about the community to inform their approach. As a result, the project was well-received by the leaders in the community as well as by its members.  Advocacy visits and focus group discussions were also held at the project schools and this helped ensure the programme was well-received at the project schools.

**2. CCPC Member-Female Mentor dual-role.** The project created the Female Mentor position to have a dual-role in linking information from the girls in the field to the CCPCs and back again and to open-up dialogue on SBVAG among members of disconnected and hard-to-reach communities.  Also, in addition to the formal Community Girls meetings where they conducted peer educator training, they built relationship networks within the communities. They not only got to know the girls who attended the meetings, but they also got to meet their siblings, parents, and other family members and learn where the girls live.  This relationship facilitated the Female Mentor's ability to address any issue that might come up directly with a girl or a family member.  CCPC Members and Female Mentors noted that this deep access to the community was helpful.

**3.   NGO-School partnerships.** Mobilising Communities was a partnership between NGOs with expert knowledge on fighting SBVAG and schools with access to students and staff. SOAR partnered with local public and private schools in Dutse, Wumba, and Apo and this provided access to an effective and efficient system to raise awareness of SBVAG and to deliver anti-SBVAG interventions to adults, youths, and children. Public schools in particular were helpful because of the sheer volume of students enrolled in public schools.  The project also worked with the FCT Education Secretariat, the federal agency that oversees public schools. This benefitted the implementation of the project because the Education Secretariat gave school leadership its full support for the project, including the anti-SBVAG training of School Staff by SOAR and its partners.  At public schools, once SA is reported to School Staff, it is taken-up into the official government system and government policies are followed, which includes strict confidentiality about the case.  While typically, NAPTIP is notified,  due to confidentiality, the SOAR Initiative as an NGO does not advise or case manage SA complaints. The SOAR Staff have no visibility into what happens to the case after the school system receives the report. Relatedly, by partnering with both public and private schools, the project increased its coverage and built inroads into parts of the community that would have remained untouched if the project relied on only private or public schools as they serve different segments of the population.

**Future Research.** Future research should seek to answer the following questions:

1. How prevalent is the house help phenomenon, how prevalent if SA among these girls, and how can NGOs and government systems better serve them when they are victims of SA?
2. What is the long-term impact of informal community-based protection groups on the well-being and protection of children?
3. What other factors are associated with effective community-based approaches?
4. What needs to be done to strengthen children's participation in community protection groups?
5. How can community-based approaches to protection be sustained?
6. How can we ensure that knowledge and experience from the community-based groups influences the development of the national child protection system?
7. What is the most effective model for linking community-based protection groups into a national child protection system?

**Conclusion 27 (9.7.2).** The project revealed three promising practices: local advocacy visits, CCPC Member-Female Mentor dual-role, and NGO-school partnerships. In advance of implementation, SOAR Staff conducted advocacy visits with the leaders of the communities, most importantly the Chiefs of Dutse and Wumba, and obtained their buy-in for the project. As part of this effort, SOAR also conducted focus groups with community members which both built trust and informed SOAR of relevant local issues. SOAR helped form CCPCs with Female Mentors who served both as members and as mentors to community girls, thereby enabling information to flow between the girls who had on-the-ground knowledge about SBVAG in their community and the CCPC which was developing action plans for the community to fight SBVAG. SOAR, an NGO with expertise in fighting SBVAG partnered with local schools and this gave SOAR access to students and staff to whom it could deliver SBVAG interventions. This was particularly effective with public schools because of the large volume of students enrolled in public schools, which facilitated efficient the dispersal of anti-SBVAG information.

## 9.8    Gender Equality and Human Rights

**Cross-cutting criteria: To what extent have human rights based and gender responsive approaches been incorporated through-out the project?**

At its essence, the project worked to advance human rights and gender equality as it sought to mobilise communities to fight SBVAG.  The project incorporated human rights and gender-responsive approaches through-out this work, from designing, to planning, to implementing the project.

### 9.8.1   Human rights and gender equality.

The project incorporated in its training of both primary and secondary beneficiaries an explanation and discussion of the international and national laws governing human rights and gender equality. Two Female Mentors reported specifically about teaching girls about their rights.  In the words of one of them:

*We train girls on how to identify and respond to, and know their rights about sexual based violence against girls. –Female Mentor*

A desk review of proramme documents shows that the SOAR staff incorporated human rights based and gender responsive approaches through-out the project. From its initial advocacy visits and focus group discussions, SOAR was informing and advocating for the human rights of the girl child and for gender equality. The primary focus of the project was on preventing and responding to SBVAG among its primary beneficiaries who were 8-17 year old girls.  The project focused on ensuring the rights of girls not to be sexually abused, and for those abused, ensuring their right to receive appropriate services, such as medical, emotional, legal services.  A large majority of the secondary beneficiaries were women and they received training to support the rights of the primary

beneficiaries. The project was gender-responsive in that it considered the gender norms, roles and inequalities evident in the rural communities of Dutse and Wumba due to familial, tribal, religious structures and beliefs, when designing the curriculum for and delivering the interventions to both the primary and secondary beneficiaries. Moreover, it took measures to actively address these norms, roles and inequalities perpetuated by family, tribe, and religion through the training curriculum for beneficiaries and through dialogue with the parents or guardians of girls in the programme. Moreover, the project went beyond raising sensitivity and awareness about SBVAG to taking action to reduce gender inequalities.

The project promoted gender equality – especially the equal treatment of the girl child in front of the law, in particular the Child's Rights Act (CRA) of 2003 in Nigeria, which was derived from the 1989 Convention on the Rights of the Child (CRC) and the 1990 African Union Charter on the Rights and Welfare of the Child (CRCW). Despite laws guaranteeing children's rights and gender equality, the subjugation of children and gender inequality is maintained by society's written and unwritten norms, rules, practices, and shared understandings. Therefore, the project addressed these obstacles to equality in the training materials they developed for each group of beneficiaries. Moreover, the project taught girls to advocate for themselves and to assert their rights and to speak out about SA over the objections of family members or anyone else.

**Conclusion 28 (9.8.1).** SOAR incorporated human rights and gender equality approaches in the designing, planning, and implementation of the programme. From its initial advocacy visits and focus group discussions with community leaders and members and school staff, SOAR was informing and advocating for gender equality and human rights for the girl child. In all its trainings, SOAR and its partners made sure to educate participants, and advocate for the enforcement of, the international and national laws governing human rights and gender equality in Nigeria. The project also made efforts to include girls from different ethnic, tribal, and religious backgrounds. The programme did not address, however, the intersection of disabled youth and SA. The project also did not address the intersection of LGBTQ youth and SA, although this was to be expected given prevailing cultural beliefs and mores and relevant laws. Research shows that 94% to 97% of Nigerians believe that homosexuality is a way of life that should not be accepted in society. Also, same-sex sexual activity is illegal, punishable in the southern states by 14 years in prison and in northern states under Sharia law by death by stoning. Therefore, to overtly address this issue could put youth at risk socially and legally.

# 10    Conclusions Per Evaluation Criteria

| Evaluation Criteria | Conclusions |
|---|---|
| Overall | This evaluation and these conclusions draw heavily from the survey and interview data collected by the evaluation team after the end of the project.  As in all evaluations, this data must be interpreted while acknowledging the limitations of the study.  The Results Chain linked the two groups of primary beneficiaries – Community Girls and School Girls – along two different chains from activities to outputs, outcomes and  the Project Goal within separate community-based and school-based models. However,  it was not always possible to distinguish between Community Girls and School Girls because the programme did not have a method of tracking which girls were participating in the community-based or the school-based model activities/ (interventions). This contributed to the difficulty in identifying comparison groups for the two sets of primary beneficiaries.<br><br>The lack of a comparison group for the primary beneficiaries limited the ability of the evaluation to attribute observed changes in knowledge, attitudes and behaviours to the interventions being evaluated. To compensate, the evaluation compared different participant groups to one another in key intervention areas.<br><br>The lack of baseline data that measured the attitudes and behavior of the primary beneficiaries – Community Girls and School Girls – limited the evaluation's options for measuring change in the attitudes and behaviors of participants.  To address this challenge, the evaluation asked participants to compare their current attitudes and behaviours to those they had in the past.<br><br>Acknowledging these limitations, this final evaluation concludes that the anti-SBVAG programme, Mobilising Communities, through its engagement of diverse stakeholders and its participatory approach to programme implementation, successfully delivered against its outcomes for project communities and schools to have improved structures, attitudes, and behaviours to better respond to, and protect girls from, SBVAG, and its project goal for girls in Dutse and Wumba to have improved safety and support against SBVAG.<br><br>Moreover, in both the six project schools and the two project communities, adults, youth, and children: 1) participated in anti-SBVAG events and activities, 2) reported increased knowledge of SBVAG and survivor services, and 3) told of changes in themselves towards more gender equitable attitudes and behaviours around SBVAG.<br><br>While the SOAR Initiative's primary focus has been to raise awareness about SBVAG, SOAR took the opportunity presented by the Mobilising Communities project to move beyond simply raising awareness to actually changing attitudes, and behaviours.  The success of the project was due to five main factors:<br><br>1) The creation and active participation of the Project Implementation Advisory Team (PIAT) was critical to the success of the project as it brought together experts in the relevant areas of education, child protection, ending SA, and community development as well as representatives of critically important agencies such as the Education Secretariat. |

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| | 2) The strong communication skills of the Executive Director of SOAR and SOAR Staff and their knowledge, commitment and success at building a network agencies and professionals from which to draw ideas, information, resources, and partnerships.<br><br>3) The advocacy that SOAR Staff undertook in the communities and schools prior to the project's start helped SOAR gain the trust necessary to build a successful project around a sensitive and largely taboo topic. The advocacy led to buy-in from local chiefs and leaders and school staff which was critical to its success. The advocacy visits helped SOAR to raise awareness of the problem of SBVAG and to learn community members' and school staff's perception of SBVAG and to identify what challenges to anticipate.<br><br>4) The gradual and sustained period of mobilization allowed the development of CCPCs with committed members that helped build local ownership of child protection. The CCPCs included Female Mentors which helped to inform the CCPCs of SBVAG issues faced by girls in the community, enabling the CCPC to develop relevant activities and responses.<br><br>5) The comprehensive training and subsequent coaching of CCPC Members, Female Mentors, and School Staff and Counsellors/Coordinators on understanding and responding to SVAG was critical because it provided a foundation of education from which to draw and sufficient scaffolding for them to build their own skills and capacities. |
| **Effectiveness** | **9.2.1 Project design, logic and coherence**<br><br>**Conclusion 1 (9.2.1-1).** After a desk review, the evaluators found that the two-pronged project design of simultaneously implementing a community-based and school based - model was logical and coherent. SOAR and its partners used trainings to transfer anti-SBVAG knowledge to CCPC Members and Female Mentors in the community-based model and to School Staff and Counsellors/Coordinators in the school-based model. The CCPC Members and School Staff then used activities to promote anti-SBVAG attitudes and behaviours in their communities and schools, respectively. The Female Mentors and Counsellors/Coordinators trained Community Girls and School Girls, respectively, on identifying, preventing, and responding to SBVAG and the girls in turn recruited other girl participants. Just as Counsellor/Coordinators were members of the School Staff as Counsellors, Female Mentors were members of the CCPCs.  This enabled the Female Mentors and Counsellors to share with the CCPCs and School Staff, respectively, the perspective of the community and school girls to inform the actions plans of the CCPCs and Schools.  It also helped the Female Mentors and Counsellors to link the anti-SBVAG activities in the communities and schools with their work with the School Girls and Community Girls, respectively.<br><br>Nevertheless, the Result Chain did not match exactly the situation on the ground. In the implementation of the project, there was a distortion in the Results Chain via both the community-based and school-based prongs of the project. The project design assumed that the School Girls and Community Girls would be two distinct groups of participants, but after implementation it became evident to Female Mentors through interactions with the girls that some girls were participating in both the school-based and community-based models. The fact that the two models served some of the same girls distorted the entire Results Chain along both prongs of the project – from the Activity-level through the Output-level through the Outcome-level to the Project level. |

At the **Activity level**, some School Girls participated in the Community Girls Monthly Meetings/Trainings (Activity 1.1.4) and some Community Girls participated in the School Girls' Girls Clubs (Activity 2.1.2) and 1-day peer educator training (Activity 2.2.1). These activities were meant to increase knowledge about SBVAG. At the **Output level**, the outputs for the communities (Output 1.1) and schools (Output 2.2), which related to community girls' and school girls' increased SBVAG knowledge, respectively, were contaminated because the girls had attended one another's activities meant to increase knowledge. At the **Outcome level**, the outcomes for the communities (Outcome 1) and schools (Outcome 2), which related to improved protection against SBVAG for community and school girls, respectively, were not distinct from one another because this "improved protection" actually was directed at girls who had participated in both the school and community programmes. At the **Project Goal level**, these distortions manifested themselves in Project Goal Indicator 2, which specified targets for percentages of community girls and school girls to report feeling safer and more supported.

However, it is important to note that these distortions did not break the Results Chain; rather, they blurred the lines between the primary beneficiaries of the project, the Community Girls and the School Girls, which did not accord to the design, logic, or coherence of the programme, as there were no longer distinct flows of results from activities to to outcomes for the communities and schools. This meant that outcomes and outputs could no longer be attributed to activities conducted with only community or school girls. On a positive note, it is also likely that for those girls who participated in both models, the two models reinforced the lessons of one another, thereby strengthening protections.

**Conclusion 2 (9.2.1-2).** From the perspective of Stakeholders, there was a broad consensus among SOAR Staff, School Staff, CCPC Members, and Female Mentors that overall the project design was logical and coherent in taking into account the roles, capacities, and commitment of stakeholders and in realistically achieving the planned outputs. The majority of School Staff and CCPC Members, however, indicated that they required more time or training to fulfill their role and most School Staff indicated that the amount of time and effort required to fulfill their role was higher than expected. This suggests an adjustment should be considered in the areas of capacity and commitment.

### 9.2.2 Achievement of project goal, outcomes, and outputs

**Conclusion 3 (9.2.2-1).** School Girls were, on average, older than Community Girls, with the majority of School Girls clustered between 12-16 years old while Community Girls were clustered between 9-13 years old. This likely reflects the fact that more School Girls were enrolled in senior secondary school than Community Girls and the reverse was true of junior secondary school albeit to a lesser extent. Both Community and School Girls had large minorities enrolled below grade level.

**Conclusion 4 (9.2.2-2).** Regarding the Project Goal, the project met all its targets for both its CCPC-focused indicator and its Community/School Girls-focused indicator.

A majority of CCPC members in both Dutse and Wumba reported that they perceived girls felt safer and more supported in their schools and communities due to the CCPC's anti-

SBVAG work. This perception was likely informed by CCPC activities, which included strategic/action plan and regular monthly meetings and SBVAG awareness,  which were equally well-attended by the two CCPCs. About one-half of CCPC members in both communities reported attending five different activities which suggests a broad commitment the work of the CCPC.

A majority of School Girls and Community Girls reported that they felt safer and more supported in their schools and communities due to anti-SBVAG programme interventions, with more Community Girls than School Girls reporting feeling safer and more supported. Community Girls in Dutse and Wumba attended the Community Meeting in similar numbers, while the most-attended activity was the December Kids Club in Dutse and the October 1st Program in Wumba. School Girls in all schools attended the Girls Club activity in the highest numbers, with at least 90% of girls reporting Girls Club attendance at the three public schools and one private school, Marvellous Eagles. Girls at the other private schools, Redeemer and Remix, reported 79% and 45%, respectively.

CCPC Members attended a variety of activities and multiple activities which indicates an engaged group of volunteers, which is one of the challenging in working with volunteers. The activities for both the CCPCs and the Community and School Girls were known by more than one name so the survey provided general categories as closed-ended responses.

**Conclusion 5 (9.2.2-3).** Regarding Outcome 1, the project met all of eight of its targets associated with the three indicators for Outcome 1 which was that both CCPC Members and Female Mentors in Dutse and Wumba communities of the FCT improved the mechanisms and structures to protect girls from SBVAG and improved their attitudes and behaviours to better protect and support Community Girls against SBVAG by February 2019. However, only 7-9 members of each CCPC reported having received training in understanding and responding to SBVAG. While this met the target of 50% of CCPC Members receiving this training, given the centrality of this subject matter to the CCPC's work, this target seems low;  ideally 100% of CCPC Members would receive this training. SOAR Staff indicated that there was turnover in the CCPCs because some members left after realizing there would be no financial benefit to them. This turnover might have contributed to the low training rates.

**Conclusion 6 (9.2.2-4).** Regarding Outcome 2, the project met all six of its targets associated with the three indicators for Outcome 2 which was that School Staff serving girls from Dutse and Wumba communities reported they were better able to respond to SBVAG and protect girls from sexual violence and exploitation by February 2019. Among School Staff there was turnover, however, which meant that all School Staff working on the project at any given time might not have received training in understanding and responding to SBVAG. This turnover was primarily due to the school system reassigning staff trained on the project to non-project schools so that non-trained staff took their place at the project school.

**9.2.3 Local peer leadership capacity development**

**Conclusion 7 (9.2.3).** SOAR built capacity to fight SBVAG at the local level through first training and then following up with coaching of CCPC Members and Female Mentors in

the communities, and teachers, school leadership, SBMC members, and Counsellors in the schools.  They also built local capacity to support anti-SBVAG efforts among the Community and School Girls through their trainings of Female Mentors and Counsellors who in turn trained the girls to be peer educators, who in turn recruited more girls into the programme.

For all stakeholder groups, the training included the following topics at a level appropriate to age and customized to function:  child development and psychology, parenting practices, international and national laws that address child SA, understanding, identifying, and responding to SA, reporting SA; how to support SA survivors, and available social and legal services. For the Community and School Girls training also covered reproductive health, STDs, and personal hygiene.  For School Staff and CCPC Members training also covered strategic planning and action plans. For the private school staff, CCPC Members, and Female Mentors training also covered how to contact the correct social and legal services for reported cases of SBVAG.

The public school system had its own protocols for handling reports of SA, which School Staff were bound to follow, but for the staff of private schools, CCPC Members, and Female Mentors, the training in social and legal services for victims was critical because they did not have an equivalent system on which to rely. SOAR introduced these groups to a network of service providers and advised them on what steps to take on reported cases of SBVAG. At first SOAR  monitored the process by serving as a case manager and then transitioned to coaching to help build local capacity and ownership.

The public school system protocols called for confidentiality so once the public school staff were notified of alleged SA, SOAR and its partners were no longer involved in the case or even kept apprised of its status.  Even the public school staff who reported the SA to the school administration were not kept apprised of the status of the case. Two public school staff expressed frustration with this arrangement as they felt invested in the satisfactory resolution of the case they reported.

### 9.2.4 Engagement capacity of girls

**Conclusion 8 (9.2.4).**  The project gave a large majority of School and Community Girls their first opportunity to discuss SA issues with friends. The girls reported that the most significant factor enabling them to engage peers on SBVAG issues was friendship; a lack of friendship being a constraint. There were differences in the percentage of Community Girls and School Girls who indicated they would recommend the programme to others, with 100% of Community Girls and only 50% of School Girls indicating they would do so. In the community-based model, the recruitment of girls into the Peer Educator Training programme relied on graduates of the programme to invite new girls to join. This additional pressure on Community girls might account for the difference.

The Female Mentors reported that the most significant factors for girls to engage in SBVAG discussions in general and with their peers in particular is the Female Mentor gaining their trust and the attitude of their parents. If the Female Mentor gains the girls' trust and if parents are supportive of the programme, then girls are more likely to engage in the programme with their peers. However, Female Mentors also reported constraining

| | mechanisms: family members don't think a girl should speak about sex, traditional and religious beliefs about gender roles, and fear that personal information will be made public. |
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| **Relevance** | **9.3.1 Needs of adolescents in Dutse and Wumba**<br><br>**Conclusion 9 (9.3.1).** The achieved Project Goal of improving the safety and support of girls against SBVAG in Dutse and Wumba remains relevant due to continued SBVAG in these communities. Similarly, the achieved Outcomes of improving structures and changing attitudes and behaviours to protect and support girls against SBVAG in schools and in the communities remain relevant due to continued SBVAG in these communities. It is likely that SBVAG remains a problem in these communities for the foreseeable future due to local cultural beliefs and practices that see and treat girls as inferior to boys. These beliefs and practices enable SBVAG and are difficult to eradicate or even ameliorate.<br><br>**9.3.2 International frameworks to prevent violence against women**<br><br>**Conclusion 10 (9.3.2).** The project responded directly to international frameworks to prevent and respond to violence against women and girls, such as CEDAW, the Beijing Platform for Action, and the Nigerian Child's Rights Act of 2003 through its focus on ending SBVAG. It did this through educational trainings on the content and purpose of these instruments and on how local norms and customs help to perpetuate gender inequality and SBVAG and why gender inequality and SBVAG should end. The trainings also proposed new attitudes and behaviours towards victims of SBVAG. |
| **Efficiency** | **9.4.1 Cost-Effectiveness**<br><br>**Conclusion 11 (9.4.1).** SOAR managed the Mobilising Communities project in a way that was cost-effective. The project surpassed the number of beneficiaries it anticipated reaching from an expected 680 participants to an actual 1,899 participants. This increase in participants translated into a decrease in the cost per programme beneficiary from $134.75 US to $41.43 US. This was a cost per beneficiary decrease of $93.32 US.<br><br>**9.4.2 Programme monitoring**<br><br>**Conclusion 12 (9.4.2).** SOAR managed and monitored programme performance and results sufficiently to respond quickly to changing circumstances, although this ability was hampered by limited access to cell service and the internet in the field, low rates of computer and tablet use, the expense of data plans, and a lack of software dedicated to programme monitoring. This limited the ability of SOAR Staff to have timely communications with partners in the schools and communities because SOAR Staff often had to travel, over heavily trafficked unpaved and uneven roads, to the schools and communities to speak in person with School Staff and CCPC Members. This also limited the ability of SOAR Staff to track participants at the individual level because Counsellors/Coordinators and Female Mentors had no database into which to enter the participant data, including names or unique identifiers and interventions.<br><br>**9.4.3 Gender-responsive resource allocation** |

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| | **Conclusion 13 (9.4.3).** The project allocated resources in a manner consistent with gender-responsiveness as the bulk of resources went to supporting, directly or indirectly, the primary beneficiaries who were all female and the three SOAR Staff members who managed the programme were female as well. |
| **Sustainability** | **9.5.1 Sustainability of results**<br><br>**Conclusion 14 (9.5.1).** In anticipation of SOAR eventually passing on the day-to-day running of the Mobilising Communities programming to local participants, SOAR deliberately designed programming to be inexpensive and easy to maintain and this aided in its sustainability. SOAR Staff also explained that the long-term plan was for the programme to be taken up locally and that SOAR would withdraw after the official end of the project and after that would provide advice and coaching on an as needed basis only. Nevertheless, several CCPC Members and Female Mentors asked what role SOAR would play after the official end of the programme and seemed to want SOAR to stay involved to help keep them motivated.<br><br>**9.5.2 Stakeholder involvement in implementation**<br><br>**Conclusion 15 (9.5.2).** Through the Project Implementation Advisory Team (PIAT) stakeholders were involved at all stages of project where they brought their expertise to design, planning, and implementation. SOAR involved stakeholders in the communities and schools through preliminary meetings and the focus groups discussions with leaders and members of the community and with school staff, respectively. SOAR staff also worked with CCPC members to decide the form and structure of the CCPCs and with the Female Mentors to decide what the work would include and how the trainings would be delivered. The activeness of the SBMC was not as great as SOAR had anticipated, however, so this required School Staff to take on more work than had been anticipated.<br><br>**9.5.3 Local ownership**<br><br>**Conclusion 16 (9.5.3).** SOAR laid the groundwork for local ownership by explaining early on that SOAR would be withdrawing after two years. As part of the process, SOAR facilitated local ownership by providing intensive trainings to School Staff, including Counsellors, and CCPC Members and Female Mentors and then followed up with coaching.<br><br>SOAR provided the Female Mentors with stipends and the Community Girls Meetings with snacks. However, no financial resources were identified to replace the funding for these costs after UNTF and SOAR withdrew. While originally the Female Mentor position was meant to be entirely voluntary, SOAR soon realized that the work was more time-consuming than they had realized and so they provided Female Mentors with a monthly stipend of ₦1,000 NGN to cover transportation costs. The Female Mentors said they would like to continue their work as mentors with or without the stipend because the work was important and meaningful, although one indicated that nevertheless the stipend was helpful. Given the amount of time that is involved in mentoring – which involves the three-hour meetings once per week, plus additional time spent with individual girls and families – it is unrealistic to think all the Female Mentors will be able to sustain this level of |

| | commitment for more than several months without a stipend. In fact, SOAR had already determined that this was the case which is why they had started providing the stipend.

SOAR had provided snacks and a drink to the girls attending the Community Girls Meetings. Two Female Mentors said they appreciated being able to provide snacks for the girls as both incentive and reward for attendance and that the girls appreciated them.

**9.5.4 Programme replicability and scalability**

**Conclusion 17 (9.5.4).** The Mobilizing Communities project could be replicated in other schools and communities and could be scaled up to include larger schools and entire school systems and larger communities through a train-the-trainer model. The SOAR staff is small with only three staff members devoted mostly to the Mobilising Communities project. These staff members, including the Executive Director, conducted the trainings along with a few partners who delivered trainings in their areas of expertise, to School Staff and Counsellors and CCPC Members and Female Mentors in the project schools and communities. This team was able to complete the training of the relevant secondary beneficiaries in the six project schools and two project communities, with follow-up coaching by SOAR, over the course of two years. Given their experience with this project, they could likely reduce significantly the amount of time needed to train and coach secondary beneficiaries in future replications. However, they still would need a considerable amount of time. In order to replicate in more than a few schools and other communities, and in order to scale-up to entire school districts and large communities, a staff this size would need to employ a train-the-trainer model whereby they would train individuals with relevant expertise who could then go out into the field and train School Staff, Counsellors, CCPC Members and Female Mentors. |
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| **Impact** | **9.6.1 Contribution to ending violence against women, gender equality and women's empowerment**

**Conclusion 18 (9.6.1-1).** The project contributed to ending violence against women and to advancing gender equality and/or women's/girls' empowerment through both intended and unintended positive impacts.

*Unintended positive impacts* of the project included Female Mentors and School Staff (secondary beneficiaries) who worked with the girls not just changing their attitudes and behaviours toward the girls (primary beneficiaries) who experienced SBV from blaming them to supporting them, but also changing their attitudes and behaviours regarding violence against women, gender relations, and women's empowerment in their private lives.

*Unintended negative impacts* of the project included on girls getting into trouble with someone important in their lives for discussing SA issues and girls reporting that participation in the programme made a relationship with someone important in their life worse, the latter being more of a problem for young Community Girls than their School Girl counterparts.

*Intended positive impacts* of the project were many. The project provided girls with the opportunity to talk about SA for the first time and gave them the confidence to seek help |

on SA issues. The girls learned to identify groomers and abusers and to avoid them, as well as places where they would be vulnerable, to keep themselves safe. The project taught girls that they have a human right as well as rights as a girl child to be protected from SA. The project also taught girls that the child SA victim is never to blame for the abuse.

In sum, the project contributed to ending SBVAG by leading girls to change their behavior to keep themselves safer, thereby likely thwarting SA that would otherwise have occurred. The project also advanced gender equality because it created awareness of the girls' human rights and rights as a girl child as well as women's and girls' empowerment which increased their confidence to address SA.

**Conclusion 19 (9.6.1-2).** There were differences in the impact of the project on Community Girls versus School Girls. Among 8-12 year olds, Community Girls were more likely than School Girls to report that participation in the programme made a relationship with someone important in their life worse, while  School Girls were more likely than Community Girls to report that participation in the programme made them know a victim should never think the SA was their fault. Among 13-17 year olds, School Girls were more likely than Community Girls to report that participation in the programme made a relationship with someone important in their life better.

**Conclusion 20 (9.6.1-3).**  One category of girls was particularly vulnerable to SA and this was girls from poor families who were sent to live in the homes of other families and to work as house help. It became apparent particularly to school staff that these girls were being sexually abused probably at higher rates than their counterparts living at home. This was likely due to the fact that they have no family nearby to protect them and they are dependent on the host family for housing and food.


PROGRAMME IMPACT - ADDITIONAL ANALYSES

*Girls in Public School vs Girls in Private School by Age*

**Conclusion 21 ( 9.6.1-4).**  There were differences in the impact of the project among girls enrolled in public verses private schools. Among girls aged 8-12 years old, girls enrolled at public schools were more likely than girls at private schools to report that participation in the programme made it okay to discuss SA issues with friends and easier to discuss the taboo subject of SA, but that it also got them into trouble for discussing SA.  Among 13-17 year olds, girls enrolled in public schools were more likely than girls at private schools to report that the programme made it okay to discuss SA issues with friends and made it easier to discuss the taboo subject of SA.

*Community Girls vs School Girls Who Attended Only Community or School Interventions, Respectively*

**Conclusion 22 (9.6.1-5).**  There were some differences in perceived programme impacts between Community Girls and School Girls who attended only community or school interventions.  School Girls were more likely than Community Girls to report the programme: made relationships with people important in their life both better and worse.

| | They were also more likely to realize they have a human right to be protected from SA and that a victim should never think SA was their fault. |
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| | *Girls Enrolled in School Below Grade Level vs Girls Enrolled in School On Or Above Grade Level* |
| | **Conclusion 23 (9.6.1-6).** Girls who were enrolled in school below grade level were more likely than girls enrolled on or above grade level to report that their participation in the programme had the impact of making a relationship with someone important in their life worse. |
| | *Community Girls vs School Girls with Intensive Training* |
| | **Conclusion 24 (9.6.1-7).** Among the 14 impacts examined in the evaluation, there were difference between Community Girls and School Girls who had received intensive-level interventions in the community-based model and school-based model, respectively. |
| | Among those who received intensive-level interventions, School Girls were more likely than their Community Girls counterparts to report that participating in the programme allowed them to talk about SA for the first time and made them understand that a victim should never think SA was their fault. Community Girls were more likely than their School Girl counterparts to report that programme participation got them into trouble with someone for discussing SA issues and that it made a relationship with someone important in their life worse. |
| | **9.6.2 Enabling environment** |
| | **Conclusion 25 (9.6.2).** The programme succeeded in developing an enabling or adaptable environment for real change on gender equality and human rights, as indicated by the changes in communities and schools reported by the girls as well as the knowledge they acquired and their positive views of the future. According to roughly one-third of 13-17 year old girls, both Community Girls and School Girls combined, the programme succeeded in making communities/schools better at preventing and responding to SA, teaching girls much more about SA than they knew previously, and making positive changes in their lives that were likely to continue. Nevertheless, Community Girls were more likely than School Girls to report their community's or school's efforts limited their ability to discuss with peers issues relating to SA |
| | Similarly according to roughly two-thirds of 8-17 year old girls, Community Girls and School Girls combined, the programme also succeeded in teaching girls how to identify, protect themselves from, respond to, and report SA, as well as how to access services. In addition, about two-thirds of the girls also reported that they will share with other girls what they learned about SA in the future. |
| **Knowledge Generation** | **9.7.1 New knowledge**<br><br>**Conclusion 26 (9.7.1).** The project generated important knowledge about implementing an SBVAG programme in schools and communities. |

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| | The project generated knowledge that would be useful to an effort to implement an anti-SBVAG programme into a whole system at a local or national level. It also informed the anti-SBVAG NGO community about the existence of poor vulnerable girls working as house help in the homes of non-family members in other communities. The project also revealed the importance of parents supporting the girls' participation in the programme to helping the girls to participate fully. Regarding communities, the project revealed the importance of CCPC Members having clear expectations and roles and the value of having Female Mentors play a dual role as mentors to community girls and members of the CCPC. Regarding schools, the project revealed the prevalence of girls' below-grade level enrollment in school, . the need for an assessment of the commitment level of a school's SBMC, and the need for ongoing training due to staff turnover at the schools. In sum, the project adds to body of knowledge of how a partnership between a non-profit specializing in ending SBVAG and a school system and communities can successfully implement an anti-SBVAG programme so this can serve as a blueprint to future efforts.<br><br>**9.7.2 Promising practices**<br><br>**Conclusion 27 (9.7.2).** The project revealed three promising practices: local advocacy visits, CCPC Member-Female Mentor dual-role, and NGO-school partnerships.   In advance of implementation, SOAR Staff conducted advocacy visits with the leaders of the communities, most importantly the Chiefs of Dutse and Wumba, and obtained their buy-in for the project. As part of this effort, SOAR also conducted focus groups with community members which both built trust and informed SOAR of relevant local issues. SOAR helped form CCPCs with Female Mentors who served both as members and as mentors to community girls, thereby enabling information to flow between the girls who had on-the-ground knowledge about SBVAG in their community and the CCPC which was developing action plans for the community to fight SBVAG. SOAR, an NGO with expertise in fighting SBVAG partnered with local schools and this gave SOAR access to students and staff to whom it could deliver SBVAG interventions. This was particularly effective with public schools because of the large volume of students enrolled in public schools, which facilitated efficient the dispersal of anti-SBVAG information. |
| **Gender Equality and Human Rights** | **9.8.1 Gender equality and human rights**<br>**Conclusion 28 (9.8.1).** The project incorporated human rights and gender equality approaches in the designing, planning, and implementation of the programme. From its initial advocacy visits and focus group discussions with community leaders and members and school staff, SOAR was informing and advocating for the human rights of the girl child and for gender equality. In all its trainings, SOAR and its partners made sure to educate participants, and advocate for the enforcement of, the international and national laws governing human rights and gender equality in Nigeria. The project also made efforts to include girls from different ethnic, tribal, and religious backgrounds.  The programme did not address, however,  the intersection of disabled youth and SA.  The project also did not address the intersection of LGBTQ youth and SA, although this was to be expected given prevailing cultural beliefs and mores and relevant laws. To address this issue overtly could put youth at risk socially and legally. |

# 11   Recommendations Per Evaluation Criteria

The involvement of UNTF, the funding partner (FP), and the SOAR Initiative, the implementing partner (IP), with the Mobilising Communities project, officially ended on 1 March 2019.  The project was meant to be sustained beyond that date, however, by the secondary beneficiaries, School Staff and Counsellors in the schools and CCPC Members and Female Mentors in the communities, with as-needed coaching from the SOAR Initiative. Therefore, as this is a final evaluation, the recommendations provided here are for those who are sustaining the project, and for those IPs and FPs implementing future projects in the SBVAG area.

| Evaluation Criteria | Recommendations | Relevant Stakeholders | Timeline |
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| Overall | **Continue successful practices from the project**<br><br>1) Engage expertise in a project implementation advisory team to support project design and implementation, bringing in local NGOs and government agencies when possible.<br><br>2) Develop and utilize strong communication skills of project team to develop networks of agencies and professionals.<br><br>3) Conduct advocacy efforts in schools and communities to sensitize potential participants, learn about the communities, explain SBVAG and the project, and learn about the SBVAG-related issues faced by the schools and communities.<br><br>4) Invest the resources (time and money) necessary to develop strong and committed CCPC Members and Female Mentors and keep dual-role for Female Mentors.<br><br>5) Develop a training plan to address turnover at schools and CCPCs so new School Staff and Counsellors and CCPC Members can be trained on understanding and responding to SBAG in a timely manner.<br><br>6) Check the Results Chain against what is happening in the field for any needed course correction in the field or adjustment to the Results Chain. | SOAR/IP | Ongoing & future projects |
| | **Improve project preparation for a final evaluation**<br><br>7) In the project design phase, IPs learn what to expect in a final evaluation and how to prepare for it – ie the evaluation will require: IP staff devote a considerable amount of time to providing documented information and answering queries; vetted programme monitoring documents and reports; precise data on a wide range of programme elements; particularly on primary beneficiaries; and knowing whether baseline data were collected from primary beneficiaries as this informs the evaluation design. The purpose of the | SOAR/IP & UNTF/FP | Future projects |

| | evaluation is to learn from the project to improve similar projects addressing SBVAG. | | |
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| | 8) Improve programme reporting with systematic vetting of the content and quality of the submitted programme and reporting documents, first by the IP, and then the FP who queries project staff to resolve discrepancies – ie, ensure that reports are: limited to objective information with narratives devoted to describing programme elements, challenges, obstacles, and solutions; internally consistent and consistent across reports; and clear, coherent, and parsimonious. The programme documents should be ready for use by an evaluator (ie they can be read by someone not at all involved in the project and be understood (ie. terms are used consistently). | | |
| | 9) Ensure alignment between the data being collected by the programme and the evaluation criteria and indicators. | | |
| | 10) Improve programme monitoring by setting up an intake process whereby basic information is collected on participants in a central data base, such as an excel spreadsheet. It could include the girls' names, dates of birth, the date they entered the programme, their age, school, and year in school, and whether they live at home or not. This would enable the programme and the evaluator to count the number of primary beneficiaries (as a whole and any subcategories) and be able to track which of them have had key interventions. Design the programme monitoring system and data collection in a way that supports the final evaluation which will use this data. | | |
| | 11) Conduct baseline data collection with the primary beneficiaries on the key attitudes or behaviours that the program is expected to change. Using a survey to collect baseline data is the most straight-forward method. The survey can be administered again at the end of the project for a pre-/post-test design. Ideally, participants are assigned a unique identify at the pre-test so results can be compared at the individual level. | | |
| | 12) Before implementation, identify a comparison group, that is, identify individuals/groups who have similar characteristics to the primary beneficiaries in the programme, but who will not be receiving programme interventions. In the Mobilising Communities project, ie, this would include identifying girls in public and private primary, junior, or secondary schools who would not be receiving the intervention, so they could be compared to their counterparts who would be receiving the intervention. Both the girls in the comparison group (control group) and the girls in the project (treatment group) would be | | |

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| | given a baseline survey (pre-test) at the start of the programmme and then again at the end of the project as an endline survey (post-test). The post-test might be modified but would contain mostly the same questions and measures as the pre-test. This would enable a quasi-experimental design which would deliver more robust results. | | |
| | **Allow sufficient time for evaluation activities**<br><br>13) Allow sufficient time for evaluation – including time to determine if there's a baseline data set or a comparison group can be used, understand programme documents (read, queries), develop an inception report with feedback from relevant stakeholders (measures, data collection instruments), IRB or ethics committee review, open and ongoing communication between IP, FP and evaluator, and UNTF engage in content discussions.<br><br>14) Engage an IRB or Ethics Review Committee or some other mechanism to ensure that ethical human subjects research is being conducted. This process will require additional time.  This should be a priority for those organizations that work with vulnerable populations (ie. pregnant women, prisoners. Minors) or on sensitive areas (ie VAW/G, SA, SBVAG, human trafficking, illegal activity).<br><br>15) Evaluators benefit from sharing drafts of reports with the IP and FP for feedback, but prematurely sharing them could have unintended negative consequences: a) an inefficient use of time and effort by reviewers because needed corrections were already known to the evaluator who did not yet have time to make them and b) give the wrong impression to the IP and FP about the content and quality of the final evaluation report. The process benefits from evaluators having enough time to produce drafts that provide a whole picture and employ measured language. Also, given that the names of evaluators are on the reports, care should be taken not to prematurely finalize the reports, especially if the report will be made publicly available.<br><br>16) When determining the length of time or amount of work required to conduct an evaluation, take into account a) the number of questions that need to be answered for each population that will be sampled, and b) the number of populations from which samples will need to be drawn. The more samples that need to be drawn, the more time and effort is required to choose a sampling frame and method, create data collection instruments for multiple institutions/locations, draw the sample from the field, enter the data, analyze the data, and present the data. | UNTF/FP | Future projects |

| Effectiveness | **9.2.1 Project design, logic and coherence**<br><br>**Recommendation 1 (9.2.1-1).** The evaluation recommends that the project consider either: 1) keeping the demarcation of two distinct sets of primary beneficiaries – Community Girls and School Girls – and not allowing overlap at the Activity level in the field, or 2) modifying the Results Chain to accommodate overlap between Community Girls and School Girls at the Activity level to achieve better alignment between the Results Chain and programme operations in the field. | IP | Design intake process before project start & maintain it for intake & monitoring |
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| | **Recommendation 2 (9.2.1-2).** The evaluation recommends that the project ask School Staff and CCPC Members if they want more time and/or training to fulfill their roles. If they want more training, then ask what type of training they want and why and seek to fill this need. The project also should ask School Staff what aspect of their role required more time and effort than expected and explore options to reduce the work load or expand the amount time they have to complete the work and/or train more staff to support the effort. | IP | ASAP & regularly check-in with secondary beneficiaries to see if needs have changed |
| | **9.2.2 Achievement of project goal, outcomes, and outputs**<br><br>**Recommendation 3 (9.2.2-1).** The evaluation recommends that the project consider the age of girls who are enrolled in school when developing curricula and delivering lessons because in a large minority of cases, girls will be older than what is expected for their year in school. The project should adjust the curricula to meet the maturity level of the girls while not surpassing their educational level. | IP & secondary beneficiaries who deliver services to primary beneficiaries | ASAP & regularly check-in to see if needs have changed |
| | **Recommendation 4 (9.2.2-2).** The evaluation recommends the project take several steps to further advance the project goal: 1) filter out potential CCPC members who are interested only in financial benefit by asking why this work is personally important to them to gauge their level of personal commitment to the issue, 2) learn why the project made more Community Girls than School Girls feel safer and more supported and develop strategies to transfer these lessons to increase the number of School Girls who feel safer and more supported, 3) identify what factors caused the Dutse and Wumba Community Girls to attend or not attend programme activities – was it a function of mandatory attendance, girls' interests, convenience, or advertising – and then use this knowledge to invest resources to increase attendance at key events, and 4) give each activity a unique name that makes them easy to distinguish from one another to facilitate accurate communication about the different activities. | UNTF & IP in consultation with secondary beneficiaries | Future activities |

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| | **Recommendation 5 (9.2.2-3).** The evaluation recommends that the project ensure that all CCPC Members are trained in understanding and responding to SBVAG and that a plan be developed to address gaps in CCPC Member training due to turnover because this anti-SBVAG subject matter is central to the work of the CCPC. | IP & CCPC Members | When training gaps arise |
| | **Recommendation 6 (9.2.2-4).** The evaluation recommends that the project ensure that all School Staff are trained in understanding and responding to SBVAG and that a plan be developed in consultation with the relevant school to address gaps in training due to turnover because this anti-SBVAG subject matter is central to the work of the School Staff. | IP & School Staff | When training gaps arise |
| | **9.2.3 Local peer leadership capacity development**<br><br>**Recommendation 7 (9.2.3).** The evaluation recommends several process/operational actions around local peer leadership capacity development: 1) early on, successful "peer leadership capacity development" should be clearly defined, so all stakeholders know what it looks like and therefore what they are working towards; 2) early on, a system for monitoring capacity development performance should be put into place to ensure that the eventual withdrawal of external expertise and systems causes minimum disruption and that capacity development remains a focus; 3) ongoing capacity assessment should be conducted because situations within institutions change due to funding and membership or staff turnover which might increase or decrease capacity. (This is related to the above recommendation to develop a training plan that addresses gaps in training due to turnover.); and 4) early on, clear strategies and timeframes for withdrawing from the programme should be negotiated between the implementing partner (SOAR) and the secondary beneficiaries in the field and written down, with a written plan for coaching and mentoring to continue because capacity development takes time.<br><br>One substantive recommendation is that there be ongoing opportunities for knowledge development. This could include exchanges between School Staff of different schools to share the strengths and weakness of their programme, ideally involving visits to one another's schools. Similarly, members of different CCPCs could share their challenges and successes and participate periodically in one another's meetings or events.  School Staff and CCPCs could also invite speakers with expertise in relevant areas to their schools and communities, respectively. Finally, notwithstanding the local internet challenges, opportunities | IP, School Staff & Counsellors, CCPC Members & Female Mentors | Programme start & regularly revisit until IP withdrawal |

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| | for online learning in relevant subject areas could also be explored, including courses offered by UN Women. | | |
| | **9.2.4 Engagement capacity of girls**<br><br>**Recommendation 8 (9.2.4).** The evaluation recommends the project support the engagement capacity of girls in the following ways: 1) continue to provide a safe space for girls to discuss SA issues and develop friendships; 2) expand its reach by holding open-house events to which participating girls can invite peers; 3) find out why Community Girls were more likely than Schools Girls to recommend the programme to other girls and then use this information to increase the number of School Girls who would recommend the programme because recommendation indicates satisfaction and it is a way to expand the programme; 4) research and brainstorm around strategies and tactics that Female Mentors can use to gain girls' trust so girls are more likely to fully engage in the programme and report SA; and 5) increase the opportunities that Female Mentors have to engage the girls' families to convince them to support the girls' participation, perhaps through parent/family-only events. | In consultation with the IP, Counsellors/ Coordinators and Female Mentors who work directly with participating girls and their parents. | ASAP |
| **Relevance** | **9.3.1 Needs of adolescents in Dutse and Wumba**<br><br>**Recommendation 9 (9.3.1).** The evaluation recommends that the project continue to operate in the selected communities and schools for the foreseeable future because some local beliefs and practices, particularly around the belief that girls are inferior to boys, enable SBVAG and make it difficult to eradicate or even ameliorate. Therefore, the primary beneficiaries of the project, Community Girls and School Girls, will continue to need the anti-SBVAG support. Similarly, the secondary beneficiaries, CCPC Members, Female Mentors, School Staff, and Counsellors/Coordinators, will continue to need to be equipped to support the girls who need it and will continue to benefit from it themselves as their attitudes and behaviour around SBVAG change. | IP and secondary beneficiaries | Ongoing |
| | **9.3.2 International frameworks to prevent violence against women**<br><br>**Recommendation 10 (9.3.2).** The evaluation recommends the project continue to educate stakeholders on the international frameworks to prevent and respond to violence against women and girls, such as CEDAW, the Beijing Platform for Action, and the Nigerian Child's Rights Act of 2003 to fight SBVAG. This would mean refresher trainings for | IP & its training partners with relevant expertise | Ongoing & new projects |

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| | those stakeholders who attended a training covering these topics previously, and first-time trainings of new stakeholders. The trainings should include any new relevant developments in laws, policies, or specific cases at the local, city, state, or national level. | | |
| **Efficiency** | **9.4.1 Cost-Effectiveness**<br><br>**Recommendation 11 (9.4.1).** The evaluation recommends that the project consider the cost associated with individual interventions and the effectiveness of those interventions to determine if resources would be better allocated to expand the most effective interventions. | IP & secondary beneficiaries | Ongoing & new projects |
| | **9.4.2 Programme monitoring**<br><br>**Recommendation 12 (9.4.2).** The evaluation recommends that the project research options for wireless communication between partners in the field and project management staff and for the use of tablets in the field for the following benefits:<br><br>1) If Female Mentors and School Staff had tablets with hotspots in the field, they could take attendance at the Community Girls Monthly Meetings and Girls' Clubs by entering attendance information into a spreadsheet on the tablet rather than having girls sign a paper attendance sheet. In this way, female mentors and school staff would be able to monitor the attendance of individual girls easily, identify trends, and respond to absences.<br><br>2) If the names of participants (and another unique identifier such as date of birth) are collected in a spreadsheet at each intervention, then the attendance spreadsheet for the Community Girls Monthly Meetings and Girls' Clubs, could be merged with spreadsheets that contain the girls' attendance at other interventions. Female Mentors and School Staff would be able to identify and track patterns of attendance at different interventions to address low attendance and understand why some interventions have high attendance.<br><br>3) A spreadsheet of attendance data then could be easily provided to evaluators who could use this data to measure the impact of different interventions, or even the dosage of those interventions that require more than one meeting, on the knowledge, attitudes, and behaviours of individual girls or group of girls.<br><br>4) If internet is not available, Female Mentors could still enter the attendance data into a spreadsheet, thereby creating  a | UNTF, IP & secondary beneficiaries | ASAP |

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| | data set of attendance that could be uploaded where internet is available to a computer for analysis or to be merged with other data for more complex analysis.<br><br>5) Having attendance data in a spreadsheet would help the programme and the evaluators identify girls attending activities in both the community-based model and the school-based model, which is necessary to avoid double counting participants.<br><br>6) If tablets with hotspots were available in the field, it could also expedite evaluations because participants could use the tablets to respond to online surveys administered by the evaluators. This would eliminate the need and cost of printing paper surveys and providing pens/pencils. It also would eliminate the cost of data entry specialists and the time needed to enter data from the paper surveys into a spreadsheet from which it could be analyzed. It is also very likely to reduce data entry error. It would also have the benefit of exposing primary and secondary beneficiaries to technology with which they might not otherwise have experience.<br><br>7) For longer term projects, or projects with multiple sites, for example a multi-country project, the UNTF might consider programme monitoring software that would enable data entry to be standardized across sites and would create a dataset that could be downloaded as a whole and analyzed. This would facilitate and support both programme monitoring and evaluation. | | |
| | **9.4.3 Gender-responsive resource allocation**<br><br>**Recommendation 13 (9.4.3).** The evaluation recommends that sustainable resources be identified to fund the stipends of the Female Mentors and the snacks for the girls who attend the Community Girls' Meetings as the beneficiaries are all female and the work of the Female Mentors and the participation of the Community Girls are critical to the success of the project. | UNTF, IP & secondary beneficiaries | ASAP |
| **Sustainability** | **9.5.1 Sustainability of results**<br><br>**Recommendation 14 (9.5.1).** The evaluation recommends that the project develop, in anticipation of the withdrawal of the implementation and funding partners, a written step-by-step turnover process to increase the likelihood of sustained results. The process should be developed in consultation with School Staff, CCPC Members, and Female Mentors, so | IP in consultation with UNTF, School Staff, CCPC Members, Female | Programme start |

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| | everyone knows what to expect when SOAR withdraws from the project. The PIAT should also be consulted as they are likely to anticipate issues that need to be addressed. The written process should include a timeline of exactly what SOAR will stop, continue, or start doing. For example, SOAR might stop attending the Community Girls Monthly Meetings, they might continue to provide coaching, and they might start convening the CCPCs, Female Mentors, and representatives of the service providers once per quarter to discuss reporting-related issues. | Mentors & PIAT | |
| | **9.5.2 Stakeholder involvement in implementation**<br><br>**Recommendation 15 (9.5.2).** The evaluation recommends that the project assess early on the level of participation and commitment that it can expect from members of the SBMC so the project can best anticipate the work load of all stakeholders and develop the most appropriate plan for implementation. | IP | Programme start |
| | **9.5.3 Local ownership**<br><br>**Recommendation 16 (9.5.3).** The evaluation recommends the project support local ownership by working with the CCPCs and Female Mentors early on to identify local resources that could be accessed to fund the stipends for the Female Mentors and the snacks for the Community Girls, to increase the likelihood that the Female Mentors will continue their work and the Community Girls will continue to participate in the programme. (This also has implications for the sustainability of results.) | IP | Programme start |
| | **9.5.4 Programme replicability and scalability**<br><br>**Recommendation 17 (9.5.4).** The evaluation recommends the project develop a train-the-trainer model to replicate and scale-up the project. With a train-the-trainer model, SOAR could train individuals who have relevant expertise in their anti-SBVAG curriculum and then have those individuals go out into the field and train School Staff, Counsellors, SBMCs, CCPC Members and Female Mentors.in other schools, school districts, and/or communities. To support this work, SOAR Staff could also create webinars that could be viewed by trainers and/or trainees. | IP & UNTF | Future projects |
| Impact | **9.6.1 Contribution to ending violence against women**<br><br>**Recommendation 18 (9.6.1-1).** The evaluation recommends that the project explore ways to expand the unintended positive impact of secondary beneficiaries, such as School Staff, changing their attitudes and behaviours regarding | IP in consultation with | ASAP & ongoing |

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| | violence against women, gender relations, and women's empowerment in their private lives. | secondary beneficiaries | |
| | The evaluation recommends that the project address the unintended negative impacts of the project. This includes asking girls who they got into trouble with for discussing SA issues and why it was considered a problem and asking girls which relationship in their life worsened and how, with particular attention to young Community Girls. The project should seek to understand what aspects of, or under what conditions, the programme contributed to getting the girls into trouble or worsening relationships to anticipate, prevent, and manage it and why this occurs. | IP in consultation with secondary beneficiaries | |
| | The evaluation recommends that the project continue those elements that support the intended positive impacts of the project, including its training on the international and national laws and acts that protect girls' rights and promote gender equality its training on the ways that girls can identify SA and a SAr's approach and how to avoid unsafe people and places. | IP & training partners with relevant expertise | |
| | **Recommendation 19 (9.6.1-2).** The evaluation recommends that the project conduct additional research to better understand the source of differences in the impact of the project on Community Girls and School Girls. The project should find out why, among 8-12 year olds, Community Girls were more likely than School Girls to report the programme made a relationship with someone important in their life worse to develop strategies to prevent or help the girls manage this. The project should learn why School Girls were more likely than Community Girls to report the programme taught them that a SA victim should never think it was their fault and translate this lesson into knowledge for Community Girls as well.  Similarly, the project should learn why, among 13-17 year olds, School Girls were more likely than Community Girls to report the programme made a relationship with someone important in their life better and find ways to translate this positive impact to Community Girls as well. | IP in consultation with secondary & primary beneficiaries | ASAP & ongoing |
| | **Recommendation 20 (9.6.1-3).** The evaluation recommends that the project develop ways to identify and support girls who work as live-in house help, for example by instituting an intake process that collects this type of information and linking them to shelters as needed. The project should consider allowing girls living away from their families who are of a certain age, such as 14 years old, to provide verbal assent or written consent to participate as long as there are not complicating factors such as a disability. | IP & secondary beneficiaries | ASAP & ongoing |

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| | **Programme Impact - Additional Analyses**<br><br>*Girls in Public School vs Girls in Private School by Age* **Recommendation 21 (9.6.1-4).** The evaluation recommends that the project conduct research to understand the source of the differences in the impact of the project on girls enrolled in public schools verses private schools. The project should learn why, among girls aged 8-12 years old, those enrolled at public schools were more likely than girls at private schools to report the programme made it okay to discuss SA issues with friends and easier to discuss a taboo subject, to find ways to translate these positive impacts to girls in private schools. The project should also learn why these 8-12 year old public school girls also reported that the programme got them into trouble for discussing SA. While this apparently contradicts the two previous findings, it might be that the girls had these different experiences with different people in their lives. The project should also learn why, among 13-17 year olds, girls enrolled in public schools were more likely than girls at private schools to report the programme made it okay to discuss SA issues with friends and made it easier to discuss a taboo subject to translate this positive impact to girls at private schools. | IP in consultation with secondary & primary beneficiaries | ASAP & ongoing |
| | *Community Girls vs School Girls Who Attended Only Community or School Interventions, Respectively* **Recommendation 22 (9.6.1-5).** The evaluation recommends that the project explore why School Girls more than Community Girls reported the programme made their relationships with people important in their life both better and worse. This would enable to project to learn what factors lead to the better relationship and possibly adopt those lessons for Community Girls. It also would enable the project to anticipate, prevent, and develop strategies and tactics for dealing with the factors that lead to the worse relationship. The project should also ensure the curricula for the Community Girls addresses the laws and acts that uphold that they have a human right to be protected from SA and that a victim should never think abuse was their fault. The project might also consider exploring whether or not this relationship holds true between communities and age groups and Female Mentors. | IP in consultation with secondary & primary beneficiaries | ASAP & ongoing |
| | *Girls Enrolled in School Below Grade Level vs Girls Enrolled in School On Or Above Grade Level* **Recommendation 23 (9.6.1-6).** The evaluation recommends that the project conduct further research to understand what could account for the programme making a relationship worse for those enrolled below grade level. For example, research might examine whether there is a spurious relationship such that | IP in consultation with secondary & primary beneficiaries | ASAP & ongoing |

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| | girls who come from conservative families are both more likely to be enrolled below grade level because conservative parents do not value a girls' education and more likely to face censure when discussing SA because the conservative parents believe SA is a taboo subject for girls. Research could also examine whether this relationship holds true between School Girls and Community Girls or private and public schools or different age groups. | | |
| | *Community Girls vs School Girls with intensive training* **Recommendation 24 (9.6.1-7).** The evaluation recommends that the project explore, among those participants who received the most intensive interventions in the school-based model and community-based model, why the impacts of the programme were so positive for School Girls and negative for Community Girls. Possible issues to explore include whether the programme made relationships worse for Community Girls because of the time commitment required or the content of the programme. | IP in consultation with secondary & primary beneficiaries | ASAP & ongoing |
| | **9.6.2 Enabling or adaptable environment**<br><br>**Recommendation 25 (9.6.2).** The Evaluation recommends that the project research further the girls' perspectives about how to develop an enabling or adaptable environment for real change on gender equality and human rights, with particular focus on why Community Girls were more likely than School Girls to report they felt limited in discussing SA issues with peers.<br><br>A central issue to understand is whether the Community Girls' sense of being limited came from a structural or behavioural factor. For example, was it due to the format of lessons/trainings? Was there too much lecture time and not enough small-group or discussion time? When the Female Mentor is having a private conversation with one girl on an urgent matter, do the other girls feel they can have a discussion or do they feel compelled to sit quietly? Are the girls often interrupted when they speak or are they encouraged to speak freely?<br><br>Similarly, the programme should assess the delivery of trainings and lessons to the girls to better understand how to increase the number of girls who report they learned how to identify, protect themselves from, respond to, and report SA, as well as how to access services. Finally, the programme should discuss with girls how to increase the number of girls who report they will share with other girls what they learned about SA in the future. | IP in consultation with secondary beneficiaries & primary beneficiaries | ASAP & ongoing |

| Knowledge Generation | 9.7.1 New knowledge | | |
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| | **Recommendation 26 (9.7.1).** The evaluation recommends that the project be used as a blueprint for the roll-out of a whole-system approach to fighting SBVAG. | UNTF, in-country partners, IP, & PIAT | Future projects |
| | The project should learn more about the phenomenon of girls from poor families are being sent to live with other families to work as house help. These girls are particularly vulnerable to SA because they do not have friends and family nearby to protect them.  They also face challenges to preventing and reporting SA.as they are dependent on the host family for income, a home, and food. Research should be conducted into the prevalence of this practice and the incidence of SA among these girls. The project should look for ways to support these girls. | IP in consultation with in-country partners | ASAP & ongoing |
| | The project should identify ways to bring parents into programme in a way that engenders their support and enables supportive parents to convince other parents that participation is a good idea. | IP, secondary beneficiaries, & parents | ASAP & ongoing |
| | The project should ensure that volunteer CCPC Members have clear expectations and roles and that they have Female Mentor members who can serve as conduits of information between the community girls with on-the-ground knowledge of SBVAG in the community and the CCPC's developing action plans to address SBVAG in the communities. | IP, CCPC Members, & Female Mentors | ASAP & ongoing |
| | The project should assess its training curriculum to make sure it addresses girls at the appropriate level given their maturity and education level as many girls are enrolled below grade level. | IP in consultation with secondary beneficiaries | ASAP & ongoing |
| | 9.7.2 Promising practices | | |
| | **Recommendation 27 (9.7.2).** The project should lay the foundation between the lead project NGO and the community in advance of project implementation by conducting advocacy visits with members of the communities, most importantly local leaders such as Chiefs, and obtain their buy-in for the project. | IP in consultation with community & school leaders | For future projects |
| | The project should also conduct group discussions with community members, paying close attention to organize the groups along lines that are consistent with local norms, customs, and mores, to learn about SBVAG from the locals' perspective to inform the project and to build trust. | IP and local community leaders & members | Periodic-ally with communi-ty & future projects |

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| | The project should have Female Mentors who mentor community girls and who serve on the local CCPC so they have a dual-role in linking information from the girls in the field to the CCPCs and back again as described more fully above. | IP, CCPC Members, & Female Mentors | Future projects |
| | The project should develop partnerships with schools as they can serve as an effective and efficient means to raise awareness and deliver and disperse anti-SBVAG knowledge. Public schools are particularly helpful because of the large volume of students they enrol, which helps the anti-SBVAG information reach more girls. | IP, local schools & school system administrators | Future projects |
| | In general, future research should seek to answer the following questions:<br>1. How prevalent is the house help phenomenon, how prevalent if SA among these girls, and how can NGOs and government systems better serve them when they are victims of SA?<br>2. What is the long-term impact of informal community-based protection groups on the well-being and protection of children?<br>3. What other factors are associated with effective community-based approaches?<br>4. What needs to be done to strengthen children's participation in community protection groups?<br>5. How can community-based approaches to protection be sustained?<br>6. How can we ensure that knowledge and experience from the community-based groups influences the development of the national child protection system?<br>7. What is the most effective model for linking community-based protection groups into a national child protection system? | UNTF, IP, local NGO & government partners | Future projects |
| **Gender Equality and Human Rights** | **9.8 Gender equality and human rights**<br><br>**Recommendation 28 (9.8.1)** The evaluation recommends that the project include programming to address SA and girls with disabilities. It is also recommended that the project anticipate the possibility of same-sex SA of minors and develop a plan to respond in a way that will provide extra protection to the minor victim. | UNTF, IP & local NGOs and government agencies with relevant expertise | ASAP, ongoing, & future projects |

# 12    Annexes

Annex A:  Terms of Reference

**Terms of Reference:**
**Final Evaluation of the project**
**'Mobilizing Communities to End Sexual Based Violence against Girls in Local District of Abuja Municipal Area Council' (Nigeria)**

## Background

The UN Trust Fund to End Violence Against Women (UNTF) is a global multi-lateral grant making mechanism supporting national efforts to prevent and end violence against women and girls. The UN Trust Fund was established through the UN General Assembly Resolution 50/166 in 1996 with UN Women as its Administrator on behalf of the UN system. The UN Trust Fund provides grants to advance the development of innovative models and strategic interventions in the area of ending violence against women and girls. Grantees – comprising governments and non-governmental organizations - have engaged diverse actors, such as women's, men's, adolescents and youth groups, indigenous communities, religious and traditional leaders, human rights organizations and the media. To date, the UN Trust Fund has awarded US $129 million to 463 initiatives in 139 countries and territories.The UN Trust Fund introduced external evaluation as a mandatory stage of project cycle management for all grantees in 2012 in recognition of the importance of evaluation to align with UN Women policies and procedures. Since then more than 100 external evaluations have been produced. One of the key objectives set out in the UN Trust Fund's Strategy 2015-2020 is to create an evidence and learning hub to collect and reflect on the depth of knowledge and lessons learned through the work of its grantees. This will be achieved through:

- improving the UN Trust Fund's evaluation practice and results monitoring to produce high quality, useful evidence;
- investing in longer term projects that can achieve results at scale and generate lessons on impact (for example the "invitation only" window of funding led to a second generation of UN Trust Fund grantees that have replicated, scaled-up and adapted project methodologies);
- and supporting grantees to improve their own capacity in data collection, monitoring and evaluation, and in generating evidence.

In 2016, the UN Trust Fund's Call for Proposals (Cycle 20) specified that final, external evaluations would be centralized for projects implemented by small organizations receiving small grants[1] —presenting an opportunity to build upon existing capacity development activities and move toward a coaching relationship with evaluation task mangers from small CSOs.

**Project Context**

The 2014 Nigerian Survey Report on Violence against Children (VAC), revealed that 1 in 4 Nigerian girls experience sexual violence (SV) before age 18, with a low disclosure rate of 38%. It also reveals that only 16% of girls who experience SV are aware of a place to seek help, with just 5% actually seeking help and 4% receiving the help needed. To address these issues, the Government of Nigeria launched a call to action for relevant agencies and NGO's to join the fight to end this menace of which this project is responding to.

In addition, Wumba and Dutse Communities are beset with economic issues of poverty, unemployment, high population density and an increasingly heated political climate with the Presidential and Gubernatorial elections scheduled to hold in Nigeria in February 2019. Sexual violence, gang culture, drug abuse, child prostitution and teenage pregnancy remain major problems. The culture of silence regarding Sexual Based Violence against Girls (SBVAG) is still high but activities of the Community Child Protection Committees and the Female Mentors which have both been established in both project communities have led to increased awareness of the effects and need to prevent and report such cases.

**Project Description:**

The main focus of Sexual Offences Awareness & Victims Rehabilitation (SOAR) Initiative on an institutional level is to address the prevalence and consequences of child sexual abuse by providing prevention and survivor support solutions. Within the last 5 years, SOAR concentrated efforts, through a girl's empowerment program, to build the capacity of in-schoolgirls to assert their rights, recognize sexual abuse, refuse it, report it and then speak out against it through awareness raising activities with peers.

Mobilizing Communities to End Sexual Based Violence against Girls in Local District of Abuja Municipal Area Council has been implemented by the Sexual Offences Awareness & Victims Rehabilitation Initiative (SOAR) with a small grant award of USD 115,412 from the UN Trust Fund. The project started 1 March 2017 and will end on 28 February 2019. It is therefore within the final six months of implementation.

Primary beneficiaries are girls and adolescents in two rural communities of Abuja. Secondary beneficiaries include members of the community as well as educators in local schools.

With this two-year grant, SOAR has been able to mobilize grassroots communities and schools to develop local mechanisms to protect girls from sexual violence in Dutse and Wumba communities. The indented result is that the capacity of local peer leaders, responsible for ensuring these mechanisms work, as well as that of school girls, is strengthened to develop action plans and community-based referral mechanisms to respond to SBVAG within the project communities and link survivors to required multi-sectoral services.

To achieve this, SOAR has implemented a strategy in which youth, especially girls, have been engaged throughout the project life cycle—from determining how sexual violence manifests and affects girls within communities, to deciding what should be done to curtail it, and involvement in creating community-based child protection committees (CCPC) mechanisms needed to respond to SBVAG. School girls have also been trained to assert their rights, recognize and report sexual abuse and share peer information on SBVAG. In-school Girls Clubs were also created as safe spaces for continuous capacity building and confidential disclosures.

**Results chain:**

| Project Goal: Girls (8 to 18years) involved in the project in Dutse and Wumba communities of the FCT have improved safety and support against SBVAG by February 2019 | | |
|---|---|---|
| **Outcome 1** Local Child Protection Mechanisms in Dutse and Wumba Communities of the FCT have improved structures, attitudes and behaviors to protect and support community girls against SBVAG by February 2019 | **Output 1.1** Community members and girls involved in the project have improved knowledge about SBVAG and the need to break the silence and address it | **Activity 1.1.1** Conduct advocacy meetings with traditional and community leaders in Dutse and Wumba communities on SBVAG. |
| | | **Activity 1.1.2** Organize Community meetings to discuss issues of SBVAG, establish and review community-based child protection structures. |
| | | **Activity 1.1.3** Organize monthly Kids Clubs in the project communities to sensitize the community children about SBVAG, the need to break the silence and report it |
| | | **Activity 1.1.4** 2 trainings per month of community girls to assert their rights, recognize sexual abuse, report it and share this information with their peers (to be facilitated by the trained mentors) |
| | **Output 1.2** Members of community child protection groups which are established and trained during the project period in Dutse and Wumba Communities in the FCT have action plans in place and better understanding of their roles in preventing and responding to SBVAG in the project communities | **Activity 1.2.1** 1-day training of Community Child Protection Committees of Dutse and Wumba on SBVAG and how to address it |
| | | **Activity 1.2.2** 1 day weekly strategic planning meeting for 4 weeks to establish the CCPC structures and action plans |
| | | **Activity 1.2.3** 2-day training of Female Mentors of Dutse and Wumba Communities to train and mentor community girls on SBVAG issues |
| | | **Activity 1.2.4** Joint CCPC training on reporting and sustainability |

| | **Output 1.3** Referral Mechanisms are set up between the Child Protection Committees in the project communities and service providers of sexual violence | **Activity 1.3.1** 1-day Consultative meeting between the CCPCs and SBVAG service providers |
|---|---|---|
| | | **Activity 1.3.2** 1-day Consultative meeting between the SBVAG service providers and the CCPC to strengthen linkages and referral system |
| | | **Activity 1.3.3** Community Stakeholders Forum to review project results and strengthen visibility and referral linkages of the CCPC |
| **Outcome 2** Schools serving girls from Dutse and Wumba communities are better able to respond to SBVAG and protect them from sexual violence and exploitation by February 2019 | **Output 2.1** Members of School based Management Committees, PTA's, counsellors and teachers of project schools serving girls from Dutse and Wumba Communities, have increased knowledge about SBVAG and have in place the required action plans needed to address SBVAG in their schools. | **Activity 2.1.1** 1-day training of School based Management Committees, PTA of project schools in Dutse and Wumba communities to address SBVAG in their schools held in 2 sessions |
| | | **Activity 2.1.2** 2-day training of school counsellors and teachers of project schools in Dutse and Wumba communities to address SBVAG and build skill to mentor girls in the Girls Clubs in their schools |
| | **Output 2.2:** In schoolgirls exposed to the project activities have increased knowledge on SBVAG, how to recognize it, refuse the abuser's approach, protect themselves and share this information with their peers | **Activity 2.2.1** 1-day training of in-schoolgirls as peer educators to assert their rights, recognize sexual abuse, report it and share this information with their peers |
| | | **Activity 2.2.2** Conduct sensitization rallies and debates and quiz competition amongst the project schools to break the silence on SBVAG and to encourage disclosures |
| | | **Activity 2.2.3** Handbook Review meeting |

**Purpose of the evaluation & justification for the consultancy**

This consultancy is intended *to provide the UN Trust Fund Secretariat with an external, independent, final evaluation of the project 'Mobilizing Communities to End Sexual Based Violence against Girls in Local District of Abuja Municipal Area Council in Nigeria', implemented by the Sexual Offences Awareness & Victims Rehabilitation Initiative in Dutse and Wumba, Abuja, Nigeria.* The presents an opportunity for learning what works and doesn't work for women and girls—particularly, the girl child. Being, of course, aligned with UN Trust Fund focus areas, the location and context within which the project was implemented is also seen as a strategic geographic location. With progress reports reflecting progress toward the project goal, there is also an opportunity to learn what mechanisms and practices have (or have not) enabled efficient functioning of the team.

**Scope and Objectives**

**Evaluation scope:**

- Timeframe: to cover the entire project duration (1 March 2017 to 28 February 2019)
- Geographical Coverage: Dutse and Wumba
- Target groups to be covered: primary and secondary beneficiaries, as well as key stakeholders

**Evaluation objectives include:**

- evaluating the entire two-year project against the effectiveness, relevance, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria; and
- identifying key lessons and promising or emerging good practices in the field of ending violence against women and girls, for learning purposes.

**Evaluation questions:**

| Evaluation Criteria | Evaluation Questions |
|---|---|
| **Effectiveness**<br><br>*A measure of the extent to which a project attains its objectives / results (as set out in the project document and results framework) in accordance with the theory of change.* | 1. Was the programme design logical and coherent in: a) taking into account the roles, capacities and commitment of stakeholders; and, b) in realistically achieving the planned outputs?<br>2. To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?<br>3. Did the project develop and build the capacities of local peer leaders to develop action plans and community-based referral mechanisms to respond to SBVAG within the project communities? To link survivors to required multi-sectoral services?<br>4. What mechanisms enabled or constrained girls' capacity to engage peers regarding SBVAG? |
| **Relevance**<br><br>*The extent to which the project is suited to the priorities and policies of the target group and the context.* | 1. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of youth and adolescents in Dutse and Wumba?<br>2. To what extent does the programme respond to the international framework to prevent and respond to violence against women, such as CEDAW, Beijing Platform Action and women's human rights principles? |
| **Efficiency** | 1. To what extent was the project efficiently and cost-effectively implemented? |

| | 2. How efficiently does the programme management monitor programme performance and results? |
|---|---|
| *Measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term which refers to whether the project was delivered cost effectively.* | 3. Have resources (funds, human resources, time, expertise, etc.) for integrating human rights and gender equality been allocated strategically to achieve results? What were the benefits, costs or consequences? |
| **Sustainability**<br><br>*Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends.* | 1. To what extent will the achieved results, especially any positive changes in the lives of the girl child and adolescents (project goal level), be sustained after this project ends?<br>2. How have stakeholders been involved in programme implementation? How effective has the programme been in establishing local ownership?<br>3. Can the programme approach or results be replicated or scaled up by national partners? What would support their replication and scaling up? |
| **Impact**<br><br>*Assesses the changes that can be attributed to a particular project relating specifically to higher-level impact (both intended and unintended).* | 1. To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?<br>2. To what extent has an enabling or adaptable environment been developed (or not) for real change on gender equality and human rights –particularly the rights of the girl child, in Dutse and Wumba? In neighboring communities? |
| **Knowledge generation**<br><br>*Assesses whether there are any promising practices that can be shared with other practitioners.* | 1. To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners? |
| **Gender Equality and Human Rights**<br>Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent. | |

**Evaluation Methodology**

Applicants are required to submit a proposed design of the evaluation and the methodology. The methodological design and approach to the evaluation must be gender-responsive and therefore ensure that human rights and gender quality are respected, addressed and promoted throughout the exercise.

It is expected that the consultant(s) conduct a desk review of background documentation from SOAR to refine the evaluation methodology proposed. Data sources may include, but are not limited to: SOAR ProDoc, baseline survey data, monitoring data, progress reports, end line data and report (when available).

Mixed-methods are encouraged along with a high level of stakeholder participation. Data collection methods could include: questionnaires/surveys to be completed by SOAR partners; interview questions to be completed with Key

Informants from selected SOAR partners; proposed criteria and checklists to review and assess documentation from SOAR; focus group discussion questionnaires to be carried out with SOAR partners and stakeholders, etc.

During the inception phase, it is expected that the evaluator(s) will work in consultation with SOAR and key stakeholders to refine the methodology and identify the stakeholders who will be interviewed and surveyed, as well as the rationale for selection (sampling framework). This should include a more detailed work plan (field visits in Abuja), timeline and deliverables for the data collection and analysis stage of the process as well as any limitations and constraints to set expectations for the evaluation.

**Evaluation Ethics**

It is expected that the consultant will ensure that the confidentiality and independence of judgment are maintained, and that findings and recommendations are independently presented. The consultant will operate in an impartial and unbiased manner and give a balanced presentation of strengths and weaknesses of the issues being assessed. The consultant must disclose in writing any experience, which may give rise to a potential conflict of interest, and to deal honestly in resolving any conflict of interest which may arise.

The evaluator must also put in place specific safeguards and protocols to protect the safety (both physical and psychological) of respondents and those collecting the data as well as to prevent harm. This must ensure the rights of the individual are protected and participation in the evaluation does not result in further violation of their rights. The evaluator/s must have a plan in place to:

- Protect the rights of respondents, including privacy and confidentiality;
- Elaborate on how informed consent will be obtained and to ensure that the names of individuals consulted during data collection will not be made public;
- Consider additional risks and need for parental consent due to the fact that the project involves children (under 18 years old[2]);
- The evaluator/s must be trained in collecting sensitive information and specifically data relating to violence against women and select any members of the evaluation team on these issues;
- Data collection tools must be designed in a way that is culturally appropriate and does not create distress for respondents;
- Data collection visits should be organized at the appropriate time and place to minimize risk to respondents;
- The interviewer or data collector must be able to provide information on how individuals in situations of risk can seek support (referrals to organizations that can provided counseling support, for example).

**Resources:**

- WHO, "Ethical and safety recommendations for intervention research on violence against women ", (2016)
- WHO, "Ethical and safely recommendations for researching, documenting and monitoring sexual violence in emergencies" (2007)

- WHO/PATH, "Researching violence against women: a practical guide for researchers and activists", (2005)
- UNICEF's "Child and youth participation guide" (various resources)
- UNEG guidance document, "Integrating human rights and gender equality in evaluations", (2011) Chapter 3

[1] Small grants refer to UN Trust Fund awards of US$ 125,000 or less in 2017 and US$ 150,000 or less from 2018.

[2] A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

## Duties and Responsibilities

| No. | Deliverable | Deadlines of Submission to UN Trust Fund M&E Team | Deadline |
|-----|-------------|---------------------------------------------------|----------|
| 1 | Evaluation Inception Report | This report should be submitted by the evaluator **within 2-4 weeks of starting the assessment**. The inception report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund's review and approval. | **By 11 February 2019** |
| 2 | Draft Evaluation Report | In accordance with the timeline agreed with the evaluator and the evaluation managers (SOAR, in collaboration with the UN Trust Fund), however it is recommended that the report is submitted **between 1 month and 2 weeks before the final evaluation is due**. The Draft Report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund's review and approval. | **By 1 April 2019** |
| 3 | Final Evaluation Report | No later than **2 months after the project end date.** The Final Report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund's review and approval. | **By 6 May 2019** |

## Competencies

**Core Values:**
- Respect for Diversity;
- Integrity;
- Professionalism.

**Core Competencies:**
- Awareness and Sensitivity Regarding Gender Issues;
- Accountability;
- Creative Problem Solving;
- Effective Communication;
- Inclusive Collaboration;
- Stakeholder Engagement;
- Leading by Example.

Please visit this link for more information on UN Women's Core Values and Competencies:
http://www.unwomen.org/-/media/headquarters/attachments/sections/about%20us/employment/un-women-employment-values-and-competencies-definitions-en.pdf

The Evaluation Team will be consisting of a national consultant. Selected consultant may suggest that additional support is required, in the form of an assistant or data specialist, however this additional support must be organized and managed by the selected consultant within the daily rate agreed. The consultant is also expected to cover the costs of the home-based activities within the daily rate. All travel to and within Nigeria is to be coordinated and managed by the consultant, with guidance from SOAR. Therefore, please provide details in your proposal when applying for the consultancy.

The Lead Evaluator will be responsible for undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of the evaluation task managers (from SOAR and the UN Trust Fund), for the data collection and analysis, as well as report drafting and finalization in English.

## Required Skills and Experience

**Education:**
- Master's degree or equivalent in social sciences, human rights, gender/women's studies, international development, or a related field is required.

**Experience:**
- At least 10 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods;
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls;
- Experience with program design and theory of change, gender-responsive evaluation, participatory approaches and stakeholder engagement;
- Specific evaluation experiences in the areas of ending violence against women and girls;
- Experience in collecting and analyzing quantitative and qualitative data as well as data visualization;
- In-depth knowledge of gender equality and women's empowerment;
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used;
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used;
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts;
- Regional/Country experience and knowledge: in-depth knowledge of West Africa is required.

**Language:**
- Full proficiency in English (written and spoken).

**How to apply**
**Applicants should provide a short proposal with a suggested approach and timeline for the Final Evaluation, including your proposed daily rate for the work**. This proposal must be included in the same attachment as your P11 and resume. Note that all applications must include (as an attachment) the completed UN Women Personal History form (P-11) which can be downloaded from http://www.unwomen.org/about-us/employment. Kindly note that the system will only allow one attachment hence the need to add your proposal and resume into the same document as the signed P11. Applications without the completed UN Women P-11 form will be treated as incomplete and will not be considered for further assessment. **Deadline for submission is 3 January 2019.**

Due to the large number of applications we receive, we are only able to inform the successful candidates about the outcome or status of the selection process.

Annex B:  Evaluation Matrix

**Project Goal:** Girls (8 to 18 years old) involved in the project in Dutse and Wumba communities of the FCT have improved safety and support against SBVA by February 2019.

**Primary Beneficiaries**

- **School Girls:** Females 8 to 17 years old who attended one of the six project schools in Dutse or Wumba and attended SOAR-led anti-SBVAG activities, including a sensitisation rally, peer educator training or Girls Club.

- **Community Girls:** Females 8 to 17 years old who resided in Dutse or Wumba, who might or might not have been enrolled in a project or other school, and who attended SOAR anti-SBVAG peer educator training led by a SOAR-trained Female Mentor.

**Secondary Beneficiaries**

- **Female Mentors:** Women 25 to 59 years old who resided in Dutse or Wumba and received SOAR anti-SBVAG training to become mentors to the Community Girls to provide them emotional support and practical anti-SBVAG peer educator training.

- **Community Child Protection Committee (CCPC) members**: Male and female adults (25 to 59 years old), male and female young adults (20 to 24 years old),and male and female children (10 to 19 years old) who resided in Dutse or Wumba and received anti-SBVAG training from SOAR and partner NGOs to prevent and respond to SBVAG in their communities.

- **School Staff:** Male and female adults who served in the role of Principals, Teachers, Counsellors and/or School-Based Management Committee (SBMC) members at any of the six project schools who received anti-SBVAG training from SOAR or partner NGOs.

| Criteria | Questions | Indicators | Targets | Data Sources |
|---|---|---|---|---|
| **1. Effectiveness** *A measure of the extent to which a project attains its objectives / results (as set out in the project document and results framework) in accordance with the theory of change.* | **1.** Was the project design logical and coherent in: (a) taking into account the roles, capacities and commitment of stakeholders; and, (b) in realistically achieving the planned outputs? | **Indicators:** <br><br>• The order and relationship of inputs, activities, outputs, outcomes and impact and strategies to overcoming obstacles to implementation. <br><br>• (a) Stakeholders' perception of actual vs expected roles, capacities and commitment of stakeholders. <br><br>• (b) Number of children and adults the project planned to reach vs number actually reached, ie participated in any | **Targets:** <br><br>• Internal consistency and logical link between inputs, activities, outputs, outcomes and impact; overcoming obstacles to implementation. <br><br>• (a) No difference in stakeholders' perception of actual vs expected roles, capacity and commitment levels required to meet targets. No change in roles, capacities and commitment required by stakeholders. <br><br>• (b) Number of primary and secondary beneficiaries the project planned to reach versus | **Data Sources:** <br><br>• Project proposal, progress and annual reports. <br><br>• (a) Project Design Survey of and interviews with CCPC members, Female Mentors, SOAR staff, and school staff. <br><br>• (b) Project reports. Spreadsheets of 1) School |

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| | | SOAR anti0SBVAG activities. | the number actually reached. | and Community Girls data, 2) Female Mentor data, 3) CCPC members data, and 4) Target School data. |
| | **2.** To what extent were the intended project goal, outcomes and outputs (project results) achieved and how? | **Project Goal:** Girls (8 to 18 years) involved in the project in Dutse and Wumba communities of the FCT have improved safety and support against SBVAG by February 2019. | | |
| | | **Project Goal Indicator 1:**<br>• Perspective of CCPC members involved in the project on the safety of girls in the project schools against sexual violence.<br>• Perspective of CCPC members involved in the project on the safety of girls in the communities against sexual violence.<br>• Perspective of CCPC members involved in the project on the support of girls in the project schools against sexual violence.<br>• Perspective of CCPC members involved in the project on the support of girls in the communities against sexual violence. | **Targets:**<br>• 30% of CCPC members involved in the project will report that girls in the project schools are safer against SBVAG.<br>• 30% of CCPC members involved in the project will report that girls in the communities are safer against SBVAG.<br>• 30% of CCPC members involved in the project will report that girls in the project schools are better supported against sexual violence.<br>• 30% of CCPC members involved in the project will report that girls in the communities are better supported against sexual violence. | **Data Sources:**<br>• Survey of and interviews with CCPC members. |
| | | **Project Goal Indicator 2:** | **Targets:** | **Data Sources:** |

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| | | • Perspective of School Girls on the **safet**y of girls in the project schools against sexual violence.<br>• Perspective of School Girls on the **support** of girls in the project schools against sexual violence.<br>• Perspective of Community Girls on the **safety** of girls in the communities against sexual violence.<br>• Perspective of Community Girls on the **support** of girls in the communities against sexual violence. | • 60% of School Girls will report that they **know** of a mechanism in their school to protect them from SBVAG.<br>• 60% of School Girls will be able to **identify,** describe, or give examples of the mechanism/s in place at their school.<br>• 60% of School Girls will report that they feel safer against SBVAG in their schools.<br>• 60% of School Girls will report that they feel more supported against SBVAG in their schools.<br>• 60% of School Girls report that the project has improved their confidence to report SBVAG related issues.<br>• 60% of Community Girls will report that they know of a mechanism in their community to protect them from SBVAG.<br>• 60% of Community Girls will be able to identify, describe, or give examples of the mechanism/s in place at their community.<br>• 60% of Community Girls will report that they feel safer against SBVAG in their communities.<br>• 60% of Community Girls will report that they feel more supported against SBVAG in their communities.<br>• 60% of Community Girls report that the project has improved their confidence to report SBVAG related issues.<br>• Number of expected primary beneficiaries: **1,862** girls in target | • Survey of and interviews with School and Community Girls.<br>• Spreadsheets of School and Community Girls data. |

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| | | | schools and target communities. | |
| | | **Outcome 1 [Communities]**: Local Child Protection Mechanisms in Dutse and Wumba Communities of the FCT have improved structures, attitudes and behaviours to protect and support community girls against SBVAG by February 2019. | | |
| | | **Indicator 1.1:**<br>• Existence of trained [CCPCs] responsible for the prevention and response to sexual violence against girls in Dutse and Wumba Communities within 2 years from the project start date. | **Targets:**<br>• That members of the [CCPC] are actively involved in activities to prevent and respond to sexual violence in the project communities.<br>• There will be 2 CCPCs – one in Wumba and another in Dutse by end February 2019.<br>• Each CCPC will have a minimum of 15 members.<br>• CCPC membership will be comprised of males and females and people of different ages from the community.<br>• That 70% of CCPC members in both | **Data Sources:**<br>• CCPC meeting minutes, attendance sheets, action plans, and training curriculum and pre-/post-tests.<br>• Spreadsheet of CCPC data. |

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| | | | communities are trained in Understanding and Responding to SBVAG.<br>• That 30% of CCPC members in each community attend at least one strategic planning meeting.<br>• Each CCPC will meet monthly beginning November 2017.<br>• Each CCPC will hold 4 Strategic Planning meetings to develop action plans.<br>• Each CCPC will average 7 members in attendance at the meetings from November 2017 through February 2019. | |
| | | **Indicator 1.2:**<br>• Perspective of the [CCPC] members about the safety of the girls in the project communities. | **Targets:**<br>• 60% of active CCPC members in each community will report that girls in their communities are better protected against SBVAG because of their activities.<br>• 60% of CCPC members in each community will report that since the action plan has been in place it has been followed in all cases of reported SBVAG.<br>• Reports of SBVAG will increase from November 2017 to end-February 2019.<br>• CCPC will create safe spaces for the children in each community. | **Data Sources:**<br>• Survey of and interviews with CCPC members.<br>• CCPC documents and meeting attendance sheets. |
| | | **Indicator 1.3:**<br>• Perspective of the Female Mentors about their effectiveness and the safety of the girls in the project communities. | **Targets:**<br>• There will be 8 Female Mentors, 4 in Wumba and 4 in Dutse.<br>• The Female Mentors have been trained.<br>• All Female Mentors will report improved attitudes towards the response to SBVAG in Duste and | **Data Sources:**<br>• Training curriculum and pre-/post-tests.<br>• Survey of and interviews with Female Mentors. |

| | | | Wumba Communities since joining the project.<br>• All Female Mentors will report improved behaviours towards the response to SBVAG in Duste and Wumba communities since joining the project. | • Spreadsheet of Female Mentors data. |
| --- | --- | --- | --- | --- |
| | | **Outcome 2 [Schools]**: Schools serving girls from Dutse and Wumba communities, are better able to respond to SBVAG and protect them from sexual violence and exploitation by February 2019 | | |
| | | **Indicator 2.1:**<br>• Proportion of schools targeted by the project with action plans in place to respond to sexual violence against girls within 2 years from the project start date. | **Targets:**<br>• 100% of project schools will have action plans in place by end-February 2019.<br>• 60% of School Management and PTA Executives at each school will report that the since the action plan has been in place it has been followed in all cases of reported SBVAG. | **Data Sources:**<br>• Survey of and interviews with School Management and PTA Executives involved in the project.<br>• Project monitoring documents.<br>• Each school's action plan. |
| | | **Indicator 2.2:**<br>• Perspectives of school management and staff involved in the project on the response of the project schools to sexual violence against girls. | **Targets:**<br>• The School Management and staff of project schools report that the schools have improved response to sexual violence against girls<br>• 100% of school staff who received training will report that the training improved their understanding of SBVAG.<br>• 100% of school staff will report that working with the girls improved their responsiveness to SBVAG.<br>• 100% of school staff will report that the | **Data Sources:**<br>• Survey of and interviews with School Management, Teachers and Counsellors involved in the project.<br>• Each school's action plan.<br>• School documents. |

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| | | | programme helped improve the school's response to SBVAG. | |
| | | **Indicator 2.3:**<br>• Perspective of school girls involved in the project on the response of their schools to issues of SBVAG. | **Targets:**<br>• 60% of School Girls involved in the project (attended the 1-day training and became pioneer members of the Girls Club) will report that the schools have improved structures to prevent SBVAG.<br>• 60% of School Girls involved in the project (attended the 1-day training and became pioneer members of the Girls Club) will report that the schools have improved structures to respond to SBVAG. | **Data Sources:**<br>• Survey of and interviews with School Girls. |
| | | **Outcome 1:**<br>Local Child Protection Mechanisms in Dutse and Wumba Communities of the FCT have improved structures, attitudes and behaviours to protect and support community girls against SBVAG by February 2019. | | |
| | | **Output 1.1:**<br>Community members and girls involved in the project have improved knowledge about SBVAG and the need to break the silence and address it. | | |
| | | **Output 1.1 - Indicator A:**<br>• Percentage of CCPC members in each community participating in awareness activities. | **Targets:**<br>• 30% of CCPC members in each community will participate in at least two awareness activities. | **Data Sources:**<br>• CCPC meeting minutes.<br>• Attendance sheet from awareness activities.<br>• Project documents monitoring CCPC |

| | | | | member participation. <br> • Spreadsheet of CCPC member data. |
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| | | **Output 1.1 - Indicator B:** <br> • Percentage of trained community girls who are expected to refer their peers to the project for information / training on their rights to speak out against violence. | **Targets:** <br> • 60% of community girls involved in the project have at least one peer sign up for the training. | **Data Sources:** <br> • Survey of and interviews with Community Girls. <br> • Project documents monitoring Community Girls' referrals. <br> • Spreadsheet of Community Girls data. |
| | | **Output 1.2:** <br> Members of [CCPCs] which are established and trained during the project period in Dutse and Wumba Communities in the FCT have action plans in place and better understanding of their roles in preventing and responding to SBVAG in the project communities. | | |
| | | **Output 1.2 Indicator A:** <br> • Existence of Terms of Reference for the CCPCs and action plans to prevent and respond to sexual violence against girls. | **Targets:** <br> • Terms of Reference for CCPCs are in place. <br> • 100% of CCPC members report having referenced the CCPC Terms of Reference to guide decisions or behaviour for themselves or other CCPC members. <br> • CCPC action plans are in place. <br> • Since they have been in place, CCPC action plans were used in 100% of the cases of reported SBVAG. | **Data Sources:** <br> • Survey of and interview with CCPC members. <br> • Terms of Reference and Action Plans. <br> • Project data documenting use of Terms of Reference and Action Plans. |

| | | Output 1.2 Indicator B: | Targets: | Data Sources: |
|---|---|---|---|---|
| | | • Percentage of committee [CCPC] members who pass the post-tests for the Understanding and Responding to SBVAG trainings. | • 50% of CCPC members will score 65% or higher on the Understanding and Responding to SBVAG trainings post-test. <br> • The mean post-test score will be higher than the mean pre-test score. | • Project documents from CCPC pre-/post-training test. |
| | | **Output 1.3:** <br> Referral Mechanisms are set up between the [CCPC] Child Protection Committees in the project communities and anti-SBVAG service providers. | | |
| | | **Output 1.3 Indicator A:** <br> • Existence of a list of verified service providers and active contact details. | **Targets:** <br> • List of service providers in place and in use in year 2. | **Data Sources:** <br> • List of anti-SBVAG service providers with contact details. <br> • CCPC or SOAR completed referrals forms or registrations with anti-SBVAG service providers. <br> • Visits to service providers. |
| | | **Outcome 2:** <br> Schools serving girls from Dutse and Wumba communities, are better able to respond to SBVAG and protect them from sexual violence and exploitation by February 2019. | | |
| | | **Output 2.1:** <br> Members of SBMCs, PTA's, counsellors and teachers of project schools serving girls from Dutse and Wumba Communities, have increased knowledge | | |

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| | | about SBVAG and have in place the required action plans needed to address SBVAG in their schools. | | |
| | | **Output 2.1 Indicator A:**<br>• Percentage of SBMC, PTA, Counsellors and Teachers that pass the post-tests for the Understanding and Responding to SBVAG trainings. | **Targets:**<br>• 50% of SBMC will pass EACH post-training test with a score of at least 65%.<br>• 50% of Counsellors will pass EACH post-training test with at least 65%.<br>• 50% of PTA Executives will pass EACH post-training test with at least 65%.<br>• The mean post-test score will be higher than the mean pre-test score for both SBMC, PTA Executives and Counsellors for each test. | **Data Sources:**<br>• Project documents from Understanding and Responding to SBVAG pre-/post-training tests. |
| | | **Output 2.1 Indicator B:**<br>• Number of [SBMC], PTA Executives, Counsellors / Teachers who attend the training. | **Targets:**<br>• At least 10 School Management / PTA Executives and 2 Counsellors / Teachers per school attend the training. | **Data Sources:**<br>• Project data documenting attendance of SBMCs /PTA and counsellors/ teachers at the training.<br>• Spreadsheet of SBMCs / PTA and Counsellors / Teachers' data. |
| | | **Output 2.2:**<br>School girls exposed to project activities have increased knowledge on SBVAG, how to recognise it, refuse the abuser's approach, protect themselves and share this information with their peers. | | |
| | | **Output 2.2 Indicator A:**<br>• In school girls involved in the training will pass the | **Targets:**<br>• 50% of School Girls will pass each training post-test with at least 65%. | **Data Sources:**<br>• Project documents from Understandin |

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| | | anti-SBVAG training post-tests. | • The mean post-test score will be higher than the mean pre-test score for School Girls for each test. | g and Responding to SBVAG pre-/post-training test. |
| | | **Output 2.2 Indicator B:**<br>• Number of girls who join the Girls Club through awareness activities of the trained peer educators. | **Targets:**<br>• A minimum of 15 girls per school will join the Girls Club by end February 2019. | **Data Sources:**<br>• Project documents for Girls Club enrollment and attendance. |
| | 3. Did the project develop and build the capacities of local peer leaders to develop action plans and community-based referral mechanisms to respond to SBVAG within the project communities? To link survivors to required multi-sectoral services? | **Indicators:**<br>• Whether SOAR provides CCPC training on Understanding and Responding to SBVAG.<br>• Whether SOAR provides CCPC training on developing an Action Plan.<br>• Whether SOAR coaches CCPC to develop community-based mechanism to link survivors to multi-sectoral services.<br>• Whether SOAR provides School Management / PTA Executives, Teachers and Counsellors training on Understanding and Responding to SBVAG.<br>• Whether SOAR provides School Management / PTA Executives training on developing an Action Plan<br>• Whether SOAR coaches School Management, PTA Executives, Teachers and Counsellors to develop a school-based mechanism to | **Targets:**<br>• 1-day training led by 1 outside facilitator + SOAR on Understanding & Responding to SBVAG.<br><br>• 5 1-hour Strategic Planning sessions led by 2 SOAR staff to help CCPC develop an Action Plan.<br><br>• Appropriate services accessed by survivors. | **Data Sources:**<br>• For the 1-day Training: Agenda (contains date, time, content, facilitators), Curriculum, and ## CPCC in attendance.<br><br>• For the 5 Strategic Planning sessions: Agenda (contains date, time, content, facilitators), Curriculum, and # of CCPC members who attended the training.<br><br>• Project documents monitoring access to services by survivors. |

| | | link survivors to multi-sectoral services. | | |
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| | 4. What mechanisms enabled or constrained girls' capacity to engage peers regarding SBVAG? | **Indicators:**<br>• Whether there were mechanisms that enabled or constrained School Girls' capacities to engage peers regarding SBVAG from the point of view of the School Girls, School Management / PTA Executives, Teachers / Counsellors and SOAR.<br>• Whether there were mechanisms that enabled or constrained Community Girls' capacities to engage peers regarding SBVAG from the point of view of Community Girls, the CCPCs, Female Mentors, and SOAR. | **Targets:**<br>• Project actors successfully addressed at least one mechanism that constrained School Girls' capacities to engage peers regarding SBVAG from the point of view of the School.<br>• Project actors identified at least one mechanism that enabled School Girls' capacities to engage peers regarding SBVAG.<br>• Project actors successfully addressed at least one mechanism that constrained Community Girls' capacities to engage peers regarding SBVAG.<br>• Project actors identified at least one mechanism that enabled Community Girls' capacities to engage peers regarding SBVAG. | **Data Sources:**<br>• Survey of and interviews with School Girls, School Management / PTA Executives, and Teachers / Counsellors.<br>• Survey of and interviews with Community Girls, CCPC members, and Female Mentors.<br>• Survey of and interviews with SOAR staff. |
| **2. Relevance**<br>**The extent to which the project is suited to the priorities and policies of the target group and the context.** | 5. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of youth and adolescents in Dutse and Wumba? | **Indicators:**<br>• The project's ability to remain relevant by adjusting to changes in the context and/or needs of School Girls.<br>• The project's ability to remain relevant by adjusting to changes in the context and/or needs of Community Girls.<br>• School Girls' perception of the appropriateness of the project's approach in solving the identified needs. | **Target:**<br>• The project adjusted to changes in the context and/or needs of the School Girls to remain relevant.<br>• The project adjusted to changes in the context and/or needs of the Community Girls to remain relevant.<br>• 60% of School Girls perceive the project's approach to addressing their needs to be protected from SBVAG as appropriate.<br>• 60% of Community Girls perceive the project's approach to addressing their needs to be | **Data Sources:**<br>• Survey of and interviews with School and Community Girls, SOAR staff, CCPC members, Female Mentors, SBMC, and Teachers / Counsellors.<br>• Review of official documents and data relating to |

| | | • Community Girls' perception of the appropriateness of the project's approach in solving the identified needs. | protected from SBVAG as appropriate.<br>• The project collected information about changing needs/contexts during implementation. | SBVAG in Nigeria.<br>• Project documents and reports, especially on strategy. |
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| | 6. To what extent does the project respond to the international framework to prevent and respond to violence against women, such as CEDAW, Beijing Platform Action and women's human rights principles? | **Indicators:**<br>• Women's human rights principles as laid out in CEDAW and the Beijing Platform for Action. | **Targets:**<br>• The project responds to the international framework to prevent and respond to violence against women. | **Sources:**<br>• CEDAW and Beijing Platform for Action with regard to women's human rights principles.<br>• Project documents. |
| **3. Efficiency** *Measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term which refers to whether the project was delivered cost effectively.* | 7. To what extent was the project efficiently and cost-effectively implemented? | **Indicators:**<br>• Total cost of outreach/Total number of children and adults reached.<br>• Total planned budget/Total actual budget<br>• Whether planned activities were executed on time.<br>• The project's ability to deliver activities on time and to budget.<br>• The project's design of activities relative to resources.<br>• The project's management relative to human and financial resources.<br>• The project's choice of cost-effective strategies. | **Targets:**<br>• The project delivered activities on time and to budget.<br>• The project designed activities in a way to make the best use of resources.<br>• The project was managed well to make the best use of human and financial resources.<br>• The project made cost comparisons between different intervention/activity types before deciding on which intervention/activity. | **Data Sources:**<br>• Surveys of and interviews with SOAR staff.<br>• Project documents detailing expenditures and number of children and adults reached by type of reach. |
| | 8. How efficiently does the project management monitor project | **Indicators:**<br>• Project management's ability to monitor project performance | **Targets:**<br>• Project management has a project performance monitoring system in place that provides | **Data Sources:**<br>• Surveys of and interviews |

| | performance and results? | and results efficiently.<br>• Project management's perception of existing monitoring systems.<br>• The number of monitoring tools or procedures that project management has in place.<br>• The number of monitoring tools or procedures that project management use.<br>• The number of monitoring tools or procedures that project management finds useful.<br>• Perspective of being monitored by SOAR staff by SBMC, CCPC, Female Mentors. | regular reporting of qualitative and quantitative data from schools and communities.<br>• Project management has a regularly scheduled meeting to discuss project performance and results.<br>• Most project management and staff will report that project the monitoring system/s are Strong on a 4-point Likert Scale: Very Weak, Weak, Strong, Very Strong.<br>• SBMC, CCPC, and Female Mentors will be able to describe the system that SOAR uses to monitor their performance.<br>• Perspective of being monitored by SOAR staff by SBMC, CCPC, Female Mentors will report that the system that SOAR staff use to monitor their performance helps them to do their job. | with SOAR staff.<br>• Project documents, especially on monitoring procedures.<br>• Survey of and interview with SBMC, CCPC, Female Mentors. |
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| | 9. Have resources (funds, human resources, time, expertise, etc.) for integrating human rights and gender equality been allocated strategically to achieve results? What were the benefits, costs or consequences? | **Indicators:**<br>• Whether the project allocated of resources for integrating human rights and gender equality strategically to achieve results.<br>• Whether the project invested in collecting data disaggregated by sex and age.<br>• Whether the project allocated resources to consider the following issues when implementing the project:<br>  • cultural<br>  • religious beliefs and practices | **Target:**<br>• The project allocated resources for integrating human rights and gender equality strategically to achieve results.<br>• The project invested in collecting data disaggregated by sex and age.<br>• The percentage of the budget that benefitted girls.<br>• The project allocated resources to consider the following issues when implementing the project:<br>  • cultural<br>  • religious beliefs and practices<br>  • traditional gender dynamics<br>  • ethnicity | **Data Sources:**<br>• Surveys of and interviews with SOAR staff.<br>• Project documents, especially on expenditures and use of staff time.<br>• UNEG guidance document, "Integrating human rights and gender equality in evaluations", (2014) Chapter 3. |

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| | | • traditional gender dynamics<br>• ethnicity<br>• disabilities<br>• local customs<br>• urban/rural<br>• language<br>• education | • disabilities<br>• local customs<br>• urban/rural<br>• language<br>• education | |
| **4.**<br>**Sustainability**<br>*Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends.* | 10. To what extent will the achieved results, especially any positive changes in the lives of the girl child and adolescents (project goal level), be sustained after this project ends? | **Indicators:**<br>• Whether the project's positive changes in the lives of the girl child and adolescents will be sustained after the project ends.<br>• Whether the steps the project took to institutionalize the project, build capacity of stakeholders, and/or secure benefits for rights holders through accountability and/or oversight systems will lead to sustainability.<br>• Whether the project created functional structures that will continue operation after the project ends.<br>• Whether or not the CCPCs will be able to continue their work.<br>• Whether or not Female Mentors will be able to continue their work.<br>• Whether or not the SBMC, Teachers and Counsellors will be able to continue their work. | **Targets:**<br>• After the end of the project, positive changes in the lives of the girl child and adolescents are likely to be sustained.<br>• The project took steps to institutionalize the project, build capacity of stakeholders, and/or secure benefits for rights holders through accountability and/or oversight systems making sustainability likely.<br>• The project created functional structures that continue operation after the project ends.<br>• The CCPCs will be able to continue their work.<br>• Female Mentors will be able to continue their work.<br>• The SBMC, Teachers and Counsellors will be able to continue their work. | **Data Sources:**<br>• Surveys of and interviews with SOAR staff, school staff, School and Community Girls, and CCPC members.<br>• Survey of and interview with CCPCs, Female Mentors, and the SBMC, Teachers and Counsellors. |
| | 11. How have stakeholders been involved in project | **Indicators:**<br>• Whether the project's | **Targets:**<br>• Stakeholders were involved in project | **Data Sources:**<br>• Survey of and |

| | implementation? How effective has the project been in establishing local ownership? | involvement of stakeholders in implementation will lead to sustainability.<br>• Whether the project's work to establish local ownership will lead to sustainability. | implementation in a way that increases the likelihood of sustainability.<br>• Project staff worked successfully to establish local ownership. | interviews with SOAR staff, CCPC members, Female Mentors, and school staff. |
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| | 12. Can the project approach or results be replicated or scaled up by national partners? What would support their replication and scaling up? | **Indicators:**<br>• Perceptions of project staff or community partners that the project approach or results can be replicated by national partners<br>• Perceptions of project staff or com the project approach or results can be scaled up by national partners.<br>• Evidence of feasibility that project can be replicated.<br>• Evidence of feasibility that project can be scaled up. | **Targets:**<br>• The project approach or results can be replicated by national partners.<br>• The project approach or results can be scaled up by national partners. | **Data Sources:**<br>• Survey and interviews of SOAR staff and ESRG members.<br>• Project documents, progress reports, and annual report.<br>• Project observation. |
| **5. Impact** *Assesses the changes that can be attributed to a particular project relating specifically to higher-level impact (both intended and unintended).* | 13. To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)? | **Indicators:**<br>• Whether the project led to intended and unintended changes for the women and girls targeted by the project in relation to SBVAG. | **Targets:**<br>• The project had positive intended and unintended changes in the situation of women and girls targeted by the project in relation to SBVAG.<br>• The project reduced SBVAG in the schools and communities in which it operated.<br>• The project improved the response to all girls who were in the programme and were survivors of SBVAG | **Data Sources:**<br>• Survey of and interview with School and Community Girls, school staff, Female Mentors and CCPC members, including boys and men.<br>• Official statistics. |
| | 14. To what extent has an enabling or adaptable | **Indicators:**<br>• Whether the project developed an | **Targets:**<br>• The project developed an enabling or adaptable | **Data Sources:**<br>• Survey of and |

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| | environment been developed (or not) for real change on gender equality and human rights –particularly the rights of the girl child, in Dutse and Wumba? In neighboring communities? | enabling or adaptable environment for real change to occur in gender equality and human rights for the girl child in Dutse and Wumba. | environment for real change to occur in gender equality and human rights for the girl child in Dutse and Wumba. | interview with SOAR staff, School and Community Girls, Female Mentors, school staff, and CCPC members , including boys and men. |
| **6. Knowledge generation** *Assesses whether there are any promising practices that can be shared with other practitioners.* | 15. To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners? | **Indicators:**<br>• The project's ability to generate knowledge and promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners. | **Targets:**<br>• The project generated knowledge and promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners. | **Data Sources:**<br>• Survey of and interview with SOAR staff, School staff, ESRG members, and CCPC members, including boys and men.<br>• Select literature review of anti-SBVAG project evaluations. |
| | To what extent were human rights-based and gender-responsive approaches incorporated through-out the project? | **Indicators:**<br>• Whether the project collected individual-level data disaggregated by sex and age.<br>• How gender issues were implemented as a cross-cutting theme in programming, and if the project gave sufficient attention to promote gender equality and gender-sensitivity. | **Targets:**<br>• The project collected individual-level data disaggregated by sex and age.<br>• Gender issues were implemented as a cross-cutting theme in programming, and the project gave sufficient attention to promote gender equality and gender-sensitivity.<br>• The project paid attention to effects on women and individuals / groups who | **Data Sources:**<br>• Survey of and interviews with community and in-school girls, Female Mentors, CCPC members, SOAR staff, school management and staff. |

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| | | • Whether the project paid attention<br>• to effects on women and individuals / groups who are marginalized and / or discriminated against.<br>• Whether the project was informed by human rights treaties and instruments.<br>• To what extent the project identified the relevant human rights claims and obligations.<br>• How gaps were identified in the capacity of rights holders to claim their rights, and of duty bearers to fulfil their obligations, including an analysis of gender and individuals / groups who are marginalized and / or discriminated against, and how the design and implementation of the project addressed these gaps.<br>• How the project evaluated, monitored and viewed results within this rights framework. | are marginalized and / or discriminated against.<br>• The project was informed by human rights treaties and instruments.<br>• The project identified the relevant human rights claims and obligations.<br>• The project identified gaps in the capacity of rights holders to claim their rights, and of duty bearers to fulfil their obligations, including an analysis of gender and individuals / groups who are marginalized and / or discriminated against, and how the design and implementation of the project addressed these gaps.<br>• The project evaluated, monitored and viewed results within this rights framework. | • Project documents.<br>• UNEG guidance document, "Integrating human rights and gender equality in evaluations", (2014) Chapter 3. |

Annex C:  Data Collection Instruments

| Protocols & Consents |
| --- |
| Protocol 1 – Survey |
| Protocol 2 – Interview |
| Protocol 3 - Observation |
| Adult Consent |
| Parent Consent |
| Child Assent |
| **Community** |
| Community Girls – Child Survey |
| Community Girls – Youth Survey |
| Community Girls – Child Interview |
| Community Girls – Youth Interview |
| CCPC – Survey |
| CCPC – Interview |
| CCPC Observation |
| Female Mentors – Survey |
| Female Mentors – Interview |
| **School** |
| School Girls – Child Survey |
| School Girls – Youth Survey |
| School Girl – Child Interview |
| School Girl – Youth Interview |
| School Staff – Survey |
| School Staff – Interview |
| **Organization** |
| 11.1 SOAR Staff – Survey |
| 11.2 SOAR Staff – Interview |
| Project Design – Survey |
| Kids Club and Girls Club – Observation |

## Protocol 1 – Survey

**Instructions:** Minors must give Verbal Assent for each survey/interview/observation. Adults must sign an Informed Consent Form. Adapt this Protocol to the first or second time data is being collected from this person.

### Script 1

*Hello, my name is _____.  I am conducting an evaluation of a project called "Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council".  The project was funded by the UN Trust Fund to End Violence against Women and was implemented by the Abuja-based SOAR Initiative in both the Wumba and Dutse communities both inside schools and outside of schools. To conduct the evaluation, I am [surveying people/interviewing people/ conducting observations of group meetings] of those who have participated in project programming to learn improve future programming. I am here to conduct a survey with you because you participated in one or more of the project activities.*

*FOR ADULTS: "You previously provided your informed consent" OR conduct Informed Consent process.*

*FOR MINORS: Because you are not yet adults, it was necessary to obtain your parent's/guardian's Informed Consent for you to participate in this research project. Your parent/guardian agreed to let you participate.  Now I would like to receive your Verbal Assent, that is, your agreement to participate, to proceed with the interview.*

### Action 1

FOR MINORS: Conduct Assent process. Then proceed.
FOR ADULTS:  Conduct Informed Consent process, if necessary, then proceed.

### Script 2

*I am going to hand out a questionnaire to each of you. You will have 30 minutes to complete it. If you need more time, we can arrange that for you. Please answer the questions to the best of your ability. There are no right or wrong answers.  If you have any questions, please ask me.*

### Action 2

Hand out the questionnaire.

***Script 3:*** *Remember: Do not put your name on the questionnaire. Does everyone have a pencil or pen to complete the questionnaire?  [Provide a pen or pencil to anyone who needs one.]*

*Now, I do NOT want you to write your name on the questionnaire, but I am going to ask you to write four digits in the upper left corner.  This will help us to keep track of the questionnaires. After you have done that, you may begin completing the questionnaire.*

***Action 3:*** While students complete the questionnaire, remain in the room to answer any questions.

***Script 4:*** *AFTER 25 MINUTES: You have 5 more minutes. In 5 minutes, I will collect the questionnaires. Before I collect them, though, please remind yourself of the 4-digit number you put at the top.* ***Thank you for participating in today's survey.***

***Action 4:*** Collect the questionnaires and put them inside a folder.

## Protocol 2 - Interviews

### Script 1

*Hello, my name is _____.  I am conducting an evaluation of a project called "Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council".  The project was funded by the UN Trust Fund to End Violence against Women and was implemented by the Abuja-based SOAR Initiative in both the Wumba and Dutse communities both inside schools and outside of schools.*

*To conduct the evaluation, I am [surveying people/interviewing people/ conducting observations of group meetings] of those who have participated in project programming to learn improve future programming.*

*Right now, I am here to conduct an interview with you because you participated in one or more of the project activities.*

*FOR MINORS: Because you are not yet adults, it was necessary that I obtain your parent's/guardian's informed consent for you to participate in this research project. Your parent/guardian agreed to let you participate in the survey.  Now I would like to receive your verbal assent, that is, your agreement to participate, to proceed with the interview.*

### Action 1

Child Interview - Read the verbal assent to the child and obtain verbal assent

Adult Interview – Present the Stakeholder Consent form

### Script 2

*You have provided your verbal assent/consent that you are willing to participate in the research. The interview will be anonymous.  That means your name will not be asked or recorded in the interview.*

*The interview will last about 30 minutes, there are no right or wrong answers as it is not a test. If you are not comfortable answering a question, please feel free to tell me to skip it, and you don't have to explain to me your reason why. If you have any questions, please feel free ask me. For example, if there are words you don't understand, please feel free to ask me about them.*

*If you want to take a restroom break, please let me know, I would pause the interview and wait for your return. I will be beginning the interview now, once again do I have your permission to record.*

### Action 2

- Bring out the recorder, Press Record and start the interview.

- Once the interview has ended Press Stop to end the recording

- Save recording as Location_ Designation_ Date_ Interviewer _ Serial No.

### Script 3

*Thank you for your time and the valuable insights that you have provided.*

**Protocol 3 - Observations**

*Script 1*
*TO ALL MEETING PARTICIPANTS:*

*Hello, my name is _____.  I am conducting an evaluation of a project "Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council".  The project was funded by the UN Trust Fund to End Violence against Women and was implemented by the Abuja-based SOAR Initiative in both the Wumba and Dutse communities both inside schools and outside of schools.*

*To conduct the evaluation, I am [surveying people/interviewing people/conducting observations of group meetings] of those who have participated in project programming to learn improve future programming.*

*I am here today to observe the {CPCC, Kids Club, Girls Club} meeting that was created as a result of the project in your school/community. I will not be participating in the meeting. I will only be observing the meeting to better understand how it operates. I will take hand-written notes, but I will not record the meeting. I know my presence is unusual, but this process works best if you disregard my presence and proceed in the usual way.*

*All of you have signed informed consent forms which gives me your permission to observe this meeting. If anyone changes their mind, please let me know.*

*Thank you, I will be seated now.*

**Action 1**
If there is an objection, then say, "I understand. I will not note any of your actions or words."

**Action 2**
- Pick a seat positioned in a place that would not distract members in the meeting and would grant you privacy to record the observation.

- Bring out the observation sheet.

- Fill in the Name of the meeting group location and date.

- Commence filling the observation sheet.

At the end of the meeting

- Return filled form into File.

*Script 2*
*I want to thank you all for allowing me sit in and join your meeting*

## Adult Informed Consent Form

This informed consent form is for Adults participating in the evaluation of the project *"Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council"*.

| **Lead Evaluator:** Kelli Henry | **Organization:** SOAR Initiative |
| **Research Associate:** Funmi Oyerinde | **Donor:** UN Trust Fund to End Violence against Women |
| **Project:** Final External Evaluation of project, *"Mobilizing Communities to End Sexual-Based Violence against Girls in Local District of Abuja Municipal Area Council"* | |

**This Informed Consent Form has two parts:**
- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you agree to participate)**

**You will be given a copy of the full Informed Consent Form.**

**Part I: Information Sheet**

**Introduction**

I am Kelli Henry, Ph.D., the Lead Evaluator hired by the UN Trust Fund to End Violence against Women and the SOAR Initiative in Abuja to conduct a final evaluation of their project, "*Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council"*.  I have a Doctoral Degree in Sociology from New York University (USA). I have been conducting evaluations for 20+ years. I have been certified to conduct human-subjects research and have served on Institutional Review Boards, committees that ensure ethical compliance with human-subjects research. I have 10+ years of experience conducting research on sensitive subjects with vulnerable populations, including children.  Funmi Oyerinde, MPH, is the Research Associate supporting the project. Ms. Oyerinde has a Master's degree in Public Health from the University of Sunderland (UK) and has been conducting evaluations for 5+ years.  She is certified in *Child Safeguarding in Emergencies* from Keeping Children Safe (UK).  She has experience conducting research with children and in the Nigerian public-school system.

We are conducting this evaluation to learn how to better prevent sexual-based violence against girls and to support survivors of sexual-based violence. We will be talking to children, youths and stakeholders in the project schools and community who are directly involved in the implementation and/or operation of the project.

We have included contact information of the project evaluation focal persons who you can ask to explain or provide more information on the evaluation.

**Purpose**

The project '*'Mobilizing Communities to End SBVAG''* aims to improve safety and support for girls against SBVAG in the Wumba and Dutse communities and selected schools. Hence in this evaluation we will ask you about your experience with the project "*Mobilizing Communities to End SBVAG*".

We would like you to share your knowledge and understanding with us so that we can find ways to better meet the needs of children and youth through improved programming and better support of adult stakeholders in similar projects.

**Type of Research Intervention**
The research will involve you completing a questionnaire and/or interview as part of a survey to get your perspective. It is also possible that the Evaluators will observe a group meeting that you might attend. If this happens, the Evaluator will inform the group that they are there to observe so it will not be a secret.

**Selection of Participants**
You are asked to complete this questionnaire and / or interview because you have been identified as a stakeholder directly involved in the implementation and/or operation of the project.

**Voluntary Participation**
You do not have to agree participate. You can choose to say no, and this does not in any way affect any service that you and your family receive as part of the Project. You can ask me as many questions as you like, and I will take the time to answer them. You are permitted to change your mind at any time regarding the decision you have made.

**Procedure**
You will be asked to fill out a questionnaire which will be provided by the Evaluators, and collected by the Evaluators. Or, if you prefer, the questionnaire can be read to you and you can give the answers which you want the evaluator to write. You might also be invited to participate in an interview with an Evaluator. If so, the interview will be audio recorded, which would be transcribed in English for the purpose of reporting/analysis. Your responses would not be attributed to you. No one will be able to hear the conversation between you and the Evaluator. If you attend a meeting that an Evaluator observes, you will not be asked to do anything for the research. The Evaluators want to observe a typical meeting, so just attend the meeting as you normally would.

There are no right or wrong answers, everything you say is important to us and we want to hear what you, personally, have to say.

**Duration**
Participating in the survey which will take about 30 minutes of your time. If you are invited to participate in an interview, that will also take about 30 minutes. The survey and interview will take place:

_____ on the school premises

Community Location specifically: _____

**Risks and Discomforts**
We are asking you to share your thoughts on some sensitive issues. You do not have to answer any question or take part in the research if you do not wish to do so. You do not have to give us any reason for not

responding to any question, or for refusing to take participate.

**Benefits**
There will be no direct benefit to you, but your participation is likely going to help us learn how to better prevent SBVAG and how to respond to it and support survivors in the future.

**Reimbursements**
You will not be provided with any payment to take part in the research.

**Confidentiality**
The Evaluators will not be recording names and so your name will not be attributed to your responses. Some stakeholders on this project know each other,  onlya limited number of stakeholders will be commenting on specific aspects of the project, and we cannot guarantee that others will not attribute comments correctly or incorrectly to you. The Evaluators, however, will not be sharing your information outside of the research evaluation team.

**Sharing of Research Findings**
At the end of the evaluation, we will be sharing what we have learnt with the UN Trust Fund and the SOAR Initiative. No data or information that is shared will be attributed to you. Nothing that you will tell us today will be shared with anybody outside the evaluation team, and nothing will be attributed to you. We will also publish the results in order that other interested people may learn from our research, but the results will present data in aggregated form only and no data will be attributed to you.

**Right to refuse or withdraw**
You may choose not to participate in this study/research. You will still have all the benefits that would otherwise be available to you through the "*Mobilising Communities to End SBVAG*" project. You may stop participating at any time that you wish without losing any of your present or future rights.

**Whom to Contact**
If you have any questions about this evaluation now or later, please contact:
- Funmi Oyerinde Independent Evaluation Research Associate
  - phone: 08100083167, email: FunmiOyerinde@gmail.com

If you would like additional information/community resources or to seek support or referrals, please contact:
- Bunmi Okesola, Project Officer, SOAR Initiative
  - phone: 07038510999, email: Okesola.Bunmi@gmail.com

This proposal has been reviewed and approved by the Evaluation Stakeholders Research Group which is a committee formed for this evaluation whose task it is to make sure the research meets professional standards.

## PART II: Certificate of Consent

**Certificate of Consent**

This is the signature page of the Consent Form for stakeholders participating in the Evaluation Research of SOAR Initiative project *"Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council" that is funded by the UN Trust Fund.*

**I have been asked to give my consent to participate in this research study which will involve completing one or two questionnaires and possibly being observed in a group and being interview. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to participate in this study.**

**Print Full Name** _____

**Signature** _____

**Date** _____

    **Day/month/year**

**If Participant cannot write**

The participant can assign a witness to sign on his/her behalf (if possible, this person should be selected by the participant and have no connection to the research team). Participants who are cannot write should include their thumb print as well.

**I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

**Print name of witness**_____    **AND**    **Thumb print of participant**

**Signature of witness** _____

**Date** _____

    **Day/month/year**

*KINDLY SUBMIT THIS PAGE TO THE EVALUATOR*

## Parent/Guardian Informed Consent Form
### (Permission for Child Participants to be Observed or to Complete a Questionnaire and/or Interview)

This form is for parents/guardians of youths participating in the evaluation of the project *"Mobilizing Communities to End Sexual-Based Violence against Girls in Local District of Abuja Municipal Area Council".*

| | |
|---|---|
| **Lead Evaluator:** Kelli Henry | **Organization:** SOAR Initiative |
| **Research Associate:** Funmi Oyerinde | **Donor:** UN Trust Fund to End Violence against Women |
| **Project:** Final External Evaluation of project, *"Mobilizing Communities to End Sexual-Based Violence against Girls in Local District of Abuja Municipal Area Council"* | |

**This Informed Consent Form has two parts:**
- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you agree that your child may participate)**

**You will be given a copy of the full Informed Consent Form.**

**Part I: Information Sheet**

**Introduction**

I am Kelli Henry, Ph.D., the Lead Evaluator hired by the UN Trust Fund to End Violence against Women and the SOAR Initiative in Abuja to conduct a final evaluation of their project, "*Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council"*. I have a Doctoral Degree in Sociology from New York University (USA). I have been conducting evaluations for 20+ years. I have been certified to conduct human-subjects research and have served on Institutional Review Boards, committees that ensure ethical compliance with human-subjects research. I have 10+ years of experience conducting research on sensitive subjects with vulnerable populations, including children. Funmi Oyerinde, MPH, is the Research Associate supporting the project. Ms. Oyerinde has a Master's Degree in Public Health from the University of Sunderland (UK) and has been conducting evaluations for 5+ years. She is certified in *Child Safeguarding in Emergencies* from Keeping Children Safe (UK). She has experience conducting research with children and in the Nigerian public school system. We are conducting this evaluation to learn how to better prevent sexual-based violence against girls and to support survivors of sexual-based violence.

To conduct this research we will be talking to many youths to ask them some questions. For any research that studies children, we have to ask for the parent's permission or consent. After reading more about the study and research process, and if you agree/consent, we will also ask your daughter/son for their agreement/assent. We have to get your written consent and your child's verbal assent before we can proceed.

You can talk to anyone you feel comfortable with to decide if your child participates in this research or not. There may be some words that you do not understand.

We have included contact information of the project evaluation focal persons who you can ask to explain or provide more information on the evaluation.

**Purpose**

The project ''*Mobilizing Communities to End SBVAG''* aims to improve safety and support for girls against SBVAG in the Wumba and Dutse communities and selected schools. Hence in this evaluation we will talk to girls and boys about their experience with the project "*Mobilizing Communities to End SBVAG*".

We will invite them to share their knowledge and understanding with us so that we can find ways to better meet the needs of youth through improved programming. We will be asking questions about their knowledge about SBVAG, what it is, how it can be prevented, and how survivors can be better supported.

**Type of Research Intervention**
The research will involve your child completing a questionnaire and/or interview as part of a survey of children and youths to get their perspective. Your child might also be observed in a group setting such as a meeting.

**Selection of Participants**
We want to survey and talk to many children and youths about their experience with the project and would like to ask your daughter/son to participate because she/he is a child/youth who has participated in the Project's programming.

**Voluntary Participation**
You do not have to agree that your daughter/son participates. You can choose to say no and this does not in any way affect any service that you and your family receive as part of the Project. We know that as a parent/guardian you are cautious with decisions that involve your child, especially when the research includes sensitive topics like sexual-based violence.

You can reach us and ask as many questions as you like, and we will take the time to answer them. You are permitted to change your mind at any time regarding the decision you have made.

**Procedure**
If your daughter/son takes part in the evaluation, they will fill out a questionnaire which will be provided by the Evaluators, and collected by the Evaluators. Or, if your child prefers, the questionnaire can be read to your child and she/he can give the answer which she/he wants the evaluator to write. Your child might also be observed in a meeting or invited to participate in an interview with a. If so, the Evaluator will record your child's answers but not his/her name. No one will be able to hear the conversation between the Evaluator and your child.

There are no right or wrong answers. Your child has the right to skip questions and end the interview early.

**Duration**
We are asking your child to participate in a survey and possibly interview, each of which will take about 30 minutes of her/his time. Your child might also be observed in a group meeting. These activities will take place:

_____ on the school premises              _____Other location: _____

**Risks and Discomforts**
We are asking your son/daughter to share with us their thoughts on some sensitive issues. He/she does not have to answer any question or take part in the research if he/she doesn't wish to do so. He/she does not have to give us any reason for not responding to any question, or for refusing to take participate, if he/she feels the question(s) asked or if talking about them makes him/her uncomfortable.

Your daughter/son may choose to tell you about the questionnaire or interview, but she/he does not have to do this. We will not be sharing with you either the specific questions we ask, nor the responses given to us by your child.

**Benefits**
There will be no direct benefit to your child or to you, but your child's participation is likely to help us learn how to better prevent SBVAG and how to respond to it and support survivors in the future.

**Reimbursements**
Your daughter/son will not be provided with any payment to take part in the research.

**Confidentiality**

It may seem unusual that a research is being conducted in the school/community. This might draw attention if your daughter/son participates and she/he and you may be asked questions by other people in the community.

We will not be sharing information about your daughter/son outside of the research evaluation team. Information about your child that we collect for this evaluation will be kept confidential and your child's questionnaire will be put away and only the researchers will be able to see it. We will not be collecting information that could identify your child, such as your child's name. Instead your child will have a unique number assigned in place of his/her name. Only the researchers will know what his/her number is and we will store that information where it is accessible only to the Evaluators. It will not be shared with or given to anyone except the Evaluators. (The questionnaires will be destroyed after 3 years.)

**Sharing of Research Findings**

At the end of the evaluation, we will be sharing what we have learnt with the UN Trust Fund and the SOAR Initiative. No data or information that is shared will be attributed to your child or any child. Nothing that your child will tell us today will be shared with anybody outside the evaluation team, and nothing will be attributed to him/her by name. We will also publish the results in order that other interested people may learn from our research but the results will present data in aggregated form only and no data will be attributed to your child.

**Right to refuse or withdraw**

You may choose not to have your child participate in this study and your child does not have to take part in this research if she/he does not wish to do so. You and your child will still have all the benefits that would otherwise be available through the "*Mobilising Communities to End SBVAG*" project. Your child may stop participating at any time that you or she/he wish without either of you losing any of your present of future rights.

**Whom to Contact**

If you have any questions about this evaluation now or later, please contact:

- Funmi Oyerinde Independent Evaluation Research Associate

    o   phone: 08100083167, email: FunmiOyerinde@gmail.com

If you would like additional information/community resources or to seek support or referrals, please contact:

- Bunmi Okesola, Project Officer, SOAR Initiative

    o   phone: 07038510999, email: Okesola.Bunmi@gmail.com

This proposal has been reviewed and approved by the Evaluation Stakeholders Research Group which is a committee formed for this evaluation whose task it is to make sure the research meets professional standards.

**PART II: Certificate of Consent**

**Certificate of Consent**

This is the signature page of the Parent Consent Form for parents of youths participating in the SOAR Initiative project *"Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council" that is funded by the UN Trust Fund.*

**I have been asked to give consent for my daughter/son to participate in this research study which will involve her completing one questionnaire and/or one interview. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.**

**Print Name of Parent or Guardian _____**

**Signature of Parent of Guardian_____**

**Date _____**
     **Day/month/year**

**If Parent/Guardian Cannot Write**

The Parent can assign a witness to sign on his/her behalf.  If possible, this person should be selected by the Parent/Guardian and have no connection to the research team. Participants who cannot write should include their thumb print as well.

**I have witnessed the accurate reading of the consent form to the parent of the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

**Print name of witness_____**     **AND**     **Thumb print of participant**

**Signature of witness _____**

**Date _____**
     **Day/month/year**

*KINDLY RETURN THIS PAGE TO YOUR CHILD FOR SUBMISSION TO EVALUATORS*

**Child/Youth Verbal Assent Form**

| **Project:** Final External Evaluation of project, *"Mobilizing Communities to End Sexual-Based Violence against Girls in Local District of Abuja Municipal Area Council"* | |
|---|---|
| **Donor:** UN Trust Fund to End Violence against Women | **Organization:** SOAR Initiative |
| **Lead Evaluator:** Kelli Henry | **Research Associate:** Funmi Oyerinde |

Hello I am_____ and we are doing an evaluation research of the "Mobilising Communities to End Sexual Based Violence Against Girls in Local District of Abuja Municipal Area Council' to learn how to better prevent sexual-based violence against girls and to support survivors of sexual-based violence.

## What am I asked to be in this research?
We are asking you to participate because you took part in one or more of the project activities. We want to learn from your knowledge and understanding on SBVAG. We will use what we learn to help other children and youths by improving the programs and projects that are developed to meet their needs.

## If I am in the research what am I to do?
If you agree to join in this research, you will be asked to complete a questionnaire and/or be interviewed. The questionnaire has questions in which you will be mostly be asked to tick or circle your answers. It will take about 30mins to complete, while the interview would be audio recorded and will also take about 30mins if you are selected for the interview.

## What if I get uncomfortable answering the questions?
It's possible you will feel uncomfortable answering some questions in the study, you may ask to skip a question, or you can stop at any time. The questions we ask are only about what you think. There are no right or wrong answers because this is not a test.

## Do I have to be in this research?
The decision to be or not to be in this study is entirely up to you. You can say yes now, change your mind later and say No, that is okay, we will not be angry or upset about your decision. Your decision not to participate will not affect any benefit you enjoy being in the project.

## What will I benefit by taking part in the research?
There is no direct benefit to you by taking part in the research. But we hope by your participation, we would learn how to better prevent SBVAG and how to respond to it and support survivors in the future.

## What if I have any questions?
You can ask questions at any time (now or later), I will take my time to answer any questions that you may have.

## Who will know what I answered in the questions?

All the answers and information you give will be kept private; your name will not be written on the questionnaire/
interview response. Only the Evaluators, Kelli and Funmi, will know the information that you have given.

**What Happens After This Study?**
A report would be written at the end of the research, the report will not include your name or say that you were involved in this study.

**DO YOU UNDERSTAND WHAT I AM SAYING AND  ARE WILLING TO PARTICIPATE IN THIS EVALUATION RESEARCH?**


**Name of Child** _____

**Child Response     Yes** ⬚                          **No** ⬚


**Name of Person Obtaining Consent** _____


**Signature of Person Obtaining Consent** _____


**Date** _____

**Community Girls – Child Survey (8-12 years)**

Your community recently instituted some activities meant to educate girls about sexual-based violence against girls (SBVAG). These activities were part of the project: "*Mobilizing Communities to End Sexual Based Violence Against Girls in Local District of Abuja Municipal Area Council*". Female Mentors trained by the non-profit SOAR Initiative led the Peer Educator Training sessions. You are being asked to complete this questionnaire because you participated in the training program. Please answer the questions to the best of your ability. The survey is anonymous. We are not collecting names so your answers will not be linked to you. Your answers will be used to improve similar projects.

1. If you attend school, place a ✔ in front of the name of your school:

☐ LEA Primary School (a)          ☐ Marvellous Eagles School (c)

☐ Redeemers School (b)            ☐ Remix International School (d)

☐ Other, specify (e): _____

2. If you attend school, circle your class:

Primary (a):          1       2       3       4       5       6

3. The schools listed above also participated in the SOAR project to fight sexual abuse against children. If you attended one of these schools, place a ✔ in front of each activity you attended. Tick all that apply.

☐ Sensitization rally (a)     ☐ 1-day peer educators training (c)     ☐ I don't remember (e)

☐ Girls club (b)              ☐ Focus group discussion (d)            ☐ Other, specify(f):_____

4. How old are you? _____

5. As part of the project, a Community Child Protection Committee (CCPC) was formed in your community to raise awareness of SBVAG. Place a ✔ in front of each activity you attended. Tick all that apply.

☐ October 1st Program (Wumba) (a)     ☐ School Sensitization (Dutse) (d)     ☐ Community Meeting (f)

☐ December Kids Club Party (b)        ☐ Children's Day Program in May (e)    ☐ Church Sensitization (g)

☐ Match Past Parade (c)               ☐ Other, specity (h)_____

6. How did you hear about the Peer Educators Training programme? Place a ✔ in front of each that applies.

☐ A friend (a)          ☐ SOAR staff (d)          ☐ I don't remember (g)

☐ A teacher (b)         ☐ A family member (e)     ☐ Other, specify (h):_____

☐ Female Mentors (c)    ☐ CCPC Members (f)

7. Did you graduate from the Peer Educators Training programme? _____ Yes (a)          _____ No (b)

8. For each statement: Circle **Yes** if you agree with the statement. Circle **No** is you do not agree with the statement. Circle **I don't know** if you are unsure whether or not you agree with the statement.

| | | | |
|---|---|---|---|
| a. My community is now better at **preventing** sexual abuse. | Yes | No | I don't know |
| b. My community is now better at **responding** to sexual abuse. | Yes | No | I don't know |
| c. My community made it **easy** to attend the anti-sexual abuse activities. | Yes | No | I don't know |

| | | | |
|---|---|---|---|
| d. The anti-sexual abuse activities held in my community were **well organized**. | Yes | No | I don't know |
| e. My community presented information on sexual abuse that was **easy to understand**. | Yes | No | I don't know |
| f. My community created ways to **protect** me from sexual abuse. | Yes | No | I don't know |
| g. The community handles sexual abuse issues in the **right** way. | Yes | No | I don't know |
| h. My community kept anti-sexual abuse efforts **relevant** by adjusting to girls' needs. | Yes | No | I don't know |
| i. My community put things in place that made me feel **safe** from sexual abuse. | Yes | No | I don't know |
| j. My community put things in place against sexual abuse that made me feel **supported** | Yes | No | I don't know |
| k. My community's efforts **helped** me discuss with my age-mates issues about sexual abuse. | Yes | No | I don't know |
| l. My community's efforts **decreased** my ability to discuss with my age-mates issues about sexual abuse. | Yes | No | I don't know |
| m. My community made positive changes in girls' lives that are likely to **continue.** | Yes | No | I don't know |
| n. My community made me **confident** about sharing sexual abuse-related issues with a counselor. | Yes | No | I don't know |
| o. Before this project, I had never heard of sexual abuse of girls. | Yes | No | I don't know |
| p. I already knew about sexual abuse of girls, but I learned much more about it because of this project. | Yes | No | I don't know |

9. What impacts, if any, did the Peer Educator Training programme or other community activities that your community put in place to fight against sexual abuse have on you? Choose all that apply:

☐ allowed me to talk about sexual abuse for the first time (a)

☐ made it okay to discuss sexual abuse issues with friends (b)

☐ made it okay to discuss sexual abuse related topics with adults (c)

☐ made it easier to discuss a taboo subject (d)

☐ I got in trouble with someone for discussing sexual abuse issues (e)

☐ made a relationship with someone important in my life better (f)

☐ made a relationship with someone important in my life worse (g)

☐ made me now avoid a certain person/s to keep myself safe (h)

☐ made me now avoid a certain place/s to keep myself safe (i)

☐ made me realize I have a human right to be protected from sexual abuse (j)

☐ made me know I have rights as a girl child to be protected from sexual abuse (k)

☐ made me more confident to seek help on sexual abuse issues (l)

☐ made me know a victim should never think it was their fault (m)

☐ made me know the child is never to blame for sexual abuse (n)

10. For each statement: Circle **Yes** if you agree with the statement. Circle **No** is you do not agree with the statement. Circle **I don't know** if you are unsure whether or not you agree with the statement.

| *Because of my Peer Educator Training:* | | | |
|---|---|---|---|
| a. I learned how to **identify** sexual abuse. | Yes | No | I don't know |
| b. I learned how to **protect** myself from sexual abuse. | Yes | No | I don't know |

| c. I learned how to **respond** to sexual abuse. | Yes | No | I don't know |
|---|---|---|---|
| d. I learned how to **report** sexual abuse | Yes | No | I don't know |
| e. I feel more confident I can stay safe from sexual abuse in my **community**. | Yes | No | I don't know |
| f. I feel more confident I can stay safe from sexual abuse in my **community**. | Yes | No | I don't know |
| g. If I needed support, I would **use the available services**. | Yes | No | I don't know |
| h. If I needed support, I would **know how to access services**. | Yes | No | I don't know |
| i. I will remember what I learned about **preventing** sexual abuse a year from now. | Yes | No | I don't know |
| j. I will remember what I learned about **responding** to sexual abuse a year from now. | Yes | No | I don't know |
| k. I will share with other girls what I learned about sexual abuse in the future. | Yes | No | I don't know |

11. We would like your perspective on the roles, capacities, and commitment of different people who either work on the project or benefit from the project. For each statement: Circle **Yes** if you agree with the statement. Circle **No** is you do not agree with the statement. Circle **I don't know** if you are unsure whether or not you agree with the statement.

| **Roles** | | | |
|---|---|---|---|
| a. My role in the project was clear to me | Yes | No | I don't know |
| b. Other people clearly understood my role in the project. | Yes | No | I don't know |
| c. I understood clearly the role of other people (SOAR staff, counsellors) who were involved in the project. | Yes | No | I don't know |
| **Capacity** | | | |
| d. I had the knowledge and ability needed to fulfill my role. | Yes | No | I don't know |
| e. Other people involved in the project had the knowledge and ability needed to fulfill their role. | Yes | No | I don't know |
| f. I needed more training to fulfill my role. | Yes | No | I don't know |
| **Commitment** | | | |
| g. The effort and time needed to fulfill my role in this project was at the level I expected | Yes | No | I don't know |
| . Place a tick ✔ in what applies to you? The effort and time needed to fulfil my role in this project was ☐ lower than I thought ☐ higher than I thought | | | |

12. If you can, identify, describe, or give an example of a way your community protects you from sexual abuse or provides support to victims of sexual abuse

_____

13. What else would you like the evaluators to know?

_____

***Thank you for participating in our survey!***

**WRITE YOUR 4-DIGIT NUMBER HERE:** _____



### Community Girls – Youth Survey (13-17 years)

Your community recently instituted some activities meant to educate girls about sexual-based violence against girls (SBVAG). These activities were part of the project: "*Mobilizing Communities to End Sexual Based Violence Against Girls in Local District of Abuja Municipal Area Council".*  Female Mentors trained by the non-profit SOAR Initiative led the Peer Educator Training sessions. You are being asked to complete this questionnaire because you participated in the training program. Please answer the questions to the best of your ability. <u>The survey is anonymous</u>. We are not collecting names so your answers will not be linked to you. Your answers will be used to improve similar projects.

1. If you attend school, place an **X** in front of the name of your school:

☐ LEA Primary School (a)                              ☐ Redeemers School (d)

☐ Junior Secondary School APO Resettlement (b)   ☐ Marvellous Eagles School (e)

☐ Government Secondary School APO Resettlement (c) ☐ Remix International School (f)

☐ Other, specify (g): _____

2. If you attend school, circle your class in school:

| | | | | | | |
|---|---|---|---|---|---|---|
| Primary (a): | 1 | 2 | 3 | 4 | 5 | 6 |
| Junior Secondary (b): | 1 | 2 | 3 | | | |
| Senior Secondary (c): | 1 | 2 | 3 | | | |

3. The schools listed above also participated in the SOAR project to fight sexual abuse against children". If you attended one of these schools, indicate below which activities you participated in at your school. Check all that apply.

☐ Sensitization rally (a)   ☐ 1-day peer educators training (c)   ☐ I don't remember (e)

☐ Girls club (b)   ☐ Focus group discussion (d)   ☐ Other, specify(f):_____

4. How old are you? _____

5. As part of the project, a Community Child Protection Committee (CCPC) was formed in your community to raise awareness of SBVAG. Please an **X** in front of any activity you attended.

☐ October 1st Program (Wumba) (a)   ☐ School Sensitization (Dutse) (d)   ☐ Community Meeting (f)

☐ December Kids Club Party (b)   ☐ Children's Day Program in May (e)   ☐ Church Sensitization (g)

☐ Match Past Parade (c)   ☐ Other, specify (h)_____

6. How did you hear about the Peer Educators Training programme?

☐ A friend (a)   ☐ SOAR staff (d)   ☐ I don't remember (g)

☐ A teacher (b)   ☐ A family member (e)   ☐ Other, specify (h):_____

☐ Female Mentors (c)   ☐ CCPC Members (f)

7. Did you graduate from the Peer Educators Training programme? _____ Yes (a)          _____ No (b)

8. For each statement, circle the number that matches **your level of general agreement** with the statement.

| | | | | | |
|---|---|---|---|---|---|
| a. My community is now better at **preventing** sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| b. My community is now better at **responding** to sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| c. My community made it **easy** to attend the anti-sexual abuse activities. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| d. The anti-sexual abuse activities held in my community were **well organized**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| e. My community presented information on sexual abuse that was **easy to understand.** | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| f. My community has created ways to **protect** me from sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| g. My community handles sexual abuse issues in a way **fitting** to girl's needs. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| h. My community kept anti-sexual abuse efforts **relevant** by adjusting to girls' needs. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| i. My community put things in place that makes me feel **safe** from sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| j. My community put things in place against sexual abuse that makes me feel **supported**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| k. My community's efforts **helped** me to discuss with my peers issues about sexual abuse | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| l. My community's efforts **limited** my ability to discuss with peers issues relating to sexual abuse | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| m. My community made positive changes in girls' lives that are likely to **continue.** | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| n. My community made me **confident** about sharing sexual issues with a trusted adult. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| o. Before this project, I had **never heard** of sexual abuse of girls. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| p. I already knew about sexual abuse of girls, but I **learned much more** about it because of this project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |

9. What impacts, if any, did the Peer Educator Training programme or other community activities that your community put in place to fight against sexual abuse have on you? Choose all that apply:

☐ allowed me to talk about sexual abuse for the first time (a)

☐ made me now avoid a certain person/s to keep myself safe (h)

☐ made it okay to discuss sexual abuse issues with friends (b)

☐ made me now avoid a certain place/s to keep myself safe (i)

☐ made it okay to discuss sexual abuse related topics with adults (c)

☐ made me realize I have a human right to be protected from sexual abuse (j)

☐ made it easier to discuss a taboo subject (d)

☐ made me know I have rights as a girl child to be protected from sexual abuse (k)

☐ I got in trouble with someone for discussing sexual abuse issues (e)

☐ made me more confident to seek help on sexual abuse issues (l)

☐ made a relationship with someone important in my life better (f)

☐ made me know a victim should never think it was their fault (m)

☐ made a relationship with someone important in my life worse (g)

☐ made me know the child is never to blame for sexual abuse (n)

10. For each statement, circle the number that matches **your level of general agreement** with the statement.

| *Because of my Peer Educator Training:* | | | | | |
|---|---|---|---|---|---|
| a. I learned how to **identify** sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| b. I learned how to **protect** myself from sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| c. I learned how to **respond** to sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| d. I learned how to **report** sexual abuse | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| e. I feel more confident I can stay safe from sexual abuse in my **community**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| f. I feel more confident I can stay safe from sexual abuse in my **school**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| g. If I needed support, I would **use the available services**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| h. If I needed support, I would **know how to access services**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| i. I will remember what I learned about **preventing** sexual abuse a year from now. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| j. I will remember what I learned about **responding** to sexual abuse a year from now. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| k. I will share with other girls what I learned about sexual abuse in the future. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |

11. We would like your perspective on the roles, capacities, and commitment of different stakeholders in the project. A stakeholder is a person who either works on the project or benefits from the project. For each statement, circle the number that corresponds to **your level of general agreement** with the statement.

| **Roles** | | | | |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| a. My role in the project was clear to me | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| b. Other people clearly understood my role in the project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| c. I understood clearly the role of other people (SOAR staff, counsellors) who were involved in the project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| **Capacity** | | | | |
| d. I had the knowledge and ability needed to fulfill my role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| e. Other people involved in the project had the knowledge and ability needed to fulfill their role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| f. I needed more training to fulfill my role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| **Commitment** | | | | |
| g. The effort and time needed to fulfill my role in this project was at the level I expected | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| h. The effort and time needed to fulfill my role was lower than what I thought. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| i. The effort and time needed to fulfill my role on the project was higher than what I thought | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |

12. If you can, identify, describe, or give an example of a way your school protects you from sexual abuse or provides support to victims of sexual abuse

_____

13. What else would you like the evaluators to know?

_____
_____
_____

*Thank you for participating in our survey!*

**Community Girls – Child Interview (8-12 years)**

**Instructions to Interviewer:** When interviewing the child, keep the conversation matter-of-fact. If the child is unable to answer a question, go to the Probe for that question. Do not read the entire Probe out loud. Use the least intrusive item listed in the probe to elicit a response. If this does not refresh their memory, you may move to the second least intrusive item in the probe. If the child still does not answer, move on to the next question. If the child appears to be uncomfortable at any point during the interview, offer to skip the question or end the interview. Precede the interview by obtaining Verbal Assent from the Interviewee and then read the Script

*Script:  Hello.  My name is [Insert Name]. I am a researcher conducting a final evaluation of the SOAR project against the sexual abuse of children.  We are interviewing kids who participated in the project to learn about their experience.  Please answer to the best of your ability. There is no right or wrong answer. <u>When answering, please do NOT use anyone's name; refer individuals using general words like girl, woman, school mate, or teacher.</u> <u>The interview is anonymous.</u> We are not putting your name with your answers. Only evaluators will see responses. What we learn will be used to improve similar projects.*

1. How old are you?
2. Which community do you live in?
3. Are you enrolled in school?
   - Probe 1: What school are you enrolled in?
   - Probe 2: What class are you in school?

*Script:* If they say they attend one of the Project schools, ask them: *Did you complete a survey and/or were you interviewed at school?  Then say: The following questions are about your experience of the programme in the community, NOT in your school.*

4. What sorts of activities did you do with the SOAR project?
   - Probe 1: Here are some activities that were part of the SOAR project:
     a. Kids Club, Peer Educators Training.
5. What was the single most important thing you learned from the SOAR project?
6. What was your favorite thing about the SOAR project?
7. What was your least favorite thing about the SOAR project?
8. Did participating in the SOAR project make you feel safer?
9. What would make the SOAR project better?
10. Would you recommend the SOAR project to a friend? Why/Why not?
11. Are you glad you participated?
12. Is there anything else you would like the project staff or the evaluators to know?
   ***Thank you for participating in this interview!***

**EVALUATORS WRITE CODE HERE:** _____



**Community Girls – Child Interview (8-12 years)**

**Instructions to Interviewer:** When interviewing the child, keep the conversation matter-of-fact. If the child is unable to answer a question, go to the Probe for that question. Do not read the entire Probe out loud. Use the least intrusive item listed in the probe to elicit a response. If this does not refresh their memory, you may move to the second least intrusive item in the probe. If the child still does not answer, move on to the next question. If the child appears to be uncomfortable at any point during the interview, offer to skip the question or end the interview. Precede the interview by obtaining Verbal Assent from the Interviewee and then read the Script
*Script: Hello. My name is [Insert Name]. I am a researcher conducting a final evaluation of the SOAR project against the sexual abuse of children. We are interviewing kids who participated in the project to learn about their experience. Please answer to the best of your ability. There is no right or wrong answer. When answering, please do NOT use anyone's name; refer individuals using general words like girl, woman, school mate, or teacher. The interview is anonymous. We are not putting your name with your answers. Only evaluators will see responses. What we learn will be used to improve similar projects.*

1. How old are you?
2. Which community do you live in?
3. Are you enrolled in school?
   - Probe 1: What school are you enrolled in?
   - Probe 2: What class are you in school?

*Script:* If they say they attend one of the Project schools, ask them: *Did you complete a survey and/or were you interviewed at school? Then say: The following questions are about your experience of the programme in the community, NOT in your school.*

4. What sorts of activities did you do with the SOAR project?
   - Probe 1: Here are some activities that were part of the SOAR project:
     a. Kids Club, Peer Educators Training.
5. What was the single most important thing you learned from the SOAR project?
6. What was your favorite thing about the SOAR project?
7. What was your least favorite thing about the SOAR project?
8. Did participating in the SOAR project make you feel safer?
9. What would make the SOAR project better?
10. Would you recommend the SOAR project to a friend? Why/Why not?
11. Are you glad you participated?
12. Is there anything else you would like the project staff or the evaluators to know?

***Thank you for participating in this interview!***

**EVALUATORS WRITE CODE HERE:** _____



**Community Girls – Child Interview (8-12 years)**

**Instructions to Interviewer:** When interviewing the child, keep the conversation matter-of-fact. If the child is unable to answer a question, go to the Probe for that question. Do not read the entire Probe out loud. Use the least intrusive item listed in the probe to elicit a response. If this does not refresh their memory, you may move to the second least intrusive item in the probe. If the child still does not answer, move on to the next question. If the child appears to be uncomfortable at any point during the interview, offer to skip the question or end the interview. Precede the interview by obtaining Verbal Assent from the Interviewee and then read the Script
*Script: Hello. My name is [Insert Name]. I am a researcher conducting a final evaluation of the SOAR project against the sexual abuse of children. We are interviewing kids who participated in the project to learn about their experience. Please answer to the best of your ability. There is no right or wrong answer. <u>When answering, please do NOT use anyone's name; refer individuals using general words like girl, woman, school mate, or teacher.</u> <u>The interview is anonymous.</u> We are not putting your name with your answers. Only evaluators will see responses. What we learn will be used to improve similar projects.*

1. How old are you?
2. Which community do you live in?
3. Are you enrolled in school?
   - Probe 1: What school are you enrolled in?
   - Probe 2: What class are you in school?

*Script:* If they say they attend one of the Project schools, ask them: *Did you complete a survey and/or were you interviewed at school? Then say: The following questions are about your experience of the programme in the community, NOT in your school.*

4. What sorts of activities did you do with the SOAR project?
   - Probe 1: Here are some activities that were part of the SOAR project:
        a. Kids Club, Peer Educators Training.
5. What was the single most important thing you learned from the SOAR project?
6. What was your favorite thing about the SOAR project?
7. What was your least favorite thing about the SOAR project?
8. Did participating in the SOAR project make you feel safer?
9. What would make the SOAR project better?
10. Would you recommend the SOAR project to a friend? Why/Why not?
11. Are you glad you participated?
12. Is there anything else you would like the project staff or the evaluators to know?

***Thank you for participating in this interview!***

**WRITE YOUR 4-DIGIT NUMBER HERE:** _____

**School Girls – Youth Survey (13-17 years)**

Your school recently instituted some activities to educate students about sexual-based violence against girls (SBVAG). These activities were part of the project: "*Mobilizing Communities to End Sexual-Based Violence Against Girls in Local District of Abuja Municipal Area Council*". You might know it as the SOAR project against sexual abuse. Representatives of the non-profit SOAR Initiative led some activities at your school while teachers or counsellors led others. You are being asked to complete this questionnaire because you might have participated in one or more of these activities. Please answer the questions to the best of your ability. The survey is anonymous. We are not collecting names so your answers will not be linked to you. Your answers will be used to improve similar projects.

1. Place a ✔ in front of the name of your school:
   - ☐ Junior Secondary School APO (a)
   - ☐ Government Secondary School APO Resettlement (b)
   - ☐ Marvellous Eagles School (c)
   - ☐ Remix International School (d)

2. Circle your class in school:
   - Junior Secondary (b):  1    2    3
   - Senior Secondary (c):  1    2    3

3. How old are you? _____

4. Your school started a project to fight sexual-based violence against girls (SBVAG) called, "SOAR project against sexual abuse". As part of this project, your school instituted various activities. Place a ✔ in front of each activity you attended. Tick all that apply.
   - ☐ General Assembly in your School by SOAR on Sexual Abuse (a)
   - ☐ 1-day Peer Educators Training (c)
   - ☐ I don't remember (e)
   - ☐ Focused group discussion (b)
   - ☐ Girls Club (d)
   - ☐ None (f)
   - ☐ Other, specify (g): _____

5. How many Girls Club meetings have you attended? (If none, write 0): _____

6. In your neighborhood (Wumba or Dutse) did you participate in any of the following activities? Place a ✔ in front of the activities you attended. Tick all that apply.
   - ☐ Female mentors Peer Educators training (a)
   - ☐ Kids Club (b)
   - ☐ None (c)
   - ☐ Other, specify (d): _____

*When answering the remaining questions, consider the time period from the start of school this year until now.*

7. For each statement, circle the number that matches **your level of general agreement** with the statement.

| | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
|---|---|---|---|---|---|
| a. My school is now better at **preventing** sexual abuse. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| b. My school is now better at **responding** to sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| c. My school made it **easy** to attend the anti- sexual abuse activities. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| d. The anti-sexual abuse activities held in my school were **well organized**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| e. My school presented information on sexual abuse that was **easy to understand**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| f. My school created ways to **protect** me from sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| g. The school handles sexual abuse issues in the **right** way | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| h. My school kept anti-sexual abuse efforts **relevant** by adjusting to girls' needs. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| i. My school put things in place that made me feel **safe** from sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| j. My school put things in place against sexual abuse that made me feel **supported** | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| k. My school's efforts **helped** me discuss with my age-mates issues about sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| l. My school's efforts **decreased** my ability to discuss with my age-mates issues about sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| m. My school made positive changes in girls' lives that are likely to **continue.** | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| n. My school made me **confident** about sharing sexual abuse-related issues with a counselor. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| o. Before this project, I had never heard of sexual abuse of girls. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| p. I already knew about sexual abuse of girls, but I learned much more about it because of this project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |

8. What impacts, if any, did the activities or structures that your school put in place to fight SBVAG have on you inside or outside of school? Place a ✔ in what applies to you and an X in what doesn't apply to you:

☐ allowed me to talk about sexual abuse for the first time (a)

☐ made it okay to discuss sexual abuse issues with friends (b)

☐ made it okay to discuss sexual abuse related topics with adults (c)

☐ made it easier to discuss a taboo subject (d)

☐ I got in trouble with someone for discussing sexual abuse issues (e)

☐ made a relationship with someone important in my life better (f)

☐ made a relationship with someone important in my life worse (g)

☐ made me now avoid a certain person/s to keep myself safe (h)

☐ made me now avoid a certain place/s to keep myself safe (i)

☐ made me realize I have a human right to be protected from sexual abuse (j)

☐ made me know I have rights as a girl child to be protected from sexual abuse (k)

☐ made me more confident to seek help on sexual abuse issues (l)

☐ made me know a victim should never think it was their fault (m)

☐ made me know the child is never to blame for sexual abuse (n)

9. For each statement, circle the number that matches **your level of general agreement** with the statement.

| *Because of my school's efforts against sexual abuse:* | | | | | |
|---|---|---|---|---|---|
| a. I learned how to **identify** sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| b. I learned how to **protect** myself from sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| c. I learned how to **respond** to sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| d. I learned how to **report** sexual abuse. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| e. I feel more confident I can stay safe from sexual abuse in my **neighborhood**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| f. I feel more confident I can stay safe from sexual abuse in my **school**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| g. If I needed support, I would **use the available services**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| h. If I needed support, I would **know how to access services** related to sexual abuse . | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| i. I will remember what I learned about **preventing** sexual abuse a year from now. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |

| j. I will remember what I learned about **responding** to sexual abuse a year from now. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
|---|---|---|---|---|---|
| k. I will **share** with other girls what I learned about sexual abuse in the future. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |

10. We would like your perspective on the roles, capacities, and commitment of different persons 'who either work on the project or benefit from the project. For each statement, circle the number that corresponds to **your level of general agreement** with the statement.

| **Roles** | | | | |
|---|---|---|---|---|
| a. My role in the project was clear to me | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| b. Other people clearly understood my role in the project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| c. I understood clearly the role of other people (SOAR staff, counsellors) who were involved in the project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| **Capacity** | | | | |
| d. I had the knowledge and ability needed to fulfill my role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| e. Other people involved in the project had the knowledge and ability needed to fulfill their role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| f. I needed more training to fulfill my role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| **Commitment** | | | | |
| g. The effort and time needed to fulfill my role in this project was at the level I expected. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| h. Place a tick ✔ in what applies to you? The effort and time needed to fulfil my role in this project was: ☐ lower than I thought   ☐ higher than I thought | | | | |

11. If you can, identify, describe, or give an example of a way your school protects you from sexual abuse or provides support to victims of sexual abuse

_____

12. What else would you like the evaluators to know?

_____
_____
_____

***Thank you for participating in our survey!***

**School Girls – Child Interview (8-12 years)**

**Instructions to Interviewer:** When interviewing the child, keep the conversation matter-of-fact. If the child is unable to answer a question, go to the Probe for that question. Do not read the entire Probe out loud. Use the least intrusive item listed in the probe to elicit a response. If this does not refresh their memory, you may move to the second least intrusive item in the probe. If the child still does not answer, move on to the next question. If the child appears to be uncomfortable at any point during the interview, offer to skip the question or end the interview. Precede the interview by obtaining Verbal Assent from the Interviewee and then read the Script.

*Script: Hello. My name is [Insert Name] and I am a researcher conducting a final evaluation of the SOAR project against the sexual abuse of children. We are interviewing kids who participated in the project to learn about their experience. Please answer to the best of your ability. There is no right or wrong answer. <u>When answering, please do NOT use anyone's name. When referring to an individual please use general words like girl, woman, school mate, or teacher.</u> <u>The interview is anonymous.</u> We are not putting your name with your answers. Only evaluators will see responses. What we learn will be used to improve similar projects.*

1. How old are you?
2. Which community do you live in?
3. What grade are you in?
4. Did you complete a survey for the SOAR project?
5. What sorts of activities did you do with the SOAR project?
   - Probe 1: Here are some activities that were part of the SOAR project:
     a. General Assembly in your school by SOAR on Sexual Abuse, a 1-day Peer Educators Training, focus group discussion, Girls Club.
6. What was the single most important thing you learned from the SOAR project?
7. What was your favorite thing about the SOAR project?
8. What was your least favorite thing about the SOAR project?
9. Did participating in the SOAR project make you feel safer?
10. What would make the SOAR project better?
11. Would you recommend the SOAR project to a friend? Why/Why not?
12. Are you glad you participated?
13. Is there anything else you would like the project staff or the evaluators to know?

***Thank you for participating in this interview!***

**School Girls – Youth Interview (13-17 years)**

*Script:* Hello. My name is [Insert Name] and I am a researcher conducting a final evaluation of the project "*Mobilizing Communities to End Sexual Based Violence Against Girls in Local District of Abuja Municipal Area Council*". We are interviewing youth who participated in the project to learn about their experience with the project. Please answer to the best of your ability. There is no right or wrong answer. When answering, please do NOT use anyone's name. When referring to an individual please use general words like girl, woman, school mate, or teacher. The interview is anonymous. We are not putting your name with your answers. Only evaluators will see responses. What we learn will be used to improve similar projects.

1. How old are you?
2. Which community do you live in?
3. What grade are you in?
4. What did you think of the SOAR project against sexual abuse of children?
    a) Probe 1: What did you think of the Girls Club? How many meetings did you attend?
    b) Probe 2: What did you think of the 1-day training?
5. Based on what you have learned, how would you identify sexual abuse?
    a) Probe 1: What actions or behaviours would indicate sexual abuse?
6. What are some ways to prevent sexual abuse?
    a) Probe 1: For example, avoid a person or place.
7. What are some ways to respond to sexual abuse?
    a) Probe 1: For example, tell your mother, report it, remember it's never the child's fault.
8. What are some ways to report sexual abuse?
    a) Probe 1: Who would you contact and how would you contact them?
9. Are there adults you would feel comfortable reporting sexual abuse of yourself or someone else to?
    a) Probe 1: What makes you trust them? Would you tell your school counsellor? Why?
10. What would prevent you from reporting sexual abuse of yourself or someone else?
    a) Probe 1: For example, it might be a family friend or you or your friend might feel ashamed.
11. Since participating in the project, do you feel safer from sexual abuse?
    a) Probe 1: At school and your community?
    b) Probe 2: Give an example of what the project did to make you feel safer.
12. Before the project started, had you discussed sexual abuse topics with anyone?
    a) Probe 1: If yes, what made you trust this person? How important is it to discuss?
13. What services are available if you or a friend need them?
    a) Probe: How would you access them?
14. What other services do you think should be available?
15. Before participating, had you thought about your human rights and rights of a child to protect yourself?
16. Would you recommend this programme?
    a) Probe 1: To other schools or girls?
17. What is the single most important thing you learned about sexual abuse by participating in the project?
    a) Probe: Are you glad you participated?
18. Is there anything else you would like the project staff or the evaluators to know?
**Thank you for participating in this interview!**

**School: _____**





**School Staff - Survey**

This anonymous survey is part of the final evaluation of the project, "*Mobilizing Communities to End Sexual-Based Violence Against Girls (SBVAG) in Local District of Abuja Municipal Area Council".* You are being asked to complete this questionnaire because you have been identified as a school staff member who has attended SOAR anti-SBVAG training. Please answer the questions to the best of your ability.

1. What was your official position in the school? Ex. Principal, Assistant Principal, Teacher, Counsellor?

☐ Principal (a)                                ☐ Teacher (c)

☐ Assistant Principal (b)              ☐ Counsellor (d)

☐ Other, specify (e): _____

2. What was your role in the project?

☐ Girls Club Coordinator (a)        ☐ Teacher (c)

☐ Assistant Principal (b)              ☐ Counsellor (d)

☐ Other, specify (e): _____

3. Did you attend the SOAR training?

☐ Yes (a)                    ☐ No (b)                    ☐ I don't recall (c)

4. For each statement, circle the number that corresponds to **your level of general agreement** with the statement.

| | | | | | |
|---|---|---|---|---|---|
| a. The training I received improved my **understanding** of SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | Unsure 5 |
| b. Working with the girls improved my **responsiveness** to SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | Unsure 5 |
| c. The programme helped improve the **school's response** to SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | Unsure 5 |

**School:** _____





**School Staff - Interview**

*Script:* Hello. I am [Insert Name]. I am an evaluator. I am going to ask you some questions as part of the final evaluation of the project "*Mobilizing Communities to End Sexual Based Violence Against Girls in Local District of Abuja Municipal Area Council*". You are being interviewed because we want to hear what school staff members have to say about their experience with the Project. Please answer to the best of your ability. There is no right or wrong answer. <u>When answering, please do NOT use anyone's name. When referring to an individual please use general words like girl, woman, school mate, or teacher.</u> <u>The interview is anonymous.</u> We are not putting your name with your answers. Only evaluators will see responses. What we learn will be used to improve similar projects.

1. Did you attend a SOAR training?

2. How did the training affect your view of SBVAG?

3. How did working with the girls affect your view of SBVAG?

4. How has the programme improved the school's response to SBVAG?

5. Is there anything else you would like to programme staff or evaluators to know?

***Thank you for your time and insights!***

**CCPC Member - Survey**

This anonymous survey is part of the final evaluation of the project, "*Mobilizing Communities to End Sexual-Based Violence Against Girls (SBVAG) in Local District of Abuja Municipal Area Council".* You are being asked to complete this questionnaire because you have been identified as a member of the Community Child Protection Committee (CCPC). Please answer the questions to the best of your ability.

1. Which CPCC are you a member of? ☐ Wumba (a)      ☐ Dutse (b)

2. What is the Month and Year you began working on the project?      _____ Month     _____ Year

3. What is your sex?     ☐ Male (a)        ☐ Female (b)        ☐ Prefer not to answer (c)

4. What is your age? _____

5. As a member of the CCPC, which activities did you participate in?

☐ Regular monthly meetings (a)      ☐ strategic plan/action plan meeting(c)      ☐ SBVAG awareness(e)

☐ Training to understand SBVAG(b)    ☐ Training to respond to SBVAG (d)      ☐ Don't recall (f)

☐ Other, specify (g): _____

6. For each statement, circle the number that matches **your level of general agreement** with the statement.

| | | | | | |
|---|---|---|---|---|---|
| a. The CCPC identified issues in the community that **limit** girls' ability to discuss SBVAG topics with important adults in their life. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| b. The CCPC identified issues in the community that **enable** girls to discuss SBVAG topics with important adults in their life. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| c. I will remember what I have learnt about how to **prevent** SBVAG a year from now. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| d. I will remember what I have learnt about how to **respond** to SBVAG a year from now. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| e. Girls in the community are better **supported** against SBVAG than before the CCPC. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| f. The CPCC has increased the **confidence** of community girls to report SBVAG related issues. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| g. The CCPC has developed ways to better **protect** girls from SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| h. Non-members of the CCPC say that the **CCPC is important** and/or needed in this community. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| i. The CCPC kept anti-SBVAG efforts **relevant** by adjusting to girls' needs. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |

| | | | | | |
|---|---|---|---|---|---|
| j. The CCPC has SBVAG protection in place that makes girls feel **safe**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| k. The CPCC **action plan** was useful when responding to reported cases of SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| l. The CCPC Terms of Reference is a useful guide for making **decisions**. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| m. The CCPC Terms of Reference is a useful guide for **behavior** or actions. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| n. The CCPC helped girls to **engage** peers regarding SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| o. The CCPC made it easy for me to **attend** its anti-SBVAG activities. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| p. The CPCC has the resources to **sustain** the anti-SBVAG activities in the community for beyond a year from now. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| q. I will **share** with other people what I learned about SBVAG in the future. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |

7. Which of the following steps are you willing to take to fight cases of SBVAG that are reported to you? Choose all that apply.

☐ report to SOAR (a)

☐ report to another non-profit providing emotional support services to SBVAG victims (b)

☐ Take the victim to access services (c)

☐ report to a doctor or other medical service provider (d)

☐ report to the police (e)

☐ Other, specify (f): _____

8. Which reasons might prevent you from reporting a case of SBVAG that was reported to you?

☐ The accused perpetrator is a relative of mine (a)

☐ The accused perpetrator is a friend of mine (b)

☐ The accused perpetrator is from the same tribe as me (c)

☐ The accused perpetrator follows the same religion as I do (d)

☐ The accused perpetrator attends the same church or mosque that I attend (e)

☐ The accused perpetrator speaks the same language as I do (f)

☐ The accused perpetrator is someone I know (g)

☐ I don't believe the girl (h)

☐ The girl has a reputation of flirting with men (i)

☐ The girl dresses provocatively (j)

9. To keep the CCPC working, I am willing to:

☐ Attend monthly meetings (a)

☐ Attend sensitization events (b)

☐ Attend strategic planning events (c)

☐ Attend anti-SBVAG trainings (d)

☐ Engage in anti-SBVAG advocacy (e)

☐ Research additional resources (f)

10. What percentage of your time have you spent on the project **per month on average** since you joined the CCPC?

☐ 20% (a)       ☐ 40% (b)       ☐ 60% (c)       ☐ 80% (d)       ☐ 100% (e)

11. What percentage of your time are you willing to spend on the project **per month on average** as a CCPC member going forward?

☐ 20% (a)       ☐ 40% (b)       ☐ 60% (c)       ☐ 80% (d)       ☐ 100% (e)

12. I am sure I will continue as a CCPC member for at least another year.

☐ Yes (a)       ☐ No (b)       ☐ Maybe (c)              ☐ Don't know (d)

13. For each statement, circle the number that matches **your level of general agreement** with the statement.

| *Because of my CCPC training:* | | | | | |
|---|---|---|---|---|---|
| a. I learned how to **identify** SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| b. I learned how to **protect** against SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| c. I learned how to **respond** to SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| d. I learned how to **report** SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| e. I feel more confident I can help keep my community safe from SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| f. I have gained useful knowledge about how to fight SBVAG. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| g. I have gained knowledge useful for future strategic planning. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| *Because of my CCPC training, if someone reported SBVAG to me:* | | | | | |
| h. I would refer them to one or more of the identified referral agencies. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |
| i. I would know how to help them access services. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 | NA/ DK |

11. If you can, identify, describe, or give an example of a way the CCPC protects girls in your community from SBVAG or provides support to victims of SBVAG.

_____

12. What else would you like the evaluators to know?

_____

*Thank you for participating in our survey!*

**CCPC Member - Interview**

*Script: Hello. I am [Insert Name]. I am an evaluator. I am going to ask you some questions as part of the final evaluation of the project "Mobilizing Communities to End Sexual Based Violence Against Girls in Local District of Abuja Municipal Area Council". You are being interviewed because we want to hear what individual CCPC members have to say about their experience with the Project. Please answer to the best of your ability. There is no right or wrong answer. When answering, please do NOT use anyone's name. When referring to an individual please use general words like girl, woman, school mate, or teacher. We take privacy seriously. The interview is anonymous. We are not putting your name with your answers. Only evaluators will see responses. What we learn will be used to improve similar projects.*

1. How long have you been a CCPC member?

2. What made you decide to become a member?

3. What, if any, mechanism has the CCPC put in place in the community to **prevent** SBVAG?

    a) Probe 1: Describe the mechanisms that were put in place.

    b) Probe 2: Provide an example of when it was used.

4. What, if any, mechanism has the CCPC put in place in the community to **respond** to SBVAG?

    a) Probe 1: Describe the mechanisms that were put in place.

    b) Probe 2: Provide an example of when it was used.

5. What issues did the CCPC identify in the community that **enabled** girls' ability to discuss SBVAG related topics with important adults in their life?

    a) Probe 1: Describe how what is expected of girls might enable girls to talk about SBVAG.

    b) Probe 2: Describe how religious or tribal customs might enable girls to talk about SBVAG.

6. What issues did the CCPC identify in the community that **limited** girls' ability to discuss SBVAG related topics with important adults in their life?

    a) Probe 1: Describe how what is expected of girls might prevent girls from speaking about SBVAG.

    b) Probe 2: Describe how religious or tribal customs might pressure girls to not talk about SBVAG.

7. Describe how being a CCPC member has **strengthened your ability** or built your capacity to spread the message of the importance of protecting girls from SBVAG?

    a) Probe 1: Has it given you the language to use to discuss it with different people?

    b) Probe 2: Has it given you skills and experience in organizing meetings and events where an anti-SBVAG message is shared?

8. Describe a time when the **action plan** was used.

a) Probe 1: Describe how useful the action plan was or wasn't.

b) Probe 2: What changes to the action plan would you suggest?

9. Describe any change/s in the context or needs of Community Girls that the CCPC had to try and **address or adjust** to.

a) Probe 1: How did the girls' increased knowledge about SBVAG changed the role of CCPC members.

b) Probe 2: How has the community changed in response to the girls' increased knowledge?

10. Describe any positive changes that the CCPC brought to the lives of Girls in the community that are likely to be **sustained**.

a) Probe 1: Described what intended impacts the CCPC brought about.

b) Probe 2: Describe what unintended impacts the CCPC brought about.

11. To what extent has the CCPC created an **enabling or adaptable environment for real change** on gender equality and the human rights of the girl child in your community or neighboring communities?

a) Probe 1: What has been the biggest obstacle to creating real change?

b) Probe 2: Describe what the CCPC has done to create real change?

12. What was the **biggest obstacle** to implementing the work of the CCPC?

a) Probe 1: How did you overcome it?

b) Probe 2: What would you do differently?

13. Describe some of the things that you think **prevent adults and children from reporting** SBVAG.

a) Probe 1: What things do you think prevent boys from reporting SBVAG?

b) Probe 2: What things do you think prevent girls from reporting SBVAG?

14. How has the community reacted to the project in general and the CCPC specifically?

a) Probe 1: How have people responded when you told them you were a member of the CCPC?

b) Probe 2: How has the perception of the CCPC changed over time?

15. How did the project impact men and CCPC work impact males and females differently?

a) Probe 1: Describe how men and women reacted differently to the work.

b) Probe 2: Describe how boys and girls reacted differently to the work.

16. How will you carry the work and **mission** of the CCPC forward?

a) Probe 1: What will you remember most about prevent or responding to SBVAG in a year from now?

b) Probe 2: What was the most surprising thing that you learned about yourself during this experience?

*Thank you for your time and thank you for participating in the interview!*

**CCPC Meeting – Observation**

**Instructions:** Use quantitative measures when possible. Use tick marks to track ongoing activities, ex. interruptions.

1. Date: _____
2. Which community does the CCPC represent? _____
3. What time did the meeting start? _____
4. If the start is delayed, why? _____
5. How many members arrive on time or late? _____ On time          _____ Late
6. How is the meeting opened?
_____
_____
7. On the Visual Observation Sheet, draw a picture of the meeting. See the sheet for more instructions.
8. How many people are present when the group is largest? _____
9. How many males and females are present?       _____ Males          _____ Females
10. How many times does a male or female hold the floor?

| Male | Female |
|------|--------|
|      |        |

11. How many times are the adult women invited/urged/allowed to speak? _____
12. How many times are the girls invited/urged/allowed to speak? _____
13. How many times is a female interrupted by a male? _____
14. How many times is a male interrupted by a female? _____
15. How many people fully participated in the meeting? _____
16. Describe the people who were the most outspoken in the meeting.
_____
_____
17. What power dynamics enable certain people to dominate the meeting?
_____
_____
18. Does everyone get a chance to speak beyond a simple introduction? _____
19. What is the language most often used during the meeting? _____
20. What languages are being spoken?_____
21. Does everyone speak a common language? If not, how do those who do not share the most commonly held language communicate?
_____
_____
22. Does everyone treat each other with the same degree of respect? If not, how so?
_____
_____
23. What time does the meeting end? _____
24. What percentage of time do males versus females hold the floor? Males _____     Females _____
25. How was the meeting adjourned?
_____
_____

**Visual Observation Sheet**

Draw a picture  of the meeting, include elements such as the shape of the room, where people are in relation to one another, is the table round, square, oblong, or rectangular, whether people are sitting in a circle or auditorium style, where the leaders sit relative to the other members. Note any significant changes to the configuration that happen during the meeting.

## CCPC Meeting – Observation

**Instructions:** Use quantitative measures when possible. Use tick marks to track ongoing activities, ex. interruptions.

1. Date: _____
2.  Which community does the CCPC represent? _____
3.  What time did the meeting start? _____
4. If the start is delayed, why? _____
5. How many members arrive on time or late? _____ On time            _____ Late
6. How is the meeting opened?
_____
_____
7. On the Visual Observation Sheet, draw a picture of the meeting. See the sheet for more instructions.
25. How many people are present when the group is largest? _____
26. How many males and females are present?       _____ Males           _____ Females
27.  How many times does a male or female hold the floor?

| Male | Female |
|---|---|
|  |  |

28. How many times are the adult women invited/urged/allowed to speak? _____
29. How many times are the girls invited/urged/allowed to speak? _____
30. How many times is a female interrupted by a male? _____
31. How many timesis a male interrupted by a female? _____
32. How many people fully participated in the meeting? _____
33. Describe the people who were the most outspoken in the meeting.
_____
_____
34.  What power dynamics enable certain people to dominate the meeting?
_____
_____
35. Does everyone get a chance to speak beyond a simple introduction? _____
36.  What is the language most often used during the meeting? _____
37. What languages are being spoken?_____
38. Does everyone speak a common language? If not, how do those who do not share the most commonly held language communicate?
_____
_____
39.  Does everyone treat each other with the same degree of respect? If not, how so?
_____
_____
40. What time does the meeting end? _____
41. What percentage of time do males versus females hold the floor? Males _____    Females _____
25. How was the meeting adjourned?
_____

**Visual Observation Sheet**

Draw a picture of the meeting, include elements such as the shape of the room, where people are in relation to one another, is the table round, square, oblong, or rectangular, whether people are sitting in a circle or auditorium style, where the leaders sit relative to the other members. Note any significant changes to the configuration that happen during the meeting.

**Female Mentor – Interview**

*Script:* Hello. I am [Insert Name}. I am an evaluator. I am going to ask you some questions as part of the final evaluation of the project "*Mobilizing Communities to End Sexual Based Violence Against Girls in Local District of Abuja Municipal Area Council*". You are being interviewed because we want to hear what Female Mentors have to say about their experience with the Project. Please answer to the best of your ability. There is no right or wrong answer. <u>When answering, please do NOT use anyone's name. When referring to an individual please use general words like girl, woman, parent.</u> <u>The interview is anonymous.</u> We will not record your name. Only evaluators will know the responses. What we learn will be used to improve similar projects.

1. How long have you been a Female Mentor?

2. What are all the activities that you do as a mentor?

3. How many girls have you mentored?

4. What is the best part of being a Female Mentor?

5. What is the hardest part of being a Female Mentor?

6. What do you think helps the girls trained as Peer Educators to engage other girls in discussing SBVAG?

7. What do you think prevents the girls trained as Peer Educators to engage other girls in discussing SBVAG?

8. What, if any, positive lasting change do you think the Peer Educator Training experience will bring to the lives of these girls?

9. What, if any, positive lasting change do you think mentoring will bring to the lives of these girls?

10. What would enable the Peer Educator Training to continue long after the end of the project?

11. What would enable the mentoring to continue long after the end of the project?

12. How did you monitor your performance and report to SOAR? How did you keep SOAR informed of your work, such as how many girls you were mentoring and about any issues that you might have encountered?

13. Did the way SOAR monitored your performance help you to do your job?

14. What aspects of traditional gender roles got in the way of training or mentoring these girls?

15. How might other issues, such as religion, language, and tribe have gotten in the way of training or mentoring these girls?

16. Do you think the Peer Educator Training or mentoring made girls safer from SBVAG? Why?

17. Do you think the Peer Educator Training or mentoring made the girls more confident? Why?

17. Is there anything else you would like the project or evaluators to know?

***Thank you for participating in this interview!***

## Implementation/Operational Stakeholders – Project Design Survey

This survey is part of the final evaluation of the project "*Mobilizing Communities to End Sexual Based Violence Against Girls in Wumba and Dutse Local District of Abuja Municipal Area Council*". You are being asked to complete this questionnaire because you have been identified as a Stakeholder involved in the implementation and/or operation of the project. Please answer the questions to the best of your ability. <u>The survey is anonymous</u>. Only the evaluators will see the answers. When the results are presented, the evaluators will not include any information that could identify you. Your answers will be used to improve similar projects.

1.  State the **month** and **year** you began working on the project? Month _____     Year_____

2.  What was your association with the project? Check all that apply:
    ☐ SOAR staff (a)                        ☐ CCPC member (c)

    ☐ School staff (b)                       ☐ Female mentor (d)

3.  What percentage of your time was spent on the project **per month on average**?

    ☐ 20% (a)         ☐ 40% (b)         ☐ 60% (c)         ☐ 80% (d)         ☐ 100% (e)

4.  What is your sex?    ☐ Male (a)              ☐ Female (b)          ☐ Prefer not to answer (c)

5.  Describe your role on the project:
    _____
    _____
    _____

6. Had you previously worked on a project meant to prevent or respond to SBVAG?
    ☐ Yes (a)          ☐ No (b)

7.  For each statement, circle the number that corresponds to **your level of general agreement** with the statement.

| Roles | | | | |
|---|---|---|---|---|
| a. I clearly understood my role in the project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| b. Other stakeholders/beneficiaries clearly understood my role in the project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| c. I clearly understood the role of other stakeholders/beneficiaries in the project. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| **Capacity** | | | | |

| | | | | |
|---|---|---|---|---|
| d. I had the capacity (time and knowledge) to fulfill my role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| e. Other stakeholders had the capacity (time and knowledge) to fulfill their role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| f. I needed more time or training to fulfill my role. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| **Commitment** | | | | |
| g. The amount of time and effort expected of me on the project was at the amount I expected. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| h. The amount of time and effort required of me to fulfill my role on the project was lower than I expected. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| i. The amount of time and effort required of me to fulfill my role on the project was higher than I expected. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| **Project Design** | | | | |
| j. The project design adequately considered stakeholder **roles** in planning output targets. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| k. The project design adequately considered stakeholder **capacities** in planning output targets. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |
| l. The project design adequately considered stakeholder **commitment** in planning output targets. | Strongly Disagree 1 | Disagree 2 | Agree 3 | Strongly Agree 4 |

8.  If you would like to expand on any answers you provided above, you may do so here. Please remember write down the question number.

_____
_____
_____

9. What would you like the evaluators to know regarding the design of the project and the roles, capacities and commitment required of stakeholders?

_____
_____
_____

*Thank you for taking the time to complete this questionnaire.  It is greatly appreciated!*

## Kids Club/Girls Club - Meeting Observation

**Instructions:** Use quantitative measures when possible. Use tick marks to track ongoing activities, ex. interruptions. KC = only relevant to a Kids Club Meeting. GC = only relevant to a Girls Club Meeting.

1.  Date: _____
2.  KC: Which community is this Kids Club in? _____
3.  GC: Which School is this Girls Club in? _____
4.  Which age group is being observed:  _____ 8-12 years  _____ 13-17 years
5.  What time is the meeting scheduled to start? _____
6.  If the start is delayed, for how long and why? _____
7.  Did the Coordinator (the adult supervising the meeting) arrive on time? _____
8.  How many children arrive on time or late? _____ On time  _____ Late
9.  How is the meeting opened?

_____
10.  On the Visual Observation Sheet, draw a picture of the meeting.
11. How many people are present when the group is largest? _____
12. How many adults and children are present?  _____Adults  _____ Children
13. How many males and females are present?  _____ Males  _____ Females
14.  Who leads the meeting? An adult or a child?  _____Adult  _____ Child
15. What activities do you observe? Consider: Do the children work independently, in small groups, or one big group? Is it adult-directed activity or child-directed activity?

_____
16. How many times does a male or female hold the floor? Use individual lines (ex.1111) to count.

| Male | Female |
|------|--------|
|      |        |

17. How often are the girls invited or urged to speak? _____
18. How often is a female interrupted by a male? _____
19. How often is a male interrupted by a female? _____
20. How many people fully participated in the meeting? _____
21. Describe the most outspoken people at the meeting. Consider, age, sex, tribe, religion, social status.

_____
22.  If certain people to dominate the meeting, what power dynamics enable this?

_____
23. Does everyone get a chance to speak beyond a simple introduction? _____
24.  Which language is most often used during the meeting? _____
25. What languages are being spoken?_____
26. Does everyone speak a common language? If not, how do they communicate?

_____
27.  Does everyone treat each other with the same degree of respect? If not, how so?

_____
28. What time does the meeting end? _____
29. What % of time do males vs females hold the floor? _____ Males  _____ Females
30. How was the meeting adjourned and who adjourned it?

_____

**Visual Observation Sheet**

Draw a picture  of the meeting, include elements such as the shape of the room, where people are in relation to one another, is the table round, square, oblong, or rectangular, whether people are sitting in a circle or auditorium style, where the leaders sit relative to the other members. Note any significant changes to the configuration that happen during the meeting.

Annex D:  List of Documents Consulted

**Documents Consulted**

1. Action Plans for project communities
2. Actions Plans for project schools
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Annex E: List of Stakeholders and Partners Consulted

**Stakeholders and Partners Consulted**

1. SOAR Initiative staff
2. CCPC members
3. ESRG members
4. School staff
5. UNTF staff

## Annex F: Beneficiary Data Table

| Total Beneficiaries Reached by the Project | |
|---|---|
| **Type of Primary Beneficiary** | **Number** |
| Female domestic workers | 12 |
| Female migrant workers | 0 |
| Female political activists/ human rights defenders | 0 |
| Female sex workers | 0 |
| Female refugees/ internally displaced asylum seekers | 0 |
| Indigenous women/ from ethnic groups | 4 |
| Lesbian, bisexual, transgender | 0 |
| Women/ girls with disabilities | 0 |
| Women/ girls living with HIV/AIDS | 0 |
| Women/ girls survivors of violence | 400 |
| Women prisoners | 0 |
| Women and girls in general | 1,862 |
| Other (Specify here:) | 0 |
| **TOTAL Primary Beneficiaries Reached** | **2,278** |
| **Type of Secondary Beneficiary** | **Number** |
| Members of Civil Society Organizations | 17 |
| Members of Community Based Organizations | 50 |
| Members of Faith Based Organizations | 2 |
| Education Professionals (i.e. teachers, educators) | 176 |
| Government Officials (i.e. decision makers, policy implementers) | 4 |
| Health Professionals (doctors, nurses, medical practitioners) | 0 |
| Journalists / Media | 1 |
| Legal Officers (i.e. Lawyers, prosecutors, judges) | 4 |
| Men and/ or boys | 149 |
| Parliamentarians | 0 |
| Private sector employers | 2 |
| Social/ welfare workers | 10 |
| Uniformed personnel (i.e. Police, military, peace keeping) | 4 |
| Other (Specify here:) | 0 |
| **TOTAL Secondary Beneficiaries** | **419** |
| **Indirect Beneficiaries Reached** | **Number** |
| Indirect beneficiaries | 7,550 |
| **Other (total only)** | **7,550** |
| **GRAND TOTAL** | **10,247** |