



Girls Improving Resilience Through Livelihoods + Health (GIRL-H) Program in Nigeria

OUTCOME HARVESTING REPORT

Prepared for Mercy Corps

July 4, 2023

Prepared by Ipsos Center for Development Research and Evaluation, Nairobi, Kenya



The GIRL-H program commenced in October 2020 in Kenya and Uganda, and in August 2022 in Nigeria. It covers the pastoral areas of Kenya (Turkana, Marsabit, Isiolo, Garissa, and Wajir) and Uganda (Moroto, Amudat, Kotido, and Kaabong), and selected areas of Lagos and Kano states in Nigeria.

Outcome harvesting is a monitoring and evaluation approach used to identify, describe, validate, and analyze the changes brought about by an intervention.



This report is for an outcome harvesting done in Nigeria to identify the outcomes of the GIRL-H program at participant level in Lagos and Kano.

Acknowledgements

We would like to thank the Mercy Corps staff and partners for their help and support in the design and implementation of the outcome harvesting. Particularly, we would like to acknowledge the support given by the GIRL-H Project Management Unit (PMU), GIRL-H staff, partners, and mentors in Nigeria as well as the technical support unit.

...and finally, we would like to acknowledge the time and contribution of the GIRL-H participants, their parents, and community leaders. The findings will be used to improve the GIRL-H activities for the benefit of the participants, and to improve implementation of future programs.

Contents

Executive Summary	3
Introduction.....	3
Summary of findings	4
1. Introduction.....	12
The GIRL-H program.....	12
Program activities.....	13
Theory of change.....	13
2. The outcome harvest.....	14
Learning questions.....	15
Approach and methodology	15
Step1: Design the outcome harvest	16
Step 2: Document outcomes.....	16
Step 3: Collect outcomes from informants	17
Step 4: Validate outcomes	18
Step 5: Analyze and interpret outcomes	18
3. Outcomes harvested	19
Outcomes relating to increased skills and knowledge	20
Outcomes relating to social interactions and relationship strengthening	26
Economic/livelihood outcomes	30
Personal responsibility outcomes.....	33
4. Feedback on the program and recommendations.....	38
5. Conclusion	43
6. Appendix	45
Appendix 1: GIRL-H’s theory of change.....	45
Appendix 2: Discussion guides	46



Peer researchers' training, Kano

Executive Summary

The GIRL-H is a three-year program which commenced in October 2020 in Kenya and Uganda and in August 2022 in Nigeria, and is expected to end in September 2023. It aims to build the resilience of adolescent girls and young women and enhance their overall well-being by providing them with critical life skills as well as linking them to educational and employment opportunities and encouraging change away from social norms that devalue and underestimate the capabilities of women within their communities. The program targets the people living in the pastoral areas of Kenya (in Turkana, Marsabit, Isiolo, Garissa, and Wajir Counties) and Uganda (in Moroto, Amudat, Kotido, and Kaabong Districts), and selected urban and rural areas of Lagos and Kano States in Nigeria.

Introduction

The overall purpose of the GIRL-H evaluation is to assess the program in terms of expected outcomes and impacts and generate evidence to inform program activities and planning, including providing learning for Mercy Corps to feed into the roll out of future programs. It complements internal activities within Mercy Corps that are tracking activities and outputs. It seeks to answer a series of questions generated by Mercy Corps based on the program theory of change using a mix of methods including the outcome harvesting.

Evaluation of the program in Nigeria includes a quantitative survey amongst a longitudinal sample of participant group (GIRL-H program participants) and a matching comparison group (non-participants of the program) at the baseline and at the end of the program, and outcome harvesting at the midline.

Outcome harvesting is a monitoring and evaluation approach used to identify, describe, validate, and analyze the changes brought about by an intervention. It collects evidence of change, and then links the change back to the intervention by determining how it contributed to the change

The main objective of the midline in Nigeria was to identify the program's outcomes at participant level. Thus, the outcome harvesting was used to qualitatively collect changes at the participant level (both intended or unintended, whether positive or negative) and how the GIRL-H program contributed to the changes.

The outcome harvesting included the following steps: formulation of questions to guide the harvest, review of the baseline report to identify initial outcomes, discussions with informants (GIRL-H staff, partners, mentors, and participants) to collect outcomes, validation of collected outcomes and documentation of new outcomes (with parents, community leaders, GIRL-H staff, and partners), and analysis and interpretation of collected outcomes.

Discussions with participants were done with the help of peer researchers. These were transitioned GIRL-H participants aged 18-24 years who were identified by their mentors and trained by the evaluation team to collect outcomes from the other participants. This gave them an opportunity to receive research training.

The midline sought to answer the following questions.

- What changes have occurred in participants because of the GIRL-H program? (Changes in participants' skills, knowledge, relationships, attitudes, and practices)
- How did the GIRL-H program contribute to these changes?
- What else contributed to the changes, if any?
- How significant or important is the change in the life of the participant?
- What is likely to change in future because of the program?

Summary of findings

A total of 29 outcomes were harvested from the baseline report and discussions with informants. During the baseline, some of the participants were already participating in the Safe Spaces. Thus, respondents were asked what changes had occurred in their lives, if any, because of their participation in the GIRL-H program.

The most prevalent outcomes are on acquisition of economic or vocational skills, improved self-esteem and social interaction, increased involvement in small businesses or income generating activities, having an income, and financial savings.

The specific components of the safe space sessions that contributed to most mentioned outcomes are 'matching interest to work', topics on self-esteem, communication, negotiation, and financial literacy.

Participants have been linked to economic pathways of preference. In 'matching interest to work' participants were given the opportunity to choose what they were interested in doing after the Safe Spaces - whether to learn a vocation skill or go back to school. Those who were interested in learning a vocational skill were then linked to businesses (trainers) where

they could learn their skill of interest which include catering, baking, fashion design, sewing/tailoring, knitting, tie and dye, hair dressing, make-up application, shoe making, mechanics, graphic design, screen printing, and auxiliary nursing, among others.

The GIRL-H program in Nigeria has contributed to improving the social well-being of participants by enhancing their self-esteem, communication skills, and negotiation skills. They are now more confident and likely to speak out, engage in discussions, advocate for what they want, stand up to harassment, interact and relate well with others than before. This has improved their relationship with peers, parents, and elders in the community. As a result, they are likely to support each other and also get the support of their parents and community leaders when they speak up about issues affecting them.

The program has also contributed to improving the financial well-being of the participants by equipping them with economic skills through peer-to-peer mentoring and linking them to trainers and vocational centres for apprenticeship. Some of the participants are already using these skills to earn an income. With the income, they can meet their personal needs and also support their parents and siblings with some of the financial needs in the household. They are less dependent on their parents for personal needs unlike before.

In addition, the program has provided participants with knowledge on financial savings through the financial literacy topic and now they can plan and manage their money well and save. They are saving in groups or individually in piggy banks, informally with savings vendors (in Kano), and in bank accounts. Some of the participants now have bank accounts because of the program.

All the harvested outcomes have been classified based on type of change: skills/knowledge, social/relationship, economic/livelihood, and personal responsibility outcomes. Figure 1 shows the number of mentions by informants, per outcome classification in Kano and Lagos.

Figure 1 Number of mentions per outcome classification by state

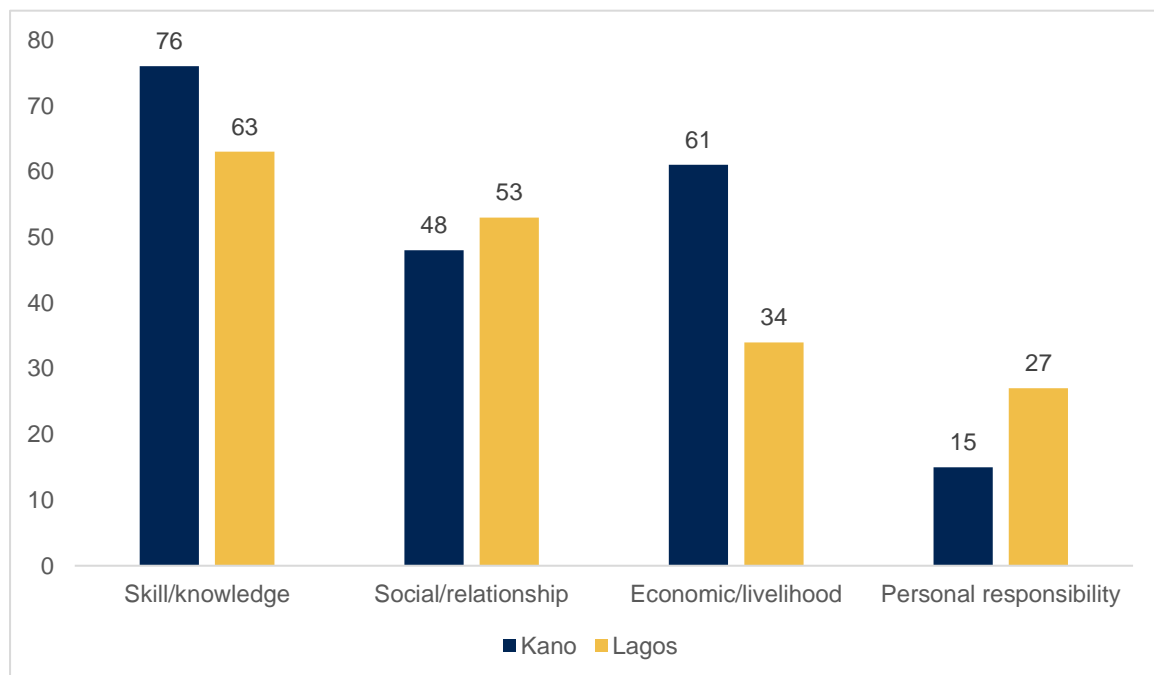


Table 1 is a summary of all harvested outcomes, whether intended or unintended, GIRL-H's contribution, and classification of each outcome.

Table 1: Summary of harvested outcomes

Outcome	Description of outcome	Intended / Unintended	GIRL-H contribution to outcome	Classification of outcome
GIRL-H participants have acquired or are currently learning an economic/vocational skill	GIRL-H participants who did not have any economic or vocational skill before they joined the program now have or are currently learning an economic skill	Intended	-Participants linked to vocational training in 'matching interest to work (apprenticeship) -Peer-to-peer mentoring	Skill / knowledge
GIRL-H participants have improved customer relationship skills	-GIRL-H participants who had a business before joining GIRL-H have improved the way they relate with customers	Intended	-Topic on passive, aggressive and assertive communication - Topic on negotiation skills -Peer-to-peer mentoring	Skill / knowledge
GIRL-H participants know how to market their products e.g., through social media	GIRL-H participants know how to market their products on their own using different ways including on social media	Intended	-Workshop on storytelling aimed to build the capacity of participants to sell their products -Topic on financial literacy which has a session on marketing -During celebration of International Day of the Girl Child in 2023, participants trained how they can become digital	Skill / knowledge
GIRL-H participants transfer skills and knowledge to peers and other people in the community	-GIRL-H participants teach other participants and people in the community the economic skills they had before / have acquired through GIRL-H -GIRL-H participants share the knowledge they have acquired from GIRL-H with siblings and others in the community	Intended	-Peer-to-peer mentoring -Champion days, during which participants showcase what they have learnt and do demonstration to other participants, parents, community members and leaders - Some participants have taken it upon themselves to pass on the skills and knowledge within their homes and community	Skill / knowledge
GIRL-H participants know how to manage their money well	GIRL-H participants who used to spend money haphazardly before they joined GIRL-H now spend their money wisely	Intended	-Topic on financial savings has helped participants to plan and spend their money well	Skill / knowledge

GIRL-H participants have basic literacy and numeracy skills	GIRL-H participants who have never been to school are now able to read alphabets, names and count numbers	Unintended	Mentors took it upon themselves to teach the participants basic literacy and numeracy skills in the Safe Spaces	Skill / knowledge
GIRL-H participants have improved knowledge on disease prevention	GIRL-H participants have acquired more knowledge on prevention of diseases such as HIV than they had before	Intended	The Sexual and Reproductive Health component of the GRIL-H program taught in the Safe Spaces	Skill / knowledge
GIRL-H participants have improved knowledge on birth control	GIRL-H participants have acquired more knowledge on birth control methods, some of which they did not know before e.g., calculation of safe days, and birth control for men	Intended	The Sexual and Reproductive Health component of the GRIL-H program taught in the Safe Spaces	Skill / knowledge
GIRL-H participants know about violence and abuse	GIRL-H participants have acquired more knowledge about violence and abuse, e.g., the different types of violence, how to avoid violence and what to do when they or someone around them experiences violence including child abuse	Intended	Topic on gender-based violence taught in the Safe Spaces	Skill / knowledge
GIRL-H participants know about dangers of drug abuse	Participants now know about the dangers of self-medication and misuse of drugs, as well as the dangers of using hard drugs	Intended	The topic on drug abuse taught in the Safe Spaces has made participants aware of what drug abuse is and its dangers as well as the different types of drugs	Skill / knowledge
GIRL-H participants know how to identify good role models in the community	Before they joined GIRL-H, participants perceived a role model as someone who is very wealthy or famous (irrespective of how they got the wealth or fame). As a result, some of them did not think there were any role models in their communities. they can now identify a good role model within their communities	Intended	Participants were taught in the Safe Spaces who a good role model is by the mentors	Skill / knowledge

<p>GIRL-H participants have improved self-esteem</p>	<p>GIRL-H participants who were shy or timid when they joined GIRL-H are now confident about who they are and can speak in public, engage in discussions, approach and speak to anybody including elders, interact with peers, stand up and advocate for what they want, and confide in their mentors -Participants discuss issues that they could not talk about before such as menstruation -Participants know how to interact with the opposite sex and can handle harassment from boys</p>	<p>Intended</p>	<p>-Topic on self-esteem has helped participants to know themselves and have self-confidence -Topic on communication skills -Topic on negotiation skills -Support and encouragement from mentors -Selection of mentors which was based on a specific skill set including ability to support young people in different ways - Peer influence within the Safe Spaces (seeing how other participants talked and related with each other)</p>	<p>Social / relationship</p>
<p>GIRL-H participants have improved social interaction</p>	<p>GIRL-H participants who were aggressive, got involved in fights, and disrespectful when they joined GIRL-H are now polite in their communication, resolve disagreements amicably, know how to manage their anger and are respectful</p>	<p>Intended</p>	<p>-Topic on passive, aggressive and assertive communication taught in the Safe Spaces</p>	<p>Social / relationship</p>
<p>GIRL-H participants support their peers with money for learning materials and start-up capital</p>	<p>GIRL-H participants contribute money to support other participants who do not have money for startup and learning materials</p>	<p>Unintended</p>	<p>The program's strategy was for participants to be linked with apprenticeship opportunities but in this case, participants have taken it upon themselves to help each other to raise money for learning materials and start-up capital</p>	<p>Social / relationship</p>
<p>Change in social norms that define interaction of young people and elders in the community</p>	<p>-This is a community level outcome that has a positive effect on the GIRL-H participants as individuals within the community -GIRL-H participants are now able to</p>	<p>Intended</p>	<p>-Topic on self-esteem -Topic on communication -Champion days have helped in breaking the barrier between the young people and the community leaders as well as their parents</p>	<p>Social / relationship</p>

	<p>speak to elders in the community, something that did not happen before because of social norms</p>			
<p>GIRL-H participants have developed an interest in doing business as an economic activity</p>	<p>GIRL-H participants who never thought of doing business before joining GIRL-H are now interested in starting a business</p>	<p>Intended</p>	<p>-Matching interest to work where participants are linked to vocational skills training -Peer-to-peer mentoring -Mentors discuss different types of business opportunities and how to start and run different types of businesses</p>	<p>Economic / livelihood</p>
<p>GIRL-H participants can identify a business opportunity within their communities and use it to earn income</p>	<p>Before joining GIRL-H, participants did not know ways of making money. Now they can identify a business opportunity in the community and make money out of it.</p>	<p>Intended</p>	<p>-Matching interest to work where participants are linked to vocational skills training -Peer-to-peer mentoring -Mentors discuss different types of business opportunities and how to start and run different types of businesses</p>	<p>Economic / livelihood</p>
<p>GIRL-H participants have a business or income generating activity</p>	<p>-GIRL-H participants have started a small business or income generating activity based on the economic skill acquired through GIRL-H - Participants who had a skill before they joined GIRL-H but did not know how to use it for business are now using their skill to generate income</p>	<p>Intended</p>	<p>-Matching interest to work where participants are linked to vocational skills training -Peer-to-peer mentoring -Mentors discuss different types of business opportunities and how to start and run different types of businesses</p>	<p>Economic / livelihood</p>
<p>GIRL-H participants earn an income</p>	<p>-GIRL-H participants are earning money from the economic skill acquired through GIRL-H - GIRL-H participants are earning money from a skill they had before they joined GIRL-H</p>	<p>Intended</p>	<p>-Matching interest to work where participants are linked to vocational skills training -Peer-to-peer mentoring -Mentors discuss different types of business opportunities and how to start and run different types of businesses</p>	<p>Economic / livelihood</p>
<p>GIRL-H participants are</p>	<p>-GIRL-H participants who did not save before they joined</p>	<p>Intended</p>	<p>-Topic on financial savings taught in the Safe Spaces</p>	<p>Economic / livelihood</p>

saving their money	GIRL-H are now saving money -GIRL-H participants who were saving before, have increased their savings		-Mentors encourage the participants to save	
GIRL-H participants have a bank account	Some of the participants who did not have a bank account when they joined GIRL-H now have one	Intended	In Lagos, GIRL-H helped some of the participants to open individual bank accounts where they can save	Economic / livelihood
GIRL-H participants are setting goals for the things they want to achieve	GIRL-H participants who did not have any goal or did not know about goal setting before they joined the program, are now setting goals for the things they want to achieve	Intended	-Topic on goal setting -In Kano, the mentors and Safe Space groups ensured that participants were working towards achieving their goals. Accountability groups were formed within the Safe Spaces	Personal responsibility
GIRL-H participants are focused on achieving their goals	GIRL-H participants who had goals before but did not know how to achieve them and those who did not have any goal before but now have a goal are focused and working towards achieving their goals	Intended	-Topic on goal setting -Participants who already had a goal when they joined the program were asked to speak about their goal and guided on how to achieve it	Personal responsibility
GIRL-H participants manage their time well	GIRL-H participants who used to do nothing at home, hang out all day now know how to manage their time well. They even assist with household chores something they did not do before	Intended	Participants were taught about personal responsibility, including time management in the Safe Spaces	Personal responsibility
GIRL-H participants have improved personal hygiene	Participants take a bath, know what to do regarding menstrual hygiene, have improved in dressing and personal appearance/presentation	Intended	Mentors taught and reinforced personal care and hygiene in the Safe Spaces	Personal responsibility
GIRL-H participants have gone back to school	Participants who were out of school when they joined GIRL-H are now enrolled in schools, both primary and secondary	Intended	-The program has linked some of the participants back to primary and secondary schools. -In Lagos, this was possible because of the good relationship that Mercy Corps had	Personal responsibility

			built with some of the schools during the ENGINE program	
GIRL-H participants have national ID cards	Participants who did not have a national ID card when they joined GIRL-H now have a national ID card	Unintended	GIRL-H helped some of the participants to get a national ID card	Personal responsibility
GIRL-H participants have stopped abusing drugs	-Participants who were self-medicating before they joined GIRL-H have stopped and are now seeking healthcare when they are unwell - Participants who abused drugs before they joined GIRL-H have stopped and some are now advocating against it to peers in the community	Intended	-Topic on drug abuse taught in the Safe Spaces	Personal responsibility
GIRL-H participants have social responsibility	GIRL-H participants are involved in community activities and take up roles as a way of giving back to the society. For example, volunteering to teach Sunday school in church, sweeping the market place in their community and becoming a mentor in GIRL-H	Intended	Different topics taught in the Safe Spaces, including self-esteem, communication skills, and personal responsibility	Personal responsibility



Peer researchers having a discussion with participants, Lagos

1. Introduction

The GIRL-H program

The GIRL-H is a three-year program which commenced in October 2020 in Kenya and Uganda and in August 2022 in Nigeria and is expected to end in September 2023. It aims to build the resilience of adolescent girls and young women and enhance their overall well-being by providing them with critical life skills as well as linking them to educational and employment opportunities and encouraging change away from social norms that devalue and underestimate the capabilities of women within their communities. The program targets the people living in the pastoral areas of Kenya (in Turkana, Marsabit, Isiolo, Garissa, and Wajir Counties) and Uganda (in Moroto, Amudat, Kotido, and Kaabong Districts), and selected urban and rural areas of Lagos and Kano States in Nigeria.

- Objective 1: Adolescents and youth in the GIRL-H program use life skills and social capital for improved well-being and personal agency.
- Objective 2: Adolescent girls, boys and young women have increased access to educational opportunities, safe economic livelihoods, and/or civic engagement.
- Objective 3: Public, private, and civil sectors foster an enabling environment in which girls are valued to access their human rights and exercise their personal agency.

Program activities

At a broad level, the key activities of the program involve the running of a 3 or 6 month “Safe Spaces” activities (Mercy Corps, GIRL-H Safe Space Curriculum), complementary community led initiatives to support Safe Spaces, engagement with the private sector to provide employment opportunities, strengthening provision of health care services to adolescents and youth, and empowering participants through participation in health sessions. More information on activities is in the program implementation strategy (Mercy Corps, March 2021).

Upon completion of the Safe Space sessions, participants are transitioned to different pathways based on their interest: Some choose to learn a vocational skill while others choose to go back to school. For the former, they are linked to a business or vocational centre where they can learn the skill of interest (apprenticeship).

Theory of change

The theory behind the program is that:

IF adolescents and young women can strengthen their life skills including financial literacy, form positive interpersonal relationships that build their social capital, and access education and livelihood opportunities that enable them to build financial assets

AND

co-create solutions to strengthen their own resilience within an enabling and gender equitable environment at the household, community, and organizational levels

THEN

they will be able to:

- *apply the knowledge and skills needed to improve their well-being,*
 - *benefit from more equitable gender and social norms, and*
 - *increase their social, human, and financial assets that contribute to improved individual and household resilience.*
-

This is illustrated diagrammatically in figure 2 below.

Figure 2: Program hypothesis





Peer researchers' training in Kano

2. The outcome harvest

The outcome harvesting is part of the evaluation of the GIRL-H program which is aimed at assessing the expected outcomes and impacts and generate evidence, insights and learning to inform program activities and planning, including documenting learning for Mercy Corps to feed into the roll out of future programs.

Whilst the program aims to eventually build the resilience of girls and young women, this is not expected to be achieved during the life span of the program. Thus, the evaluation focuses on measuring indicators that are steps towards this longer-term goal such as the individual skills, capacities and abilities of the adolescents and young people in the program.

Overall, the evaluation is specifically seeking to:

- measure selected changes prompted by the program at the outcome levels, based on key indicators,
- provide learning about the strengths and weaknesses of the program,
- provide learning about the effectiveness of the overall model and specific areas of it as captured in the learning questions, so as to inform scale up an adoption of similar approaches elsewhere, and
- ensure Mercy Corps is a central contributor to valuable learning around working with adolescent and youth.

Learning questions

The following are the learning questions that the GIRL-H monitoring, evaluation and learning program aims to answer. These are a second set of questions issued in July 2022, which are an iteration on the first evaluation questions detailed at the start of the evaluation. These questions will be answered through a combination of information from the external evaluation and from internal data (Mercy Corps, 2022)¹.

- What is the impact of the GIRL-H interventions (human, social and financial) on wellbeing (income, health and social) of adolescence girls, boys, and young people?
- What is the change in participant lives due to the GIRL-H interventions?
- Which individual (participants') and household characteristics are associated with higher levels of resilience and wellbeing among the beneficiaries?
- What is the effectiveness of specific components of the safe space sessions in delivering individual and youth wellbeing? (a) What are the critical contents and or components of the sessions that participants find useful and affect life skills and financial literacy? (b) What modules (and models) in the curriculum are essential to increase participant's efficacy and empowerment? (c) How do the differences in number of session attendance affect the participants' life skills and financial literacy skills?
- What are the viable (financial, gender and equity suitable and socially accepted) transitional pathways (economic livelihoods) preferred by adolescence girls, boys, and young people in GIRL-H areas?
- What is the impact of the health interventions plus other interventions on wellbeing of adolescence girls, boys, and young people in Kenya?

Approach and methodology

The main objective of the midline in Nigeria is to identify the changes caused or influenced by GIRL-H on the program participants. Thus, the outcome harvesting approach was used to collect changes at the participant level (both intended or unintended, whether positive or negative) and how the GIRL-H program contributed to the changes. This was done using the steps described in Figure 4 below.

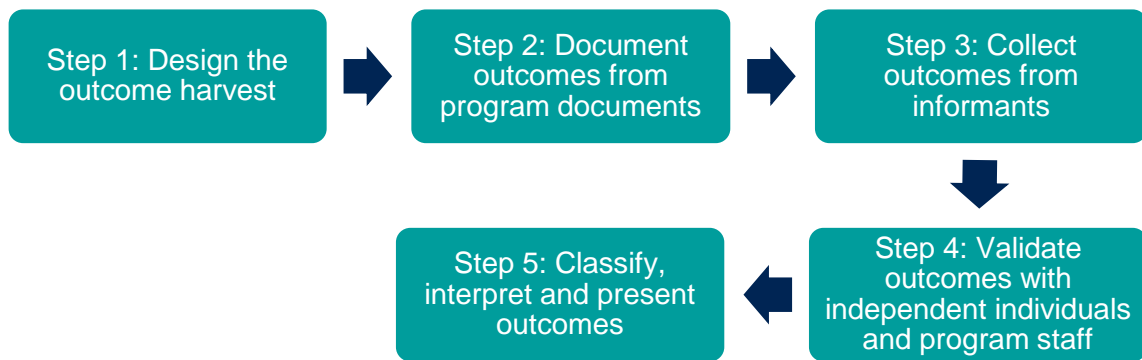
Outcome harvesting is a monitoring and evaluation approach used to identify, describe, validate, and analyze the changes brought about by an intervention. It collects evidence of change, and then links the change back to the intervention by determining how it contributed to the change.

In the context of outcome harvesting, an outcome is defined as "a change in the behaviour, relationships, actions, activities, policies, or practices of an individual, group, community, organisation, or institution" (Wilson-Grau and Britt 2013)². Outcome harvesting does not seek to demonstrate attribution but instead looks at contribution by recognizing that other factors could have also influenced or caused the change.

Limitations: Harvested outcomes are those already captured in the program's documents and those cited by the informants. This may bias the harvested outcomes towards those that are easy to identify or prominent.

¹ Girls Improving Resilience through Livelihoods and Health (GIRL - H), Learning Plan, Dr Conrad Murendo, Program Learning Advisor (Global), Program Performance and Quality (PaQ) Unit, July 2022.

² Wilson-Grau, R and Britt, H (2013). Outcome Harvesting. Ford Foundation, November 2013.

Figure 3: Outcome harvesting process

Step1: Design the outcome harvest

The first step in the outcome harvesting was to formulate the questions based on the main objective of the midline. These questions guided the outcome harvest and were used to develop the data collection tools (See appendix 1).

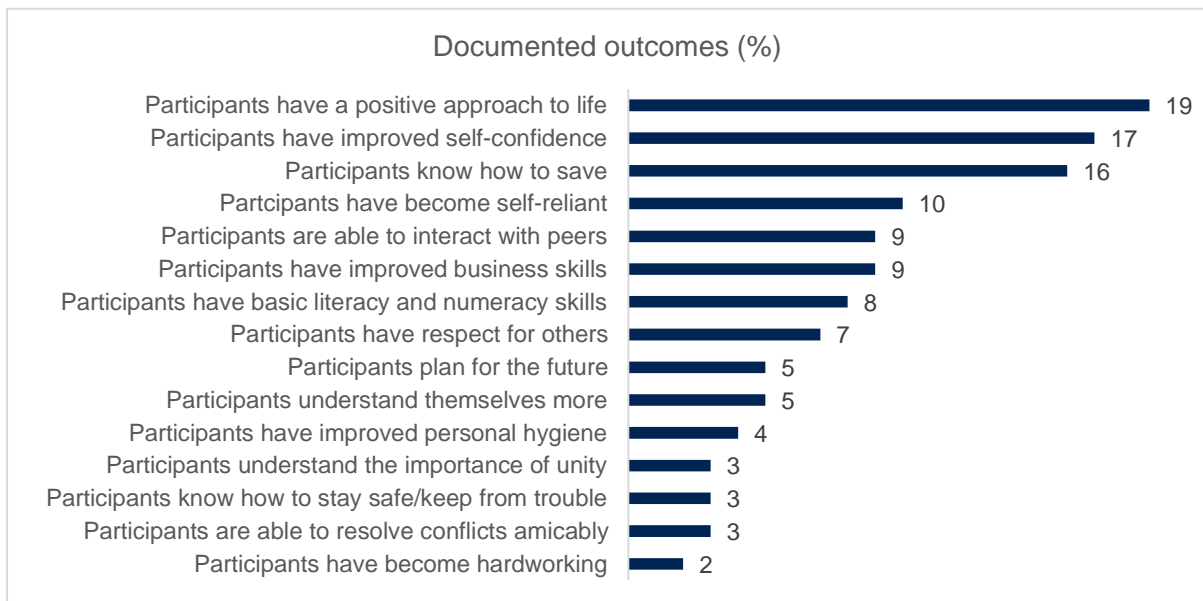
The midline sought to answer the following questions.

- What changes have occurred in participants because of the GIRL-H program? (Changes in participants' skills, knowledge, relationships, attitudes, and practices)
- How did the GIRL-H program contribute to the changes?
- What else contributed to the changes, if any?
- How significant or important is the change in the life of the participant?
- What is likely to change in future because of the program?

Additional questions were on challenges faced by transitioned participants and feedback on the program, if any with suggestions for improvement of the GIRL-H program and future programs implemented by Mercy Corps.

Step 2: Document outcomes

Documentation of outcomes involved reviewing the baseline report for the GIRL-H evaluation in Nigeria and recording the initial outcomes. During the baseline, some of the participants were already participating in the Safe Spaces. Thus, respondents were asked what changes had occurred in their lives, if any, because of their participation in the GIRL-H program, and the qualitative responses coded into outcomes. A total of 15 outcomes were documented from the baseline (Figure 4).

Figure 4: Documented outcomes

Step 3: Collect outcomes from informants

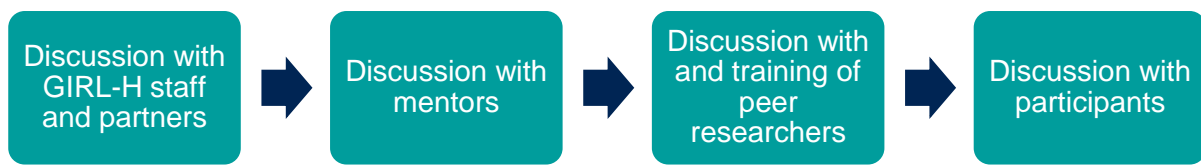
Discussions were held with GIRL-H staff, partners, mentors and participants in Lagos and Kano from 4th - 13th May 2023 to collect from them program outcomes they had observed. The GIRL-H staff and partners were those who interacted directly with the program participants and the Safe Spaces and therefore able to provide feedback on changes they had observed in participants or heard about from the participants and mentors. The participants were those who had transitioned to different pathways from different Safe Space groups.

All discussions were conducted physically in Lagos and Kano except the discussion with GIRL-H staff and partners (Lagos team) which was done virtually using Microsoft Teams. Discussions were conducted by evaluators from Ipsos and in the case of participants, also by GIRL-H peer researchers. The peer researchers were female participants aged 18-24 who were recruited from those who had transitioned from the Safe Spaces. A total of 13 peer researchers, six in Lagos and seven in Kano, were identified by mentors based on specifications provided by Ipsos and trained by the evaluators from Ipsos to assist with collecting outcomes from other GIRL-H participants.

Figure 5 illustrates the process of discussions in both Lagos and Kano.

It was beneficial to use peer researchers to collect outcomes because of their familiarity with the context of discussions and ability to connect with the participants due to shared experience. They had a good understanding of the issues being discussed and were able to obtain relevant information. Participants were comfortable to have discussions with their peers and this led to openness in their responses. The opportunity further enhanced the peer researchers' self-confidence.

Further training is recommended for the peer researchers to avoid leading questions

Figure 5: Process of discussions

Discussions with informants yielded outcomes, challenges faced by transitioned participants and feedback on the program. A total of 29 outcomes were collected from the informants.

Step 4: Validate outcomes

A community leader and seven parents were interviewed in Kano to get their views on the changes they had observed in participants because of the GIRL-H program. This was followed by a virtual validation meeting with GIRL-H staff and partners from Kano and Lagos.

The community leader and parents confirmed some of the outcomes collected from the informants. For example, the community leader said the participants have become more disciplined and respectful. Before, they were rude and did not speak well to people. They also greet elders, something they did not do before.

Parents mostly cited vocational skills such as tailoring, fashion design, catering, doing make-up, and making of local pomade. The participants use these skills to earn income which they use for personal and school needs. According to one of the parents, her children also used the income to pay their own school fees. Parents have also observed transfer of skills by GIRL-H participants, for example they teach other girls in the community to do makeup and to make the local pomade. Those who have learnt tailoring are designing and sewing their own clothes and those of their young siblings. Those who have learnt catering have introduced new dishes to their households. One of the parents said that her daughter was doing tailoring before she joined GIRL-H but had few customers. She has improved in the way she relates to her customers and now she has more customers than before. Parents also mentioned improved self-esteem and confidence. Participants who were shy and did not communicate to people before are now social and some even speak to the community about what they have learnt in GIRL-H. They know about GBV and can handle unwanted advances from boys and men. Parents were also happy that their children are no longer idle because of GIRL-H, and they have become responsible. They even assist with household chores, something they did not do before.

The GIRL-H staff and partners confirmed all the collected outcomes and clarified whether the outcomes were intended or unintended. In addition, they provided details of GIRL-H's contribution to each outcome. GIRL-H staff and partners also validated the challenges faced by transitioned participants and provided feedback. The feedback has been incorporated in [chapter 4](#) of this report.

Step 5: Analyze and interpret outcomes

All the harvested outcomes, from the baseline report and informants, have been classified based on the type of change into skills/knowledge, social/relationship, economic/livelihood, and personal responsibility outcomes. These have been presented and explained in this report.



Peer researchers having a discussion with participants in Lagos

3. Outcomes harvested

Of the outcomes harvested from informants, the most mentioned in both Kano and Lagos was on economic/vocational skill acquisition - 'GIRL-H participants have acquired or are currently learning an economic/vocational skill. Table 3 shows the number of mentions per outcome.

Table 2: Number of mentions per outcome collected from informants

Outcome	Total	Kano	Lagos
GIRL-H participants have acquired or are currently learning an economic/vocational skill	71	39	32
GIRL-H participants have improved self-esteem	50	24	26
GIRL-H participants have improved social interaction	44	20	24
GIRL-H participants have a business or income generating activity	39	30	9
GIRL-H participants earn an income	28	20	8
GIRL-H participants are saving their money	20	6	14
GIRL-H participants know how to manage their money well	15	5	10
GIRL-H participants transfer skills and knowledge to peers and other people in the community	13	13	0
GIRL-H participants have improved personal hygiene	13	9	4

GIRL-H participants have improved customer relationship skills	11	7	4
GIRL-H participants know about dangers of drug abuse	8	3	5
GIRL-H participants are setting goals for the things they want to achieve	8	1	7
GIRL-H participants know about violence and abuse	7	2	5
GIRL-H participants have gone back to school	7	2	5
GIRL-H participants are focused on achieving their goals	6	0	6
GIRL-H participants can identify a business opportunity within their communities and use it to earn income	4	4	0
GIRL-H participants manage their time well	4	2	2
GIRL-H participants have improved knowledge on disease prevention	3	2	1
GIRL-H participants have improved knowledge on birth control	3	0	3
Change in social norms that define interaction of young people and elders in the community	3	1	2
GIRL-H participants have a bank account	3	0	3
GIRL-H participants know how to market their products e.g., through social media	2	2	0
GIRL-H participants have basic literacy and numeracy skills	2	1	1
GIRL-H participants support their peers with money for learning materials and start-up capital	2	2	0
GIRL-H participants have national ID cards	2	0	2
GIRL-H participants have stopped abusing drugs	2	1	1
GIRL-H participants have social responsibility	2	0	2
GIRL-H participants have developed an interest in doing business as an economic activity	1	1	0
GIRL-H participants know how to identify good role models in the community	1	0	1

Outcomes relating to increased skills and knowledge

3.1.1. Outcome: Transitioned GIRL-H participants have acquired or are currently learning an income generation or vocational skill

Description: Transitioned GIRL-H participants who did not have any economic or vocational skill before they joined the program now have or are currently learning an economic skill through short term skill training (apprenticeship) or peer-to-peer mentoring.

An example is a participant in Lagos who came from a family of thirteen children, and she was the first-born. She was out of school when she joined GIRL-H and had never been to school. Although she wanted to go to school, she was from a Muslim background and her father did not support education. Her mother wanted her children to go to school but there was little she should do about it because she was a housewife and could not go against her husband's views. When she joined GIRL-H, she told the mentor that she had a passion for cooking. She was told that she would be transitioned to learn a vocational skill if she attended 75% of the Safe Space sessions and she saw GIRL-H as the avenue for achieving what she wanted. She attended all the sessions and made sure that all

The participants cite skills they have learned including catering (how to cook different dishes), baking, how to apply make-up, how to apply henna, fashion design, sewing/tailoring, knitting, tie and dye, hair dressing, shoe making, mechanics, graphic design, screen printing, auxiliary nursing, and how to make different products such as soap, toilet cleaner, shampoo, perfume, deodorant, hair oil, body cream, floor mat, and pillows.

her siblings who were of age to participate in GIRL-H were enrolled and attended the sessions. After three months, she was transitioned and is currently in catering school. She is already baking and selling cupcakes to small shops and people in the community while she is still learning. She was also shy before, but now she talks and interacts more with people.

Another example is a boy in Lagos who dropped out of school in senior secondary two (SS2) because of financial challenges and was at home doing nothing. He did not have any skill when he joined GIRL-H but has now been transitioned and is learning hairdressing.

Importance: With the skills they have acquired, participants can fend for themselves by engaging in different economic activities and become less dependent particularly on their parents, and spouses when they get married. They will also be able to support their families with some financial obligations. Some of the participants can sew and decorate their own clothes and this saves money for the family.

In addition, informants have cited transfer of skills where participants teach other participants and people in the community the skills learnt through GIRL-H, and by so doing, many people within the community will benefit indirectly and have economic skills over time.

Also, participants are no longer idle and therefore keep from trouble.

GIRL-H contribution: This is an outcome of the GIRL H program which was intended at the start. Matching interest to work where participants are linked to vocational skills training and peer-to-peer mentoring where participants teach each other the skills they have.

Other contribution: Mercy Corps' ENGINE program

"I really wanted to have a skill, but my parents were not financially capable, it is GIRL-H that gave me the opportunity to have a skill" **Participant, Lagos**

"Before, I did not know how to sew any kind of cloth but as a result of this program [GIRL-H], they taught us how to sew and I can now sew any style" **Participant, Kano**

"GIRL H has really done a lot for me. For instance, my parents have not been able to take me to learn any work, but now, I am learning how to do make up, I started yesterday" **Participant, Lagos**

"GIRL-H put me in a place where I am being trained in catering. Before now, I have been a shy girl, but they have trained me on how to talk to people" **Participant, Lagos**

"The skills we were taught are more than money. For example, as a woman with a skill, I can make money for myself at any time. I am very happy with this program" **Participant, Kano**

"....it will help me to be less dependent and we can fend for ourselves.... even when we get married, we can be of help to our husbands" **Participant, Kano**

3.1.2. Outcome: Transitioned GIRL-H participants have improved customer relationship skills

Description: Transitioned GIRL-H participants who had a business before joining GIRL-H have improved in the way they relate to customers. An example is a participant in Lagos whose mother runs a shop. Previously, if a customer seemed uninterested in buying, she would dismiss the customer and walk away, and so did her mother. When she joined GIRL-

H, she was taught communication skills and how to relate well with people, and this has improved the way she interacts with customers at her mother's shop. Now she is the one who steps in to resolve disagreements between her mother and the customers unlike before when she would also ask them to leave if they did not want to buy. If her mother has an issue with any customer, she comes in and attends to the customer, she calms both her mother and the customer down and ensures the issue is resolved amicably.

Importance: Participants with a business can relate well with customers which is very important for their business.

GIRL-H contribution: This is an intended outcome linked to some of the topics taught in the Safe Spaces, for example the topic on passive, aggressive and assertive communication, and negotiation skills both of which contributed to participants' ability to build good customer relationships. Peer to peer mentoring and guidance from the mentors on how to start and manage different types of businesses also contributed to this outcome.

"I have learnt how I can relate with customers in my business and the sewing that I was taught, I have been able to make money from it" **Participant, Kano**

"I use do business before, but I don't know how to manage the business until I came to GIRL-H program" **Participant, Kano**

3.1.3. Outcome: Transitioned GIRL-H participants know how to market their products e.g. on social media

Description: Transitioned GIRL-H participants market their products on their own using different methods including on social media. An example is a participant in Kano who is doing beading and she gets most of her customers through social media. Customers in her community says she is too expensive and therefore she opts to sell on social media.

Importance: Participants are able to market their products even outside their communities and get a better price than what they get within their communities.

GIRL-H contribution: Mercy Corps global communications team organized a workshop on storytelling to which a few of the GIRL-H participants were invited. Some external media consultants were also part of the workshop. The objective of the workshop was to build the capacity of a few identified participants who were interested in story gathering and telling to commercialize their products. The training covered how to sell their products and how to communicate the impact of the work they are doing within their communities.

The financial literacy topic taught in the Safe Spaces has a session on marketing, and it is from this that the participants got the idea of marketing their products on social media.

During celebration of International Day of the Girl Child in 2023, GIRL-H used the opportunity to discuss the use of social media with the participants since some of them have Android phones. They were told how they can get digital, the tools that will allow them to get digital and the benefits of being digital. For example, how they can use their phone to market their business and learn skills. In addition, mentors mostly do storytelling with participants, they tell participants how they started using social media and the results of using social media. They introduce participants to YouTube, how they can post what they are doing on WhatsApp status and how they can learn more from YouTube to build their skills. This has enabled participants to make good use of social media e.g., to market their products.

“as for me, if they [people in the community] give me work and I tell them the price, they say the price is too high.... because of that, I don't to do it [beading] for the people in my area... I get customers through my mum and social media. Most of my customer are from social media. I met someone on social media who asked me to teach his wife” Participant, Kano

3.1.4. Outcome: Transitioned GIRL-H participants transfer skills and knowledge to peers and other people in the community

Description: Transitioned GIRL-H participants teach other participants and people in the community the economic skills they had before / have acquired through GIRL-H. Besides the economic skills, participants also share the knowledge they have acquired from GIRL-H with siblings and others in the community. For example, a number of participants in Kano said they were teaching their peers and other people in the community on beading, doing make-up, making shampoo, pomade, among other products.

Importance: Other people benefit from the knowledge and skills participants have. Some of the participants earn income through teaching other people skills.

GIRL-H contribution: GIRL-H mentors schedule peer-to-peer mentoring sessions during which participants share their skills, for example how to make body oil or shampoo, with other participants. There are cases where the mentors themselves share their skills with the participants. Besides the peer-to-peer mentoring, the program's design is intended to enable the direct beneficiaries to pass on what they have learnt to their families and others in the community through the Champion days (an event where community members, participants' parents, friends, and siblings are invited). During the Champion days, participants showcase or perform some of the topics that they have learnt in the Safe Space sessions, while some do a short demonstration of how to make products or items that they have been able to create during the skill acquisition training.

Some of the participants have taken it upon themselves to pass on the knowledge within their homes and community. After they have learned a skill, they practice the skill at home where their younger siblings get to see and acquire the skill. If they get a big order or request, they engage their siblings to help, and therefore it becomes a hands-on practical training.

“Another thing I observed with one of my friends, she is just 13 years old, and she came for the program, so, when she got home she taught her sisters all the things that she learnt and as I am talking to you now, they joined hands together and started the business, now they are helping their parents” Participant, Kano

3.1.5. Outcome: Transitioned GIRL-H participants know how to manage their money well

Description: Transitioned GIRL-H participants who used to spend money in an unplanned way before joining GIRL-H now spend their money wisely.

Importance: Participants are able to save money

GIRL-H contribution: The topic on financial savings taught in the Safe Spaces has helped participants to plan and spend their money well, and this has also helped them to save. They are also taught about needs and wants - those needs are the things that are necessary for them to have and wants are the things they desire but are not necessary for them at any point in life. This has helped participants to plan how they use their money and to spend it on what is necessary only.

“I used to mingle with my friends, and I believed that whatever they wear is what I need to wear. But when they taught us about needs and wants, I realized I should take my time to get what I need and not just what I want and it has helped me to plan my money”

Participant, Lagos

“They also taught us how we can earn and save money without spending it anyhow”

Participant, Kano

“I even learnt how to be independent. Before now, if anything happened to me, I always called my parents, but now, I know how to manage things, I know how to manage my money and spend wisely, I know how to plan myself and make use of my money”

Participant, Lagos

3.1.6. Outcome: Transitioned GIRL-H participants have basic literacy and numeracy skills

Description: GIRL-H participants who have never been to school can now read and write the alphabets and names as well as count numbers.

Importance: They can read to some extent, for example they can read names.

GIRL-H contribution: Although this is not an intended outcome, mentors took it upon themselves to teach the participants basic literacy and numeracy skills.

3.1.7. Outcome: Transitioned GIRL-H participants have improved knowledge on disease prevention

Description: Participants have acquired more knowledge on prevention of diseases such as HIV than they had before. One of the GIRL-H partners had a discussion with one of the male participants in Kano about HIV, and she was impressed with the level of knowledge the participant had on the topic. The participant was able to share the information with the people in his community.

Importance: Participants can take good care of their health and prevent illnesses, especially the sexually transmitted illnesses.

GIRL-H contribution: The Sexual and Reproductive Health component of the GRIL-H program taught in the Safe Spaces. This includes prevention of sexually transmitted infections such as HIV.

3.1.8. Outcome: Transitioned GIRL-H participants have improved knowledge on birth control

Description: Participants have acquired more knowledge on birth control methods, some of which they did not know before e.g., calculation of safe days, and birth control for men. An example is a participant in Lagos who has a small baby. According to her, having another baby now will not work well for her and would only contribute to poverty in her life. She was happy to learn about birth control, and how she can protect herself from getting pregnant, and that there are ways men can also prevent pregnancy.

Importance: Participants can decide when to have a baby, and to space their children

GIRL-H contribution: The Sexual and Reproductive Health component of the GRIL-H program taught in the Safe Spaces.

"I have learnt about contraceptives, there are so many of them, but I can't pronounce them well... I have been taught what I can use to protect myself, also what men can use to protect themselves" **Participant, Lagos**

3.1.9. Outcome: Transitioned GIRL-H participants know about violence and abuse, how to avoid it, and what to do about it

Description: Participants have acquired more knowledge about violence and abuse, e.g., the different types of violence, how to avoid violence and what to do when they or someone around them experiences violence including child abuse. For example, they know that they are supposed to report to their mentors, then to community leaders and then to the relevant authorities.

Importance: They can identify abuse and are able to seek help e.g., confide in mentors if they are being abused or someone around them is being abused.

GIRL-H contribution: Topic on gender-based violence taught in the Safe Spaces.

3.1.10. Outcome: Transitioned GIRL-H participants know about dangers of drug abuse

Description: Participants now know about the dangers of self-medication and misuse of drugs, as well as the dangers of using hard drugs. An example is a participant in Lagos who used to take medication without prescription whenever she had a headache or stomachache but now, she knows the risks of doing so.

Importance: They have stopped self-medication and now likely to seek healthcare when they are unwell

GIRL-H contribution: The topic on drug abuse taught in the Safe Spaces has made participants aware of what drug abuse is and its dangers as well as the different types of drugs that people abuse.

"I also learnt about drug abuse. Most times, some of just feel an ache in the head, and we just request for any drug, but when we learnt about drug abuse, I got to know that it is not advisable to use any drug. Before now, when I have stomach upset, I just take any drug and it affects me more, I was able to know that drug abuse kills" **Participant, Lagos**

"I learnt a lot about drug abuse, about what people take like codeine, Indian hemp, smoking, taking alcohol, I didn't know all of these before, even though I have been hearing of drug abuse" **Participant, Lagos**

"They also gave us awareness about drugs...that it is actually damaging your system bit by bit; now, we are aware of even the most common drugs can make you run mad" **Participant, Lagos**

"They taught us how to take care of ourselves and that we should not take drugs without a doctor's prescription" **Participant, Kano**

"In GIRL-H, they taught us how to prevent our children from smoking and drug abuse and to avoid it ourselves" **Participant, Kano**

3.1.11. Outcome: Transitioned GIRL-H participants know how to identify good role models in the community

Description: Before they joined GIRL-H, participants perceived a role model as someone who is very wealthy or famous. As a result, some of them did not think there were any role models in their communities. Also, they did not consider how the person achieved the wealth or fame and therefore perceived people like the *yahoo boys* [online scammers] to be role models. After they were taught who a good role model is by their mentors, they can now identify a good role model within their communities. An example is a participant in Lagos who identified a teacher in her community as a role model. She approached the teacher and told her she was her role model. Since then, she looks up to the teacher as her role model.

Importance: Participants can know who a good role model is and identify one within their communities.

GIRL-H contribution: Participants were taught in the Safe Spaces who a good role model is by the mentors

Outcomes relating to social interactions and relationship strengthening

3.1.12. Outcome: Transitioned GIRL-H participants have improved self-esteem

Description: Transitioned GIRL-H participants who were shy or timid and found it difficult to speak up when they joined GIRL-H are now confident about who they are. They are more likely to be able to speak in public, engage in discussions, approach, and speak to anybody including elders, interact with peers, stand up and advocate for what they want, and confide in their mentors. Also, participants can now discuss issues that they could not talk about before, such as menstruation. They can interact with the opposite sex and can handle harassment from boys. An example in Lagos is a boy who was very timid when he joined GIRL-H. On the first day at the Safe Space, he walked away and did not want to participate in the program anymore because he was bullied by the other boys. The GIRL-H partner reprimanded the other boys and encouraged the boy to stand up for himself no matter how young he is or how small he may think he is. The boy decided to stay on and at the end of the day, he had made two friends. He is now very active in class; he contributes to discussions and takes charge of presentations.

Importance: Participants are enabled to open-up to their mentors, parents, and elders in the community about issues affecting them including GBV/abuse. They are also able to stand up to harassment. The fact that they can open-up and get help is very important. In addition, they can state what they want and negotiate for it.

GIRL-H contribution: Improved self-esteem is an intended outcome of the GIRL-H program. The curriculum was designed to improve the wellbeing of participants, and this includes enhancing their self-esteem so that they can relate well with their peers, parents, and elders in the society and be able to speak out on what they want without being perceived as rude or proud. Besides the topic on self-esteem itself which has helped participants to know themselves and have the self-confidence to speak up, there are also the topics on communication skills and negotiation skills, and content on active listening, relationship with others, elders and parents all of which contributed to improving the self-esteem of participants over time.

In addition, the GIRL-H mentors in both Lagos and Kano made the participants feel comfortable and encouraged them to speak up no matter who they are, and this contributed

to improving their self-esteem. Selection of mentors was based on a specific skill set and this also contributed to this outcome. For example, one of the requirements for mentor selection was their ability to support young people in different ways. Moreover, the mentors were also involved in the ENGINE program and therefore had been trained before on some of the skills needed.

Peer influence within the Safe Spaces also contributed to the positive change in the self-esteem of GIRL-H participants. Interaction with peers within the safe spaces and seeing how they talked and related with each other also helped in improving the self-esteem.

“As for me, I was always looking down on myself before, I wasn’t sure I could do some things, but seeing my mates do it and I am learning more about it, I feel I can do better than my friends” **Participant, Lagos**

“GIRL-H has helped me with self-esteem. Now, I know who I am, my yes is my yes, and my no is my no” **Participant, Lagos**

“As for me, since we have gotten there, they have informed us not to be shy if things are not going fine. And when I saw that almost all the girls there are always talking and I am not, I had not choice to be speaking out, I like the way they have been dealing with us. I don’t see any reason to be shy any longer, we go there every Wednesday through Friday”

Participant, Lagos

“I used to have phobia for talking in the crowd, but when I attended GIRL- H, it stopped because they are always pushing us to talk and to feel free among ourselves, to come out and give a speech, to do drama and stuff like that. I also learnt how to approach people, I learnt that you just don’t approach people anyhow” **Participant, Lagos**

“Before now, if gathering like this came up and I found myself in it, I could not speak. Recently I went for an interview at Yaba, people came from South Africa and I was able to talk freely to them....” **Participant, Lagos**

“For me, it is the self-esteem and how to save money. Before now, I always spend all the money I greet, but now I know how to save and spend wisely and I don’t have low self-esteem, and I can speak in the public” **Participant, Lagos**

“I now have self-esteem. Before, I am always feeling reluctant when I am with my peers and we are having some kind of discussion, I am always shy, that if I should say something, wont they cut me off, but now, a lot of changed, I can speak freely with my friends” **Participant, Lagos**

“Before now, I don’t know how to talk to people and approach people, but when I joined GIRL H, they taught me on how to approach and talk to people. Like our neighbors and strangers, I greet them more now.” **Participant, Lagos**

“You see some of my mates are very shy to speak and if the teachers ask them question, they will not want to tale because they are shy but as a result of this program, they are able to speak out in the midst of others” **Participant, Kano**

3.1.13. Outcome: Transitioned GIRL-H participants have improved social interaction

Description: Transitioned GIRL-H participants who were aggressive and got involved in fights, disrespectful when they joined GIRL-H are now polite in their communication,

respectful, relate well with peers and other people, can manage their anger and are able to resolve disagreements amicably.

Importance: Participants now have an improved relationship with parents, and they can confide in their parents if they have a problem. There is peaceful co-existence with parents and others in the community. There is less conflict even in the Safe Spaces contributing to a peaceful learning environment.

GIRL-H contribution: Participants were taught about passive, aggressive and assertive communication in the Safe Spaces.

“They also taught us how you can relate with other people peacefully. The time I spent with this people has really taught me how I can talk with people politely and how I can relate with people peacefully” **Participant, Kano**

“I used to have passive behavior, aggressive before now, I flare up on little issues, but with the advice of GIRL H and the advice given to me by my mentors, I am calm now even if you get me angry” **Participant, Lagos**

“They also taught the children how to be respectful. For example, if children are in the same class with the adult, the children are taught on how to be respectful and that made me happy” **Participant, Kano**

“It was as if my energy was boosted, before now, I used to be afraid of my mum, though I still shiver at her presence, but at least I am now able to tell her what is bothering me” **Participant, Lagos**

“The way I interact with people it has change before I don’t use to be free with people but now am free with everybody with all my friend” **Participant, Kano**

3.1.14. Outcome: Transitioned GIRL-H participants support their peers with money for learning materials and start-up capital

Description: GIRL-H participants contribute money to support other participants who do not have money for startup and learning materials. An example is A female participant in Kano who lived with her grandmother and had dropped out of school due to financial challenges. When she joined GIRL-H, she was having serious financial challenges and could not even afford to meet her personal needs such as sanitary pads. At the Safe Space, she got to learn bead making through peer-to-peer mentoring and was the best among her peers. Now she had the skill but did not have any money to start a business. Since she had a good relationship with her peers, they decided to help her out. They contributed 50 Naira each and raised 800 Naira which they gave her to start a business. She started a sweet business and made profit which she ploughed back in the business. When the capital increased, she bought materials for beading and started a second income generating activity. She is now doing both activities and earning money from them. Now she is doing well financially and can afford new clothes, shoes, cosmetics, sanitary pads, and other personal needs. She personally provides materials for peer-to-peer mentoring and trains her peers to do beading free of charge. She has trained 29 participants.

Importance: Participants are able to set up a business and stand on their own as well as get materials for practical lessons.

GIRL-H contribution: This is an unintended positive outcome. The program’s strategy was for participants to be linked with apprenticeship opportunities but in this case, participants

have taken it upon themselves to help each other to raise money for learning materials and start-up capital.

“There is one girl among us who wanted to start selling wara [local snacks] but she didn’t have money and her mum too didn’t have money. Our teacher asked us to contribute 100 naira each and that is how we contributed 2500 for her to start. Later she brought back the money, but we all returned it to her” **Participant, Kano**

“When we started learning, there is one material that is expensive and so the teacher asked us to be bringing 100 naira every week, each week she would buy for one person”
Participant, Kano

3.1.15. Outcome: Change in social norms that define interaction of young people and elders in the community

Description: Transitioned GIRL-H participants are now able to speak to elders in the community, something that did not happen before because of social norms. For example, in some communities, children and young people below 18 years normally would not speak to leaders, access the palace [where the community leaders sit in the community], or even speak out in the community. The sociocultural belief is that children have nothing to say in the presence of elders. The intermediary between the children and the community leaders were their parents. However, because of the GIRL-H activities, the children and young people now have access to the palace, they speak to the leaders, report issues to the leaders, and even advocate for what they want to the leaders. The leaders now encourage the young people to speak out and when they see the children around the palace, they invite them into the palace. In addition, community members and leaders have become more involved in what participants are doing and are always following up with GIRL-H on what they can do to support the participants. They lead discussions with small businesses around the community to admit participants for transition, even for free.

Importance: This is a community level outcome that has a positive effect on the GIRL-H participants as individuals within the community. Participants can speak out on issues affecting them, to make change happen, and get help from community leaders and other elders.

GIRL-H contribution: The topic on self-esteem and communication for the participants and the champion days have contributed to this outcome. Champion days have helped in breaking the barrier between the young people and the leaders as well as their parents. During the champion days, GIRL-H participants showcase what they have learnt in the Safe Spaces and speak out on what they want and issues affecting them. After attending the champion days and other GIRL-H activities and seeing the way participants are talking about their issues, the community leaders have changed their mindset about young people in the community. They are now encouraging young people in the community to speak out. They even allow the young children to visit the palace. An example of these activities is a gathering organized by GIRL-H that involved community leaders and was 90% facilitated by GIRL-H participants. The participants talked about the things they had learnt in the Safe Spaces and positively advocated for the things they wanted including the skills they wanted to learn, for example tailoring, to the community leaders. The community leaders were very impressed with the way the participants articulated their needs, particularly because the participants had never spoken to them before. As a result, the community leaders facilitated more than 30 girls to transition into tailoring for free, just because they were able to speak out before the elders and they were heard.

Economic/livelihood outcomes

3.1.16. Outcome: Transitioned GIRL-H participants have developed an interest in doing business as an economic activity

Description: Transitioned GIRL-H participants who never thought of doing business before joining GIRL-H are now interested in starting a business. An example is a female participant in Lagos, who despite having skills in fashion design, never thought of using her skill for business. When she joined GIRL-H and discovered that there were a lot of fashion designers who were very serious about fashion design, she decided to get serious about it as well and is now considering setting up a shop.

Importance: Participants will be able to stand on their own once they start a business. Participants are able to cater for personal needs and support their parents and siblings with the money they get from the business. Participants can relate well with customers which is very important for their businesses.

GIRL-H contribution: Matching interest to work where participants are linked to vocational skills training and peer-to-peer mentoring where participants teach each other the skills they have. Mentors discuss different types of business opportunities and how to start and run different types of businesses.

“Before I didn’t have any interests in business but now, I have” Participant, Kano

3.1.17. Outcome: Transitioned GIRL-H participants can identify a business opportunity within their communities and use it to earn income

Description: Before joining GIRL-H, transitioned GIRL-H participants did not know ways of making money. Now they can identify a business opportunity in the community and make money out of it. An example is of participant in Kano who made and sold head turbans during *Salah [a religious celebration]*. Also, a participant in Lagos who is doing make-up for community members going for weddings, child naming ceremony etc. and is getting paid for the services.

Importance: Participants meet their personal needs and support their parents and siblings with the money they make from small seasonal businesses.

GIRL-H contribution: Matching interest to work where participants are linked to vocational skills training and peer-to-peer mentoring where participants teach each other the skills they have. Mentors discuss different types of business opportunities and how to start and run different types of businesses.

3.1.18. Outcome: Transitioned GIRL-H participants have a business or income generating activity

Description: Transitioned GIRL-H participants have started a small business or income generating activity based on the economic skill acquired through GIRL-H. Also, participants who had a skill before they joined GIRL-H but did not know how to use it for business are now using their skill to generate income. An example is a participant in Lagos who knew how to draw even before he joined GIRL-H but did not know how to use this talent. After joining GIRL-H and being mentored, he is now telling stories through his drawing and earning money from it. Also, a young girl who knew how to fry groundnuts and after joining GIRL-H, she started frying and packaging the groundnuts which her mother sells for her in her shop. Other examples of businesses and income generating activities that the transitioned GIRL-H

participants are involved in include making head turbans, beading (decoration of veils and clothes using beads), tie and dye, making bags, making snacks and food, making shampoo, making toilet cleaner, among others.

Importance: Participants earn income and can cater for personal needs such as clothes, sanitary pads, data bundles, and contribute to household income by supporting their parents and siblings with the money they get from the business. Parents testified to this. An example is a parent whose two children are GIRL-H participants. They have learnt fashion design and tailoring through GIRL-H, and they have used the money that they make to pay their own school fees, and they also sew their own clothes.

GIRL-H contribution: Matching interest to work where participants are linked to vocational skills training and peer-to-peer mentoring where participants teach each other the skills they have. Mentors discuss different types of business opportunities and how to start and run different types of businesses.

“... when we first started, I wondered if it was real, but I kept going every day and I later got what I wanted, because right now, I am in my catering shop and I have learnt a lot”

Participant, Lagos

3.1.19. Outcome: Transitioned GIRL-H participants earn an income

Description: Transitioned GIRL-H participants are earning money from the economic skill acquired through GIRL-H

Importance: Participants will be able to stand on their own once they start a business. Participants are able to cater for personal needs and support their parents and siblings with the money they get from the business. Participants can relate well with customers which is very important for their businesses.

GIRL-H contribution: Matching interest to work where participants are linked to vocational skills training and peer-to-peer mentoring where participants teach each other the skills they have. Mentors discuss different types of business opportunities and how to start and run different types of businesses.

3.1.20. Outcome: Transitioned GIRL-H participants are saving their money

Description: Participants who were not saving before they joined GIRL-H are now saving, and participants who saved before are now saving more than they used to. Participants are saving for different things, for example learning equipment, start-up capital, for university. They have formed cooperatives (Savings groups) where they save in groups in piggy banks while others are saving individually.

An example is a participant in Lagos who was not saving before she joined GIRL-H. On the day she joined GIRL-H and went to the Safe Space, the topic was about financial savings. The mentor told the participants that it was good to save for the future and that they could save in a piggy bank. After that session, she got a piggy bank that cannot be opened and started saving inside it. She was transitioned and has been learning how to make shoes (a cobbler). One day, she wanted to gauge her progress and so she requested someone to ask her boss (trainer) to allow her to make the person's shoes. She had assumed that she would use her boss's materials to make the shoes, but her boss told her to buy her own materials. The materials were very expensive and so she asked her father for money, but he did not have money to give her. That is when she decided to break her piggy bank and there was enough savings to buy all the materials that she needed to make the shoes including the leather. She realized how useful it is to save. On the day she learnt about goal setting at the

Safe Space and the mentor said it was good to set a goal and once it is set, it was possible to achieve it, she started saving with a purpose. She sets goals and saves towards those goals. For example, she wants to further her skills as a cobbler and has requested her mentor to obtain a JAMB form for her once she is done with the training. She is saving for it and plans to support herself in school with the money she will get from her cobbler job.

Importance: They save for what they want, for example some of the participants were saving to buy equipment for the skills they are learning e.g. camera

GIRL-H contribution: Topic on financial savings was taught in Safe Spaces. Participants were also taught how to form savings groups. Mentors encourage the participants to save. Some save as a group while others save individually. Some of them save in piggy banks and at the end of the Safe Space sessions, when they break the bank, they show it to the mentor to confirm that they have been saving. Examples are two 10 - 14 male participants who spent their money, 20 Naira, on games. The mentor advised them to save the money instead of wasting it on games and within a few months they would each have the phone that they wanted which was 12,000 Naira. So, they started saving and their parents noticed that they had changed. Before, they would be away from home whenever they had 20 Naira but now, they are always at home playing with their young ones. Another example is a participant in Lagos who saved up for Christmas clothes.

In Kano, participants do not have bank accounts and mostly use local savings [informal way of saving with vendors within the community). The program promotes both formal savings and local savings. In Nigeria, one must attain the age of 18 years to own a formal account, except for a minor account. So, participants who cannot have formal accounts are encouraged to do local savings until the time when they can have a formal account. The objective is to build a savings culture amongst participants. Also, some participants have started a cooperative (savings group) but are not registered yet because they want to build their savings to a certain amount before they open a bank account and save formally. The local savings are with vendors within the community. The amount saved is recorded on a card kept by both the vendor and the person saving. This has contributed to participants' knowledge of record keeping, whether for their savings or business. The local savings are done daily, weekly, or monthly depending on the savings service the person has enrolled for. At the end of the savings period, both the vendor and the person saving compare their records before the person withdraws their money. The person saving can opt to take their money back or any other item such as start-up kits. The local savings do not earn any interest.

Other contribution: ENGINE program

“Before now, I spend anyhow, but when GIRL H came, I learnt that saving money for the future is the most important, even if it is 500 naira per day. I do daily contribution of 300 naira, and at the end of the month, I have the opportunity to collect my 9000 naira, that 9000 naira will do a lot for me, I am so happy” **Participant, Lagos**

“I didn't keep money before, but when I got to GIRL-H, I was told that it is good to save money and ever since then, I have been saving money. I realized that savings would help whenever you need money to do some things” **Participant, Lagos**

“I always saved before, but after joining the GIRL H program, I have improved on my savings, before it was 20 to 25%, but now it has gone up to 50%” **Participant, Lagos**

3.1.21. Outcome: Transitioned GIRL-H participants have a bank account

Description: Some of the participants in Lagos who did not have a bank account before joining GIRL-H now have one and some of them are already using their accounts to save money.

Importance: They can receive money through their accounts, they can also save in the accounts.

GIRL-H contribution: In Lagos, GIRL-H facilitated some of the participants to open individual bank accounts where they can save. The bankers came to the Safe Space to collect the participants' details before they were asked to go to the bank for verification of their details and registration. To some of the participants it was the first time they stepped into a bank and this was a good exposure for them.

"GIRL-H has also contributed a lot to our lives. For instance, the bank account I am using today, I got it through GIRL-H program, and it was going to take me a period of time to go and open up an account... if it wasn't for GIRL-H program, I might have a bank account, but it wouldn't be as earlier as I got it" **Participant, Lagos**

Personal responsibility outcomes

3.1.22. Outcome: Transitioned GIRL-H participants are setting goals for the things they want to achieve

Description: Transitioned GIRL-H participants who did not have any goal or did not know about goal setting before they joined the program, are now setting goals for the things they want to achieve, for example learning a vocational skill, buying start-up kit, starting a business, or going back to school. In one of the local governments in Kano, when the mentor took the participants through goal setting, most of them had not thought about their goals before.

An example is participant in Lagos whose goal was to buy her own camera and she was saving for it. She is currently learning photography. However, her trainer's camera is very expensive (costs 480,000 Naira) and therefore she is not allowed to use it. If they are covering an event, all she can do is watch even though she believes she can learn faster if she does it practically. She learnt about goal setting in the Safe Spaces. She learnt that she is able to achieve her goal if she works towards it and that is why she is saving. When they started the training, the mentor asked them to write down their goal for the next six months, what they want to achieve after the three months of training, and to work towards achieving it. To achieve her goal, she has set a target of the amount that she must save. Learning about goal setting has made her accountable for all her daily activities and she no longer procrastinates what she has planned to do.

Importance: Participants are able to plan their lives, and with planning, are more likely to achieve goals.

GIRL-H contribution: This was an intended outcome and specific topics in the GIRL-H curriculum, particularly the topic on goal setting contributed to it. In Kano, besides the session on goal setting, the mentors and the Safe Space ensured that participants were working towards achieving their goals. Accountability groups were formed within the Safe Spaces.

3.1.23. Outcome: Transitioned GIRL-H participants are focused on achieving their goals

Description: Transitioned GIRL-H participants who had goals before but did not know how to achieve them and those who did not have any goal before but now have a goal are focused and working towards achieving their goals. They know about negative peer influence; they know that they should not be distracted and that they should not procrastinate. An example is a participant in Kano whose goal was to learn tailoring and when he mentioned this to his mentor, he was advised to identify a person with that specific skill, and let the person know about his interest and passion. The participant did exactly that and is currently learning tailoring.

Importance: Knowing that they can have a goal and achieve it is very significant to the participants, and an inspiration for other participants who have seen their peers achieve their goals.

GIRL-H contribution: This was also an intended outcome for the GIRL-H program. Specific topics, for example the topic on goal setting contributed to the outcome. Participants who already had a goal when they joined the program were asked to speak about their goal and guided on how to achieve it.

3.1.24. Outcome: Transitioned GIRL-H participants manage their time well

Description: Transitioned GIRL-H participants who used to do nothing at home, hang out all day now know how to manage their time well. They even assist with household chores something they did not do before.

Importance: Participants are able to achieve their goals. Participants are able to manage their time well, and they are able to stay away from trouble

GIRL-H contribution: Participants were taught about personal responsibility, including time management in the Safe Spaces

"I learnt time management, the way I use my time, by making a personal timetable for myself. Before now, when I wake up in the morning, I sleep again, but getting to girl h, I learnt how to use my time well" Participant, Lagos

3.1.25. Outcome: Transitioned GIRL-H participants have improved personal hygiene

Description: Participants take a bath, know what to do regarding menstrual hygiene, improved dressing and personal appearance/presentation.

Importance: Because of good personal hygiene, their self-esteem has gone up and they are now more confident.

GIRL-H contribution: Mentors taught and reinforced personal care and hygiene in the Safe Spaces. Some of the participants were already knowledgeable about personal hygiene but then they did not know how to go about it, or they just did not care and so the mentors had to both teach and reinforce personal hygiene to ensure participants took proper care of themselves and their bodies. During the Champion days, participants shared the information they had learnt in the Safe Spaces about personal hygiene with their peers mainly just as a reminder, for example on menstrual hygiene specifically for the girls and personal care for the boys. Through peer-to-peer mentoring, they got to learn what they could do to keep themselves clean and that they did not need a lot of money to do it.

One of the mentors in Kano reported that when she started the Safe Space sessions, the hygiene of the participants was very poor. So, in one of the peer-to-peer mentoring sessions she taught them how to make a local deodorant powder using alum. She packed it for them to carry home so that they can use it on themselves. Some of the parents showed interest in the powder and went to the Safe Space to meet the mentor. Many people in the community also showed interest and as a result, some of the participants started selling the powder.

3.1.26. Outcome: Transitioned GIRL-H participants who were out of school have gone back to school

Description: Some of the participants who were out of school when they joined the GIRL-H program are now enrolled in schools, both primary and secondary. In addition, participants who had completed senior secondary education and could not further their education when they joined GIRL-H because they could not afford to pay for Joint Admission and Matriculation Board (JAMB) form, have either joined college or are due to join college.

An example is a female participant in Lagos who was at home doing nothing after her secondary education because her parents could not afford to pay for the JAMB form. After secondary school she started learning tailoring because her mother forced her to do it but that is not what she wanted to do in life. She wanted to do nursing. So, after some time she decided that she was not going to do tailoring anymore and quit learning because that is not what she wanted to do any way. So, when GIRL-H started, she was at home doing nothing and she decided to join GIRL-H. When she joined GIRL-H, she told the mentor that she wanted to write JAMB and go for nursing because it is what she had intended to study, but she could not afford to pay for the JAMB form. The mentor helped her and other participants to obtain the JAMB form which she completed and got good results. She got admission and is now waiting to join college for a course in nursing.

Another example in Lagos, is a participant who dropped out of school in SS2 because she was not serious with education and was always absent when she decided not to continue with school and planned to register somewhere as an external student. She joined GIRL-H and after learning about goal setting in the Safe Space, she set a goal for herself of becoming an auditor and she realized that she can only achieve this goal if she is serious with education. That is when she decided to go back to school and at the time of this discussion, she was due to write her West African Examinations Council (WAEC) exam.

An example in Kano is a participant linked to senior secondary school by her mentor. She had dropped out after junior secondary school, and she could not continue because of financial challenges. When she joined GIRL-H, she discussed with the mentor that her dream is to go back to school, in science class. So, the mentor assisted the participant to join senior secondary school in the local government. The mentor happened to work on a secondary school management board and so had a way of getting a scholarship for the participant, and the mentor provided her with the school uniform while the program officer provided her with books.

Importance: The participants are able to obtain education.

GIRL-H contribution: The program has linked some of the participants back to primary and secondary schools. In Lagos, this was possible because of the good relationship that Mercy Corps had built with some of the schools during the previous program ENGINE. So, riding on that when they went to the schools and said, "we have some participants we would like you to enroll", it was easy because of that relationship they had built.

In Lagos, the mentors helped some of the participants to get and fill JAMB forms and they are now sitting their exams. These participants had finished their secondary education but

did not have money to proceed. They could not afford the JAMB form (6,000 Naira) but through the support of GIRL-H they were able to obtain the form.

3.1.27. Outcome: Transitioned GIRL-H participants have national ID cards

Description: Participants who did not have national ID s when they joined GIRL-H now have national IDs

Importance: It was easy for them to get the IDs. Although they could have still gotten IDs without GIRL-H, they were able to get them sooner

GIRL-H contribution: Program facilitated some of the participants to get national ID cards. GIRL-H arranged with the local government council and the participants were invited t to apply for the IDs. Though they went through the normal process including the filling of the application form and obtaining a temporary one in the interim, they were able to get the IDs sooner than if they had done it by themselves.

“...even the national ID card I am using to date, it was through this program [GIRL-H] that I was able to get it for myself... probably because of the SIM card registration currently, maybe I might just be getting it now, I wouldn’t have gotten it earlier” Participant, Lagos

3.1.28. Outcome: Transitioned GIRL-H participants have stopped abusing drugs

Description: Participants who were self-medicating before they joined GIRL-H have stopped and are now seeking healthcare when they are unwell. Also, participants who abused drugs before they joined GIRL-H have stopped and some are now advocating against it to peers in the community. An example is a participant in Kano who abused drugs before but has now stopped and started a campaign ‘Say no to drugs’ in his community.

Importance: Participants have stopped abusing drugs and are engaged in vocational skills that will help improve their lives

GIRL-H contribution: The topic on drug abuse taught in the Safe Spaces has made participants aware of what drug abuse is and its dangers as well as the different types of drugs that people abuse.

“...as a result of this program a lot of boys have stopped bad habit like smoking and using drugs, these people get involved in this bad habit because of lack of business but now they have stopped and they are learning skills” Participant, Kano

3.1.29. Outcome: Transitioned GIRL-H participants have social responsibility

Description: Participants are now involved in community activities and roles. For example, a participant in Lagos who after learning about leadership and being an example to others in the Safe Spaces, volunteered to teach the Sunday school in her church because there was no teacher. Another example is of participants, also in Lagos, who volunteer to sweep the marketplace in their community. In addition, there is a participant in Lagos who transitioned back to school and at the same time applied for a mentoring role in GIRL-H. She is now mentoring the other participants as a way of giving back to the society and has become a role model to the other participants. She shares with them the knowledge she has received through GIRL-H and lets them know that they can become better than her.

Importance: Participants are able to give back to the society in different ways. The society indirectly benefits from the skills and knowledge participants have acquired through GIRL-H.

GIRL-H contribution: Different topics taught in the Safe Spaces, including self-esteem, communication skills, and personal responsibility.



4. Feedback on the program and recommendations

Although not the main objective of the outcome harvesting, the informants were asked to provide feedback on the program, if any with suggestions for improvement of the GIRL-H program and future programs implemented by Mercy Corps.

Feedback from the participants was mainly on the challenges that they face as transitioned participants and include lack of learning resources, not being linked to skills of choice, long distance to places of learning, and lack of start-up kits and capital. Feedback from GIRL-H partners and mentors was more on the program design and its implementation. The GIRL-H partners validated the feedback from participants and provided comments which have also been included in this section.

Overall, participants were grateful for what the program had done for them especially enrolling them to learn skills. Some of the participants believed that without the GIRL-H program they would never have gotten the opportunity to acquire any skill because their parents could not afford it.

First, they would like the **GIRL-H program to continue** so that they can finish the trainings they have started. Most of them were afraid that when the program ends, they will not be able to continue because their bosses (those who are training them on skills) will not allow

them to continue if they are not able to pay for it, and they know that they will not be able to pay.

While some said they may not be able to continue with the trainings after GIRL-H, others seemed determined to continue and finish the training even if the program ends though were also afraid that they may not get the money to startup a business thereafter.

They also want the program to continue so that other adolescents and young people who have not already benefited can have the opportunity to also benefit and learn skills that will help them in life.

“Truly, they have helped us a lot by putting us in different places to learn different skills, and because of this, we are thanking them a lot” **Participant, Lagos**

“GIRL H should continue with what they have started, because they have been very good, especially in my own life, they have really helped me, so I will say they should continue” **Participant, Lagos**

Skill options: Increase the number of economic skills that participants can choose from so that they can learn a skill of choice; and link them to professionals who can train them on the skill of choice, for example there were participants who wanted to learn carpentry but could not because there was no one to teach them. Also, participants should not be restricted only to skills available in their communities. The result of all these is that some of the participants are currently learning skills that they did not choose or have an interest in because they have no option. An example is a participant whose skill of interest (catering) was not available in her community. The place where she can learn the skill is far and the mentor did not allow her to go far from her community. So, she is now learning skill (in computer) even though it is not what she wanted.

In ‘matching interest to work’ some participants expressed interest in learning different skills. So, they had a 1st choice, 2nd choice, and 3rd choice. Probably they were not linked to their 1st choice, but most likely to their 2nd or 3rd choice.

Some of the participants whose skills of interest were not available within their communities, personally changed their minds and decided to take up other skills when they saw that their peers were being linked.

In Kano, it is a challenge if the skill of interest is not in the community because participants cannot go far to learn. At times there is no choice and participants are given the liberty to find someone closer that they can learn from.

In some instances, in Kano, GIRL-H brought the trainer to the community but because the trainer has left her place of business to come to the participants. the level of engagement and commitment was very low. It works better if the training happens at the trainer’s place of business

“...I don’t have interest in tailoring, I asked them to take me to another place where I could learn catering, but they said they can’t take me too far from my house. When they said they will take five students and teach them how to operant computer, one of the teachers asked me if I was interested and I just joined since I didn’t have an option” **Participant, Kano**

“There are boys that want to learn carpentry, but there was no teacher to teach them. They came with their own plank and their carpentry equipment but nobody to teach them. So, the advice I want to give is that they should please look into that aspect because there are a lot of young boys that want to learn this skill” **Participant, Kano**

Distance to the place of learning: Particularly in Lagos, distance to the place of learning was also cited as a challenge for some of the participants. Some walk the long distance to go and come back. Others use transport and this is expensive for them. Whereas participants do not want to be restricted to skills available within their communities, they do not want to be linked to places of learning that are very far from their homes because of the transport costs or having to walk long distances to and back.

“I live in Shomolu and my work place is at New Garage, I don’t have the transport fare sometimes, and I have to trek all the way going to work and back home in the evening because I am learning work, I feel they should put us close by, so that even if you are going to trek, it will be for a short distance” Participant, Lagos.

“They [GIRL-H] chose the workplace for us, but where they chose for us is very far. We need transport fare because the distance is long, 200 naira to and 200 naira back home, and when we get to work, we need materials like brown paper, so it is too expensive for us...” Participant, Lagos

“I was posted to Ikeja, to a fashion house by GIRL H, but because of transport every day, if they can put us close by, it will be better” Participant, Lagos.

“...for me that want to go into fashion designing, I have to go from here to Ogba every day... and I must be in class by 8am in the morning, and leave at 6pm in the evening, so both coming and going are traffic times, so it is not convenient at all” Participant, Lagos

Some of the participants have not started apprenticeship: This was confirmed by GIRL-H partners in both Lagos and Kano. Some of the participants have not been placed for apprenticeship especially where there are no trainers and the vocational centres where they can learn the skill of interest, for example WAPA in Lagos is very far. For some, it’s because the available training places that are close by are very small and cannot accommodate them all due to space. For some of the participants, especially in Ungogo in Kano, there are no trainers in that community and no trainers are willing to go to that community and the participants are very keen to learn the skills they chose and are not willing to change even though there are no trainers.

When participants were linked to artisans, they were excited and some of them did not complain about the distance. It is only after they started learning that GIRL-H discovered that some of them were going very far from their homes.

GIRL-H partners and mentors have already identified the participants whose places of learning are very far and are in the process of moving them closer to where they live so that they can continue with learning.

For some of the participants in Kano, vocational centers are the only places where they can learn the skill of interest. So, they made a choice and grouped themselves to cover the transport costs while GIRL-H covers the training costs. Probably they are now realizing that it is expensive on them.

Learning resources: Support participants with learning materials and equipment required for the specific skills they are being trained on. For example, fabric and sewing machines for those doing fashion design, camera for those doing photography, laptops for those doing computer related training, etc. Lack of money for purchasing materials and equipment is among the challenges faced by the transitioned participants. Some parents support with the materials but not every time. Also, there are those whose parents cannot afford the required materials, and when they finally get the materials, it is usually late making them lag in the practical.

During negotiation with business owners, provision of learning materials such as pair of scissors, brown papers, etc. was one of the criteria considered by GIRL-H. So, the issue is probably with the more expensive equipment such as machines for those doing tailoring or cameras for those doing photography, and so on. Not all trainers would allow their trainees to use such equipment.

“...the last time we did a practical in our shop [catering], it was for 2500 naira and another for 2000 naira and I didn't gain anything because I didn't have the money and my mother told me she had warned me not go into catering...She is always complaining that the practical is expensive, and I am not her only child” **Participant, Lagos.**

Start-up capital or equipment: Provide transitioned participants with start-up capital or kits for the specific skills they have been trained on so that they can make use of what they have learnt to earn an income. Most of them do not have money to set-up a business after the training. Even if they must work to raise the money, they believe it will take several years to save enough money, and this may derail them, or they may forget what they have learnt.

For the transitioned participants, there is a criterion that they must meet before they can be given start-up capital. Whether or not they really have interest in the skill they are learning matters a lot and this depends on whether they are attending the training or not.

“...what GIRL-H told us was that, after learning, they will provide us with every material we need to be self-independent...at the end of the day, you get your equipment, start your own business, become your own boss, but when you are doing salary work to save and buy equipment, even with 3 years savings you won't buy a machine, not to talk of renting a shop” **Participant, Lagos**

Discrimination of GIRL-H participants in places of learning: Some of the participants have faced discrimination at the places where they are learning skills simply because they are GIRL-H participants and do not pay for themselves. Their trainers tend to favor apprentices who come on their own because they pay for themselves. For, example the GIRL-H participants are trained separately from the others and sometimes they are told to give up machines for the other apprentices.

GIRL-H solicited the support of trainers in the community for them to train participants at discounted prices. Payment was made after GIRL-H confirmed attendance of the participants. GIRL-H has not received any reports of discrimination against participants and will look into it

“Some of us are learning in fashion schools, and they differentiate us because we come from GIRL-H. Their attitude towards us is bad. Why would they teach their own students and tell us that it is not the right time to teach us? They are supposed to put us together and teach us together, I don't think what they are doing is right. I would like GIRL-H to talk to the teachers that they shouldn't treat us differently from their own students” **Participant, Lagos**

“...sometimes, they ask us to stand up from using the machine [to give way to] their own students.” Participant, Lagos

Time constraints in implementation of the program: The GIRL-H partners lauded the program design as superb, but cited time constraint as the greatest challenge to its implementation. The program has numerous activities to be implemented within a short period of time. Thus, the implementing team is forced to work back-to-back throughout the week without rest days. Being a pilot project, the program’s outputs, outcome, and indicators are too many bearing in mind the short period the program is supposed to run, and there is no provision/time for monitoring the actualization of goals at the end of the program. Also, the **target number** is too high for the program duration and for a pilot project.

Considering the target number, outputs, outcomes and indicators of the program, the GIRL-H partners recommend five or six years, and minimum of three years for such a program to have the desired impact.

Duration of mentor training: Mentors were trained for about five or six days only. This was not enough to effectively cover the entire curriculum. The GIRL-H partners recommend ten to twelve days for the training. Both partners and mentors recommend continuous regular trainings that are specific to different topics in the curriculum.

Duration of Safe Spaces: The duration of the Safe Spaces is also not enough to effectively cover the entire curriculum. The curriculum is for six months but has been compressed to three months, and this is overwhelming to both the participants and the mentors. The duration of the Safe Spaces should be extended bearing in mind the curriculum and content to be covered.

Budget: The program’s budget was meagre and not enough to implement all the activities. The communities were requested to support some of the activities. This was possible because of the good relationship with the communities.

Program design: It would have been good if the implementing teams were involved in the program design. The partners recommend being given an opportunity to review and provide feedback on the program design. For example, somethings that may work in Lagos may not work in Kano.

Under-staffing: The implementing team in Nigeria is small considering the scope and timing of the program. For example, just one program officer is expected to handle 82 safe Spaces in three months and to monitor the over 500 transitioned participants.

Monitoring of the program: There is no provision for routine monitoring, and this has hindered achievement of key outcomes. While the program leveraged community monitoring, the community may not understand what to monitor.

Mentor supervision: Mentors recommend regular supervision of mentors to ensure they are doing what they are supposed to do. After cycle 1, lead mentors were introduced to fill the gap in mentor supervision. However, because the lead mentors also have their own Safe Space groups which they are handling, they do not have enough time to supervise other mentors. Some of the mentors felt that the supervision should be more frequent that it is currently.

Skills training for participants aged 15-17: According to the program design, only participants aged 18-24 are being considered for transitioning to skills training. However, some of the participants aged 15-17 years prefer to learn a skill rather than go back to school. Both the partners and mentors recommend short skills training for participants of this

age group who do not want to go back to school. Moreover, some of them have never been to school before and do not want to start school at this age.

Transitioning of participants back to school: There is no support throughout their stay in school. Thus, transitioning them back to school may not be sustainable. Both partners and mentors recommend provision of a scholarship program for participants who dropped out of school at lower levels of education. There is need for a more solid back-to-school plan for those aged 10-14 years and this should be planned for and incorporated in the design of the program.

Safe Space curriculum: Include literacy and numeracy skills, especially for participants aged 10-14 years who are out of school and do not want to go back to school. Those who prefer to learn a skill instead.

Also, some of the topics are a bit heavy for participants aged 10-14 years. Both partners and mentors recommend that the four major outcomes and the topics are divided based on age group of participants for a more segmented approach to the coverage of topics.

Support participants to get JAMB form: Mentors recommend that some of the participants who are aged 18-24 years and have completed senior secondary education and would want to further their education should be assisted to obtain the JAMB form. Some of them cannot afford to pay for the form.

Program tools: Most of the GIRL-H program tools are bulky and are overwhelming to participants. These include all tools: pre-test tools, post -test tools, monitoring tools, and business mapping tools. The partners recommend that they are involved in co-designing of program tools, especially the M&E team.

Access to data: The implementing team does not have access to the program data. It takes long before they can get the data and this causes a delay in addressing issues. The partners recommend that they are given real time access to the data.

Data Software: The data software was changed from ComCare to DHIS too late into the program. As a result, some of the mentors are still not able to access and use the new software. With only 80 days remaining to the end of the program and only one person going around to train mentors on the new software, it is overwhelming.

5. Conclusion

The most prevalent outcomes are on acquisition of economic or vocational skills, improved self-esteem and social interaction, increased involvement in small businesses or income generating activities, having an income, and financial savings.

The specific components of the safe space sessions that contributed to most mentioned outcomes are 'matching interest to work', topics on self-esteem, communication, negotiation, and financial literacy

The GIRL-H program in Nigeria has linked participants to economic pathways of preference. In 'matching interest to work' participants were given the opportunity to choose what they were interested in doing after the Safe Spaces. They were then linked to trainers with their skills of interest which include catering, baking, fashion design, sewing/tailoring, knitting, tie and dye, hair dressing, make-up application, shoe making, mechanics, graphic design, screen printing, and auxiliary nursing, among others.

The program has contributed to improving the social well-being of participants in Nigeria by enhancing their self-esteem, communication skills, and negotiation skills. They are now more confident and likely to speak out, engage in discussions, advocate for what they want, stand up to harassment, interact and relate well with others than before. This has improved their relationship with peers, parents, and elders in the community. As a result, they are likely to support each other and also get the support of their parents and community leaders when they speak up about issues affecting them.

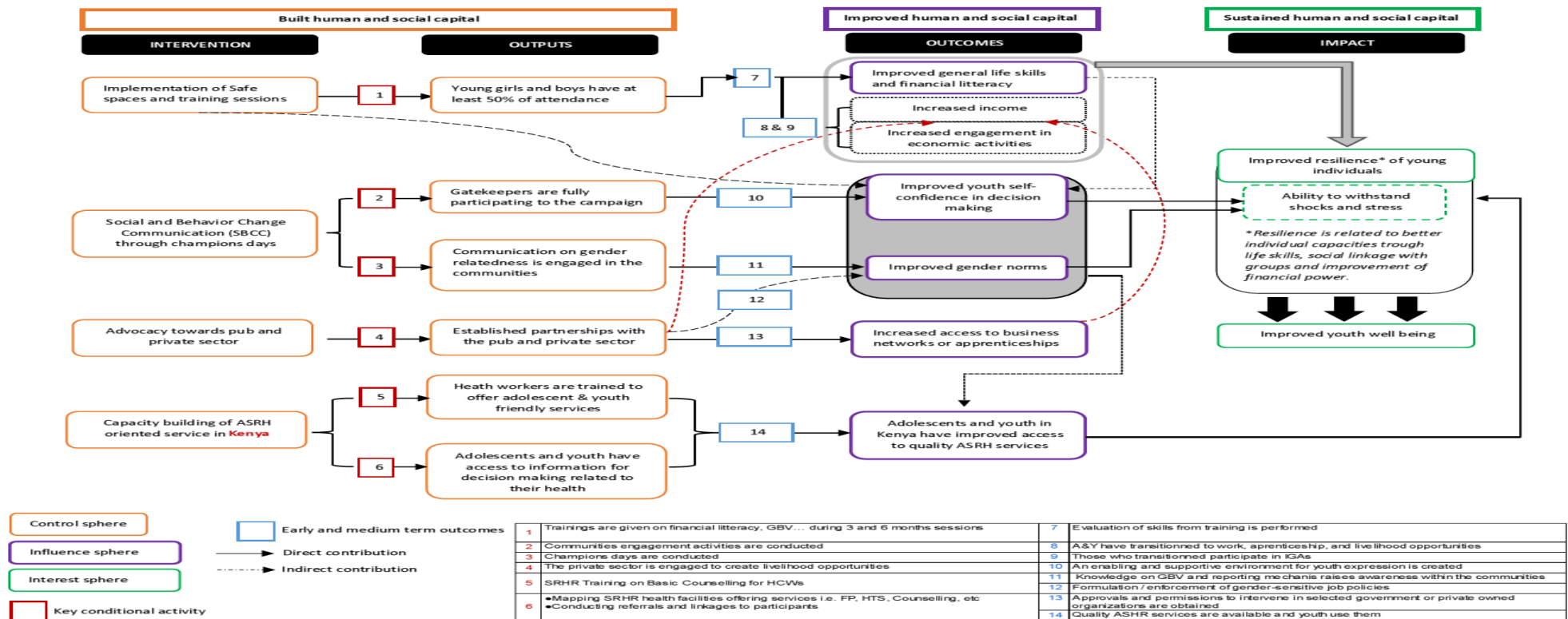
The program has also contributed to improving the financial well-being of the participants in Nigeria by equipping them with economic skills through peer-to-peer mentoring and linking them to trainers and vocational centres for apprenticeship. Some of the participants are already using these skills to earn an income. With the income, they can meet their personal needs and also support their parents and siblings with some of the financial needs. They are less dependent on their parents for personal needs unlike before.

In addition, the program has provided participants in Nigeria with the knowledge on financial savings through the financial literacy topic taught in the Safe Spaces and now they can plan and manage their money well, and this has enabled them to save. They are saving in groups or individually in piggy banks, informally with savings vendors (in Kano), and in bank accounts. Some of the participants now have bank accounts because of the program.

6. Appendix

Appendix 1: GIRL-H's theory of change

The diagram below provides the program's theory of change (Mercy Corps, 2022).



Appendix 2: Discussion guides

a. Discussion Guide for GIRL-H staff, partners, and mentors

Introduction

Harvester:

- Introduce yourself and any other Ipsos staff present in the discussion, also ask participants to introduce themselves,
- Thank the participants for coming to the discussion,
- Explain the objectives of the discussion and the outcome harvesting approach and let participants know what is expected of them during the discussion,
- Ask permission from the participants to record the discussion and take notes.

Hello, my name is _____ from Ipsos, and I will be guiding the discussions [**Introduce any other Ipsos staff with you**]. Thank you all for agreeing to be part of this exercise. May I request that we introduce ourselves. Please tell us your name and role in the GIRL-H program.

The objective of our discussion is to understand the changes you have observed in the GIRL-H participants, whether you think the GIRL-H program has contributed to the changes, and if yes – how?

We are going to be using the Outcome harvesting approach and I will expect you to provide as many changes as possible that you have seen or heard about. Whether positive or negative.

Everything in this discussion will be reported anonymously.

Before we start, I would like to have your consent to record the discussion. We are recording and taking notes because we may not be able to remember everything that you say.

Questions

1. Have you seen or heard about any changes in the participants in general?
2. What changes have you observed in the participants?
3. Do you think the GIRL-H program has contributed to these changes?
4. **If yes**, how? Please explain specifically how you think the program contributed to the change?
5. What else could have contributed to these changes, other than the program?
6. Are there any other changes that have occurred? **negative**
 - Do you think the GIRL-H program has contributed to these changes? **If yes**, how?
7. In your view, how significant is the change to the participant's life (ASKED FOR EACH CHANGE)?

Closing

We have come to the end of the discussion but before we close, does anyone of you have anything more to say on the topics we have discussed or any feedback on the program?

Also, would you be able to get more changes and evidence by talking to other people and then get back to us with the information on email. We would really appreciate it if you can.

Thank you very much for your time and participation, we value all the information that you have given to us.

b. Discussion Guide for GIRL-H participants

Introduction

Harvester:

- Introduce yourself and any other Ipsos staff present in the discussion, also ask participants to introduce themselves,
- Thank the participants for coming to the discussion,
- Explain the objectives of the discussion and the outcome harvesting approach and let participants know what is expected of them during the discussion,
- Ask permission from the participants to record the discussion and take notes.

Hello, my name is _____ from Ipsos, and I will be guiding the discussions **[Introduce any other Ipsos staff with you]**. Thank you all for agreeing to be part of this exercise.

The objective of our discussion is to understand the changes that have occurred in your life as a result of the GIRL-H program, and how the GIRL-H program has contributed to the changes. The changes can be positive or negative.

Everything in this discussion will be reported anonymously.

Before we start, I would like to have your consent to record the discussion. We are recording and taking notes because we may not be able to remember everything that you say.

(Ask participants to introduce themselves)

Questions

1. Has anything changed in your life because of the GIRL-H program? **If yes:**
2. What has changed? Please provide details of everything that has changed, both positive and negative.

(For each change ask the following)

- a. When did the change occur?
- b. How has the GIRL-H program contributed to the change?
- c. Is there anything else that has contributed to the change, other than the program? **If yes:**
- d. What else has contributed to the change, other than the program?
- e. How important is the change to your life?

(IF OUTCOME IS ECONOMIC ACTIVITY OR GONE BACK TO SCHOOL OR VOCATIONAL TRAINING, ALSO ASK ABOUT CHALLENGES AND HOW THEY ARE COPING WITH THE CHALLENGES)

3. Have you observed changes in other participants because of the GIRL-H program? **If yes:**
4. What changes have you observed in other participants? Please provide details.

(For each change ask the following)

- a. Why do you think the GIRL-H program contributed to these changes?
- b. Is there anything else that that you think might have contributed to these changes, other than the program?

Closing

We have come to the end of the discussion but before we close, does anyone of you have anything more to say on the topics we have discussed or any feedback on the program?

Thank you very much for your time and participation, we value all the information that you have given to us.