

# **Project Senior Secondary School Completion #Project3S- Phase 1**

Project No: OPF/P1/2017

## **End of Project Report**

September 2019



Basic Education must be viewed from the lens of providing each child with the learning environment that best meets his or her needs. If we can send a low-income child to school knowing that his odds of attending college will increase as a result, then that should be our mission.



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## List of Acronyms

FCT SEB	Federal Capital Territory Secondary Education Board
GDSS	Government Day Secondary School
GSS	Government Secondary School
JAMB	Joint Admission Matriculation Board
NECO	National Examinations Council
PROJECT3S	Project Senior Secondary School Completion
SDG	Sustainable Development Goals
UBE	Universal Basic Education
WAEC	West African Examination Council

# 1. INTRODUCTION

## 1.1 Project data

**Title: Project Senior Secondary School Completion (Project3S)**

**Location: FCT Abuja**

**Budget: ₦7,527,500**

### Summary

<b>Duration</b>	22 months (September 2017 - July 2019)
<b>Purpose</b>	<p>Overall Objective: In fulfilment of goal 4 of the SDG (Quality Education) the objective of the project is to create access, quality and completion of senior secondary school education for indigent students</p> <p>Specific Objective: Give 100 Indigent students access to upper secondary school (SS2-SS3) in Abuja Nigeria.</p>
<b>Stakeholders</b>	<ul style="list-style-type: none"><li>- Secondary School Students</li><li>- FCT Secondary Education Board (FCT SEB)</li><li>- Principals of the assigned schools</li><li>- Focal Persons in each school</li><li>- Individual Donors</li><li>- Openfees Board of Trustees</li></ul>
<b>Key results</b>	<ol style="list-style-type: none"><li>1. Access to senior secondary education for 100 indigent youths students in Abuja Nigeria.</li><li>2. Completion of Senior Secondary School for 100 indigent students (90% satisfactory result- WAEC Certifications)</li><li>3. Enhanced performance ,greater students' participation and Progressive improvement of Oracy, Social and Emotional Intelligence Skills.</li></ol>

## 1.2 Status of project as at time of reporting

Timeline of the project:

- Project start date: September 2017

Since the official project closure in July 2019, the core project management team, has continued work to ensure that issues still outstanding at the date of the project closure are resolved, and to prepare final reports. At the time of writing, several issues which had been outstanding at the end of the project have since been resolved.

These was mainly in the area of funds for payment of outstanding fees in the 14 schools. Whilst this report remains focused on the targets set out in the project plan, it is of primary importance to FCT SEB that these final issues were satisfactorily resolved. For the sake of completeness, it is useful to report on ongoing issues here. At the time of writing:

- 1st Term and WAEC fees have been paid for the 97 students in fourteen schools in the FCT however 20 students were not registered for NECO due to lack of cooperation from the schools which include GSS HAJJ CAMP, GDSS GWAGWALADA, GSS KWALI and the students in these schools had poor results in their WAEC. Furthermore, at the time of writing of this report, 2nd and 3rd term fees have not been paid for by OpenFees. This is expected to be sorted out to enable the students get their final clearance from the school in October 2019.

### **1.3 Preparation and scope of the report**

This report has been prepared by Project 3S field team and senior management.

As the final report for the project, it will cover project activities delivered, successes, problems and difficulties experienced, and focus on the lessons learned from the project, so as to contribute to future programmes in Nigeria.

This report addresses the following issues:

- It provides an update of activities undertaken in the course of the project 3S thus providing a detailed overview of activities and results delivered at the time of the project closure, as well as reporting on issues that were outstanding on that date and a status report on their resolution.
- A review of the findings of the evaluation report against the outcomes and indicators that were set out from the project design. This report also assesses the project in areas of effectiveness, impact and sustainability.
- It reports on the experience of the project in order to provide detailed recommendations and insight into lessons learned, including project difficulties. The external evaluation report contains an insight into these key issues and thus forms a valuable platform from which the project's results, achievements and areas for improvement can be validated.

## 2. EXECUTIVE SUMMARY AND RECOMMENDATIONS

This report provides an overview of all activities and results delivered by the PROJECT 3S implemented by the OpenFees Educational Aid Foundation between September 2017 and July 2019. Where necessary, the report includes details of any activities that required immediate action and finalisation.

The overall objective of this project is to ensure that indigent senior secondary schools students gain access to senior secondary school and complete their certificate examination.

According to UNESCO Institute of Statistics, 60% of youths aged 15-17 years are not in school and one of the factors responsible for this is **wealth**. In general, 15-17 year olds are four times as likely to be out of school as children aged 6-12. This is partly because Junior Secondary School completion is compulsory and free in almost every country while Senior Secondary School is not. Also, these young people are often of legal working age.

The situation is not different in Nigeria as these challenges contributes to the number of out of school youths and reduces the number of young people with the relevant skills and knowledge for tertiary enrolment. This challenge also contributes to gender disparity in education especially for poor, vulnerable and indigenous students. To prompt access for students in Nigeria and promote life long learning, OpenFees in September 2017, started a pilot project, Project3S (Project Senior Secondary School completion) with 20 indigent senior secondary school students. The goal as at then was just to pay their fees but as the project progressed, we needed to create a systematic approach for the sustainability of the project and the creation of access to senior secondary school education for more students. Due to the restructuring of the project in January 2018, the students dropped from 20 to 13 as a lot of them were not qualified for the scheme. In September 2018 (SS 3 first term), we increased the total number of beneficiaries to 100.

With the new structure and approach, the project had the specific objective to give 100 Indigent students access to upper secondary school (SS3) in Abuja Nigeria- the project was implemented in 14 schools in the 6 area councils in Abuja. This was implemented through direct fee payments, collaboration with Policy Influencers to make upper secondary school education free and compulsory, Behaviour Change Communication (BCC) activities, Collaboration, Mentorship activities and Monitoring and Evaluation for decision making.

In addition the project leverages on the key indicators of SDG goal 4- quality education. The project design included activities under 3 specific result areas.



There have been verifiable positive outcomes under result area 1 (Access to upper secondary school (SS3) for 100 indigent students in Abuja Nigeria) and this is highlighted in the budget breakdown and the beneficiaries list which shows the number of students who have gained access to education as a result of direct fee payment. This was the most successful part of the project however 3 students left the scheme due to lack of cooperation and parents request and also lack of cooperation within certain principals from four schools with reference to late payment of fees due to the funding method (crowdfunding) used by the organisation. However, appropriate communication to the parents at the beginning of the scheme shall be done to mitigate this risk of students leaving the scheme without the organisation being pre informed. Having a one-on-one engagement with the principals and other key stakeholders to explain the scheme and reduce challenges such as depriving the student access to the class room due to late payment of fees by the organisation, .

Under result area 2 (Completion of Senior Secondary School for 100 indigent students (90% satisfactory result- WAEC and NECO Certifications). This is highlighted in the Annex where the results of the students were shown, This however wasn't fully achieved due to unproved cases of mass failure in certain schools in some area councils. Although, all the students on the scheme completed their senior secondary school but not all of them will earn their WAEC certification in the reporting year. As at the time of reporting, the 90% satisfactory result in WAEC and NECO as not been met as only 34.5% from 90 results available (5 students unreachable; 2 students' result withheld by WAEC) passed their WAEC (5 papers in one sitting including Mathematics and English) and the NECO result has not been released.

Under result area 3 (Enhanced performance, greater students' participation and Progressive improvement of Physical, Social and Emotional Skills) this is highlighted in the annex where focus groups discussions were held to show the impact of the mentorship strategy on the students. However, attendance in school was not noted as these reports were not made readily available by the schools. Furthermore, the beneficiaries asked that the program be expanded to cover areas on competitions outside the school and sex education.

As noted in result area 2, it is important to engage teachers of the school to render extra help to these beneficiaries especially in the area of literacy as only 51.1% of the students passed English while 63.9% passed mathematics. In future, approaches will be designed to address school performance in order to achieve our target for result area 2.

In conclusion, it should be noted that the PROJECT3S was concise in its aims and objectives, particularly in comparison with the way access to and quality of education for indigent students

at senior secondary school level has been given little attention. The project can be evaluated as relevant, in that it has made a significant contribution in supporting the SDG 4 to improve the access of young people to education through the fees intervention program. The project can be evaluated as efficient at the level of mentorship because it created an avenue for beneficiaries to gain oracy skills while supporting the beneficiaries emotionally and academically. It has also changed the attitude of parents to education through the BCC strategy as there are more effort put in by these parents to ensure that their wards/beneficiaries proceed to University or learn life skills while saving up for their education. For instance, through our intervention and constant engagement, 57% of the students wrote JAMB in preparation for tertiary education.

Although, OpenFees had cashflow challenges in the cause of the project as there is still an outstanding N1,144,600 from the total budget N5,191,860 in fees. As it is outlined in the communication strategy, the project is crowd funded and in an aim to achieve its results, delay in payments occurred however more work is been done to ensure that appropriate communication channels are set to avoid this recurring. There were also some visible shortcomings with regards to the mentorship strategy hence leading to the implementation of this strategy starting from senior secondary class 2. Unsatisfactory reporting by the project team during the inception phase further compounded the challenges of project implementation and delivery. While recognising that there have been mixed results in respect of effectiveness and impact of the project, it is also fair to state that PROJECT 3S has had a very substantial impact on the beneficiaries whom have gained access to senior secondary school and education as a result of the project and experienced significant change in their oracy, listening and emotional intelligence skills. Further carefully targeted follow-up is required to ensure that the beneficiaries are working in relation to what was outlined in their terms and conditions. Openfees has continued to track these past beneficiaries since the project came to a close and is committed to assist in whatever way possible in close cooperation with development partners and governing education bodies. We also will use all the lessons learnt to improve the next phase of the project.

### **3. REVIEW OF PROGRESS AND PERFORMANCE AT COMPLETION**

#### **3.1 Objectives achieved**

Project 3S's overall objective is in fulfilment of goal 4 of the SDG (Quality Education) the objective of the project is to create access, quality and completion of senior secondary school education for indigent students. The specific objective of the project is to give 100 Indigent students access to upper secondary school (SS3) in Abuja Nigeria.

The project has three planned results:

1. Access to upper secondary school (SS3) for 100 indigent students in Abuja Nigeria.
2. Completion of Senior Secondary School for 100 indigent students (90% satisfactory result-WAEC and NECO Certifications)
3. Enhanced performance , greater students’ participation and Progressive improvement of Physical, Social and Emotional Skills.

The main focus of assistance was fees intervention, where beneficiaries had an added advantage of mentorship lessons which resulted in an improvement in their oracy, listening and emotional intelligence skills. The behaviour communication strategy resulted in an improved interest in education from wards/guardians.

## 3.2 Activities undertaken

### 3.2.1. Result Area 1

- Access to upper secondary school (SS3) for 100 indigent students in Abuja Nigeria

Indicator	Status	Comments
Verification of selected beneficiaries in each school	Yes	This strategy was developed to verify the claims of the indigent students presented by the school teachers. The verification was conducted in collaboration with the school bursar and the exams and records officer
Payment of fees by OpenFees	Partially	As at the time of reporting, the 2nd and 3rd term SS3 fees students has not been paid due to low funding from crowdfunding activities.
Larger number of the students being female	Yes	This was done to create access to basic education for more females for inclusion
Percentage Increase in school attendance	Partially	While we most beneficiaries were often available for weekly mentorship class and claimed the intervention has increased their school attendance, there was no data to backup their daily attendance rate

### 3.2.2. Result Area 2:

- Completion of Senior Secondary School for 100 indigent students (90% satisfactory result- WAEC and NECO Certifications)

Indicator	Status	Comments
All beneficiaries registered for WAEC/NECO examinations	Partially	About 79.4% of the beneficiaries wrote both WAEC and NECO examinations however the remaining percentage didn't due to lack of cooperation from the principals of the schools
5 credits in core subjects including English and mathematics	Not achieved	As at the time of reporting, only 35.1% of the students passed their core subject including Mathematics and English
Stakeholders in each school actively involved in the project	Partially	The project experienced some challenges with stakeholders from 4 schools

### 3.2.3. Result Area 3:

- Enhanced performance ,greater students' participation and Progressive improvement of Physical, Social and Emotional Skills.

Indicator	Status	Comments
Improvement in the scores in the MIS Sheets	Achieved	These strategy was set as a tracker for visible improvement in the mentorship program for physical, social and emotional skills.
Participation in mentorship Programme	Achieved	All students participated
Number of students trained on EI	Achieved	All beneficiaries were trained on emotional intelligence
Responses from the Focus group discussions	Achieved	This was done to see how far the program has developed these beneficiaries (See Appendix)

### 3.3 Resources and budget used

The total budget for school fees was N5,600,000 but N5,191,860 was spent.

The table represents a breakdown of the expenses.

Amount Paid in School Fees at N5,900 per student <ul style="list-style-type: none"><li>• First term SS2 fees for 20 students (118,000)</li><li>• Second term SS2 termly fees for 13 students (N76,700)</li><li>• Third term SS2 termly fees for 13 students (N76,700)</li><li>• First term fees for 100 students in SS3 (September 2018-N590,000)</li></ul>	₦861,400
Amount Paid in WAEC Fees	₦1,940,000
Amount paid in Neco Fees	₦1,245,860
<b>Total Amount Paid in School Fees and WAEC/NECO fee</b>	<b>₦4,047,260</b>
Outstanding	₦1,144,600

**This school fees part of this project was sourced through crowdfunding and the administrative costs was funded by the BOT of OpenFees.**

### 3.4 Management and coordination arrangements

The management team of OpenFees is meeting with the management of the Secondary School Education Board (SEB) to share project report and findings for a more sustainable solution to the problem of access to basic education for indigent students.

On the policy influence side, OpenFees is actively participating in the call to amend the UBE Act to make senior secondary school education free and compulsory for young people. We are concerned about the fees and hidden charges these kids have to bear as a result of lack of funding and engaging relevant stakeholders to understand the impact of low funding in education. We will also share this report with key ministries involved in basic education and the private sector. We hope to have better engagement with stakeholders at the community level to promote sustainability especially in the area of providing economic empowerment for indigent youths and their parents.

Technology is one area we are working to explore in the next phase of the project to prompt linkages between the private, public sector and civil society. Towards the end of project, OpenFees collaborated with 3 CSOs working in the area of human rights, child's right and gender based violence. It is expected that this collaboration will be strengthened to support young vulnerable people. We have started participating actively in working groups to make this collaboration more impactful.

### **3.5 Key Quality and Sustainability Issues**

It is important that the issues around the quality and sustainability is shared. After the students' WAEC results was released, it was observed that there was a mass failure in English language. It is important that there is an improvement in teaching capabilities and capacity development of the teachers in the various schools. We are exploring technological solutions to support our beneficiaries in the next round of the project.

With regards to sustainability, funding still remains a key challenge as crowd funding as a means of generating funds puts on a constraint on the project however it is expected that the strategies developed during the project life time will continue to contribute to the improvement of basic education in Nigeria.

### **3.6 Cross Cutting Issues (Gender Equality, Child labour and Poverty)**

#### *3.6.1 Gender Equality and GBV issues*

Gender mainstreaming is an essential component of all SDG aligned projects. The Project 3s design set a target that approximately 55% percent of beneficiaries would be female. A total of 55 approved beneficiaries (56.7 percent) from all 14 schools are females, meaning that the project has achieved this key objective.

In addition, the project team worked closely with the parents/guardians of the beneficiaries to ensure they sustain education for these children by registering them for JAMB. 58.75% of the beneficiaries who wrote JAMB were females. From all the schools we worked we observed a need for female role models for most of the beneficiaries to prompt conversations around GBV issues and create a safe space for girls to learn.

### *3.6.2 Child labour and Poverty*

During the initial engagements with the bursars of the various schools, it was observed that about 22.2% of the beneficiaries were involved in one economic activity or the other. They were assisting their parents in order to save money and pay their fee which was as a result of poverty. However, after the PTA meetings with the students, it was highlighted in the [success stories](#) that there was a reduction in the number of working beneficiaries.

## **4. LESSONS LEARNED**

The project was conceived as a pilot project to support SDG 4 (Quality Education-ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) through creating access, quality and completion of senior secondary school education for indigent students. It is required that this final report captures the lessons learned in order to share among donors and other stakeholders.

### **4.1 Project Plan**

The plan of the project is to get students and pay their fees after verification processes have been undergone however towards the closure of the project, it was observed that these verification processes (exams and record) put in place had no impact on their results. An appropriate lesson learned here is that good school results do not guarantee a good WAEC/NECO result.

### **4.2 Stakeholder Engagement**

This is seen in the issue of 20 students not being registered for their NECO examinations by their prospective schools despite communicating the funding strategy to the respective schools. The lesson learned here is that to strengthen the communication and engagement with the schools, it is important to go beyond group presentations and focal persons engagement to establish a direct continuous engagement with the school principal and other decision makers in each school.

### **4.3 Engagement with Parents:**

During the engagement with the parents, it was noted that some parents/guardians could not communicate in large gatherings, this resulted in some of them being shy to share their stories. It is also important to note that no teacher/principal shall stand in for any prospective beneficiary. It is important to note that future engagements with the parents should be held in

the respective schools and parents of prospective beneficiaries show up for meetings or send a verifiable representative where they are engaged one-on-one and goals are set and documented by the organization.

#### **4.4 Mentorship Approach**

This approach interactive session where games and discussions are used to improve the oracy, listening and emotional intelligence skills of students needs varied games and activities as these students are often filled with energy. An appropriate lesson learned here is to include more games/exercises into the scheme for the beneficiaries.

#### **4.5 Managing GBV issues**

GBV in education is a serious but often ignored issue. A lot of beneficiaries on the scheme experience gender related violence and this affects access to education. Considering the experience we had in the cause of the project especially the rape case of one of our beneficiaries, we have seen the urgent need to integrate GBV in our project through collaboration from CSOs working in the area of GBV, child abuse and other violence related issues for technical support. We also would incorporate GBV education in the next phase of the project

#### **4.6 Communication with the Beneficiaries**

With the recent events that occurred with regards to after school communication. It is important to note that the organisation has little or no control over these students again. with reference to the terms and conditions **“Agree to the foundation contacting you approximately two years after your graduation for an update on how the Project has influenced your career”**. A lesson learned here should be to involve these children in volunteering activities in the organisation and have focal representatives at community level.



## APPENDIX

### FINAL FOCUSED GROUP DISCUSSIONS WITH BENEFICIARIES

S/NO	NAME OF SCHOOL	TALKING POINTS	LESSONS LEARNT
1.	<b>Government Day Secondary School Damgbana – Jikwoyi</b>	- Academic progress and social engagement in school	- There was an improvement in school engagement with regards to classroom engagement with teachers, students, involvement in competitions
		-Academic support and social engagement at home	- There was support from home to study. - An improvement in their study patterns at home.
		- Training on emotional intelligence	- Helped them understand other people’s emotions - Helped them relate well with others irrespective of their behaviour - Learnt how to communicate better.
		- I feel Chat Effect	- Made them feel relieved after discussing with the field pilot.
		- Lessons from the blind game	- Improved listening skills - Improved imaginative thinking - Learnt how to communicate without seeing. - Ability to interpret non-visual information
		- Lessons from the Presentations	- Improved research skills - Learnt how to use acquired information to create awareness - How to speak in public
2.	<b>Government Day Secondary School Dutse-Alhaji</b>	- Academic progress and social engagement in school	- Classroom Engagement with teachers - Improved social Interaction with students
		-Academic support and	- Reduced labour at home to

		social engagement at home	<ul style="list-style-type: none"> <li>- enable them to study at home.</li> <li>- Improved Interaction with peers at home.</li> </ul>
		- Training on emotional intelligence	<ul style="list-style-type: none"> <li>- Learnt how to understand the feelings of others</li> <li>- Better interaction with others in school</li> <li>- Proper management of their emotions</li> <li>- E.I made them learn how to handle stress.</li> <li>- Also learn how to communicate properly</li> </ul>
		- I feel Chat Effect	
		- Lessons from the blind game	<ul style="list-style-type: none"> <li>- Improved thinking abilities</li> <li>- Improved imaginative thinking</li> <li>- Made them realize that they are several outcomes from a particular situation</li> </ul>
		- Lessons from the Presentations	<ul style="list-style-type: none"> <li>- Learnt Extemporaneous speaking</li> <li>- Became fluent in speaking</li> <li>- Improved research skills</li> <li>- Improved knowledge from the research carried out.</li> </ul>
3.	<b>Government Secondary School Mpape</b>	- Academic progress and social engagement in school	<ul style="list-style-type: none"> <li>- Developed the ability to ask questions in class</li> <li>- Developed good group reading habits</li> <li>- Better interactions with peers</li> </ul>
		-Academic support and social engagement at home	<ul style="list-style-type: none"> <li>- Reduced working time at home to enable them study</li> <li>- Better interaction with family members</li> <li>-</li> </ul>
		- Training on emotional intelligence	<ul style="list-style-type: none"> <li>- E.I made them become mindful of their feelings and that of others.</li> <li>- E.I helped them control their anger</li> <li>- Helped them understand people better</li> </ul>

		- I feel Chat Effect	<ul style="list-style-type: none"> <li>- Made them feel happy</li> <li>- Feel like they have been listened to..</li> <li>- Feel satisfaction/joy.</li> </ul>
		- Lessons from the blind game	<ul style="list-style-type: none"> <li>- Helped their descriptive skills.</li> <li>- Helped their imaginative thinking</li> <li>- Aid communication through words</li> </ul>
		- Lessons from the Presentations	<ul style="list-style-type: none"> <li>- How to be articulate</li> <li>- How to be bold.</li> <li>- How to work together.</li> </ul>
<b>4.</b>	<b>Government Secondary School wuse zone 3</b>	- Academic progress and social engagement in school	<ul style="list-style-type: none"> <li>- Creation of study groups within themselves to help each other in their studies</li> <li>- Involvement in competitions</li> </ul>
		-Academic support and social engagement at home	<ul style="list-style-type: none"> <li>- Improved reading habits at home</li> </ul>
		- Training on emotional intelligence	<ul style="list-style-type: none"> <li>- Mind words/language in relating with others</li> <li>- How to control their emotions</li> </ul>
		- I feel Chat Effect	<ul style="list-style-type: none"> <li>- Solutions to situations are given.</li> </ul>
		- Lessons from the blind game	<ul style="list-style-type: none"> <li>- Good communication skills</li> <li>Improved imaginative skills</li> </ul>
		- Lessons from the Presentations	<ul style="list-style-type: none"> <li>- Learnt to express themselves and present in groups</li> <li>- Improved their research skills</li> <li>- Made them bold</li> </ul>
<b>5</b>	<b>Government Secondary School Nyanya</b>	- Academic progress and social engagement in school	<ul style="list-style-type: none"> <li>- Improved reading habits</li> <li>- Improved class engagement</li> </ul>
		-Academic support and social engagement at home	<ul style="list-style-type: none"> <li>- There was encouragement from home to read.</li> <li>- Engagement in activities such as activities in the church/mosque improved as a result of the mentorship program</li> </ul>

		- Training on emotional intelligence	<ul style="list-style-type: none"> <li>- To understand people's feelings and be able to act accordingly.</li> <li>- Improved interaction with others</li> <li>- Put more effort into understanding people</li> </ul>
		- I feel Chat Effect	<ul style="list-style-type: none"> <li>- Made them feel ok</li> <li>- Also</li> </ul>
		- Lessons from the blind game	<ul style="list-style-type: none"> <li>- Creativity</li> <li>- Fast thinking</li> <li>- Improved communication skills</li> <li>- Good understanding</li> </ul>
		- Lessons from the Presentations	<ul style="list-style-type: none"> <li>- Taught them boldness</li> <li>- Teamwork</li> <li>-</li> </ul>
<b>6</b>	<b>Government Secondary School Garki</b>	- Academic progress and social engagement in school	<ul style="list-style-type: none"> <li>- Improved Reading</li> <li>- Improvement in studies</li> <li>- Improved engagement in class with teachers</li> </ul>
		-Academic support and social engagement at home	<ul style="list-style-type: none"> <li>- Time spent doing labour at home reduced however there was a case of Amina Mohammed who stated that Time spent doing labour at home did not reduce despite the fact Openfees paid her school fees/WAEC and NECO fees</li> <li>- Active participation in intellectual programmes at home</li> </ul>
		- Training on emotional intelligence	<ul style="list-style-type: none"> <li>- Learnt how to manage situations even if they are hard to handle</li> <li>- Made them vocal about their feelings</li> <li>- Made them learn to control their feelings</li> </ul>
		- I feel Chat Effect	<ul style="list-style-type: none"> <li>- Feel better/ relieved</li> <li>- Offers encouragement</li> </ul>
		- Lessons from the blind game	<ul style="list-style-type: none"> <li>- Active listening</li> <li>- Identify a diagram so they can communicate appropriately</li> </ul>

			<ul style="list-style-type: none"> <li>- Deep thinking</li> </ul>
		<ul style="list-style-type: none"> <li>- Lessons from the Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Composure during speech</li> <li>- Learnt how to arrange their thoughts in an article</li> <li>- Boldness</li> <li>- Speak better when presenting</li> <li>- Teamwork</li> <li>- Under other people and learn to work with other people</li> </ul>
<b>7</b>	<b>Government Day secondary school Abaji</b>	<ul style="list-style-type: none"> <li>- Academic progress and social engagement in school</li> </ul>	<ul style="list-style-type: none"> <li>- Became serious with their studies.</li> <li>- Became engaged in school activities</li> </ul>
		<ul style="list-style-type: none"> <li>-Academic support and social engagement at home</li> </ul>	<ul style="list-style-type: none"> <li>- Child labour at home reduced</li> <li>-</li> </ul>
		<ul style="list-style-type: none"> <li>- Training on emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>- Became Friendlier</li> <li>- Improved interaction with others</li> <li>- Made them know their emotions</li> <li>- Learnt how to control their emotions</li> </ul>
		<ul style="list-style-type: none"> <li>- I feel Chat Effect</li> </ul>	
		<ul style="list-style-type: none"> <li>- Lessons from the blind game</li> </ul>	<ul style="list-style-type: none"> <li>- Taught them patience</li> <li>- Made them learn to see different perspectives to a particular issue</li> </ul>
		<ul style="list-style-type: none"> <li>- Lessons from the Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Learnt to be bold</li> <li>- How to speak well</li> </ul>
<b>8</b>	<b>Government Secondary School Dangara</b>	<ul style="list-style-type: none"> <li>- Academic progress and social engagement in school</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement in studying in school</li> <li>- Engagement in class activities</li> </ul>
		<ul style="list-style-type: none"> <li>-Academic support and social engagement at home</li> </ul>	<ul style="list-style-type: none"> <li>- Reduced activities at home to enable them to concentrate on their studies.</li> </ul>
		<ul style="list-style-type: none"> <li>- Training on emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>- How to control their emotions</li> <li>- Listening</li> <li>- Seek mutual understanding.</li> </ul>
		<ul style="list-style-type: none"> <li>- I feel Chat Effect</li> </ul>	<ul style="list-style-type: none"> <li>- Help them express themselves</li> </ul>

			<ul style="list-style-type: none"> <li>- Relief after discussions with the field pilot.</li> </ul>
		<ul style="list-style-type: none"> <li>- Lessons from the blind game</li> </ul>	<ul style="list-style-type: none"> <li>- How to work with other people</li> <li>- Communication skills</li> </ul>
		<ul style="list-style-type: none"> <li>- Lessons from the Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- How to be articulate with their thoughts</li> <li>- Boldness</li> </ul>
<b>9</b>	<b>Government Secondary School Yangoji</b>	<ul style="list-style-type: none"> <li>- Academic progress and social engagement in school</li> </ul>	<ul style="list-style-type: none"> <li>- Improved studying</li> <li>- Improved class engagement with teachers</li> </ul>
		<ul style="list-style-type: none"> <li>-Academic support and social engagement at home</li> </ul>	<ul style="list-style-type: none"> <li>- There was support at home from their parents to study</li> <li>- Reduced labour at home</li> </ul>
		<ul style="list-style-type: none"> <li>- Training on emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>- How to put themselves in order</li> <li>- Management of their emotions</li> <li>- Minimal effect of outsiders on them</li> <li>- Appropriate communication in any situation</li> </ul>
		<ul style="list-style-type: none"> <li>- I feel Chat Effect</li> </ul>	<ul style="list-style-type: none"> <li>- Made them feel at ease when talking with the field pilot and it also gave them hope.</li> </ul>
		<ul style="list-style-type: none"> <li>- Lessons from the blind game</li> </ul>	<ul style="list-style-type: none"> <li>- How to bring ideas to life</li> <li>- How to look at things from other people's perspective</li> </ul>
		<ul style="list-style-type: none"> <li>- Lessons from the Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- How to work with other people</li> <li>- Taught them boldness</li> <li>- Improved Vocabulary</li> </ul>
<b>10</b>	<b>Government Secondary School Kwali</b>	<ul style="list-style-type: none"> <li>- Academic progress and social engagement in school</li> </ul>	<ul style="list-style-type: none"> <li>- Improved engagement in class activities</li> <li>- Improvement in studying habits</li> </ul>
		<ul style="list-style-type: none"> <li>-Academic support and social engagement at home</li> </ul>	<ul style="list-style-type: none"> <li>- Reduction in labour at home to enable them study</li> </ul>
		<ul style="list-style-type: none"> <li>- Training on emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>- Learnt how to manage their emotions</li> </ul>

			<ul style="list-style-type: none"> <li>- Taught them self control</li> <li>- Understand other people's behavior</li> </ul>
		- I feel Chat Effect	<ul style="list-style-type: none"> <li>- Helped them feel relieved.</li> </ul>
		- Lessons from the blind game	<ul style="list-style-type: none"> <li>- Improvement in listening skills</li> <li>- Improved his ability to think</li> </ul>
		- Lessons from the Presentations	<ul style="list-style-type: none"> <li>- Taught them appropriate communication skills</li> <li>- Team spirit</li> <li>- Increased boldness and confidence</li> </ul>
<b>11</b>	<b>Government Secondary school Apo</b>	- Academic progress and social engagement in school	<ul style="list-style-type: none"> <li>- Improved reading habit</li> <li>- Improved engagement in class</li> </ul>
		-Academic support and social engagement at home	<ul style="list-style-type: none"> <li>- Support from home for them to study and do well in their examinations</li> </ul>
		- Training on emotional intelligence	<ul style="list-style-type: none"> <li>- Learnt how to interact with people based on their emotions</li> <li>- Understand other people's feelings</li> <li>- Control their emotions</li> </ul>
		- I feel Chat Effect	<ul style="list-style-type: none"> <li>- Made them feel relieved and listened to.</li> </ul>
		- Lessons from the blind game	<ul style="list-style-type: none"> <li>- Learnt Listening skills</li> <li>- Learnt attentiveness</li> <li>- Learnt to be creative</li> </ul>
		- Lessons from the Presentations	<ul style="list-style-type: none"> <li>- Helped reduce stage fright</li> <li>- Improved research skills</li> <li>- Learnt how to pronounce words correctly</li> <li>- Improved vocabulary</li> </ul>
<b>12.</b>	<b>Government Secondary School Kuje</b>	- Academic progress and social engagement in school	<ul style="list-style-type: none"> <li>- Made them conduct lessons within themselves to help each other.</li> <li>- Made them study</li> </ul>
		-Academic support and	<ul style="list-style-type: none"> <li>- There was encouragement from</li> </ul>

		social engagement at home	home as they were allowed to study.
		- Training on emotional intelligence	- Understand the emotions of others and how to cope with it - Helped them interact with different people
		- I feel Chat Effect	- Helped them feel better
		- Lessons from the blind game	- Made them learn how to give proper description about things -
		- Lessons from the Presentations	- Learnt to be vocal - Learnt to be bold
<b>13</b>	<b>Government Day secondary School Gwagwalada</b>	- Academic progress and social engagement in school	- Interaction improved in school - Reading culture improved
		-Academic support and social engagement at home	- Labour eg farming reduced to enable them face their studies.
		- Training on emotional intelligence	- How to manage their emotions and know other people's emotion. - How to relate better with others
		- I feel Chat Effect	- Makes them feel better because solutions are borne out of it.
		- Lessons from the blind game	- How to communicate information appropriately - Identify things with appropriate explanation.
		- Lessons from the Presentations	- Learnt to speak publicly - Taught them teamwork - Improved vocabulary - Broadened knowledge due to research
<b>14</b>	<b>Government secondary school hajj Camp</b>	- Academic progress and social engagement in school	- Made them attentive in school - Improved engagement in school



		-Academic support and social engagement at home	<ul style="list-style-type: none"> <li>- Reading culture at home improved</li> <li>- Labour at home reduced</li> </ul>
		- Training on emotional intelligence	<ul style="list-style-type: none"> <li>- How to control their feelings</li> <li>- How to understand people's emotion</li> <li>- How to cope with people with different characters</li> <li>- How not to feel intimidated by other people</li> <li>- Made them learn how to understand what's going in their environments by observation of behaviours of people around</li> </ul>
		- I feel Chat Effect	<ul style="list-style-type: none"> <li>- Sharing issues with the field pilot made them feel relieved</li> </ul>
		- Lessons from the blind game	<ul style="list-style-type: none"> <li>- How to communicate with other people</li> <li>- Helped their imaginative thinking</li> <li>- Understand things through description</li> </ul>
		- Lessons from the Presentations	<ul style="list-style-type: none"> <li>- How to work with other people</li> <li>- How to be bold.</li> </ul>

## INDICATORS ACHIEVED

Project Objective	Outcomes	Indicators	Target	Target Achieved	Details	Status
In fulfilment of goal 4 of the SDG (Quality Education) the objective of the project is to create access, quality and completion of senior secondary	Outcome 1: Create access and completion of basic education for 100 indigent senior secondary	No of students termly fees was paid for	100% of targeted beneficiaries	97%	school fees for 2 terms is yet to be paid	Done
		No. of students exam fees was paid for (WAEC)	100% of targeted beneficiaries	97%	WAEC fees was paid for all 97 students	Done
		Completion rate for disadvantaged students	100% of the disadvantaged children complete their education	97%	Disadvantaged here means economically deprived	Done

school education  
for indigent  
students

school  
students  
through  
direct fee  
payment  
(Access and  
Completion)

Conflict affected children	N/A	N/A	N/A	N/A
No of children with disability	N/A	N/A	N/A	N/A
Improved termly result	Improvement on grades from previous term	No data from school		
Proportion of female and male	60% of beneficiaries are girls	56.70%	Partially	
Number of indigenous students	10% are indigenes (from the state of implementation)	Data not captured		
Number of students who wrote WAEC	100% of students wrote WAEC	97%	All the 97 students on the scheme wrote WAEC	
Number of students who wrote NECO	100% of students wrote NECO	77%	This was due to lack of cooperation from 3 schools	
Attendance Rate	A percentage increase in class attendance	N/A	This couldn't be determined due to some issues associated with daily attendance capturing in the schools	
No. of students that passes Maths	60% of students passed Maths	68.9%	Target Achieved	
No. of students that passes English	60% of students passed English	51.1%	Target not achieved	
No of students with straight As (WAEC)	At least 5% have straight As (5-9 As) in WAEC	0%	Target not achieved	
Number of Subjects Passed in WAEC	60% students pass at least 5 subjects	69.10%	Target achieved	
Number of student issued their results and testimonials	Number of students who have been issued their WAEC/NECO result	In progress. Often occurs later in the year.		

		and testimonials	
	No of stakeholders actively involved in the project	At least 2 staff (one a decision maker) is actively involved	Over 13 stakeholders actively in the project
	A focal person from the school	At least 1 focal person in the school	14 focal people. One from each school
<b>Outcome 2: Increased knowledge of students on emotional intelligence and improved oracy skills (Quality)</b>	Participation in mentorship class	There is a percentage increase from the first mentorship class to the last class	Target achieved
		20% of the topics discussed during presentation are on sustainable development (gender equality, climate change, human right, etc ) and global citizenship	Target achieved
		80% of problems brought forward in the mentorship class are resolved	Partially
	Number of students trained on EI	100% of students receive training on Emotional Intelligence	Target achieved
		Improvement is seen through the baseline and end line questionnaire for the 'I feel chat'	Data unavailable
	<b>Outcome 3: Enrolment into tertiary institution and skill</b>	Total enrolment into tertiary education	At least 50% of students wrote JAMB
At least 30% got admission to tertiary institutions either			This cannot be determined now as most schools are still writing post Ume

<b>acquisition (Sustainability)</b>		through direct entry, diploma remedials, etc	
	Total number of student acquiring a skill	At least 30% of the students are learning a life skill	To be updated in a year