



Evaluation of the Niger Delta Job Creation and Conflict Prevention Initiative (Youth Employment Project)

Final Report
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Operational excellence for results that matter

Table of Contents

Acknowledgement	4
List of Acronyms and Abbreviation	5
Executive Summary	7
Chapter 1: Introduction.....	9
1.1. Background to the evaluation.....	9
1.2. Objectives of the Evaluation.....	10
1.3. Deliverables.....	10
Chapter 2: Evaluation Scope, approach and Methodology.....	11
2.1. Data Collection.....	11
2.2. Data Analysis.....	13
2.3. Evaluation Framework.....	14
2.4. Guiding Principles of the Evaluation.....	14
2.5. Scope of Work and Activity Time-line.....	14
2.6. Limitations of Methodology.....	15
Chapter 3: Findings.....	15
3.1. Relevance.....	16
3.2. Effectiveness.....	17
3.3. Efficiency.....	19
3.4. Sustainability and Scalability.....	24
3.5. Resources Partnership & Management Analysis.....	25
3.6. Crosscutting issues – Gender & Human right.....	25
3.7. UNDP’s Theory of change.....	25

Chapter 4: Conclusions.....	28
4.1. Best Practices and Lessons Learnt.....	28
4.2. Issues, Challenges and Constraints.....	28
Chapter 5: Recommendations.....	30
<ul style="list-style-type: none"> • Table 1: List of Interviewees..... • Table 2: Evaluation Workplan..... • Table 3: Contributions of Capital by Project Partners..... • Table 4: Summary of Indicative Financial Status..... • Table 5: Project Output Analysis..... • Table 6: Technical and Vocational Training Programme..... • Table 7: Sustainability Plan for DESG..... • Table 8: UNDP's theory of Change..... 	13 14 20 21 21 23 24 26
Annexes.....	
<ul style="list-style-type: none"> a. References b. Evaluation Matrix c. Evaluation checklist d. Consent Note e. Evaluation Terms of reference f. List of People contacted g. Pictures 	

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List of Acronyms and Abbreviations

AAPW	Academic Associate Peace Work
AIDS	Acquired Immune Deficiency Syndrome
ASIF	Advance Security In the Field
AWP	Annual Work Plan
BSIF	Basic Security In the Field
BVC	Bonny Vocational Centre
C & S	City and Guilds
CPAP	Country Programme Action Plan
CSOs	Civil Society Organisations
DESG	Delta State Government
FBOs	Faith Based Organisations
FGD	Focus Group Discussion
GSM	Global System for Mobile Communications
HIV	Human Immuno deficiency Virus
JP	Joint Programme
JSSC	Junior Secondary School Certificate
KII	Key Informant Interview
LGA	Local Government Area
MDGs	Millennium Development Goals
M & E	Monitoring and Evaluation
MoU	Memorandum of Understanding
MPYC	Multi-Purpose Youth Centre
NIW	Nigeria Institute of Welding
NDP	National Development Plan
NPC	National Planning Commission
OECD/DAC	Organization of Economic Cooperation for Development /Development Assistance Cooperation
PMC	Project Management Committee
PTI	Petroleum Training Institute
RBM	Result Based Management
SDGs	Sustainable Development Goals
SIWES	Student Industrial Work Experience Scheme

FINAL REPORT

SMART	Specific, Measurable, Achievable, Realistic & Time-bound
STEP	Skills Training and Entrepreneurship Programme
TOR	Terms Of Reference
TVET	Technical and Vocational Education
UNDAF	United Nations Development Assistance Framework
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Guidelines
UNEVOC	United Nations Vocational Education Centre
WASC	West African School Certificate
YAGEP	Youth Agricultural Entrepreneurs Programme
YEP	Youth Empowerment Project

Executive Summary

The Niger-Delta Job creation and conflict prevention initiative (YEP) was initiated by the United Nations Development Programme (UNDP) and adopted by the Delta State Government and the Shell Petroleum Development Corporation (SPDC) in 2006, following a study undertaken by Academic Associate Peace Works (AAPW) that emphasized the importance of youth empowerment and livelihood skills development as a prerequisite to mitigate youth restiveness and encourage growth, and peace in the Niger Delta region. The project was initially planned to take off with the establishment of three (3) Multi-Purpose Youth centres in Bayelsa, Delta and Rivers states. The centres were to be used to proactively engage disillusioned and ex-militant youths in the area of education, and provide marketable technical skills training and entrepreneurship expertise as a way of re-integrating them back into society. Bayelsa and Rivers states opted out of the project while the Delta State government signed a Memorandum Of Understanding M.O.U. with UNDP and the National Planning Commission in 2008 to move the project into action. The initial period of the M.O.U. was from 2008 to 2011 (4years), it was extended to 2014 through another MOU signed in 2012 between UNDP, Delta State government and National Planning Commission. However because of the delay in setting up the MPTC, the 2014 date could not be achieved the second set of students trainees resumed at the centre that year. UNOPS was therefore mandated to develop an exit strategy and gradually transfer ownership of the centre to the government.

The objectives of the YEP project was to reduce the level of poverty and provide sustainable development in the Niger-Delta region. The project was intended to contribute towards achieving this objective by providing an effective and sustainable job creation programme targeted at the youths of the region. The project also aimed to reduce conflict in the region partly through alleviating the causes of instability (that is youth unemployment and poverty) and partly through specific conflict management and peace building activities.

Specific objectives of the project were: -

1. Establishment of Functional multi-purpose youth training centers.
2. Regular Training in demand driven technical skills.
3. Reduced incidence of conflict and improved mindset.

The project has a Project Board with executive decisions to guide and direct project implementation. The board also established a high level committee made up of UNOPS, Ministry of Higher Education and Ministry of Economic Planning. A Technical and Vocational Education (TVET) board was created by Delta state government in 2015, and at a project board meeting of March 2016, the centre became domiciled under the board.

FINAL REPORT

This evaluation was conducted between October and December 2016, and it found the Niger Delta Job Creation and Conflict Prevention Initiative very relevant and appropriate. The project was geared towards achieving the Millennium Development Goals (MDGS) and it also addressed national and state development priorities.

Though the project could not be run smoothly because of frequent delays mostly attributed to funding issues, it has however succeeded in training about 300 youths, both male and female.

The YEP project has physical structures and assets that can be sustained, capacity development interventions too are likely to be sustained. Most of all, levels of commitments received from DESG will decide whether it will be run as a humanitarian or commercial venture or mixed.

Partnership with government and other institutions both nationally and internationally should be strengthened, particularly with other government funded programmes in conflict and job creation should be aligned with the YEP project.

In conclusion, for any project to generate good results and impacts, it needs to be implemented consistently for a period of four to five years, it is even worse in the Niger –Delta Conflict area where the first few years would be spent on creating a conducive atmosphere devoid of politics and conflict, and putting together resources and infrastructure. It is also important for the trainees to complete their training cycle and get their certificate of competencies (City & Guilds). The project has not run consistently for three years. The evaluation found the withdrawal of funds by both UNDP and the Delta State Government too soon because the project has high potentials of achieving its objectives.

1. Introduction

1.1. Background to the project

The Niger Delta region is made up of nine (9) out of thirty six (36) states namely, Abia, Akwa Ibom, Bayelsa, Cross rivers, Delta, Edo, Imo, Ondo and Rivers state. The region is strategic to Nigeria's economy because of its oil and gas resources. It provides the bulk of Nigeria's crude oil resources. Previous surveys conducted in the Niger Delta to find a solution to the problem of youth restiveness suggested that youth unemployment is the major cause. Programmes dealing with job creation and skills acquisition for the unemployed youth will therefore significantly reduce the youth militancy problems in the region.

The Niger Delta Job Creation and Conflict Prevention Initiative was designed as collaboration between the United Nations Development Programme (UNDP), SHELL Petroleum Development Company and the Governments of Bayelsa, Delta and Rivers State. The project, which became effective in 2006 under the UNDAF Outcome 1 (2006 to 2007), aimed at contributing to poverty reduction through job creation and peace building initiatives in the region. The overriding rationale was to address the increasing youth unrest, militancy and incessant conflicts in the region, which arose from a number of factors, including unemployment, environmental degradation, perceived exploitation, widespread poverty and inadequate skill on the part of the youths of this region.

The key immediate objectives were: -

- Establishment of Functional multi-purpose youth training centers.
- Regular Training in demand driven technical skills.
- Reduced incidence of conflict and improved mindset.

The early approach was to ensure that existing state owned vocational training facilities are converted into Multi-Purpose Youth Centres (MPYCs), while the Niger Delta militant youth groups including the youth from the immediate surrounding areas will be the target beneficiaries. The MPYCs are designed to proactively engage disillusioned and ex-militant youths in the areas of education, and provide marketable technical skills training and entrepreneurship expertise as a way of re-integrating them back into society. The expectation is that the initiative will help reduce crime, militia related activities and poverty by providing the beneficiaries with new skills and knowledge that will be highly valued in the local job market. Furthermore, the MPYCs will stimulate and respond to the local demands for community development, job creation, recreational activities, access to information, prevention of HIV/AIDs and communication services. Mid way into project implementation, the other key partners, SHELL, Rivers and Bayelsa States declined

FINAL REPORT

interest. The project however continued with UNDP and Delta State as key partners and with UNOPS as the key executing agency. A Multi-Purpose Youth Centre (MPYC) was established in Egbokodo, Warri in Delta State for the training with state of the art vocational skills equipment. So far more than 270 youths have been trained in key trade areas.

The evaluation is expected to identify challenges and lessons learnt and make recommendations that would guide in the scaling-up implementation of the programme.

1.2. Objective of the Evaluation

The main objective of this evaluation is to assess the achievements and challenges of the project promotion and to draw lessons that can both improve sustainability and aid in the overall enhancement of UNDP programming. Specifically, the evaluation assessed:

- The relevance and strategic positioning of UNDP and other partners for the support on Job Creation and Conflict Prevention
- The framework and strategies that UNDP has devised for its support on Job Creation and Conflict Prevention, including partnership strategies, and whether they are well conceived for achieving the planned objectives;
- The progress made towards achieving intended Job Creation and Conflict Prevention outcomes, through the project and advisory services, including contributing factors and constraints that may have hindered more effective implementation;
- The progress to date and what can be derived in terms of lessons learned for future Job Creation and Conflict Prevention initiatives;
- Make recommendations about the design of any future Job Creation and Conflict Prevention initiatives based on lessons learned in the project implementation.

1.3. Deliverables

The evaluation covered the period from the inception of the project in 2006 to date (2016), with a view to consolidate the gains made while providing strategic direction and inputs to the preparation of the next phase of future projects and programming.

The deliverables on the evaluation include:

1. Inception Report, detailing evaluation scope and methodology, including data collection methods, as well as, approach for the evaluation. The Inception Report contained a detailed work plan with timelines for agreed milestones;
2. The Draft Evaluation Report which was shared with main stakeholders UNDP and UNOPS for comments and input; and
3. The Final Evaluation Report, incorporating comments from stakeholders.

2. Evaluation Scope, Approach Methodology and Data Analysis

The evaluation covers the programme interventions from 2006 to 2016. The schedule and work plan for the evaluation is presented below.

To achieve the evaluation objectives, the Consultant used both Primary and Secondary data sources to gather information, Primary data was generated from the use of Convenience sampling using rapid appraisal techniques such as key informant interviews, focus group discussions, surveys using questionnaires and general observation. While secondary data was generated from desk review of documents.

The evaluation approach was adopted with due consideration of the following factors: -

- A theory of change approach, which was adopted to determine direct link between UNDP's supported interventions and progress in Delta state/communities.
- The project is multidimensional in terms of intervention areas, with a variety of stakeholders.

2.1. Data Collection

The data collected during the evaluation process demonstrated how the project has performed in relation to its goals and strategic directions. It provides insights into what is working and what is not working, whether there are lessons learned, benefits and challenges associated with project implementation. Because of these multiple assessments areas, selected sample of institutions and individuals were used. The evaluation mapped the entire project outputs and the activities to the expected outcome.

a. Document review

The following documents were reviewed to collect secondary data needed on the evaluation.

1. M.O.U.s and partnership agreements
2. Minutes of meetings
3. Academic Brief and Business Development Plan
4. MPYC Brochure
5. Report on Job Creation and Skills Needs Assessment Survey
6. End Stage Report (September 30, 2016)
7. Report on Skills Gap Analysis for UNOPS (YEP) Staff

FINAL REPORT

8. Sustainability Plan for the Multipurpose Youth Centre, Egbokodo, Warri South, LGA, Delta State
9. UNOPS proposed Exit Strategy from the Youth Empowerment Project at Egbokodo
10. Niger Delta Job Creation and Conflict Prevention Initiative – Mid Term Review, June 2008
11. Annual Work plans 2009, 2010, 2014, 2015
12. Financial and Activity Progress Report (1, July 2014 -31, December 2015)
13. Vacancy Announcement and Recruitment exercise – Presentation of Process
14. Procurement Activities on Tools and Equipment for the Egbokodo Training Centre (2nd – 11th December, 2009)
15. Niger Delta Job Creation and Conflict Prevention Initiative (January – December 2009)
16. Substantive Revision of Niger Delta Job Creation and Conflict Prevention Initiative
17. Update on Modular Courses – Multipurpose Youth Training Center Egbokodo

Other pertinent documents that were also reviewed include: -

- UNDP Guidelines for Outcome Evaluators;
- UNDAF 2010 – 2013 mid-term review evaluation;
- UNDAF 2010 – 2013 Evaluation;
- UNDAF/Country Programme Document for Nigeria 2014 – 2017.

b. In depth interviews with Key Informants

Semi structured Questionnaires and checklists were developed for surveys and interviews to gather primary data. Interviews were also held with key stakeholders including UNOPS, Delta state government, MPYC Workers and Beneficiaries in Asaba, Warri and Abuja.

c. Focus Group Discussions

Another method that was used to generate primary data is Focus Group Discussions. FGDs were held with key stakeholders and Beneficiaries in Asaba and Warri including with the Itsekiri Trust Fund at the Olu of Warri's palace, Egbokodo Community Leader and Member and with the Security guards at Egbokodo. This was to fully explore stakeholders and beneficiaries' experiences and perceptions of the project.

d. Observation

The Consultant visited the Multi-purpose youth training centre in Egbokodo and she had the opportunity to carry out a transect walk round the centre while discussing and observing the facilities. Unfortunately some of the facilities were closed, but it was still visible to observers from the windows.

FINAL REPORT

2.2. Data Analysis

Triangulation was used to analyse and validate varied Qualitative and Quantitative data collected through interviews, observations, questionnaires and document review. This was in order to eliminate bias. The qualitative data collected established trend while quantitative data collected measured key performance.

Below is a list of people and organizations interviewed and their mode of interview: -

Table 1: List of Interviewees

<i>S/N</i>	<i>Organisations/People interviewed</i>	<i>Interview channel</i>
1.	UNDP	KII
2.	UNOPS	In-depth interview
3.	Delta State Ministry of Economic Planning	KII
4.	Delta State Ministry of Finance	KII
5.	Delta State Ministry of Youth Development	KII
6.	Delta State Ministry of Higher Education	KII
7.	Technical & Vocational Education Board	KII
8.	Beneficiaries/Students	KII
9.	Itsekiri Trust Fund leaders	FGD
10.	Egbokodo Community Leader & Member	FGD
11.	Egbokodo Community Youth Leader	KII
12.	MPYC Centre Administrator	KII
13.	Instructors	FGD & KII
14.	Non Academic staff of the Centre	KII
15.	Egbokodo Security guards	FGD & KII

2.3. Evaluation Framework

The contents of the evaluation final report is as follows:

- Title;

FINAL REPORT

- Table of Contents;
- List of Acronyms and Abbreviations;
- Executive Summary;
- Introduction;
- Evaluation Scope, Methodology, Approach and Data analysis;
- Findings
- Conclusions, Challenges and Lessons Learned
- Recommendations; and
- Annexes

2.4. Guiding Principles of the Evaluation

The evaluation was conducted in accordance with the United Nations Evaluation Group “Norms for Evaluation in the UN System” and “Standards for Evaluation in the UN System” and OECD/DAC evaluation criteria.

2.5. Scope of work and activity time-line

The evaluation covered project interventions from its inception in 2006 to 2016. The evaluation was conducted from 19th of October to 30th, December 15th 2016. Work plan for the evaluation is presented below.

Table 2 – Work plan

Activities	No of days
Initial preparations, meeting with UNDP and familiarization with the project documents and writing of Inception report	4
Field visit to key stakeholders and beneficiaries in ASABA and WARRI	5
Interview in Abuja, development and submission of draft report	5
Draft report presentation workshop	1
Feedback, finalization and submission of final report	10

Total	25
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2.6. Limitations of the Methodology

The fact that the Consultant could not gain access to all the facilities in the Centre, was a constraint, important documents like names, gender and telephone numbers of beneficiaries of the project could not be obtained because the Centre has been closed indefinitely. As a matter of fact, the consultant could not get a 10% sample size of trainees to interview. However, a large number of Centre staff were interviewed and they provided useful information. Though convenience sampling was used, the consultant however made sure that available options like document reviews, telephone interviews etc. were fully employed and key stakeholders and beneficiaries were reached.

3. Findings

This chapter is an assessment of the project outputs and outcomes against the evaluation criteria given in the Consultants TOR. These criteria are: -

1. The relevance or appropriateness of the project or the extent to which the objectives of the intervention are consistent with the needs and interest of the people, the needs of the State and the Country as a whole.
2. The Effectiveness or the extent to which objectives of the intervention have been achieved, the extent to which the project contributed to the attainment of development.
3. The Efficiency or the extent to which resources/inputs (funds, time, human resources, etc.) have been turned into results
4. Sustainability or buying in by government/stakeholders and Scalability
5. Partnerships and Management Analysis

3.1. Relevance

The relevance of a project focuses on the appropriateness of the project in achieving the national and state's goals. It is the responsiveness of the strategy and content, and its implementation

FINAL REPORT

mechanisms, to the needs and capabilities of intended beneficiaries of the project, the extent to which the objectives of the project are consistent with requirements, country needs and global goals.

The evaluation found the YEP very relevant and appropriate. The project meets National and State's development priorities. It also meets international policies and global references like the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). It relates very well with the Sustainable Development Goals (SDG) particularly goals 1, 4, 8 and 16, and these are:

- To eradicate poverty in all its forms
- Achieving inclusive and quality education for all
- Promote sustained economic growth, higher levels of productivity and technological innovation by encouraging entrepreneurship and job creation
- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Furthermore, it is in line with Paris Declaration on Aid Effectiveness and the Accra Agenda for Action¹, which acknowledges that enhancing aid effectiveness through Ownership, Harmonization, Alignment, Results and Mutual accountability is necessary even in challenging and complex situations. Furthermore, the design and implementation of the project fits into National Priorities as defined in the UNDAF 11 document as it combined elements from all clusters A, B, C and D, specifically, it focused on peace, gender and socio-economic wellbeing. Similarly, the Project attempts to address some of the challenges under the framework of UNDP's 7th Country Programme Assistance Plan (CPAP's) Component 3 – Private Sector Programme and Component 4 – Sustainability and Risk Management with a primary focus on: -

- Capacity building of youths in the Niger Delta for employment and self employment
- Reduction in unemployment
- Income generation
- Reduced tension and conflicts in the Niger delta and the establishment of a conflict reduction mechanism through technical skills acquisition and youth empowerment.

Thus, the project was designed and implemented to address the needs of beneficiaries, communities and the region as identified and in line with the National Development Plan (NDP) by changing the mind-set of the able-bodied youths in the Niger-Delta region from their restiveness and unlawful activities, and providing them with vocational and technical skills needed for them to earn decent living in the region.

Delta state has a population of 4,098.391, according to the 2006 Population Census and by 2015, 58% of heads of households were reporting not doing a single job for 7 days². 62.66% of

^{1 1} Paris declaration on Aid Effectiveness and the Accra Agenda for Action (2008)

² Delta State 2015 Poverty Mapping & Social Exclusion Survey |

FINAL REPORT

households also reported that their income fall below the poverty threshold of N50, 000 naira per month. The Multi-purpose Centre was set up to focus on skills area identified on the job creation and skills needs assessment survey report, which was a very relevant evidence based approach. The project contributed to strengthening human and institutional capacity for sustainable development. A lot of respondents interviewed saw the project as one of the best Delta State Government has ever carried out, despite its strong constraints.

3.2. Effectiveness

The effectiveness of a project is the extent to which its outcomes and objectives have been achieved, it is the extent to which the project contributed to the attainment of development or progress or the extent at which the objectives of the various output-level interventions are likely to be achieved / been already achieved?

The Niger-Delta job creation and conflict intervention initiative was to be carried out initially in three (3) states of the region, but two of the states backed out. It is important to know that the Niger Delta Region is made up of nine (9) states namely: -

1. Abia State
2. Akwa Ibom State
3. Bayelsa State
4. Cross River State
5. Rivers State
6. Edo State
7. Imo State
8. Ondo State
9. Delta State

With funding from the Delta State Government, UNDP and Shell Petroleum Development Corporation (SPDC), With UNOPS as an implementing partner, one hundred and fifty (150) students were trained in Mindset change and Re-orientation at the Songhai institute and in different Technical and Vocational skills development at the Petroleum and Training Institute (PTI). Prior to this, the project staff had visited the Bonny Vocational Center (BVC) to familiarize and be exposed to best practices and lesson learnt on the nature of a good functional vocational training centre.

The Delta state government provided land space at Egbokodo where the Multi-purpose Centre was built and the first students admitted into the centre started their training in 2014. The students were admitted from all the 25 Local Government areas of the state. Though, this could not be verified, but most of the students that were trained by PTI are said to have gotten employment.

The selection procedure for both staff and students were highly commendable as being very transparent, straightforward and being an effective way to get the best into the institution.

FINAL REPORT

The first set of staff at the MPYC resumed duty in 2013 and they helped to set the stage for the Centre's take off in 2014 when additional staff and students resumed.

The Centre was fully equipped to the best international standard and the workshop equipment and training tools were delivered to the centre at Egbokodo by the end of 2010. They include the following:

1. Vehicle Component model
2. Auto-mechanics hand tools
3. Carpenter tools and equipment
4. Welding tools oxygen – acetylene equipment
5. Miller educational arc welding equipment
6. Electrical tools and equipment
7. Technical books
8. Trainees safety equipment
9. Stationary
10. Consumables
11. Raw materials
12. IT equipment
13. Furniture

Progress was also recorded on accreditation of the MPYC as well as certification of courses. The courses offered at the centre are certified both nationally and internationally. Some of the organisations that have signed MOUs with the centre include: -

- The National Board for Technical Education (NBTE)
- UNEVOC (Bonn),
- Nigeria institute of Welding (NIW)
- The Loughborough College (UK)

The centre had professional staff coordinating the different units to achieve effective project implementation. The units include: -

- Human Resources
- Administration
- Finance
- Entrepreneurial and Life skills
- Medical
- Academic Planning
- Works and Housing
- Community and Social Development
- Library
- Monitoring & Evaluation

FINAL REPORT

Overall, the implementation has been effective in Delta State based on planned outputs and despite a few challenges. The project has provided a structure for the training of youths in various employable skills ranging from Carpentry and joinery, welding and fabrication, motor mechanics and diesel plant fitting. Similarly, the City and Guilds curriculum was adopted and the teaching methods has proved very effective and has won national recognition, two (2) students from the school won 1st and 3rd places in the Bank of Industry funded vocational skills completion in Electrical and Electronic Engineering and Vehicle assembly. They both received about N2.5million naira worth of equipment for the job.

However, this did not come without some problems as the students carried out their practical examination a bit later than planned due to non-availability of funds to purchase consumables. This also delayed the ratification of the students' certificates by City & Guilds of London. Also, one of the objectives of the project was to secure places for the students to carry out industrial attachment, this was not possible as only less than five (5) students were assisted to acquire places for the practical attachment.

Furthermore, effective security system on the project is another way of determining effectiveness of the project, non-availability of electricity compromises on security of lives and properties in the centre.

3.3. Efficiency

Efficiency: - a measure of how economically resources and inputs (funds, expertise, time, etc.) are converted to results. It is a criterion is concerned with the availability and utilization of resources, it include issues like capacity utilization, disbursement rate and the timeliness of implementation of a project. It also answers questions relating to the relationship between output and cost and the contributions to project outcomes, whether or not project implementation could have been more efficient if done otherwise?

The Niger Delta Job Creation and Conflict Prevention Initiative suffered its first setback with the withdrawal of Bayelsa and Rivers states from the project and then again, SPDC who had also contributed resources to the project, left the Country.

Furthermore, the project went through a lot of 'Delays' since its inception in 2006, the major delay that hampered its efficiency is the delay in releasing counterpart funds for project implementation. The DESG delayed in releasing its counterpart fund to the project, this brought about delay in setting up the Centre, purchasing consumables and equipment, solving the capacity gaps among staff through trainings and enrolling additional students into the MPYC. Though the Centre Administration attributed the project's inefficiency to UNOPS procurement procedure, which was thought to be cumbersome, and timewasting, because it entails sending request for procurement to the West African hub first for approval.

The number of student trainees admitted (150) to a staff strength of 68, is too minimal for such large-scale facilities and almost amount to waste on any cost-benefit analysis theory use, though

FINAL REPORT

further information gathered is that the high number of staff is as a result of the project's intention to scale-up and introduce Modular course in the centre. However, it should be mentioned that the project is likely to increase transactions costs initially because of cost of setting up the site, infrastructure, equipment etc, but as processes are put in place and the project progressively learn lessons, transaction costs are more likely to be reduced.

Furthermore, the resources expended have contributed to building and equipping the multipurpose centre in Egbokodo, hiring about 70 staff and training over 250 students in all.

On the other hand the government launched another job creation scheme at a larger scale, the Youth Agricultural Entrepreneurs Programme (YAGEP) and the Skills Training and Entrepreneurship Programme (STEP) in 2015 with the slogan S.M.A.R.T is fully funded by government and is targeting about 6000 youths.

Table 3: - Contributions of Capital by Project Partners³

Funding Partner	Project Fund	Physical Structure	Equipment	Total
Delta State Government	\$4,027,500	\$5,328,833.46	\$1,536,074.07	\$10,892,408
UNDP			\$4,414,141.05	\$4,414,141
SPDC	\$3,000,000			\$3,000.000
TOTAL	\$7,027,500	\$5,328,833.46		\$18,306,549

In the sustainability plan developed in August 2016, the DELSG proposed a monthly staff salary of about half of what UNOPS was paying to run the Centre. They believed that some of the staff duties were duplicated and also that UNOPS also hired some international staff, which will save the government some funds.

In UNOPS Financial and Activity Progress Report from July 1, 2014 to December 2015, the budget balance as at December 31st 2016 is slightly different from the one stated in another UNOPS report (Exception Report) of February 15th 2016, the financial figures are slightly different, it is important that such issues are settled and figures reconciled.

Table 4: Summary of Indicative Financial Status as at 31/12/2015⁴

³ August 2016: Sustainability Plan for the Multipurpose Youth Centre, Egbokodo, Warri South LGA, Delta State & Academic Brief and Business Development Plan

⁴ Summary of indicative financial status as at 31/12/2015 (UNOPS)

FINAL REPORT

Calendar Year	Annual Budget	Funds Applied	Actual Expenditures	Encumbrance	Budget Balance
2008	2,501,200	2,501,200	1,702,140.09	0	1,429,059.91
2009	5,074,325.92	5,074,325.92	1,645,572.99	0	3,428,752.93
2010	3,675,060	3,675,060	2,845,041.20	0	830,018.80
2011	1,153,126	1,153,126	722,152	0	430,973.64
2012	1,500,000	1,500,000	1,079,930.78	0	420,069.22
2013	2,129,716.08	2,129,716.08	2,057,022.20	0	72,693.88
2014	4,202,453.83	4,202,453.83	3,003,359.08	0	1,199,094.75
2015	3,399,826	1,784,850.75	1,707,767.60	44,588.95	32,494.20
2016	2,66,209				
Total	26,299,916.83	22,020,732.58	13,055,218.35	44,588.95	7,810,662.91

An MOU was signed in 2006 and agreement was reached to establish three (3) Multipurpose Vocational Youth Centres in three states of the Niger Delta region namely: Rivers, Bayelsa and Delta states, but two of the states opted out of the project. Another Memorandum Of Understanding was signed in 2008 between UNDP, NPC and the Delta State Government for the implementation of the project and establishment of the Multi-purpose Youth Training Centre (MPYC) at Egbokodo-Itsekiri, in Warri South Local Government Area of Delta state. Below is the Project Output and Outcome table at the time, from the Project document.

Table 5: Project Output Analysis⁵

Anticipated Outcomes	1. Achieving the MDGs and reducing human poverty	
	2. Reduction of poverty and conflict	
	Project Output from the 2006 MOU signed	Indicator from MOU between UNDP and UNOPS from 2008 to 2011
	<ul style="list-style-type: none"> Setting up of a Multipurpose skills centre, Conflict prevention and management lesson undertaken, 	<ul style="list-style-type: none"> Total number of trainees within the first one year = 150 students were initially trained in Songhai & PTI Number of procured items

⁵ 2006 – MOU signed with UNDP, BYSG, DESG, RISG & SPDC

FINAL REPORT

	<ul style="list-style-type: none">Youth able to acquire jobs in the region as a result of the training	<ul style="list-style-type: none">= All procurements were done to the highest standardNumber of partnerships developed for sustainability of the centers<ul style="list-style-type: none">= Not recorded, but the project partnered with Government & Non-governmental organization and international institutionsNumber of reports produced and submitted<ul style="list-style-type: none">= There were, Progress, Mid-term, Annual reports and also minutes of meetingsNumber of graduating trainees that have job placement and/or self employment<ul style="list-style-type: none">= Could not be obtained, but interviews revealed that most students that attended the first phase of training, are gainfully employedPatronage of the business or commercial centers<ul style="list-style-type: none">= Project about to start Modular courses
<ul style="list-style-type: none">UNDAF outcome indicator	<ul style="list-style-type: none">Reduced level of poverty and improved quality of life	
Achievements		
<ul style="list-style-type: none">A world class technical and vocational training centre is established at Egbokodo		
<ul style="list-style-type: none">High quality workshop tools and equipment acquired and available at the Centre		
<ul style="list-style-type: none">Curricula and Manual for vocational an Mindset Change training developed and available at the Centre		

FINAL REPORT

<ul style="list-style-type: none">• More than 250 students trained to date in different vocational and technical skills including: - Information & Communication technology, Motor Vehicle Mechanic, Carpentry & Joinery, Electrical installation, Catering & Hotel Management, Diesel Plant fitting, Welding & fabrication and Computer course.
<ul style="list-style-type: none">• Partnered with a lot of institutions, including DESG, NBTE, NIW and Loughborough college.
<ul style="list-style-type: none">• Most of the trained youths are gainfully employed and hence less vulnerable to conflict or unrest
<ul style="list-style-type: none">• Some of the Beneficiaries have themselves employed other vulnerable youths as trainees and apprentices.
<ul style="list-style-type: none">• Exit strategy developed for smooth handing over of the project

Table 6: Technical and Vocational training programmes carried out at the Centre

	Department
1.	Information & Communication Technology
2.	Motor Vehicle Mechanics
3.	Carpentry & Joinery
4.	Electrical & Electronics Installation
5.	Catering and Hotel Management
6.	Diesel Plant-fitting
7.	Welding and Fabrication
8.	Entrepreneurial Course

With the above courses being offered at the MPYC after a needs assessment and skills gap analysis, the job creation and skill acquisition project could be said to have contributed to reduction of poverty and conflicts in the state with the mindset training being a contributory factor. However, with thousands of youths roaming the streets and communities, 250 beneficiaries is just a start. It is therefore too early for UNDP to withdraw from the project.

3.4. Sustainability and Scalability

FINAL REPORT

Sustainability is the likelihood that the achievements recorded so far will be sustained beyond the project's life and it is also the resilience of the achievements to financial, political, systemic and other risks. It is the extent at which intended and unintended effects of implementing the interventions are likely to continue beyond the provision of UNDP' support.

Sustainability deals with questions such as the likelihood of the sustenance of the achievements after the withdrawal of external support, the extent to which counterparts are able to continue erstwhile with UNDP supported activities, and the extent to which the project has built human and institutional capacities, the continued commitment of stakeholders, including government and civil society to the project in terms of sustaining the momentum that has been generated.

An exit strategy had been developed by UNOPS and the government also developed a sustainability plan. It is expected that both the DELSG and UNOPS will work together in executing some of the contents.

The DESG in their plan proposed to reduce, staff salary by N3, 954,965.94 and reduce staff strength from 68 to 56. Although, document revealed that the salary structure was a joint agreement between all partners (DESG & UNDP/UNOPS) at the start of the project. Physical structures like the MPYC complex and equipment can be sustained, capacity development (Trainings and Mentoring) is also another means of sustainability. The staff had a two-day training on Team building, some of them also received trainings in Prince 2, and in UNDSS courses like Basic Security In the field (BSIF) and Advance Security in the Field (ASIF). There were plans to develop staff capacity further in specific job related trainings, and a capacity gap assessment had been conducted, but this could not be carried out due to lack of fund. Furthermore, the Business Development Plan has a projected annual expenditure for five years (2014 – 2018). Summarily, the project is sustainable, if DESG will be more committed and also if it is implemented as a commercial venture, but should it be run as a social or humanitarian intervention, it may not be sustainable. The Evaluator would suggest a mixed method (Partly social and partly commercial).

Table 7: Sustainability plan for MPYC (August 2016)⁶

Staff category	Number of Staff	Current Monthly Salary	Proposed Monthly Salary
Teaching	23	N4, 881,641.00	N2, 382,574.68
Non – Teaching	45	N5, 317,596.00	N2, 713,836.07
TOTAL	68	N10, 199,237.00	N5, 096,410.75

The Centre has good potentials to be scaled up to accommodating more students, and more courses could also be introduced.

⁶ Delta State Governments' proposed Sustainability Plan (August 2016)

3.5. Partnerships and Management Analysis

It should be anticipated that a Project of this funding magnitude being carried out in a very unstable Political Economy would run into problems. Changing political interest and dwindling economy could affect commitment to partnership and coordination.

The economic crisis in Nigeria has led to some states being unable to pay their workers' salary, and Delta state is not an exception. The fact also that there has been a change of government in the state could also be a contributory factor to the lack of enough commitment on the part of government to paying counterpart funding. Every change of government would therefore necessitate high-level advocacy to reaffirm commitment. Furthermore, the Project would benefit a lot by harmonizing with government's schemes on vocational and technical skills, and livelihood development. It could also look at other potential partners including Public and Private organizations, and International donors.

Advantages of having a well-designed and up to date Project document and a costed strategic plan cannot be overemphasized, every partner should know the direction the project is moving, it should also be clear to all the strategies and activities that will bring about the desired change and at what cost.

However, to ensure that a high quality of graduates are produced at the centre, linkages have been established with National and International institute of welding (NIIW), the National Board for Technical Education (NBTE), the National Business and Technical Education Board (NABTEB), international institutes like the United Nations Vocational Education Centre (UNEVOC) and the Loughborough College in the UK. The centre also has good working relationship with the Petroleum Training Institute, Effurun.

3.6. Cross-cutting Issues: - Gender and Human Rights

The total number of students admitted on the second phase of the project at MPYC was 150 with 100 males and 50 females. There is no record to show if people living with disability were admitted at the Centre, it could also not be confirmed whether such issues were addressed at the PTI training either. There were no special spaces or toilet facilities or equipment seen to support it also.

3.7. UNDP's theory of change

The evaluation also reviewed the extent to which the project has followed UNDP's theory of change, as illustrated through the diagram below.

Table 8. UNDP's theory of change for YEP:

**Youth Empowerment Project
Theory of change chain**

Strategy		
	<p>UNDP through UNOPS form partnership with Delta State Government to implement the Youth Empowerment Project (YEP)</p> <p>The first partnership agreement between DESG and UNDP was signed in 2006 and subsequently in 2008. UNDP also reviewed its contract with UNOPS in 2014.</p> <p>Achieved</p>	
So that		
<p>Capacities of the youths (Males & Females) are built.</p> <p>Over 250 students trained but there is no breakdown on how many were male or female, but at the MPYC, 100 males and 50 females were admitted into the centre. Furthermore, the centre employed a total of 70 staff (24 females & 46 males)</p> <p>Achieved</p>	<p>Incidences of Conflict will be reduced through the job creation and Vocational opportunities</p> <p>Some of the trainees are gainfully employed, the vocational skills development and the teaching of Mindset changes and re-orientation programme is geared towards achieving the above.</p> <p>There is a likelihood that this may be true, however, there is no baseline, follow-up monitoring data on this</p>	
So that the youths (male & female)		

FINAL REPORT

<p>So that a world class standard, fully equipped multi-purpose centre be opened in the state</p> <p>A multipurpose fully equipped centre of World class standard has been established at Egbokodo in Delta State</p> <p>Achieved</p>	<p>Are transformed emotionally through social re-Integration, and mind-set change exercises</p> <p>The youths were taken through a course in Mind-set change throughout their training.</p> <p>Very likely to have been achieved, but could not gather enough data to confirm this</p>	<p>Are provided with technical & vocational skills for job creation and employability</p> <p>About 300 youths (Male & Female) were provided with vocational skills, some of them are employed and a few have become employers themselves</p> <p>Achieved</p>
So that youths (Male & Female)		
<p>So that vulnerable youths would have access to quality trainings that will guarantee employment and reduce conflict and unrest</p> <p>The instructors followed international standards and curriculum in their teaching, but however, certificates have not been issued to some of the trainees</p> <p>Achieved</p>	<p>Will function well in the emerging society</p> <p>Some of the trainees have been employed while some have become employers of labour themselves</p> <p>Likely to be Achieved</p>	<p>Improve their standard of living through acquisition of needed skills and minimize their involvement in violent conflicts.</p> <p>It is expected that the vocational and mind-set trainings will bring about change in the youths but there is not much evidence to support this.</p> <p>Likely to be Achieved</p>
So that		
	<p>UNDP & DELSG through their project is supporting reduction of incidences of conflict and improving mindset.</p> <p>At least 250 youths have been trained and more are being considered for training.</p>	

	Achieved	
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4. Conclusions, Challenges and Lessons Learnt

The following are the main conclusions – including challenges lessons learned, and recommendations on the design, implementation and sustainability of the YEP, ensuing from the analysis presented in the previous sections of this report. The YEP has constituted itself as a highly relevant and appropriate interventions that has the potential to be very effective with good resources and greater commitments. The project has laid good grounds for Scaling-up mainstreaming or continued support, with the aim of building functional citizens with good orientation producing direct impact on conflict reduction, employment generation and income opportunities.

4.1. Best Practices and Lessons Learned

- a. **International Standard:** - The Centre adopted the City and Guilds curriculum 1 and 2, which exposed the students to International standards in their profession, it provides a unique teaching and learning opportunities for the trainees, two of them won the Bank of Industries (BOI) award for first prize and third prize in Nigeria in 2015.
- b. **Teaching Mindset Changes and Re-orientation programme:** - The teaching of mindset changes and re-orientation at the Centre has impacted positively on the youths according to some stakeholders, except for a few incidences, the students were well behaved.

4.2. Issues, Challenges and Constraints

Challenges on this project are complex, below are the main challenges the project encountered which hampered its performance. These challenges contributed to the present outcome of the project: -

FINAL REPORT

- a. **Delay in Payment of Counterpart fund:** - The Delta State government was not regular in paying their counterpart fund as agreed, as a result of which the project suffered from insufficient funding and the MPYC had to close down in 2016.
- b. **Politicizing the Project:** - Politicizing the project by the different government bodies represented on the advisory board of the project is another challenge the project encountered, this made it almost impossible to hold quarterly meetings and deliberate on important issues affecting the Centre. An example is the domiciling of the MPYC under the board of Technical and Vocational education, a move which did not go down well with some government bodies.
- c. **Lack of Commitment:** - Lack of commitment to the project on the part of Delta state government. The launched a separate similar scheme known as Youth Agricultural Entrepreneurs Programme (YAGEP) and the Skills Training and Entrepreneurship Programme (STEP) in 2015 with the slogan S.M.A.R.T targeting about 6000 youths. Some of the fund for the programme could have been channeled to scale-up the joint MPYC project that has better facilities.
- d. **Proper use of M & E Indicators:** - A very important part of project objective may be missed if the right indicators are not used. An example is 'Establishing linkages with industries and employers of labour and linking the students/trainees up'. It was discovered that only three (3) students out of one hundred and fifty (150) were linked up with some industries for SIWES attachment, proper indicators would have showed how important achieving this is towards the achievement of Project outcomes.
- e. **UNOPS Procurement Process:** - UNOPS procurement process that ensures that all procurements have to go through its headquarter in African country in Africa (African Hub) allowed for delay in procurement of consumables. The Centre Administration complained that despite giving them more than 3 months adequate notice, important consumables were often not procured on time. An example is the inability of the students to carry out their final practical examination due to lack of consumables. UNOPS as the Project Manager was not calling for meetings as at when due (Quarterly).
- f. **Gazetting of the Centre:** -The MPYC has not been gazette, though there is a plan to do so. It therefore does not have full mandate to be run as a government recognised institution. The instructors also need to be given job specific trainings.

5. Recommendations

1. **Advocacy:** - Build high-level relationship with government to tackle the issue of delay in payment of counterpart funding. It is important to let decision makers know that there is a huge asset that can be used to tackle unemployment being ‘abandoned’ or ‘underutilised’ because of non-payment of Counterpart fund, that with proper planning, the centre could be self-sustaining. The MPYC should be on government’s first line priority as a relevant and meaningful project. It may be necessary to lobby lawmakers, High-class traditional leaders and influential politicians to get government’s full commitment.
Any future activity should ensure that all partners (Government agencies or Community Leaders have their roles clearly spelt out, local partners could also be included in the division of labour, that all parties are clear of their responsibilities and all project reports are shared for proper coordination and flow. High-level Traditional rulers could play Advisory roles, and also curb the excesses of community youth leaders who would be better in a Security type of role at the lower level. Local community leaders that should be involved in Security of the Centre should not be seen to be interfering in who gets employed or not. The highest level of community leadership would be needed at the Board Advisory level particularly when the centre is situated in their domain.
2. **Exit strategy and Other Sustainability plan:** - It is important to look at all the Plans, including Business Plan, Exit strategy and sustainability plan developed by DESG. Reconcile all accounts and verify assets pending handover to the government to allow for transparency, issues of Staff salary and funding should be agreed upon before reopening Centre for its continuous and uninterrupted running even after UNOPS’ disengagement.
3. **Payment of School Fees:** - The Country as a whole is presently undergoing recession and the revenue received by the DESG has reduced, therefore the project has outlived the era where things were done to placate militants from the ‘oil-rich region’ as such huge budget can no longer be sustained. The evaluation suggests a mixed method of implementing the project, it could be implemented as a social or humanitarian intervention as well as commercial intervention. New innovations and approaches could be introduced like Modular courses and trainings as proposed, the Centre can also generate funds through lease for seminars, conferences and consultancy opportunities. Furthermore, funds could also be generated through charging of minimal school fees to augment what government and donors are contributing.

4. **Enact a law establishing the School and Scale up:** - Hasten gazetting of the Centre to establish it by law. The Centre is well equipped and has the potential to generate a lot of the special manpower needed in the state. Boost staff morale and expertise by constantly developing their capacity through training and re-training on how to carry out their assignments effectively. The job placement scheme should be equipped with all that is needed to link trainees to prospective employers. Consider scaling up the project by increasing intakes into the Centre to accommodate more unemployed youths. Though the project has trained about 350 youths to date, the facilities will accommodate more students. Motivate the students by compensating hard working ones with start-up capital or equipment or by awarding scholarship. Expand funding sources through partnership with other international donors, government bodies, private organisations and CSOs. Build synergy with other government's vocational and skills development programmes. Consider developing the capacity of the Centre Administrator for effective leadership role. Almost every staff complained of her being unprofessional in her conduct. There were complains of her high-handed which was not encouraging staff development.
5. **Procurement of Equipment:** - UNDP/UNOPS should look for a faster alternative to procuring equipment and consumables. Perhaps special waiver could be given to the project, instead of compelling procurement to go through Ghana or Cote D'Ivoire hub. Furthermore, payment of security allowances and maintenance of the MPYC should always be carried out promptly.
6. **Review Project Document:** - Project document should be reviewed frequently to accommodate changes to date, and use more result based gender sensitive fitting indicators for easy monitoring and evaluation. Finally, evaluate programmes before closing down to be able to gather appropriate data and information on the status of the programme.

ANNEXES

References:

FINAL REPORT

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2. Minutes of meetings
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9. UNOPS proposed Exit Strategy from the Youth Empowerment Project at Egbokodo
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11. Annual Work plans 2009, 2010, 2014, 2015
12. Financial and Activity Progress Report (1, July 2014 -31, December 2015)
13. Vacancy Announcement and Recruitment exercise – Presentation of Process
14. Procurement Activities on Tools and Equipment for the Egbokodo Training Centre (2nd – 11th December, 2009)
15. Niger Delta Job Creation and Conflict Prevention Initiative (January – December 2009)
16. Substantive Revision of Niger Delta Job Creation and Conflict Prevention Initiative
17. Summary of indicative financial status as at 31/12/2015 (UNOPS)
18. Update on Modular Courses – Multipurpose Youth Training Center Egbokodo
19. UNDP Guidelines for Outcome Evaluators;
20. UNDAF 2010 – 2013 mid-term review evaluation;
21. UNDAF 2010 – 2013 Evaluation;
22. UNDAF/Country Programme Document for Nigeria 2014 – 2017.
23. Paris declaration on Aid Effectiveness and the Accra Agenda for Action (2008)

Table 4: Evaluation Matrix

The evaluation matrix presents a summary of the components that will be reviewed, including the indicators that should inform performance area for each component, and the data collection tools that will be used to collect data associated with each component.

Evaluation Criterion 1: Relevance/appropriateness of the programme

FINAL REPORT

The extent to which Objectives of the intervention are consistent with the needs and interest of the people, the needs of the State and the Country as a whole.		
Evaluation questions	Indicators	Data sources and collection methods
1. Was the initial design of the project adequate to properly address the issues envisaged in formulation of the project and provide the best possible support to Delta State?	<ul style="list-style-type: none"> • Outputs and outcomes addressing priorities identified in National development plans • Government and other stakeholders in Delta State, supporting project 	<ul style="list-style-type: none"> • Inception & Planning documents • Development plans & UNDAF document Minutes of meetings KII with stakeholders
2. Has the project remained relevant?	<ul style="list-style-type: none"> • Disaggregated No of Beneficiaries trained and gainfully employed • Types and no. of socio-economic activities created and on-going • 	<ul style="list-style-type: none"> • Document review & KII
3. How relevant was the project to National priorities?	<ul style="list-style-type: none"> • Project outputs and outcomes address priorities identified in regional and district development plans 	<ul style="list-style-type: none"> • Reports KII with Stakeholders
Evaluation Criterion 2: Efficiency		
Extent to which resources/inputs (funds, time, human resources, etc.) have been turned into results		
Evaluation questions	Indicators	Data sources and collection methods
1. Was UNDP support to the project appropriate to achieving the desired objectives and intended results? If not, what were the key weaknesses?	<ul style="list-style-type: none"> • Financial and technical resources available throughout duration of the project • Information flows easily and decision making channels flows without hindrance 	<ul style="list-style-type: none"> • Report • KII & FGD
2. Has there been an economical use of financial and human resources?	<ul style="list-style-type: none"> • # of UNDP staff deployed in the project region • % of planned activities carried out • % of planned budget actually spent on activities 	<ul style="list-style-type: none"> • Financial reports • Progress reports • M & E Report • KII
3. Were the results delivered in a reasonable proportion to the operational and other costs?	<ul style="list-style-type: none"> • Proportion of project cost, compared to operational costs 	<ul style="list-style-type: none"> • Financial report • KII • Monitoring reports

FINAL REPORT

4. Could a different type of intervention lead to similar results at a lower cost and how could this be incorporated in future programme designs?	• Cost of similar vocational programme in the Country	• Literature review
5. Did the monitoring and evaluation systems that UNDP have in place help ensure that the project was managed efficiently and effectively?	• M & E indicators are SMART	• KII • M & E report Progress reports
Evaluation Criterion 3: Effectiveness Extent to which objectives of the intervention have been achieved, the extent to which the project contributed to the attainment of development.		
Evaluation questions	Indicators	Data sources and collection methods
1. Are the project outputs appropriate, sufficient, effective and sustainable for the desired outcomes?	• Outputs aligned with desired outcomes	• Project report, UNDAF document
2. What evidence is there that UNDP support has contributed towards improvement in the State government's capacity, including institutional strengthening?	• Number of beneficiaries reporting improvement in their livelihood • Stakeholders (including Delta govt, CSO and Communities reporting improved capacity and progress.	• Progress report, • KII • FGD
3. Has UNDP worked effectively with other UN Agencies and other international and national partners to deliver the project objectives?	• Evidence of joint planning with National partners and other UN agencies	• Planning reports • Joint meeting reports • KII
4. How effective has UNDP been in partnering with civil society and the private sector to promote and implement the project?	• CSOs and other partners reporting participation in the promoting and implementation of the project • Coordination meetings at national and field levels	• KII with Stakeholders • Project Reports
5. Has UNDP utilized innovative techniques and best practices in its implementation?	• Stakeholders and Beneficiaries perception of the project • Project compared with other international livelihood projects	• Literature review • KII with Stakeholders & Beneficiaries
6. Is UNDP perceived by stakeholders as a strong advocate for supporting victims of violent conflicts - particularly women and	• No of stakeholders and beneficiaries – particularly women, widows and youths expressing satisfaction or improved quality of life	• KII with CSOs, Women, Widows and Youths

FINAL REPORT

youths in Delta state and Nigeria at large?		
7. Taking into account the technical capacity and institutional arrangements of the UNDP Country Office, is it well suited to provide and implement the project?	<ul style="list-style-type: none"> • Evidence of Stakeholders dissatisfaction about UNDP's management of the project 	<ul style="list-style-type: none"> • KII with Stakeholders (Government, CSO & Community Leaders) • FGD with beneficiaries
8. To what extent were the key results achieved?	<ul style="list-style-type: none"> • % of planned monitoring activities performed jointly • Assessments or mid-term evaluation conducted 	<ul style="list-style-type: none"> • Reports of monitoring activities • Progress reports from 2007 - 2011 Interviews with Stakeholders
9. What contributing factors and impediments have enhanced or impeded UNDP/UNOPS performance in this area?	<ul style="list-style-type: none"> • % of Human & material resources allocated to the project • Trend in Social arena 	<ul style="list-style-type: none"> • M&E reports • KII • Interviews with Stakeholders

Evaluation Criterion 4: Project Output Analysis **Positive and Negative results generated by the Project**

Evaluation questions	Indicators	Data sources and collection methods
1. Are the project outputs relevant to the outcome?	<ul style="list-style-type: none"> • Outputs aligned and in harmony with outcome 	<ul style="list-style-type: none"> • Project Document review, • UNDAF review
2. Has the project made a difference to the lives of host communities?	<ul style="list-style-type: none"> • Proportion of communities reporting improved relationship 	<ul style="list-style-type: none"> • Progress reports • Focus group discussions and interviews with communities
3. What are the quantities and qualities of the outputs, and their timeliness? What factors impeded or facilitated the delivery of the outputs?	<ul style="list-style-type: none"> • Outputs and Outcomes proportional to the objectives 	<ul style="list-style-type: none"> • Progress reports • KII Interviews & Focus Group Discussions
4. Are the indicators appropriate to link the outputs to the outcome?	<ul style="list-style-type: none"> • Review of Outputs and Outcome 	
5. Have the outputs been delivered as planned?	<ul style="list-style-type: none"> • Analysis of the results achieved 	<ul style="list-style-type: none"> • KII & FGD • Progress reports
6. Which aspects of the project have been most effective so far and which ones are least effective?	<ul style="list-style-type: none"> • Analysis of positive and negative results achieved 	<ul style="list-style-type: none"> • Progress reports • KII & FGD
7. What key challenges have hampered the delivery of intended outputs?	<ul style="list-style-type: none"> • Analysis of challenges, lessons learnt & best practices 	<ul style="list-style-type: none"> • Documents review & KII

FINAL REPORT

8. How can the effectiveness of the project be strengthened for future interventions?	<ul style="list-style-type: none"> • Analysis of challenges, lessons learnt and best practices 	<ul style="list-style-type: none"> • Documents review • KII & FGD
Evaluation Criterion 5: Sustainability		
Evaluation questions	Indicators	Data sources and collection methods
1. Will the outputs delivered through the project be sustained by State capacities after the end of the project duration? If not, why?	<ul style="list-style-type: none"> • Evidence of States, Community & Institutional support 	<ul style="list-style-type: none"> • Surveys and interviews with stakeholders
2. Will there be adequate funding available to sustain the functionality over the short, medium and longer term?	<ul style="list-style-type: none"> • Evidence of short, medium and long term financial support 	<ul style="list-style-type: none"> • Project development plans • Interviews with stakeholders • Progress reports
3. Has the project generated the buy-in and credibility needed for sustained impact?	<ul style="list-style-type: none"> • Types of systems strengthening and capacity development approaches provided • % of project budget spent on training and capacity development • Number of persons trained 	Progress report
Evaluation Criterion 6: Resources, Partnerships and Management Analysis		
Evaluation questions	Indicators	Data sources and collection methods
1. Were project partners, stakeholders and/or beneficiaries involved in the design of the intervention?	<ul style="list-style-type: none"> • Evidences of project design, planning and review meetings held 	<ul style="list-style-type: none"> • Report of meetings • KII & FGD
2. If yes, what was the nature and extent of their participation? If not, why not?	<ul style="list-style-type: none"> • Evidence of stakeholders and/or beneficiaries involvement in project intervention 	<ul style="list-style-type: none"> • Project document • Reports • KII
3. Was the structure and management of the project appropriate to achieving the desired objectives and intended results of the project? If not, what were the key weaknesses?	<ul style="list-style-type: none"> • Number of reporting participation in coordination meetings at national and field levels • Monitoring and progress reports 	<ul style="list-style-type: none"> • Documents review • KII
4. Has the intervention developed the necessary State capacities (both human and institutional) for sustainability?	<ul style="list-style-type: none"> • Technical staff turnover within the • staff turnover 	<ul style="list-style-type: none"> • KII

FINAL REPORT

Evaluation Criterion 7: Cross-cutting Issues: - Gender & Human Rights		
Evaluation questions	Indicators	Data sources and collection methods
1. Was cross- cutting considerations mainstreamed in the implementation of activities?	<ul style="list-style-type: none"> • Number of cross-cutting issues mainstreamed in project activities 	<ul style="list-style-type: none"> • Progress reports • Monitoring reports • Project plans
2. To what extents have poor, indigenous and tribal peoples, women and other disadvantaged and marginalized groups benefitted from UNDPs work in support of livelihoods promotion and conflict prevention?	<ul style="list-style-type: none"> • Evidence of capacity needs assessments conducted at the different levels • Number of planning and progress review meetings held with communities 	<ul style="list-style-type: none"> • Reports of capacity needs assessments undertaken
3. To what extent has gender been addressed in the design, implementation and monitoring of the project?	<ul style="list-style-type: none"> • Evidence of Local context recognition and mainstreamed in project design documents 	<ul style="list-style-type: none"> • Project design documents

CHECKLIST TO DEVELOP SURVEY TOOLS FOR YEP PROJECT EVALUATION

1. How many Stakeholders and CSO's are involved? List out, what are their functions
2. How many Beneficiaries? List by Gender, Age & LGA.
3. No of vocational opportunities available at the centre, was an assessment conducted before the project was set up?
4. How many LGAs involved in Delta?
 - b. What were the criteria for choosing beneficiaries?
5. Where State government, CSOs, Women groups, community leaders/Opinion leaders involved in the project?
 - b. How?
 - c. How has the project contributed to poverty reduction and conflict prevention?
6. What are the opinions of Government, Women/community leaders, CSOs, Family / Guardian and Beneficiaries on the project?
 - b. What do they see as challenges and best practices?
7. Probe on appropriateness and relevance of the project
8. Probe further on effectiveness and efficiency (Financial & Time) of the project
9. Probe on effective supervision, coordination and leadership
10. What were the challenges encountered by the beneficiaries?
11. What were the challenges encountered by the different Stakeholders – UNDP, UNOPS, CSOs and Government on the project?

FINAL REPORT

12. How can these be solved/ How was it tackled?
13. To what extent has gender equality and human rights been addressed on the project
14. Do you think that a particular strategy should have been used to tackle the issue of Gender?
YES / NO
15. If yes, Please explain
16. Should gender aspects be strengthened through women specific component/sub-components/activities? YES / NO
17. Please explain.
18. What is your personal opinion on the project in terms of the following?
 - a. How it was Managed
 - b. Selection of Beneficiaries
 - c. The trainings (probe deep on different trainings with different beneficiaries)
 - d. Supervision
 - e. Funding
19. How should the project be improved/Similar project be carried out
20. Suggest who should be involved for the project to be more effective
21. Has the project achieved its objectives? How?
22. Has the project observed the 'Do no harm protocol' with host community?
23. If so how, If not why?
24. Is the project self – sustainable? If not, how can sustainability be achieved?
25. Are there other CSOs /Govt Parastatal that should be involved on the project that are not?
26. Check minutes/reports of meetings with CSO, Government and Beneficiaries
27. Check supervisory/monitoring reports etc.

Further pertinent questions may arise during or after a pre – test of the tools.

CONSENT NOTE

This particular tool is a field research tool that aims to assess the vocational support scheme carried out in Delta State of Nigeria. The tool is to be administered by the Evaluator.

There is a background instruction on Section and signed/written consent is obtained before proceeding.

Background:

FINAL REPORT

The UNDP/UNOPS will conduct an assessment on Stakeholders and beneficiaries of the project.

The objectives are:

- To assess the relevance and appropriateness of the project.
- To assess the effectiveness and efficiency of the project
- To find out the challenges and determine the best way to implement similar project.

Instructions:

- The assessment is to be administered one on one or in groups in a language appropriate to clearly understand the questions.
- The Evaluator/interviewer will read the consent form prior to any interview. Before interviewing a person, the interviewer will first introduce herself as follows:

Statement:

Hello! My name is ____Fatimah Bisola Ahmed_____. I am evaluating the YEP project. As part of the evaluation process, I have series of questions that I would like to ask you. The questions are intended to help us learn more about how the project and similar projects can be improved upon. I want to assure you that the information that you will provide will be highly confidential and will be collected in complete privacy. No part of this information will be used to intimidate or victimise you. Should you have questions later or require further clarification about this, please do not hesitate to call me on +2348034513854.

Do you have any questions or you need further clarifications at this time?

Would you like to take part in this important survey? Yes / No

This certifies that I read and explained the purpose of this survey to the respondent, and answered all his or her questions or concerns. He/she voluntarily consented or declined to take part in the survey.

FINAL REPORT

Full Name and Signature of the Interviewer:

Date

Participant' Signature

ANNEXES: