



**FINAL EVALUATION REPORT**  
**THE LAGOS STATE EMPLOYABILITY SUPPORT**  
**PROGRAMME IN NIGERIA**

**DECEMBER 2023**

<b>Evaluation information</b>		
<b>Project Evaluation</b>	Summative Evaluation of the Lagos State Employability Support Programme (LSESP)	
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## Acronyms and Abbreviations

CPD	Country Programmes Document (2023- 2027)
FGDs	Focus Group Discussions
KIIs	Key Informant Interviews
LASRAA	Lagos State Residents Registration Agency
LMIS	Labour Market Information System
LSESP	Lagos State Employability Support Project
LSETF	Lagos State Employment Trust Fund
NBS	National Bureau of Statistics
NDP	National Development Plan- Nigerian (2021-2025)
OECD-DAC	Organization for Economic Cooperation and Development /Development Assistance Committee
PWDs	Persons with Disabilities
SDGs	Sustainable Development Goals
ToC	Theory of Change
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNSCDF	United Nations Sustainable Development Cooperation Framework
VTCs	Vocational Training Centers

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## Executive Summary

The Lagos State Employability Support Project (LSESP), is a collaborative initiative between the United Nations Development Programme (UNDP) and the Lagos State Employment Trust Fund (LSETF). Its primary goal is to address the employment challenges in Lagos State, with a particular focus on the youth population. The program's main objective is to expand the pool of skilled workers, thereby helping to alleviate the significant shortages of qualified labour in Lagos State. This is achieved by providing youths with relevant skills that are applicable across sectors. These sectors include but are not limited to Technology, Education, Healthcare, Construction, Creative Arts, Transportation and Logistics, and Business Support.

The evaluation process involved asking specific questions based on predefined evaluation criteria. These criteria include relevance, impact, effectiveness, efficiency, coherence and partnerships, sustainability, and project management. The evaluation also assessed the cross-cutting themes, including inclusion and intersectionality aimed at leaving no one behind, which focused on human rights, gender equality, and disability. Additionally, the evaluation focused on assessing the project's results regarding its outputs and how they contributed to the desired outcome. The evaluation also assessed the project's overall effectiveness and efficiency of its implementation. The evaluation provided recommendations regarding the necessary actions to sustain the results achieved and to guide future project implementation.

A mixed-method approach, combining qualitative and quantitative research methods, was used to collect data from project stakeholders, including beneficiaries. Primary data were obtained from program beneficiaries, Vocational Training Centers (VTCs), employers, and project implementers, among others, while secondary data was also obtained from project reports and documents. The methodology deployed for this evaluation includes:

- Desk review of project documents
- Online survey among program stakeholders, including beneficiaries
- In-person and online key informant interviews
- Focus group discussions with direct beneficiaries selected in Phase II of the program and selected VTCs.

A total of 695 responses were received from the survey distributed to all programme beneficiaries; however, only 687 trained programme beneficiaries consented to be included in the evaluation, while 7 respondents did not want their responses included in the survey results. Of the 687 respondents, 444 (65%) are females, and 233 (35%) are males. The majority of respondents, constituting 310 (46%), reside in semi-urban areas, while 207 (30%) live in urban areas and 163 (24%) in rural areas. Regarding sector enrollment, Fashion had the highest enrollment with 185 (27%), followed by hospitality with 145 (21%), business support with 124 (18%), IT sector with 93 (14%), construction with 85 (12%), and beauty with 55 (8%).

The evaluation also conducted seven (7) Focus Group Discussions (FGDs) comprising six to eight randomly selected beneficiaries from six (6) training sectors and one (1) FGD session with the VTCs; a total of 23 males and 21 females were involved in the FGDs. Similarly, a total of 26 Key Informant Interviews (KIIs) were conducted with the various program stakeholders, such as UNDP, LSETF, and Patiti-Ola Foundation, among others. In the KIIs, 15 males and 11 females shared their insights on the programme.

After a careful review and analysis of both primary and secondary data, the evaluation findings reveal the following:

### Relevance

The program initiative aligns with the development goals and sectoral needs of Lagos State. Feedback from program stakeholders and beneficiaries consistently supports the program's relevance. Firstly, the program aligns with the mandate of LSETF, which is aimed at creating employment and entrepreneurship opportunities for all Lagos residents. Secondly, the project design and approach responded to beneficiaries' and governmental institutions' needs and priorities towards increasing the pool of skilled manpower to alleviate the acute shortages of employable labour in Lagos State.

Additionally, the project objectives and outputs are fully aligned with and respond to the United Nations Sustainable Development Cooperation Framework (UNSDCF)/Country Programme Document (CPD) for 2020, 2023 to 2027 Outcome 2, which states that *“By 2022, Nigeria has an inclusive and diversified economic growth driven by science, technology, innovation, investment in infrastructure, and job creation<sup>1</sup>”*.

### Impact

The evaluation took place shortly after the project's completion, making it too early for a comprehensive assessment of the long-term effects of the project interventions. Nonetheless, there is an effort to provide initial insights into both the expected lasting impacts and the immediate outcomes.

The program has had an advantageous effect on the employment rates of the individuals who received training as beneficiaries of the project. The program demonstrated a significant influence in enhancing employability, stimulating economic development, and equipping youth with pertinent skills, making valuable contributions towards the broader economic development objectives in Lagos State.

The program surpassed its initial targets outlined in the result framework to varied extents, while also enhancing the quality of vocational training facilities in Lagos State.

The discussions unveiled a strategic focus on prioritizing quality over quantity, with a specific aim of training applicants who have a higher likelihood of being successfully integrated into the job market.

Most of the survey participants 579 (83%) shared that they began their training journey with no prior or basic-level proficiency in their chosen skill. However, after the training, this percentage had decreased by over 200%, showcasing a remarkable improvement in their skills, ranging from basic to intermediate and advanced levels.

The evidence revealed that the program not only empowered beneficiaries economically but also contributed to broader societal benefits. Among the survey participants, approximately 320 (47%) females and 106 (15%) males were earning less than N30,000 before the training. After the training, only 20% reported earning less than N30,000, while the percentage of

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<sup>1</sup> UNDP Independent Country Programme Evaluation Report 2022 (Annexes) available at Retrieved from <https://erc.undp.org/evaluation/documents/download/19820> retrieved Oct. 2023.



those earning between N30,000 and N60,000 increased to 47% post-intervention, out of which 209 were females and 66 were males.

### Effectiveness

The evaluation revealed that there was a strong management and governance structure in place, credited largely to Patiti-Ola, LSETF and UNDP that guided the implementation of the project. Objectives, tasks and goals were clearly defined and understood by all program stakeholders during project implementation. High placement rates and certification numbers affirm program effectiveness in connecting trainees with employment or self-employment avenues. Findings from the evaluation revealed that most of the respondents (98%) secured internship placement after their training session. Similarly, findings from the evaluation revealed that while 18% (124) of the respondents have full-time jobs, 280 (40%) of the respondents are running their businesses, and about 123 (18%) of the respondents are currently unemployed, however, job placements are still ongoing.

While the training is aimed at providing employable labour for the market, more youths are taking advantage of their vocational skills to start businesses as their means of livelihood. Thus, the training program has been effective in arming the youth with skills, the beneficiaries are adapting to market and economic realities and using their skills as a springboard for employment.

Furthermore, analysis of the impact of the mentorship program on the soft skills and employability of beneficiaries demonstrated a favourable impact of the mentorship program on the project's primary beneficiaries. Additionally, 100% of the VTCs interviewed indicated that the mentorship program significantly improved soft skills and employability. This was corroborated by responses from respondents that agreed, 63% (363) and strongly agreed 23% (135), that the mentorship program improved the program's beneficiaries' performance on their job or business while 83 (14%) and 9 (2%) disagreed and strongly disagreed that the mentorship program improved their performance on their job.

### Efficiency

According to Project budget documents, the total estimated original budget of the project was USD 2,000,000, out of which around USD 1,000,000 million (50% of the total estimated project budget) was provided by UNDP and USD 1,000,000 was from LSETF/Lagos state government. A review of the financial statement provided by LSETF for this evaluation showed that out of USD 2,000,000 available funds, the project had utilized around (91%) USD 1,681,112.3 from January 2022 to September 2023, which accounts for 91% of the total project's available budget.

Overall, the funds flow from UNDP to LSETF and then to the partners was found to be largely smooth and available, except for a few instances of delayed payments to VTCs due to financial documentation verification and procedures. Financial resources and inputs were managed using UNDP's, LSETF and Patiti Ola's standard financial management and tendering/procurement mechanisms and procedures. There were no cost overruns reported by either the VTCs or the implementing partner (Patiti-Ola).

### Partnership and Coherence

Upon synthesis of the data collected and reviewed, what emerged regarding the partnership of the project is a picture of a complex, albeit largely effective, partnership model. The partnership displays strengths in communication, coordination, and adaptability while acknowledging and proactively addressing limitations and challenges. Some level of conflict is noted, which was not of a scale to derail the partnership's objectives. VTCs leveraging external partnerships and engagements with stakeholders outside of UNDP and LSETF to meet project objectives were confirmed during interviews. For instance, the VTC that facilitated baking and confectioneries partnered with an institution called Premium Bread Makers Association of Nigeria which has over 200 registered bakeries. The partnership allowed the association to immediately absorb trainees for internship and job placement opportunities in bakeries across Lagos state after the training program.

### Cross-cutting issues and intersections.

The project demonstrated effective project management practices through clear objective definition and adhering to timelines, establishing and implementing robust monitoring mechanisms, making mid-course corrections as needed, and promoting regular meetings and reporting for collaboration. Upon reviewing project documents, it was evident that the project's work plan was followed closely, and deadlines were consistently met.

The planning phase of UNDP and LSESP initiative demonstrates a comprehensive approach that combines expertise from various sectors, data-driven decision-making, and community engagement and involvement. Specific targets are explicitly defined based on thorough assessments and aligned with broader socio-economic imperatives. Sector selection is not arbitrary but informed by tangible demand metrics, corroborated by stakeholders across board. The governance structure provides oversight and allows for flexibility to make adaptive changes.

The Labour Market Information System (LMIS) was a brilliant idea to provide useful labour market information to guide project implementation. This study observed that the LMIS did not directly play a very significant role in the choice of sectors for the LSESP. The choice of the selected sectors was primarily the result of a robust stakeholder engagement with key employment actors, especially those in the private sector and the governing council. Also, a vast majority of employers that were surveyed did not interact with the LMIS during the internship period. A reason for this LMIS limitation stems from the fact that the LMIS was completed after the LSESP Phase II had commenced coupled with the fact that there wasn't enough communication and emphasis to drive continuous adoption of the LMIS among employers.

Lastly, the program has demonstrated a robust dedication to gender equality, social inclusion, and women empowerment by achieving the 60 percent target for women enrolment. The project's commendable initiatives to include individuals with disabilities and utilize technology to improve accessibility were noted, although it was observed by the VTCs that not many people with disabilities applied to the program. The handling of human rights issues and grievances demonstrates the project's commitment to ensuring a safe and equitable learning environment.

Based on the detailed findings and conclusions of the evaluation exercise, the following are the main recommendations.

1. Decentralisation of Training Centers: Efforts should be made to onboard more vocational training centres to improve the accessibility of the training facilities by program beneficiaries, especially in light of the heavy traffic situation and increasing cost of transportation in Lagos state. This will also further minimize the dropout rate which accounted for 6% of participants, reduce congestion of VTCs, promote more hands-on (practical) experience and improve the teacher-student ratio.
2. Co-designing training Curricula: Co-designing of training curricula should be prioritized in future projects, as it allows for the incorporation of valuable experience and feedback from the private sector organizations, potential employers, trainers and facilitators of vocational training centres (VTCs). This collaborative approach ensures that the curricula are continuously improved to maintain their relevance and keep them updated for the benefit of the participants. The utilization of master trainers/facilitators of VTCs should be considered as the final resort for course and training design. While the integration of this aspect within the program was adopted during this phase, it is essential to conduct periodic evaluations to safeguard against any potential compromise in relevance and enhance the likelihood of successful integration into the employment market.
3. Possibility to Expand Training Sectors: Future projects should explore expanding the training sectors, especially with dynamic economic situations and market demand for skills. Survey respondents identified data analytics training and cybersecurity as possible sectors that could be future areas for training.
4. Leverage the LMIS: The LMIS should be exploited to guide the future selection of sectors. The LMIS can guide future program planning for the choice of sectors and provide insight into the kind of training required for employment in higher-paying and mid-level entry sectors.
5. Encourage Entrepreneurship and improve access to finance: While the program targets youth employment, trained beneficiaries should be encouraged to start businesses with the skills learnt. The project should also expand access to finance, working capital and access to equipment for trainees who may want to pursue entrepreneurship.
6. Sustainable Funding Strategy: There is a strong need for the project to actively seek additional donor partners and develop a sustainable funding strategy to ensure the continuity of the program in alleviating the significant shortages of qualified labour in Lagos State.
7. Innovation and Digital Technology Training: Given the changing economic landscape, future projects should incorporate innovation and digital technology skills development into the curriculum across sectors to equip beneficiaries with skills relevant to various industries. This will enable participants to adapt to economic changes and remain competitive in the job market.

8. Access for PWDs: Future projects should ensure that training facilities and courses are accessible to PWDs. Tailor training programs to address their specific needs and abilities. Encourage the VTCs to make their training facilities friendly and accommodating to PWDs. Explore sourcing for VTCs dedicated solely to PWDs skill training while also developing a training curriculum that will focus on their needs as well as putting in place a support system for PWDs.
9. Distributing Starter Kits: For Future projects, it is important to develop clear and detailed guidelines for selecting beneficiaries for starter kits while also ensuring that all those involved in the selection process (especially the VTCs) are aware of and adhere to these guidelines. It is also important to Inform trainees about the process and guidelines and include a statement in their admission letter specifying that the selection for starter kits is contingent on them meeting specific criteria. They must agree to these terms before being admitted into the program as this will help manage trainees' expectation about receiving starter kits after the training.
10. Expanded Certifications: The certification of beneficiaries at the end of the program should not be restricted to trade tests alone. There is a strong need for future projects to ensure the VTCs or the Ministry of Labour can conduct tests in areas and themes that are added to the training curriculum which are very useful in their training sectors. Examples of these areas for testing include health and safety, business registration, food cost percentages calculation (for the confectionery sector), labour costs percentage calculation (for the construction sector) basic knowledge and use of ICT etc. These will ensure that the trainees are well-rounded and understand the business environment.

## 1.0 Introduction

With the African Development Bank projecting a youth population of approximately 850 million by 2050<sup>2</sup>, the African continent is set to become home to the world's youngest population. Therefore, if Africa must realize its full potential in social and economic development, its youth must be empowered and equipped with the knowledge and skills required to transform the society. Nigeria, which presently has the youngest people in Africa, has yet to harness the full potential of its youthful population as it still faces major issues relating to unemployment and social mobility. According to the KPMG Global Economy Outlook Report H1 2023, Nigeria's unemployment rate is anticipated to rise to 40.6% in 2023, up from 33.3% in 2020<sup>3</sup>. This increase can be attributed to several factors, including the mismatch between education and job market requirements, a lack of essential skills among young job seekers, a substantial gap between labour supply and demand, and the adverse impact of the global COVID-19 pandemic. The pandemic triggered global lockdowns, remote work arrangements, travel restrictions, and significant job and income losses further exacerbating the situation.

Lagos, Nigeria's commercial capital city is not immune to the challenges of unemployment. With a population exceeding 15 million, which presents a 3.63% increase from 2022, the total number of unemployed persons in the state exceeds one million. Additionally, the underemployment rate stands at 22%<sup>4</sup>. According to the former Lagos State Commissioner for Economic Planning and Budget, Mr. Sam Egube, this high unemployment rate is partially influenced by the influx of people migrating to Lagos in search of greener pastures<sup>5</sup>. The influx of people into Lagos state is estimated to be up to 123,000 daily migrants (The Cable, 2016)<sup>6</sup>. To foster the development of dynamic and principled youths who can spearhead Nigeria's progress, several organizations have emerged and evolved. These organizations are dedicated to enhancing the capabilities of youths across different regions of the country. They offer programs, services, and projects aimed at positively impacting the lives of youth in various communities. To develop the capacities of several youths across various regions of the country; offering programmes, services and delivering projects focused on transforming the lives of youths in various communities.

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<sup>2</sup> African Development Bank Group. *Jobs for Youth*. Retrieved from <https://www.afdb.org/en/topics-and-sectors-sectors-human-capital-development/jobs-youth#:~:text=The%20African%20Development%20Bank%20forecasts,adequate%20investments%20in%20the%20youth.> retrieved Oct.2023.

<sup>3</sup> <https://punchng.com/nigerian-unemployment-rate-to-hit-41-in-2023-kpmg/> retrieved Oct.2023

<sup>4</sup> Macrotrends (2023). *Lagos, Nigeria Metro Area Population 1950-2023*. Retrieved from: [https://www.macrotrends.net/cities/22007/lagos/population#:~:text=The%20current%20metro%20area%20population,a%203.44%25%20increase%20from%202020](https://www.macrotrends.net/cities/22007/lagos/population#:~:text=The%20current%20metro%20area%20population,a%203.44%25%20increase%20from%202020;); National Bureau of Statistics (2020). *Labor Force Statistics: Unemployment and Underemployment Report*. Retrieved from [https://www.nigerianstat.gov.ng/pdfuploads/Q2\\_2020\\_Unemployment\\_Report.pdf](https://www.nigerianstat.gov.ng/pdfuploads/Q2_2020_Unemployment_Report.pdf) retrieved oct.2023

<sup>5</sup> Daily Trust.com (2022). 'Why Lagos Unemployment Rate Is High'. Retrieved from <https://dailytrust.com/why-lagos-unemployment-rate-is-high/> retrieved Oct.2023

<sup>6</sup> TheCable (2016). '123,000 people migrate to Lagos every day, says Ambode'. Retrieved from <https://www.thecable.ng/123000-people-migrate-lagos-every-day-says-ambode> retrieved Oct.2023.

One of such projects is LSESP, which is a collaboration between UNDP and LSETF. This project was specifically designed to tackle employment challenges in Lagos State, with a particular focus on the youth, and in particular, women.

## 2.0 Project Description, and Result Framework

UNDP in partnership with the LSETF is responding to the unemployment challenges faced by youth residents in Lagos State through the LSESP with the overall aim of addressing the challenge of lack of employability skills among the youth in Lagos state by providing youths aged between 18-45 years with industry-relevant skills to enable them to compete in the labour market.

The main objective of this project is to increase the pool of skilled manpower in the State, to alleviate the acute shortages of employable labour in Lagos State. Another objective is to match skilled manpower with hiring opportunities and ensure no less than 60% of manpower produced either have jobs or are placed on an apprenticeship track to set up businesses in their areas of interest and skill. The project will improve the quality of vocational training programs including but not limited to sectors such as technology, education, health care, construction, creative art, transportation and logistics and business support, and update their content to make the labour force technically more competent, strengthen vocational instructor training and improve the capabilities of the participating VTCs to plan and manage the training program. In addition, the project will address the intermediate barriers between the demand for skilled manpower by ensuring hiring commitments are extracted from private sector employers; and improving the Labour Market Information System through job matching and promotion-related activities.

In the implementation of the pilot and second phase of LSESP, UNDP partnered with the LSETF, an institution established by the Lagos State Employment Trust Fund Law of 2016. Its purpose is to provide financial support to residents of Lagos State and help them prepare for entrepreneurship and employment opportunities by equipping them with the necessary skills to secure better jobs. The goal of this collaboration was to address the pressing issue of labour shortages in Lagos State by increasing the pool of skilled workers.

This was achieved by providing relevant skills training to young people in various sectors, including Technology, Healthcare, Construction, Creative Arts, Transportation and Logistics, and Business Support. The pilot phase of the LSESP spanned from 2017-2019, during which 5,056 youths were trained, and 4,503 received certification across seven sectors. The second phase of the project spanned from 2020 – 2022, with 2006 beneficiaries receiving training, while 1870 of them obtaining certificates. The training programs for beneficiaries lasted between 4-12 weeks, ensuring that they were adequately equipped with the skills needed to address the employment challenges in the state.

The LSETF onboarded a Technical Partner, Patiti-Ola Foundation to manage the programme activities.

The project was in alignment with the following:

- Nigerian Government’s National Development Plan (NDP) 2021–2025. Policy priority 1: Expand business growth, entrepreneurship, and industrialization (SDGs 1, 5, 8, 9 and 10)
- United Nations Sustainable Development Cooperation Framework (UNSDCF 2023-2027) / and UNDP’s Country Programme Document (CPD 2023-2027) aligned to UNSDCF Strategic Priority 1 Outcome #2: “By 2027, Nigeria will sustain inclusive economic growth and development that provides equitable opportunities for decent employment and livelihoods.”
- African Union Agenda 2063; Goal 1, which seeks to achieve a high standard of living and quality of life and well-being for all citizens; and Goal 2 aimed at well-educated citizens and skill revolution underpinned by science, technology, and innovation.

## 2.1 Results Framework

The results framework of the LSESP shows an explicit graphic matrix outlining the various expected results from the project’s strategy. These results comprise both the outcomes and the intermediate outputs that contribute to achieving the desired longer-term objectives. The results framework effectively captures the essential elements and expected cause-effect-relationships among inputs, outputs, outcomes, and impact. The framework provides a comprehensive understanding of how the intervention will lead to the desired outcomes. It is built on three major components: the initial theory of change developed by UNDP for the project, the knowledge necessary for identifying and measuring desired outcomes, available data sources, and proven data collection approaches relevant to the project context.

The results framework has proven invaluable for tracking project performance and enhancing coordination, management, communication, and program ownership. See Annexes Section, Annex 8 for the result framework.

## 3.0 Evaluation Objective, Purpose, Scope and Timeline

### 3.1 Evaluation Objectives and Scope

In accordance with the provided evaluation Terms of Reference (ToR), the overall objective of the evaluation was to assess the extent to which the phase two project objectives have been achieved, as well as measure the project’s impact. The TOR stated that the evaluation should be done using the United Nations Evaluation Group Norms and Ethical Standards, as well as the evaluation criteria outlined by the Organization for Economic Cooperation and Development /Development Assistance Committee (OECD-DAC) evaluation criteria which includes relevance, impact, coherence and partnerships, effectiveness, and efficiency. The evaluation focused on critical aspects of the project, examining its performance and outcomes to these criteria, including:

- project objectives/outputs
- processes
- sustainability of results
- monitoring and evaluation, as well as
- conclusions and lessons learned.

Furthermore, the evaluation performed the following.

- Analyzed the results achieved so far (during the second phase of the program)
- Made specific recommendations targeted at stakeholders who were involved in the design and implementation of the project.
- Suggested approaches and strategies for program improvement, scaling, and sustaining results.

The evaluation also assessed most of the VTCs locations in Lagos state and reviewed the training materials, training methodology, and placements for internship/entrepreneurship.

### 3.2 Evaluation Stakeholders (Users and Uses)

The table below lists key evaluation stakeholders, their roles, and interests, and how they intend to utilize the evaluation outcomes.

*Table 1. Evaluation Stakeholders’- their roles and intended use of evaluation outcomes.*

Evaluation Stakeholders	Role and Intended Use of Evaluation Outcomes
UNDP	<p><b>Role:</b> To provide input and feedback on evaluation outputs and deliverables; provide all relevant data; and participate in all consultations with the evaluators.</p> <p><b>Use:</b> To review and improve job creation strategy at the country, regional and global level; to track the progress made on the project, to draw lessons learned during the implementation of the project, and to advocate with donors for continued funding for job creation interventions in the Country</p>
LSETF	<p><b>Role:</b> To provide inputs and feedback on evaluation outputs and deliverables, provide relevant data, provide support in reaching survey participants and the VTCs, and participate in consultations with the evaluators.</p> <p><b>Use:</b> To review and improve job creation strategy at the state level, track the progress made so far on the project, draw lessons from the project implementation and identify areas to strengthen project sustainability.</p>
Donors	<p><b>Use:</b> To see the impact achieved by the project in job creation and reducing youth unemployment.</p>

The intended audience for this evaluation includes the following:

- UNDP Country Office in Nigeria as the development partner for this project
- LSETF as the strategic implementing partner
- Patiti-Ola as the technical partner responsible for implementing the project.
- The Lagos State Ministry of Labour
- The Vocational Training Centers



- Other stakeholders involved in the project such as Government agencies and ministries, the private sector, TVET and other educational institutions, and other key ecosystem players.
- Trained beneficiaries
- Employment partners
- Micro, Small and Medium Enterprises (MSMEs)
- Media
- General Public

### 3.3 Evaluation Timeline

According to the Terms of Reference (ToR), the initial timeframe for completing the evaluation was set at 35 days. However, the evaluation team encountered some delays in contacting and scheduling interviews with Key informant interviewers and focus group participants. Consequently, the evaluation timeline had to be extended by an additional 10 days to accommodate these challenges.

## 4.0 Evaluation Approach and Methodology

### 4.1 Evaluation Approach

The evaluation team adopted a theory-based and utilization-focused approach in conducting the evaluation. The starting point for this approach was the LSESP's Theory of Change. During an inception meeting, the team had a discussion with the LSESP team to reflect on the current ToC.

This ToC served as the basis for structuring the evaluation and guiding the data collection exercise. It offered valuable insights into potential adjustments to LSESP's strategy and intervention logic, particularly regarding the project's expansion. This evaluation seeks to inform future decision-making, making it utilization-focused. To maximize the insights gained from the evaluation for shaping future decisions regarding the LSESP project, the evaluation team actively involved key stakeholders from LSESP and UNDP throughout the evaluation process. This collaborative approach aimed to promote learning and a sense of ownership among those involved.

In line with the project's evaluation requirements and guided by the evaluation questions, the evaluation team incorporated both a backward-looking and forward-looking approach. This means that the evaluation utilized both summative and formative components in conducting the evaluation. The summative part focused on reviewing of achieved results, while the formative part focused on supporting continuous institutional learning, both within LSETF/UNDP and within/among the key stakeholders within the various vocational ecosystems.

### 4.2 Evaluation Methodology

The evaluation team adopted a 'Mixed Method' approach, which involved using both 'qualitative' and quantitative data collection methods. This combination of methods was chosen to ensure that the strengths of each method could be leveraged while mitigating the limitations associated with using only one method. Additionally, the evaluation was designed to be 'participatory,' with the goal of involving all key stakeholders to gather their views, opinions, and suggestions thereby enriching the evaluation. The following data collection methods were employed:

1. Comprehensive desk review
2. Qualitative methods
  - a) Key informant interviews (KIIs)
  - b) Focus Group Discussions (FGD)
  - c) Collection of field evidence (observations)
3. Quantitative methods
  - a) Surveys

#### 4.3 Sample and Sampling Frame

To encourage participation, the evaluation team worked with the LSETF, the VTCs, and the Patiti-Ola Foundation (the implementing consultant), who helped to contact beneficiaries through email, calls and various WhatsApp platforms. The sampling frame for this evaluation comprised all the youth who benefited from the training programs across various vocational training sectors. An online questionnaire using Google Forms was administered to get responses from the beneficiaries of the project's second phase. In total, 695 (243 males and 444 females) youths responded to the survey, representing 35% of all direct project beneficiaries.

For the FGDs with participating youths, the evaluation team randomly selected beneficiaries from six training sectors: construction, beauty, fashion, information technology, business support, and hospitality. These sectors were chosen based on availability to participate in the FGDs. Each FGD session included 6 participants, except for the beauty sector, which had 8 participants. The evaluation team ensured a balanced mix of male and female participants in these discussions.

As for the key informant interviews (KIIs), 6 were held in total, with 15 male and 11 female participating. All implementing partners formed the sampling frame for the various key informant interviews. The evaluation team conducted three (3) KIIs with representatives from the UNDP/LSESP project team; LSETF and Patiti-Ola Foundation had four representatives during the KII session, respectively.

Additionally, the evaluation team conducted one KII each with employment partners, VTCs and the Lagos State Ministry of Labour and Productivity to gain insight, as they were responsible for setting exams and certifying program beneficiaries upon successful completion. The team also interviewed six Employment Partners to gather their perspectives.

Table 2: Sample distribution key project stakeholders consulted during the evaluation.

Stakeholders	Men	Women	Total	Data collection method
<b>UNDP LSESP Project Team</b>	1	2	3	Key Informant interviews
<b>LSETF</b>	4	1	5	Key Informant interviews
<b>Patiti Ola Foundation</b>	2	2	4	Key Informant interviews
<b>Ministry of Labour and productivity</b>	1	-	1	Key Informant interviews
<b>Employment Partners</b>	2	4	6	Key Informant interviews
<b>Construction</b>	3	3	6	Focus Group Discussions
<b>Beauty</b>	4	4	8	Focus Group Discussions

<b>Fashion</b>	3	3	6	Focus Group Discussions
<b>Information Technology</b>	3	3	6	Focus Group Discussions
<b>Business Support</b>	3	3	6	Focus Group Discussions
<b>Hospitality</b>	3	3	6	Focus Group Discussions
<b>VTCs</b>	4	-	1	Focus Group Discussions
<b>VTCs</b>	5	2	7	Key Informant interviews
<b>Total respondents consulted</b>	<b>38</b>	<b>29</b>	<b>67</b>	
<b>Total respondents consulted though KIIs</b>	15	11	26	
<b>Total respondents consulted though FGDs</b>	23	21	44	

## 5.0 Data collection procedures and instruments

### 5.1 Data Collection

**Quantitative Data:** Quantitative data collection was carried out through online surveys using Google Forms. This method was chosen to minimize data entry errors and for data security. Google Forms automatically transfers, encrypts, and backs up the data, reducing the risk of data loss and entry mistakes. Additionally, the evaluation team gathered basic demographic information, including gender, age, educational level, disability status, and location, enabling the team to disaggregate and analyze the data effectively. Upon receipt of the email addresses of the beneficiaries, a link to the questionnaire was sent to their emails. The participating VTCs and the Technical Partner, Patiti-Ola had informed the participants in advance to expect emails from the evaluation team. To encourage participation and improve response rates, the evaluation team sent reminders and follow-up emails over a period of two weeks.

**Qualitative Data:** To gain a deeper understanding beyond the quantitative data, the evaluation team collected qualitative data through FGDs and KIIs involving various stakeholders associated with the LSESP program. FGDs were organized in all program locations, focusing on youth who had received training during the second phase of the project.

To provide a well-rounded perspective, the evaluation team ensured diversity among FGD participants in terms of ages, socio-economic backgrounds, education levels, and timing of their involvement in the LSESP program. During these discussions, the evaluation team Recorded and reported anonymously, safeguarding the confidentiality of the speakers. Consequently, the evaluation team used participant numbers or pseudonyms to ensure that the identities of the original speakers remained protected.

In total, 26 KIIs and six (6) FGDs were conducted across various stakeholder groups, using stakeholder-specific evaluation tools developed to suit the specific needs and characteristics of each group of respondents level and type of respondent categories.

### 5.2 Major Limitation of the Evaluation

The availability and quality of the data and documents provided by the LSESP team, including UNDP and Patiti-Ola Foundation during the evaluation were adequate. Similarly, the LSETF, UNDP and the Patiti-Ola Foundation project teams as well as the VTCs actively participated and

offered adequate support throughout the evaluation process. Certain limitations were inherent to the conduct of this evaluation, such as the fact that all participants in the FGDs were selected by project implementers, thus there is a possibility of selection bias, i.e., those respondents who were chosen to participate might differ from those who were not in terms of their attitudes and perceptions, their affiliation with government/non-government structures, and their socio-demographic characteristics and experience. This may also apply to the online survey respondents since the link to the survey forms was distributed through the VTC's WhatsApp groups and emails. The response rates to the online surveys might mean that the results will represent the opinions of the most active and open respondents whose experience with the LSESP is likely to differ from that of those who did not take the time or have an interest in participating in the online survey.

### 5.3 Data Analysis

In preparing the draft evaluation report, the analytical work employed the following methods:

- a) **Descriptive analysis** was used to understand the relevant context that has influenced the LSESP program implementation, as well as to describe its objectives and interventions.
- b) **Thematic analysis** constituted the core of qualitative analysis. Documents, KII, and FGD notes were analyzed to identify common trends, themes, and patterns in relation to the evaluation questions.
- c) **Statistical analysis** was employed to analyze quantitative data.

To ensure the validity of data, and as part of the process of synthesizing information derived from different data sources and through different means of data collection, the following methods were used.

- **Triangulation** – comparing and analyzing data collected from desk reviews, FGDs, and KIIs to identify trends and/or variations.
- **Complementarity** – using data generated through one method of data collection to elaborate on information generated through another, e.g., using stakeholder consultations to explore reasons for strengths or shortcomings indicated in existing documents.

### 5.4 Evaluation Questions

The evaluation was done using the OECD-DAC Evaluation criteria. As captured in the TOR, some evaluation questions were set around the OECD-DAC criteria. Other questions were asked to provide insight regarding project management, human rights, gender, and other cross-cutting issues. Refer to Annex 2 for evaluation questions.

### 6.0 Evaluation Findings

The findings from both primary beneficiaries (youths) and the various stakeholders of this project are presented in this section. As indicated in the evaluation methodology, structured questionnaires were administered to the randomly selected beneficiaries who participated in the program. In total, 687 (243 men, 444 women) beneficiaries responded to the survey.

## 6.1. Number of Certified Trainees Per Sector

6.1.1 The table below shows the distribution of youths certified after training across the various sectors for the period under review.

SN	Training Sector	Number of Students certified after training	Percentage (%)
1	Beauty	184	9.84
2	Information Technology	269	14.39
3	Fashion	361	19.30
4	Hospitality	327	17.49
5	Business support/ICT	409	21.87
6.	Construction	320	17.11
<b>TOTAL</b>		<b>1870</b>	<b>100</b>

Table 3: Number of youths trained per sector during the second phase of LSESP

### 6.1.2 Gender Composition of Survey Respondents

An analysis of the data showed that 444 (65%) were female while 243 (35%) were male. Furthermore, (8) 73% of VTCs were female-led/owned organizations.

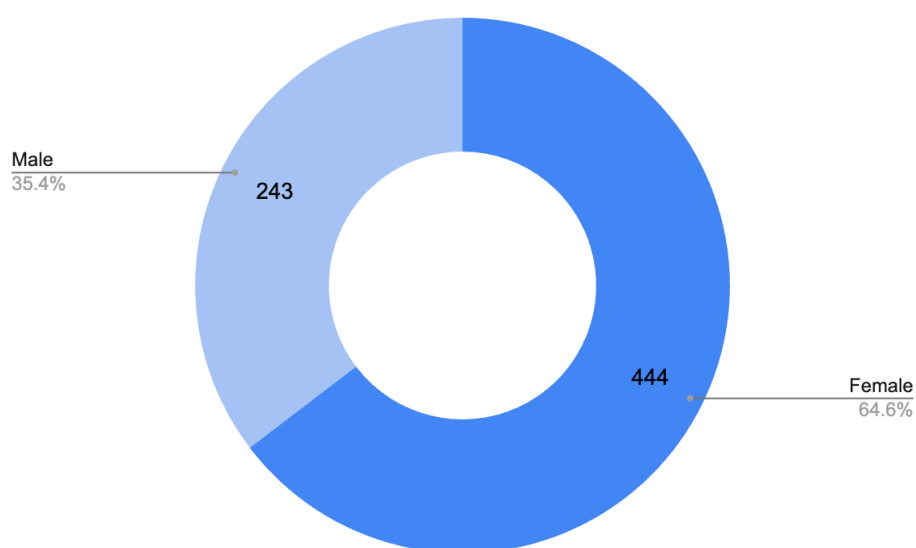


Figure 1: Gender composition of respondents.

### 6.1.3 Respondents' Age category

Although the program accommodated participants between the ages of 18 to 45 years, survey data revealed that 68% of respondents (469) were between the 18-35 age range. Furthermore,

199 (29%) respondents were in the 35-45 age range, and 19 (3%) respondents were above 45 years. KIIs with VTCs revealed that many VTCs intentionally considered candidates above the age of 45 for recruitment into the program, if these individuals displayed a strong commitment to participate and complete the training.

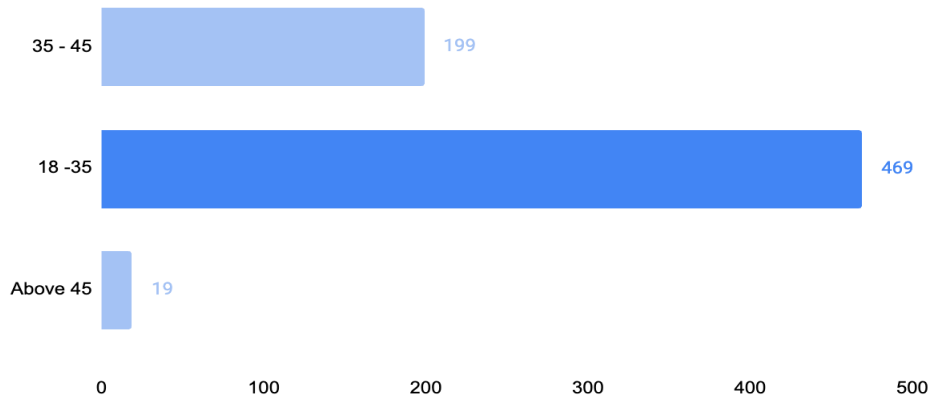


Figure 2 showing age range of respondents

Figure 2: Age range of respondents

#### 6.1.4 Places of Residence

The majority of respondents 310 (46%)<sup>7</sup> reside in places that are classified as semi-urban areas, 207 (30%) reside in an urban area while 163 (24%) reside in rural communities. Furthermore, the analysis showed that 9 (82%) of VTCs are located in an urban area while only 2 (18%) are located in a rural area. It must be said that Lagos State is a cosmopolitan city with a huge population, estimated at over 21 million according to 2015 census estimates. While rural areas do exist, it can be challenging to clearly distinguish in practical terms between semi-urban and rural communities.

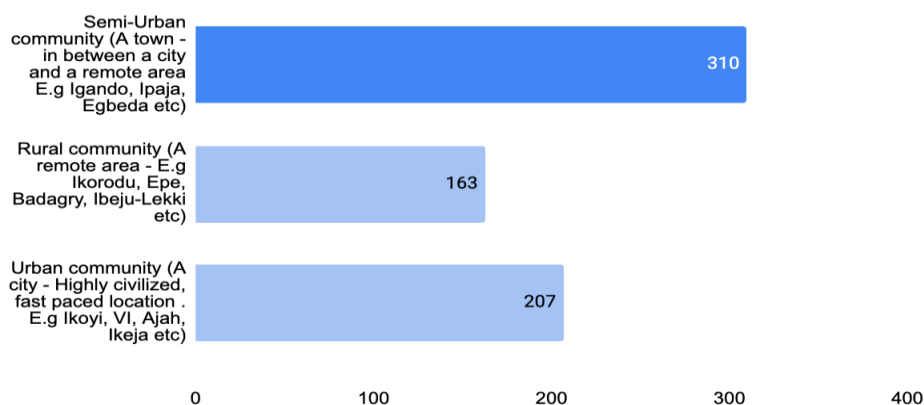


Figure 3: Residence categories of online survey respondents

#### 6.1.6 Educational Levels

<sup>7</sup> N=680, 7 of the respondents did not provide responses to this question

A majority of the respondents 269 (43%) hold a bachelor's degree. Furthermore, it is worth noting that all respondents have attained at least a secondary school level education, indicating their ability to read and write. This literacy is crucial for program beneficiaries, as it is a necessary skill for their success in securing job placements following their training.

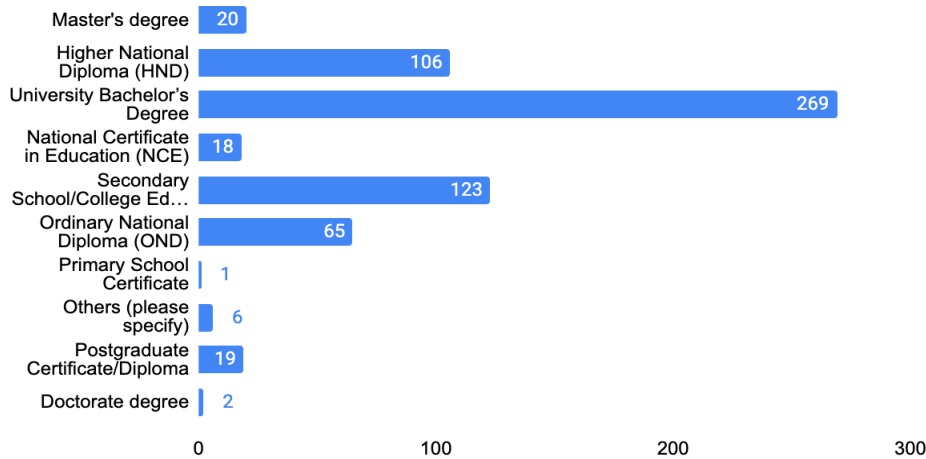


Figure 4 Educational level of survey respondents

## 6.2 Evaluation Criteria

The different criteria for assessing this project are articulated in this section. The primary beneficiaries of the project and the different stakeholders including implementers of the project, the VTCs as well as private employers were interviewed to assess the project. The criteria adopted in this evaluation include relevance, effectiveness, efficiency, impact, coherence and partnership, project management, and sustainability.

### 6.2.1 Relevance

Relevance refers to the extent to which the objectives of a project are consistent with primary beneficiaries' requirements, country needs, global priorities, partners', and donors' policies. The main question was to determine how relevant the program aligns with the development priorities and needs of Lagos State and the participating sectors.

#### **Alignment with Development Priorities and Needs**

The program's alignment with the development priorities of Lagos State and participating sectors is affirmed through various viewpoints. Firstly, the program aligns with the mandate of LSETF, which is aimed at creating Employment and entrepreneurship opportunities for all Lagos residents.

Secondly, the project design and approach responded to beneficiaries' and governmental institutions needs and priorities towards increasing the pool of skilled manpower to alleviate the acute shortages of employable labour in Lagos State. The project has implemented a set of activities including upgrading curricula for instructors and VTCs, providing training for beneficiaries and providing job matching and skills promotion for target youths. These interventions were found to be consistent and in alignment with the needs of relevant institutions and the target population.

Project objectives and outputs are also fully aligned with and respond to the United Nations Sustainable Development Cooperation Framework (UNSDCF)/Country Programme Document (CPD) for 2020, 2023 to 2027 Outcome 7 Output 2.1: *By 2022, Nigeria has an inclusive and diversified economic growth driven by science, technology, innovation, investment in infrastructure, and job creation.*

**Addressing Employment Needs**

The program has effectively addressed the employment needs of Lagos state. Analysis from FGDs and KIIs showed that the program effectively addresses labour shortages in Lagos State by providing training for youths in carefully selected sectors.

Furthermore, during a KII session with the LSETF, it was revealed that in the last five years, the organization has trained over 7,000 beneficiaries, with 80% of them provided with job placements. These statistics underscore the program's tangible impact in meeting labour demands and providing employable skills to beneficiaries.

**Sectoral Appropriateness and Beneficiary Satisfaction**

Discussions from FGDs and KIIs with VTCs and beneficiaries highlighted the positive outcomes for program beneficiaries, both in terms of employment and entrepreneurial activities. Further evidence of the program's alignment with target beneficiaries' needs is demonstrated in the sector selection. Catering, agent banking, fashion and cosmetology were seen as areas that were in high demand from the results observed.

Although it is important to state that the construction VTC trained a high number of beneficiaries on the program. Respondents from the survey also suggested possible areas where training can be done based on their assessment of market demand. From the analysis of beneficiary responses, tech skills which includes data analysis, coding, cyber security, were the most prominent skills. computer desktop publishing training ranked second while advanced training on garment making and fabrics ranked third. Other skills such as shoe making, Bag making, hair and wig making and event planning were prominent among the areas they suggest the project implementers could add as sectors of training.

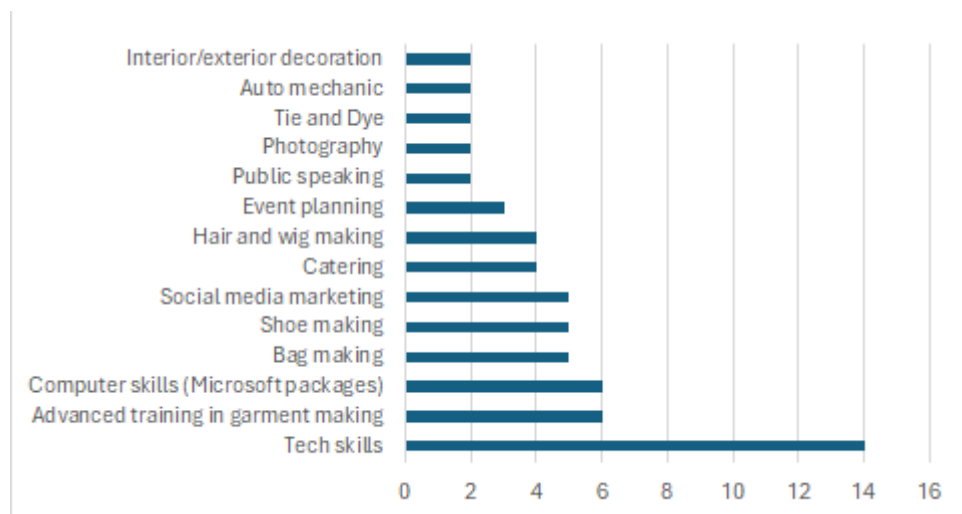


Figure 5: Suggested skill from program beneficiaries to be included in the program curriculum.



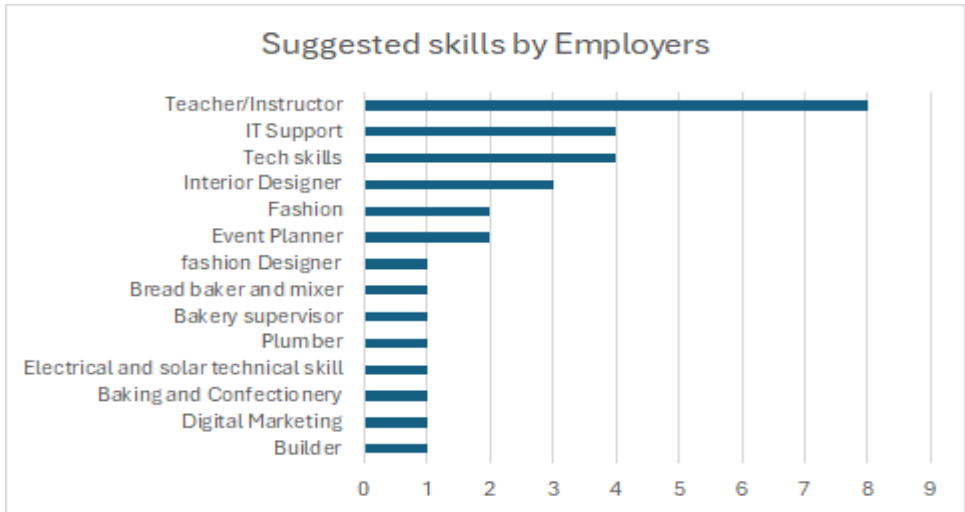


Figure 6: Suggested skills from employers that could be included in the program curriculum.

### 6.2.2 Impact of the Program

The main question was to determine what positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program.

#### **Enhanced Employability and Employment Rates**

The program has arguably exceeded its initial targets set in the result framework in varying degrees, along with strengthening the quality of vocational training centers in Lagos State. Discussions revealed a strategic emphasis on quality over quantity, targeting the training of candidates who are more likely to be absorbed into the labor market.

Similarly, respondents were asked if they were able to start a business after their training program. Analysis revealed that beneficiaries in the fashion sector (133), hospitality sector (88) and business support (84) were able to start a business compared to those in construction (38) and the IT sector (49). Also, further analysis showed that more females, 438, secured internship positions, compared to males 253. Most respondents, 486 (80%) finished their internship program.

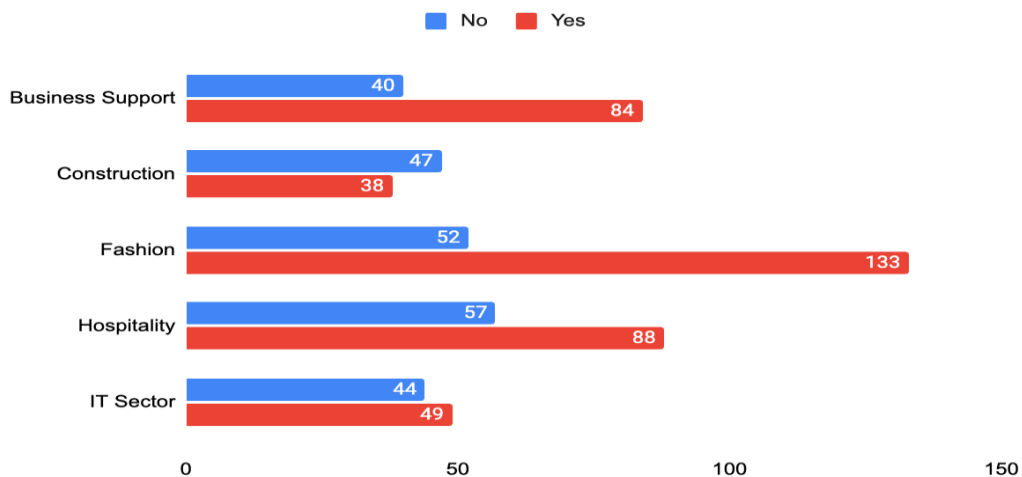


Figure 7: Respondents' who started a business after the training.

While over 69% of the respondents secured internship, more than half (165) of the respondents said it was at least very easy to secure internship placement. Consequently, only 16% of the program trainees who were involved in the internship were offered permanent employment.

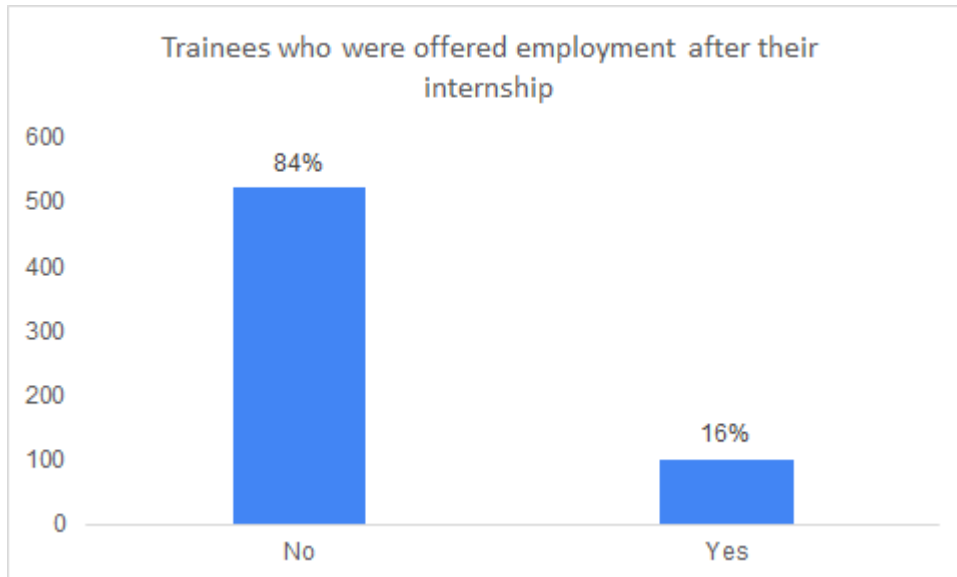


Figure 8: Trainees who were offered employment after their internship

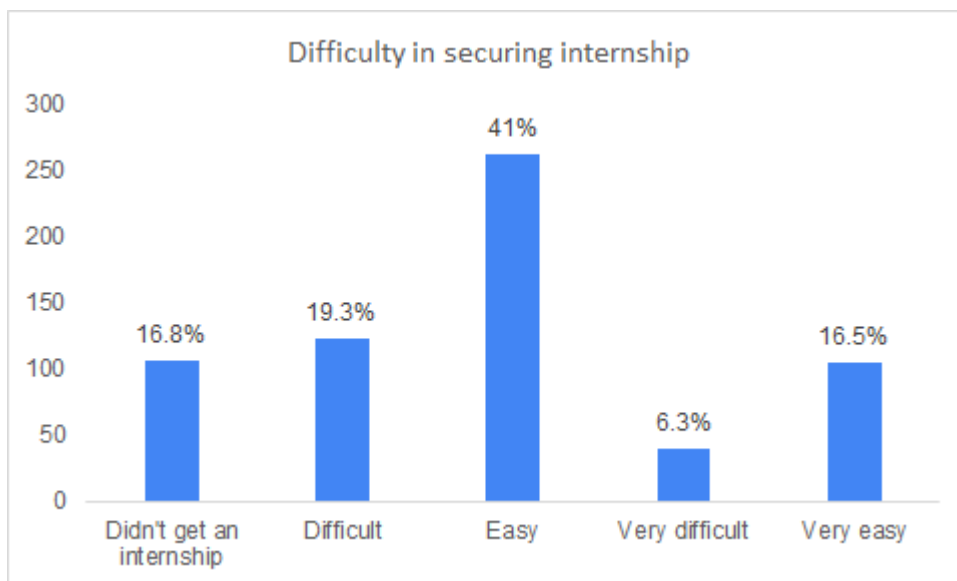


Figure 9: Difficulty in securing internship

This finding strongly suggests that the programme has significantly improved the beneficiaries' employability and employment rates. Furthermore, the programme has not only enhanced their technical capabilities but has also provided them with valuable soft skills, including customer relations and time management. Furthermore, when the beneficiaries were surveyed regarding their perceived skill level changes, the majority of respondents reported a shift from

no skills (192) and basic skills (387) to intermediate skills (370) and advanced skills (207) after completing the training.

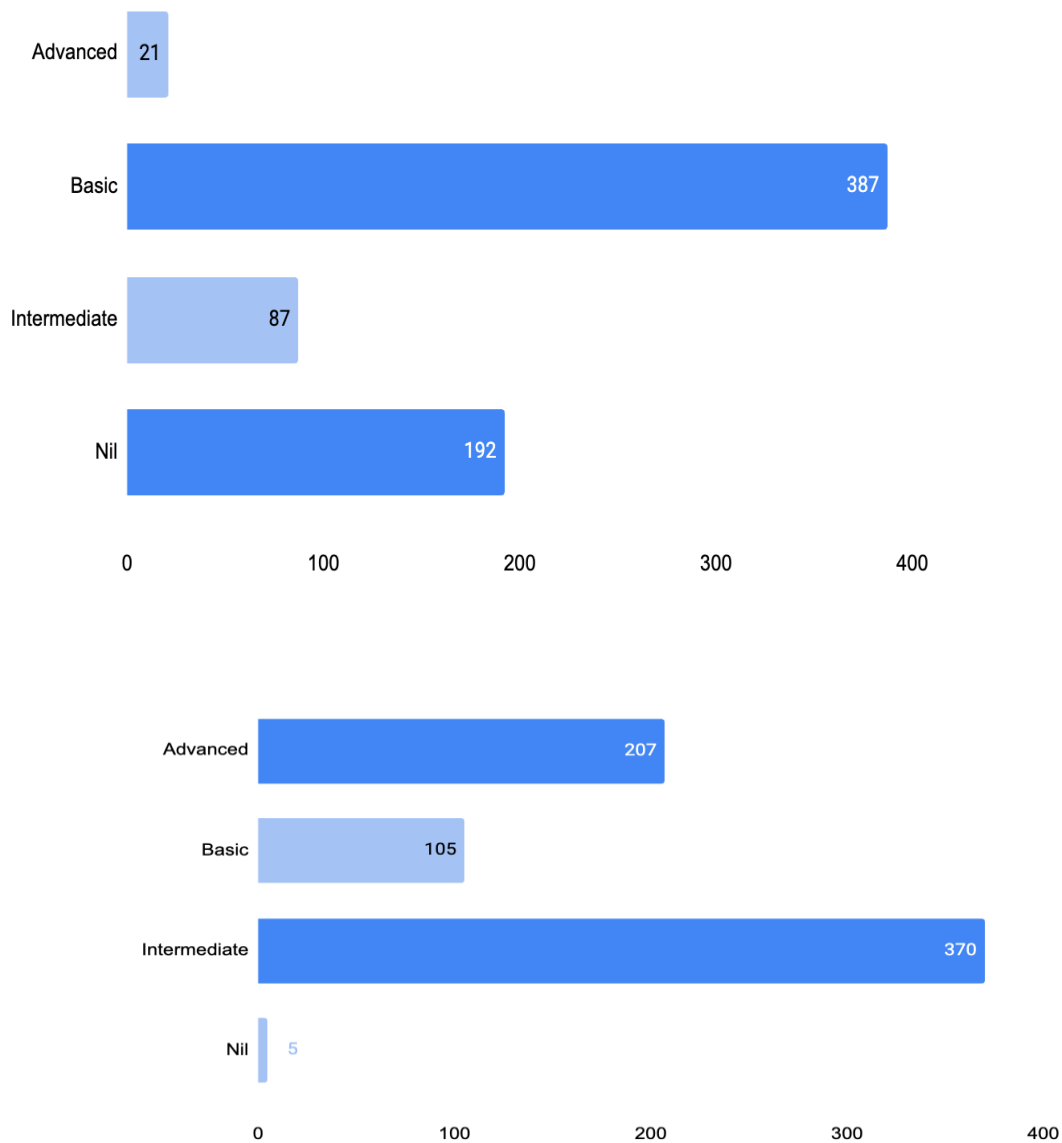


Figure 10: Respondents’ change in skill level **Before** and **After** the training.

Findings from the survey corroborate this data as well. 76% of respondents were earning less than N30,000 before the training. After the training, 297 (43%) of respondents are earning between N30,000 and N60,000. This demonstrates that there was indeed a change in income among the beneficiaries. Further, survey analysis revealed that fashion (86), hospitality (76) and business support (59) beneficiaries were the highest earners of between N30,000 and N60,000 while those in the IT sector (27) earned between N90,000 and N120,000. More females 224 (32%) earned between N30,000 and N60,000 more than male 73 (11%).

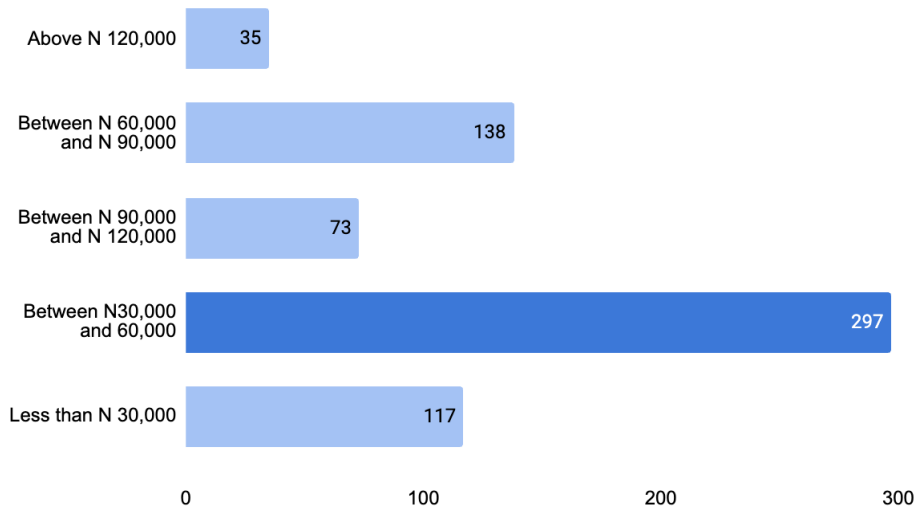
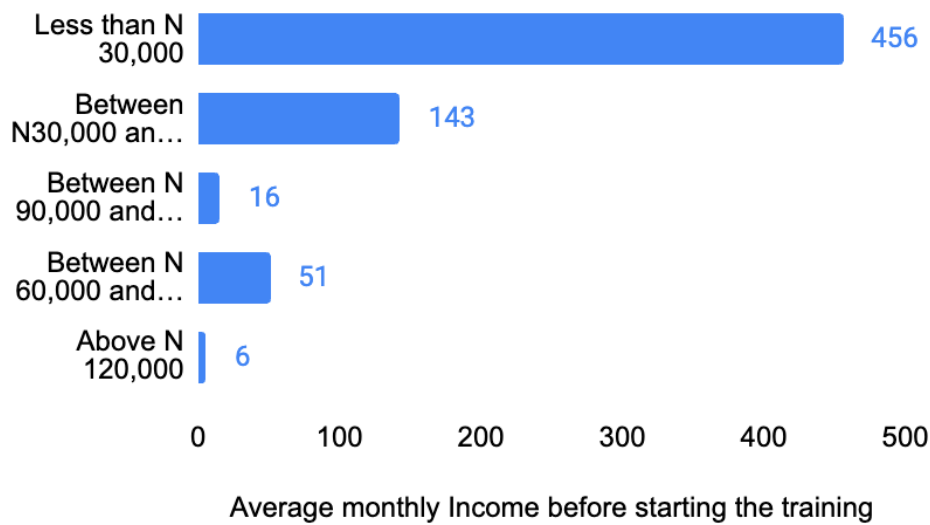


Figure 11: Average monthly income of beneficiaries **before** and **after** the training

*Contribution to Economic Development*

The program was described as having an influential role in enhancing the state's economy. Discussions with the VTCs showed that the program has had a great and positive impact (contribution) on the economic development of Lagos State and that all sectors selected for the program were relevant and in high-demand skills in the labour market.

*Employer Feedback and Business Creation.*

Employer feedback is crucial in evaluating the true impact of the program on the job market. Discussions and surveys showed that (32) 93% of employers were very satisfied with the performance of the trainees that they hosted from the LSETF. Employers identified adaptability,

strong work ethics, ability to learn quickly and effective communication as the skills displayed by the trained beneficiaries during their placement.

Similarly, 27 (77%) of employers said the interns/trainees met the expectations and requirements set by their organization for the roles they were engaged in.

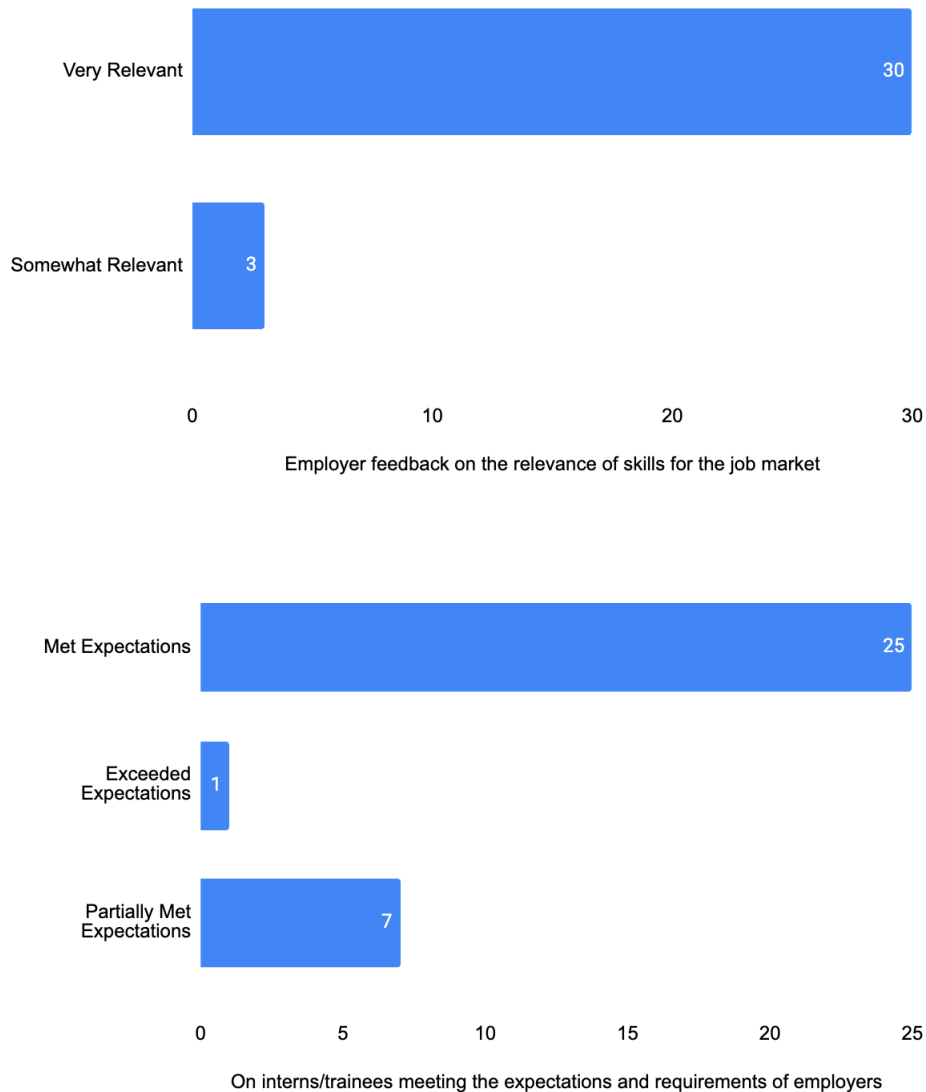


Figure 12: Feedback on the relevance of skills for the job market

When asked if the skills learnt were relevant for young people to enter the labour market 32 (94%) of employers said it was very relevant and that the presence of the interns brought enhanced workforce productivity, additional staffing support, knowledge transfer and cost savings to their organization.

When asked about the LMIS, a system designed by LSETF in partnership with GIZ to fully understand the labour market information in Lagos state, 28 (80%) of employers said they did not interact with the Labour Management Information System during the internship. This could suggest that most of the employers on the program are not aware of the benefits of leveraging the LMIS and the solution it will provide for the labour market.

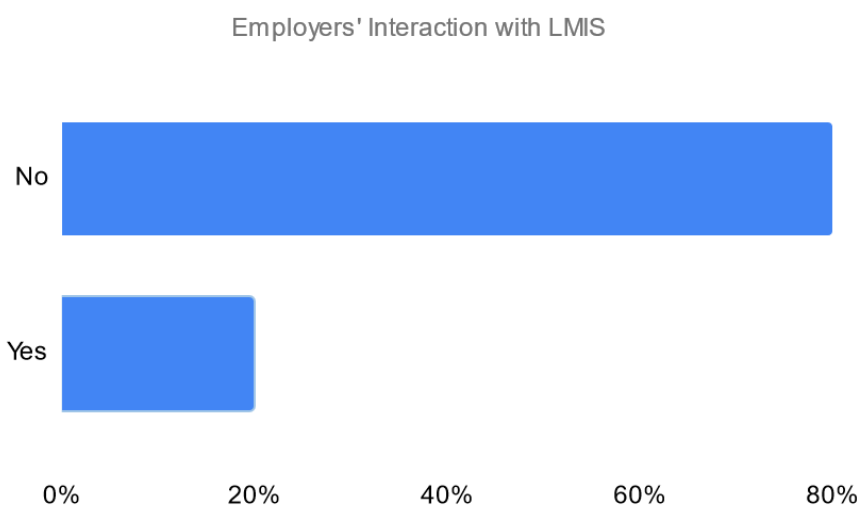


Figure 13: Employers responses regarding their engagement with the LMIS during the internship period

Feedback and discussions also showed that all employers were very active in providing mentorship for the interns, and they all strongly agreed that the mentorship component of the program improved their performance. Additionally, 21 (61%) said they would consider hosting interns/trainees from the LSESP program again in the future. Furthermore, Teacher/instructor, IT support and interior designers had specific skills/roles that employers would be interested in hiring from in future programs.

### 6.2.3 Effectiveness

Effectiveness is the extent to which the development intervention's objectives were achieved or are expected to be achieved. The main question was to determine to what extent were the project outputs achieved?

A Comprehensive Results Framework had been developed at the time of project design, consisting of outputs, respective indicators, baselines, targets, and data sources. The Framework consisted of three main outputs and three key results areas, several indicators with respective targets were provided to monitor the progress towards key results areas and outputs.

Overall, LSETF in collaboration with stakeholders have made efforts to implement a range of interventions to achieve the outlined project outputs and objectives. In the following section, an effort has been made to assess the overall progress, achievement status and effectiveness of project outputs and respective key result areas. Furthermore, at the end of this section, a table has been produced which provides a summary achievement status of the project output level indicators and targets as outlined in the Results Framework.

The project document envisaged three targeted/key results areas to achieve this output. Following are the details of the implementation and achievement status of these key results:

### **Project Output 1: Curricula and training materials for 15 VTCs improved.**

A review of project reports showed that a total of 78 VTC instructors (2021, 43 instructors, and 2022, 32 instructors) trained across the selected sectors have been certified as qualified trainers by the Ministry of Labour and Employment. These Instructors all completed several modules of curricula standardization training, content harmonization and curriculum customization across the eight sectors.

The results from these achievements will ensure that trained instructors are able to equip the trainees with up-to-date skills to meet the increasing demand for skilled manpower to alleviate acute shortages of employable labour across the critical sectors identified during the focus group sessions held with stakeholders across 8 core sectors: (construction, beauty, fashion, information technology, business support and hospitality).

The curriculum harmonization and certificate endorsement for instructors were approved in partnership with the Ministry of Labour and Employment.

### **Project Output 2: Vocational training completed for 2,000 applicants.**

Document reviews also showed that out of the 2006 trainees who enrolled in the program from June 2020 to September 2022, 1,962 successfully completed the training. Furthermore, a total of 1,870 trainees from various sectors of training got certified.

**Project Output 3: Improved job matching and skills promotion**  
Project report reviews showed that among the certified trainees, the project placed 1,768 (94%) participants in jobs ranging from contract, full-time jobs, paid internships, and self-employment. Women made up 1,089 (62%), while men made up 679 (38%) of placed participants.

### **Cross-cutting issues**

#### **Gender result 1: Ensure 50% participation of women.**

Document reviews showed that gender was mainstreamed at the project design level. A minimum of 50% participation of women was incorporated as one of the project's main objectives and was fundamental in its design and expected results. Also, selected courses such as hospitality, fashion, and beauty are sectors identified with high opportunities for job placements for women. Available data showed that out of the total selection of trainees enrolled, 62% (1089) are females and 38% (679) are males.

**Gender results 2:** Documents reviewed showed that 69% of males were admitted into traditional male-dominated vocational education sectors (construction, ICT, business support) while 31% were females. Conversely, 90% of females were admitted into more traditional female-dominated vocational skills (Fashion, beauty, and hospitality) while males were 10%.

Surveyed data from the 695 respondents showed that fashion 18% (124). IT and construction had (18%) 93 and (12%) 85 beneficiaries, respectively. The beauty sector had the least participants.

An analysis of specific skills project beneficiaries were enrolled in showed that fashion had the most enrollment (27%) 183, followed by baking and confectionery 21% (145), agency banking 16% (113), and digital marketing 11% (76), while hair dressings and cosmetology had (4%) 26 and (4%) 30 beneficiaries, respectively. Electrical installation, tiling and plumbing had 9% (61) beneficiaries.

On securing internships, 63% (438) females were able to secure an internship position compared to males 34% (253).

Regarding the sectors with the highest number of entrepreneurs, fashion 39% (133), business support 24% (84), and hospitality 26% (88) beneficiaries said they had started a business, while construction had the least number 11% (38) of entrepreneurs.

Results from the survey give more insight into the respondents' employment status and ability to secure jobs. While 124 (18%) of the respondents have full-time jobs, 40 percent (280) of the respondents are running their businesses. Approximately 123 (18%) of the respondents are currently unemployed. While the training is aimed at providing employable labour for the market, more youths are taking advantage of their vocational skills to start businesses as their means of livelihood. Thus, while the training program has been effective in arming the youth with skills, the youths are adapting to market and economic realities and using their skills as a springboard for employment.

Nevertheless, it is worth noting that it is possible that many of the beneficiaries of the program who are currently unemployed were initially employed but may have lost their employment owing to the effect of the COVID-19 pandemic on businesses and the impact of the new fuel subsidy regime which has affected businesses in varying proportions in Nigeria.

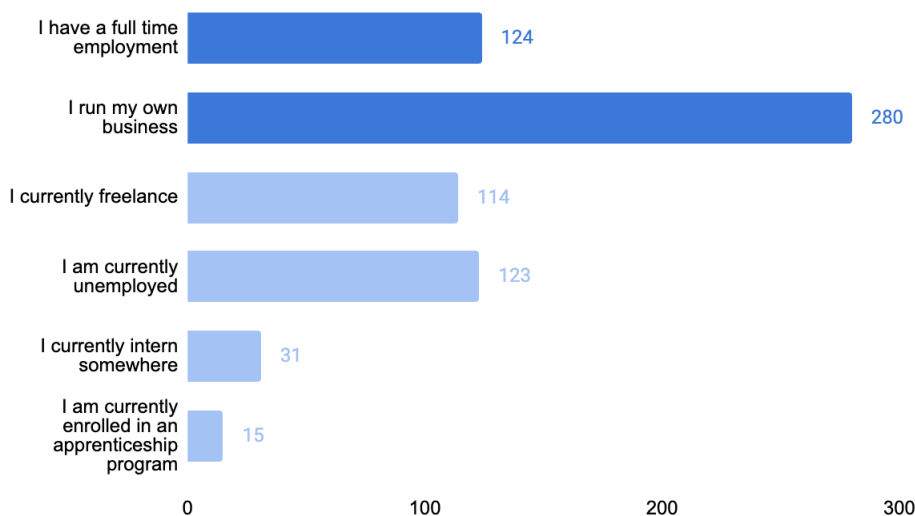


Figure 14: Number of respondents who have started a business or gained fulltime employment after the training.



### **Communication and Coordination in Program Management**

Effective communication emerges as a recurring theme, credited for the project's successful outputs. Analysis from discussions showed that a "closed loop" system involving stakeholders, beneficiaries, and partners featured prominently. Lessons on effective communication emphasized the need for ongoing dialogue among stakeholders. Another theme surfacing is the strong management and governance structures in place, credited largely to Patiti-Ola and UNDP.

Further discussions also revealed areas that can be improved on, which includes; mobilizing partners ahead of commencement of training, streamlining reporting and requests for information from VTCs, articulating and providing all necessary reporting templates and outlines that the VTCs will be required to fill out within the scope of the project, ineffective feedback in handling students complain, and unprofessionally blaming VTCs for grievances that arise in the course of project implementation.

### **Placement and Employment Rates among Trainees**

High placement rates and certification numbers affirm program effectiveness in connecting trainees with employment or self-employment avenues. This was seen across baking and confectionery, fashion and hospitality, cosmetology, and agency banking. Furthermore, findings from the survey revealed that most of the respondents 673 (98%) secured internship placement after their training session.

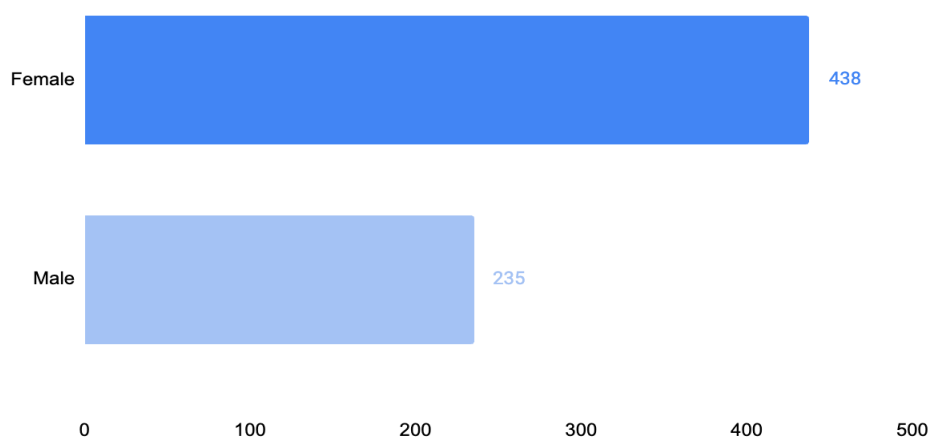


Figure 15: Internship placement by gender

Table 4: Gender composition of Internship Placements

Indicators	Male	Female	Total
Number of Beneficiaries that were placed	641	1067	1,708
Number of Self-employed beneficiaries	38	22	60
Number of Beneficiaries who dropped off from the internship Program	14	52	66

### *Drop-Out Rates and Attendance*

Despite high achievements, attendance problems emerged as notable challenges. Some of these were attributed to the long distances some of the beneficiaries had to travel to get to the VTCs, the calling off of the Academic Staff Union of Universities (ASUU) strike led to fluctuations in attendance when school resumed. Also, beneficiaries posted to far-off organizations for their internship and found it difficult to keep up due to high transport costs. On the other hand, the transportation incentive also significantly helped to improve attendance and completion rates for the majority that completed the program.

Emerging themes during discussions around improving the attendance rate among beneficiaries include; increasing the training allowance to reflect the economic reality of the country and guaranteeing beneficiaries of support to either getting a job or a grant to start a business of their own upon completion of the training and following through with it.

Table 5: Project Results' Framework Targets and Achievements

EXPECTED OUTPUTS	INDICATORS	OVERALL TARGETS	RESULTS ACHIEVED	STATUS
<b>Output 1</b> New improved curricula and training manuals for 15 VTCs	1.1 No of VTCs with new and improved curricula	15 VTCs	15 VTCs	Completed
	Upgrade new curricula for 70 instructors	70 Instructors	78 Instructors	Completed
<b>Output 2</b> Vocational training completion for	Number of males that complete the vocational training programmes	800	770	Completed

1000 applicants in (1 year)	Number of females that complete the vocational training programmes	1200	1222	Completed
	Number of VTC instructors that benefit from skills upgrade	20	27	Completed
<b>Output 3</b> Job matching and skills promotion improved	Number of Job Promotion Programs	10	20	Completed
	Number of males that gain employment through the job matching and skills promotion or are self-employed	400	679	Completed
	Number of females that gain employment through the job matching and skills promotion or are self employed	800	1089	Completed
	Number of participating private sector companies	350	366 <sup>8</sup>	Completed

<sup>8</sup> No of participating private sector companies encompasses the employers who hired interns during the LESP phase 2.

## 6.2.4 Efficiency

Efficiency is a measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to result. The main question was to determine how cost-effective was the implementation of the employability programme in relation to achieving its objectives?

According to Project documents, the total estimated original budget of the project was \$2,000,000, out of which around \$ 1,000,000 (50% of the total estimated budget) was provided by UNDP and \$1,000,000 was from LSETF/Lagos state government. Please see the table for a breakdown of the program resources. In total, \$1,833,354.64 was made available as actual funding in addition to the financial support.

A review of the financial statement provided by LSETF, for the purpose of this evaluation, showed that out of \$2,000,000 available funds, the project has utilized around \$1,681,112.3 from January 2022 to September 2023, which is 91% of the total project available budget. The remaining amount is expected to be used during the last month of the project. This shows that the project utilization rate has been quite satisfactory. Please see the table below for a summary of the project's total budget and utilizations from January 2022- October 2022.

**Table 6: Total project available budget and utilization from January 2022 to September 2023**

Item	Approved	Amount Spent
<b>Donor Contribution</b>		
Expenses From Jan till December 2022		
Industry Engagement	6,000,000.00	6,945,000
Content/Curriculum Customization	24,000,000.00	28,200,000
Publicity + Awareness Workstream	45,000,000.00	39,998,464.88
Applicant Screening	7,350,000.00	5,031,750.00
Beneficiary Training	281,389,999.89	270,299,885.00
Student catering	105,000,000.00	44,426,000.00
Apprentice-ship Allowance	47,000,250.00	49,185,000.00
Startup tools	42,000,000.00	33,897,525
Career Fair + Graduation Ceremony	10,000,000.00	13,472,237.50
Contingency	19,184,891.00	18,779,250
Project team/Professional fees	110,000,000.00	110,000,000.00
Technology platform (LMIS)	10,500,000.00	25,500,000
Project Operations	0	13,174,237.40
<b>Total Utilization</b>	<b>N</b>	<b>707,674,890.9</b>
<b>Total Utilization</b>	<b>\$</b>	<b>1,833,354.64</b>
<b>Utilization %age</b>		<b>92 %</b>
Note: The exchange rate used at the time was \$1 to N386		

Overall funds flow from UNDP to LSETF to partners was found to be largely smooth and available except for a few instances of delayed payments to VTCs due to financial documentation verification and procedures. Financial resources and inputs were managed using UNDP, LSETF, and Patiti Ola's standard financial management and tendering/procurement mechanisms and procedures.

The interviews shed light on the cost-effectiveness of the program in relation to achieving its intended results. It is evident that budgeting and resource allocation were central to program planning. Efficient resource management and budget control mechanisms were crucial to preventing cost overruns. The program had a strict project tracking mechanism in place, ensuring that expenditures aligned with the budget.

#### *Timeliness in Fund Disbursement*

Timely fund disbursement was essential for smooth program execution. Delays in fund disbursement were experienced occasionally, often during festive seasons. However, stakeholders confirmed that these delays were mentioned and reasons explained. The interviews highlighted the importance of anticipating budget fluctuations, especially in an economically volatile environment. They suggested that future projects should anticipate potential cost increases due to economic factors.

#### *Communication and Stakeholder Engagement*

Effective communication between partners and stakeholders played a vital role in addressing cost-related issues and other program implementation feedback. Templates were provided to the VTCs to compile daily, monthly, and final project reports. Other communication strategies that were effective include WhatsApp messaging, phone calls, and emails to provide feedback and raise whatever emerging issues were attended to almost immediately.

VTCs also confirmed communication channels were structured and channeled through Patiti however, they said communication can be improved upon especially as it concerns payments, as sometimes information was shared on short notice after delays on getting timely information from LSETF.

#### **6.2.5 Coherence and Partnerships**

The quality of interactions within partnerships appears to be contingent. The VTCs leveraging external partnerships and engagements with stakeholders outside of UNDP and LSETF to meet project objectives were confirmed during interviews. For instance, the VTC that facilitated baking and confectioneries partnered with a body called Premium Bread Makers Association of Nigeria which has over 200 bakeries registered in the association. The partnership allowed the association to immediately absorb trainees for internship and job placement opportunities in bakeries across Lagos state after the training program.

For VTCs that facilitated agency banking, they partnered with some microfinance and commercial banks, which provided some benefits for the trainees, firstly, they got the POS terminals with some registration fees and processes waived and they got absorbed by some of these banks for internship and mentoring. For VTCs that did not have well-structured and established associations to leverage, they were creative in reaching out and adding to their vast

network of clients and colleagues in their space who had buy-in of the project and offered to take in trainees to fill internship and job placement opportunities.

These efforts by the VTCs demonstrate the coherence of the program in terms of how fitting the program is and how these partnerships have been leveraged to achieve results.

### ***Effective Partnership Communication and Coordination***

Effective communication appears to be a cornerstone of the partnership. Methods of communication varied from emails, calls, and WhatsApp messages to Governing Council sessions, unscheduled spot checks to training centres, and even focus group discussions among the alumni. Varied communication between the core project partners and other implementing partners was seen across the project life cycle.

This exemplifies the priority given to communication within the multi-stakeholder project, thereby ensuring that all parties are continually aligned and updated regarding objectives, progress, and deliverables. Feedback from FGDs and KIIs confirmed that aligning with an organization focused on similar objectives adds value to the overall initiative by creating a platform where resources and expertise can be effectively coordinated.

However, a few challenges were confirmed as it concerns the criteria for giving out the starter kits to trainees. The recipients were chosen based on factors such as attendance rates, exam scores, business acumen, and recommendations from mentoring partners. Despite this, Most VTCs confirmed they did not utilize this articulated criterion for selecting individuals who received kits. They acknowledged that the recommendations for identifying beneficiaries for startup kits were not consistently adhered to, mainly because a significant number of candidates naturally met the specified criteria hence the need to be creative in selecting eventual beneficiaries of starter kits .

### ***Conflict Resolution and Adaptive Strategies***

Overall, while conflicts may exist at specific operational levels, they were neither pervasive nor detrimental to the overall functionality of the partnership, thereby maintaining the project's integrity. Discussion revealed that the project provided room for flexibility was crucial for adapting to unforeseen situations and maximizing the project's chances of success.

### **6.2.6 Project Management**

Project management is the process of planning, organizing, and managing resources to achieve specific goals and objectives within the constraints of time, budget, and scope. The main evaluation question here was to determine if the project objectives, timelines, and milestones were clearly defined and adhered to during implementation.

Effective project management is a cornerstone of successful program implementation. UNDP and LSESP demonstrated strong project management practices by clearly defining objectives and adhering to timelines, establishing robust monitoring mechanisms, making mid-course corrections when necessary, and fostering regular meetings and reporting mechanisms for collaboration. Additionally, the emphasis on equipping trainers and facilitators highlights the commitment to delivering high-quality training programs. These project management practices

have contributed to the overall success of LSESP in achieving its objectives and empowering beneficiaries with employable skills.

#### *Clear Definition of Project Objectives and Adherence to Timelines*

The success of any project hinges on having a roadmap that guides all stakeholders throughout its implementation. In the case of LSESP, it is evident that these aspects were carefully considered from the outset. The interviewees emphasized the importance of clear and well-defined project objectives, milestones, and timelines. Furthermore, the use of Memorandums of Understanding (MOU) and the provision of reporting formats and templates ensured that everyone involved had a shared understanding of the project's objectives and timelines. Such agreements were critical for aligning the efforts of multiple parties involved in a project, and they serve as a basis for accountability.

*"The milestones were set and adhered to without extensions, indicating a disciplined approach to project management." (Representative from VTC)*

The overarching objective of the initiative was to address youth unemployment in Lagos State and bolster the strength of MSMEs. Outcomes were strategically defined through comprehensive assessments, including needs assessment and baselines and focusing on the economic and social viability of the project. The private sector's demands were prioritized to identify areas with a limited supply of skilled manpower.

#### *Monitoring Mechanisms and Mid-course Corrections*

Monitoring mechanisms play a pivotal role in project management as they provide real-time insights into progress and performance. The FGD and KII analysis highlighted several mechanisms that were put in place to track the progress of the employability program, which include regular spot checks, audits, evaluations, and unscheduled visits to the VTCs. The use of the biometric scanners and CCTVs in VTCs also added another layer of commitment and attendance that ensured trainees could not ask someone else to sign in for them in their absence. Furthermore, VTCs mentioned introducing regular meetings and reporting mechanisms, after-action review meetings for facilitators, and feedback mechanisms from trainees to evaluate facilitators and teaching methodology.

Another recurring theme observed was VTCs leveraging their years of experience to include topics that are very relevant in their vocational spaces to ensure the trainees had comprehensive knowledge. Some VTCs introduced sales and marketing, including practical sessions to an originally designed theory-based curriculum, demonstrating the program's adaptability to meet changing needs and demands. This initiative and adaptation demonstrated by VTCs also added to the program's responsiveness to evolving needs and market demands.

#### *Equipping Trainers and Facilitators*

The importance and effect of having skilled and experienced trainers and facilitators on the sustainability of the project featured consistently amongst VTCs during KIIs. Project documents reviewed showed that 78 facilitators were trained and certified as qualified trainers by the Ministry of Labour and Employment across the various sectors with 48% of the facilitators being females while 52% are male.

### *The Lagos State Labour Market Information System (LMIS) and Selection of Training Sectors*

The Labour Market Information system (LMIS) is a digital platform set up by the Lagos state government to promote skill development and sustainable decent employment opportunities for the youths in the state. This is done because it was observed that government, private sector and development institutions were embarking on individual employment interventions that were in most cases overlapping and mostly driven by insufficient market evidence from incomprehensive data sources.

While this is commendable and a step in the right direction in addressing youth employment in the state, this study observed that the LMIS did not directly play a very significant role in the choice of sectors for the LSESP. The choice of the selected sectors was primarily the result of a robust stakeholder engagement with key employment actors. Document reviews and discussions revealed that the choice of training sectors underwent a multi-layered decision-making process, and the sectors were identified after stakeholder engagement sessions, where key actors provided insights into areas with a dearth of skilled manpower.

A governing council was instituted to oversee the project's direction, composed of members from both the private and public sectors. This Council plays an instrumental role in decision-making, especially in the continuation or termination of specific sectors based on data from the Labour-Market Information System (LMIS) and feedback from key employers.

#### 6.2.7 Gender

Discussions and document reviews revealed the importance and emphasis of gender balance and social inclusion in UNDP and LSESP project. The main evaluation question was to determine to what extent gender was mainstreamed, in addition to sufficient consideration provided for its intersectional effects within the design, implementation and monitoring of the project.

A review of project documents revealed that deliberate efforts were made to ensure a fair representation of women in the program. This is evident in the number of women enrolled in the program as mentioned earlier. This underscores the commitment of the project to gender equality and women's empowerment, as reflected in the project's objectives.

#### 6.2.8 Human Rights and Social Inclusion

The main evaluation question was to ascertain if human rights protection principles were followed and the social inclusion of vulnerable and marginalized groups in the program. Analysis of FGD responses showed that considerations were given to PLWD, such as those who were visually impaired, hearing impaired, or physically disabled. While challenges existed in fully accommodating all categories of PLWDs due to limited resources and facilities in some training centers, efforts were made to integrate them into appropriate environments where they could access training without discrimination, for example, special care and attention were provided to these individuals, and facilitators were assigned to assist them in their training.

### *Equal Access to Opportunities and Resources*

The project ensured that all beneficiaries, regardless of their background, identity, or disability status, had equal access to training facilities and resources. The respondents affirmed that the



selection criteria for the program were standardized and blind to factors such as race, tribe, ethnicity, or marital status. The primary focus was on educational qualifications and eligibility, ensuring that the program remained inclusive and free from discrimination.

In addition, respondents to the KIIs and FGDs expressed that the project utilised technology effectively to streamline various aspects of the program including registration, screening, and even during training. Trainees agreed that the LSESP portal used for application processes, made the application and selection processes more efficient and accessible.

#### *Managing Human Rights Violations and Grievances*

Analysis of FGD and KII responses showed that there were no significant human rights violations during the program's implementation. They confirmed that the project maintained a strict code of conduct, and the training centers were committed to providing a safe and harassment-free environment for all participants. In cases where grievances did arise, appropriate reporting mechanisms were put in place to investigate and address the issues. It is noteworthy that the project's whistleblowing policy facilitated the reporting of grievances and misconduct.

#### 6.2.9 Sustainability

Future planning for UNDP and LSESP program emerged as a central theme in the interviews and discussions. Emerging themes include decentralization of training centers to accommodate more participants; Ensuring that the curriculum is flexible to accommodate other topics which may not be core vocational knowledge but necessary and useful for the beneficiaries; Expanding VTCs to rural areas to provide more access to trainees to reduce the distance participants need to travel.

Furthermore, analysis from respondents stressed the need for creating spaces with adequate tools and equipment, which would enable participants to apply their newly acquired skills effectively, as well as extending the age bracket for program eligibility from 18 years to 15 years, to include a wider range of young people.

The VTC respondents mentioned that efforts were made to ensure that training environments met basic standards and complied with the COVID-19 pandemic guidelines. In addition, some of the VTCs stated that they were incorporating green energy sources into their facilities as a way of reducing dependence on fuel.

Looking ahead, the beneficiaries recognized the potential of technology in enhancing program outcomes. They confirmed that technology deployment, such as the LSESP portal, has already improved efficiency in various recruitment processes. The project managers have also mentioned the possibility of further integrating technology, including online learning, to make training more accessible and flexible, especially in times of crisis or resource constraints.

Other emerging themes include implementing a thorough screening process during enrollment to minimize dropout rates and ensuring the suitability of candidates. This could be achieved by stratifying the recruitment process such that at stage 1, the online portal is opened for qualified persons to apply to their various sectors of interest. Stage 2 could include sending applications to VTCs for initial testing and screening for basic knowledge on the skill area being applied for and on attitude since the program is focusing on employment, this could become necessary while the 3rd stage could involve LSETF validating the eligibility of the applicants to be admitted

into the program, looking out for things like the validity of the state residency number (LASRAA Number), participation in a previous LSETF program and then the 4th stage could be interviews from a screening partner after which top eligible beneficiaries would be shortlisted.

However, challenges were also acknowledged, most notably the issue of interns seeking traditional 8:00 am to 5:00 pm jobs with higher pay, rather than pursuing opportunities in the skills they were trained in. In a similar vein, one of the VTCs noted that some of the beneficiaries of the program are learning these skills to get certified in vocational training by the Ministry of Labour so that they can fall on their vocational skills when they leave the country. In other words, the desire of young persons to leave the country popularly known in local parlance as “japa” may pose a challenge for job retention.

KIIS with VTCs provided potential risks and challenges that could affect the program's sustainability. Funding emerged as a key concern, with respondents recognizing the program's dependency on funding sources, and to mitigate this risk, they proposed seeking additional donor partners to ensure the continuity of the program.

Additionally, the changing economic landscape, including the removal of fuel subsidies and high inflation rates, was identified as a potential risk. Respondents recommended incorporating innovation and digital technology into the program to equip beneficiaries with skills relevant to various industries and adapting to economic change.

### 6.3 Assessment of the Training Program.

To assess the training program, several indicators were used. Respondents were asked a series of questions regarding their recruitment into the program, the quality of the trainers, the training environment, and the duration of the training among other questions.

An analysis of survey data showed that the recruitment process was conducted fairly. The program exhibited a commendable completion rate of 93.2% across all training sectors. Out of the 2,006 youths initially enrolled in the training program 1,870 successfully completed the program and received certification.

Furthermore, we asked beneficiaries if they consider the sectors in which the training program was conducted appropriate or relevant to what they are currently doing. The result revealed that 327 (48%) found the training to be at very relevant while 12 (2%) found it not at all relevant.

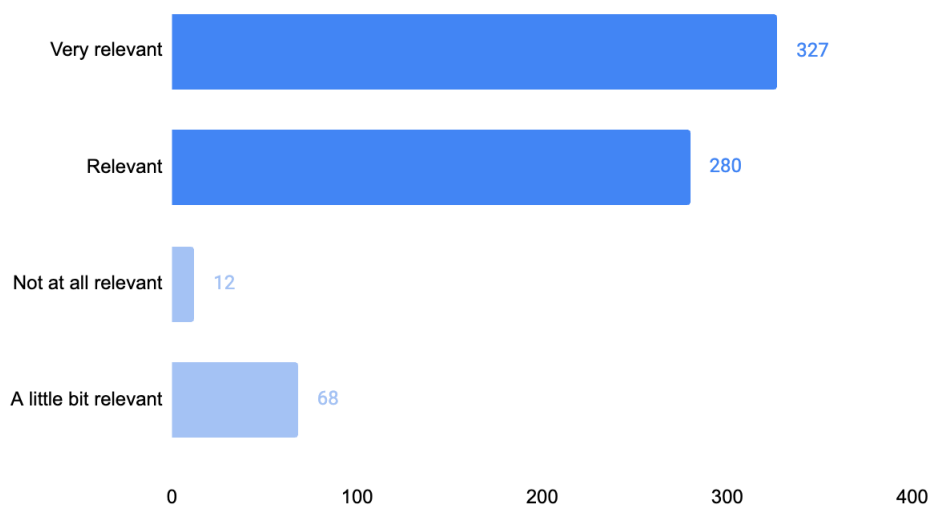


Figure 16: Relevance of the training sectors

Regarding the suitability of the training program for the skill set of the beneficiaries, the majority, 60.9% (327) expressed that the training program was highly relevant to their existing skill., Another 34% (280) considered it relevant, while a smaller 4% (68) found it to be somehow relevant.

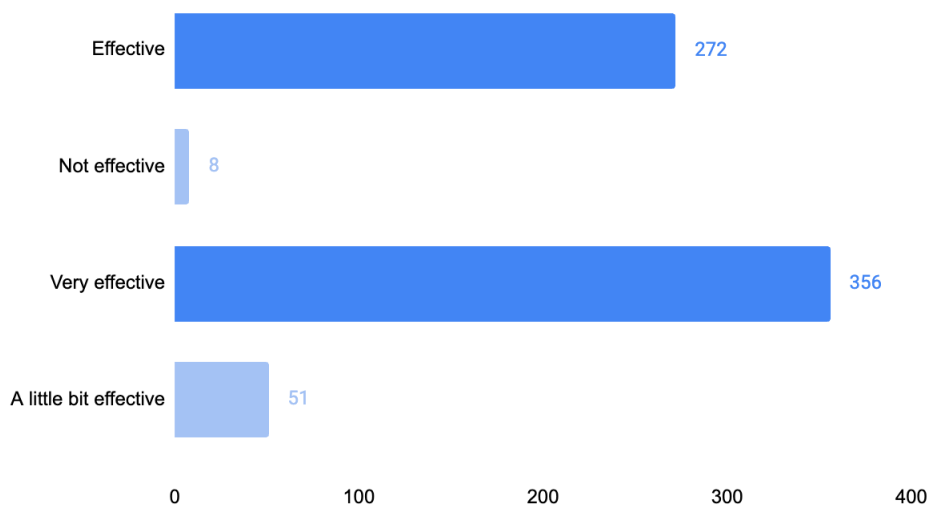


Figure 17: Relevance of the training sectors to the skill set of project beneficiaries

### 6.3.1 Usefulness of the training components

The majority of respondents, comprising 442 (64%) affirmed that the training was very useful, while 215 (31%) (215) alluded that it was indeed useful. This result aligns with the feedback received regarding the quality of the training program where most respondents attested that it was exceptionally comprehensive.

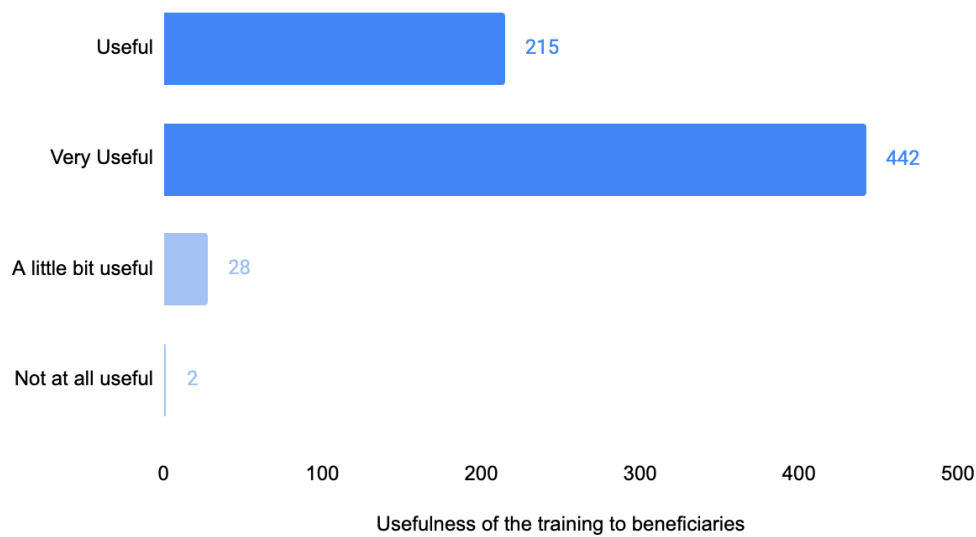


Figure 18: Respondents' views about the usefulness of the training

### 6.3.2 Effectiveness of the training content in equipping skills and knowledge needed for your employment/entrepreneurship

The majority of respondents 328 (81%) affirmed that the training they received was very effective in equipping them with the skills and knowledge needed for employment/entrepreneurship. This question aimed to assess whether the VTCs placed sufficient emphasis on practical aspects, especially given that the training primarily focused on vocational areas.

Furthermore, most beneficiaries said the factors that contributed to the effectiveness of the training include the internship component, the stipend that was provided, experienced and engaging instructors that facilitated their sessions, the opportunities for collaboration and peer learning and Practical hands-on exercises that helped reinforce their learning. It is worth noting that the training primarily covers vocational areas. This observation supports the findings of the result that corroborates another question “what was the most memorable part of the training?” In response to this question, 221 (33%) of the respondents stated that the group work/peer learning component were most memorable for them, followed by in person training (18%) 122, start up toolkits (13%) 87 and mentorship 71 (10%)

Survey analysis of factors that contributed to the ineffectiveness of the training for beneficiaries revealed that Lack of practice equipment outside of the classroom, Lack of sufficient employers, inadequate stipends to cover transportation costs, and inadequate customization of materials to suit individual needs.

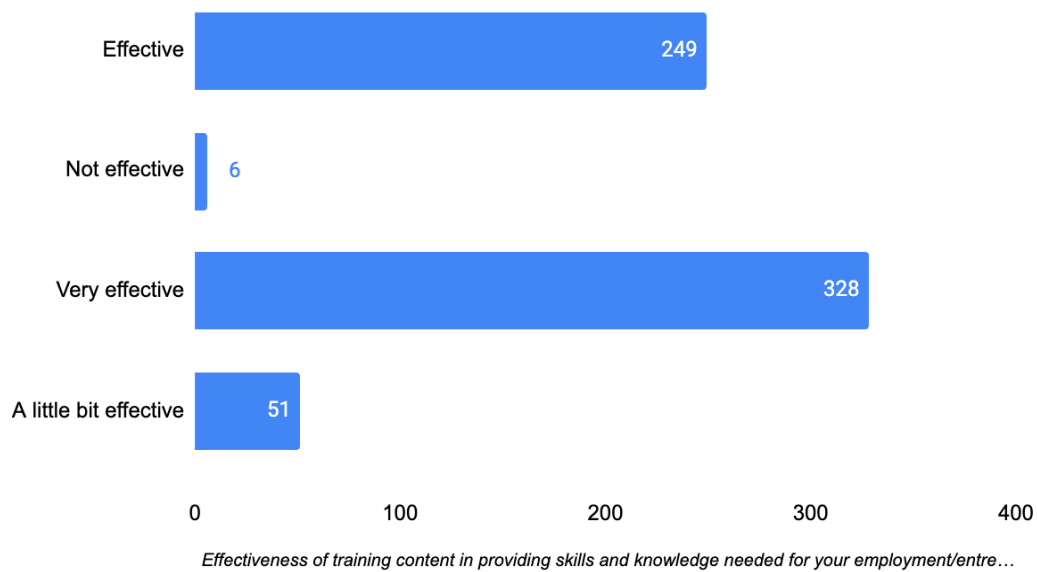


Figure 19: Respondents' views on the effectiveness of training content in providing skills and knowledge needed for your employment/entrepreneurship.

### 6.3.3 Conduciveness of the Training Environment

The training environment can either support or hinder the learning process. It is important for learning to occur in a conducive environment that promotes the success of the training program. From the survey data analyzed, 333 (49%) said the training environment in their respective VTCs was very conducive for effective learning, 268 (39%) said it was conducive while 77 (11%) said it was a little conducive.

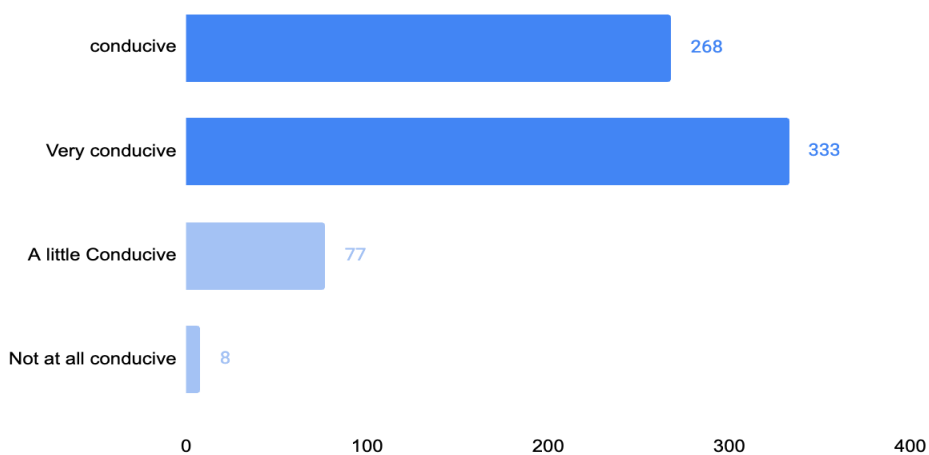


Figure 20: Respondents' views about the conduciveness of training environment

### 6.3.4 Level of satisfaction with the trainers

The quality of the teacher/trainer in terms of knowledge of subject matter, time management, teaching methodology deployed, etc. goes a long way to determine the success of a training program. Respondents were asked to state their level of satisfaction on key aspects of the personnel used as facilitators by the VTCs. Almost all the respondents 560 (81.7%) were very satisfied with the trainers across all the areas identified.

Similarly, in terms of the instructor–student ratio, 333 (49%) of respondents stated that the instructor–student ratio during the training exercise was adequate. This indicates a favorable opinion of the instructor-student balance maintained during the training exercises.

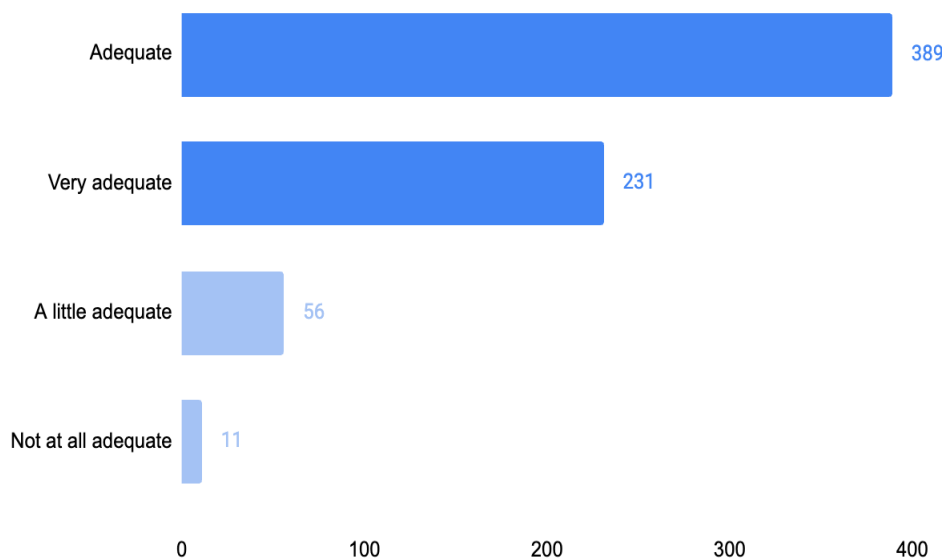


Figure 21: Respondents’ response regarding instructors – student ratio during the training.

### 6.3.5 Mentorship program

Document reviews and discussions with implementers revealed that mentorship sessions were held to prepare beneficiaries for professional careers and develop their workplace skills. Discussions revealed the emphasis that was placed on ensuring the mentees reached their full potential through providing support, guidance, encouragement, and constructive feedback by exposing them to mindset orientation, self-discovery, setting and achieving career goals, understanding personal strengths and weaknesses, leveraging personal strength to get ahead, developing hard and soft skills, personal branding, developing CV, career portfolio and business plan, getting along with others and networking for success and identifying and taking advantage of opportunities. To reinforce learning, mentees were given activities, projects, and assignments which were reviewed and assessed with feedback given to help in the development of their life skills. The table below captures mentorship data disaggregated by gender.

Table 7: Gender composition of Beneficiaries Mentored Vs Beneficiaries Not Mentored

Indicators	Male	Female	Total
Number of Beneficiaries Mentored	526	794	1,320
Number of beneficiaries not mentored	246	440	686

On the assessment of the impact of the mentorship program on the soft skills and employability of beneficiaries, surveys with VTCs revealed that 9 (100%) indicated that the mentorship significantly improved soft skills and employability. This corroborated feedback from respondents that agreed, 373 (63%) and strongly agreed 169 (29%) that the mentorship program improved their performance on their job or business. A similar response was received with respect to the contribution of mentorship on their employability. The findings were affirmative.

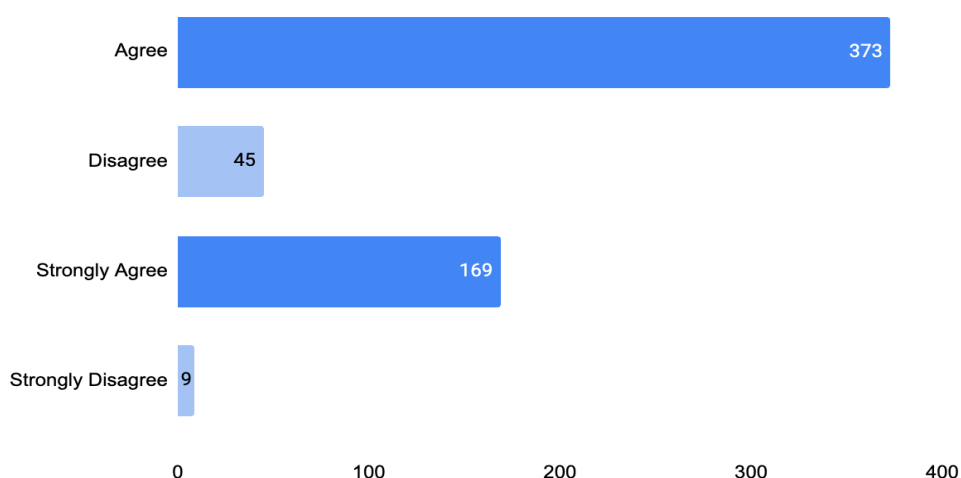


Figure 22: Showing the result of respondent's feedback on the mentorship program.

Similarly, the evaluation team sought to assess the level of rate of retention of trainees after their internships.

#### 6.4 Validity of the Theory of Change (ToC)

The evaluation team was tasked with reviewing the Theory of Change (ToC) designed for the LSESP. The team interrogated the ToC based on three outcome pathways:

1. Improved quality of vocational training in line with local demand and needs.

2. Availability of highly skilled and employable youths to meet local labour demand in Lagos State.
3. Specific Jobs in relevant sectors for which skilled and employable youths meet local labour demand.

The interrogation was carried out as part of the interviews with programme implementers (i.e. VTCs, LSETF, UNDP, and Patiti Ola).

### **1. Improved quality of vocational training in line with local needs**

During interviews with implementing partners, as well as the FGDs and KIIs with participants, improved quality of the vocational training in line with local demand needs was confirmed. For this, the employment demand mapping (Industry Engagement) played a vital role as it provided the opportunity to address the supply, demand and intermediate barriers limiting employment creation in the focus state.

Furthermore, the companies, who served as internship/employment partners for the LSESP that were interviewed, confirmed that youths coming out of the LSESP have the right skills and that they prefer them over other applicants. They also confirmed positive impacts such as a change in mindset, income growth, patriotism, dignity in labor, an increase in confidence, and self-worth amongst other effects that the LSESP program may have had on the beneficiaries.

Also, implementing partners expressed the need for the curriculum to be reviewed yearly and not to be restricted only to trade test certification. Health and safety, food and labour cost percentage calculation, business registration and post-training mentorship can also be included to provide ongoing support for participants.

In addition, alumni of the LSESP can provide support to and/or engage in business linkages with youth who are willing to grow their business or in search of job placements – this aspect is missing in the program’s ToC.

Overall, the impact pathway related to Improved quality of vocational training in line with local demand needs as demonstrated in the ToC is valuable for the smooth running of the program.

### **2. Availability of highly skilled and employable youths to meet local labour demand in Lagos State.**

Interviews with private sector stakeholders and VTCs confirmed that the LSESP provided a pool of highly skilled and employable youths to meet local labour demand. They confirmed that no skill learnt was irrelevant and that all sectors considered for the training were relevant and are high-demand skills.

Document review and interview analysis showed that most of the VTCs had high attendance and internship placement rates, especially in construction, electrical work, plumbing work, tiling, fashion, hospitality, baking and confectionery, and agency banking. However, the feedback experience of beneficiaries, the high certification rate, minimal dropout rates, and high placement rates across most of the sectors were indicators that confirmed that these sectors provided a pool of highly skilled and employable youths who are equipped to meet local



labour demand and fill job roles. Overall, the impact pathway for availability of highly skilled and employable youths to meet local labour demand in Lagos State remains valuable for the smooth running of the program.

### **3. Specific Jobs in relevant sectors for which skilled and employable youths meet local labour demand.**

During interviews and document analysis with stakeholders, it was confirmed that some sectors provided immediate job placement for their trained beneficiaries. A classic example is the agency banking sector. The peculiarity of that sector was that immediately the beneficiaries completed their training, they were able to get their Point of Sale (POS) machine and given support to become a mobile money Agent thereby going into business immediately.

There is a similar experience in the baking and confectionery sector. Some of the trained project beneficiaries were retained to work in bakeries after the completion of their internship. For beneficiaries who wanted to start their own businesses, the VTCs confirmed that those beneficiaries have started their own baking and confectionery shops either from home or in commercial areas.

In the cosmetology sector which is female-dominated, most beneficiaries had placement opportunities and went on to be retained to work in Spas and salons. Some trainees have started their own business as well. Trainees collaborated to open a salon while some beneficiaries are earning income from doing home services. A recurring theme across the VTC representatives was that these sectors also saw minimal dropout rates, high placement rates and overall beneficiary satisfaction rate which is similar to the online survey responses of beneficiaries.

Overall, the ToC related to specific Jobs in relevant sectors for which skilled and employable youths to meet local labour demand remains valid.

## **7.0 Conclusions**

The planning phase of UNDP and LSESP initiative demonstrated a comprehensive approach that synergized multi-sectoral expertise, data-driven decision-making, and community engagement. project objectives were explicitly defined based on thorough assessments and aligned with broader socio-economic imperatives. Also, the program exhibited a high degree of relevance to Lagos State's development goals and sectoral needs. It has a significant positive impact on employment rates, economic development, and youth engagement. The partnership between UNDP and LSESP is largely effective, with effective communication and adaptability. The program's effectiveness is evident from measurable outcomes, but there is room for improvement in addressing the distribution of starter packs and expanding program reach. Furthermore, UNDP and LSESP represent a well-rounded initiative that excels in efficiency, project management, gender equality, and social inclusion. Its commitment to cost-effectiveness, adaptability, and inclusivity has contributed to its overall success in addressing employability needs, fostering economic growth, and empowering individuals in Lagos State. The program serves as a promising model for future development projects seeking to maximize their impact through effective program design and management.

Overall, the findings suggest that UNDP and LSESP program is a valuable initiative that not only benefits individual livelihoods but also contributes to broader socio-economic development goals in Lagos State.

## 8.0 Recommendations

Based on the insights gathered from the interviewees regarding UNDP and LSESP, several recommendations can be made to enhance the program's effectiveness, sustainability, and impact. These recommendations encompass various aspects of program management and focus on addressing key evaluation questions related to relevance, impact, partnership, efficiency, project management, gender/human rights, and future planning.

1. **Decentralisation of Training Centers:** Efforts should be made to onboard more vocational training centres to improve the accessibility of the training facilities by program beneficiaries, especially in light of the heavy traffic situation of Lagos state. This will also further minimize the dropout rate which accounted for 6% of participants, reduce congestion of VTCs, promote more hands-on (practical) experience and improve the teacher-student ratio.
2. **Co-designing training Curricula:** Co-designing of training curricula should be prioritized in future projects, as it allows for the incorporation of valuable experience and feedback from the private sector organizations, potential employers, trainers and facilitators of vocational training centres (VTCs). This collaborative approach ensures that the curricula are continuously improved to maintain their relevance and keep them updated for the benefit of the participants. The utilization of master trainers/facilitators of VTCs should be considered as the final resort for course and training design. While the integration of this aspect within the program was adopted during this phase, it is essential to conduct periodic evaluations to safeguard against any potential compromise in relevance and enhance the likelihood of successful integration into the employment market.
3. **Possibility to Expand Training Sectors:** Future projects should explore expanding the training sectors, especially with dynamic economic situations and market demand for skills. Survey respondents identified data analytics training and cybersecurity as possible sectors that could be future areas for training.
4. **Leverage the LMIS:** The LMIS should be exploited to guide the future selection of sectors. The LMIS can guide future program planning for the choice of sectors and provide insight into the kind of training required for employment in higher-paying and mid-level entry sectors.
5. **Encourage Entrepreneurship and improve access to finance:** While the program targets youth employment, trained beneficiaries should be encouraged to start businesses with the skills learnt. The project should also expand access to finance, working capital and access to equipment for trainees who may want to pursue entrepreneurship.

6. Sustainable Funding Strategy: There is a strong need for the project to actively seek additional donor partners and develop a sustainable funding strategy to ensure the continuity of the program in alleviating the significant shortages of qualified labour in Lagos State.
7. Innovation and Digital Technology Training: Given the changing economic landscape, future projects should incorporate innovation and digital technology skills development into the curriculum across sectors to equip beneficiaries with skills relevant to various industries. This will enable participants to adapt to economic changes and remain competitive in the job market.
8. Access for PWDs: Future projects should ensure that training facilities and courses are accessible to PWDs. Tailor training programs to address their specific needs and abilities. Encourage the VTCs to make their training facilities friendly and accommodating to PWDs. Explore sourcing for VTCs dedicated solely to PWDs skill training while also developing a training curriculum that will focus on their needs as well as putting in place a support system for PWDs.
9. Distributing Starter Kits: For Future projects, it is important to develop clear and detailed guidelines for selecting beneficiaries for starter kits while also ensuring that all those involved in the selection process (especially the VTCs) are aware of and adhere to these guidelines. It is also important to Inform trainees about the process and guidelines, and include a statement in their admission letter specifying that the selection for starter kits is contingent on them meeting specific criteria. They must agree to these terms before being admitted into the program as this will help manage trainees' expectation about receiving starter kits after the training.
10. Expanded Certifications: The certification of beneficiaries at the end of the program should not be restricted to trade tests alone. There is a strong need for future projects to ensure the VTCs or the Ministry of Labour can conduct tests in areas and themes that are added to the training curriculum which are very useful in their training sectors. Examples of these areas for testing include health and safety, business registration, food cost percentages calculation (for the confectionery sector), labour costs percentage calculation (for the construction sector) basic knowledge and use of ICT etc. These will ensure that the trainees are well-rounded and understand the business environment.

**Annex 1 -Terms of Reference**

TOR for the End Term evaluation of the Lagos State Employability Support Program

Please Click to access

<https://bit.ly/3RgAyXM>

## Annex 2- Evaluation Criteria

Evaluation Criteria	Main Question	Survey Questions
Relevance	How well does the program align with the development priorities and needs of Lagos State and the participating sectors?	<ul style="list-style-type: none"> <li>● To what extent does the Employability Programme address the acute shortages of employable labour in Lagos State?</li> <li>● Was the selection of sectors appropriate and in line with the target beneficiaries' needs?</li> </ul>
Impact	What positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program?	<ul style="list-style-type: none"> <li>● How has the Employability Programme contributed to the overall economic development of Lagos State?</li> <li>● Has the program contributed to reducing socio-economic inequalities in the state?</li> <li>● Have the program participants experienced significant income growth compared to their pre-program earnings?</li> <li>● What feedback and opinions do employers have about the quality and skills of the program graduates they have hired?</li> </ul>
Effectiveness	To what extent were the project outputs achieved?	<ul style="list-style-type: none"> <li>● What are the measurable outcomes and achievements of the Employability Programme in increasing the pool of skilled manpower in Lagos State?</li> <li>● How successful was Patiti-Ola in managing the program activities and ensuring effective implementation?</li> <li>● What factors have contributed to achieving or not achieving intended country programme outputs and outcomes?</li> <li>● To what extent has UNDP partnership strategy been appropriate and effective?</li> <li>● What factors contributed to effectiveness or ineffectiveness?</li> <li>● In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements?</li> <li>● In which areas does the project have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome?</li> </ul>

		<ul style="list-style-type: none"> <li>● What, if any, alternative strategies would have been more effective in achieving the project's objectives?</li> <li>● To what extent did the implementing partner perform and deliver on the project</li> </ul>
Efficiency	How cost-effective was the implementation of the Employability Programme in relation to achieving its objectives?	<ul style="list-style-type: none"> <li>● Were there any cost overruns or inefficiencies in the use of resources during the project's execution?</li> <li>● What measures were taken to optimize the use of resources and streamline project implementation?</li> <li>● To what extent have resources been used efficiently? Have activities supporting the strategy been cost effective?</li> <li>● To what extent have project funds and activities been delivered in a timely manner?</li> <li>● To what extent do the M&amp;E systems utilized by UNDP ensure effective and efficient project management?</li> </ul>
Sustainability	Are there any potential risks or challenges that could affect the sustainability of the program, and how are they being addressed?	<ul style="list-style-type: none"> <li>● To what extent are the benefits of the Employability Programme likely to be sustained beyond the project period?</li> <li>● To what extent do stakeholders support the project's long-term objectives?</li> <li>● To what extent are lessons learned being documented by the project team on a continual basis and shared with appropriate parties who could learn from the project?</li> <li>● What efforts have been made as existing strategies to ensure the continuity of the program's activities and support to beneficiaries?</li> </ul>
Project management	Were the project objectives, timelines, and milestones clearly defined and adhered to during implementation?	<ul style="list-style-type: none"> <li>● What monitoring mechanisms were put in place to track the progress and performance of the Employability Program?</li> <li>● Were there any mid-course corrections or adjustments made based on monitoring data, and how did they impact the program's effectiveness?</li> <li>● Were regular meetings and reporting mechanisms established to facilitate collaboration and information sharing?</li> </ul>

Human rights	To what extent have issues of human rights been addressed in the design, implementation and monitoring of the project?	<ul style="list-style-type: none"> <li>● To what extent is the project promoting a rights-based approach for all groups of persons and especially to promote international laws and commitments made by the country?</li> <li>● To what extent are groups with diverse identities i.e., persons with different characteristics based on their socio-economic class, political ideology, religious identity/ethnicity, physical ability, and other disadvantaged and marginalized groups being considered during the design, implementation, and monitoring phase?</li> </ul>
Gender	To what extent is gender being mainstreamed, in addition to sufficient consideration provided for its intersectional effects within the design, implementation and monitoring of the project?	<ul style="list-style-type: none"> <li>● Were there incidences of human rights violations, Sexual Exploitation, Abuse and Harassment (SEAH), and grievances during the program? Were they addressed?</li> <li>● Did the Employability Programme adequately address the specific needs and challenges faced by women and other marginalized groups?</li> <li>● Is the gender marker being assigned to this project representative of reality?</li> <li>● To what extent is the project promoting positive changes in gender equality and advancing the empowerment of women? Were there any unintended effects, and what were its impact on the project and the community of engagement?</li> <li>● Are sufficient resources made available for gender mainstreaming?</li> </ul>
Disability	To what extent have issues of disability been addressed in the design, implementation and monitoring of the project?	<ul style="list-style-type: none"> <li>● Are persons with disabilities consulted and meaningfully involved in project planning and delivery?</li> <li>● What proportion of the beneficiaries of an activity were persons with disabilities?</li> <li>● What barriers are persons with disabilities facing during the project delivery?</li> <li>● Is a twin-track approach being adopted?</li> </ul>
Other Issues		<ul style="list-style-type: none"> <li>● To what extent were environmental sustainability and social inclusivity, taken into account during the project?</li> <li>● Were there areas or opportunities where the deployment of technology would</li> </ul>

		improve the implementation of the program? To what extent was technology deployed?
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**Annex 3- Evaluation Matrix**

<b>Relevant Evaluation Criteria</b>	<b>Key Question</b>	<b>Specific sub-questions</b>	<b>Data Sources</b>	<b>Data collection methods/ tools</b>	<b>Indicators/success standards</b>	<b>Methods for data analysis</b>
Relevance	How well does the program align with the development priorities and needs of Lagos State and the participating sectors?	To what extent does the Employability Programme address the acute shortages of employable labour in Lagos State?	UNDP country program, NYEAP, LSMLE mandate document, NBS report	KII or in-depth interviews  Desk reviews  Survey	Evidence of results achieved on the log frame indicators	MAXQDA  AtlasTI
		Was the selection of sectors (catering, arts, entrepreneurship etc.) appropriate and in line with the target beneficiaries' needs?	Market assessment report, project document		Evidence of selection criteria and market assessment report	Google forms  SPSS

Impact	What positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program?	How has the Employability Programme contributed to the overall economic development of Lagos State?	Log frame, register of trained youths who are employed or have started a business	KII  Desk review	Evidence of results achieved against the TOC, Evidence of results on all log frame indicators.	MAXQDA
		Have the program participants experienced significant income growth compared to their pre-program earnings?	Change in participants' income before and after the training	Survey FGD		MAXQDA

		What feedback and opinions do employers have about the quality and skills of the program graduates they have hired?	Statement of satisfaction from employers	KII		MAXQDA
Effectiveness	To what extent were the project outputs achieved?	What are the measurable outcomes and achievements of the Employability Programme in increasing the pool of skilled manpower in Lagos State?	Logframe indicators, Project quarterly reports, Work plan, deliverables, MoU,	KII Desk review		
		How successful was Patiti-Ola in managing the program activities and ensuring effective implementation?		KII Desk review of project documents Survey	Evidence from activity reports Response from beneficiaries	

		What factors have contributed to achieving or not achieving intended country programme outputs and outcomes?	Project quarterly report	Survey among beneficiaries KII		
		To what extent has UNDP partnership strategy been appropriate and effective?		KII	Evidence from the country document and signed MoUs	
		What factors contributed to effectiveness or ineffectiveness?		FGD KII Survey Desk review		SPSS Pivot tables MAXQDA

		In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements?	Logframe, Project reports Logframe. Project report	FGD KII Survey Desk review	Evidence of results achieved as against the ToC  Evidence of results achieved on all output indicators	
		In which areas does the project have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome?				
		What, if any, alternative strategies would have been more effective in achieving the project's objectives?		KII Survey FGD		MAXQDA Google forms SPSS AtlasTi

		To what extent did the implementing partner perform and deliver on the project?	Quarterly reports, work plan	KII		MAXQDA	
Efficiency	How cost-effective was the implementation of the Employability Programme in relation to achieving its objectives?	Were there any cost overruns or inefficiencies in the use of resources during the project's execution?	work plan, Budget and financial expenditure log	KII	Evidence from financial reports, allocation and disbursement of financial resources	MAXQDA	
		What measures were taken to optimize the use of resources and streamline project implementation?		KII Survey			Evidence from the implementation of activities from the work plan
		To what extent have resources been used efficiently? Have activities supporting the strategy been cost-effective?		KII Survey			
		To what extent have project funds and activities been delivered in a timely manner?		KII Survey			
						MAXQDA SPSS	

		To what extent do the M&E systems utilised by UNDP ensure effective and efficient project management?		KII		MAXQDA
Sustainability	Are there any potential risks or challenges that could affect the sustainability of the program, and how are they being addressed?	To what extent are the benefits of the Employability Programme likely to be sustained beyond the project period?	Exist strategy document.  Signed MOUs, M&E plan, project documents, reports from capacity strengthening meetings	KII	Opportunities emerging from the project to scale. Evidence of exit strategy already in place	
		To what extent do stakeholders support the project's long-term objectives?		KII	Evidence of partnership agreements, signed MOUs and special invitation to participate in some programs	
		To what extent are lessons learned being documented by the project team on a continual basis and shared with appropriate parties who could learn from the project?		KII	Documents of feedback from key stakeholders. Evidence of adjustments made in the work plan as a result of lessons learned.	

		What efforts have been made as exist strategies to ensure the continuity of the program's activities and support to beneficiaries?		KII		
Coherence and Partnership Strategy	To what extent is the project intervention in coherence with the Government of Nigeria and UNDP's priorities and to what extent has the intervention been consistent	Were there complementarities or overlaps among implementing partners?	Stakeholder mapping and documents. Compliance and due diligence report  Workplan	KII	Degree of participation of all stakeholders involved in the project.	
		How have partnerships affected the progress towards achieving the outputs?		KII Survey	Evidence of clearly defined roles in TOR of partners	SPSS Excel
		Were there any conflicts or disagreements among partners during the project implementation, and how were they resolved?		KII	Evidence of conflict among partners	MAXQDA



	with other actors' interventions in the same context?	How effective was the coordination and communication between UNDP, LSETF, and Patiti-Ola throughout the project lifecycle?		KII	Evidence of communication channels used.  Reporting systems engaged.	
		Has LSETF and UNDP worked effectively with other international delivery partners to deliver on the employability programme?	Letter of invitation/attendance to partner organisations, CSOs	KII	Evidence from stakeholder mapping done.  List of partners engaged.	
		How effective has LSETF been in partnering with civil society (where applicable) and the private sector to promote good and sound employment strategy and service delivery?		KII		
		Were any changes or adjustments made to the project plan, and if so, how did they		KII	Evidence from the work plan	

		<p>impact the project's overall success?</p> <p>To what extent has the project complemented work among different entities, including development partners, Non-Governmental Organizations, with similar interventions?</p> <p>To what extent do other or similar interventions or policies support or undermine the project?</p> <p>To what extent were the project design and delivery coherent with international obligations?</p> <p>How were stakeholders involved in the project's design and implementation?</p>				
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Project Management	Were the project objectives, timelines, and milestones clearly defined and adhered to during implementation?	What monitoring mechanisms were put in place to track the progress and performance of the Employability Program?	Monitoring and evaluation framework	KII Desk review	Evidence of partner's understanding of stated objectives
		Were there any mid-course corrections or adjustments made based on monitoring data, and how did they impact the program's effectiveness?	Project Work plan	KII Desk review	Evidence from project implementation plan
		Were regular meetings and reporting mechanisms established to facilitate collaboration and information sharing?	Meeting notes/Minutes Other communication channels deployed		Evidence from meeting attendance list and other communication channels employed
		How well were the trainers and facilitators equipped to deliver the training programs across different sectors?	Project documents Capacity assessment MOUs, TOR		Evidence from project documents

Gender,	To what extent have gender equality, social inclusion and the empowerment of women been addressed in the design, implementation and monitoring of the project?	To what extent have poor, indigenous and physically challenged, women and other disadvantaged and marginalized groups benefited from this project	Beneficiary list	KII	Evidence from the beneficiary list disaggregated by gender, PLWD, location, and ethnicity	
		Did the Employability Programme adequately address the specific needs and challenges faced by women and other marginalised groups?	Market Assessment / analysis report	Survey	Evidence from the market analysis report against the training delivered.  Evidence from the training manual	SPSS
		To what extent is gender being mainstreamed, in addition to sufficient consideration provided for its intersectional effects within the design, implementation and monitoring of the project?	Project documents Beneficiary list	KII	Evidence from project reports, project documents	MAXQDA

		Is the gender marker being assigned to this project representative of reality?		KII		
		To what extent is the project promoting positive changes in gender equality and advanced the empowerment of women? Were there any unintended effects, and what were its impact on the project and the community of engagement?		KII		

		Are sufficient resources made available for gender mainstreaming?		KII		
Human Rights	To what extent have issues of human rights been addressed in the design, implementation and monitoring of the project?	Were there incidences of human rights violation, SEAH, and grievances during the program? Were they addressed?	Project documents Project Reports	KII Survey	Evidence from project documents  Reported cases of rights violations, sexual abuse and harassment, grievances etc.	EXCEL MAXQDA ATLAS TI
		To what extent are groups with diverse identities i.e., persons with different characteristics based on their socio-economic class, political ideology,		KII		

		religious identity/ethnicity, physical ability, and other disadvantaged and marginalized groups being considered during the design, implementation, and monitoring phase?				
		To what extent is the project promoting a rights-based approach for all groups of persons and especially to promote international laws and commitments made by the country?		KII		
Disability	To what extent have issues of disability been addressed in the design, implementation and monitoring of the	Are persons with disabilities consulted and meaningfully involved in project planning and delivery and what proportion of the beneficiaries of an activity were persons with disabilities??	Beneficiary list	Survey FGD KII	Number of PLWD enrolled as beneficiaries	EXCEL MAXQDA ATLAS TI

	project?					
		What barriers are persons with disabilities facing during the project delivery?		Survey FGDs	Number of barriers identified and evidence that the listed barriers exist	
		Is a twin-track approach being adopted?	Project implementation document and work plan	Survey KII FGD	Evidence showing the twin track approach	
Cross Cutting Issues		Were there areas or opportunities where the deployment of technology would improve the implementation of the program? To what extent was technology deployed?	Project document, Project reports Quarterly report	KII Survey FGD	Opportunities for the deployment of technology	SPSS MAXQDA



		To what extent was environmental sustainability and social inclusivity, taken into account during the project?	Documented environmental hazards	KII Survey FGD	Evidence of environmental hazard caused during the training program	MAXQDA
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## PARADATA

Location:

Date:

Interviewer:

Group composition:

Number of participants:

Age category:

Gender mix:

## INTRODUCTION

*In the introduction, the evaluation is described, its purpose and the purpose of the specific FGD are explained. Data protection regulations are explained to the respondents and their rights concerning discontinuation of the participation in the FGD are made clear. The FGD may only start after all the participants gave their informed consent.*

Self-presentation:

- Hello, my name is [...] and I work for Nerdzfactory – a Nigeria-based development consulting and evaluation firm. And I am here to get some insights on the LSESP project which is being implemented by UNDP and LSETF.
- Purpose of the FGD: Short information about the evaluation; why the participants are invited to participate.
- The collected data will be used to inform and improve future design and implementation of similar intervention.
- The conversation will last around 1 and half hours.
- I also would like to ask for permission to record the conversation.

**Confidentiality:** Assure participants you will not use their names or any other identifying or personal information when sharing results. Tell participants not to share anything they hear in the focus group with anyone outside of the group. Reinforce that conversations that happen within the focus group are private and confidential. These assurances help participants feel comfortable and open to sharing their opinions.

Tell participants that **there are no “right” or “wrong” answers** and that they should share their opinions and experiences candidly.

In focus groups, participants do not have to agree with what other people say. Ask people to share agreement or disagreement verbally so your note-taker can include that in the notes.

### **PAUSES AND PROBES**

- Could you please elaborate? Could you explain what you mean when you said...? Could you say more about...?
- Can I make sure that I have this right? This is what I heard... What I think I hear you saying is... Is that a fair/accurate interpretation?
- I haven't heard from a few of you yet. Is there anyone who hasn't said anything who would like to share?
- Would you explain further? Would you give an example?

### **OPENING ROUND**

Everyone can introduce themselves and how they got into the program

### **ON THE ECONOMIC SITUATION AND IMPACT DIMENSION**

1. Do you think too many young people do not have access to jobs? Also, do you think many young people should start businesses?
2. In which way, if at all, do you think that the training done by the LSESP, can help young people with an income and a meaningful position in society through decent employment and/or business development

### **ABOUT LSESP PROJECT**

Next, I'd like to discuss some aspects of the training(s) you attended.

3. In your own words, how would you describe the training you attended here at [name of city/town]?
  - If you were inviting a friend to participate in LSESP, what would you say in the invitation?
  - What is your opinion about the way the project was designed?
  - Were there other sectors you would have loved to be trained in?

### **EFFECTIVENESS**

*In the following we would like to take a closer look at the individual contents of the training and how they affected you.*

4. What do you think of the content of the training?
  - Are the training activities relevant to you?
  - What are the benefits to participating in the training?

- Are you satisfied with the training and the way it was presented?
5. In which areas would you say the project had the greatest and least achievements?
- Have you been able to start a business or get a job?
  - How was the internship experience? Did it meet your expectations?
6. Has the training affected your motivation to start a business or gain meaningful employment? If so, how? [KEY QUESTION!!!]
- Do you think this training can help you and others make more informed business or employability decisions? If yes, why? If not, what training could be more helpful?
  - How effective were the training methodologies and curriculum in preparing beneficiaries for employment or entrepreneurship?

- To what extent were the skills and knowledge provided by the program aligned with the needs of industries in Lagos State?

### **Human rights, Gender and others**

7. Were there incidences of human rights violation, sexual harassment or discrimination?
  - Did the program adequately address the needs of PLWD, minority groups and women?
  - Do you think the recruitment method was fair?
  - Are there areas where technology can be deployed to make the program more effective?
  - Were there any mechanisms in place to address human rights violations or concerns that may have arisen during the program?

### **FUTURE OF THE PROJECT**

8. How could the training activities be improved? Suppose that you were in charge and could make one change that would make the program better. What would you do?
  - How do you think the training event should be planned to promote learning around employability or entrepreneurship?
  - How would you engage participants to participate effectively in the training? How important are the training methodologies?

First, I would like to welcome you to the interview. Thank you very much for your time. I quickly would like to introduce myself and the intention of our evaluation project:

I am [...] I work for the company Nerdzfactory - we have long experience in the evaluation of projects

We have now been commissioned by UNDP and LSETF to determine how The LSESP has made an impact on the lives and livelihood of program participants. The evaluation will also consider the lasting impact on ecosystems. Next to an analysis, the evaluation will make specific recommendations and suggest tools for program improvement, scaling strategies and sustaining results.

Thank you very much for your willingness to help the evaluation project with your knowledge and specific insights and experiences. The interview will not take more than 60 minutes.

Everything you say in this interview will be treated in accordance with applicable privacy laws and the information you provide will be treated confidentially and will be included in the report in an anonymous form. No attribution to you or your organization will be possible.

If you agree, I would like to record the interview. The recording will be deleted after the report is created.

### **INTRODUCTORY STIMULUS**

1. To start, please talk about your involvement in the LSESP
  - How long have you been in existence? What is your role on the LSESP
  - How did you join this program?
  - What are your main tasks? (important)
  - How did your organization become an implementing parr?
  - How many interns from the program do you have?

### **SUITABILITY OF THE PROGRAM**

1. How well does the program align with the development priorities and needs of Lagos State and the participating sectors?
  - To what extent does the Employability Programme address the acute shortages of employable labour in Lagos State?
  - How satisfied are the beneficiaries and other relevant stakeholders with the outcomes and achievements of the Employability Programme?

## **IMPACT OF THE PROGRAM**

2. What positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program?
  - Do you see the effects of this training on young people enrolled in the program? (important)
  - Are the skills learnt relevant for young people to enter the labour market?
  - Are you impressed at the work ethic, quality of skill and the performance of your interns?
  - Would you be willing to hire these interns as full staff after the completion of their internship?
  - How would you compare youth graduating from the LSESP programme to other youth that may work or have applied to work in your business?

## **POSSIBLE FUTURE PARTNERSHIPS**

2. Please talk about your experience in partnering with other international and local actors and stakeholders.
  - Would you be willing to continue your partnership with the program?
  - Have you been involved in the development of the training curriculum or content?

## **SUCCESS AND CHALLENGES**

3. How effective was the program? To what extent were the project outputs achieved?
  - What do you consider effective and least effective in the implementation of the program?
  - What would you consider as the greatest achievement of the program? How can the program build on or expand these achievements?
  - What, if any, alternative strategies would have been more effective in achieving the project's objectives?
4. Have you offered job to your interns?

## **FUTURE OF THE PROJECT**

5. How could the internship programme be made sustainable? What would you do or recommend? What role do you as a business play? What role do others play?
6. Do you have any other thoughts around how the program should be implemented?



First, I would like to welcome you to the interview. Thank you very much for your time. I quickly would like to introduce myself and the intention of our evaluation project:

I am [...] I work for the company Nerdzfactory - we have long experience in the evaluation of projects

We have now been commissioned by UNDP and LSETF to determine how The LSESP has made an impact on the lives and livelihood of program participants. The evaluation will also consider the lasting impact on ecosystems. Next to an analysis, the evaluation will make specific recommendations and suggest tools for program improvement, scaling strategies and sustaining results.

Thank you very much for your willingness to help the evaluation project with your knowledge and specific insights and experiences. The interview will not take more than 60 minutes.

Everything you say in this interview will be treated in accordance with applicable privacy laws and the information you provide will be treated confidentially and will be included in the report in an anonymous form. No attribution to you or your organization will be possible.

If you agree, I would like to record the interview. The recording will be deleted after the report is created.

### **INTRODUCTORY STIMULUS**

1. To start, please talk about your involvement in the LSESP
  - How long have you been in existence? What is your role on the LSESP
  - How did you join this program?
  - What are your main tasks? (important)
  - How did your organization become an implementing partner

### **PLANNING**

2. Could you briefly talk about the *target* of your assignment and explain how they have been defined?
  - What priorities and objectives were set? How were they chosen? Who set them?
  - Were you involved in the selection of participants? Of VTCs? Of the sector?
  - What were the criteria for the selection of the VTCs
  - What were the completion and dropout rates of beneficiaries during the program, and what factors influenced these rates?

- Who designed the training curriculum and what contributions did you make?

## **RELEVANCE**

1. How well does the program align with the development priorities and needs of Lagos State and the participating sectors?
  - To what extent does the Employability Programme address the acute shortages of employable labour in Lagos State?
  - Was the selection of sectors (catering, arts, etc.) appropriate and in line with the target beneficiaries' needs?
  - How satisfied are the beneficiaries and other relevant stakeholders with the outcomes and achievements of the Employability Programme?

## **IMPACT**

2. What positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program?
  - How has the Employability Programme contributed to the overall economic development of Lagos State?
  - If needed: clarify dimension or indicator of impact.
  - Do you see the effects of this training on young people enrolled in the program? (important)
  - Are the skills learnt relevant for young people to enter the labour market?
  - Can you also think of possible unintended consequences of the program?
  - Have the program participants experienced significant income growth compared to their pre-program earnings?
  - How many program beneficiaries have successfully started businesses after the completion of the training?
  - How long do beneficiaries typically remain employed after completing the program?
  - What feedback and opinions do employers have about the quality and skills of the program graduates they have hired?

## **COHERENCE AND PARTNERSHIPS**

3. Please talk about your experience in partnering with other international and local actors and stakeholders.
  - Did you go into partnership with any organization other than UNDP/LSETF in the course of carrying out your assignment?
  - Were there complementarities or overlaps among implementing partners?
  - How have partnerships affected the progress towards achieving the outputs?

- Were there any conflicts or disagreements among partners during the project implementation, and how were they resolved?
- How effective was the coordination and communication between UNDP and LSETF as well as implementing partners throughout the project lifecycle?
- How were feedback and suggestions from all partners incorporated into project decision-making and improvements?
- To what extent has the project complemented work among different entities, including development partners, Non-Governmental Organizations, with similar interventions?
- To what extent do other or similar interventions or policies support or undermine the project?
- To what extent were the project design and delivery coherent with international obligations?
- How were stakeholders involved in the project's design and implementation?

## **EFFECTIVENESS**

4. How effective was the program? To what extent were the project outputs achieved?
  - Can you tell us some measurable outcomes and achievements of the Employability Programme in increasing the pool of skilled manpower in Lagos State?
  - What factors have contributed to achieving or not achieving intended country programme outputs and outcomes?
  - What factors contributed to the effectiveness or ineffectiveness of the program?
  - In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements?
  - What, if any, alternative strategies would have been more effective in achieving the project's objectives?

## **EFFICIENCY**

5. Let's talk about how cost-effective the program was. How cost-effective was the implementation of the Employability Programme in relation to achieving its objectives?
  - Were there any cost overruns or inefficiencies in the use of resources during the project's execution and What measures were taken to optimize the use of resources and streamline project implementation?

- To what extent have project funds and activities been delivered in a timely manner?
- To what extent do the M&E systems utilized by UNDP ensure effective and efficient project management?
- What are the areas of improvement in terms of resource allocation?

## **PROJECT MANAGEMENT**

6. Were the project objectives, timelines, and milestones clearly defined and adhered to during implementation?
  - What monitoring mechanisms were put in place to track the progress and performance of the Employability Program? Did you understand them?
  - Were there any mid-course corrections or adjustments made based on monitoring data, and how did they impact the program's effectiveness?
  - Were regular meetings and reporting mechanisms established to facilitate collaboration and information sharing?
  - What measures were put in place to guide the performance of the VTCs
  - How well were the trainers and facilitators equipped to deliver the training programs across different sectors?

## **GENDER**

7. To what extent have gender equality, social inclusion and the empowerment of women been addressed in the design, implementation and monitoring of the project?
  - To what extent is gender being mainstreamed, in addition to sufficient consideration provided for its intersectional effects within the design, implementation and monitoring of the project?
  - Is the gender marker being assigned to this project representative of reality?
  - To what extent is the project promoting positive changes in gender equality and advancing the empowerment of women? Were there any unintended effects, and what were its impact on the project and the community of engagement?
  - Are sufficient resources made available for gender mainstreaming?
  - Were there incidences of human rights violation, SEAH, and grievances during the program? How were they addressed?
  - Were there any barriers faced by disadvantaged and marginalized groups in accessing and participating in the program, and what measures were taken to address them?

## **HUMAN RIGHTS**

- To what extent are groups with diverse identities i.e., persons with different characteristics based on their socio – economic class, political ideology, religious identity / ethnicity, physical ability, and other disadvantaged and marginalized groups being considered during the design, implementation, and monitoring phase?
- To what extent is the project promoting a rights-based approach for all groups of persons and specially to promote international laws and commitments made by the country?

## **DISABILITY**

- Are persons with disabilities consulted and meaningfully involved in project planning and delivery? And Did you have PLWD enrolled in your training program?
- Did you make adjustments to your training program to meet the needs of these groups? To what extent has the program ensured that all beneficiaries, regardless of their background or identity, have equal access to opportunities and resources?
- What proportion of the beneficiaries of an activity were persons with disabilities?
- What barriers are persons with disabilities facing during the project delivery?
- Is a twin-track approach being adopted?

## **OTHERS**

- Did you take environmental sustainability into account in the use of materials for training?
- Are there areas or opportunities where the deployment of technology would improve the implementation of the program? To what extent was technology deployed?

## **FUTURE PLANNING**

8. What do you see as your main lessons learnt from the program? (target group, training measures, post-training activities)
  - Are you planning something to implement these lessons learnt?
9. How do you assess the future of the project? Are there any potential risks or challenges that could affect the sustainability of the program, and how are they being addressed?
  - How important is the support provided by UNDP/LSETF? (important)
10. Do you have any other thoughts about how the program should be implemented?

## KII GUIDE FOR CSOs, GOVERNMENT AGENCIES AND TECHNICAL PARTNERS

First, I would like to welcome you to the interview. Thank you very much for your time. I quickly would like to introduce myself and the intention of our evaluation project:

I am [...] I work for the company Nerdzfactory - we have long experience in the evaluation of projects

We have now been commissioned by UNDP and LSETF to determine how The LSESP has made an impact on the lives and livelihoods of program participants. The evaluation will also consider the lasting impact on ecosystems. Next to an analysis, the evaluation will make specific recommendations and suggest tools for program improvement, scaling strategies and sustaining results.

Thank you very much for your willingness to help with the evaluation project with your knowledge and specific insights and experiences. The interview will not take more than 60 minutes.

Everything you say in this interview will be treated in accordance with applicable privacy laws and the information you provide will be treated confidentially and will be included in the report in an anonymous form. No attribution to you or your organization will be possible.

If you agree, I would like to record the interview. The recording will be deleted after the report is created.

### **INTRODUCTORY STIMULUS**

1. To start, please talk about your involvement in the LSESP
  - What is your role on the LSESP
  - How did you hear of this program or join this program?
  - What are your main tasks on the program? (important)

### **SUITABILITY OF THE PROGRAM**

1. How well does the program align with the development priorities and needs of Lagos State and the mandate of your office?
  - To what extent does the Employability Programme address the acute shortages of employable labour in Lagos State?
  - How satisfied are you with the outcomes and achievements of the Employability Programme?

### **IMPACT OF THE PROGRAM**

2. What positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program?
  - Do you see the effects of this training on young people enrolled in the program? (important)
  - Do you think the skills learnt are relevant for young people to enter the labour market?

## **POSSIBLE FUTURE PARTNERSHIPS**

2. Please talk about your experience in partnering with the implementing organizations
  - At what stage were you involved in the program?
  - Are there areas you think you could play a more significant role towards the success of the project?
  - Would you be willing to continue your partnership with the program?

## **SUCCESS AND CHALLENGES**

3. How effective was the program? To what extent were the program objectives achieved?
  - What do you consider effective and least effective in the implementation of the program?
  - What would you consider the greatest achievement of the program? How can the program build on or expand these achievements?
  - What, if any, alternative strategies would have been more effective in achieving the project's objectives?

## **FUTURE OF THE PROJECT**

4. How can the programme be made sustainable? What would you do or recommend? What role can you as a stakeholder play? What role do others play?
5. What areas do you think should be improved upon?
6. Do you have any other thoughts about how the program should be implemented?

## **KII GUIDE FOR IMPLEMENTING PARTNERS (UNDP/LSETF)**

First, I would like to welcome you to the interview. Thank you very much for your time. I quickly would like to introduce myself and the intention of our evaluation project:

I am [...] I work for the company Nerdzfactory - we have long experience in the evaluation of projects



We have now been commissioned by UNDP and LSETF to determine how The LSESP has made an impact on the lives and livelihood of program participants. The evaluation will also consider the lasting impact on ecosystems. Next to an analysis, the evaluation will make specific recommendations and suggest tools for program improvement, scaling strategies and sustaining results.

Thank you very much for your willingness to help the evaluation project with your knowledge and specific insights and experiences. The interview will not take more than 60 minutes.

Everything you say in this interview will be treated in accordance with applicable privacy laws and the information you provide will be treated confidentially and will be included in the report in an anonymous form. No attribution to you or your organization will be possible.

If you agree, I would like to record the interview. The recording will be deleted after the report is created.

## **INTRODUCTORY STIMULUS**

1. To start, please talk about your involvement in the LSESP
  - How long have you been working in your current role?
  - How are you involved in the program? (Your role)
  - What are your main tasks? (important)
  - How did your organization become an implementing partner

## **PLANNING**

2. Could you briefly talk about the *target* of your assignment and explain how they have been defined?
  - Can you tell us how the program was conceived? What priorities and objectives were set? How were they chosen? Who set them?
  - What prompted the selection of the sectors of training?

## **RELEVANCE**

1. How well does the program align with the development priorities and needs of Lagos State and the participating sectors?
  - To what extent does the Employability Programme address the acute shortages of employable labour in Lagos State?
  - How satisfied are the beneficiaries and other relevant stakeholders with the outcomes and achievements of the Employability Programme?
  - Are the skills learnt relevant for young people to enter the labour market?

## **IMPACT**

2. What positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program?
  - How has the Employability Programme contributed to the overall economic development of Lagos State?
  - If needed: clarify dimension or indicator of impact.
  - Do you see the effects of training on young people enrolled in the program? (important)
  - Can you also think of possible unintended consequences resulting from the program?
  - Can you tell us How many program beneficiaries have successfully started businesses after the completion of the training?

## **COHERENCE/PARTNERSHIPS**

3. Please talk about your experience in partnering with other international and local actors and stakeholders.
  - Which agencies of government were involved in the program design? Did you go into partnership with any organization in the course of carrying out your assignment?
  - To what extent has the project complemented work among different entities, including development partners, Non-Governmental Organizations, with similar interventions?
  - To what extent do other or similar interventions or policies support or undermine the project?
  - To what extent were the project design and delivery coherent with international obligations?
  - How were stakeholders involved in the project's design and implementation?
  - were there complementarities or overlaps among implementing partners?
  - How have partnerships affected the progress towards achieving the outputs?
  - Were there any conflicts or disagreements among partners during the project implementation, and how were they resolved?
  - How effective was the coordination and communication between UNDP, LSETF, and Patiti-Ola throughout the project lifecycle?
  - Has LSETF and UNDP worked effectively with other international delivery partners to deliver on the employability programme? How involved are the CSOs in the project?

- How were feedback and suggestions from all partners incorporated into project decision-making and improvements?
- Were any changes or adjustments made to the project plan, and if so, how did they impact the project's overall success?

## **EFFECTIVENESS**

4. How effective was the program? To what extent were the project outputs achieved?
  - Can you tell us some measurable outcomes and achievements of the Employability Programme in increasing the pool of skilled manpower in Lagos State?
  - How successful was Patiti-Ola in managing the program activities and ensuring effective implementation?
  - What factors have contributed to achieving or not achieving intended country programme outputs and outcomes?
  - (To be answered by LSETF) To what extent has UNDP partnership strategy been appropriate and effective? What factors contributed to the effectiveness or ineffectiveness of the program?
  - In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements?
  - What, if any, alternative strategies would have been more effective in achieving the project's objectives?

## **EFFICIENCY**

5. Let's talk about how cost-effective the program was. How cost-effective was the implementation of the Employability Programme in relation to achieving its objectives?
  - Were there any cost overruns or inefficiencies in the use of resources during the project's execution and What measures were taken to optimize the use of resources and streamline project implementation?
  - What measures were taken to optimize the use of resources and streamline project implementation?
  - To what extent have project funds and activities been delivered in a timely manner?
  - To what extent do the M&E systems utilized by UNDP ensure effective and efficient project management?

## **PROJECT MANAGEMENT**

6. Were the project objectives, timelines, and milestones clearly defined and adhered to during implementation?
  - What monitoring mechanisms were put in place to track the progress and performance of the Employability Program? Did you understand them?
  - Were there any mid-course corrections or adjustments made based on monitoring data, and how did they impact the program's effectiveness?
  - Were regular meetings and reporting mechanisms established to facilitate collaboration and information sharing?
  - How well were the trainers and facilitators equipped to deliver the training programs across different sectors?

## **HUMAN RIGHTS**

7. Let's get a sense of the human rights aspects of this program
  - To what extent are groups with diverse identities i.e., persons with different characteristics based on their socio-economic class, political ideology, religious identity/ethnicity, physical ability, and other disadvantaged and marginalized groups being considered during the design, implementation, and monitoring phase?
  - To what extent is the project promoting a rights-based approach for all groups of persons and especially to promote international laws and commitments made by the country?
  - Was there a guideline to be followed to ensure the protection of human rights? Were there incidences of human rights violations, SEAH, and grievances during the program? How were they addressed?

## **GENDER**

8. To what extent have gender equality, social inclusion and the empowerment of women been addressed in the design, implementation and monitoring of the project?
  - What measures were put in place in the selection process to ensure equal enrolment opportunity and access to resources for women, PLWD and other marginalized groups?
  - Were there any barriers faced by disadvantaged and marginalized groups in accessing and participating in the program, and what measures were taken to address them?
  - Is the gender marker being assigned to this project representative of reality?

- To what extent is the project promoting positive changes in gender equality and advancing the empowerment of women? Were there any unintended effects, and what were its impact on the project and the community of engagement?
- Are sufficient resources made available for gender mainstreaming?

## **DISABILITY**

- Are persons with disabilities consulted and meaningfully involved in project planning and delivery and what proportion of the beneficiaries of an activity were persons with disabilities?
- What barriers are persons with disabilities facing during the project delivery?
- Is a twin-track approach being adopted?

## **OTHERS**

- Did you take environmental sustainability into account in the use of materials for training?
- Are there areas or opportunities where the deployment of technology would improve the implementation of the program? To what extent was technology deployed?

## **FUTURE PLANNING**

9. What do you see as your main lessons learnt from the program? (target group, training measures, post-training activities)
  - Are you planning something to implement these lessons learnt?
10. How do you assess the future of the project? Are there any potential risks or challenges that could affect the sustainability of the program, and how are they being addressed?
  - Are you planning to continue the project? If yes, how?
  - What efforts are being made as exit strategies or opportunities to scale?
  - To what extent do stakeholders support the project's long-term objectives?
11. Do you have any other thoughts about how the program should be implemented?
12. What evidence suggests that the positive changes in employability and employment rates of beneficiaries are sustainable in the long term?

## KII GUIDE FOR VTCs

First, I would like to welcome you to the interview. Thank you very much for your time. I quickly would like to introduce myself and the intention of our evaluation project:

I am [...] I work for the company Nerdzfactory - we have long experience in the evaluation of projects

We have now been commissioned by UNDP and LSETF to determine how The LSESP has made an impact on the lives and livelihoods of program participants. The evaluation will also consider the lasting impact on ecosystems. Next to an analysis, the evaluation will make specific

recommendations and suggest tools for program improvement, scaling strategies and sustaining results.

Thank you very much for your willingness to help with the evaluation project with your knowledge and specific insights and experiences. The interview will not take more than 60 minutes.

Everything you say in this interview will be treated in accordance with applicable privacy laws and the information you provide will be treated confidentially and will be included in the report in an anonymous form. No attribution to you or your organization will be possible.

If you agree, I would like to record the interview. The recording will be deleted after the report is created.

### **INTRODUCTORY STIMULUS**

1. To start, please talk about your involvement in the LSESP
  - How long have you been working in your current role?
  - How did you join this program?
  - What are your main tasks? (important)
  - How did your organization become an implementing partner

### **PLANNING**

2. Could you briefly talk about the *target* of your assignment and explain how they have been defined?
  - What priorities and objectives were set? How were they chosen? Who set them?
  - Were you involved in the selection of participants?
  - How did you conduct the training?
  - What were the completion and dropout rates of beneficiaries during the program, and what factors influenced these rates?

### **RELEVANCE**

- How well does the program align with the development priorities and needs of Lagos State and the participating sectors?
- To what extent does the Employability Programme address the acute shortages of employable labour in Lagos State?
- Was the selection of sectors (catering, arts, etc.) appropriate and in line with the target beneficiaries' needs?
- How satisfied are the beneficiaries and other relevant stakeholders with the outcomes and achievements of the Employability Programme?

## **IMPACT**

1. What positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program?
  - How has the Employability Programme contributed to the overall economic development of Lagos State?
  - If needed: clarify dimension or indicator of impact.
  - Do you see effects on young people enrolled in the program? (important)
  - Are the skills learnt relevant for young people to enter the labour market?
  - Can you also think of possible unintended consequences of your activities?
  - Have the program participants experienced significant income growth compared to their pre-program earnings?
2. How many program beneficiaries have successfully started businesses after the completion of the training?

## **PARTNERSHIPS**

3. Please talk about your experience in partnering with other international and local actors and stakeholders.
  - Did you go into partnership with any organization in the course of carrying out your assignment?
  - Were there complementarities or overlaps among implementing partners?
  - How have partnerships affected the progress towards achieving the outputs?
  - Were there any conflicts or disagreements among partners during the project implementation, and how were they resolved?
  - How effective was the coordination and communication between UNDP, LSETF, and Patiti-Ola throughout the project lifecycle?
  - How were feedback and suggestions from all partners incorporated into project decision-making and improvements?

## **EFFECTIVENESS**

4. How effective was the program? To what extent were the project outputs achieved?
  - Can you tell us some measurable outcomes and achievements of the Employability Programme in increasing the pool of skilled manpower in Lagos State?
  - How successful was Patiti-Ola in managing the program activities and ensuring effective implementation?



- What factors have contributed to achieving or not achieving intended country programme outputs and outcomes?
- What factors contributed to the effectiveness or ineffectiveness of the program?
- In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements?
- What, if any, alternative strategies would have been more effective in achieving the project's objectives?

## **EFFICIENCY**

5. Let's talk about how cost-effective the program was. How cost-effective was the implementation of the Employability Programme in relation to achieving its objectives?
  - Were there any cost overruns or inefficiencies in the use of resources during the project's execution and What measures were taken to optimize the use of resources and streamline project implementation?
  - To what extent have project funds and activities been delivered in a timely manner?
  - To what extent do the M&E systems utilized by UNDP ensure effective and efficient project management?

## **PROJECT MANAGEMENT**

6. Were the project objectives, timelines, and milestones clearly defined and adhered to during implementation?
  - What monitoring mechanisms were put in place to track the progress and performance of the Employability Program? Did you understand them?
  - Were there any mid-course corrections or adjustments made based on monitoring data, and how did they impact the program's effectiveness?
  - Were regular meetings and reporting mechanisms established to facilitate collaboration and information sharing?

## **GENDER/HUMAN RIGHTS/DISABILITY**

7. To what extent have gender equality, social inclusion and the empowerment of women been addressed in the design, implementation and monitoring of the project?
  - Did you have marginalized groups and PLWD enrolled in your training program?
  - Did you make adjustments to your training program to meet the needs of these groups? To what extent has the program ensured that all beneficiaries,

regardless of their background or identity, have equal access to opportunities and resources?

- What barriers are persons with disabilities facing during the project delivery?
- Were there incidences of human rights violations, SEAH, and grievances during the program? How were they addressed?
- Were there any barriers faced by disadvantaged and marginalized groups in accessing and participating in the program, and what measures were taken to address them?

Did you take environmental sustainability into account in the use of materials for training?

- Are there areas or opportunities where the deployment of technology would improve the implementation of the program? To what extent was technology deployed?

## **FUTURE PLANNING**

8. What do you see as your main lessons learnt from the program? (target group, training measures, post-training activities)
  - Are you planning something to implement these lessons learnt?
9. How do you assess the future of the project? Are there any potential risks or challenges that could affect the sustainability of the program, and how are they being addressed?
  - Are you planning to continue the project in 2025? If yes, how?
  - How important is the support provided by UNDP/LSETF? (important)
10. Do you have any other thoughts around how the program should be implemented?

## **SURVEYS FOR PROGRAM BENEFICIARIES, EMPLOYMENT PARTNERS AND VTCS**

To assess the surveys, click the links below;

Survey for Program Beneficiaries	<a href="https://bit.ly/LSESP---Participants---survey">https://bit.ly/LSESP---Participants---survey</a>
Survey for Employment Partners	<a href="https://bit.ly/LSESP--Employment--Partner--survey">https://bit.ly/LSESP--Employment--Partner--survey</a>
Survey for Vocational Training Centres	<a href="https://bit.ly/LSESP-VTC-Survey">https://bit.ly/LSESP-VTC-Survey</a>

### PARADATA

Location:

Date:

Interviewer:

Group composition:

Number of participants:

Age category:

Gender mix:

### INTRODUCTION

*In the introduction, the evaluation is described, its purpose and the purpose of the specific FGD are explained. Data protection regulations are explained to the respondents and their rights concerning discontinuation of the participation in the FGD are made clear. The FGD may only start after all the participants gave their informed consent.*

Self-presentation:

- Hello, my name is [...] and I work for Nerdzfactory – a Nigeria-based development consulting and evaluation firm. And I am here to get some insights on the LSESP project which is being implemented by UNDP and LSETF.
- Purpose of the FGD: Short information about the evaluation; why the participants are invited to participate.
- The collected data will be used to inform and improve future design and implementation of similar intervention.
- The conversation will last around 1 and half hours.
- I also would like to ask for permission to record the conversation.

**Confidentiality:** Assure participants you will not use their names or any other identifying or personal information when sharing results. Tell participants not to share anything they hear in the focus group with anyone outside of the group. Reinforce that conversations that happen within the focus group are private and confidential. These assurances help participants feel comfortable and open to sharing their opinions.

Tell participants that **there are no “right” or “wrong” answers** and that they should share their opinions and experiences candidly.

In focus groups, participants do not have to agree with what other people say. Ask people to share agreement or disagreement verbally so your note-taker can include that in the notes.

### **PAUSES AND PROBES**

- Could you please elaborate? Could you explain what you mean when you said...? Could you say more about...?
- Can I make sure that I have this right? This is what I heard... What I think I hear you saying is... Is that a fair/accurate interpretation?
- I haven't heard from a few of you yet. Is there anyone who hasn't said anything who would like to share?
- Would you explain further? Would you give an example?

### **OPENING ROUND**

Everyone can introduce themselves and how they got into the program

### **ON THE ECONOMIC SITUATION AND IMPACT DIMENSION**

9. Do you think too many young people do not have access to jobs? Also, do you think many young people should start businesses?
10. In which way, if at all, do you think that the training done by the LSESP, can help young people with an income and a meaningful position in society through decent employment and/or business development

### **ABOUT LSESP PROJECT**

Next, I'd like to discuss some aspects of the training(s) you attended.

11. How would you describe your role in the project?
12. How where you contacted or selected?
13. What priorities and objectives were set? How were they chosen? Who set them?

### **PLANNING**

What was the modality you used in conducting your trainings and what factors did you put into consideration?

- What were the completion and dropout rates of beneficiaries during the program, and what factors influenced these rates?

### **RELEVANCE**

- To what extent does the Employability Programme address the acute shortages of employable labour in Lagos State?

- Was the selection of sectors (catering, arts, etc.) appropriate and in line with the target beneficiaries' needs? what sectors do you think should have been added?
- How satisfied are the beneficiaries and other relevant stakeholders with the outcomes and achievements of the Employability Programme?

## **IMPACT**

3. What positive changes have occurred in the employability and employment rates of the trained beneficiaries after completing the program?
  - How has the Employability Programme contributed to the overall economic development of Lagos State?
  - Do you see effects on young people enrolled in the program? (important)
  - Are the skills learnt relevant for young people to enter the labour market?
4. How many program beneficiaries have successfully started businesses or have been employed after the completion of the training?

## **COHERENCE AND PARTNERSHIPS**

11. Please talk about your experience in partnering with other VTCs
  - Were there complementarities or overlaps among training partners?
  - How have partnerships affected the progress towards achieving the outputs?
  - Were there any conflicts or disagreements among partners during the project implementation, and how were they resolved?

## **EFFECTIVENESS**

12. How effective was the program? To what extent were the project outputs achieved?
  - Can you tell us some measurable outcomes and achievements of the Employability Programme in increasing the pool of skilled manpower in Lagos State?
  - How successful was Patiti-Ola in managing the program activities and ensuring effective implementation?
  - What factors have contributed to achieving or not achieving intended country programme outputs and outcomes?
  - What factors contributed to the effectiveness or ineffectiveness of the program?
  - How can the project build on or expand these achievements?
  - What, if any, alternative strategies would have been more effective in achieving the project's objectives?

## **EFFICIENCY**

13. Let's talk about how cost-effective the program was. How cost-effective was the implementation of the Employability Programme in relation to achieving its objectives?

- Were there any cost overruns or inefficiencies in the use of resources during the project's execution and What measures were taken to optimize the use of resources and streamline project implementation?
- To what extent have project funds and activities been delivered in a timely manner?

## **GENDER/HUMAN RIGHTS/DISABILITY**

14. To what extent have gender equality, social inclusion and the empowerment of women been addressed in the design, implementation and monitoring of the project?

- Did you have marginalized groups and PLWD enrolled in your training program?
- Did you make adjustments to your training program to meet the needs of these groups? To what extent has the program ensured that all beneficiaries, regardless of their background or identity, have equal access to opportunities and resources?
- What barriers are persons with disabilities facing during the project delivery?
- Were there incidences of human rights violations, SEAH, and grievances during the program? How were they addressed?
- Were there any barriers faced by disadvantaged and marginalized groups in accessing and participating in the program, and what measures were taken to address them?

Did you take environmental sustainability into account in the use of materials for training?

- Are there areas or opportunities where the deployment of technology would improve the implementation of the program? To what extent was technology deployed?

## **FUTURE PLANNING**

15. What do you see as your main lessons learnt from the program? (target group, training measures, post-training activities)

- Are you planning something to implement these lessons learnt?

16. How do you assess the future of the project? Are there any potential risks or challenges that could affect the sustainability of the program, and how are they being addressed?

- Are you planning to continue the project in 2025? If yes, how?

- How important is the support provided by UNDP/LSETF? (important)

17. Do you have any other thoughts around how the program should be implemented?

**Annex 5- List of Persons Consulted During the Evaluation Process**

SN	Organisation	Contact Person	Designation	Location
1	UNDP	Clare Henshaw	Officer-in-Charge, Inclusive Growth Unit (SPIEG) National Programmes Specialist. United Nations Development Programme	Lagos
2		Anthony Omata	Programme Monitoring, Evaluation and Reporting Analyst	Abuja
3		Lealem Berhanu- Dinku	Deputy Resident Representative - Programmes	Abuja
4		Precious Akanonu	National Economist	Abuja
5.		Beamie Moses SEIWOH	Programme Management Specialist	Iraq
5	LSETF	Babajide Fadipe	Employability Officer Lagos State Employment Trust Fund	Lagos
6		Omolara Adewumi	Director Programmes & coordination, Lagos State Employment Trust Fund	Lagos
7		Mathieu Michel	Head of Employability Lagos State Employment Trust Fund	Lagos
8		Adeniyi Joel Adedotun	Monitoring and Evaluation Officer Lagos State Employment Trust Fund	Lagos
9		Omokaro Unuakpor	Head of Product Development	Lagos
10		Bisola Dere	Project Director, Patiti-Ola Foundation	Lagos
11		Ginika Obinna Okorie	Project Associate, Patiti- Ola Foundation	Lagos



12	Patiti-Ola Foundation	Olawale Mosuro	Project Management Team, Patiti-Ola Foundation	Lagos
13		Richard Edekhe	Project Management Team Lead Patiti-ola Foundation	Lagos

**Annex 6 - List of Organisations Consulted During the Evaluation Process**

<b>S/N</b>	<b>Name of Organization</b>	<b>Sector</b>	<b>Role</b>
1.	Honey Treat Academy	Construction	Vocational Training Centre
2.	Negotium Plus	Information Technology	Vocational Training Centre
3	Tres Chic	Beauty	Vocational Training Centre
4	Vocation Professional Development center (VPDA)	Business Support	Vocational Training Centre
5	Jimreid Consulting	Business Support	Vocational Training Centre
6	Bakery Initiatives Nigeria	Hospitality	Vocational Training Centre
7	Intermac Consulting	Business Support	Vocational Training Centre
8	Grace springs	Hospitality	Vocational Training Centre
9	Dr Therapy school of Cosmetology	Beauty	Vocational Training Centre
10	Builders Hub Vocational Academy	Construction	Vocational Training Centre
11	Wapa Textile and Garment Manufacturing Limited	Fashion	Vocational Training Centre
12	Hair by Layor	Beauty	Employment Partner
13	Spar Illupeju branch	Beauty	Employment Partner
14	Delmark Pastery	Hospitality	Employment Partner
15	GTVICO Global Resources Engineering and Construction	Construction	Employment Partner
16.	Nectar	Hospitality	Employment Partner
17	Bumpahav	Hospitality	Employment Partner
18.	Lagos State Ministry of Labor	-	Government Agency

## **ANNEX 7- List of related literature and documents consulted for the inception report**

1. LSESP Beneficiary database
2. LSESP Course curriculum
3. LSESP forecast and achievements
4. LSESP Quarterly reports Q1 -Q4 2022
5. LSESP Quarterly reports Q1 -Q4 2021
6. LSESP training assessors report
7. UNDP-LSETF Project Document
8. LSESP 2023 Annual Work Plan (AWP)
9. LSESP 2022 AWP
10. Phase 1 evaluation report
11. LSESP Placement Report
12. LSESP Mentorship Report
13. LSESP Financials Q1-Q4 2022
14. LSESP Financials Q1-Q4 2023
15. Lagos Labor Market Information System (LMIS)

**Annex 8-Result Framework**

**Intended Outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:** By 2022, Nigeria has an inclusive and diversified economic growth driven by science, Technology and innovation, investment in infrastructure and job creation.

**Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:**

**Applicable Output(s) from UNDP Strategic Plan: 2022**

**Project title and Atlas Project Number:** Lagos State Employability Support – 00102453

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1	Year 2	FINAL	
<b>Output 1</b> New improved curricula and training manuals for 15 VTCs	1.1 No of VTCs with new and improved curricula	Project Report	12	2019	10	5		<i>VTC Documents and Records Review</i>
<b>Output 2</b> Vocational training completion for 2000 applicants in (2 years)	2.1 No of VTCs in Lagos with new and improved curricula	Project Reports	874	2019	300	700		Labour Market Information System <i>VTCs Documents and Records review.</i>
	2.2 No of females that complete the vocational training program	Project Reports	813	2019	300	700		Labour Market Information System <i>VTCs Documents and Records review.</i>

	2.3 No of VTC instructors that benefit from skills upgrade	Project Reports	43	2019	20	10		<i>VTCs Documents and Records review.</i>
<b>Output 3</b> Job matching and skills promotion improved	3.1 No of job promotion programs	Project Reports	4	2019	5	5		<i>Primary data collection using project reporting template</i>
	3.2 No of private sector companies participating	Project Reports	132	2019	150	200		Labour Market Information System <i>VTCs Documents and Records review.</i>
	3.3 No of males that gain employment through job matching and skills promotion or are self-employed.	Project Reports	477	2019	240	560		Labour Market Information System
	3.4 No of females that gain employment through job matching and skills promotion or are self-employed.	Project Reports	487	2019	240	560		Labour Market Information System

**Annex 8-** Pledge of Ethical Conduct in Evaluation

Click <https://drive.google.com/drive/folders/1lcg3Gi5baxyP6TkYgTLS2OGNSzZYEifE?usp=sharing> to view signed copies of pledge of ethical conduct.

