

UK Aid Direct Project Completion Report

The recommended word limit for all narrative sections is 750 words

Section 1: Basic information

This information is needed to update the Fund Manager's records

Organisation details

1.1	Grant holder organisation name	Women for Women International
1.2	Grant reference number	GPAF-IMP-092
1.3	Project partners (if relevant)	N/A
1.4	Have there been any changes to the project partners in the past reporting period? If so, please explain these changes.	N/A

Project details

1.5	Project title	Improving Livelihoods and Rights Awareness for Socially-Excluded Nigerian Women through Vocational Training and Men's Engagement		
1.6	Project start date	01/01/2014		
1.7	Project end date	31/12/2016		
1.8	Sectors. Please select all those relevant to your project below:			
	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Economic Development <input type="checkbox"/> Governance and security <input type="checkbox"/> Climate change <input type="checkbox"/> WASH <input type="checkbox"/> Violence against women and girls <input type="checkbox"/> Child exploitation	<input type="checkbox"/> RMNCH <input type="checkbox"/> SRH <input type="checkbox"/> HIV <input type="checkbox"/> Immunisation <input type="checkbox"/> Malaria <input checked="" type="checkbox"/> Health	<input type="checkbox"/> Nutrition <input checked="" type="checkbox"/> Livelihoods <input checked="" type="checkbox"/> Agriculture <input type="checkbox"/> Food security <input type="checkbox"/> Social protection	
1.9	Key words. Please select all those that are relevant to your project:			
	<input type="checkbox"/> Accountability <input checked="" type="checkbox"/> Empowerment <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Rights awareness <input type="checkbox"/> Early and forced marriage <input type="checkbox"/> FGM <input type="checkbox"/> Violence against children <input checked="" type="checkbox"/> Vulnerable and marginalised	<input checked="" type="checkbox"/> Sustainable jobs and livelihoods <input checked="" type="checkbox"/> Micro-enterprise <input checked="" type="checkbox"/> Income generation <input type="checkbox"/> Mental health <input type="checkbox"/> Disability <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Behaviour change <input type="checkbox"/> Policy engagement <input type="checkbox"/> Monitoring of government policy	<input checked="" type="checkbox"/> Training <input type="checkbox"/> Service provision in collaboration with government <input type="checkbox"/> Service provision in parallel to government <input checked="" type="checkbox"/> Capacity development	

1.10	Geographical coverage	<input type="checkbox"/> Multi-country <input type="checkbox"/> National <input checked="" type="checkbox"/> Sub-national			
1.11	Country(s)	Nigeria			
1.12	Has there been any change to these project details in the past reporting period? If so, please explain these changes.	No			
Report details					
1.13	Reporting Period	From: 01/01/2014 To: 31/12/2016			
1.14	Project year	<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4			
1.15	Project Budget	Total project budget: £1,346,732			
		Year 1: £84,503	Year 2: £441,094	Year 3: £445,925	Year 4: £363,427
		Other project contributions from other sources, please specify: £387,753 of the total budget was matched funding provided by WfWI			
		Please specify any in-kind contributions here: Training venues were provided for free by the project communities for all women's social and economic empowerment training sessions.			
Miscellaneous					
1.16	Acronyms Please try not to use too many acronyms. If you do need to use them, please list them here e.g. DHMT = District Health Management Teams	Acronym	Explanation		
		AIR	American Institutes for Research		
		FGD	Focus Group Discussion		
		FIDA	International Federation of Women Lawyers		
		HPRG	Health Policy Research Group		
		MEP	Men's Engagement Programme		
		M&E	Monitoring and Evaluation		
		PPFN	Planned Parenthood Federation of Nigeria		
		NHIS	National Health Insurance Scheme		
		WfWI	Women for Women International		
1.17	Please indicate compliance with the Grant Terms and Conditions.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
1.18	Please outline in a separate Annex your response addressing the recommendations contained	Annex 1			

	within the due diligence report (Section 4: findings and recommendations) including those not specifically mentioned as conditions of this grant in paragraph 3.		
1.19	OECD-DAC code(s). Refer to the guidance here and please write the codes in the box to the right.	43081 15170	
1.20	SDG contribution (please select a primary and secondary focus). Indicate with a 1 and 2 in the box next to appropriate SDG. Click here for SDGs and indicators.		
1. No poverty	1	10. Reduced inequalities	
2. Zero hunger		11. Sustainable cities and communities	
3. Good health & wellbeing		12. Responsible consumption and production	
4. Quality education		13. Climate action	
5. Gender equality	2	14. Life below water	
6. Clean water and sanitation		15. Life on land	
7. Affordable & clean energy		16. Peace, justice and strong institutions	
8. Decent work and economic growth		17. Partnerships for the goals	
9. Industry, innovation and infrastructure			

Note to grant holders: Section 2 'Results' is to be completed separately in the excel template provided, entitled 'UK Aid Direct PCR Section 2 Template'.

Section 3: Theory of Change

The recommended word limit for all narrative sections is 750 words

Understanding your aims

3.1 Please outline your Theory of Change, what have you been trying to achieve and what was your aim? Who has been benefitting and why? Why this approach or intervention? Have you had to relook at your Theory of Change and its assumptions over the course of the project? If so, why? If you do not have a Theory of Change, articulate the logic that you applied to your logframe instead.

What have you achieved? What is your impact? What does your change look like?

WfWI's project was rooted in a contextual analysis, showing that rural Nigerians are struggling with poverty, hunger and a lack of infrastructure, and in particular that women are disproportionately impacted by these challenges, meaning they have fewer life chances than men. Systemic discrimination undermines women's individual potential and hampers the broader development of their families and communities, as they often do not have access to education and income generation opportunities. Based on this, our project aimed to enable socially-excluded women in Enugu State to increase their income and leadership roles within their communities.

WfWI's overarching theory of change asserts that women can only achieve lasting social and economic change through a holistic approach that provides access to knowledge and expression of voice, plus access to economic resources. Through the implementation of this approach for our DFID-funded project, women have gained: a greater knowledge of their rights and basic life-skills; market-relevant vocational skills; an understanding of managing a business; and an understanding and practice of working together in group businesses. Furthermore, men have gained knowledge on women's rights and taken actions to support them. As a result, we have seen participants attain important increases in their income and take much more active roles within communities.

Who has benefitted and why? Why are you using this approach or intervention? What kind of changes have taken place? Is this what you expected to happen?

4,415 marginalised women in rural Enugu State have benefited from a yearlong holistic training programme. We developed this approach based on decades of experience working with women in conflict-affected countries, learning about their needs and what works to create sustainable change for them. We believe our holistic approach – including training on income generation, numeracy, rights and leadership, health and wellbeing, and networks, cash stipends, as well as engagement with male community leaders and members – is a highly effective way to enable women's empowerment and development of communities as a whole.

Our endline data shows that 67% of women participants reported an increase in income of at least \$30 per month, and that the average monthly income of participants has increased from \$16.15 to \$74.43. Our external evaluation (Annex 2) shows that women have gained, and are using, new vocational and business management skills to earn an income. In addition, 16% of participants reported running for leadership positions, compared to 0% at enrolment, and our evaluation noted that women consulted reported being more involved in decision-making, organising community activities and that *"there has been clear improvement in positive attitudes and knowledge regarding*

women's rights". According to women consulted for the external evaluation, the most significant changes experienced were relating to hygiene and increased income. On the whole, the results align with what we had expected to happen through the project.

Have you had to change your Theory of Change over the course of the project?

A key aspect of our theory of change that has been challenged through the project relates to the men's engagement programme. Research conducted by the American Institutes for Research (AIR) on our men's engagement activities found that our presumed theory of change – that changes in men's knowledge would lead to changes in attitudes and then in behaviours – did not apply in that logical sequence, since they uncovered changes in behaviours without significant changes in knowledge and attitudes. They point to small concrete actions recommended in the programming that triggered small actions/behaviours among trained men before changes in their conceptual underpinnings/attitudes. They also report this finding aligning with other recent research on how behaviour change occurs. We are currently reviewing this process and considering how to adapt our programming to utilise these insights on how behaviour change occurs.

Section 4: Learning

Learning from project implementation

4.1	Please complete the table below, detailing key achievements and challenges encountered over the course of the project. Indicate what methods you have used to capture learning; what learning your team has gained from each example and the resulting actions you have taken / will be taking to respond to this learning.
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Learning

Key achievements and what were the factors contributing to the achievements?

We believe the project's key achievements were in the following areas:

1. Economic empowerment: Vocational skills training has greatly broadened women's knowledge on different ways they can earn an income and opened more market opportunities up to them. For example, those studying poultry rearing also learnt about feed formulation and bird processing, giving them other, potentially higher-value products. Accompanying business skills training and saving activities have enabled women to discover skills in areas they never thought possible. Many women have been using loans from their Village Saving and Loan Association (VSLA) groups to develop small businesses. In late 2016, we also brought together new cooperative members with those from groups who had completed training in 2014/15. We found that cooperation among cooperatives increased their business opportunities and problem solving abilities through exchange of knowledge and experiences.
2. Increased agency of participants: Women have significantly grown in confidence and have reported gaining new knowledge and skills, which they have continued practicing beyond completion of training. Women are now pro-actively seeking development opportunities. For example, our external evaluators interviewed a participant who said, "*Even in the Igwe's [traditional leader's] cabinet, we now have three women for the first time due to the training we got from WfWI, which made us push for women to be put into the cabinet so as to make our voice heard*". Factors that we believe contributed to this include the duration and intensity of training, the holistic nature of the programme, and the overall project design focusing on producing sustainable outcomes.

Key challenges and what were the factors contributing to the challenges?

The most significant challenges faced have related to the men's engagement programme. Whilst training attendance of male leaders was good, and numbers taking part in their step-down training improved after the first year, we continued to struggle to attain full attendance at the larger men's community workshops. We adapted our plans based on learnings from Year 1, to conduct the workshops at more convenient times and begin sensitisation about them earlier, which did help to increase attendance in later years, but we still fell approximately 10% short of our target numbers. We believe non-attendance on this scale is not unusual for one-off, big group events, and that the best tactic in future might be to invite approximately 10% more participants than targeted, allowing for last minute drop-outs.

At an outcome level, we have found that some of the discriminatory practices against women in the target communities are very deeply ingrained in their culture and that our project was not of sufficient length and depth to truly challenge these. For instance, when men learnt more about gender-based violence, they demonstrated a keenness to tackle this in their communities and we have already seen positive developments. However, inheritance was a much more challenging issue, and many men struggled to understand why and how this should be changed to allow equal rights for women.

What methods were used to capture feedback and learning? E.g. beneficiary feedback mechanisms

We have used a range of methods internally to capture feedback and learning through the project, including:

- Baseline questionnaires (for a sample of women) allowing us to understand the situation and needs of participants before activities begin; and endline questionnaires identifying changes women have experienced.
- Informal feedback provided by participants to trainers on a regular basis. As part of the training methodology, trainers ask what new things women had learnt from their training session that day or at the end of a module, and how they intended to use it. If there were topics that had proven more challenging, they re-visited them to reinforce women's learning.
- Case studies of participants were gathered occasionally by their trainers and helped us understand how they are putting what they had learnt into use and what areas of their lives the programme was benefitting.

In addition, our external project evaluation and participation in Coffey International Development's evaluation of the whole UK Aid Direct Fund provided excellent opportunities for participants to provide feedback to impartial stakeholders. We found these to be valuable learning opportunities.

Briefly explain the format, findings and participants involved in any direct beneficiary feedback / analysis / learning activities that took place over the course of the project?

Throughout the project we have carried out a focused internal learning exercise on factors women find supportive in setting up successful small businesses, specifically in the petty trading vocational track. Questionnaires were administered among 126 WfWI trainees, and focus group discussions (FGDs) were conducted with 50 women (25 graduates and 25 non-beneficiaries) during Year 2. We found women lacked confidence in banks as a source of credit, so during Year 3, we conducted additional sensitisation on this topic.

Following up on the learning exercise in Year 3, we found that sampled women involved in petty trading continue to access credit from sources other than banks/microfinance institutions. The follow-up survey was conducted among 218 WfWI trainees; 83% of sampled women reported investing funds in their business within the last month, of which 89% sourced this funding from their own personal savings. Thirty-five percent of women reported borrowing from a savings group to invest in their business. Of all women sampled, none reported drawing funds from a bank or other financial institution within the last month. And yet, 41% of respondents reported having employees and of those with employees, nearly 70% have 1-2 employees, which speaks to the ability of these small businesses to earn enough to pay wages to employees.

When asked about historical sources of business funding, 94% of women report having used their personal savings in the past to support their business, while 37% of women report having used credit from a savings group in the past to support their business. Sixteen percent of women reported having taken a loan from friends or family in the past. Interestingly, only one of the sampled women reported ever having taken a loan from a bank or microfinance institution to invest in her business, which she reported as a negative experience because the loan was too difficult to pay back.

The top two reported challenges faced by women attempting to access capital for business funding are a lack of a source from which to borrow at low cost (45%) and a perception of complicated procedures related to taking out a loan. Thirty-nine percent of women reported a lack of emotional support from spouse/family as a challenge to accessing funds.

How have you used and responded to the feedback?

These findings indicate that, despite additional sensitisation, women continue to avoid accessing credit from banks and that reasons for this aversion might include: interest rates/prices and terms for loans that are not optimal for women microentrepreneurs, and practices/procedures at banks that are intimidating. Considering these findings, WfWI is still resolute to take more proactive steps to help close this gap and enable women to access business investments. We plan to build more of a focus on external sources of business funding into business, vocational, VSLA and cooperative training sessions. Information will be incorporated as a key message in training sessions, as well as in follow-up mentoring. We will try to build more partnerships with banks so they can come and educate participants directly on products/services available to them, as well as explore preferential rates. It is worth noting that these findings align with the current literature that savings are often the main source of low-cost capital for microenterprises to grow, and that for credit to be used to generate profits, it needs to be provided at affordable rates with procedures that are conducive to the poor and to women clients.

4.2 What research or evaluations have you done since the last Annual Review? Describe, including date, who did it and key findings. Please attach full evaluation report(s) as Annex.

In partnership with the American Institutes for Research (AIR), WfWI carried out a longitudinal mixed-methods study of our men's engagement activities. The research report is attached as Annex 3. Results showed a significant difference in men's behaviours from baseline to endline, yet no significant change in knowledge or attitudes. The study also showed an impact on women's attitudes and empowerment, indicating impacts were achieved for women as well as men.

In late 2016, we had an independent final evaluation of the grant. The evaluation was conducted by the Centre for Women's Health and Information, and aimed to verify WfWI's reporting and assess the value for money of the intervention. The report is attached as Annex 2. It concluded that *"The project succeeded in putting women at the centre of the intervention and built their capacity for improved livelihoods as well as created an enabling environment for them to be involved in decision making"*.

4.3 How have you been measuring change? What tools or methods have you used?

Self-reported baseline and endline data were gathered from a sample of programme participants at enrolment and graduation. The sample was drawn using random cluster sampling with proportional allocation across geographic strata to ensure sample representativeness. Data were gathered electronically by enumerators via face-to-face interviews using a standardised questionnaire that assesses social, economic, and health outcomes and provides primarily quantitative, but also qualitative data.

For other data not included in our standard questionnaires (e.g. the number of cooperatives started), these data were monitored and gathered by the relevant in-country staff through face-to-face interviews and included in monthly training reports. Finally, our external evaluation provided an opportunity for independent evaluators to gather much more qualitative data, through In-Depth Interviews, Focus Group Discussions, Key Informant Interviews, and Life History Interviews.

4.4 Please show how you have considered gender in over the duration of the project, in both your project and your organisation's decision-making processes? Please refer to DFID's strategic vision on Women and Girls [here](#).

WfWI's project was designed based on a gendered analysis of the target communities in rural Enugu State, where women do not have the same opportunities to learn, earn an income or make decisions, as men. The project aimed to support women's growth in these areas, so that economic assets could be directly managed by women, whilst also improving the enabling environment for women's empowerment and preventing violence against women, by sensitising men on women's rights. By providing skills, resources and opportunities for women, the project has contributed towards more gender-equal and prosperous communities. WfWI also considers gender carefully at the organisational level. We are an equal opportunities employer, with a clear anti-discrimination policy; we make revisions to activities based on feedback from both male and female participants; and we have mixed-gender senior management teams, where strategic decisions are taken.

4.5 Please describe how your project has ensured active inclusion of the most vulnerable and marginalised, including people with disabilities. Please consider the full project cycle, including planning, implementation and monitoring and evaluation. How have you measured this to ensure you are reaching the most vulnerable and marginalised?

WfWI specifically targeted marginalised women to participate in the project. Selection criteria for women's participation in training included: (1) experiences of war and conflict, such as being a victim of violence, (2) economic factors, such as being financially responsible for a disabled family member, (3) social factors, such as social or family exclusion, (4) motivation factors, such as willingness to work to earn an income, and (5) ability to participate, such as receiving support from family to attend training. Any participant who meets these criteria, including those who are disabled, were selected for participation, however the project did not specifically seek out disabled women to participate. To date, we have not gathered M&E data on disability, however we are looking at including this in future monitoring forms and we do gather data on other demographic indicators, such as education levels, family circumstances etc., to ensure that we are reaching marginalised participants.

Knowledge sharing

4.6 Have you made any connections with any other UK Aid Direct grant holders during the project period?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
If yes, what were the key issue(s) discussed?	
Issues discussed (in several different forums) included: GPAF/Aid Direct processes; the value of data; carrying out final external evaluations; learning and adaptation; IATI; and communications.	
Was it useful to you?	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
4.7	Describe any collaboration with other actors outside your organisation on work related to project implementation during the project period? Please provide explanatory text next to any actors you select on the left.
Government <input checked="" type="checkbox"/>	WfWI-Nigeria invited representatives from the National Health Insurance Scheme to provide sensitisation talks to all women participants in the four DFID communities. The National Drug Law Enforcement Agency talked to participants about the implications of substance abuse. We also collaborated with the Enugu State Small and Medium Enterprise Centre for loan and other business support opportunities. Finally, we received technical assistance from The Enugu State Ministry of Human Capital Development and Poverty Reduction, who provided specialist cooperative personnel to deliver cooperative training to our participants.
NGOs <input checked="" type="checkbox"/>	We collaborated with a number of organisations for HIV Counselling and Testing and/or cancer screening: the Planned Parenthood Federation of Nigeria, The Carosa Memorial Foundation Opi, Annunciation Hospital, University of Nigeria Teaching Hospital, ESUT Parklane Hospital Enugu, Redemption Clinic Enugu and Women Cancer Care. The International Federation of Women Lawyers – Nigeria Chapter, sent lawyers to sensitise women and men on their rights. The TARMA Sexual Assault Centre gave a sensitisation talk during Year 2 graduation on the implications of sexual assault, and provided their details to participants.
Private Sector <input checked="" type="checkbox"/>	We have partnered with Fidelity Bank, Diamond Bank and Access Bank to open bank accounts for all women participants.
Other <input checked="" type="checkbox"/> Please specify type of actor:	We worked with AIR on our men's engagement study, and engaged the Health Policy Research Group (HPRG) to conduct data collection for this study.
4.8	Have you shared knowledge or lessons learnt relevant to this project with any other partners or across other sectors over the project period? If so please provide an overview of the platform used, type of knowledge exchanged and outcomes from disseminating this information.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
What platform did you use? E.g. Skype / Phone / Email etc. Email, webinar, website, face-to-face meetings.	
What type of knowledge did you exchange? We have shared tools developed and lessons learnt from the study on our men's engagement activities with WfWI's other country offices, and with other peer organisations. We shared our data collection and analysis techniques with other UK Aid Direct grant holders via a webinar.	
Have there been any outcomes as a result of disseminating this information? We have been able to build on the tools used and lessons learnt from this project's men's engagement evaluation to improve the implementation and monitoring of WfWI's men's engagement activities in other countries. As we share our learnings more widely with other organisations, we hope it will improve other's programming with men for women's empowerment also. We received positive feedback from other organisations regarding the webinar, and for ourselves found it very positive to have a forum in which to share our experience with interested listeners.	
4.9	Does your organisation maintain a social media presence? If so, please provide the relevant URL.
Facebook	Please provide URL: https://www.facebook.com/WomenforWomenUK/
Twitter	Please provide URL: https://twitter.com/womenforwomenUK
LinkedIn	Please provide URL: https://www.linkedin.com/company/women-for-women-international
Blog	Please provide URL: http://www.womenforwomen.org.uk/blog
Other	Please provide URL: https://www.youtube.com/user/womenforwomenuk
Feedback to us	
4.10	Do you have any feedback for UK Aid Direct on our processes or interactions with you?
We have generally found the processes and guidance clear, and have had helpful and positive interactions with the fund manager.	
4.11	Is there anything else you would like to tell us, or any requests you have for us?

We greatly appreciate DFID's investment in this project and the support we have received from the GPAF/UK Aid Direct fund managers.

Upload mixed media products

4.12 If able to, please provide a video or podcast (or provide the link to existing URLs) that explains your project, key achievements or a specific learning point emerging from implementation in the past reporting period.

Please feel free to be creative with this and present topics specific to your project. Potential areas of focus include:

- **Innovation** – how could models tested by the project be replicated or scaled up?
- **Gender** – did you learn about approaches to encourage women and girls' participation in decision-making?
- **Capacity building** – have you learnt how to enable civil society to address poverty or negotiate or claim their rights? What worked well?
- **Monitoring and evaluation** – what have you learned about measuring results, successful tools and methods, demonstrating achievement?
- **Empowerment and accountability** – what enhances these processes? How have you overcome resistance or indifference?
- **Design** – have original assumptions about what would work to deliver outputs or outcomes needed to be changed?
- **Organisational constraints** – did you encounter difficulties due to organisational culture, practice or capacity which you had to address?

4.13 If able to, please provide a photograph that visually illustrates your project, key achievements or a specific learning point emerging from implementation in the past reporting period. Please provide a brief narrative below to accompany and explain the photograph.

1: Gladys Eze and Benedeth Ugwueze crop farming. They have learnt how to plant and manage cassava production so their crops are thriving.

2: Bartholomew Nnamuchi participated in a men's engagement workshop. He learnt a great deal and going forward wants to treat everyone equally. He said, *"When I inherit from my father, I know how I will share amongst my children – with no discrimination... With help from this training, we'll tell our leaders it's time to make changes"*.

4.14 Please indicate that subjects included in any photos or videos have given their consent to be included in any learning/publicity materials.

Yes No

4.15 Please confirm that you give permission for the Fund Managers to share these products in the public domain.

Yes No

Section 5: Sustainability

Please refer to the UK Aid Direct Sustainability Guidance on [our website](#)

5.1	Do you have a sustainability strategy for your project? If yes, then has context changed over the project duration, and if so what changes did you put in place?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>WfWI's sustainability strategy has remained largely consistent throughout the project. It centres around our holistic approach to women's empowerment, which integrates sustainability through the whole programme cycle. We focus on women being able to carry their own growth and development forward. We do this through specific activities/methods (see 5.2) as well as an overall focus on encouraging women to practice what they are learning as soon as possible, while they can still access support from WfWI staff. We find that a 12-month timeframe for training is a good balance between being a fixed period, remaining value for money, whilst also allowing a solid amount of time for information retention and practice.</p>
5.2	Please report on all activities that support sustainability, such as advocacy efforts, new funding for continuation at project end etc.?
<p>Activities undertaken that will support sustainability of the project are:</p> <ul style="list-style-type: none"> • The provision of informational materials for women to take home and refer to after training. • Focusing training on topics that improve resilience, such as savings, problem-solving and networking. • Introducing VSLA, so that women can have an easily accessible method of saving and gaining credit to invest in their small businesses. • Encouraging women to work together in business groups/cooperatives, so they can support and motivate each other in the future. • Providing ongoing mentoring to women's businesses and cooperatives where possible. • Providing monthly stipends to participants, enabling them to practice saving and invest in their businesses. • Encouraging women and men to share their knowledge with others. • Incorporating the men's engagement programme into our project design, to contribute towards a more enabling environment for women to continue their growth. • Advocacy training provided to a sub-set of participants (funded by another donor) to develop their skills to raise issues important to their community. 	
5.3	Which stakeholders have you engaged with and why? How are you monitoring and evaluating this engagement? How are you collaborating with others working in the same field
<p>As outlined in section 4.7, we have collaborated with various actors to maximise outcomes for our participants. Each of the partners we have worked with have provided a specific service or specialism to complement our training, and have contributed through providing more advanced training or direct service delivery (in the case of our health partners and banks). We monitor the number of women who participate in these advanced training sessions and the number of referrals provided. Our external evaluators also spoke to several project partners and included their findings in their report.</p>	
5.4	Please report against economic sustainability. How will the project lead to greater economic empowerment? How did the project support beneficiaries in graduating from

	poverty or raising beneficiaries over the poverty line? What is the impact of the programme on growth and development? What does/could a potential long term financing model look like?
<p>The project has had a significant effect on economic empowerment. Participants' average daily income has increased from \$0.54 at enrolment to \$2.48 at graduation (inclusive of the stipend amount), lifting them, on average, above the poverty line. It has provided women with a range of skills and methods that they can continue using for their financial security in the future, such as saving, numeracy, diversifying income generation sources, decision-making, business management skills and group business development. Data gathered from a sample of Year 1 participants at graduation, one, and two years after they completed training, revealed average reported daily earnings of \$2.14 (inclusive of stipend), \$2.25 and \$2.53, respectively. These data indicate that increases in earnings are sustained at least two years' post-graduation.</p> <p>According to research conducted on WfWI's project by Coffey International Development, as part of the 2016 UK Aid Direct Evaluation (attached as Annex 4), women interviewed approximately 18 months after graduation from our programme reported <i>"that they continued to be engaged in the vocation in which they received training (particularly in poultry), and in group activities such as savings and loans... they also provided a number of examples of the ways in which they engaged in other economic activities, demonstrating the uptake of and sustainability of training in business and entrepreneurship skills"</i>.</p>	
5.5	Please report against environmental sustainability. What is the impact on the environment without the intervention? What is the impact on the environment from the intervention? What are the external environmental factors affecting the intervention? How did you use innovation and technology in your project?
<p>We believe the project has had a neutral impact on the environment. It did not deliver any activities that specifically targeted improvements to the environment, whilst taking measures to avoid having any negative impact. For instance, during training, women were sensitised on the importance of a clean environment and, for those doing agriculture, on environmentally friendly farming techniques. WfWI participants are not working on large scale production, and therefore are able to use local and natural techniques to support growth.</p> <p>With regards to external environmental factors, significant changes to the climate could affect women pursuing agriculture's ability to earn an income. However, this risk did not materialise during the project period, and we hope that some of the methods outlined in section 5.4 would help to mitigate against the possible negative impact of this in future.</p>	
5.6	Please report against social sustainability. How did the project optimise quality of life? What kind of political or policy changes did the project influence? How did the project affect cultural behaviour change?

The project had a notable effect on social empowerment and quality of life. For example, following the training programme, 99% of women reported knowledge of their rights, compared to 1% at enrolment, and 16% reported running for leadership positions. Women having knowledge of their rights is the first step in them being able to create sustainable social changes, and the increase in women running for leadership roles shows they are beginning to act upon this. Other parts of the curriculum taught women about how to better manage health issues and how to work with networks and groups (including conflict resolution). Women have reported significant improvements in these areas, which are improving their overall quality of life. Furthermore, men consulted as part of our final external evaluation reported improved social relations in households as one of the most significant changes that occurred from the project (along with improved personal hygiene).

Whilst the project did not target high level policy change, participants have been encouraged to advocate for change on issues that affect them at a community level. For example, in Year 2 a group of participants came together to report and stop a case of sexual abuse in their local primary school. In another case, a large group of women demonstrated against drug sales in their community; consequently, the dealers left, afraid of being reported to police. In addition, the men’s engagement component of the project specifically targeted cultural behaviour change. The research conducted by AIR found that in communities where WfWI had conducted the men’s engagement training, men had a lower adherence to traditional norms of masculinity (including negative reproductive and sexual health behaviours, the use of violence, and behaviours relating to housework) than those who had not. It therefore seems that the project did affect behaviour change around gender norms.

Influence with decision-makers

5.7	Did the project fit with the beneficiary country’s government priorities? If so, how? Is this influence likely to be sustained after the project has ended?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Nigeria government priorities towards the start of the project were healthcare and education, which fit with WfWI’s provision of adult education, including on Health and Wellness. With the change of government in 2015, the priorities became tackling: security, unemployment and corruption. Tackling unemployment can be directly linked to this project, since we provided women the theoretical and practical skills to earn an income. Nigeria’s national gender policy includes core strategies of gender education and economic reforms that address women’s needs. These align with WfWI’s rights training (for men and women) and focus on building women’s vocational and business skills.

Matched funds

5.8	If match funding was a condition of your grant: Did you raise all the funds you intended to in your original pledge?		
	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Please specify how much you raised:	
		Since the last Annual Review: £88,855.45	Since the project began: £346,866.46
5.9	For all grants: Has the project raised any matched funds from other donors / core organisational funding over the course of the project? If yes, from whom and how much?		

	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	As per section 5.8, we have raised the planned matched funding for this project. This has come from our core organisational funding – for instance through events, major donors and grassroots donors.
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Section 7: Value for Money (VFM)

“Maximising the impact of each pound spent to improve poor people’s lives” DFID’s Approach to Value for Money [here](#)

6.1	<p>Economy: Did you buy inputs of the appropriate <u>quality</u> at the right <u>price</u>? Please share examples of instances when you bought inputs (staff, consultants, raw materials and capital to produce outputs) at the lowest price possible, to achieve the quality you desired? Please report on examples that have taken place during the whole project period.</p>
<p>WfWI has made consistent efforts throughout the project to secure quality inputs at the best possible price. For example, in Year 1 we were able to procure laptops and printers for less than budgeted; we negotiated discounted rates for the hotel hosting the MEP training; we sourced materials locally wherever possible; we assigned training participants to monitor the upgrading of training venues for suitability and VFM; we carried out a salary benchmarking exercise; we carried out competitive processes and thorough short-listing for all contracted services; and we were pleased in the final year to find highly qualified external evaluators based in Nigeria, which meant more of the evaluation budget could be spent on data collection, instead of international travel.</p>	
6.2	<p>Efficiency: How efficiently did project inputs convert to outputs through project activities? Please share any steps that you took during the project to ensure that you used your inputs (staff, supplies etc.) efficiently to maximise the results achieved. Please include examples of relevant cost comparisons (benchmarks) you used (such as standard training cost per trainee), and also mention any efficiencies gained from working in collaboration with others. Please report on examples through the project period and how you have improved efficiency in the last year.</p>
<p>WfWI took a number of steps throughout the project to ensure efficiency, such as: hiring numeracy, business and some vocational trainers as contractors, rather than full-time staff so they could be employed only when required; combining staff travel to the field; encouraging communities to provide space for training and for vocational skills demonstrations; bulk buying inputs so we could negotiate good deals on price; and providing internal training to enhance staff skills. Our partnerships have also greatly assisted in providing efficiency for both WfWI and the partners – at minimal cost, they have capitalised on WfWI’s ability to convene large groups of people in remote communities, to provide additional sensitisation/services by specialised partners in important areas such as health, legal rights and financial access, thereby greatly increasing benefits for participants.</p>	
6.3	<p>Effectiveness: How well did the project outputs achieve the desired outcome of poverty reduction / changes to beneficiaries and target groups? Please consider how well the</p>

	outputs chosen to deliver your project's outcome achieved what they set out to. Please report on examples that took place during the whole project period.
	We believe the project results show that overall the outputs were effective in delivering the desired outcome. With regards to women's income levels, both outcome indicators were exceeded, as 66% of graduates reported at least a \$30 increase in income from enrolment to graduation, and participants across all programme years reported average monthly earnings of \$74.43 at graduation. Furthermore, 50% of graduates reported setting up a new business (meeting our target) and a total of 69 business groups or pre-cooperatives were formed. With regards to women's leadership, while the percentage of graduates who reported running for a leadership positions was slightly below target (at 16%), the share who reported successfully obtaining leadership positions was also 16% (exceeding our target of 3%). Finally, with regards to men's engagement, we received a range of feedback from women participants (detailed in Section 2) that attests to changes in men's behaviour towards them.
6.4	Have there been or do you anticipate multiplier effects from this project? Multiplier effects include leveraging additional funds, longer term or larger scale implementation or replication of approaches and results. Where additional project funds were secured, how were they used to enhance delivery during the project? We are particularly interested in assessing the potential and likelihood of scale up or replication of project approaches.
	WfWI was pleased to secure a five-year grant from the Dutch Government to support the implementation of our women's training programme and men's engagement programme in Plateau State. Whilst a stand-alone project, it does build significantly on learnings from our DFID-funded activities. Similarly, we have also received smaller grants over the last year specifically for our men's engagement programme from the Australian embassy and Irish embassy, allowing us to expand this important component. Looking ahead, we believe the achievements and lessons learnt from this project will help us to repeat, or hopefully scale-up, our approach in other parts of Nigeria. In addition, our external evaluation found that, <i>"there is no doubt that the methodology used by WfWI in Enugu State for addressing poverty issues is a viable and adaptable one for similar communities in Nigeria"</i> .

Section 7: Risk management

7.1	Please describe the main risks that materialised during your project and explain how you dealt with them. Also note if there is anything you would do differently in future in terms of mitigating risk or dealing with the consequences of risk?
	<p>What were the main risks?</p> <ul style="list-style-type: none"> • The spread of the Ebola epidemic to Nigeria presented a risk to the safety of staff and participants. • An armed robbery of our office risked assets, threatened the safety of staff and consultants/visitors, and negatively affected staff confidence and morale. • Poor security on the rural roads presented risks at times to the safety of our staff.

How did you deal with those risks?

- With regards to Ebola, the situation was carefully monitored and taken into account before deciding to travel or hold group events. All participants were informed of ways to prevent and report the virus and told to share information with their family.
- Following the office robbery, we improved the security of windows and exit doors, installed cameras and carried out a review of the security guards and security protocol.
- With regards to travel safety, staff members were instructed to: be alert while in the car; memorise three key phone numbers; ensure they were using the most reliable phone networks; and ensure they depart from project sites well before dark. Drivers interchanged routes and ensured vehicles were in good working condition.

Is there anything you would do differently in future, either in terms of mitigating risk or dealing with the consequences of risk?

We would ensure strong office security from the outset in future. Whilst we were aware of the risk of travel on rural roads, and could not have predicted the Ebola outbreak, the office break-in was something that took us by surprise, but for which we could perhaps have been better prepared. Otherwise, we feel we dealt with the risks that materialised swiftly and effectively, and were able to stop them having any serious impact upon the project.