BRITISH COUNCIL

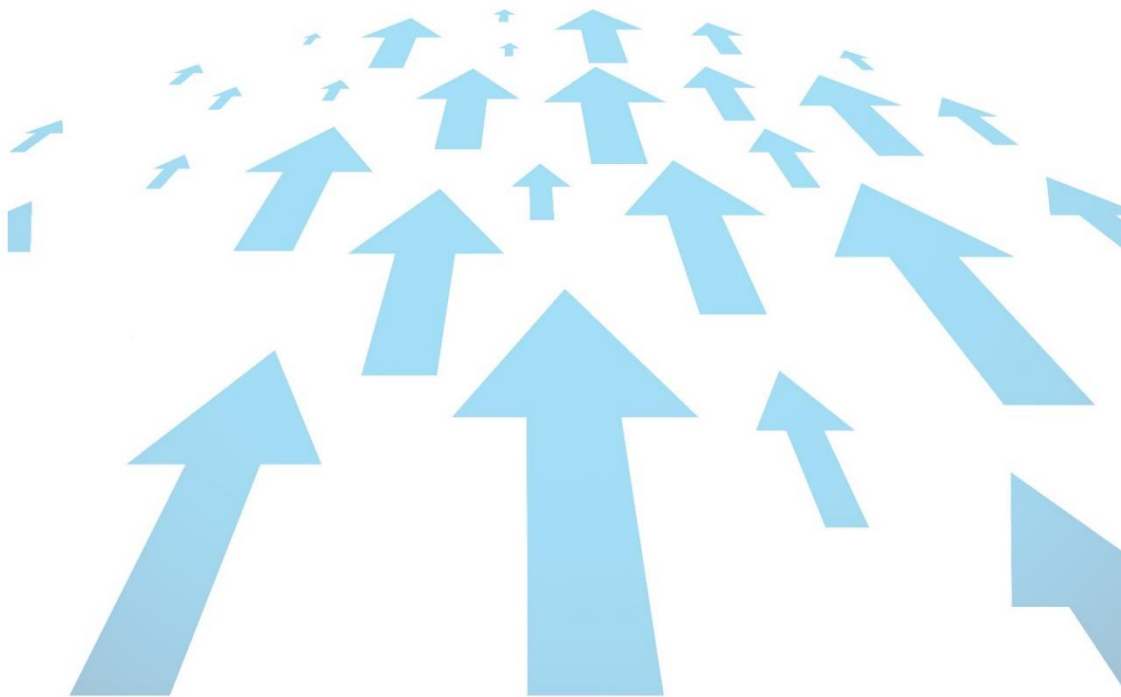# Fast Forward Project
(Evaluation report)

Submitted to

British Council Nigeria
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TEP
THE EDUCATION PARTNERSHIP
CENTRE

MDF
West Africa

Submitted by The Education Partnership (TEP) Centre and MDF West Africa

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DISCLAIMER
The Education Partnership (TEP) Centre and MDF West Africa are independent evaluators of the Fast Forward project. The views expressed in this evaluation report are entirely those of TEP Centre and MDF West Africa and not necessarily the opinions of the British Council and LEAP Africa.

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ACKNOWLEDGEMENTS

ABBREVIATIONS

CSR	Corporate Social Responsibility
EAG	External Advisory Group
FGD	Focus Group Discussion
FME	Federal Ministry of Education
JCCE	Joint Consultative Committee on Education
JSS	Junior Secondary School
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NCE	National Council on Education
NERDC	Nigerian Educational Research and Development Commission
NPE	National Policy on Education
SIFE	Students in Free Enterprise
SIWES	Students' Industrial Work Experience Scheme
SSS	Senior Secondary School
TEP Centre	The Education Partnership Centre
TEPO	Teachers' Establishment and Pensions Office
ToC	Theory of Change
ToT	Training of the Trainers

1   EXECUTIVE SUMMARY

This report provides the evaluator's assessments of the action research project, Fast Forward. The Fast Forward project was implemented by the British Council and delivery partner, LEAP Africa, with support from the John D and Catherine T MacArthur Foundation.

The Fast Forward project was designed to demonstrate the effectiveness of the work-based learning model for secondary school students through teacher training, students' workplace learning (internships) and public-private partnerships.

This evaluation report covers the methodology of the evaluation, the data collected from respondents, analytic inferences from the data collected and recommendations for the Fast Forward project stakeholders.

The evaluation of the Fast Forward project was carried out by TEP Centre and MDF West Africa over a period of four months, from October 2017 to January 2018. Quantitatively, the evaluation included a sample group of 162 in-school respondents (i.e. students, teachers and school administrators) in ten schools and 69 non-school respondents including employers, parents and external advisory group (EAG) members across the three implementation states: Lagos, Rivers and Cross River.

Findings from the Fast Forward project evaluation suggest that the project is judged positively by stakeholders, with definite expectations for the sustainability and scale of the project's impact.

Students expressed their excitement about the exposure to real-life workplace environments as well as the new practices introduced by their teachers in the classroom. Students would prefer for the internship to last longer than the designated two-week period and for internship opportunities to include more students. Students' excitement with the new activities being introduced by teachers in the classroom proves that work-readiness skills can be developed at secondary school level.

Teachers and school administrators, the primary beneficiaries of the Fast Forward employability and work-readiness skills training of the trainers (ToT) session, were required to cascade this training to other teachers and students. This report shows that teachers were more successful in cascading the skills to their students than to other teachers. Teachers attribute their improved abilities to engage with their students to the Fast Forward project ToT sessions. Teachers and school administrators also reiterate the need for the ToT sessions to be more frequent and include more teachers.

Employers appreciate the opportunity provided by the Fast Forward project to contribute to improving the quality of education for secondary school students by offering internships placements for work-based learning. However, they have reservations about the sustainability of the work-based learning model for secondary school students.
This report, therefore, covers the methodology adopted in evaluating the Fast Forward project, the data collected from the respondents, analytic inferences from the data collected and recommendations for project stakeholders.

2 INTRODUCTION

Fast Forward Project: Background

The Fast Forward Project is an action research pilot project testing out a model for teaching employability skills and providing work-based learning opportunities to secondary school students to better prepare them for work. The pilot project started in July 2016 and ended in September 2017. Delivery partner LEAP Africa with the support of the British Council piloted the project in three focal states – Lagos, Rivers and Cross River.

The specific objectives of the Fast Forward project intervention were to:
- Support partnerships between schools, students and employers
- Establish new teaching methodologies in schools based on the needs of the employers, and utilise published materials designed to prepare students for work
- Deliver work-based learning and/or simulations in schools involving the employers.

According to the plan for the pilot, 300 teachers and administrators were to be trained on new methodologies for teaching employability and work-readiness skills. Also, 1,000 senior secondary school (SSS) students from communities attending 20 government secondary schools were to benefit from innovative teaching practice and work-based learning. Selected students spent two weeks in employer organisations for workplace internships. The aim of the internships was for the students to practise the work-based skills learned in the classroom and to give them an opportunity to work with prospective employers.

Purpose of Evaluation
The purpose of this evaluation was to determine the project's progress and achievements, as well as lessons learned that would provide a basis for scale–up or review of approach in subsequent interventions. The evaluation would highlight what worked, best practices that could be sustained and information to assess the project's impact where possible.

To this end, the evaluators designed an evaluation matrix that measured the outcomes of the Fast Forward work-based learning model to determine progress, highlight best practices and lessons learned.

3 DATA COLLECTION METHODOLOGY

To strengthen the learning perspective, the approach to this evaluation was fully collaborative and participatory. Based on this participatory approach, the analytical model (see Figure 1) employed for capturing learning combined the theory of change, the results-chains of the Fast Forward project and the *emergent learning map*. The connection between theory, planning, monitoring, learning and action is central to this approach.

Figure 1 – Emergent Learning Map Analytical Model
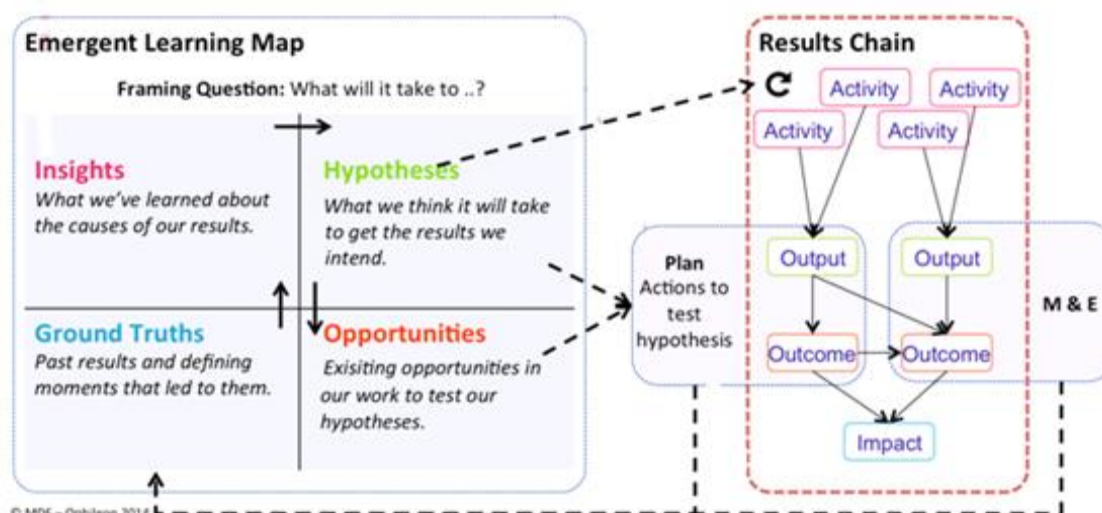
Using this analytical model, the methodology for this evaluation was divided into three broad steps:

Step 1: Reconstructed Theory of Change (ToC) and Results Chain (Hypothesis)
After and during a series of consultative meetings, i.e. inception and two follow-up meetings with the Fast Forward project implementation team and a preliminary review of project documents, the evaluation team reconstituted the Fast Forward results chain and ToC as shown in Appendix I.

Step 2: Project Implementation (Opportunities)
From the established ToC and results-chains, existing data was analysed and new data collected to evaluate the progress made. Primary data was collected mainly through two data collection methods: Key Informant Interviews (KII) and Focus Group Discussions (FGD).

Step 3: Exploration of Achieved Results and Causes (Ground Truths)
Existing monitoring and evaluation (M&E) information; desk study (including document review), new information via KIIs and FGDs, and methodological triangulation provided a *grounded picture of reality* on the indicated evaluation questions. A desk study (i.e. document review) was conducted via an analysis of the following relevant project documents:

- Fast Forward Pilot Narrative
- Fast Forward Annual report to MacArthur Foundation
- Update to LEAP Africa on the initial phase of the project
- LEAP Africa Implementation Plan for the Fast Forward Project
- Quarterly Reports from LEAP Africa to the British Council (Q1 and Q2, 2017)
- LEAP Africa M&E Tools

- Fast Forward Child Protection Policy
- Fast Forward Students' Manual
- Fast Forward Teachers' Training Manual.

3.1 PRIMARY DATA COLLECTION

Data collection was conducted through key informant interviews (KII) and focus group discussions (FGD). The KIIs and FGDs were designed to provide additional information on changes for project stakeholders, contributions of other factors and actors influencing these changes. Additionally, the interviews provided information for other research questions such as those on sustainability and effectiveness of the model.

Sampling: data was collected in the three states of project implementation: Lagos, Rivers and Cross River. The sampling methods for selecting respondents were Random[1] and Purposive.[2] School-level respondents (i.e. students, teachers and school administrators) were selected based on their involvement with Fast Forward project activities (i.e. teacher training, student selection and workplace internships) and non-school respondents (i.e. employers, parents and EAG members) were selected randomly. Altogether, the data collection team collected data from a total of 231 respondents. The complete breakdown of respondents is presented in Appendix II.

3.2 DATA ANALYSIS

Analysis was carried out by manual text analysis and prioritisation of *most significant / most essential* aspects of all the different data. The analysis attempted to quantify the information provided where possible and drew inferences from the data provided. A judgement framework was designed to align the assessment of the responses between the evaluation team members. A four-point rating system (*Good, Satisfactory, Moderate,* and *Poor*) was used to judge respondents' perceptions of the project components, and clear descriptions per component were developed to guide the assessment. The Judgement Framework and complete data-set with colour coding are presented in Annex I.

Validation Workshops
During the evaluation period, the British Council and LEAP Africa organised and hosted learning events in the three implementation states: Lagos, Rivers and Cross River. The learning events were designed to share project updates with project stakeholders, obtain their feedback based on their experience with the project and recognise the contributions of schools and employers to the project via award presentation ceremonies.

The learning events also served as an opportunity for the evaluation team to obtain the feedback of stakeholders, particularly the EAG members and parents, about the Fast Forward project. Please see Annex III for the comprehensive report of the learning events.

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[1] Simple random sampling is the basic sampling technique where a group of subjects (a sample) is selected for study from a larger group (a population). Each individual (or group) is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. *Retrieved from www.stat.yale.edu/Courses/1997-98/101/sample.htm March 2018.*
[2] A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgemental, selective or subjective sampling. *Retrieved from https://www.thoughtco.com/purposive-sampling-3026727 March 2018.*

3.3 ETHICAL AND SAFETY CONSIDERATIONS

In compliance with the British Council's Child Protection Policy and Child Protection Code of Conduct, all primary data collectors completed the British Council Child Protection online course before any contact with minors for this evaluation exercise. Furthermore, information collected from the students was treated with the highest level of confidentiality so that the views of any individual could not be identified. FGDs were held in a quiet and safe place and notes from the FGDs were kept anonymous. Teachers and school administrators were not allowed to participate in students' FGDs.

The evaluation team recognised that involvement of minors in research could pose some risk to them. Therefore, intrusive methods of data collection such as in-depth interviews which can cause some discomfort to children were discarded. Focus group discussions which are less intrusive and are conducted in groups were the selected data collection method for minors.

Challenges
There were some challenges with data collection during this evaluation process. They include:
- Access to Stakeholders: repeated attempts to reach some stakeholders with contact information provided by the British Council and LEAP Africa were unsuccessful. For example, Guaranty Trust Bank and Access Bank, which participated in the internship programme, could not be reached with the contact information provided. Also, school principals or vice-principals who had been promoted or retired still had their names and contact information in the database provided. Contact information for some of the school-level respondents had to be sourced locally
- Stakeholder Management: the evaluation team encountered challenges with EAG members in Port-Harcourt, Rivers State. The initial method of data collection for EAG members was the focus group discussions (FGDs), but this was cancelled due to feedback in Rivers State. EAG members in Rivers State reacted negatively to the evaluation questions for the Fast Forward project. They strongly expressed the opinion that an evaluation was premature, given their perception of insufficient communication on the part of the project implementer. It was decided that the EAG FGDs be carried out during the state-level learning events to allow more time for them to be carried along.

However, there was a unique situation that was extant to the Fast Forward project and its evaluation which nonetheless limited data collection:
- Insecurity: a stampede broke out at one of the selected schools in Rivers State, Government Girls' Secondary School, Orominieke during the data collection process. The stampede occurred as a result of rumours circulating in town that Nigerian military forces were forcefully infecting school pupils with monkeypox under the guise of vaccination. In a short period, a crowd of people – supposedly parents – had gathered at the school gate clamouring for students to be let out of the school premises. Simultaneously, students ran out of their classrooms and stampeded the school gate in an attempt to leave the school premises. Soon after, the gate was broken, and students poured out of the school premises into the streets. There was no emergency security protocol, and it was unclear if the school principal was in control of the situation. Consequently, the data collection process had to be cut short and the focus group discussion for students without internship placements had to be cancelled.

Recommendations are made to mitigate these limitations in the concluding section of this report.

4 EVALUATION FINDINGS

The summary evaluation score for the Fast Forward project is presented in Figure 2 below. The project is scored using the five outcomes as presented in the evaluation framework and the rating system.

Figure 2 – Fast Forward Project: Overall Evaluation Score
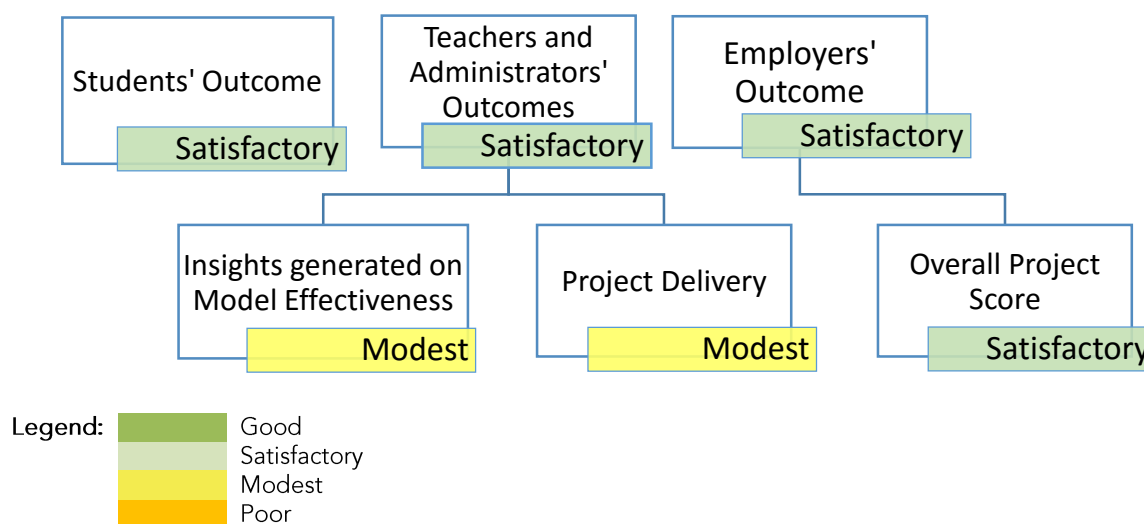
The sections below provide an overview of findings for each outcome area:
- Project delivery
- Students' outcomes
- Employers' outcomes
- Teachers and administrators' outcomes
- Insights generated on model effectiveness.

4.1 PROJECT DELIVERY

The project delivery component of the Fast Forward project is the first outcome area of the project evaluation considered because of its importance to other outcome areas. The project delivery component of the Fast Forward project was judged as *Modest* overall. This component was assessed under four headings based on the evaluation framework; i) project monitoring ii) Internship selection process iii) ToT and internship logistics and iv) content development.

Project Monitoring
The document review reveal that the delivery partner, LEAP Africa developed a monitoring plan for the Fast Forward project. LEAP Africa recruited volunteers – young, passionate and dynamic leaders resident in target states to attend the Fast Forward ToT sessions, to enable them to understand the goals of the project. Subsequently, the primary role of the volunteers was to monitor and supervise the teachers in the training of the beneficiaries, i.e. the students in their assigned schools, by visiting twice a month.

They were to provide weekly reports and multimedia evidence on progress. An overview of the LEAP Africa monitoring plan reveals that it included baseline and exit surveys for teachers and students who participated in the ToT sessions and internships respectively; scheduled follow-up/ check-ins to monitor class room delivery, and FGDs of teachers and employers.

> However, a review of monitoring reports provided to the evaluators show that LEAP Africa carried out school monitoring visits once in Rivers and Cross River states, and twice in Lagos State. LEAP also carried out one FGD of teachers, employers and EAG members each in the three states. There is, however, no report which consolidates the findings from the monitoring processes to provide insights or infuse learning into the project.
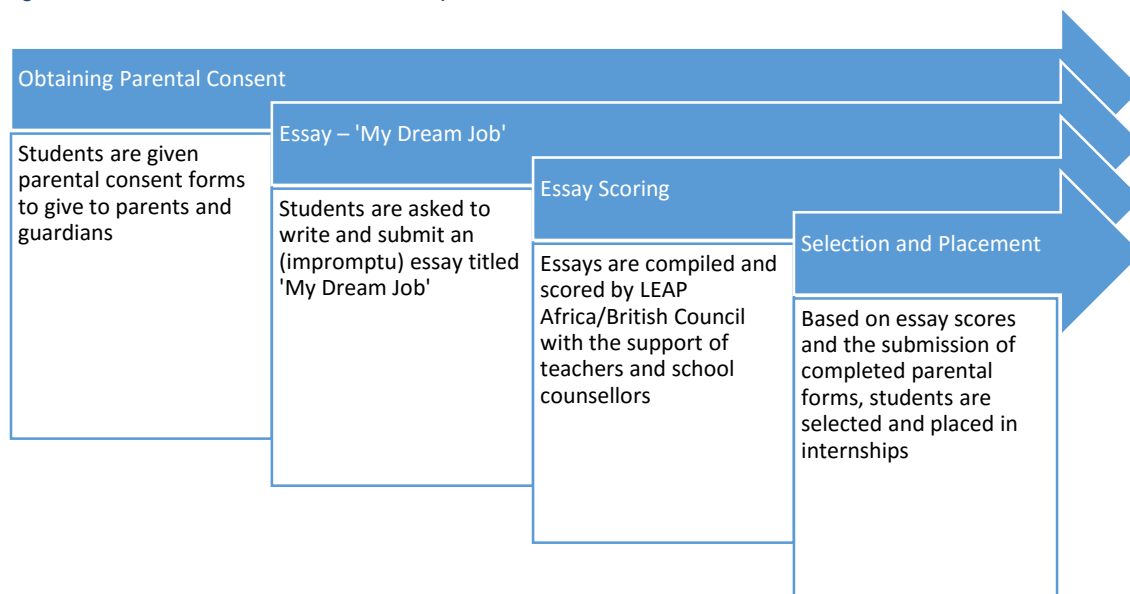
Furthermore, the LEAP Africa monitoring plan tracked teachers' and students' progress in the classroom but does not incorporate other important monitoring areas as stated by the British Council in the Fast Forward project narrative – students' assessment results, teachers' attitudes to sustaining new teaching practices, nature of relationships between schools, EAGs and employers etc. The data was to be collected via perception surveys, focus group discussions, in-depth interviews and student assessment. Quantitatively, data on the number of students/teachers and employers engaged, disaggregated by gender and type was also expected. There is, however, no report which consolidates the findings from the project's monitoring processes to provide insights or infuse learning into the project.

However, a review of monitoring reports provided to the Evaluators show that LEAP Africa carried out school monitoring visits once in Rivers and Cross River states, and twice in Lagos state. LEAP also carried out one FGD of teachers, employers and EAG members each in the three states. There is, however, no report which consolidates the findings from the monitoring processes to provide insights or infuse learning into the project. This implies the absence of a project monitoring framework for the Fast Forward project. Document review and analysis of stakeholder responses provide no evidence of an agreed monitoring and evaluation framework by the British Council and LEAP Africa.

Internship Selection Process

Document review as well as analysis of stakeholder responses reveals a vague process of selecting students for the internship. However, the evaluator pieced together the steps below to delineate the process. These steps are illustrated in a linear diagram below in Figure 3.

Figure 3 – Selection Process for Internship Placement

Obtaining Parental Consent	Essay – 'My Dream Job'	Essay Scoring	Selection and Placement
Students are given parental consent forms to give to parents and guardians	Students are asked to write and submit an (impromptu) essay titled 'My Dream Job'	Essays are compiled and scored by LEAP Africa/British Council with the support of teachers and school counsellors	Based on essay scores and the submission of completed parental forms, students are selected and placed in internships

However, there are specific loopholes in this process. Students have indicated that they 'would prefer to receive notice for the essay writing so they can prepare or seek support from parents or teachers'. Plus, the essay which is titled 'My Dream Job' gives the students an expectation that the internship does not necessarily meet – i.e. the internship placements do not consider information provided about the 'dream jobs' described in the essays. Furthermore, feedback from teachers and administrators is that parents need to be more strategically involved in the project. Parents should be carried along much earlier in the process rather than just having students request approval via consent forms. This is important because their approval is critical for students participating in and indeed benefiting from the Fast Forward project.

Furthermore, considering the potential replication of the Fast Forward project across different locations with varied contexts, it is important for the internship selection process to be simple and easy-to-install, with stakeholder responsibilities delineated.

ToT and Internship Logistics

During the Fast Forward project, three ToT sessions for teachers and school administrators were carried out in each state of implementation – Rivers, Cross River and Lagos. The ToT sessions were centralised in the state capitals, Port Harcourt, Calabar and Ikeja respectively. Teachers and administrators were brought to a designated venue for the three days' workshop and were reimbursed for transport and meals.

> Feedback from teachers and administrators suggests that this centralised approach to the ToT might not be the most effective, e.g. teachers from Okemagba Senior High School, Epe in Lagos State complained about the distance of the ToT venue from their schools coupled with the prohibitive costs of transportation in Lagos state. Plus, there were other comments that the training needed to be more frequent, and thus de-centralised.

Additionally, there were multiple comments on the quality of meals provided by the British Council for the students who participated in the workplace internships. The complaints varied from insufficient quantity, low temperatures, contamination etc. A specific incidence of poor quality control was highlighted when students of Government Secondary School,

Elekahia in Rivers State complained about the punctuality of the bus driver and the negative attention the female students received from him.

Content Development
Discussions with the Fast Forward project implementation team reveal that the content for the ToT session was developed from a combination of existing LEAP Africa resources from previous employability and youth development training programmes, with learning materials from the British Council's Connecting Classrooms project. The combination of both organisations' content helped to ensure that the teachers are exposed to global best practices and can effectively transfer learning to their students.
Furthermore, the Fast Forward project emphasised delivering the work-readiness and employability skills to the students by infusing the skills into regular classroom teaching rather than in separate classes. LEAP therefore had to include exercises and practices to illustrate the skills for both students and teachers in the ToT training content.


4.2 STUDENTS' OUTCOMES

Student beneficiaries of the Fast Forward project interviewed are from a selected sample of boys, girls and co-education schools in the implementation states: Lagos, Rivers and Cross River. Students expressed their excitement about the project and how it has impacted their learning experiences and future ambition. Students' outcomes in the project were judged *Satisfactory*. Students' outcomes were assessed under the headings below, which elucidate on students' experience with the Fast Forward project.

Students Experience with Internships
Four out of nine groups of students sampled expressed great excitement about their experience during the internships while the other five groups were more modest about their experience. Students had high expectations of the internship placements but were not always clear about what to expect. Some students expected an excursion, others assumed it would be a camp-out away from home and house chores, and the majority expected to have been posted to organisations related to their future ambition.
Students were placed within organisations in different industries including hospitality, manufacturing, marine, law, government and technology. While some students' expectations were not met because their 'dream jobs' did not correlate with internship placements, most students were given interesting tasks to do and were satisfied with the level of support received from parents, teachers and employers. Even students who initially had reservations because their internship placements were not related to their future ambition found the workplace experience exciting and insightful.

Figure 4 – Students' Experience with Internships

Figure 4 – Students' Experience with Internships
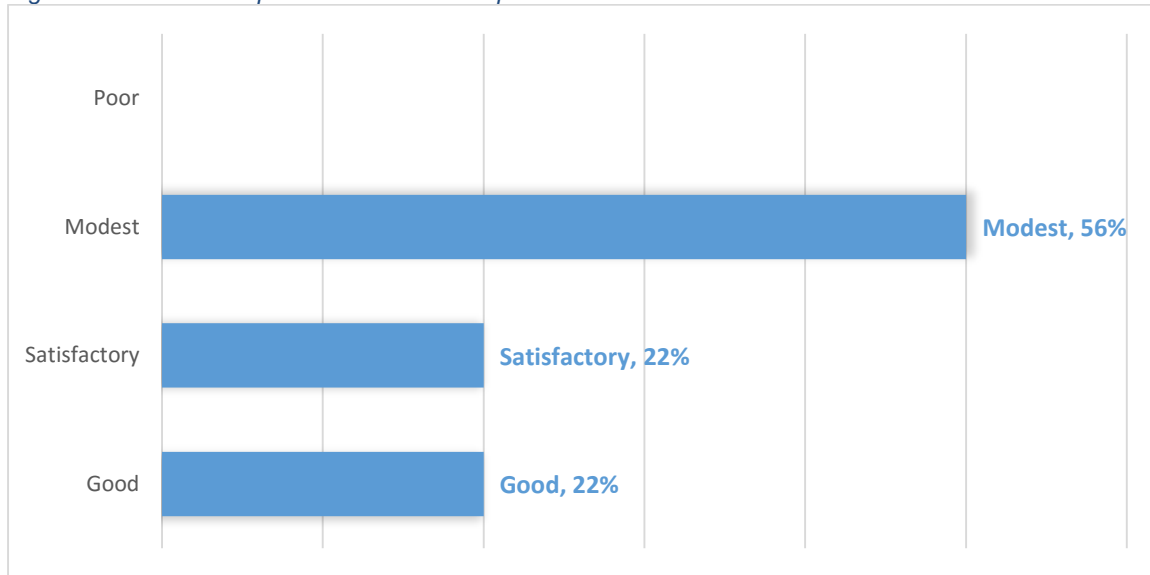
Students' Experience with Classroom Delivery

> Students were excited about their experiences in the classroom and the new activities teachers introduced in their subjects. Activities such as classroom presentations, problem-solving assignments and group work made students feel more engaged in the classroom. As a result of these activities, students have become more interested in attending class and learning.

Students who participated in the internships were able to apply learnings from the classroom in the workplace as well as learn new things from the internship. Figures 5-8 below show the skills assimilated by students as a result of their exposure to the Fast Forward project.[3]

Figure 5 – Dominant Skills Introduced in Cross River State

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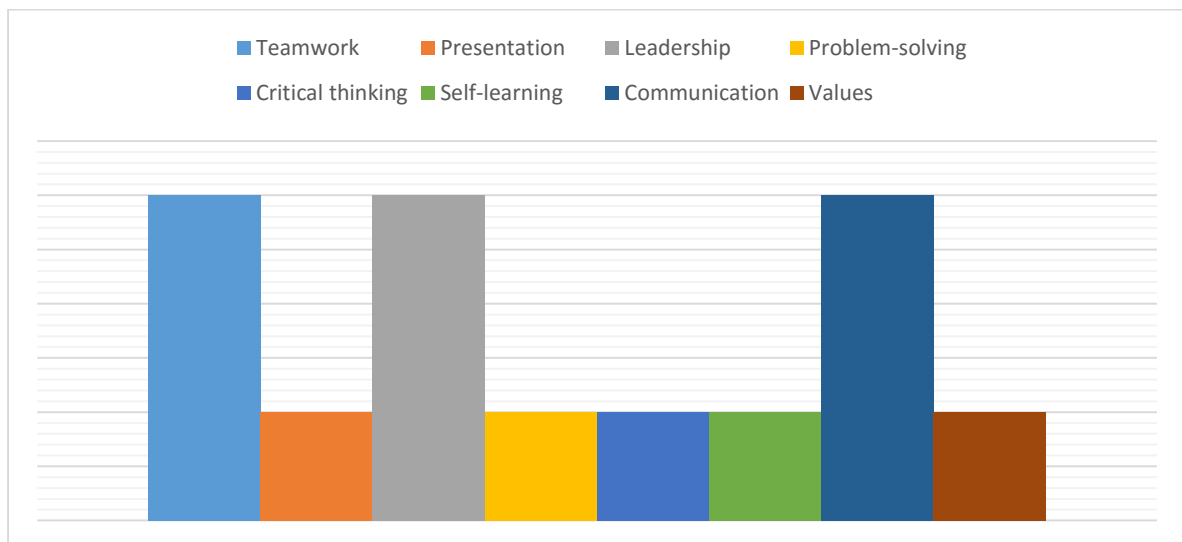
[3] Please see detailed students' responses presented in Annex II – the Complete Data Set.

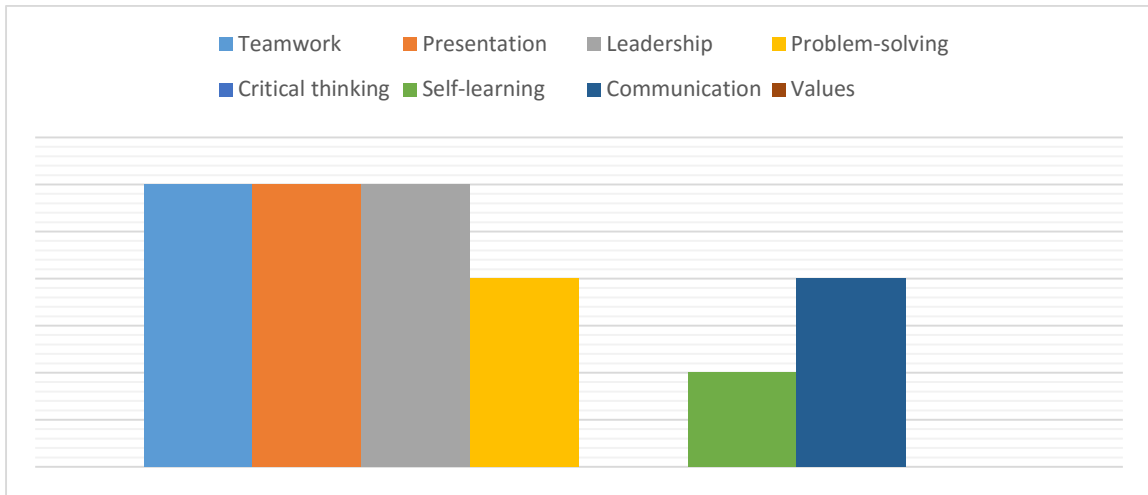*Figure 6 – Dominant Skills Introduced in Rivers*

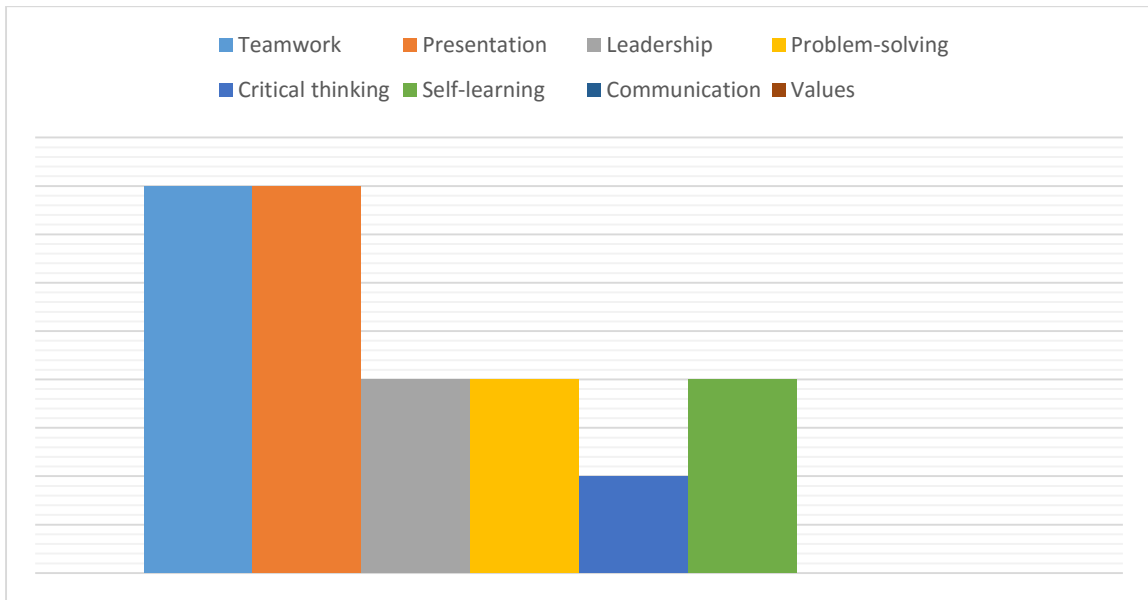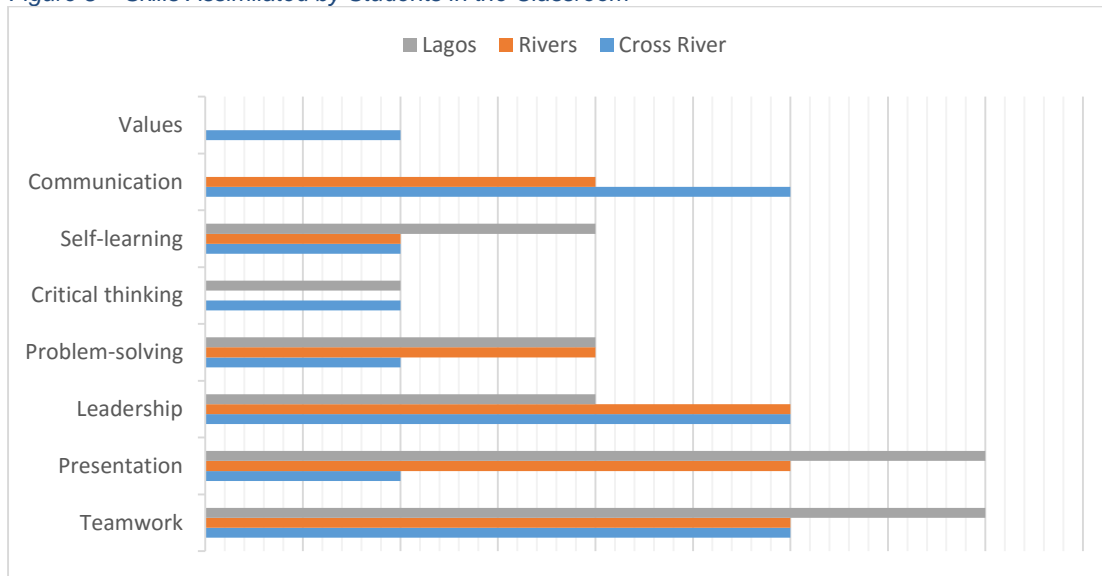*Figure 7 – Dominant Skills Introduced in Lagos*

Figure 8 – Skills Assimilated by Students in the Classroom

Students' Ambition after Senior Secondary School

As a result of the internship, students are even more enthusiastic about learning in the classroom and continuing their education because they believe 'it's the only way to achieve their goals'. Students experienced other types of professions beyond the common examples they were familiar with, in the workplace. This reinforced the desire towards their future ambition for some students while others were redirected towards alternative future career paths. This is highlighted by the example of two students[4] who elected to repeat their first year of senior secondary school to redirect their ambition and switch from Science class to Commercial or Arts and vice-versa. In general, all students who had the opportunity to participate in the internship have a better idea of the career they would like to pursue in the future.

Students' Preference in Model of Workplace Internships

Students who participated in the internships were excited to have participated, and those who were unable to participate are hopeful for the opportunity to do so in subsequent iterations of the project. Both groups of students (i.e. student interns and non-interns) were not satisfied with the duration of the internships; they generally preferred a longer duration ranging from three weeks to one month.

Students' Experience with Internship Selection Process

Of the students interviewed, 83.3 per cent found the essay writing easy, while 16.7 per cent expressed that they had difficulty with writing the essay. Some of the challenges include having to write the essay in class without any teacher or parental support, rather than writing it as a take-home assignment. Students did not think they were given ample time to prepare for the task.

Following the selection of students qualified for the internship, parental consents were required. Students who were selected for internship placements but did not receive parental consent for participation, were unable to participate in the internships. Parental approval, therefore, provided an additional layer to the internship placement process.

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[4] The data collection team came across two students (one male, one female) in Government Secondary School, Elekahia, Rivers state who elected to switch from Science to Commercial/Arts classes as a result of their exposure to the workplace during the Fast Forward internships.

While most students preferred essay writing as a selection method for the internships, they suggested adopting alternative modes of selection to give equal opportunity to all students. Suggestions included criteria include quizzes and examinations results.

In general, students were excited about the opportunity provided by the Fast Forward project to experience the workplace. As a result, they are more aware of the different career options available to them. Also, the general opinion of all groups of students across the three states is that the internships should be an ongoing process throughout the senior secondary school years. Students also suggested that more schools should be integrated into the programme.

4.3 EMPLOYER OUTCOMES

Sixteen employer organisations were sampled out of a total of 55 organisations drawn from a wide range of industries including public sector organisations that participated in the Fast Forward internship programme in the three implementation states – Lagos, Rivers and Cross River. Employers' outcomes were judged *Satisfactory*, and evaluated using the following indicators: i) Motivation to participate in the project ii) Experience with internships and student interns iii) Interest in continuing internships iv) Confidence in work-based learning model and v) Co–operation with schools.

Employers' Motivation to Join the Fast Forward Project
Forty–four per cent of the employers sampled participated in the Fast Forward project because they viewed it as an opportunity to give back to the society, while another 44 per cent saw the project as a means to make a positive impact in the lives of students by investing in their future. Most employers saw the project as a valuable Corporate Social Responsibility (CSR) opportunity. In addition to the motivations indicated above, a few of the employers got involved because of the strong reputation of the British Council.

Figure 9 – Employers' Motivation to Join the Fast Forward Project (Percentage)
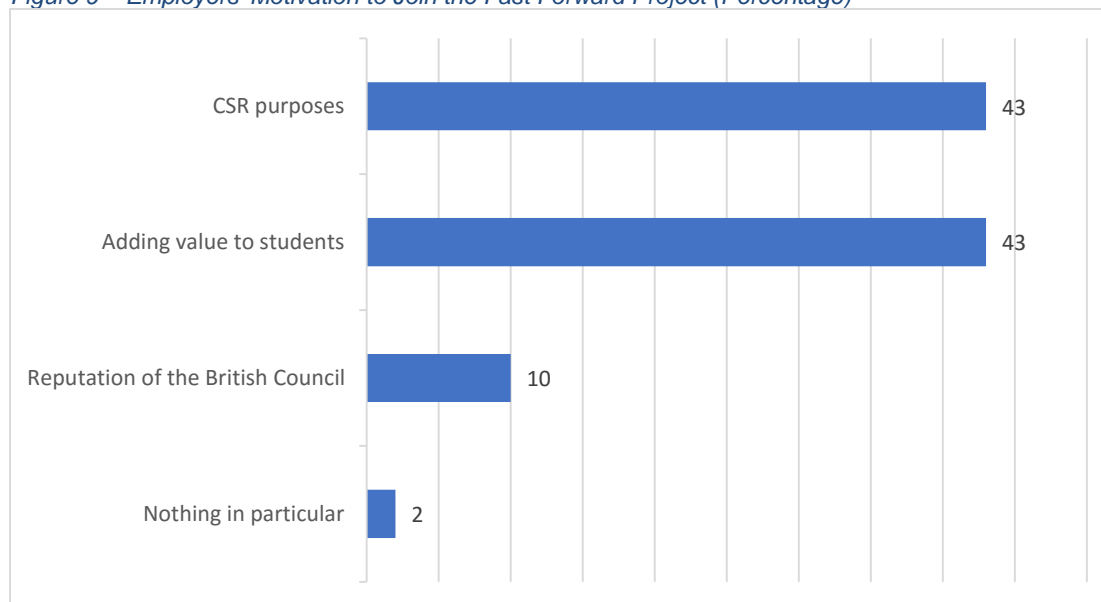
Experience with Internships/Students
All of the organisations involved in the Fast Forward project assigned supervisors to the student interns and organised workplace orientation sessions for them. The majority indicated that supervisors assigned to students engaged with them and received daily

reports on their activities. We can safely infer that organisations prepared in advance for the arrival of the student interns. They observed that the students were excited and enthusiastic and although initially shy, they eventually became confident.

> The feedback suggests that employers were motivated to join the project with clear objectives to provide work-based learning opportunities for young people. Employers had a good perception of the student interns.

Interest in Continuing Internships
Eighty-five per cent of the organisations are willing to take interns from the programme in future. However, two of the 16 sampled organisations are hinging the willingness on organisational and operational convenience. This means the organisations may not be able to accept interns if the internship falls within a busy or inconvenient time for the organisation. One of the 16 organisations is unsure of its ability to provide internships in the future.

Figure 10 – Employers' Willingness to Continue to Accept Interns (Percentage)
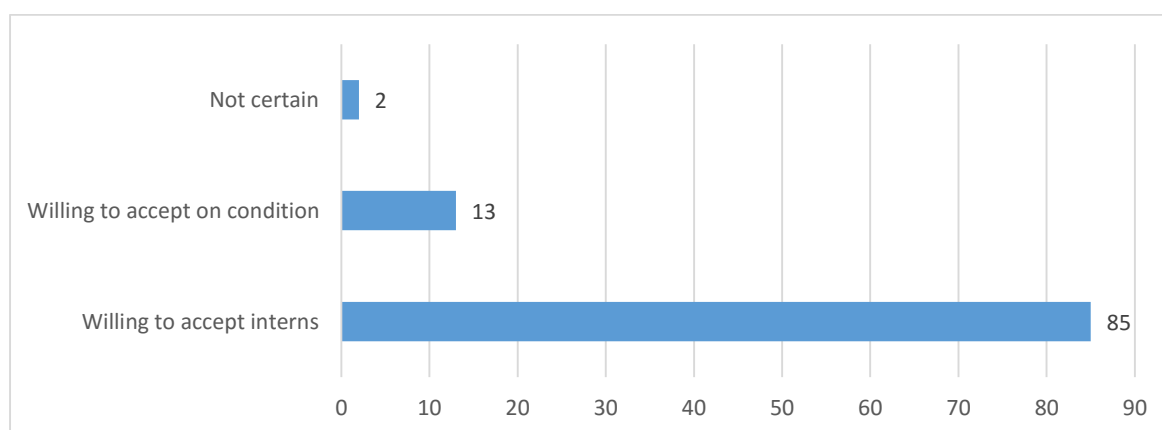
When asked about their willingness to support future iterations of the Fast Forward work placements, 62 per cent of the employers responded that they are willing to pay stipends or provide lunch for the interns. However, 38 per cent indicated that this level of support is dependent on the approval of senior management in the organisation.

There is a certain degree of speculation as to the willingness of some organisations to take on interns if the British Council is not involved in the programme. This is premised on the fact that about 10 per cent of the organisations got involved in this programme because of the reputation of the British Council and also because they wanted to utilise the relationship they had with the British Council.

About 31 percent of the organisations did not think that the students' presence was effective because they felt the organisation was adding value but not gaining anything from the students. A few other organisations mentioned that though it was a worthy course for them, it was a distraction for the staff members involved in supervising the students throughout the two-week internship period.

The Interest of Employers in Work-based Learning Model
60 per cent of the employers sampled are of the opinion that the work-based learning model is an effective way of improving work readiness skills while the other 30 per cent are cautiously optimistic about the Fast Forward work-based learning model. The

organisations in the latter category do not think the Fast Forward model is much better than similar models such as the Students' Industrial Working Experience Scheme (SIWES) or Students in Free Enterprise (SIFE). One of the organisation stated that the SIWES model is better than the Fast Forward model because the students are more mature, have better understanding and exposure and can contribute as well as benefit from the internship experience.

Figure 11 – Employers' Confidence in the Work-based Learning Model (Percentage)
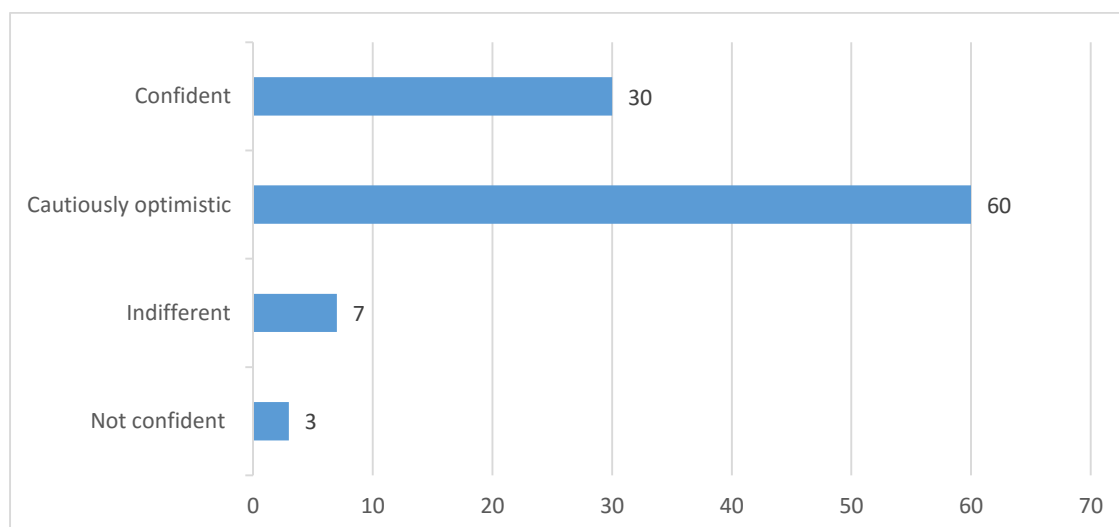
Most of the employers recognise the work-based learning model as a viable way to improve the development of the Nigerian workforce and are willing to work with government or any relevant organisation to implement this. A few of them are however sceptical of the government's commitment to invest in such initiatives and believe it should be sustained by private organisations and not the government. Thirteen per cent of the employers sampled remain unconvinced about the effectiveness of the work-based learning model and so may not be willing to make the required resource investment.

Cooperation with Schools

All employers sampled except one do not have any existing relationships with the schools directly, and almost all of them do not see any need to have such engagements. This indicates that these employer–school relationships that currently exist in the Fast Forward project are sustained by bridge organisations such as the British Council or LEAP Africa – and when these organisations exit the system, the employers may not engage with schools directly to continue to provide work-based learning opportunities for students.

Employers indicate that the employment opportunities that currently exist within their organisations for secondary school graduates are jobs that require low-skilled or unskilled labour such as clerical or office assistants. A few others mentioned that there are no employment opportunities at all for secondary school graduates in their organisations.

4.4 TEACHERS'/ADMINISTRATORS' OUTCOMES

Teachers and school administrators are grouped based on the Fast Forward project results chain. The desired outcome for teachers and school administrators (i.e. school guidance counsellor and vice-principal, academics) is that they gain the necessary capabilities in the use of innovation in their classrooms to deliver employability skills and support students to maximise the benefits from their work-based learning experience. This outcome was also judged as *Satisfactory*. Teachers' and administrators' outcomes are evaluated with training indicators outlined in the headings below.

Attendance in LEAP Africa Employability Skills ToT

All of the teachers sampled participated in the LEAP Africa ToT programme across the three states, and 94 per cent of school administrators sampled (i.e. guidance counsellors and vice-principals) attended the ToT hosted by LEAP Africa and were able to provide feedback on their perception of the training programme. However, at the point of data collection, approximately 6 per cent of vice-principals and teachers had retired out of the system. An additional 14 per cent of school administrators were unable to share their feedback during data collection due to absence and clashing schedules, etc. Summarily, 80 per cent (i.e. 16 out of 20) guidance counsellors and vice-principals were able to provide feedback on the ToT programme.

Perceptions of ToT: Content, Structure and Pedagogy

School administrators were mostly grateful for the exposure the ToT programme and the internship afforded teachers and students respectively.

> Teachers' and school administrators' perception of the training content was very positive and well received. Teachers were particularly excited about how student-centred the employability skills training was, and the new skills (teamwork, leadership, communication etc.) learned to better engage with their students.

A review of the training modules used during the ToT sessions revealed that there are ten core skills teachers and school administrators should have assimilated from the ToT session into their classroom practices and subjects:

1. Communication
2. Teamwork
3. Leadership
4. Digital Literacy and Social Media
5. Creativity and Innovation
6. Critical Thinking and Problem Solving
7. Patriotism and Social Responsibility
8. Values
9. Moral Ethics
10. Vision and Goal Setting.

Figure 12 below shows which skills teachers and school administrators assimilated the most based on the frequency of occurrence in their responses to questions about their experience with the Fast Forward project.

Figure 12 – Skills Assimilation by Teachers and School Administrators

Figure 12 – Skills Assimilation by Teachers and School Administrators
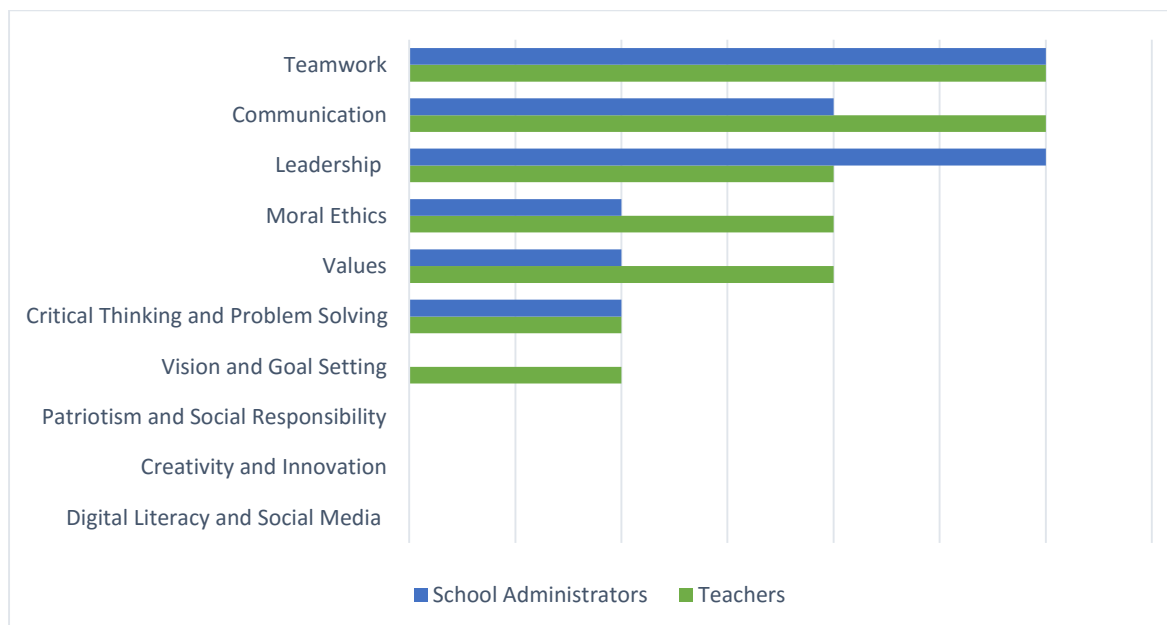
Figure 12 shows that teachers' assimilation of the employability skills is deeper than that of the vice-principals and counsellors. Teachers have equal or higher assimilation of Teamwork, Communication, Leadership, Moral Ethics, Values, Critical Thinking, Problem Solving, and Vision and Goal Setting. A reason for teachers' higher assimilation could be that they spend more time in the classroom attempting to teach these skills in their lessons and interaction with the children. Some school administrators related experiences of sharing these skills with the students and with other teachers via general school assemblies and informal discussions respectively. However, these interactions were less frequent than teachers' interaction with students and other teachers.

Feedback from teachers and administrators on the logistics of training was mostly negative. Both teachers and school administrators felt the duration of the training was too short – not enough time to discuss all the modules of the training content. The majority opinion was that the frequency of training should be increased and more teachers should be included in the sessions.

Furthermore, teachers felt the training should have included the provision of teaching aids and instructional materials as well as support to use these aids to integrate employability skills in the classroom.

New Teaching Practices

This is reflected in the new attitudes and/or practices being implemented as a result of the Fast Forward employability skills training. Teachers claim their teaching methods have evolved to become more student-centred, and have integrated some of the following practices in their lessons as a result of training:

- Group-work exercises in the classroom
- Classroom presentations
- Activities designed to provoke students' interest
- Role-play and real life/practical situations as cases.

When asked about an enabling environment in which to carry out these new practices, responses from teachers and school administrators are vague and generic. It appears they

were unclear on what makes an enabling environment. The evaluation team posited that an enabling environment might include relieving the teachers' workload or re-arranging their schedules to accommodate the additional exercises of the Fast Forward classroom and workplace activities. However, most teachers were unable to confirm if these or any other specific actions have been taken to make it easier for them to participate in the project.

However, when asked about needs to better support students' workplace internships, teacher responses are precise. They have indicated that regular training, instructional materials, financial motivation (regarding welfare and access to loans) and widespread training will incentivise and motivate them to better support students' classroom and workplace learning.

Teachers'/Administrators' Perceptions of Change in Students' Attitude

Teachers and administrators reported emphatically of positive changes in students' attitudes and behaviours. Twenty per cent of surveyed teachers indicated that they were no longer teaching the students who'd participated in the Fast Forward programme and so could not report on any change in students' behaviour. This is noteworthy because project documents suggest that an important criterion for selecting teachers to participate in the Fast Forward training programme was stability, i.e. teachers continuing with the students taught in the Fast Forward programme.

Teachers and administrators' perception of changes in student behaviour and attitudes are summarised below:

- Increased confidence
- Improved academic performance
- Better behaviour (i.e. punctuality, respect)
- Improved dressing and personal hygiene
- Leadership skills (taking initiative)
- Improved attitude to learning – shown by increased attention to note-taking in class and increased interest in finishing secondary school.

Teachers'/Administrators' Perception of Fast Forward Internship Model

Asides from participation in the Fast Forward ToT session hosted by LEAP Africa, teachers and school administrators were involved in other components of the Fast Forward project including supporting the student selection process for internships and workplace visits to internship placements. While some teachers reported they were partially or completely involved in the student selection process, others (44 per cent) claimed to have no involvement at all. Teachers' perception of the student selection ranged from *Poor* to *Satisfactory*. When asked to make recommendations to improve the method of selecting students for internship placements, teachers had the following recommendations:

- Involve parents earlier and more , to obtain consent earlier
- Consider class specialisations (e.g. Arts, Commerce and Science) in internship placements
- Discard the essay writing to accommodate students who have poor writing skills
- Involve teachers, particularly class teachers in the selection process
- Prepare students for essay writing ahead of submission

- Discard the entire selection process and employ a batch-rotation method for internship placements, so all students have an opportunity to participate in internships.

Alternatively, 87 per cent of the school administrators judged the student selection process as *Modest*. School counsellors appear to have primary responsibility for facilitating the selection process at the schools; they were supported by teachers and principals but co-ordinated directly with the British Council. When asked to make recommendations to improve the selection process, school administrators echoed some of the recommendations made by teachers:

- Involve parents early
- Include general knowledge tests and/or academic quizzes in the selection process
- Allow school to handle student selection exclusively
- Give students prior notice for essay writing and submission.

Concerning the duration of the internship, when asked which format was most sustainable for implementing the internship, teachers and school administrators provided varying responses, which are depicted in Figure 13 below.

Figure 13 – Teachers' and Administrators' Preference for Internship Duration
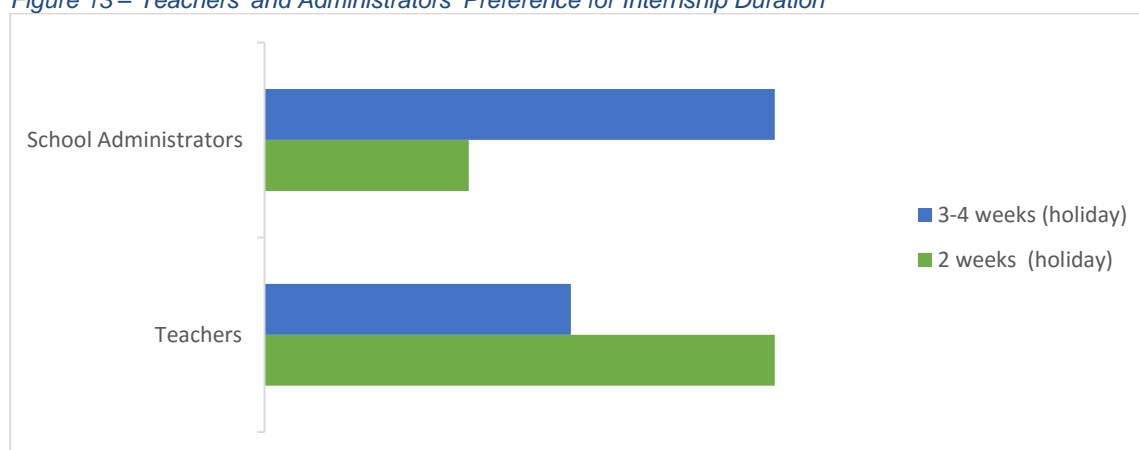
Teachers'/Administrators' Interest in Future Application of Skills Learned

When asked about how they plan to continue to use the skills gained during the Fast Forward project, teachers and administrators were quite emphatic about the usefulness of the newly acquired skills in their careers and personal lives going forward. Teachers and administrators also affirmed that the leadership skills learned during the Fast Forward ToT session are valuable for parenting and engaging with children. One teacher went as far as to describe herself as 'an ambassador of child protection'.

Participants in the ToT sessions were encouraged to return to their host schools and cascade the training and the skills learned to their colleagues at the school level. However, this was carried out with varying levels of success across the different states. Figure 14 below shows the number of schools unable to cascade the teachers' training among the schools surveyed per state.

Figure 14 – Number of Schools Unable to Cascade Training by State
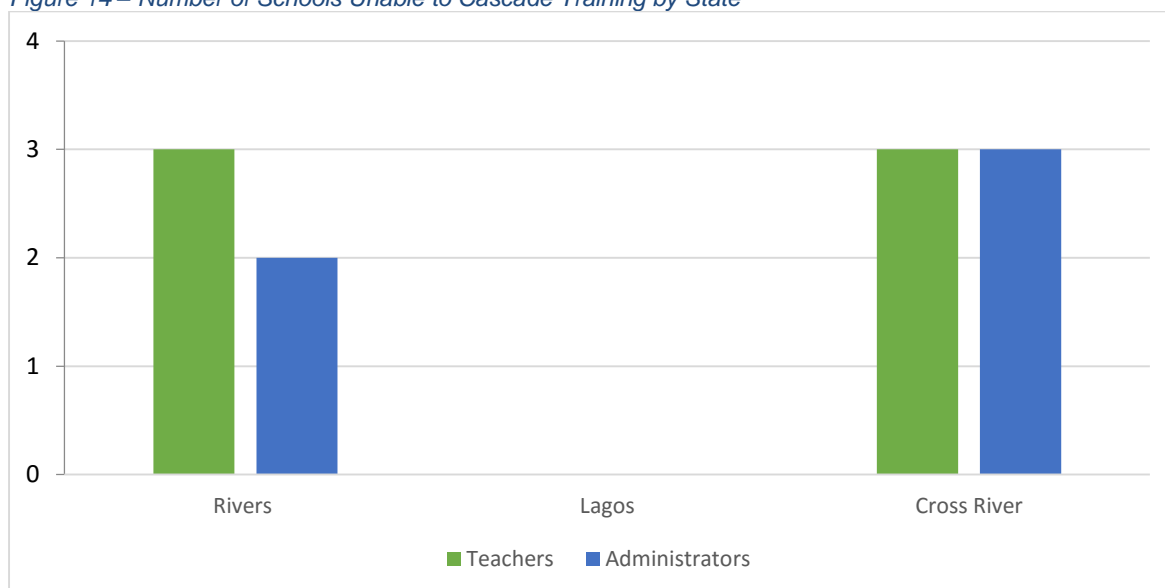
Most teachers surveyed indicated that they had informal discussions with colleagues about the ToT and the skills learned during the training. Some of these discussions even generated some debate over issues such as flogging children/corporal punishment and turning pupils away because of school fees. However, only 19 per cent of sampled teachers reported cascading the skills and lessons learned from the ToT formally and intentionally.[5]

On the other hand, more school administrators (i.e. 25 per cent) reported that they were able to facilitate deliberate sessions with other teaching staff to share skills and learnings from the ToT session. One of the reasons offered for this difference was the time constraints teachers have to complete their regular tasks (school administrators may have more flexibility to carry out this cascading function at the school level).

Other reasons teachers and administrators gave for their inability to cascade the skills and learnings from the ToT to their colleagues include time constraints, lack of opportunity and tension among teachers due to some teachers not being selected to attend the ToT session. Another important reason could be that there was no mandate for this cascade session to be carried out. One respondent stated specifically, '…your visits should be more regular, supervision is required to keep people accountable to these skills infusion, and then make them master trainers'.

In summary, teachers and school administrators respond positively about their experience with the Fast Forward ToT sessions. For some, the ToT was the only capacity development support received in their entire period of service. However, certain components such as location and frequency of training and teaching/instructional materials need to be better managed and contextualised for future iterations of the Fast Forward project.

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[5] One of the surveyed schools had all its teachers at the time participate in the ToT session. New teachers were informally updated.

5 CONCLUSION

The evaluator concludes that the Fast Forward research project does show that employability and work-readiness skills can be taught to secondary school students in the classroom via innovative teaching practices and work-based learning experiences. It also shows that students' behaviour and attitudes to learning and continued education can be influenced by the introduction of employability skills via innovative teaching practices. The evaluation further shows that exposing teachers to better teaching practices can improve teacher–student engagement, thus improving the teaching and learning experience for students and teachers. Summarily, the Fast Forward project is judged as *Satisfactory*. Table 1 below provides the judgements for each outcome level and their respective indicators. These judgements help highlight the strong and weak points of the Fast Forward project.

Table 1 – Project Outcome and Indicators Scoring

Outcome	Indicator
1. Students will have gained new skills and work experience that will increase their chances of success in both post-secondary education and the workplace.	Students' experience with internships
	Students' (2016/17 SSS 1) experience with classroom delivery
	Students' ambitions after SSS (work or education)
	Interest/preference of students in the model of work internships; and sustainability
	Students' preference for internship selection process
2. A range of employers in three states will have gained experience in providing constructive work placements and participating in school-based activities that adequately prepare young people for work.	Experience with internships/students
	Motivation of employers to join the programme
	Cooperation with schools, e.g. formal agreements
	Interest in continuing internships
	Interest of employers in the model of work-based learning model
3. A cadre of 300 teachers and administrators in 20 schools will have been trained and will have gained new capabilities in the use of innovation in their classrooms to deliver employability skills and support students to maximise the benefits from their work-based learning experience.	Training details i.e. attendance, content, pedagogy
	Teachers'/ Administrators' experience with the Fast Forward programme
	Teachers'/ Administrators' experience other than Fast Forward
	Teachers' needs from an enabling environment Administrators need to provide an enabling environment (methods and challenges)
	Changes in students as a result of training and/or internships
	Teachers' experience with employers.
	Teachers'/ Administrators' incentives
	The interest of teachers/ administrators in the model of work internships
	The interest of teachers/ administrators in skills obtained during Fast Forward training and future of Fast Forward model
	Teachers'/administrators' preference for internships
4. Insights generated on the effectiveness of the model	Experience of different stakeholders on how this model worked

Outcome	Indicator
	Parents' experience with Fast Forward model (i.e. parents of children who participated in internships as well as parents whose children were selected but didn't participate in the internship)
	EAG experience with Fast Forward model
	EAG experience with other work-based learning models
	EAG interest in the model of work-based learning model and supporting Fast Forward
	Lessons learned
5. Project delivery	Content development (training curriculum)
	Selection procedures for students
	Facilitation of training
	Project monitoring
	Management arrangement

The Fast Forward project provides a workable model of public–private partnership in education. The willingness of private sector organisations to support work-based learning for secondary school students was tested and found positive. The project, therefore, provides an opportunity for public and private sector stakeholders to continue to collaborate to provide quality education for all.

Therefore, with the learnings and evidence generated from the Fast Forward research action project, public and private sector stakeholders can work together to increase work-readiness skills of secondary school students.

5.1   INSIGHTS GENERATED ON EFFECTIVENESS OF FAST FORWARD MODEL

An important outcome of the Fast Forward action research project was generating evidence and learning on the effectiveness of the model. The evaluation therefore sought to study the effectiveness of the Fast Forward internship model in addition to the general experience of the students, employers and teachers with the project. The evaluation judged this outcome *Modest*. This section of the report takes an in-depth look at the experiences of the different stakeholders with the pilot and their preferences for future iterations of the project.

Effectiveness Results (Outcomes)
The stakeholders involved with the Fast Forward programme have indicated what change(s) the Fast Forward programme has brought them – in other words – what the results of their involvement in the programme were.

> For students who participated in the internships, the FF internship was a motivating experience. The students indicate that they are more motivated to learn, and have a better idea of how they can achieve their career objectives. Also, the students state that they have learned new skills from the new activities that were introduced in the classroom. The internship selection via essay writing showed mixed results: for some students, it was a limiting factor to participate in the internships.

Most employers joined the programme as part of their CSR efforts. The employers involved are positive on their experience with the students, although some employers have indicated that students' skills are not adequate for their organisations. The employers explain that while they have observed changes in the behaviour of the students in the duration of the internship, the impact of the students on their organisations was small. The majority of employers are interested in continuing offering placements for secondary school students, but they would like to see improvements in the clarity of arrangements and expectations from the programme.

The teachers and administrators are positive on the content of the training they received. The training is observed as a motivating factor for them to improve their teaching of employability skills and adopt more student-centred teaching methods. The school systems mostly assisted the teachers in joining the activities of the programme, e.g. their schedule was adjusted to accommodate the training period. However, teachers indicated that they expected regular training, instructional materials and other incentives to enable them to better support the students.

Duration and Planning of Internship

During the KIIs and FGDs, stakeholders were asked to indicate their preferences for the format of the internship. Overall preference for the duration of the internships is four weeks (i.e. longer than two weeks in the holidays) as shown in Figure 15 below.

Figure 15 – Overall Preference for Duration of Internship
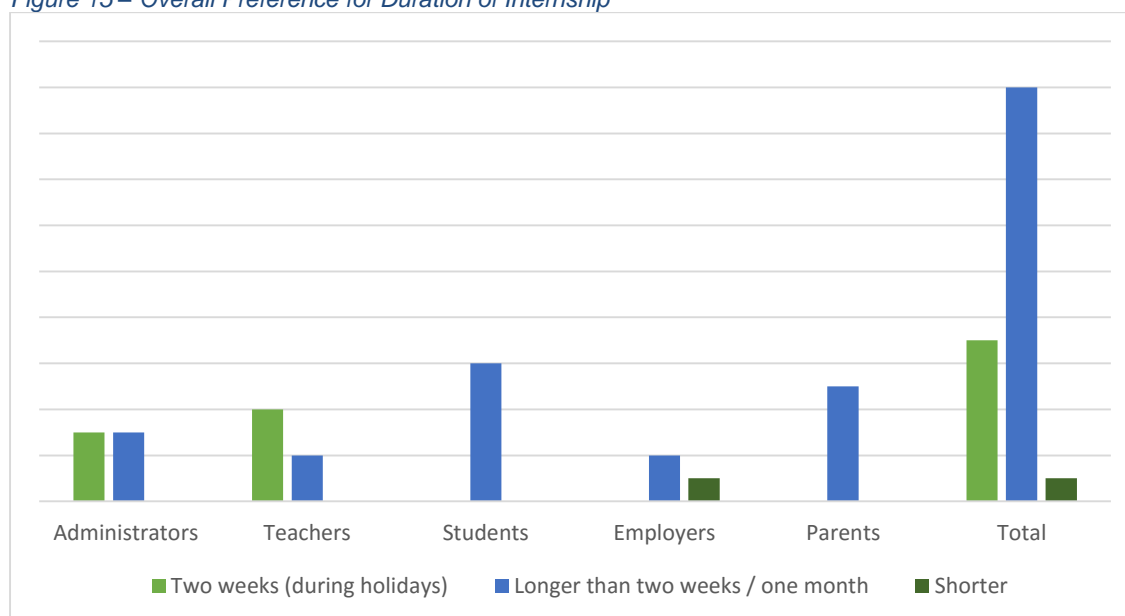
During the learning event, the feedback from stakeholders revealed that the Fast Forward project was a welcome intervention to education in Nigeria, particularly at secondary school level. Furthermore, the teacher training and the workplace internship components of the project facilitated public–private partnership in education development in Nigeria.

However, there were specific challenges highlighted by participants. Some of the most frequently mentioned challenges/concerns include:

- The limited reach of teacher training
- The limited reach of workplace internships (for only SSS1 students)
- Incompatibility of child protection policy that requires no flogging, with culture and norms

- The inability of the government to sustain the project, if not adopted into the curriculum.

Preferred Changes to the Model
- ### Internship Logistics
In response to an open question on what should change in the Fast Forward programme, stakeholders suggested employers consider hosting students for full day internships, rather than four hours a day (i.e. between 1 p.m. and 5 p.m.), and having the internships be more skills-focused rather than merely focused on general orientation and introduction for students.

Most of the negative feedback on the programme comes down to practical aspects: transportation to the internship locations, lunch arrangements for the students during internships, practical arrangements for the teacher training, organising the means of selection and parental consent and linking students' placements better to their career path of interest.

A recurring recommendation for the future of the Fast Forward project was the importance of engaging early with government at state and federal levels to sustain the project. In Lagos state, in particular, it was strongly suggested that the Fast Forward project engages with the state government implementing a similar project at tertiary level for university/ polytechnic/college undergraduates, the Ready-Set-Work initiative. It was stressed that employability skills and work-readiness might be a priority for the state government, and thus a potential point of engagement.

- ### Child Protection
Global best practices require that Child Protection training/knowledge be a prerequisite to working with children both as primary and secondary caregivers. Consequently, child protection is a key aspect of the Fast Forward project as the project involves engagement with students under the age of 18.

> According to the child protection training module used in the Fast Forward ToT session, 'child protection principles are universal but their application in different jurisdictions are inevitably and inherently peculiar to culture, socialisation and legal frameworks'. Thus, the British Council child protection policy is primarily focused on the safety and protection of under–age children, and not alteration of people's socio-cultural practices.

Some stakeholders of the Fast Forward project have expressed a certain level of distrust of the non-flogging practice of the child protection policy. A newspaper article[6] on the subject suggests that parents and teachers are concerned with the decline of morals and discipline if flogging (corporal punishment) is banished from schools.

However, child protection is not counter-productive to morals or discipline, but to ensure the safety of the child from primary and secondary caregivers. The British Council's child protection policy align with legal frameworks for child protection in Nigeria, which lack

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[6] Belo-Osagie, K, Olugbamila, A, Adeleye, O and Unamka, S (2016) Should flogging be retained in schools? *The Nation* 31 March 2016. Available online at: The Nation, Belo-Osagie et.al, "*Should Flogging be Retained in Schools?*" March 31, 2016. Retrieved from: http://thenationonlineng.net/flogging-retained-schools/ March 2018

enforcement. 'The Child Right Act has been passed by Nigeria's National Assembly that protects children from abuses and corporal punishment, but not all states of the federation have adopted the Act nor repealed legislation encouraging the use of corporal punishment in schools'[7]. Furthermore, a review of the latest edition of the National Policy on Education (NPE, 2013) document reveals that the policy guidance for corporal punishment is non-existent.

The Fast Forward project must therefore continue to advocate for child protection across different locations while considering the peculiar cultures, policy and legal frameworks.

6 RECOMMENDATIONS

Following the findings in the previous section, the evaluator makes the following technical recommendations to the Fast Forward project implementation team:

- Consolidated Implementation Plans: for a project with multiple components including content development, teacher training and strategic stakeholder engagement, having a consolidated delivery plan for all implementing partners is critical to effective and efficient project implementation. Specifically, the British Council and LEAP Africa need to have a consolidated workplan with project components well defined, and roles and responsibilities delineated. This will make project implementation and tracking more efficient.
- Comprehensive Monitoring Framework: an efficient result-based monitoring system is essential to the success of any project, particularly for generating evidence on what worked and learnings on what did not. The Fast Forward project is an action research project testing multiple innovative practices, namely infusing employability skills into regular classroom teaching, and training teachers to use new teaching methods to improve their engagements with students. A comprehensive monitoring framework and plan will make evidence generation much more effective.
- Stakeholder Engagement: the Fast Forward project is a peculiar example of public–private partnerships in the education sector in Nigeria. Consequently, how these cross-sectoral relationships are facilitated and managed have a high influence on the sustainability of the Fast Forward model.

During the process of data collection, various stakeholders made recommendations for the desired replication and sustainability of the project. These recommendations are expressed in detail in the state-level Learning Events report presented in Annex III. However, the recommendations listed below highlight the more persistent recommendations for different stakeholders:

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[7] Education: A Mirror of the Society (2014) Corporal Punishment in Schools. Available online at: "*Corporal Punishment in Nigerian Schools*". Retrieved from: http://akomst.blogspot.com.ng/2014/01/corporal-punishment-in-nigerian-schools.html March 2018

Table 2 – Recommendations for Project Stakeholders

Stakeholder	Recommendation
Public sector	• School teachers should be trained to develop the affective (emotional intelligence) skills of students rather than just cognitive skills • Strengthen guidance and counselling at the school level so they can influence/discipline students and support their career selection process • Develop policies and guidance for child protection in schools
Private sector	• Engage with schools and students directly, to support development of work-readiness skills • Engage in public–private partnerships with state governments that support scale–up of innovative models such as the Fast Forward model for work-based learning and employability • Advocate for curriculum review and development by engaging with the Federal Ministry of Education (FME), the Nigerian Educational Research and Development Commission (NERDC) etc.
Non-state sector (e.g. British Council, LEAP Africa etc.)	• Develop a module for private and public-sector employers to deliver future iterations of the Fast Forward project and disseminate accordingly • Support employers and public sector stakeholders to deliver future iterations of the Fast Forward model • Join high-level education policymaking platform, National Council on Education (NCE) which includes state ministries of education as well as the federal ministry of education, in order to influence policy with learnings from the Fast Forward project • Support the development of public–private partnerships in education

Finally, after reviewing the recommendations made by project stakeholders for future iterations for the Fast Forward model, the following revisions to specific components of the model are strongly recommended.

Table 3 - Fast Forward Model Review

Project Component	Recommended Change
Students selection for internships	• Develop detailed plan for selecting students to participate in workplace internships. At the moment, parental approval is the only criterion for selection
ToT sessions	• Decentralise the ToT sessions at local government or district level to improve ease of access for more teachers
Internship placements	• Develop detailed and prescriptive template for employers offering internship opportunities to students. This will ensure all student interns are exposed to actual work experience and skills development rather than just general orientation and exposure
Engagement with Parents	• Prioritise parental engagement in internship selection process, and general project implementation. Parents and guardians are a critical stakeholder group for the sustainability of work-based learning models such as Fast Forward

During the final dissemination event, the British Council was able to engage with interested public and support the learning process for the replication and institutionalisation of the Fast Forward work-based learning model.
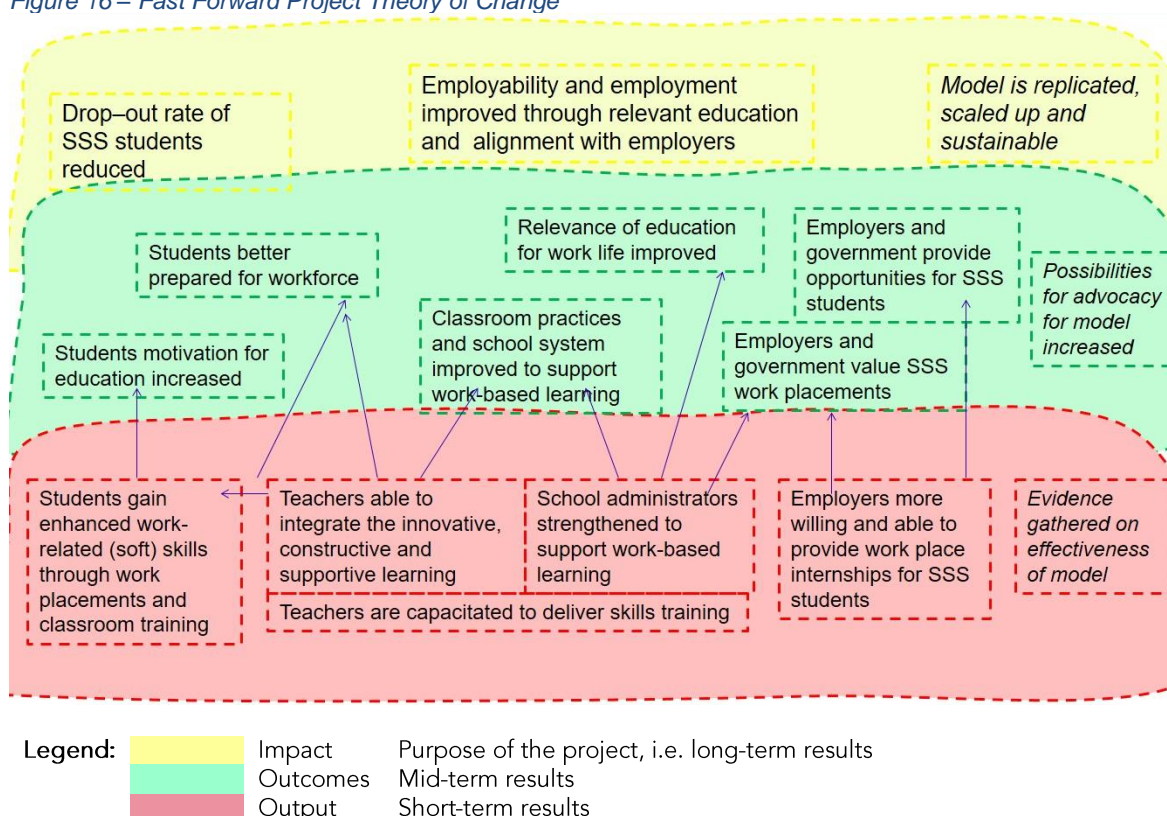
APPENDIX

Appendix I – Reconstructed Fast Forward Project Results Chain and Theory of Change (ToC)

Table 4 – Fast Forward Project Results Chain

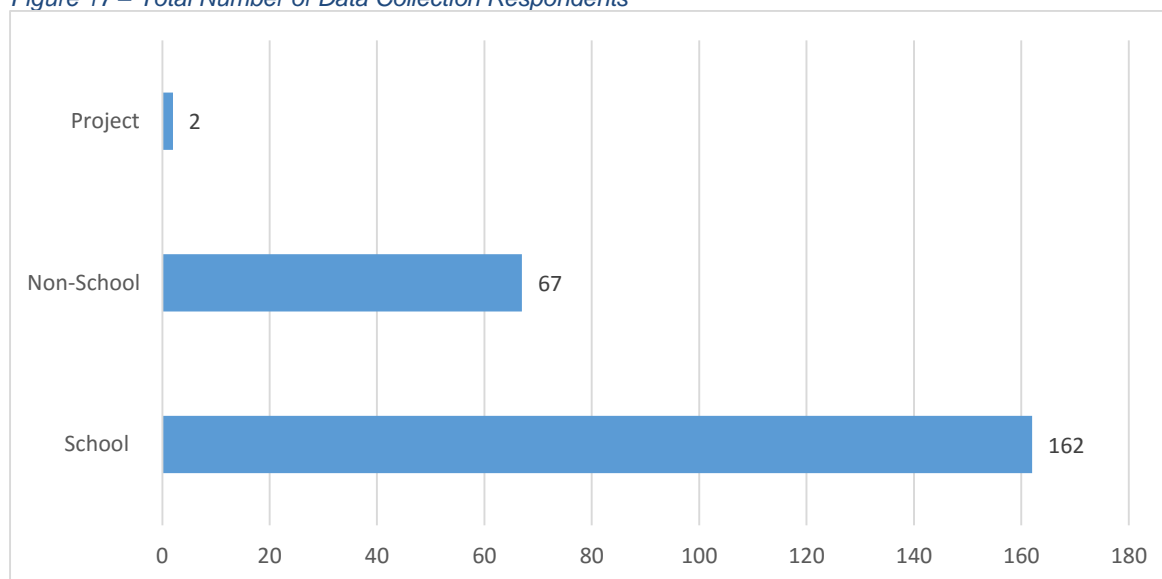| Stakeholder group	Outcomes
School (teachers, administrators, and students)	A cadre of teachers and administrators in schools would have been trained and would have gained new capabilities in the use of innovation in their classrooms to deliver employability skills and support students to maximise the benefits from their work-based learning experience
	Students would have gained new skills and work experience that will increase their chances for success in post-secondary school and the future workplace
Private sector	A range of employers in three states would have gained experience in providing constructive work placements and participating in school-based activities that adequately prepare young people for the future world of work
Public sector	Through the project, stakeholder representative groups (employers, educators and relevant government parastatals at both state and federal level) would have the requisite information and evidence which will showcase direct links between educational innovation and improved employability

The theory of change presented in Figure 16 below is the interpretation of the project's results chain, as reconstructed by the evaluation team.

Figure 16 – Fast Forward Project Theory of Change

Legend:

Impact	Purpose of the project, i.e. long-term results
Outcomes	Mid-term results
Output	Short-term results

Appendix II – Fast Forward Evaluation Respondents Breakdown

It should be noted that employer data collection was carried out primarily through key-informant interviews, while external advisory group (EAG) members' and parents' data collection was carried out through focus group discussions hosted during the validation workshops held in each state. However, some employers participated in these validations workshops and shared their feedback through the employer FGD. While this feedback was recorded to validate data already collected from via the employer KIIs, their numbers are not included in the sample of employer respondents. A table showing the complete list of respondent organisations is presented in Appendix II. Table 5 below further breaks down the type of respondents.

Table 5 – Breakdown of Fast Forward Evaluation Respondents

Non-school	School	Project	Total
18 Parents	8 vice-principals	1 LEAP Africa project officer	
33 EAG Members	8 school counsellors	1 LEAP Africa programme manager	
16 Employers	50 teachers		
	48 student-interns		
	48 non-interns		
Subtotals			
67	162	2	231

Appendix III – Fast Forward Evaluation Respondent Organisations

Table 6 – Fast Forward Evaluation Respondent Organisations

State	Schools	Employers	Other stakeholders
Lagos	• Okemagba Senior High School, Epe • Eva Adelaja Girls Senior Secondary School, Bariga • Eko Boys Senior High School, Mushin • Government Technical College, Agindingbi	• Boulous Suzuki Nigeria • Chellarams Plc. • Honeywell Group • Kehinde Kassim & Co. • Simmons Cooper Partners	External Advisory Group (EAG) members: • Lagos Chamber of Commerce and Industry (LCCI) • Teachers' Establishment and Pensions Office (TEPO) • Lagos State Ministry of Education • Nigerian Educational Research and Development Commission (NERDC), Lagos • Federal College of Education (Technical), Akoka • Ministry of Youth and Sports Development • Ministry of Science and Technology • Ministry of Wealth Creation and Employment • National Directorate for Employment, Lagos • Office of Education Quality Assurance • Lagos State University (LASU) Parents from the following schools: • Eva Adelaja Girls Secondary School, Bariga; Gbaja Boys Secondary School, Surulere
Rivers	• Government Secondary School, Elekahia • Government Girls' Secondary School, Orominieke • Government Comprehensive Secondary School, Borikiri	• Specialty Drillings Ltd. • Young Engineers Edutainment Nigeria (YEEN) • Oil Test Services Ltd • Fairway Offshore • Honeywell Group • Wider Perspectives Ltd	External Advisory Group (EAG) members: • Port Harcourt Chamber of Commerce (PHCCIMA) • University of Port-Harcourt • National Directorate for Employment, Port Harcourt • Rivers State Ministry of Education • Rivers State Senior Secondary Schools Board • Rivers State University, Port Harcourt • Ministry of Employment, Port Harcourt • Office of Education Quality Assurance • Ignatius Ajuru University of Education (IAUOE)

			Parents from the following schools: • Community Boys Secondary School, Elenlenwo; Government Girls Secondary School, Orominieke; Government Comprehensive Secondary School, Borikiri; Government Secondary School, Elekahia; Community Comprehensive Secondary School, Rumuokwurusi
Cross River	• West African People's Institute, Calabar Municipal • Government Secondary School, Henshaw Town • Government Girls' Secondary School, Big Qua Town	• Eco-Marine Terminals • Hit FM • Transcorp Hotel • iKapture Network • Cross River House of Assembly • Cross River Basin Development Authority	External Advisory Group (EAG) members: • Calabar Chamber of Commerce • National Directorate for Employment, Calabar • Ministry of Employment, Calabar • Secondary Education Board Parents from the following schools: • West African People's Institute, Calabar Municipal; Government Secondary School, Henshaw Town; Pinn-Margaret Community Secondary School, Atakpa; Government Secondary School, Atu; NYSC Model Secondary School, Calabar Municipal

ANNEXES

Annex I – Complete Dataset with Judgement Framework
Annex II – Complete Data Collection Tools
Annex III – Learning Events Report