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Girls
Club
Manual



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Foreword



NIGERIA recognises education as a fundamental human right and is a signatory to the major convention for the protection of the rights of children- the Convention on the Rights of the Child (CRC). In 2003, the Nigerian government passed into Law the Child Rights Act, which aims at facilitating the realisation and protection of the rights of all children. It also enacted the Universal Basic Education (UBE) law, which provides for a 9-year free and compulsory basic education to fast-track education interventions at the primary and junior secondary levels in order to achieve the Education for All initiative and Millennium Development Goal objectives in Nigeria.

In spite of all these effort, there is still a national gender disparity in basic education enrolment, retention and completion against girls as well as regional variations in gender disparity in education with girls from Northern Nigeria.

Through series of programmes, various organisations working on improving girls education have made some level of progress. However, sustaining outcomes of such initiatives and commitments require ownership by the right holders. Ensuring sustainability also requires building capacities of critical stakeholders and school aged girls, in speaking up and demanding their right to education.

ActionAid's Transforming Education for Girls in Nigeria (TEGIN) project is a special initiative to transform the education of girls in Northern Nigeria, enabling them to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation in education and increase their vulnerability to gender violence and HIV/AIDS.

The Transforming Education for Girls in Nigeria project has seen an improvement in enrolment, retention and completion of girls schooling in the project states, which include the Federal Capital, Abuja, Niger, Kaduna, Nasarawa, Plateau, Katsina, Bauchi and Gombe states. Establishing Girls Clubs in primary schools in the project states is a critical output of the TEGIN project. The clubs are an avenue to empower girls and build their confidence to speak out about the quality of education they are receiving.

This manual provides a comprehensive guide to stakeholders who wish to set up Girls' Club as an avenue to create space for girls to learn, share and interact in and out of school while providing a simple-to-use handbook for facilitators to work with.

It also provides specific guidelines for Girls Club operation, while helping to develop a wholesome education experience for girls in school, promoting volunteerism, building self-esteem, improving security skills, guiding school age girls in their day to day social interaction and teaching life skills essential for survival.

Developing this manual would not have been possible without the hard work of ActionAid Nigeria staff who supported the implementation of the project, partner- Community Action for Popular Participation (CAPP) and the girls who made useful input into the content of the manual.

Yakubu Aliyu
CAPP President

Hussaini Abdu, PhD
Country Director,
ActionAid Nigeria

Acknowledgment



THIS manual is a product of collaboration between multiple partners in the Transforming Education for Girls in Nigeria (TEGIN) project. We are grateful for the funding support received from Comic Relief and the Tubney Charitable Trust.

We appreciate the management and staff of ActionAid Nigeria, for their support during the implementation of the project particularly the Education Unit for effective coordination of the project. We also appreciate our implementing partner Community Action for Popular Participation (CAPP) who contributed significantly to the development of this manual. We deeply appreciate the contribution of the 72 Girls' Club members we engaged over the five year period of TEGIN and the facilitators who were able to share valuable lessons on how Girls' Club should be run effectively – we say a big 'thank you'.

We appreciate government officials, teachers, school managers, community members, the media, boys and the girls who have contributed to the development of this manual, especially education coalitions such as Civil Society Action Coalition on Education for All (CSACEFA) and the Nigerian Union of Teachers (NUT).

We also appreciate the entire research institutes that contributed immensely to the research process of the TEGIN project including University of Sokoto, Ahmadu Bello University, Zaria and the National Institute of Policy and Strategic Studies (NIPSS).

We acknowledge the efforts of the consultants and civil society partners whose contributions ensured the successful implementation of the TEGIN project in Nigeria.

About This Manual

THIS Girls' Club manual was developed out of the practical experience of the TEGIN project in 72 schools across 7 states and the Federal Capital Territory (FCT) of Nigeria. The TEGIN project started operations of the Girls' Club (GC) with the use of some experiences gathered at the TEGIN inception and methodology workshop, held in Abuja in 2008, where various practitioners across the world shared their experience on various tools they have used for various groups. Upon this lesson, TEGIN developed a tool kit for various groups the project planned working with, including a tool kit for girls. In discussion with some girls and selected female teachers, the tool kit was then used to develop a framework of action for the GC. The framework showed the step by step approach in forming a girls' club on when, who, why, where and how issues around the processes of the GC can be handled.

The GC framework guided the running of the TEGIN GC from 2009 till 2011. At the last quarter of 2011, stakeholders were brought together to provide responses on lessons and share practical experiences on issues surrounding the running of GC in selected TEGIN schools. These group included members of the girls club, their facilitators, their matrons, head teachers of their schools, government officials at local and state level, CSO involved in the process and TEGIN staff involved in the implementation of the project. The lessons and experience from these people, was what we used to build on the initial framework and turn it into this manual.

This manual contains the steps required to form and run girls' club at primary and secondary school level. It contains the aims, objectives, code of conduct and possible activities that members of GC can be involved with. The manual shows the lessons that have been learnt from piloting of girls club in Nigeria, the possible outcomes from the GC process and a case study of an achievement from the GC activities of the TEGIN project. This manual shows the steps and who should be involved in the monitoring, support and mentoring process of the GC, while also focusing on ways of resource mobilization for the girls, since it is at an inception phase in Nigeria.

This manual is targeted at students, particularly girls, their teachers, including school authority, government officials at local, state and federal level, CSO involved in education, donor organizations and private organizations interested in improving education.

Though this manual is focused on GC and for Nigeria, it can be used and adopted to form similar groups and clubs within and outside primary and secondary schools and also can be adapted outside Nigeria. This manual therefore is designed to guide schools (teachers, school authorities and students/pupils) who are interested in forming in-school girls' clubs. It can also provide a guide for those wishing to establish clubs other than girls' clubs. It should also guide government officials towards setting up of GC, CSO towards supporting the process of GC and donor organizations towards funding and supporting the process of GC in Nigeria and outside Nigeria.



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Introduction



SCHOOLING can be more than just attending classes and making good grades. The school should offer diverse opportunities for children to explore their interests and interact with one another through extracurricular activities such as club activities. Participating in these activities is especially beneficial for in-school children as it is wonderful to see those with diverse interests who can balance school and extracurricular activities. In ideal conditions where school facilities, number of teachers and quality, safe and secure learning environment, etc are guaranteed school clubs have the luxury to focus on other extra-curricular areas of interest.

School clubs are seen to spur their members to better school attendance and academic performance. Unfortunately in this part of the world, ideal situations in public schools rarely exist.

In Northern Nigeria, statistics around girls' education are not encouraging. For instance enrolment rates are quite low- Bauchi 12.7%, Jigawa 12.0%, Sokoto 12.8%, Kebbi 14.7% (National Bureau of Statistics (NBS), 2010) and wide gaps exist in the school enrolment, retention and completion rates of boys and girls. Performance and transition rates for boys and girls show even wider gaps. This calls for interventions in many ways, one of which is the creation of a forum for in-school girls to discuss issues affecting them.

Action Aid in collaboration with Community Action for Popular Participation (CAPP) in 2008 commenced the implementation of a 5-year Education Development Programme in 7 Northern Nigeria states and the Federal Capital Territory (FCT) titled Transforming Education for Girls in Nigeria (TEGIN) which is aimed at achieving a transformation in the education of girls in

Nigeria, enabling them to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation in education and increase their vulnerability to HIV/AIDS. TEGIN is funded by Comic Relief and Tubney Charitable Trust in the UK and ActionAid is the technical implementing partner.

School clubs and societies have been in existence in Nigeria since pre-independence days, but these are mixed (boys and girls) and do not specifically deal with sensitive issues affecting girls in school. Based on TEGINT baseline findings, girls have little or no voice in Nigeria's public school decision making process as their opinion is hardly sought for in school management. Thus the formation of TEGIN Girls' Club (TGC) is a deliberate attempt to provide an enabling environment for the in-school girl which will make school and learning more interesting for her. It also provides an avenue for members of TGC to interact with other people who are not necessarily from within their schools or communities for the purpose of learning and experience sharing. TEGIN project decided to establish school girls' clubs in all the 72 schools known as TEGIN Girls' Clubs (TGC).

TGC refers to school clubs that are specifically established for girls in-school only and, as the name implies, it is a unique structure or platform that intends to bring in-school girls together. It is aimed at giving the opportunity for in-school girls to come together under one umbrella and share experiences, discuss issues peculiar and of common interest to them, and also learn new ideas and skills. The school girls' club is also aimed at giving opportunity to members to recreate, exercise, sharpen or learn new skills, encounter new challenges that

help to mould them into successful, confident, self satisfied and empowered adults.

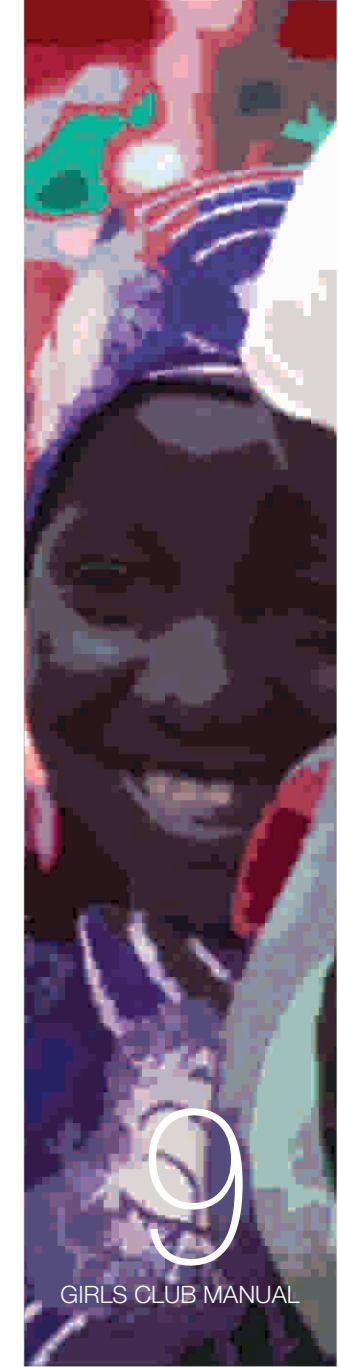
The school girls' clubs under TEGIN are built on 5 key pillars namely, Volunteerism, Security, Life Skills, Self-Esteem and Social-Interaction. Thus Girls' Club is geared towards the social, academic, emotional, mental, moral and physical development of in-school girls. To this end we have carefully selected topics for discussion and activities around the pillars for the club members (such as peace talks and civic education) as a way of giving them the orientation about unity in diversity, tolerance and peaceful coexistence with different people.



Participation, equality, and democracy are embedded in the girls' club tenets.

TEGIN recognises the socio-cultural diversity of Nigeria and operating in Northern Nigeria, we are also conversant with the socio-cultural context of the region. Girls requesting to join the Girls' club must seek and obtain the consent of their parents / guardians before joining, after which both the girls and their parents / guardians must be made to understand what girls' club is all about. Membership is voluntary and no school girl wishing to join is discriminated against for whatever reason(s) (tribe/ethnicity, class, performance, ability to speak well).

Low Education Enrolment Rates In Northern Nigeria





JUSTIFICATION

GIRLS and women make up half the population of every country, yet this group of people are being marginalised and discriminated against in the society. The situation is not different in the school system and the community, as the girls face a lot of challenges such as sexual abuse, male child preference, among others. The need to provide a platform for girls to express themselves, acquire new knowledge, share their problems and find common solution with their peers becomes necessary. It is also accepted that in the modern society, the role of the girls and women in national development cannot be over emphasised. The platform of the Girls' Club is equally meant to empower the girls with vocational skills that can enable them to boost their economic status. It is indeed a grooming ground for leaders of tomorrow.

AIMS AND OBJECTIVES

Aim

♀ To create a space for girls to learn, share and interact, so that they can be better developed to help themselves and contribute to the society.

Objectives

The specific objectives of the Girls' Club are:

- ♀ Improve school enrolment, retention and completion rates of girls
- ♀ Provide a secure and safe environment for girls to socialize and enhance their educational achievement

- ♀ Empower girls on their rights and how to demand for them
- ♀ Build the confidence of girls to enhance their participation in school and societal activities and speak against physical and emotional harm
- ♀ Create consciousness among girls on gender and gender related issues
- ♀ Promote safe moral values
- ♀ Promote democratic tenets, civic responsibilities and leadership skills
- ♀ To support girls in acquiring life skills that will enhance their economic and self worth.



Chapter Two

FIVE PILLARS OF GIRL'S CLUB



Basic Elements Of Girls' Club



Self-Esteem

THIS reflects the overall evaluation or appraisal of the girls' own worth and the foundation of building confidence in girls. Self-esteem include: self-worth, self-regard, self-respect, self-love (which can express overtones of self-promotion), self-integrity. All these will improve the belief in the ability to have a bright future. This is meant to make the girls know that they can become anything they want to be in life.

Security

GIRLS are more vulnerable to physical and emotional harm, therefore there is need to provide them with skills that will enable them to identify and protect themselves from all possible violence and harm through building self confidence, speaking out and self defense. Girls should be trained on how to build their confidence which will make them speak out against all perceived violence or abuse and defend themselves through taking appropriate actions, like running away, negotiation and defensive sport.

Life Skills

LIFE skills build confidence, self reliance and also provide more opportunities in life as regards their future hopes and aspirations. This will also inspire them to be strong and bold. Activities covering this skill will teach them things that can be of economic value and make them more useful to themselves, their families, community and the society in general. For instance Girls' Club can provide opportunity for vocational skills such as tailoring, weaving, bead making, baking and carpentry.

Social Interaction

THIS creates the space for girls to be involved in meaningful interaction that will affect their bonding as girls and increase their confidence. It deals with the fun aspect of the club, where the girls have room to be involved in activities and actions of recreation and learning at the same time. The social interaction also deals with guidance on how the girls can interact with various groups. These include interaction with the other girls within the school, other boys within the school, their peers within the community and adults within the community.

In social interaction, the school should create a safe space for the girls to interact with the wider schools, other clubs and boys (if it is a mixed school). This will create a space for sharing what the girls have learnt with their fellow students. For instance a member of the Girls' Club could be given one day in every week to come and brief the general school assembly on what they have been learning. There could also be a club exchange day in the school, where all clubs can cross-interact, for instance once in a month, Girls' Club and drama club will interact for about 20 minutes. Thirdly, the space for school interaction with the community or external stakeholders could be used by the Girls' Club to display to the public, what they have learnt and what they can do.

Volunteerism

THIS refers to free will to participate in community service, starting with their school. It is important for the girls to learn from an early age the importance of offering selfless service that will bring about development to the community. This must be strictly community service and not service to any individual and





this must be under the strict guidance of the girls' club facilitators. Safety should be a watch word in carrying out activities in this pillar.

Steps For Formation Of Girls' Club (GC)

- Identify location (state, Local Government) to work in
- Identify and visit relevant government institutions
- Explain what GC entails to government
- Get buy-in of Government Authority
- Identification of school with government based on agreed criteria
- Visit to school
- Explain what it entails to School Leadership (Head Teacher and SBMC)
- Get buy-in of School Leadership
- Work with the school to select a female facilitator and an assistant female facilitator (based on the qualities of the facilitators listed below) - Note that these two persons must join you for all subsequent meetings with the girls
- Mobilise an assembly of all students
- Explain what GC entails to the assembly of students (all boys & girls) of the school
- Allow the girls think through this and get back to you after a while
- Mobilise interested girls for their first meeting
- Explain to them (girls) in details what it entails and their roles and responsibilities
- Give the girls a consent form for their parents/guardians to fill and sign (where forms are not available open a register for parents/guardians to sign/thumb print
- Collect signed form/register and only register those that bring their signed consent form or have signed the register
- Train the two female facilitators on GC management and other

relevant topics (listed below)

- Organise a bonding session for all members of GC in their first official meeting
- At the second meeting facilitate the GC to elect their officials, based on suggested positions listed below (do not influence their choice)
- Organise the girls and their facilitators to jointly nominate a matron from among the SBMC or community women. Note that the matron must be someone that is highly respected in the community and will bring value to the GC.
- The club can then be formally inaugurated and they can kick start their routine activities

Membership Of The Club

MEMBERSHIP of the Girls' Club is voluntary and open to all interested girls in school irrespective of their age, religion or ability; from upper Primary (Primary 4) to Senior Secondary (SS 3) Classes. All interested pupils/ students shall fill a membership register, after consent given by parents/ guardians. This is necessary to ensure the buy-in of such parents/ guardians and to secure their support for GC activities the girls will be engaging in.

As much as possible screening of girls before they join the club should be avoided. However, continuous membership will depend on each registered member meeting up with agreed code of conduct of the club. Since membership is voluntary, there is no limit to the number of girls per club. The code of conduct will naturally help to screen serious club members from the non serious ones.

Code Of Conduct

FOR the Girls' Club to function effectively, it requires a code of conduct to guide its operations. The following code of conduct is just a guide, which every GC could add or subtract from and then adopt, to become their own code of conduct. In finalizing the code of conduct, the community peculiarity must be put into consideration. The adopted code of conduct will therefore guide the





Girls' Club activities, meetings and way of life within and outside the school. The girls should observe the following:

- Presence at meetings all the time. (Punctuality)
- Well behaved attitude at meetings.
- Obedience to club rules
- Respect for all club leaders
- Active participation at club fora
- Neatness
- Documented recording of club meetings
- Respect for each others' opinion
- Elections shall be conducted in fairness to all contestants
- An injury to one is injury to all
- The rights of any member will not be deliberately denied her
- Disagreements shall be settled amicably by club officials
- Respect the school rules and regulation.

Note that the school rules and regulations supersede the GC code of conduct.

Leadership Structure Of Girls' Club

THE Girls' Club should choose their own officials without interference from the facilitators or matron. The GC officials will be elected at a meeting of the club with the guidance of the club facilitator. Tenure of office shall be one year owing to the fact that students/pupils will normally change class or pass out of school after each academic year. Officials shall include:

1. President

The President shall preside over meetings of the club and shall in agreement with other officials take decisions regarding the operation of the club.

2. Vice President

The Vice President shall support the President and preside over

club meetings in the absence of the President.

3. General Secretary

The General Secretary shall take record (minutes, attendance) of all activities and other engagements of the club. This includes meetings, visits by external personalities, school debates and other activities. She shall also keep the records of such minutes and correspondence in safe custody within the school environment.

4. Treasurer

The Treasurer shall keep the financial resources of the club in conjunction with the club facilitator and or the club matron. She shall be a signatory to the club account with the President and the secretary. She shall be the custodian of the club cash requisition form, which will be used to withdraw or pay in money (in the custody of the facilitator or matron).

5. Financial Secretary

The Financial secretary shall keep the record of financial transactions of the club. This includes keeping an income and expenditure book among others. She shall present financial report to the GC or any required group, from time to time.

6. Chief Whip

She shall be responsible for ensuring compliance to the code of conduct of the club and ensure appropriate disciplinary actions are taken against offenders and these actions are complied to.

7. Public Relations Officer

The Public Relations Officer shall be the Information officer who will disseminate information about the club to other groups in and outside the school.



Chapter Three

Management Of Girls' Club



How to select a facilitator

IN selecting a facilitator, the school authority must be involved in identifying a suitable Girls' Club facilitator based on certain qualities as outlined below.

The school must select two female facilitators but where they cannot identify two females, a male facilitator can be identified to serve as the assistant facilitator to a female lead facilitator. However, the female facilitator should work closely with the male facilitator to allow confidence in the girls to express themselves, particularly on sensitive issues. This will also boost the confidence of parents and the community on the working relationship between the girls and the male facilitator. Note that in highly sensitive female issues, only the female facilitator should handle such issue with the GC.

In cases where there is no female teacher in the school, a female SBMC member or the matron of the club (from the community) should be made to take the role of the lead facilitator, until a female teacher is posted to such a school. After the facilitators have been selected, the Government especially at the local level must be informed so that transfers for these teachers can be minimised and when necessary, a female teacher will be reposted to that school.

Qualities of a Girls' Club Facilitator

IN selecting a Girls' Club facilitator the following qualities should be considered

- Must be a volunteer
- Must be a female teacher, except in schools that don't have a female teacher. However, the male teacher to be selected must

be of proven moral standard and integrity.

- Have a minimum qualification of National Certificate of Education (NCE)
- Ability to work with young people especially girls
- Must be humble, down to earth and trustworthy
- Should be dynamic, take initiative easily and highly enthusiastic
- Must possess good communication skills both written and oral.
- A good confidant – respects confidentiality
- Good facilitation skills
- Must possess good leadership skills.

Role of Girls' Club facilitator

- Provide overall coordination of club's meetings
- Encourage active participation of girls in the club activities
- Identify role models and experts for skill training and career talks
- Reinforce the objectives of GC
- Help build team spirit and trust within the group

In addition to the roles of the GC, she should ensure the following:

- Help the club members to do right — not wrong.
- Look for ways to make new ideas work — not for reasons they won't.
- Show interest in GC members ideas and initiatives.
- Help the club to win, and take pride in each other's victories.
- Speak positively about members of the club to each other at every opportunity.
- Maintain a positive mental attitude no matter what the

circumstances.

- Act with courage, as if it all depends on you.
- Do everything with enthusiasm and participation — it is contagious.
- Treat the girls as friends, sisters and daughters.

Matron

EACH Girls' Club will have a matron who shall be a member of the School Based Management Committee or a member of the community. Her role shall include but not limited to:

1. Act as a role model to members of the GC and other girls within the community.
2. Give support to the club in terms of moral and material needs.
3. Supervise the GC facilitator
4. Facilitate the scale up of girls' issues to the SBMC and other relevant bodies, for quick actions.

Possible Topics for Discussion

THE following topics have been suggested for discussion in the GC. These topics are not in any way exhaustive; more topics could be added depending on the school. Various tools/methodologies must be deployed in treating these topics.

Understanding the cultural and religious context/ sensitivity is also important before any tool is being deployed.

1. Gender – Differences between sex and gender roles
2. Personal Hygiene – Self care
3. Minimising Risky behaviour
4. Team building – Building trust
5. My Body – Use of body maps
6. Clothing and appearance (how to dress)
7. Relationships- with themselves, peers, boys and others



How to select a facilitator.



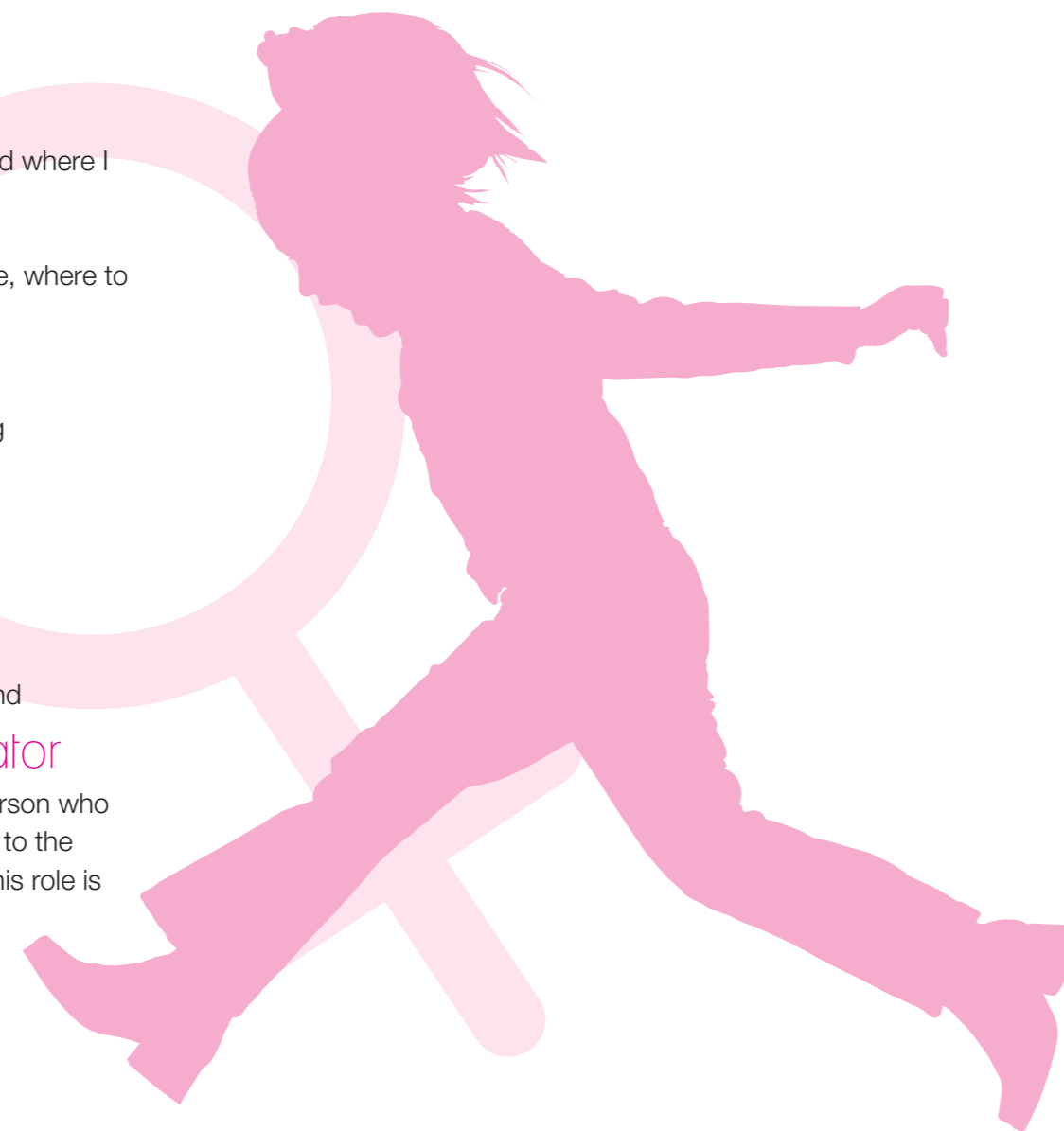


8. Friendship - How I relate, being my own friend, getting along with others
9. Peace education/civic education
10. Leadership skills
11. Negotiation skills
12. Violence against Girls
13. Self Esteem
14. Setting personal/life goals – where I have been and where I am going
15. HIV/AIDS and other STIs- What is HIV/AIDS, HIV transmission and prevention, staying safe and HIV free, where to find help, stigmatization
16. Simple First Aid techniques
17. Agents of Change
18. Role models – experience sharing and story telling
19. Career talk – What I want to be in future
20. Guidance and counseling
21. Simple Home management tips
22. Motherhood and Child care
23. Financial management – savings, simple budget
24. Vocational skills
25. Community service, including service to motherland

Training Needs for Club Facilitator

THE Girls' Club facilitator should be a qualified person who can provide leadership, motivation and direction to the Girls' Club. The capacity of the facilitator to perform this role is hinged on her understanding of the following areas:

1. Club Management
2. Education Rights
3. Gender



4. HIV/AIDS
5. Leadership
6. Violence Against Girls (VAG)
7. Career talk
8. Vocational skills
9. Health Talk
10. Counseling
11. Resource Mobilisation
12. Human right and education

The list above, is also by no means exhaustive. Also, appropriate training programmes should be provided for the facilitators periodically to update their knowledge.

Meetings

THE GC, the facilitator and the school authority shall agree on the appropriate time and place for the GC to meet. This will also depend on the school and environment. It is advisable for the Girls' Club to meet at least once a week or once in two weeks as decided by the school. The GC shall identify a safe place (In the classroom or school hall) for a minimum of one hour under the close supervision of the facilitator. The school authority must ensure that the time set aside for the meeting does not clash with teaching periods. During their meetings they will take attendance, develop their own agenda and undertake activities under the supervision and guidance of the facilitator.

Core Activities

THE GC is similar to other kinds of social groups or clubs within the school, however, one major thing that differentiates them is the activity and actions that they are involved in. This is unique in the sense that the GC may organize

similar activities done by other clubs, such as drama, sports, debating and much more, but this does not make the Girls' Club a drama club or a sports club or a debating club. On the other hand, individual GC members are free to belong to other schools clubs, alongside being a member of GC, depending on the school rules on club membership.

The activities of the Girls' Club can be structured by:

Objectives of the Girls' Club: One of the objectives of Girls' Club is building the confidence of girls; this will have activities such as Pep talk, debate exercise, career talk contributing to achieve that objective.

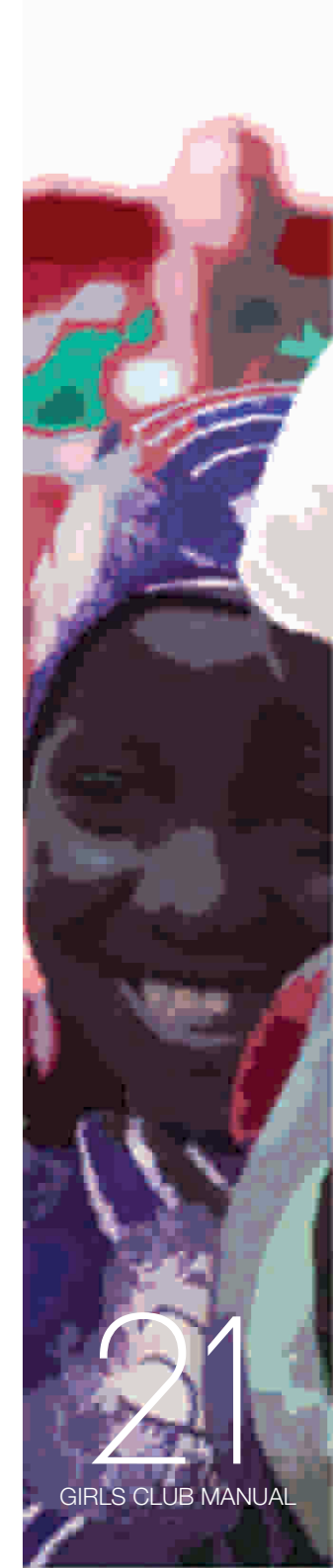
Pillars of the Girls' Club: One of the pillars of the Girls' Club is volunteerism; this will have activities such as community service activity (such as community sanitation)

In School and Out School Activities: All activities that the girls will be engaged in, can either be done within the school premises, for instance debate, PEP talk or outside the school premises, for instance Advocacy visits (to village head, Local Government Chairman).

For the purpose of this manual, we are focusing our activity breakdown based on our five pillars of Volunteerism, Security, Life Skill, Self Esteem and Social Interaction.

Self Esteem

1. Drama (role play, playlet)
2. Debate
3. Career show/talk (teacher, doctor, lawyer)
4. Advocacy visits (to community leaders, to government on girls needs and school needs)
5. Discussions (various topics)
6. Girls Camp
7. Extra Morale (special extra lessons like lessons in Maths, English)





8. Exchange visits
9. Cultural shows (fashion display, dancing, art shows)
10. Music performance
11. Role modeling
12. Trainings (some topics like HIV/AIDS, gender, will require outright trainings from the facilitators)

Security

1. Sports (athletics, martial arts)
2. Girls Camp
3. Role modeling
4. Negotiation skills
5. Debate, interaction and discussions.

Life Skills

1. Career show/ talk (teacher, doctor, lawyer)
2. Discussions (various topics)
3. Vocational activities (bead making, catering activity, farming)
4. Girls Camp
5. Role modeling
6. Fund raising

Social Interaction

1. Drama (role play, playlet)
2. Debate
3. Girls Camp
4. Exchange visits
5. Cultural shows (fashion display, dancing, art shows)
6. Music Performance
7. Sports

Volunteerism

1. Community service (sanitation, participation in community project)
2. Advocacy visits (to community leaders, to government on girls needs and school needs)
3. Resource Mobilization (fund and other resources)
4. Campaigns (send my friend to school, neatness and hygiene)

Expected Outcome

THE expected outcome is broken into two categories – outcome for the girls themselves and outcome for the school/community.

Girls

- Capacity of girls on various rights, confidence built.
- Girls taking actions towards realizing their rights and creating safe space for their learning in school.
- Girls' confidence built towards improved performance and increased self worth.
- Sense of volunteerism imbibed in members of GC.
- Increased opportunity for members of GC to be economically self reliant in future.
- Girls' capacity for self defense enhanced.
- Increased leadership skills in members of the GC
- Increased participation of girls in school and community activities

School/Community

- Improved Learning environment as a result of advocacy actions of GC.
- Actions taken by School management and government officials against perpetrators of VAG.
- Increased ERC as a result of GC acting as role models to other community girls.



Chapter Four

♀ Case Studies Of Achievement Recorded By Members Of TEGIN Girls' Club

Scaling up of Girls Club in all public primary school in Kaura Local Government Area (LGA) of Kaduna State and the Federal Capital Territory (FCT)

THE Kaura Local Education Authority (LGEA) has started the process of establishing Girls Club in all the one hundred and four (104) public primary schools in the Local Government Area. In the same vein, the Department for Policy Implementation (DPI) of the FCT Ministry of Education, has also started the process of establishing GC across all primary schools in the six LGA in FCT. The Executive Secretary (ES) of the LGA Mr. Istifanus Akut and the Director in charge of DPI confirmed this during the TEGIN workshop validating this girls club manual.

Girls' club is one of the structures that the TEGIN project is piloting in 72 schools across seven states and the FCT in Nigeria. The girls' club is aimed at creating a space for girls to learn, share and interact, so that they can be better developed to help themselves and contribute to the society. The TEGIN project started the GC in all these 72 schools from the scratch and since then, all 72 schools have functional GC. The GC have had tremendous impact on the lives of the girls, the school and the community at large. The impacts of the activities of the GC have made some government to buy into the process and are now committed to ensuring that all public schools benefit from this process.

According to one government official, we have seen the confidence of these girls in the GC improve, their performance in class work improved and their attitude and behavior to get better. These girls are now like role models in their schools and even within their community. I know that the activities they are involved with in their GC has really changed their lives and person and I will like

to make this change available to more girls, at least under my jurisdiction, as the education secretary.

Kaura is a Local Government Area in Kaduna State. It's headquarter is located in the town of Kaura. It has an area of 485 km² and a population of 222,579 at the 2006 census. To keep to his assertion on his return to Kaura after the workshop, Mr. Istifanus Akut right away appointed a Desk Officer for Girls Club. A meeting with the 104 primary school Heads was equally organized by the LGEA to brief the schools on this initiative and the LGEA's intention of establishing Girls Club in all primary schools in the local government area. The school heads, who were all pleased, acknowledged and promised to give their full support in the drive towards the establishment of the club in their various schools.

FCT is the seat of Abuja, the capital city of Nigeria. It has six LGA and has a population of over 2 million citizens. The Director of DPI, first sent a letter to all head teachers about the idea of setting up girls club. Now the department has started the process of training all the head teachers and the guardians and Counseling teachers. This training is being done in batches and some of these schools have started the process of forming their own girls club.

CAPP and Action Aid are the implementing partners for the TEGIN project, and are providing technical support towards the setting up of girls club in Kaduna state and the FCT. More states and LGA are already signifying interest in getting the GC initiative started in their location and we are currently working out modalities on how to effect this in those new locations. The GC initiative has been successfully piloted and the evidence of success has been collated, the next step is advocating for more states and Local Governments, to buy-in and replicate this initiative across all public primary and Junior Secondary Schools in Nigeria. CAPP and AAN is open to give technical support for this to happen.



Chapter Five

Resource Mobilisation



GC needs resources for effective running and sustainability. It is not established for the purpose of profit making, but situations may arise where financial or material support to execute some of their plans and programmes will be required. Currently, GC is operated on pilot basis across few schools in Nigeria. There is little or no funding going to this new initiative.

However, funds for piloting GC and institutionalising it should come from NGOs and primarily from the Local Government.

While work towards institutionalisation of GC in Nigeria is in progress, being driven by various NGOs working in the education sector, stakeholders need to employ ways of resource generation which should be within what school authority or education authority allows. Facilitators also need to direct the clubs on modalities for resource generation by guiding girls to identify and prioritise their needs and develop simple plans for resource mobilisation and implementation.

Why Resource Mobilisation?

WORKING with GC under TEGIN project we discovered that girls do have great ideas and understand their needs, those of their friends and peers in and out of school and also wish to contribute their quota toward helping them. The following include things the clubs would need resources for:

- Materials for vocational activities such as baking kits, tie and dye kits, cooking condiments and sewing kits.
- Personal hygiene materials such as menstrual pads (pads could be given to poor girls that can't afford to buy or those whose parents don't want to buy for them)
- Books to be kept by the club (which members can borrow

and read)

- School materials such as note books, pens, pencils (which can be given as assistance to poor girls, especially those who drop out because of lack of the materials)
- Gift and award items (occasions such as graduation/send-forth ceremonies girls could offer gifts and awards to out-going and deserving members). Funds will also be required for refreshment for the occasion.
- Communication and transportation costs during resource mobilisation exercises.
- Appeal letters could be written and circulated to target individuals and groups, phone calls could be made to reach them as well.
- Organised events such as debates, quizzes, drama, cultural shows, exchange visits, excursions require some form of capital.

Methods and ways for Resource Mobilisation

- Appeals (through letters)
- Write and distribute letters for assistance to stake holders
- Willful labour/sacrifice (members may sweep community members compounds, perform domestic chores for anything the person wishes to offer).
- Crop cultivation: Club can request small piece of farm near the school and grow any crop
- Internal launching/fund-raising.
- Free will donation



Targets

The following are some of the targets to contact for resource mobilisation

- Sons & daughters of the soil/community (especially the wealthy and those in high government places)
- Old students (old boy/girls)
- Teachers
- SBMC/PTA
- Groups in and around community (Women groups such as Market Women Association, youth groups, NURTW, NUT)
- Community Development Associations (CDAs)

- Political office seekers and office holders
- Government (LGA/LGEA, SUBEB, MoE, MoWA), etc
- Corporate bodies such as Banks, telecommunication firms, construction companies and NGOs.
- Media houses

Factors to consider for Resource Mobilisation

It is important to note that the girls' club is not a profit making venture and that profit making is not one of its aims and objectives. Therefore, resource mobilisation should not submerge the





- fundamental goal of the girls which is their education. The following are tips to guide fund raising initiatives.
- i. Safety of girls must be ensured at all times whenever they are involved in any resource mobilisation exercise outside the school. Girls should not be allowed to work at homes of single males without supervision.
 - ii. Always ensure that members do not miss their lessons/class for the reason of fund raising assignments.
 - iii. Children should not be involved in hard labour.
 - iv. Members must not be forced into any activity they do not like.
 - v. Members should not be made to trek or travel far distance from school/community for resource mobilisation.
 - vi. Seasonal sensitivity is crucial.
 - vii. Children should not be made to work in the rain, or harsh weather for the purpose of raising resources.
 - viii. Report of club funds/resources must be rendered to members.
 - ix. Discuss the fund raising project with club facilitator, school authority and SBMC.
 - x. Centre the fund raising activity on some specific event or goal.
 - xi. Register the activity with the school authority, if held in school or outside the school premises.
 - xii. Constitute a committee headed by a chairperson to oversee the fund raising and assign specific roles to the committee members.
 - xiii. Allow sufficient time for planning and promoting resource mobilisation initiative.
 - xiv. Coordinate with other club events as appropriate.



Chapter Six

Participatory Monitoring And Evaluation



THERE has to be a structured Participatory M&E of the GC and their activities. The following steps can be taken towards ensuring an effective Participatory M&E of the GC.

1. Identify common indicators of change that will be measured at the end of the day. This will include:

- Number of girls that are in the GC and in the School.
- The average performance of the girls both in GC and other school girls – pass rate
- The enrolment, retention and completion rates of girls in the school
- Cases of violence reported by girls in the school
- Number of girls participating in schools extracurricular activities and their level of participation
- Number of girls volunteering in community and school services
- Number of actions taken against perpetrators of VAG
- Level of understanding of members of GC on common gender, VAG and other related GC topics (as listed above)
- State of school infrastructure, such as number of toilets, class rooms, table and chair, play ground and number of learning materials.
- Number of teachers: male and female
- Number of girls in leadership position
- Number of girls that get pregnant and returned back to school
- Number of girls involved in vocational activities
- Number of advocacy actions taken by the girls and others school structure as a result of activities of girls club
- Number of club activities girls are engaged in and number of girls engaged in such activities

2. Carry out a baseline survey on identified indicators and

document these.

3. Set targets for each identified indicator that the GC process will achieve at a specified time. For instance, in 3 years time, number of actions taken on reported cases of VAG, will be 50 actions.
4. Monitor and support agreed activities of the girls club,
5. Periodically collate current information on identified indicators and fill against the indicators
6. Identify trend of change or otherwise and reflect on the factors in support or against these changes.
7. Identify actions that need to be taken to achieve the desired change that the process targets.

Who should be involved in the Participatory M&E process?

The following groups should be involved in the Participatory M&E process:

- Members of the GC
- The GC facilitator
- Matron of the GC
- Members of SBMC
- NGO or Organisation supporting the GC process
- Government officials and
- Community members

Each group identified above would play a role in the Participatory M&E processes listed. However, as much as possible, either the club facilitator or Matron should ensure active participation of each group in the various roles. When there is an NGO or external organization involved in the GC process, they should ensure that

adequate technical support is provided to the GC towards effective Participatory M&E. On the other hand, the government should support the GC process to ensure their success and also ensure the GC facilitators and head teacher are all held accountable or they are made to see the success of the GC as part of their deliverable.

Documents to be kept by the GC

- Members Register
- Minutes book
- Activity record book
- Financial register
- Out of school girls' log book (based on context)
- File for correspondences



Acronyms



- AIDS- ACQUIRED IMMUNE DEFICIENCY SYNDROME
- CAPP- COMMUNITY ACTION FOR POPULAR PARTICIPATION
- ERC- ENROLMENT RETENTION COMPLETION
- GC- GIRLS' CLUB
- HIV- HUMAN IMMUNO DEFICIENCY VIRUS
- LGA- LOCAL GOVERNMENT AUTHORITY
- LGEA- LOCAL GOVERNMENT EDUCATION AUTHORITY
- MOE- MINISTRY OF EDUCATION
- MoWA- MINISTRY OF WOMEN AFFAIRS
- NURTW- NATIONAL UNION OF ROAD TRANSPORT WORKERS
- NUT- NATIONAL UNION OF TEACHERS
- PTA- PARENTS TEACHERS ASSOCIATION
- SBMC- SCHOOL BASED MANAGEMENT COMMITTEE
- SUBEB- STATE UNIVERSAL BASIC EDUCATION BOARD
- TEGIN- TRANSFORMING GIRLS BASIC EDUCATION IN NIGERIA
- TGC- TEGIN GIRLS' CLUB
- VAG- VIOLENCE AGAINST GIRLS

TEGIN Girl's Club Anthem



By Girls' Club GJSS Gudi, Nasarawa State.

We are Girls' Club from Nigeria (or name of school)

We are here to transform girls education

Forward ever

Backward never

We must achieve

Objectives of the club.

We are mothers and women of the future

We are leaders of tomorrow

Intelligent, passionate and loving

Together we will build Nigeria

Together we will build our country

(Repeat)

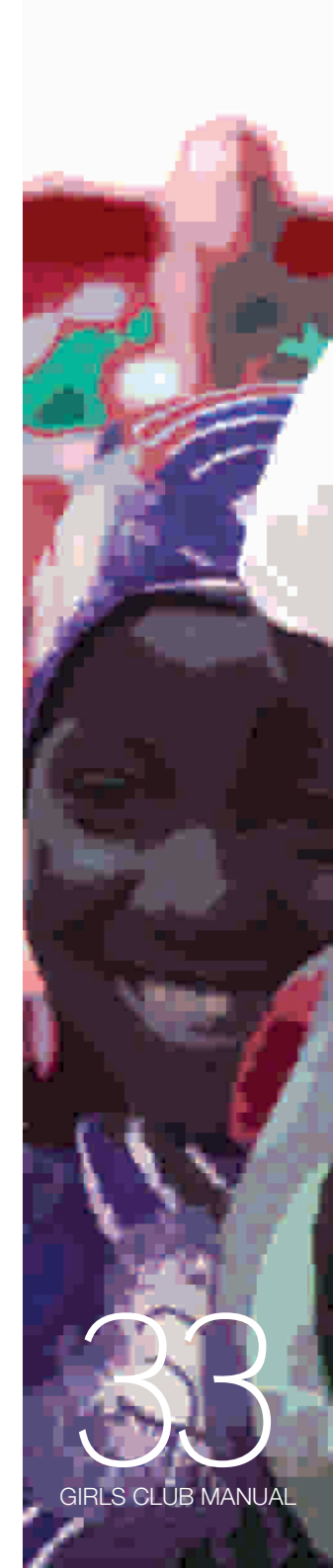
To create a space where girls can discuss issues that affect their RIGHT to education.

To help girls build and improve their self esteem.

To build the capacity of girls to advocate for their RIGHT to enrol and remain in school.

To build confidence in girls to enable them speak and guard against physical and emotional harm

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