



Society for Women Development and Empowerment of Nigeria  
ADOLESCENT GIRLS' INITIATIVE FOR LEARNING AND  
EMPOWERMENT PROJECT (AGILE), STATE

Project Implementation Report (1)



THE WORLD BANK



## Table of Acronyms

Adolescent Girls Initiative for Learning and Empowerment	AGILE
Community Based Organizations	CBO
Civil Society Organizations	CSO
Gender Based Violence	GBV
Grievance Redressal Mechanism	GRM
International Development Association	IDA
Information Education Communication	IEC
Kano Educational Resource Organization	KERD
Ministries Departments and Agencies	MDA
Federal Ministry of Education	MoE
Project Implementation Unit	PIU
Small Medium Enterprise	SME
State Project Implementation Unit	SPIU
Senior Secondary School	SSS
Training of Trainer	ToT
World Bank	WB

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## 1.0 Executive Summary

Kano state is one of the 12 states implementing the World Bank funded project The proposed Adolescent Girls Initiative for Learning and Empowerment (AGILE) which is geared towards improving the quality of the girl child education and lay the foundation for a long-term engagement in adolescent girls' education and empowerment.

The schools as a platform to empower girls through education, life skills, health education, GBV awareness and prevention, negotiation skills, self-agency, and digital literacy skills. It is a five-year (5) project, that will work with the Federal Government and support the participating states to improve secondary education opportunities among girls, and to achieve its objectives through targeted assistance following key project principles and objectives.

This report details activities carried out from in October to November 2022. Within the period under review, the following activities were carried out in a bid to achieve the AGILE targets. These activities include the on-boarding of SWODEN consultants; submission of inception report to SPIU; state engagements; office set up; on-boarding meeting with PIU; meeting with all the relevant MDAs.

The activities carried out include virtual meetings with J-PAL, CGE and CSAGE to harmonize the life skills curriculum, the indicators and the data collection tools, five days desk review workshop for the review of the current life skills curriculum, five days training of trainers workshop was also conducted for 40 mentors selected across the zones, advocacy meetings with principals from twenty selected pilot school selected across the education zones was also held. Assessment of the 20 schools was conducted by the mentors in collaboration with the principals to ascertain their readiness for the take off of the safe space. However, some challenges were encountered in the period under review. The challenges include: inadequate funds to conduct other activities that will support roll out of activities

## 2.0 Project Activities

### 2.1 Submission of Inception Report and Work Plan

The inception report and the first year annual work plan were prepared and submitted to the SPIU, Kano State for review and approval. The SPIU reviewed the documents and provided their observations. Those observations were acted upon and revised documents shared with the SPIU, the first tranche was released

### 2.2 Meeting with J-PAL

Series of virtual meetings were conducted with J-PAL, CGE and CSAGE on the review of the safe space curriculum, that led to the harmonization of the different curriculum used by the three implementing partners for ease of data collection and harmonization during project evaluation. The result framework was also developed with the specific indicators and agreed reporting lines and schedules. The M&E manager and SPIU M&E manager attended a five-day workshop in Abuja for the harmonization of the tools



### **2.3 Desk review of the existing Life Skills Manual to Identify the gaps and drafting of a new Life Skills Manual for AGILE Project in Kano State**

Three days meeting was conducted with 10 consultants selected for the different fields representing the models in the curriculum to review the content of the manual, identify gaps and make inputs. The draft curriculum was used for the curriculum review





***Desk Review of existing curriculum***

## **2.4 Kano: Stakeholders Life Skills Manual Review and Adaptation Workshop:**

Three-day workshop was conducted with 40 participants drawn across relevant sectors in collaboration with the SPIU. The participants were divided into five groups based on areas of specialization by the facilitators. Participants went through all the modules in five groups, each of the groups was given a module to make inputs. The modules were presented at the plenary and corrections were made (report attached).



REPORT  
STAKEHOLDERS EI



Fig.: Curriculum Review meeting with stakeholders from the education sector, NGOs and trainers

## 2.5 Training of Trainers (ToT) Workshops for 40 Mentors on safe space curriculum, conduct of sessions, GBV, SEA, climate change and use of electronic evaluation tools.

To achieve the project goal of improving the quality of education of the girls child in Kano State, SWODEN conducted five days training of trainers for the identified 40 mentors who will serve as Trainers that will cascade the training to facilitators and also supervise the roll out of the safe spaces at the school level to introduce the AGILE project implementation plan, share the strategy for community engagement and provide an overview of the project. Forty (40) Master Trainers were drawn from a pool of existing State Master Trainers with the support of the State SPIU. Training methodologies included the use of PowerPoint presentations, demonstrations, instructional videos, discussions, question and answer sessions. The training content addressed the five training modules in the curriculum. The master trainers were informed that the step-down training of facilitators would be cascaded in batches. The training plan was shared with the trainers and they were encouraged to stay committed to the goal of the AGILE project in Kano State.



REPORT  
TRAINING OF MEN



Training of trainers' workshop

## 2.6 School Level Advocacy

The team carried out an effective stakeholder assessment and engagement. This has been a strong support to the AGILE team. At the state level, some of the key personalities that were engaged include the AGILE team at the SPIU level and Principals from the pilot schools. A one-day meeting was conducted with the principals of the 40 selected schools, SPIU team and SWODEN consultants, the principals were taken through the project objectives and the curriculum to be used for the implementation of the life skills components of the AGILE project.

The following were agreed to be the roles and responsibilities of the schools' Directors/Principals during the implementation of the life skills manual.:

1. Identify suitable safe spaces in the school based on the guidelines provided
2. Enrollment of eligible beneficiaries from SS1 and SS2 based on the selection criteria provided
3. Administer consent forms to the parents/guardians of the beneficiaries for approval to ensure participation
4. Identification of eligible facilitators within the schools and around the communities
5. Conduct school-level supervision of the learning sessions classes
6. Liaise with SBMC and PTA to support girls enrolled into the program stay in schools for learning sessions



Sensitization meeting with Principals



Sensitization meeting with Principals



Advocacy and sensitization meeting with principals from 20 pilot schools



**2.7 School Assessment** - school assessment was conducted across the 20 schools. The list of the assessed schools was collated to inform planning and decision making on the project and identification of security compromised settlements.

### 2.8 Commencement of the Learning Sessions in 20 Pilot Schools

The learning sessions commenced on the November 28<sup>th</sup>, 2022 in all the pilots schools as agreed with WB. Mentors in collaboration with the schools authorities enrolled the girls designed template (see attached).

#### List of Pilot Schools and Mentors Life Skills Component

S/N	School name	SS 1	SS 2	Total Girls	No. of Cohorts/Facilitators
1	GGSS <b>GABASAWA</b>	30	30	60	1
2	GGASS WANGARA	47	83	130	2
3	GGSS MADOBI	24	26	50	1
4	GGSS GARUN BABBA	10 3	62	165	3
5	GGSS KURA	35 6	27 6	632	5
6	GGASS DUMAWA	70	90	160	2
7	GGASS GOGORI	12 0	16 2	282	3
8	GGSS TSANYAWA	13 2	18 2	314	3
9	GGASS AMINA GETSO	97	21 7	314	3
10	GGSS GUDE	75	80	155	3
11	GGSS GARO	25 0	27 0	520	4
12	GGASS RIMIN GADO	30 2	26 8	570	4
13	GGSS KARAYE	24 6	22 7	473	4
14	GGASS CHULA	60	55	115	2
15	GGASS BEBEJI	36 9	33 3	702	5
16	GGSS KIRU	32 2	31 4	636	4
17	GGSS BUNKURE	24 4	19 6	440	4

18	GGASS GURJIYA	40	47	87	2
19	GGSS BURUM BURUM	28	21	505	3
20	GGASS GARKO	98	91	189	2
Grand Total				6,499	60

### 3.0 Human Resources

**Recruitment of Mentors and Facilitators** - Following the signing of the AGILE project contract between SWODEN and the consultants were signed and support project staff were recruited and on-boarded. The Key expert positions currently filled include: the Project Manager/team lead, GBV specialist, Communication specialist, Climate Change/Environmental Specialist, Adolescent Health specialist, Religious (Islamic/Christian) Scholar and Monitoring and Evaluation Manager.

The mentors and facilitators were recruited our procurement process, adverts were placed in strategic places, applications were collected and collated. Shortlisted candidates were interviewed and recruited for effective delivery of activities. 40 Mentors were recruited and trained on the life skills manual, GBV, Climate change. Similarly, 60 Facilitators were screened and engaged to deliver the concept to the girls at schools level.

### 4.0 Monitoring and Evaluation

Data collection tools were developed, the field testing is ongoing. The electronic software for data collection has been developed and shared with the SPIU for input before finalization

**4.1 Compilation and Printing of Training Materials**- The team has compiled all the relevant materials needed for take-off and the final reviewed life skills curriculum is ready for printing, find attached for approval. These documents were developed with close support from the State PIU team,

### 4.2 Targets Reached

Workshops conducted	
Service Providers	Number that attended
Desk Review	10
Curriculum Review meeting	40
Training of Trainers	52

Meeting with Principals	60
<b>School assessment</b>	
Number of schools assessed	20
Number of facilitators recruited	60
Number of cohorts formed	60
Number of beneficiaries enrolled	6,499

### 5.0 Challenges:

The identified challenges in the phase under review were as follows:

1. Inadequate female teachers in rural girls secondary schools for facilitating the life skills manual.
2. Fixing learning sessions in community market days, girls may not stay for sessions

### 6.0 Next Step

1. Cascade training for facilitators in batches is on going
2. Meeting with traditional and religious leaders and other stakeholders
3. Development of data capturing tools (paper and electronic base)
4. Printing of curriculum
5. Purchase and distribution of safe space materials
6. Purchase and distribution of android phones
7. supportive supervision and data collection

### 7.0 Conclusion and Recommendation

SWODEN will continue its proactive strategy for the engagement with different stakeholders (PTA, SMBC etc) to make sure enrolled girls into the program stay and complete the learning cycle in all the intervention schools (rural and urban)