



Society for Women Development and Empowerment of Nigeria
**ADOLESCENT GIRLS' INITIATIVE FOR LEARNING AND
 EMPOWERMENT PROJECT (AGILE), STATE**
 Project Implementation Report (1)



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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 December 2022 to February 2023. Within the period under review, the following activities were carried out in a bid to achieve the set goals

The activities carried out include virtual meetings with J-PAL and CGE to finalize the life skills curriculum, the indicators and the data collection tools, one day sensitization meeting was held with the principals from the 58 treatment and 22 second batch of the pilot schools, Assessment of the 22 batch 2 pilot schools was conducted by the mentors in collaboration with the principals to ascertain their readiness for the takeoff 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

Project activities

Submission of Inception Report and Work Plan

The milestone 1 was submitted to the SPIU, Kano State and the second tranche was released

Meeting with J-PAL

Series of virtual meetings were conducted with J-PAL and CGE on the review of the safe space curriculum, that led to the harmonization of the different curriculums used by the three implementing partners was finalized awaiting printing

School Level Advocacy with principals of 58 treatment schools

A one day meeting was conducted with the principals of the 58 selected treatment 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 highlight of the content of the curriculum was presented to the participants focusing on the content of the curriculum which include the following

- Education
- Labour
- Adolescent Health and nutrition
- Reproductive health
- GBV
- Climate change

Each of the modules was discussed with the team. Inputs were made by the principals to guide the roll out of the life skills sessions which include the following:

- Community sensitization of stakeholders to understand their roles and responsibilities for ownership by participating in the implementation of the program
- Meeting with the SBMC/PTA for full understanding of the project to facilitate the participation of their children
- Conduct periodic feedback meetings
- Support to schools to roll out the program
- Step down training to other teachers

School challenges identified

Current challenges identified at the school level include

- Some schools do not have Guidance and counseling focal persons and most of them are males
- They have shortage of female teachers to be engaged as facilitators
- Inadequate equipment and consumables

Recommendations

Recommendations to address the challenges were discussed to ensure successful implementation of the project

- Out sourcing of safe space facilitators from the surrounding communities through advert and recruitment to address the shortage of female teachers
- Advocacy to ministry of Education for deployment of female G&C to the female schools
- Link up with the system strengthening component for supply of equipment

The following responsibilities were assigned to them:

1. Identify of 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 the approval to ensure participation



Interactive session with principals from the treatment schools

Human Resources

Recruitment of Facilitators –

Adverts were placed at different points including zonal offices, SWODEN Facebook, ministry of education and other social media platforms. Over 2000 applicants applied. Five hundred were shortlisted within the schools and outside the schools and contacted.

Aptitude test was conducted in the month of December 2022. The activity was aimed to identify and select qualified teachers who will serve as safe space facilitators across the

AGILE beneficiary schools. A total of 409 applicants sat for the test. 300 applicants were selected serve as safe space facilitators across AGILE treatment and pilot schools.

School need assessment

second twenty two pilot schools were assessed using assessment tools that looked at availability of safe space, water, toilets and other amenities conducive for roll out of the program. The principals were fully engaged

Cascade training to facilitators (Batch A)

Batch A and B training of sixty-two facilitators were conducted December, 2022 for the 20 pilot schools. The training built the capacity of the facilitators on the life skills curriculum for effective step down to the adolescent girls during safe space learning sessions. Seventy-two (72) participants attended the training including representatives from SWODEN/AGILE team and State Implementation Unit. Participants fully participated and expressed readiness to work toward the success of the project.

The participants were taken through the six modules in the curriculum

Enrollment and commencement of safe space sessions

Beneficiary enrollment and formation of safe space cohorts was conducted across the 20 pilot schools. A total of 62 cohorts were formed across the 20 pilot schools, 62 safe space facilitators were trained and had commenced safe space activities across the 62 cohorts.

List of Pilot Schools and number of cohorts/Facilitators

S/N	School name	SS1	SS2	Total Girls	No. of Cohorts/Facilitators
1	GGSS GABASAWA	30	30	60	1
2	GGASS WANGARA	47	83	130	2
3	GGSS MADOBI	24	26	50	1
4	GGSS GARUN BABBA	103	62	165	3
5	GGSS KURA	356	276	632	5
6	GGASS DUMAWA	70	90	160	3
7	GGASS GOGORI	120	162	282	3
8	GGSS TSANYAWA	132	182	314	3
9	GGASS AMINA GETSO	97	217	314	3
10	GGSS GUDE	75	80	155	3
11	GGSS GARO	250	270	520	4
12	GGASS RIMIN GADO	302	268	570	4

13	GGSS KARAYE	246	227	473	4
14	GGASS CHULA	60	55	115	2
15	GGASS BEBEJI	369	333	702	5
16	GGSS KIRU	322	314	636	5
17	GGSS BUNKURE	244	196	440	4
18	GGASS GURJIYA	40	47	87	2
19	GGSS BURUM BURUM	287	218	505	3
20	GGASS GARKO	98	91	189	2
Grand Total				6,499	62

CASCADE TRAINING of Final batches

5 days cascade training of facilitators was conducted across six cohorts in January, 2023. A total of 230 facilitators were trained for both the 58 treatment and 22 pilot schools. The training built the capacity of the facilitators on the life skills curriculum for successful step down to the adolescent girls. The facilitators used role plays, discussions and group activities to facilitate the sessions.

The participants were taken through the 6 modules of the life skills manual namely:

- Education.
- Labor
- Health and nutrition
- Reproductive health
- GBV
- Climate change

Pre Test

Pre-test was administered to all the participants before commencement of the sessions to ascertain the level of knowledge of the participants as regard the life skills and later compared with post-test after the training for effective evaluation.

Education: The participants were taken through the importance and benefits of education to herself, family, community, state and nation at large. Barriers to education were discussed. The participants were able to understand barriers to education which prevent girls from attending or finishing school, the barriers were categorized into four, school, individual, community and family. These include early marriage, traditional norms and beliefs, insecurity, poverty, lack of conducive atmosphere for learning etc. Solution to the barriers was also discussed, this includes sensitizing parents on the importance of education, government to provide conducive atmosphere for teaching and learning. Students to identify safe route to schools etc.

Negotiation & refusal: This session examined how negotiation helps us to reach a positive agreement and how saying 'NO' as a refusal skill helps us to uphold our values and reach our goals. The facilitator used role plays, brainstorming to facilitate the sessions. The participants were taken through refusal skills. They were made to understand that they can say NO to any

form, it can through gesture, using harsh words, eye contact verbal warning or any action that will show that you really mean 'NO'

Self esteem : improved the participants understanding on the types of self-esteem and how they can improve and boost their self-esteem. The facilitator used different scenarios to discuss how to exhibit self-esteem and the importance of high self-esteem. Participants understood the differences between high and low self-esteem and how high self-esteem will help adolescent girls to gain self-confidence, be assertive, show that they can stand and express themselves, fight for their rights and accept themselves exactly as they are.

LABOUR: The participants were taken through goal setting, creative thinking, communication and decision-making skills using relevant examples. employability skills, borrowing options and budgeting skills were addressed using practical sessions. knowing if I am making money and Exploring credit was discussed through exploring different options. Practical sessions were conducted using available materials to create products using available skills that will be used to generate income, they were taken through the different skills needed to increase employability quantities such as education, computer literacy, leadership skills, team work and the zeal to achieve etc to be able to compete in the labor market

Health and nutrition: Participants were taken through the content of the module which includes Food classes and dietary diversity, Adolescent nutrition requirements, Healthy eating and food choices, Common nutrition disorder, Sanitation and hygiene and Drug abuse

The facilitators used case study, brainstorming, discussions, and group activities to facilitate the module for better understanding. This session achieved the following:

- Participants were taken through adolescence period as the most critical time of their lives due to hormonal changes in their bodies, they are at risk of anemia due to blood loss during menstrual periods. In some cases, pregnancy can also lead to anemia.
- Participants taken through the importance of balanced diet and consumed in the right amount or quantity. that consist of protein carbohydrate fat and oil vitamins and minerals, fruits and vegetables as unhealthy eating leads to malnutrition leads to sickness, absenteeism from work/ school, poor performance and work outputs
- Participant taken through the importance of good hygiene practices which includes maintaining good health and wellbeing.
- Participants understood the health implication of drug abuse i.e physical and mental health issues, hence participants were charged to encourage girls to shun bad friends, build a positive self-esteem, to say no to bad ideas, be assertive and set life goals for themselves.
- Participants were charged to conduct practical cooking sessions during safe spaces; SWODEN will provide food recipes, cooking utensils and food items to facilitate the practical cooking sessions across the schools.

Reproductive health: the participants were taken through the different stages of adolescent reproductive health and how it affects their health and behaviors. The critical stages discussed include puberty, menstrual hygiene STIs, marriage and pregnancy and the importance of abstinence as specified in the module. The facilitators used case studies, brainstorming sessions, discussions, and group activities to facilitate the module for better understanding.

Below are key learnings from the module:

- Participants understood that puberty involves series of biological and physical transformations; the processes can also have effect on psychosocial and emotional development of the adolescents which needs to be managed
- Participants understood the principle of Menstrual Health Hygiene Management(MHM) as it relates to adolescents which emphasized use of education for the girls to manage their menstrual cycles and the need to stay clean during menstruation.
- Adolescence is a critical period where the influence of peer groups is very high, as a result of which adolescents can easily succumb to early initiation to sexual activity leading to unwanted pregnancies which may also lead to abortion with negative consequences. It can also lead to abuse of drugs and harmful substances for acceptance by group members; hence facilitators need to constantly counsel the girls.
- Participants understood abstinence as the practice of refraining from sexual activity which is the only 100% effective safeguard against unwanted pregnancies and sexually transmitted diseases.
- The participants understood that the easiest way of preventing STIs/HIV among the adolescents is abstinence from sexual intercourse until after marriage. participants were encouraged to counsel girls on abstinence during safe space sessions.
- Participants also understood early detection of infection through visits to the doctor or other health care providers are important in the treatment and control of STIs. Early treatment will prevent damage to the reproductive organs and other complications which will affect the girls at later years

Gender Based violence (GBV)

The participants were taken through the concept of gender bias and gender roles and how gender impact girl's education on herself and the community, they addressed concept of gender based violence, different forms, effect and consequences of GBV, threats of violence in their communities and personal safety plans and GBV reporting mechanism.

The module consists of the following units:

- Understanding gender roles
- Genders discrimination
- GBV1
- Right to be safe from abuse, and refusal
- Unsafe touches and mapping safety
- GBV (Threat of violence
- GBV referring cases

Facilitators used discussions, question and answers and group activities to facilitate the module, below are key learning:

- Participants understood gender roles differ from society to society and it can be changed overtime by understanding the root of the belief and by challenging its validity.
- Participants understood GBV can have adverse effects on girls and can be traumatic; it can impact upon all areas of girl's lives, including, health, education, relationships, recreation and social activities.
- Violence is never acceptable. Participants should therefore always encourage girls to explore ways to protect themselves and report any cases of violence to the

- appropriate authority.
- Participants also understood that reporting abuse cases to the appropriate authority will facilitate legal actions against the perpetrators; this will in-turn reduces cases of GBV in the society.

Climate Change

The participants were taken through the types of climate changes we are experiencing in our local environments to include

- Flooding
- Extreme temperature
- Very cold weather

The causes of climate changes discussed are

- Environmental degradation due to bush burning
- Blockage of drainages due to poor environmental sanitation
- high gas emission
- deforestation through cutting of trees and no afforestation programs to replace them

these have negative effect on our environment through the following

- destruction of food crops leading to famine
- hash weather which affects our total health
- increase in number of diseases
- poverty as a result of lost of assets

strategies to overcome climate changes include the following

- afforestation through planting of trees
- improved environmental sanitation to unblock drainages
- proper waste disposal and recycling of waste to wealth
- stop bush burning
- use of other forms of heat generation for cooking eg gas

Post –Test

Post test was administered to the participants, that was used to evaluate the impact of the training, the results were compared to the pre-test. There was massive improvement in participants understanding of the life skills manual.

Do no Harm pledge

Participants were taken through the do no harm pledge; this is to ensure shared understanding of the SWODEN/AGILE do no harm policy. All participants pledged to abide by the Do No Harm policy and duly signed by the participant.

M&E data collection tools

Participants were taken through the data collection tools i.e beneficiaries' enrolment form, monthly reporting template, This it to ensure participants have shared understanding of the data collection tools.

SUPPORTIVE SUPERVISION

The 40 trained mentors were allocated to all the schools for supportive supervision visits during safe space sessions. Supportive supervisions were conducted using the checklist developed for data capturing and reporting templates developed were used for submission of monthly reports.

The project consultants from SWODEN and the SPIU team members conducted joint monitoring to selected schools for spot checks during the reporting period

Dr Fatima Jagun, (World Bank life skills component lead) conducted supportive supervision visit to Kano state with a visit to one of the pilot schools (GGSS Kura) during the safe space session. The WB team interacted with learning space facilitators on the participation of the girls, challenges identified and their recommendations to improve learning.

Some of the observations include:

- There is active participation of the girls during the sessions across the schools
- More girls were enrolled into the cohorts above the forty per cohort which resulted in shortage of learning materials
- Involvement of male facilitators was observed and recommendations to ensure the use of only female facilitators
- Improve branding of the safe spaces using pictures and information relevant to the sessions

Actions taken

- All the pilot schools have been supplied with teaching and learning materials for improved learning and branding of the cohorts
- Bigger classrooms have been allocated by the principals to accommodate the beneficiaries
- All male facilitators have been replaced with female facilitators

Observation of cascade training of facilitators

The WB and State lead component lead interacted with the safe space facilitators during the cascade training where they gave background of the life skills program and the support from the world Bank and charged the facilitators to replicate the training to the adolescent girls in a participatory and practical manner to improve on their life skills and education

Supportive supervision feedback from WB and Interaction with the SWODEN project team

The component lead interacted with the Kano AGILE team/SWODEN team on successes, achievements and challenges. Issues discussed include

- Strick compliances on the use of female facilitators
- Possibility of translating the safe space curriculum to brail for use by people with special needs
- Introduction of practical sessions at the school level such as establishment of schools garden and or farms, tree planting,
- Practical demonstration of cooking skills using locally available foods during nutrition

sessions

the visit also provided technical support to improve the project implementation

Supportive supervision visits to pilot schools

Supervisory visits to all the pilot schools were conducted and provided technical assistance. During the visits the following activities were conducted

- the safe sessions were observed and technical assistances provided for the improvement of learning
- meetings were held with the facilitators and the principals and challenges were addressed
- learning materials were also replenished

3. DISTRIUTION OF LEARNING MATERIALS

Learning materials were distributed to all the 20 pilots' school and supported the schools and adolescent girls with necessary material to facilitate smooth delivery of safe space activities across the beneficiary schools.

Items provided included

- Exercise books and Biro's for the beneficiaries
- Chalks and or White board makers,
- Water gum for practical demonstrations of creative thinking
- Permanent markers for development of materials
- Cardboard papers
- Masking tapes.



DISTRIBUTION OF
TEACHING AND LEAF

Enrolment of treatment 1&2 Beneficiaries

The 58 treatment schools were identified and the list submitted by SPIU. School assessments were conducted to identify the availability of basic requirements needed for the conduct of the safe spaces

This includes the following:

- Availability of classrooms with basic facilities for learning
- Water sources
- Toilets
- Spaces for gardening

Enrolment of beneficiaries

Prospective beneficiaries were given consent forms which their parents/guardians filled before they were enrolled. A total of 6360 beneficiaries were enrolled from the 58 treatment schools

Treatment 1

S/N	Name of School	SS1 and SS2 Students	No of Cohorts	Number Girls enrolled
1	GGSS AJINGI	471	2	80
2	GGSS Ajumawa	274	2	80
3	GGSS Hausawa	531	3	120
4	GGSS Babbangiji	243	2	80
5	GGSS Chiranchi	1724	5	200
6	GGSS AISHA SHEHU	552	3	120
7	GGSS DAWAKIN KUDU	350	2	80
8	GGSS DAWAKIJI	280	2	80
9	GGISS Dambatta	423	3	120
10	GGASS Danzabuwa	311	2	80
11	GGASS Dawakin tofa	623	3	120
12	GGSS Dorayi babba	968	4	160
13	GGSS Dukawuya	1291	5	200
14	GSC GARKO	238	2	80
15	GGSS KOFAR NAISA	420	2	80
16	GGSS Gandun Albasa	1543	4	160
17	GGASS Gwammaja	355	2	80
18	Prof. Hafsat A.U. Ganduje GSTC	377	2	80
19	G.G.A.S.S Ado Na Maituwo	454	3	120
20	GGSS KABO	547	3	120
21	GGASS KAWAJI	2794	5	200
22	GGC KANO	640	4	160
23	Government Girls College, Gezawa.	149	1	40
24	GGSS Medile	372	2	80
25	GGSS SHARADA	2824	5	200

26	GGSS Dabo	530	3	120
27	GGSS KOFAR KUDU	456	3	120
28	GGASS UNGOGO	207	1	40
29	Government Girls Secondary School Shekara	555	3	120
	Total		82	3200

Treatment 2

Name of School	SS1 and SS2 Students	No of Cohorts	No Girls Enrolled
GGSS,BULUKIYA	767	4	160
GGSS KURNA	1562	3	120
GGASS Dambatta	788	3	120
GGSS YANKATSARI	258	2	80
GGSS YARGAYA	181	2	80
GGSS Dawanau	670	3	120
GGSS kwa	369	2	80
GGAS MASALLACIN,FAGGE	193	2	80
GGSS Danrimi	877	3	120
GGSS Jogana	344	1	40
GGSS Dorayi karama	1305	5	200
GGSS Unguwar dabai	374	2	80
GGSS Sani mai nage	647	3	120
Sen. Bello Hayatu Girls Science and Technology Gwsrzo	261	2	80
GGSS MARIAM ALOMA MUKHTAR	550	3	120
GGSS MARMARA LOKON MASAKA	197	2	80
GGSS UMMA ZARIA	420	3	120
GGSS Sheka	1174	4	160
G.G.S.S Giginyu	775	4	160
G.S.T.C. Kano.		4	160
New GSTC KANO	1370	4	160
GGUC KACHAKO TAKAI	169	1	40
GGSS DARMANAWA	600	4	160
Government Girls Secondary School Sallari	319	2	80
G.G.S.S Fatima Muhammad	557	3	120
GGASS Taraunin Kudu	338	2	80
GGASS UNGUWA UKU	1241	5	200
Government Girls Arabic Secondary Lambu.	236	2	80
GGSS BACHIRAWR TUKWANE	559	3	120
Total			3160
Grand total			6360

Pilot 2 enrollment

A total of 22 pilot 2 schools were assessed and beneficiaries enrolled

	NAME OF SCHOOL	TOTAL NUMBER OF SS1 AND 2 STUDENTS	NO. OF COHORTS	NO. OF FACILITATORS	Total number of girls enrolled
1	GGSS BELI	177	1	1	60
2	GGASS YAKO	278	1	1	60
3	GGSS GALA	116	1	1	60
4	GGASS UNGUWAR GYARTAI	102	1	1	60
5	GGASS BARKUM	500	2	2	120
6	GGASS TORANKE	259	1	1	60
7	GGASS YAJIN RANA	205	1	1	60
8	GGSS DOKA	153	1	1	60
9	GGSS GWARMAI	90	1	1	60
10	GGSS HARBAU	120	1	1	60
11	GGASS SAYE	246	1	1	60
12	GGASS TUDUN WADA DANKADAI	400	2	2	120
13	GGSS ABDU MARIRI	1188	3	3	180
14	GGASS RIMIN DADDO	491	2	2	120
15	GGASS SHANONO	512	2	2	120
16	GGASS DURBUNDE	205	1	1	60
17	GGSS BADAWA	905	4	4	240
18	GGSS DANGORA	210	1	1	60
19	GGASS DAL	237	1	1	60
20	HAJ. MARIYA SUNUSI GSTC GWARMAI	177	2	2	120
21	GGSS ZAKIRAI	390	2	2	120

2	GGSISS YALWAN				120
2	DANZIYAL	134	2	2	
	TOTAL	7095	34	34	2,040

Challenges

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

- Delay in commencement of learning sessions in treatment 1 and 2 schools as SWODEN is still waiting for baseline evaluation.

Targets Reached

Trainings conducted	
Service Providers	Number that attended
Cascade training of facilitators batch A	62
Cascade training of facilitators batch B	70
Cascade training of facilitators batch C,D,E,F,G,H	168
Meeting with Principals	100
School assessment	
Number of schools assessed	80
Number of facilitators recruited	300
Number of cohorts formed	250
Number of beneficiaries enrolled	7,298

Up coming activities

- Commencement of safe space sessions in all the 22 additional pilot schools
- Continue Supportive supervision of safe space sessions
- Printing of Reviewed life skills manual.
- Production and distribution of hijabs and face caps
- Quarterly review meeting with state GBV desk officers

- Distribute Monthly provision of supplemental materials to schools
- Conduct quarterly meeting with State GBV Sub-Sectors to create awareness and provide update on AGILE Project Implementation.
- Conduct Bi-annual meetings with school principals and other key stakeholders for review, discussion and feedback on implementation of safe spaces



Sensitization meeting with principals from treatment schools



Group work by facilitators during cascade training of facilitators



Remarks by the life skills component lead from the SPIU



Facilitation during cascade training for facilitators



Practical session of sewing of reusable pads using cloths and foam during the cascade training of facilitators



Group sessions during the life skills training at the schools



Group presentation during the session on self esteem