



Society for Women Development and Empowerment of Nigeria
 ADOLESCENT GIRLS' INITIATIVE FOR LEARNING AND
 EMPOWERMENT PROJECT (AGILE), STATE
 Project Implementation Report (4) final



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

Content

Executive summary	4
Submission of Inception Report and Work Plan	4
Community Engagement	5
Advocacy meeting with principals from project schools	5
Desk review of existing life skills curriculum	6
Life skills curriculum review workshop with stakeholders	6
Training of Trainers workshop for mentors	6
Human Resource	6
School assessment	6
Human resource identification and recruitment (consultants and Mentors	7
Virtual Meetings with J-PAL, CGE and CSAGE for the finalization of the life skills manual	7
Recruitment of Facilitators	7
ToT of the mentors on the Life skills curriculum	8
Cascade training of facilitators in batches	8
Enrollment and commencement of safe spaces in pilot 1 schools	11
Enrollment of beneficiaries for pilot2 and treatment schools	12
Midterm review meeting with facilitators and mentors	15
Training of Mentors on GBV prevention and Management	16
Cascade training of school team on GBV prevention and management	22
Monitoring and Evaluation	22
Key Challenges and recommendations	23
Targets achieved	24

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 April 2023 to May 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 one day review meeting with facilitators from pilot 1&2 schools and mentors to review performance. Assessment of the treatment schools is ongoing with the principals to ascertain their readiness for the takeoff of the safe space. The cascade training of participants selected from the 100 schools comprising of vice principals, G&C, school mistresses was conducted.

However, some challenges were encountered in the period under review. The challenges include: late take off of the baseline assessment which will affect the timeframe allocated to finalize the training, non-availability of conducive safe spaces in some schools to accommodate the girls leading to congestion

Project 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 Community Engagement

A one day community sensitization meeting was conducted with stakeholders selected from different groups across the project sites such as traditional leaders, religious leaders, women groups, PTA, community influencers, CSOs. The participants were taken through the project content and deliverables, their roles and responsibilities were identified to include

- Creating enabling environment to ensure protection of beneficiaries to attend the sessions
- Facilitate attendance of the beneficiaries to complete all sessions
- Support the schools in the prevention of gender base violence and reporting of cases through the established grievance redressal mechanism

- Support victims of GBV to access justice and provide psychological and any other support to rehabilitate victims

2.3 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 project schools. A one-day meeting was conducted with the principals of the 100 selected schools, SPIU team and SWODEN consultants at different times, 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 roles and responsibilities of the schools' Directors Principals during the implementation of the life skills manual.:

1. Identification 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. Administration of consent forms to the parents/guardians of the beneficiaries for approval to ensure participation
4. facilitate Identification of eligible facilitators within the schools and around the communities
5. Conduct school-level supervision of the learning sessions classes and provide technical assistance to address challenges
6. Liaise with SBMC and PTA to support girls enrolled into the program stay in schools for learning sessions
7. Stepdown training on GBV prevention and reporting to all staff by the trained G&C and administrators
8. Facilitate stepdown training of more girls by facilitators during assembly
9. Support peer to peer mentoring by beneficiaries
10. Community sensitization of stakeholders to understand their roles and responsibilities for ownership by participating in the implementation of the program
11. Meeting with the SBMC/PTA for full understanding of the project to facilitate the participation of their children
12. Conduct periodic feedback meetings with facilitators

2.4 Desk review of existing life skills curriculum

A 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 was conducted.

A three days meeting was conducted with 10 consultants selected for the different seven modules in the curriculum to review the content of the manual, gaps were identified and inputs were made especially on climate change and gender base violence. The drafted curriculum was used for the curriculum review workshop conducted with participants selected across the different MDAs, Academia, Private sector and NGOs

2.5 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).

2.7 School Assessment –

school assessment was conducted across the 100 schools using structured tools that identified of the following

- Availability of conducive learning spaces that include classes, white/blackboard, chairs and tables and other logistics
- Availability of water
- Availability of sanitation requirements
- Other logistics including security compromised settlements

The reports of the assessed schools were disseminated to the principals to address existing gaps before the commencement of the sessions. The collated reports were used to inform planning and decision making on the project

Human Resources

Recruitment of consultants and Mentors

Contracts were signed with the consultants and support project staff were brought 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.

Mentors: The mentors were recruited using our procurement process, adverts were placed in strategic places, applications were collected and collated. Candidates were sourced within the senior staff in the ministry of education, women affairs and private sector. the Shortlisted candidates were interviewed and recruited for effective delivery of activities, internal capacity building and sustainability.

- Sixty-eight candidates applied including existing directors and deputy directors from ministry of education
- Fifty-five were shortlisted and interviewed
- Forty were recruited

Meeting with J-PAL for the finalization of the life skills curriculum

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 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 data collection tools organized by the World Bank

Recruitment of Facilitators

The facilitators were recruited using our procurement process, adverts were placed in strategic places including schools, zonal offices of ministry of education, ministry of education and using SWODEN social media handles. Applications were collected and collated. Candidates were sourced within the senior staff in the ministry of education, women affairs and private sector. the Shortlisted candidates were interviewed and recruited for effective delivery of the life skills modules

Facilitators

- Two thousand two hundred candidates applied
- Four hundred and nine were shortlisted and sat for the aptitude test
- Three hundred were recruited, these are inclusive of teachers, G&C staff and non-staff

They facilitators were selected cross the LGAs where the schools were located for ease of transport, it also ensured punctuality and availability for further mentorship even after the graduation of beneficiaries

2.6 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 served as Trainers that cascaded the training to facilitators and also supervised the roll out of the safe spaces at the school level. The were introduced to the AGILE project implementation plan, shared the strategy for community engagement and provide an overview of the project.

Trainers were drawn from a pool of existing State Master Trainers with the support of the State SPIU conducted the training. Training methodologies included the use of PowerPoint presentations, demonstrations, instructional videos, discussions, question and answer sessions. The training content addressed the seven training modules in the curriculum. The mentors in collaboration with SWODEN staff and SPIU developed the training plan for the cascade training of the facilitators. the step-down training of facilitators would be cascaded in batches, mentors were paired for the cascade training. The training plan was shared with the trainers for planning.

CASCADE TRAINING of facilitators in batches

5 days cascade training of facilitators was conducted across in six batches. A total of 300 facilitators were trained for both the 58 treatment and 42 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 e compared with post-test after the training for effective evaluation.

Education: The participants were taking 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 in to four, school individual community and family. these include early marriage, traditional norms and l 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 participant were taking through refusal skills. They were made to understand that they can Say NO any form , it can through gesture, using harsh words, eye contact verbal warning ir 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 ad 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.

Enrollment and commencement of safe space sessions

Beneficiary enrollment and commencement of safe space cohorts was conducted across the 100 schools. A total of 86 cohorts were formed across the 42 pilot schools and **6023** girls enrolled. School assessments were carried out across the 58-treatment schools, 164 cohorts formed and 9840 girls enrolled awaiting commencement of safe space activities after the baseline assessment.

Treatment 1

S/ N	Name of School	Total number of SS1 and SS2 Students	Numb er of Cohor ts	Numb er Girls enroll ed
1	GGSS AJINGI	471	2	80
2	Government Girls Arabic Secondary School Ajumawa	274	2	80
3	Government Girls Secondary School Hausawa	531	3	120
4	Government Girls Secondary School 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	Government Girls Islamic Secondary School Dambatta	423	3	120
10	Government Girls Arabic Secondary School 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	Government Girls Secondary School 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	GOVERNMENT GIRLS SECONDARY SCHOOL 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			3200

Treatment 2

Name of School	Total number of SS1 and SS2 Students	Number of Cohorts	Number Girls Enrolled
GGSS,BULUKIYA	767	4	160
GGSS KURNA	1562	3	120
Government Girls Arabic Secondary School 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 Uguwar dabal	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
Government Girls Arabic Secondary School 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

List of Pilot 1 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

Pilot 2 enrollment

S/ N	NAME OF SCHOOL	TOTAL NUMBER OF SS1 AND 2 STUDENT S	NO. OF COHORT S	NO. OF FACILITATOR S	Total numbe r of girls enrolle d
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
22	GGSISS YALWAN DANZIYAL	134	2	2	120
	TOTAL	7095	34	34	2,040

Bi-Annual Review meeting with mentors and facilitators

A one day meeting was conducted with the facilitators from pilot 1&2 schools and the mentors, the meeting was used to provide refresher training to the facilitators to address the observations from the supportive supervision reports of the mentors. The participants were also taken through the observations on the following

- Safe space facilitation styles
- Cohort branding
- Participants' participation and understanding of the topics
- Personal hygiene of the girls
- Environmental hygiene

the highlights of the observations include

- most of the facilitators use innovations during facilitation to address local leads of the girls and practical scenarios. The facilitations are of activity based especially use of role plays and case studies
- group presentations are displayed on the walls and cohorts are branded by the names selected by the members
- engagement with the girls indicated their participation and understanding of the topics in the modules and increased self-esteem that influenced their eagerness to participate
- there is great improvement in the personal hygiene of the girls for the physical outlook, even though some do not have complete uniform especially shoes
- observations and engagement with the principals indicated non availability of some logistics that will provide enabling environment for the girls

group meetings were conducted between the facilitators and the mentors to further discuss observations specific to the schools, identify challenges and develop action plans to address them.

Recommendations

- meeting with the principals to address specific challenges
- engagement with the AGILE SPIU team to escalate challenges
- mentors to further build capacities of facilitators based on their areas of needs and develop implementation plans to be shared with SWODEN
- SWODEN to source for more pictures for branding of cohorts
- Link up with the system strengthening component for the use of the renovated classrooms to ease congestion and supply of equipment

One day review meeting with SPIU

A one-day review meeting was conducted with 17 participants from the Kano AGILE team/SWODEN team on successes, achievements and challenges of the project.

Project implementation update presented highlighted achievements and activities conducted so far which includes:

- Advocacy meeting with stakeholders
- Curriculum review and finalization
- Selection and training of mentors
- Selection of facilitators both within and outside the school
- Cascade training to 300 selected facilitators
- Conducted assessment of schools to ascertain availability of classes, garden space, toilets, water etc.
- Enrolment of beneficiaries and commencement of learning sessions across 42 pilot 2 schools
- Conducted meeting with GBV subsectors on creating synergy to address GBV in Kano state
- Distributed teaching and learning materials across 42 pilot schools
- Regular supportive supervision to safe spaces across the 42-pilot school
- TOT to mentors on Gender Based Violence (GBV)

Participants were also informed of the upcoming activities which includes:

- GBV cascade training to school administrators
- Commencement of learning sessions across pilot schools as soon as baseline evaluation is finalized.

the visit also provided technical support to improve the project implementation

Training of mentors on Gender Base Violence prevention and management

A three days training was conducted, the training built the capacity of the mentors on strategies to prevent genders base violence, reporting pathways, management of clients and follow up. Fifty 6 (56) participants attended the training including representatives from SWODEN/AGILE team and State Implementation Unit.

Training content

1. “what is Gender

The differences between sex and genders were highlighted with contributions from the participants as follows:

Sex is the classification given to a male or female according to their biological trait

- It is assigned to a person at birth
- It is either male or female

Gender is the physical, behavioral and personality trait of a male or female as defined by society

- It is affected by person’s culture
- It is changeable
- It determines the roles played by a woman, men, boy and girl.

2. Gender Inequalities,

Unequitable access to services: different scenarios were used to depict the inequalities experienced by both sexes especially girls/women at the community level that exposes them to GBV. Two images were displayed and portrayed examples of inequalities among the male and female, this is seen as common practice within our communities that most at times females are being denied many life opportunities as compare to their male counter parts making the females vulnerable to violence

Gender roles: the participants were taken community social norms and attitudes that shapes the lives of both boys and girls through the attitudes, privileges, opportunities and activities that people see as socially acceptable for men, women, boys and girls. The participants were made to understand that Gender roles can be changed in the family, at work and in the community, example:

Gender discrimination: a situation in which someone is treated less because of their expected roles as man or women,

Gender stereotypes the participants were taken through different gender stereotypes (the societal expectation or attributes assigned to a men and women) existing at the community level. Some skills and trades are attributed to either of the sexes and any deviation is considered abnormal. Example: Women are also expected to be gentle and quiet, while men are expected to be bold. This has great influence in preventing the girl child to achieve her potentials and be vulnerable to GBV

Recommendations for addressing gender inequalities

The following were identified

- **Gender stereotypes** can be changed through building capacities of Men, women, boys and girls can choose to take up any role or tasks they like.
- **Social Inclusion** involves promoting and providing equal opportunities and resources for both male and female. People who are commonly excluded in the community include:
 - People with disability especially disabled girls and women are often the most excluded because most of interventions do not take into consideration their challenges, so they have limited access to information and services
 - Women and girls are usually excluded from decision making at family and community level, there is the need for equal access to information and access to services using special communication media
 - Displaced people due to war, insurgency, community clashes etc. often lose their identity and all their resources, they therefore prone to gender base violence and excluded from community activities. Increase awareness and access to services at IDP camps

3. Gender Base Violence/Abuse and categories of Abuse

The participants were taken through the different types of abuses being experienced by adolescents at both family and community level.

Abuse refers to any act or series of acts that result in harm, potential for harm, or threat of harm to a person. It includes maltreatment and /or violence against girls, and women, boys and men.

Some of the types of abuse include;

- ✓ **Physical abuse**
- ✓ **Emotional Abuse**
- ✓ **Sexual Abuse**
- ✓ **Neglect**

Men, Women, Boys and Girls can be abused in various ways.

Physical Abuse: physical injury which most of the times happen in familiar or intimate relationships. Also known as domestic abuse. (There is NEVER an excuse for physical violence)

Emotional Abuse: this refers to verbal attack or insults from one person to another. Using derogated words on someone, name calling, embarrassments: all fall under emotional abuse, and can cause lifelong issues.

Sexual Abuse: forceful sexual intercourse (**both anal and vaginal**) without consent. Examples of sexual abuse include:

- Being forced to kiss, rub, and touch your private areas or those of another person. This is molestation
- Being forced to watch sexual activities
- Forced or attempted penetration against will; commonly referred to as Rape

Neglect: deprivation of care and social amenities such as food, clothes and shelter for people under their care, does not protect them from physical and emotional harm; does not ensure that they are properly guided, or does not provide medical care when it is within easy reach due to gender issues .

A:The root causes of GBV and prevention .

- Cultural factors, i.e. Early forced marriage and cultural taboo such as raping of mad women in order to get rich, homosexuality in men to increase social status etc.
- Legal factor, religion and historical tradition have sanction physical punishment of women under the nation of entitlement and ownership of women by men.
- Political factors i.e. differences in political parties of spouse may lead to divorce in marriage, physical violence (beating and killing of opposition), some politicians engaged in rape and other form of sexual violence to get power.
- Economic factors i.e. poverty (due to poverty both men and women engage in GBV for survival.)
- Insecurity and street hawking expose both sexes to GBV
- Lack of orientation and guidance from parents, guardians and caregivers
- Conflict and war.

B: Prevention needed

- Community sensitization by traditional and religious leaders on the consequences of cultural taboos that fuel GBV
- Counselling of students on GBV by G&C in schools
- Sensitization on GBV and provision of strong pro judicial support to victims of GBV by the ministry of justice through the court to bring perpetrators to book
- Provision of quality religious and western education to build their capacities to know their rights and defend themselves
- Adherence to good community norms and values that protect women
- Introduction of Life skills programme at community level for out of school girls that will emphasise on entrepreneurship acquisition, education and vocational to increase the self esteem of women/girls and empower them to fight for their rights
- Campaign against GBV up to the grassroots level with special focus on people with disabilities
- Creating awareness on self-esteem and control.
- Legal action against perpetrators through implementation of existing laws

C: Referral Pathways:

The Ministry of Education (AGILE Project) Grievance mechanism was explained which indicated that all Suspected and identified cases of GBV to be reported using existing pathways using the ministry of Education grievance mechanism. The following groups were identified to play key roles in providing services

Role of MDAs and Others Stakeholders in the Rreferral Pathways**a. G&C and or Ffacilitator:**

- Guidance and counselling services at the school level
- Taking appropriate action to deal with perpetrators at the school level
- Domesticating of victims and provision of emergency support,
- Facilitator should be able to exhibit strategic observation techniques during facilitation to identify threats of GBV by beneficiaries
- Act as the first point of contact with regard to any complain on GBV related issues.
- Collaborate with other stakeholders (i.e. G&C, Mentors SBMCs, principals, etc.) to report and follow up cases of GBV
- Should be able to help in documenting, exhibiting evidence and preservation of evidence to support the law

b. Mentors in reporting or handling GBV

- Counselling, to give psychosocial -support and advice to the victim
- Medical support (depend on type of GBV) through referral to WARAKA centres
- Follow up to ensure that proper medical care has been given to the victim
- To ensure confidentiality and perpetrators of GBV are brought to justice,

c. ministry of Health on GBV:-

- The ministry of health facilities are the first point of referral and response with regard to related cases and injuries through WARAKA CENTRE.
- Need for establishment of specific health centre that will be handling and documented cases.
- Special gynaecologist team that will be handling such victims for treatment.
- Awareness campaign through sensitization on TV and Radio programme for the in and out school girls on the health effect of rape.
- Provision/assigning of doctors to each zonal office that will be handling GBV cases if occurred.

d. Ministry of Justice on GBV:-

- Bringing culprit to justice
- Provide dedicated lawyers to speeding up trials
- Encourage information and counselling support
- Discourage corruption practice among staff of the ministry of justice on GBV issue and other related issues.
- Facilitated in amendment of GBV laws to include severe punishment for perpetrators
- Assign professional lawyers to provide free legal service to vulnerable victims.

E. Ministry of women and social development: -

- Psychosocial support through Counselling services
- Referral services to access other available service
- Support/ empower women to be economically viable
- Provide Rehabilitation services to clients
- Provide Follow up services.

f. Ministry of Education:-

1. Provide quality **Education:** transformation of individuals from ignorance to insight for self-protection
2. Policy formulation and implementation
 - (a) Discipline: positive change of behaviors, character and characterization of students
 - (b) Create awareness on GBV among students
 - (c) Empowerment students with information and knowledge
 - (d) G&C/ Gender officers to improve engagement with students and provide oversight
 - (e) Setting committee at the school level develop and track plan of action

g. Community leaders at community level to stop GBV.

- Creating enabling environment at community level where resident feel welcome, safe and have the opportunity to become involved in turning dangerous areas into safe neighborhood.
- Developing practical guidance for building systems that will address factors that contribute to GBV
- Conduct periodic feedback meetings at the community level

- unequal Gender power relation

h. Law enforcement agencies (Police, NAPTIP, HISBA, Vigilante groups etc)

- To prevent occurrence of GBV at all levels
- To ensure prompt access to justice by clients
- To ensure protection of the rights of the clients according to the law
- To offer protection to the clients

challenges identified

Current challenges identified include

- Some schools do not have female Guidance and counseling focal persons and most of them are males
- Some schools are not fenced, so men trace pass and violate girls
- Incidences of teachers violating girls were reported
- Inactive SBMC/PTA in some schools to follow up cases
- Inadequate engagement with the community stakeholders to address factors increasing GBV
- Uncooperative behaviors of parents whos' children are violated in reporting cases for redressal

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
- Create partnership with other CSOs/NGOs and CBOs to create awareness and provide empowerment for vulnerable groups
- Provide services that will Address the needs of child survivors.
- Refer victims to health facilities to access prompt clinical services.
- Engage SBMC/PTA to develop plans to prevent GBV at school and community level
- Engage with community stakeholders to address existing community activities that fuel GBV

Cascade training on GBV prevention and management

Cluster 1&2 comprising of 100 schools and **344** participants were trained by the mentors using the existing GBV modules. The training built the capacity of the mentors on strategies to prevent gender base violence at the school and immediate communities, reporting pathways, management of clients and follow up to ensure justice. Participants fully participated and expressed readiness to work toward the success of the project.

The participants were taken through the different processes based on the curriculum used for the TOT.

The participants were taken through the different processes of awareness creation, identification, reporting, psychosocial support and follow up of clients to ensure access to

justice. The participants worked in groups to develop implementation plans at the school level. The workplans include the following

- Stepdown training to other school teachers
- Setting up of GBV committee that will ensure tracking of GBV incidences at the school level
- Meeting with SBMC/PTA to sensitize them on the issues of GBV and their roles in addressing the issues
- Facilitate meeting with community stakeholders to sensitize them on their roles and responsibilities in addressing the factors that are fueling GBV in their communities
- Inclusion of GBV awareness into girls club activities

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. The reporting templates developed and uploaded to ODK software 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

Supportive supervision visits to pilot schools

Supervisory visits to all the schools were conducted and the facilitators were provided technical assistance in identified area of gaps .

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

The field reports provided highlights of the following

- inadequate classrooms in some school with the requirements for safe space
- some principals are not providing oversight to ensure quality
- inadequate toilet facilities
- inadequate clean water sources in some schools
- unclean environments in some schools

follow up actions conducted

- meeting with SPIU to facilitate the use of renovated classrooms for use as safe spaces and provision of clean water and toilet facilities
- refresher training for facilitators were conducted to facilitators during review meeting on the use of learner centered teaching methodology to improve facilitation skills
- facilitators were to engage beneficiaries in environmental sanitation activities

- SWODEN engaged with facilitators to ensure branding of cohorts and sourced IEC materials to support cohorts

3. DISTRIBUTION OF LEARNING MATERIALS

Learning materials were distributed to all the 100 schools on monthly basis. The 42 pilot schools were given additional learning materials to engage 20 additional beneficiaries from 40 to 60 per cohort

Items provided included

- customized exercise books and Biro's for the beneficiaries
- Chalks and or White board markers per cohorts
- Water gum for practical demonstrations of creative thinking
- Permanent markers for development of materials
- Cardboard papers
- Masking tapes.
- Scissors

Challenges

The identified challenges were as follows:

- Delay in commencement of learning sessions in treatment 1 and 2 schools as SWODEN is still waiting for baseline evaluation.
- Late commencement of baseline survey in the selected treatment schools school that delayed the implementation of the program in 58 schools (58%)
- Price changes of program consumables and transport due to increase Inflation rate (22.79%) as a result of removal of fuel subsidy

Targets Reached

Trainings conducted	
Service Providers	Number that attended
Meeting with Principals	100
Meeting with Stakeholders	150
Number of Mentors trained	40
Number of facilitators recruited and trained	300
Number of cohorts formed	250
Training of Trainers on GBV	56
Cascade training of school administrators on GBV management	464
Review meeting with facilitators and mentors	340
Meeting with SPIU	100
School assessment	
Number of schools assessed	100
Number of facilitators engaged	300
Number of cohorts formed	250
Number of beneficiaries enrolled	15,863
Number of Beneficiaries through peer-to-peer mentoring and assembly	17,982
Total number of beneficiaries reached	33845
Safe Space Sessions	
Number of sessions pilot 1 (Dec. 22-September 2023)	3328

Number of sessions pilot 2 (March 2023-December 2023)	1088
Number of sessions treatment 1&2	2624
Number of modules Pilot 1 schools	7
Number of Module Pilot 2 Schools	5
Number of Modules treatment Schools	3
Purchases	
Customized Hijabs	2500
Face caps	1000

ANNEXES



PRINCIPAL_DATA_BA
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School assessment
and distribution of Me



AGILE Project success
stories.docx



REPORT
STAKEHOLDERS ET



REPORT
TRAINING OF MEN



Review meeting with SPIU



Group work on GBV Prevention during ToT



Feedback of Supportive supervision and group work during review meeting



Cascade training of school administrators on GBV prevention and management



Empowered AGILE Girls



Practical session of sewing of reusable pads using cloths and foam during session



Group sessions during the life skills



Supportive supervision of Safe space



Distribution of Learning Material



Curriculum Review meeting



Desk review of curriculum officers



World bank supported training of M&E