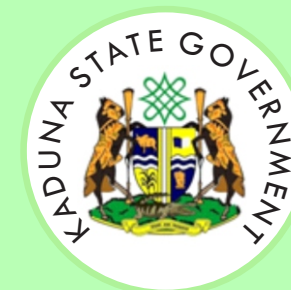## MERCY CORPS

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Mercy Corps is a leading global organization powered by the belief that a better world is possible. In disaster, in hardship, in more than 40 countries around the world, we partner to put bold solutions into action — helping people triumph over adversity and build stronger communities from within.
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PRACTICAL TRAINING GUIDE FOR SECONDARY SCHOOL
GUIDANCE & COUNSELLING

KADUNA STATE GOVERNMENT

MERCY CORPS

ENGINE II
EDUCATING NIGERIAN GIRLS IN NEW ENTERPRISES II

Girls' Education Challenge

UKaid
from the British people

KADUNA STATE GOVERNMENT

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ACRONYMS

AHI	Action Heath Incorporated
AME	Agency for Mass Education
CASSON	Counselling Association of Nigeria
CBN	Central Bank of Nigeria
DFID	Department for International Development
ENGINE	Educating Nigerian Girls in New Enterprises
GEC	Girls Education Challenge
ISGs	In-School Girls
KHAN	Kindling Hope Across Nations Initiatives
KSSQAA	Kaduna State Quality Assurance Authority
NYSC	National Youth Service Corps
NIMC	National Identity Management Commission
NGO	Non-Governmental Organization
OSGs	Out-of-School Girls
SWODEN	Society for Women Development and Economic Empowerment of Nigeria
TCF	Tabitha Cumi Foundation
UNICEF G4G	United Nations International Children's Emergency Fund, Girls for Girls Initiative

CONTENT

ACKNOWLEDGEMENT

In the 21st century, the needs of Adolescent Girls and their Care Givers continue to change rapidly. Parents, Care Givers and Professional Guidance Counsellors must continuously update their knowledge in providing professional services to Adolescents.

The Ministry of Education is dedicated to providing holistic school experience for boys and girls in line with the National Adolescent Policy. The inclusive and inter-sectoral approach to the update of this guide demonstrates our commitment to providing all the necessary resources that education managers need to build adolescents' capacities within and outside the school environment.

I want to sincerely express my gratitude to ENGINE II programme led by MERCY CORPS NIGERIA for providing technical leadership for the review and update of this manual. In 2016, the Girl Child Opportunities for Advancing Literacy (GOAL) programme funded by Mac-Arthur Foundation and Department for International Development (DFID) supported the first publication.

I encourage Kaduna State Schools Quality Assurance Authority (KSSQAA) Agency for Mass Education (AME), Colleges of Education and Professional Counsellors to make effective use of the guide.

Thank you all,

Shehu Usman Muhammad, Ph.D
Commissioner of Education,
Kaduna State.
1st June 2020

PREFACE

The student's life is getting more complex day by day. Guidance and Counselling is not given the desired attention by many schools. Guidance and Counselling is needed to help the students prepare adequately for overall self-development and adjustment in their various life situations. Need-analysis of the students in the schools continue to show the growing need of Guidance and Counselling services, in Career Choice, Educational Improvement and Personal-Social Guidance.

The manual will also help Counsellors to produce well educated students with awareness of their own potential and relevant career, capable of exploring educational career opportunities and become productive creative, protective and life skill school product within the society.

The Instruction and Training Guide was developed by Mercy Corps under the Girls' Opportunities for Advancing Literacy (GOAL) program funded by MacArthur Foundation and Department for International Development United Kingdom (DFID). This guide has been designed to assist the Guidance Counsellors in the secondary schools to cope with plethora of challenges associated with students' needs on daily basis. These challenges include: educational, vocational/career, personal social challenge, life skill and child protection.

The practical instruction guide for teacher counsellors was reviewed and updated with the support of stake holders: Ministry of Education Kaduna State, Counselling Association of Nigeria (CASSON) Kaduna State Branch, and Kaduna State schools Quality Assurance Authority (KSSQAA), Agency for Mass Education (AME)   Ministry of Health (MOH), Civil Society Organizations (CSOs) and Human Rights Commission.

Umma K. Ahmed,
Director General,
Kaduna State Schools
Quality Assurance Authority,
kaduna.

OVERVIEW

The Educating Nigerian Girls in New Enterprises (ENGINE) II programme seeks to transform the future of marginalised Nigerian girls by fulfilling their potential in education and work. The programme which started in 2017 will run until September 2020 in Federal Capital Territory (FCT), Kano, Kaduna and Lagos States. The major outcomes which are: improving learning outcomes (literacy, numeracy and life skills), supporting girls to transition through key stages of education, training and employment, and ensuring sustainability of changes that are in line with transition.

The programme's theory of change is two-fold. First, the programme assumes that In-School Girls (ISGs) will successfully transit to the next phase of education or complete their current education cycle and enter the workforce through enhanced learning experiences and an improved enabling environment. Second, the programme assumes that with the right support mechanisms in place, girls whose schooling has been interrupted will have the opportunity to build their functional literacy and numeracy skills, while building assets and diversifying income sources. In doing so, girls will place themselves on a path to greater success and transition to employment and demand-driven entrepreneurship opportunities.

Developing this manual feeds from our experience in interacting with girls, boys, caregivers and counsellors during the implementation programme interventions. Our goal in developing this manual is to support adolescents to acquire knowledge and counsel needed to make healthy life choices and be safe from all forms of abuses. We believe that once we strengthen capacities of counsellors, they will be able to provide professional support to adolescents directly or indirectly through peer educators. The needs of young people change constantly and with the increased availability of internet services and mobile phones, there is a need for counsellors to adopt a friendlier and more inclusive approach to discussing a wider range of topics to balance information thrown at them through the World Wide Web.

A hub of Master trainers have been trained in Learner Centred Teaching Methods and Techniques that can be used to deliver the content of this manual in both formal and non-formal education settings.

This manual is in three major sections; the first section contains life skills topics that have been carefully selected to ensure it is attractive and adds value to everyday life of young people. Each module contains an overview, units, learning objectives, a list of learning materials, duration of session, interesting case studies, facilitation methodology and guides. Each unit closes with a summary and an evaluation to assess how well learners have grasped key concepts and objectives of the unit. Note that facilitators and students can prioritise topics that most address prevailing needs.

The third section; contains a selection of topics professional guidance counsellors require to refresh their knowledge of key concepts in guidance and counselling and their application. This knowledge should inform judgement, record keeping and confidentiality.

We look forward to increased knowledge and change in attitude among girls that are traceable to the use of this manual.

ENGINE II
AT A GLANCE

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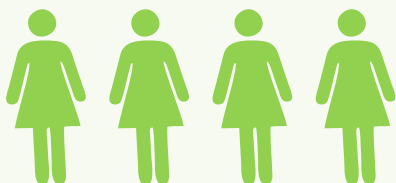
REACHING GIRLS
16-24 YEARS
(IN-SCHOOL AND
OUT-OF-SCHOOL)

WORKING IN 4
STATES; LAGOS,
KANO, KADUNA
AND FCT
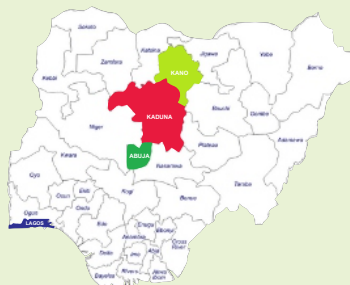
18 LOCAL
GOVERNMENT
AREAS

93 SCHOOLS
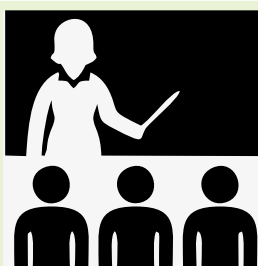
SECOND CHANCE
EDUCATION FOR
OUT-OF-SCHOOL GIRLS

PARTNER WITH
PUBLIC AND
PRIVATE SECTORS

LIFE SKILLS MANUAL

INTRODUCTORY MODULE: GETTING STARTED

To start learning with the training guide for guidance counsellors, it is important to set the stage, stimulate participation, interaction and excitement from learners. This module focuses on getting the learning groups started by introducing the learners and their facilitators, forming and sharing of expectations, developing ground rules and providing an overview of the manual.

This module consists of the following units:

Unit A: Getting to know each other

Unit B: Establishing Expectations

Unit C: Setting Ground Rules

Unit D: Course Overview

LEARNING OBJECTIVES:

At the end of the module, learners should:

- Know the names of other learners in the group, and the facilitator
- Begin to feel comfortable with their classmates and facilitator, and excited to learn
- Have clear expectations of the type of activities within the course, and be ready to participate
- Have an idea of the various modules which will be covered throughout the course

GETTING STARTED MODULE ASSESSMENT:

- Recall the names of any five learners in the room and a fun fact about them?
- Identify why the training is important?
- Name at least one ground rule, as decided by the group in Unit C, and explain why it is important?
- Explain what kind of modules will be covered in the training?

UNIT A: GETTING TO KNOW EACH OTHER

DURATION	`	MATERIALS	METHOD
30 mins		Name tags	Games
		Markers	Songs
		Small Ball/	Group Activities
		Scrunched up paper	

LEARNING OBJECTIVES:

- Provide an opportunity for learners to learn each other's names, and get to know the other learners, through interactive group activities.

UNIT SUMMARY:

This unit focuses on introducing the learners to one another, facilitates the learning of each other's names, and help them to become more familiar with each other.

UNIT ASSESSMENT:

- Each learner should be able to recall the names of at least five learners from their group.

FACILITATION STEPS:

1. Identify an open space to facilitate Activity A.1.
2. Prepare a lightweight ball by scrunching up flip chart papers or old newspaper to facilitate Activity A.2.
3. Ask learners to form a circle and welcome them collectively.
4. Facilitate Activity A.1.
5. Facilitate Activity A.2.
6. Facilitate Activity A.3.

Activity A.1 - Name Aerobics

Organise the group in a circle with the learners facing each other.

- Choose a learner to start the introduction exercise by doing an action for each letter of their name. *For example: moving their bodies in different directions as they spell their names.*
- Have the entire group repeat the name and motions.
- Choose another learner to repeat the process by introducing herself (this continues until everyone has introduced themselves).

Activity A.2 - Ball Toss Game

Organise the group in a circle with learners facing each other; the paper ball is passed to a learner who starts the game.

- The learner with the ball sings a song with her name and introduces herself by sharing a fun fact, such as a favourite movie character, or a dream career.
- The learner calls the name of another group member and passes the paper ball to them.
- The learner who receives the ball, repeats the thrower's name and repeats the second step.
- This continues until everyone is introduced.

Activity A.3 – The Sorting Game

Organise the group in a circle with learners facing each other

- Explain that you will play the music and the learners should move/dance within a specified space

- When the music stops, they have to gather themselves, as requested by the facilitator.

- Start the music and when it stops instruct the girls "Gather by hair colour/eye coluor/age/ birthday month/ first letter of your name, etc."

UNIT B: ESTABLISHING EXPECTATIONS

DURATION	MATERIALS	METHOD
15 mins	Flipchart Paper	Discussion
	Masking tape	Group Activities
	Colour card or post it notes	
	Marker pens	

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Discuss the importance of the Essential Life Skills course and expected outcomes.
- Explore hopes and concerns regarding the training.
- Agree on training process and timetable.

UNIT SUMMARY:

The goal and expected achievements of the training is shared and discussed. Timing and duration of the training must be agreed upon and the expectations and concerns of the girls addressed.

UNIT ASSESSMENT:

- Identify 2 key reasons why the training is important.
- Name one concern you had, that was lessened by the class discussion.

FACILITATION STEPS:

1. Ask the learners why they think this training is important. Encourage a variety of ideas and suggestions.
2. Explain the purpose and objectives of the Life Skills training and its expected outcomes.
3. Ask a few learners to volunteer to share their reasons for joining the project, attending the training, and how they think they will benefit. Then, split the learners into three groups and follow the instructions in Activity B.1.
4. Share the training timetable and discuss the importance of time and promptness.

Activity B.1: Connecting the GOAL

Goal: To enhance learners' ability to make significant decisions in life, set goals and acquire leadership skills for improved life choices.

Using three flipchart papers, write boldly in the centre of each paper the following-

On one paper write **'Reasons'**, the other **'Expectations'** and the third **'Concerns'.**

1. Give each group one of the flipchart papers.
2. Support the learners to write down all their reasons, expectations or concerns on a post-it-note or colour cards and paste around the training goal. After two minutes, swap the flip chart papers around until each group has had each paper.
3. Bring the learners back into a circle, and discuss each flip chart paper. Ask the learners to explain how they think their expectations are linked to the training goal and address any potential concerns.

UNIT C: SETTING GROUND RULES

DURATION	**MATERIALS**	**METHOD**
30 mins	Flip chart Paper	Discussion
	Colour card/post it notes	Brainstorming
	Marker Pens	
	Small ball/scrunched up paper	

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Discuss the importance of ground rules within the training sessions.

- Explore different ground rules.

- Agree on the ground rules that the group will follow for the rest of the training.

UNIT SUMMARY:

This unit demonstrates the importance and effect of having ground rules for the duration of this training. Ground rules are generated for future training sessions, with the essential rules emphasized, to maintain a respectful and safe environment.

UNIT ASSESSMENT:

- List three reasons why ground rules are important.
- List two of the ground rules that have been agreed for the group.

FACILITATION STEPS:

1. Ask the learners to spend two minutes discussing the meaning and importance of rules in pairs. Emphasize the importance of rules, specifically as it applies to the training.
2. Gather the learners in a circle, and follow Activity C.1.
3. Elicit a statement of agreement and commitment to keep the ground rules for the group.

Activity C.1: Suggesting Rules

Using a small ball or scrunched up paper, encourage the learners to continue learning each other's names whilst generating some ground rules.

1. Call a learner's name, then pass the ball to her. She should suggest a rule for the group, (examples below) then pass the ball to another learner, and so on.
2. The facilitator should note down each suggested rule on a big flipchart paper.
3. Once there is a large selection of rules, the facilitator should end the activity and discuss all the rules with the class. If there are any essential rules missing, these should be discussed and added in. If there are any silly rules, they should be removed.
4. Paste the flipchart on the wall, as a reminder of the rules for the rest of the training.

Suggested rules: Speak for yourself, speak one at a time, raise your hand to speak, be attentive and participate in activities, be ready to learn, ask questions if you do not understand, always be on time, help and support each other.

Essential rules: No right or wrong answers, respect differences, respect other's views, keep what is said in the training course confidential.

UNIT D: COURSE OVERVIEW

DURATION
15 mins

MATERIALS
Flipchart Paper
Colour card markers
Marker pens

METHOD
Discussion
Group task

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Provide an overview of the modules in the manual.

- Discuss the importance of the modules.

UNIT SUMMARY:

This unit provides a discussion on the overview and importance of each module, and how it contributes to the improvement of the learners' lives.

UNIT ASSESSMENT:

- Each learner should be able to recall and describe three of the modules, from the five discussed.

FACILITATION STEPS:

1. Inform the learners that there are five modules in the manual.

2. Write out the title for each module on the flip chart.

Module 1 – Education and Gender

Module 2 – Life Skills

Module 3 – Leadership

Module 4– Health and Hygiene for Girls and Young Women

Module 5 - Employability

3. Ask the learners to repeat the name of each topic and ask for suggestions as to what each topic might be about. Explain any words that they may be unfamiliar with.

4. Briefly discuss each topic by sharing the objectives of the module and mentioning the units.

5. Discuss the significance of the modules to the improvement of the learners' lives.

MODULE ONE: EDUCATION AND GENDER

The module examines the right to education, the benefits of education and the need for girls to complete their education. In the module, the group will discuss issues related to gender roles and their impact on girls' education.

This module consists of the following units:

Unit 1.1: Right to Education

Unit 1.2: Benefits and Importance of Education

Unit 1.3: Learning and Staying in School

Unit 1.4: Understanding Gender Roles

Unit 1.5: Gender Discrimination and Education

Figure 1.1

LEARNING OBJECTIVES:

At the end of the module, learners should be able to:

- Understand education as a concept and girls' right to access quality education.
- Enumerate the benefits of education to girls (individual), family and community.
- Identify the different barriers that prevent girls attending school.
- Discuss how girls can successfully enrol, attend and complete basic education.
- Discuss how there are often expected roles for girls and boys which are not equal, what these are and how they can change.
- Understand gender discrimination and its effects.

EDUCATION AND GENDER ASSESSMENT:

- Explain the meaning of education and rights.
- Identify the benefits and importance of education to the individual, family, and community.
- What are the barriers that prevent girls from schooling? Explain in detail the effects of two of them.
- Discuss how to successfully enrol, attend and complete school.
- Describe the difference between sex and gender.
- Name three activities that are determined by sex, and three that are traditionally determined by gender. Detail how these gender roles can be challenged in your community.

UNIT 1.1: RIGHT TO EDUCATION

DURATION	**MATERIALS**	**METHOD**
30 mins	Flip chart papers	Discussion
	Markers	Brainstorming
	Colour cards	Song

LEARNING OBJECTIVES

At the end of this unit, learners should be able to:

- Understand the concept of education and its importance.

- Discuss basic human rights and identify education as a human right.

- Identify legal documents recognising education as a human right.

GIRL'S EDUCATION IS RIGHT

Figure 1.3

UNIT SUMMARY:

Every learner has a right to quality education and should be supported to attend, learn, stay in school and complete their education.

UNIT ASSESSMENT:

- Why is education important?
- What are basic human rights?
- Is education a right or a privilege for all learners?

FACILITATION STEPS:

1. Ask learners to explain the meaning of "education" in their own words.
2. Draw a padlock and key on a flipchart to show education is key to other human rights. Discuss other human rights that may be more easily accessible when one is educated and why.(e.g. freedom of speech, when one is educated they are more likely to have the ability to speak up about their beliefs.)
3. Ask learners to share their understanding of what constitutes human rights.
4. Use the facilitator's notes to discuss what qualifies as a human right, as well as the existing human rights laws.
5. Ask learners to explain what basic human rights means in relation to the right to education.
6. Facilitate Activity 1.1.1 and close the class reemphasizing their right to education.

Figure 1.2

Activity 1.1.1: Singing for Education

Ask learners to sing any song they know which is related to education.

- Divide the learners into groups of 3 or 4 and support each group to compose 4 lines of a song about education as their right (they should be guided to write the lyrics of the song and rehearse it together).

- Have each group perform their part of the song with the other groups repeating after them.

- After each group has shared their song, combine all lyrics into one song and sing the combined song with the learners until they can sing it all the way through.

Education is the process of learning or gaining knowledge. **Education** also means acquiring general knowledge and developing the powers of reasoning and judgment.

Human Rights: Basic human rights are the entitlement of every human being. A right is something that no one should be able to take from you.

Some examples of human rights include:

- The right to education
- The right to life
- The right to liberty and freedom
- The right to live your life free of discrimination
- The right to control what happens to your own body and to make medical decisions for yourself
- The right to freely exercise your religion and practice your religious beliefs without fear of being prosecuted for your beliefs
- The right to be free from prejudice on the basis of race, gender, national origin, colour, age or sex
- The right to be free from slavery
- The right to freedom of speech
- The right to freedom of thought

Examples of legal documents that support education as a right of every child:

- **Universal Declaration of Human Rights (1948):**

  Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.

- **Convention on the Rights of the Child (1989):**

  States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: a) make primary education compulsory and available free for all.

- **Charter on the Rights and Welfare of the African Child (1990):**

  States Parties to the present Charter shall take all appropriate measures with a view to achieving the full realisation of [the right to education] and shall in particular: a) provide free and compulsory basic education.

  Also in Nigeria, there are laws and policies that provide the framework for education as a human right. These include:

I) The 1999 Constitution of the Federal Republic of Nigeria,

ii) The Universal Basic Education 2004

iii) Child's Right Act 2003

UNIT 1.2: THE IMPORTANCE AND BENEFITS OF EDUCATION

DURATION
30 mins

MATERIALS
Flip chart papers
Markers
Colour cards

METHOD
Discussions
Case study
Brainstorming
Group work
Plenary session

LEARNING OBJECTIVES:

At the end of this unit, girls should be able to:

- Identify the benefits of education to the individual, family and community.

- Identify potential avenues for their own development that they can achieve through education.

UNIT SUMMARY:

This unit demonstrates that education has many benefits and impacts on our lives. An educated girl is an asset to herself, family and community. The girls are guided through the benefits of girls' education, at the individual, household and community level.

UNIT ASSESSMENT:

- What would you like to become/do with your education?

- How do you intend to use your work to improve yourself, family, community, state and country?

- Name 2 benefits that result from educating a girl?

Figure 1.4

FACILITATION STEPS:

1. Begin the class by explaining to the girls that education has many benefits on their lives. Ask for ideas on some ways they think education can impact the life of the individual or the lives of community members.

2. Record their answers on a flipchart. Be sure to highlight or emphasise the most relevant answers by circling or underlining them. If possible use two papers, one for the answers concerning the individual and one for answers that concern others.

3. Use the Facilitator's Notes to fill in any points the girls have missed.

4. Read the case study in Activity 1.2.1 and discuss as a class the questions at the end of the case.

5. Emphasise the points that explain why educating girls is important.

Activity 1.2.1: Case Study

Zainab is a girl from Kuje community. She attended primary and secondary school and university where she graduated as a medical doctor. She got married and has 3 children. She works in the Kuje community health centre as the only female doctor. As a doctor she is able to take care of her extended family and supports other community members as well. Most of the time, Zainab is called upon to assist pregnant mothers and their children whenever the need arises in the community and her family is very proud of her. Her parents are well known and respected because of their daughter's role in the community and they enjoy community goodwill. Now, Zainab is seen as a role model to others in her community.

Questions

1. How has education improved Zainab's life?
2. How has education affected her family?
3. How has Zainab completing her education helped the community?
4. Discuss what would have been Zainab's situation if she had not gone to school.

Facilitator's Notes

Benefits of Educating Girls

- Education helps the girl to make informed decisions about her life.
- Education opens up better opportunities to become a professional (have a job).
- Education makes it more likely that the girl/woman will be involved in decision-making within the family, community, State and Nation.
- Education helps her to be a good mother to her children and help them with their studies.
- As a business woman, education helps her manage her finances better.
- Education improves her chances of living a better life and achieving her dreams.
- ·Educating girls to be conscious, identify, respect and recognize her culture, norms, values & religion (Individual/Family)

Some benefits of educating girls/women are:

Individual/Family	Community
Better job opportunity	Contributes to community development
Critical Thinking /Decision Making	Takes part in making good decision for the community
Educates her children	Role model to other girls
Empowered /Informed followers	Improved Leadership
Assertiveness/ freedom of expression	Sense of belonging/ownership
Team Spirit	Collective responsibility
Good interpersonal skills	Brings peace to the community

UNIT 1.3: LEARNING AND STAYING IN SCHOOL

DURATION	MATERIALS	METHOD
30 mins	Flipchart Markers Manual	Discussions Brainstorming Case study Group work Plenary session

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Discuss how learners can successfully enrol, attend and complete basic education

- Identify the different barriers that prevent learners from enrolling, attending and completing school

- Suggest possible actions that can be taken to address these barriers

UNIT SUMMARY:

This unit contains a discussion of barriers to learners' education that learners face. This unit identifies and categorises those barriers into individual, family, school and community levels and identifies solutions to these barriers.

UNIT ASSESSMENT:

- Name 4 reasons why is it important for learners to go to school, stay in school and complete their education.
- What activities do learners need to ensure successful completion of education?
- Introduction of extra lessons in our schools.
- Encourage child-friendly environment.
- Enhance the activities of guidance & counselling.
- Enhance extra-curricular activities in our schools.

FACILITATION STEPS:

1. Read the case study in Activity 1.3.1
2. Generate discussions from the case study and note the responses on the flip chart.
3. Facilitate activity 1.3.2.
4. Have each group present their response to their question.
5. Generate additional responses from the discussions.
6. Brainstorm as a class ideas for overcoming barriers to education. (Establishing allies, advocating for yourself, brother's/husband's help with household work, learner's Fora or support and suggestions, etc.)
7. Have the learners commit to an action meant to be a first step towards counteracting these barriers. (Talking to parents about the importance of educating learners, discussion about sharing chore responsibility, talking to peers about creating a support/discussion group, compile a letter to community/government leaders about needs of learners in their community, etc.)

Activity 1.3.1: Case Study

Mr. Yakubu has two children Yusuf and Rahama. He chose to send Yusuf to school but denied Rahama the opportunity. He said there was no need to spend the scarce family resources on a girl. The father agreed to send his daughter to his maternal uncle in the State Capital to serve as a maid. Fortunately, her uncle decided to enrol her in school until she graduated as a nurse. Back in the village, Bala dropped out of school due to academic challenges and changed to vocational training. One day Mr. Yakubu fell ill and was taken to the city hospital where Rahama works as a trained nurse. At the time, Rahama was already married with two children. She ensured her father got the best treatment until he was completely well. Now she visits the community regularly to render counselling services to pregnant women. Mr Yakubu regrets his actions and advises other fathers to send their daughters to school.

Questions:

- Why was Rahama not attending school? Why was Rahama discriminated against?
- Explain how the knowledge and skills acquired through education improved her life.
- What would have happened to Rahama if she had not completed her schooling?
- Why do you think Mr Yakubu became an advocate for girls' education?

Figure 1.5

Activity 1.3.2: Group Work

Divide the girls into 3 groups.

Assign one question to each group. (Answers should be based on the case study and scenarios in your community)

- Identify the different barriers within your community that prevent girls from going to school, staying in school, completing their education or studying further.
- What opportunities exist within your communities for girls/young women who are educated?
- Who are the people in a girl's life that can make her stop going to school or support her to complete her education?

UNIT 1.4: UNDERSTANDING GENDER (GIRLS AND BOYS) ROLES

DURATION
30 mins

MATERIALS
Flip chart
Markers
Flash cards
Picture of boy and girl

METHOD
Brainstorming
Case study
Group Work
Plenary session

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Understand the difference between someone's biological sex as male and female and their gender roles as men/boys and women/girls

- Understand how negative and positive bias is associated through gender roles

UNIT SUMMARY:

This unit covers the differences between sex and gender. There are often different ideas of the gender roles of girls and boys which in some circumstances can inhibit girls. These gender roles can be changed, by understanding the root of the belief and by challenging its validity.

UNIT ASSESSMENT:

- How has gender impacted girl's education in the community?

- Do girls and boys always have equal opportunities to learn? Why?

FACILITATION STEPS:

1. Open the class introducing the lesson.

2. Follow the instructions for Activity 1.4.1.

3. Discuss the questions in Activity 1.4.1 as a group. Challenge any perception that is not grounded based on an accurate definition of sex.

   Emphasize the note about society included in the Facilitator's Notes. Emphasize the girls' ability to change their own, and their communities' perception of gender.

4. Read the case studies in Activity 1.4.2 and allow girls to discuss and answer the questions.
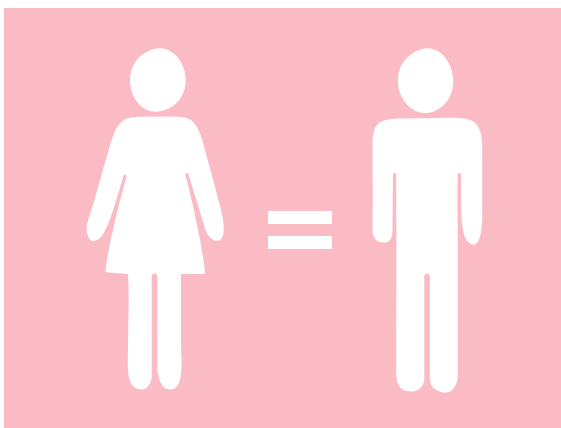

Figure 1.6

Figure 1.7

Activity 1.4.1: Gender Roles & Sex

1. Write the following below statements on flash cards (card board)

   Carrying pregnancy, impregnating a woman, cooking food, going to the farm, breastfeeding, giving birth, caring for children, cleaning the house, washing cars, driving cars, climbing trees, politics, engineering, hairdressing, carpentry, tile laying, going to school.

2. Draw a table as below on a flipchart and ask learners to stick the cards in the sections they prefer to identify the statement(s) that holds true for both men and women and those that can only be true for either men or women but not both.

3. Explain the definitions for gender and sex, and how we think of men and women are influenced by our society.

Questions:

- Knowing the definitions for "gender" and "sex", which statements would you consider a gender role for men/boys or for women/girls and which statements would you consider a biological distinction of sex for males and females?

- Ask the girls: Which statements are circumstances that can change and which circumstances will always stay the same?

Activity 1.4.2: Case Study- Gender Roles & Sex

Case A: A teacher read the scores of JSS1 students so that the whole class could hear. Emmanuel's score indicated he failed the subject. The teacher advised Emmanuel –"try harder; you know you are a boy. You have to continue your studies". Sarah however, had a high score in the same subject. Surprised, the teacher remarked "How can a girl score so high? Did you copy from your friend?", but some students responded saying "NO!" Sarah is a brilliant girl." While others added – "She is the future Minister of the Federal Republic of Nigeria".

Case B: The youth in Noforija community plan to learn a trade at the Community Trade Centre. The girls desired to learn motor mechanic, welding, woodwork, painting, computer operation and driving. The boys also showed interest in tailoring, weaving, bakery and dancing. This new direction of skill interest informed the Trade Centre Administration to require new learners to complete a personal information form. The Trade Centre Administration was then able to include both girls and boys in the activities that interested them most, regardless of their sex.

Questions:

- In case A, what is the difference between how the boy is treated and the girl is treated? Why do you think, so?

- How can bias effect the opportunities for girls to be leaders? What can we do to make sure more women reach and occupy leadership positions in the society?

- As in Case B, are there any activities you are interested in, outside traditional gender roles?

- How can communities continue to support the evolution of traditional gender roles?

Facilitator's Notes

Gender Refers to socially determined roles and relations between men/boys and women/girls. For example, girls are expected to do house chores while boys are expected to play football. Because society decides on the types roles of for men/boys and women/girls, society also decides how those roles can change. Gender roles also change over time. The expectations of a grandmother and grandfather when they were girls and boys will be slightly different to the expectations of their granddaughters and grandsons because society changes.

Sex on the other hand, refers to biological distinctions between male and female: males and females have different body parts and functions that define their sex. Sex distinctions are inherent in the physical make up and do not change, they are biological. For example, women have a womb to carry pregnancies while men do not.

NOTE ABOUT SOCIETY:

Society is made up of families, parents, children, teachers, religious and social leaders, doctors, etc. but most importantly it is made up of "us" and "you and me". If we are society then we decide gender roles but we can also change them if we want.

UNIT 1.5: GENDER DISCRIMINATION AND ITS EFFECTS ON EDUCATION

DURATION	MATERIALS	METHOD
45 mins	Picture depicting gender discrimination and equality Information charts	Question and answer Case study Plenary session

LEARNING OBJECTIVES:

At the end of this unit, girls should be able to:

- Explain the term 'gender discrimination'.

- Identify how gender discrimination affects girls' education.

  Mention ways to overcome gender discrimination.

- Identify people that influence a girl's education, work and life choices.

UNIT SUMMARY:

The unit covers the concept of gender discrimination, and how it affects girls' education. This unit also facilitates discussions on how to overcome it.

UNIT ASSESSMENT:

- What are the effects of discrimination on the girl-child in their community

- List four ways to reduce gender discrimination.

FACILITATION STEPS:

1. Read the case study in Activity 1.5.1 and lead discussion using the questions at the end of the case study

2. Ask girls what they see as the importance of education from the case study and emphasise on the points explaining why educating the girl-child is important.

3. Facilitate Activity 1.5.2 answering the discussion questions at the end, brainstorming ways to alleviate the time poverty of girls/women.

Figure 1.8

Activity 1.5.1: Case Study

Talatu is an intelligent and hard-working girl in secondary school. She is in Mr. John's class. As a result of her brilliance, she was one of the pupils who were nominated for the post of class monitor. Even though the nomination was in favour of Talatu, her class teacher favoured Ibrahim, a boy, who was the runner-up. Mr. John's reason for choosing Ibrahim over Talatu was that in the history of the school, no girl has ever become a class monitor and she is an intelligent and hard-working girl.

- What were the problems Talatu faced based on this story?
- Was Talatu fairly treated? If yes, why? If no, why not?

Suggest ways to overcome gender discrimination in our schools and communities:

1. Developing positive self esteem
2. Being assertive
3. Surrounding oneself with a good support system
4. Through education and creating awareness
5. Through government policies

Activity 1.5.2: Time Poverty Exercise

Using a flip chart/ black board, draw two parallel lines running horizontally across the board. Label the top one Men/Boys and the bottom Girls/Women

Men/Boys

Wake up_____Bed

Women Girls

Wake up_____Bed

- Starting with the top line ask the girls questions to fill out the timeline. Start with "What time do boys wake up?" Fill in items such as when they go to school, when they study, chores, time with friends, dinner, etc.
- Next complete the line for Women/Girls using the same method. Be sure to include household chores (morning and night), helping their mothers, work, school, etc.

  The two lines should look drastically different with the amount of activities a girl must complete compared to boys the same age. Lead a discussion asking the following questions.

- How do the two lines look different?
- Are girls expected to do more than boys are? Why?
- Does it seem harder to find adequate time for studying in the bottom line? How do you think this impacts girls' education?
- What would alleviate some of the burden on girls pursuing their education?
- Does anyone have any ideas on how to achieve this? (Talk with family, ask brothers and husbands to take over some chores, etc.)

Gender roles are attitudes, privileges, opportunities, and activities that are socially determined about men/boys and women/girls. Gender roles are the active expression of gender identity.

Gender discrimination: a situation in which someone is treated less well because of their expected role as women/girls or men/boys.

In many parts of the world, girls often experience gender discrimination as they pursue their education.

Barriers to Girls' Education: for girls, the barriers to education are multiple and may include:

- Poverty
- Values, behaviours and traditions that limit their opportunities
- Gender-based violence in schools or at home
- Child marriage
- Distance to school and safety concerns
- Harmful cultural practices such as Female Genital Mutilation (FGM) or circumcision, breast ironing etc.
- Breast ironing is the crushing of the female adolescent breast membrane to delay or disguise the stage of puberty.

MODULE ONE ASSESSMENT:

- Identify ways in which education benefits girls in their communities.
- Identify if there are specific roles for boys and girls in your schools and community?
- How can you support more girls to attend, complete and further their education in your community?

MODULE TWO: LIFE SKILLS

This module describes basic skills that will help girls handle and cope better with different life situations. The modules cover issues such as self-esteem and its influence on how girls relate with their community. This module also covers important life skills such as critical thinking, decision making and negotiation.

This module consists of the following units:

Unit 2.1:   Self-esteem and self-image

Unit 2.2:   Creative thinking and problem solving

Unit 2.3:   Decision-making

Unit 2.4:   Communication and assertiveness

Unit 2.5:   Negotiation and refusal skills

LEARNING OBJECTIVES

At the end of the module, learners should be able to:

- Interact and relate to others more confidently

- Display creative thinking in problem solving

- Explain at least three important aspects of making good decisions

- Recall at least three reasons why fair negotiation is important

EXPECTED RESULTS:

At the end of this module, the expected outcomes are:

- Expressed confidence in the way they speak and relate with others.

- Displayed creative thinking in problem solving.

- Knowledge of at least three important aspects of making good decisions.

- Knowledge of at least three reasons why negotiation is important.

- Girls can identify the qualities in themselves that make them unique, and can embrace those traits to create a positive self-image.

UNIT 2.1: BUILDING SELF ESTEEM AND SELF IMAGE

DURATION	**MATERIALS**	**METHOD**
60 mins	Old Calendars	Song, role-play,
	Flip chart	Brainstorming
	Markers	Case-study
		Group Task,
		Discussion/dialogue

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Discover and accept who they are

- Show confidence in the way they speak and relate with others.

- Know the importance of self esteem

UNIT SUMMARY:

Positive self-esteem shows in the way we see ourselves and the belief that we are valued, worthy, loved and accepted. A positive self-image is integral to relating with others confidently and effectively.

UNIT ASSESSMENT:

- List importance of positive self-image and self-esteem?

- Mention the different types of self-esteem?

- How can you improve your self-esteem?

FACILITATION STEPS:

1. Ask the learners what they love about themselves.

2. Guide learners through the following declaration. They can turn the declaration into a song: I am contented with how God created me

3. Explain to the learners the concept of body image as the way we see ourselves, and how we feel about ourselves.

4. Guide the learners to identify some of the at least two things they love about themselves.

5. Explain self-esteem as *the way we see ourselves, what we think we are and who we feel we are.* Stress that our relationship with others is affected by the way we feel about ourselves.

6. Divide learners into two groups for the role play in Activity 2.1.1. Discuss what the learners understood from the role play.

7. Read the case study from Activity 2.1.2. and use questions to generate discussions on self-control and its importance.

8. Ask learners to share personal experience(s) related to self-esteem and self-image.(Positive personal experiences should be emphasized)

9. Discuss ways to improve self-esteem, ideas included in the facilitator's notes

Divide girls into two groups and give each group 10 minutes to come up with a role-play. Each role-play will be presented for 5 minutes or less.

1. *Group 1 will show **positive/high self-esteem** by being confident, respectful, believing in themselves and speaking out.*

2. *Group 2 actors will show **negative/low self-esteem** by being insecure, afraid of failure, not believing in themselves and not relating well with others.*

Activity 2.1.1: Role Play on Self-Esteem

Naomi is a 16-year-old girl who lives with her grandmother. Her grandmother can only afford two meals per day and she is not able to give her money for anything. She always admires other girls in her community who are able to afford to buy new clothes and expensive make-up kits. Despite pressure from her friends to join them in hawking so that she can afford what she wants, Naomi chooses to stay in school with the hope that one day she will become a graduate and be able to afford the good things of life just like her teacher Miss Hadiza

1. What are the things Naomi denied herself?
2. What made Naomi not to join hawking?
3. Demonstrating her belief in her potential (self-worth), in what ways did Naomi become and advocate for herself?
4. What will Naomi gain in the future?
5. What is the importance of self-esteem?
6. How does this relate to us as learners?

Activity 2.1.2: Case Study on Self-Control

Facilitator's Notes

Body Image: The concept of body image is the way we see ourselves, and how we feel about ourselves.

You can improve perception of your body image positively in ways which might include:

- Look at yourself as a whole person (when you look in the mirror, do not focus on specific body parts but as a whole person)
- Surround yourself with positive people (people who are supportive and appreciate and like you just as you are).

Self Esteem is the way we see ourselves, what we think we are and who we feel we are. Self-esteem reflects our overall subjective emotional evaluation of our own worth.

(Stress that our relationship with others is affected by the way we feel about ourselves.)

Positive/high self-esteem: High self-esteem is exemplified by someone who values themselves and focuses on their strengths. Having a high self-esteem extends beyond just one's body image. High self-esteem comes from embracing the qualities of our personality and actions that we love about ourselves. Our positive attitude, our compassion, our courage, etc.

Negative/Low self-esteem is exemplified by someone who does not value themselves and only focuses on their weaknesses. When we have low self-esteem we focus on our perceived negative traits. The things about ourselves that we wish were different. When we have low self-esteem we forget to remember the things about ourselves that are excellent, that make us unique.

How to improve Self-Esteem

- Be confident about yourself
- Be content with what you have
- Surround yourself with positive friends
- Set goals for yourself
- Celebrate every success in your life
- Develop a good self-image

UNIT 2.2: CREATIVE THINKING AND PROBLEM SOLVING

DURATION
60 mins

MATERIALS
Old Calendars
Flip chart

METHOD
Brainstorming
Folding sheet activity
Group Task,
Discussion/dialogue

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Show creative thinking in problem solving.
- Identify problem solving skills

UNIT SUMMARY:

This unit introduces creative thinking, teamwork, communication and decision-making skills as important skills required in solving a problem. Everybody faces challenges every day and needs creative thinking to solve them.

UNIT ASSESSMENT:

- How can creative thinking affect the decisions you make?
- Mention at least three problem solving skills?

FACILITATION STEPS:

1. Ask learners to brainstorm on the following terms: Critical thinking – thinking outside the box, problem solving – finding solutions to challenges, teamwork – working together with others, communication – sharing information, and decision-making skills.

2. Allow learners to share experiences of challenges they have faced in life and how they solved them (**facilitator to emphasize confidentiality**).

3. Conduct the Folding Sheets Exercise in Activity 2.2.1.

4. Give learners the opportunity to brainstorm and discuss the Folding Sheet activity.

5. Facilitate Activity 2.2.2 and answer the questions as a group.

6. Close the lesson emphasizing the value of teamwork and critical thinking in solving problems.

Divide girls into 5-6 groups and give each group a piece of large flip chart paper or old calendar sheets.

- Each group is to fit all their teammates on to the paper such that at least one foot of each teammate is on the paper. They cannot stand outside the paper. This should be quite easy.

- Fold the paper in half and repeat the same thing as above. Their task is the same as before: fit all their teammates on the paper. Allow them some time to think and act.

- Fold the paper in half one more time and try to do the same thing.

Tell girls that the objective of the activity is to encourage critical thinking when a difficult problem is presented. Help learners see that they often need to "think outside the box" to solve problems and should be unique in solving your problems.

Questions

- What would have made the exercise easier?
- Ask learners to share their feeling and experience on how they solved the problem in the above activity.

Activity 2.2.1: Folding Sheet

Divide the group into teams. Each team decides on a voice signal of its own as well as a physical sign (like handshake in a special way)

Everyone wears a blindfold and the players are distributed over a wide space. The players have to identify the members of their group using their teams voice signal. When they meet someone they have to show the physical sign in an attempt to find out whether the person is on the same team. No one is allowed to speak during the game. The game ends when the players find all the learners in their team.

Lead a discussion about the activity using the following questions.

- What about that game was challenging?
- Were any actions more successful than others?
- What would have made the game easier?

Guide the discussion, emphasizing answers that highlight communication skills and teamwork.

Activity 2.2.2: The Super Team

Facilitator's Notes

Critical thinking – is the ability to think outside the box. Critical thinking requires independent and reflective thinking. It requires one to be open minded, thoughtful, and able to draw connections between ideas using logic.

Problem solving – Involves finding solutions to challenges. Problem solving often requires critical thinking, teamwork and communication to find an effective solution.

Teamwork – is working together with others. Teamwork is most valuable in groups that have found a way to be effective and efficient, utilizing the strengths of all its members, with mutual respect and appreciation.

Communication – sharing information, and decision-making skills, by speaking, writing, or some other medium. Communication is most effective when the message has clarity, respect, and a willingness to understand the other point of view.

UNIT 2.3: DECISION MAKING

DURATION	MATERIALS	METHOD
60 mins	Markers	Role Play
	Flip chart	Group task,
	Story books related to the subject	Discussion/dialogue

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- State at least three steps required in decision-making

- Mention at least three important aspects of making good decisions

- Know the issues that require quick decisions and how to work with them

UNIT SUMMARY:

Goal setting allows us to focus on something we wish to achieve in the future. Having a goal helps to inform our decision making. Decisions we make have the ability to affect the attainability of our goals. The decisions we make can harm our image in the community and damage our relationships, or they can help us to build strong relationships and accomplish our goals.

UNIT ASSESSMENT:

- What do you understand by decision-making?

- Give 3 examples of good decisions and the process involved in making them?

- What are goals and how do you use decision-making to reach your goal.

- Mention five processes involved in decision making.

- List four important aspects of making good decisions.

FACILITATION STEPS:

The facilitator should connect this lesson to the previous knowledge on critical thinking and problem solving to facilitate this unit.

1. **Before the lesson**- write the decision-making steps on a sheet of paper to be posted at the front.

2. Guide the learners to brainstorm on the meaning of goals (which is what one seeks or plans to achieve within a short or long period of time).

3. Outline the importance of setting goals and how to set them by using the case study in Activity 2.3.1.

4. Introduce the learners to the aspects of decision making. Be sure to go over the decision-making steps in the facilitator's notes.

5. Facilitate Activity 2.3.2.

6. Close the lesson by emphasizing that the best decisions are usually the ones that are consistent with one's values and goals.

   Summarize the session by telling the learners that with hard work, commitment, courage, consistency and determination one can achieve their goals in life.

Suraiya hoped one day to run a market stall selling her clothing and homemade baskets. She knew that this would not be easy. She decided to write a list of short term goals that will help her to achieve this. First she decided to create a few small handmade crafts from the weeds behind her house, as the materials were free. She then sold her crafts to her community members, and chose to save the profits in the bank to invest in her future goal, rather than spending it on sweets or jewellery from the market. She knew that the next step in her plan was purchase a bolt of fabric and to sew many small purses. She chose to make purses because they used little fabric and she could make more than if she had chosen to make only one garment, allowing her to make a greater profit. Suraiya was able to save more money, and soon accomplished her next short term goal, to buy many different types of fabric. With her abundant fabric she began making clothing for her community members. She has become known as a great clothes maker in her village and she is able to cultivate many customers and save more money towards her next goal.

Questions:

- How did Suraiya decide to work towards accomplishing her long term goal?
- What decisions could Suraiya have made that would have kept her from accomplishing her goal?
- What might be Suraiya's next short term goal, and how could she accomplish this?

Hassan Suleiman lost his mother at age three, crippled by a disease that befell her. Thereafter he was left with a father and relatives who had no interest in his future. With no money to sponsor his education, at the age of eight Hassan started begging in Kawo, Kaduna, to see himself through his primary and secondary school education. Hassan one day wanted to become a lawyer, so he worked hard and stayed committed to continuing his education, eventually gaining admission to university to study political science. While at university, he discovered a philanthropic program that offered scholarships for students who had faced adversity like him. Hassan submitted an application detailing his commitment to self-improvement, demonstrated his hard work by including his exam results and submitted recommendation letters from his mentors/professors. Hassan was awarded the scholarship which allowed him to continue his education. His dream to become a lawyer became more attainable when during his final year he was admitted to study law. Hassan hopes to set up his own law firm in the future and one day to become a judge.

Questions:

- What short term goals did Hassan Suleiman accomplish in order to work towards his goals?
- What decisions did Hassan make that helped him get closer to achieving his goal?

Activity 2.3.1: Case Study on Goal Setting

Divide learners into four groups. Tell each group a story to role-play.

Group 1– Your friend invited you to attend Lagos Street Carnival where you will dance and meet new friends but your parents have warned you against attending because of the dangers involved. What should you do?

Group 2– Your brother wants to borrow money from your business profit to give to his girlfriend. The last time you lent him money, he refused to pay it back, what should you do?

Group 3 – Your friend invited you to go out to dinner, but you know that family money has been scarce and the money you have saved is almost enough to buy your school uniforms for next year. What should you do?

Group 4 – You are in SS3 now and you are supposed to register for WAEC and NECO exams but you can only raise funds for one exam. What should you do?

   o *Possible answers: Ladi should register for one of the exams and work very hard and study well to pass her exam or look for a star supporter who can help her achieve her goal of registering for both exams.*

- Give each group 5 minutes to prepare for the role-play. Ask the group to consider the situation and decide on what to do using as many of the decision-making steps as are applicable.

- Each group will then perform a short role-play for the whole class.

- Ask the class after each role play some of the alternate choices that could be made for each story and potential consequences.

- At the end of the activity, brainstorm as a class some reasons that it is important to make thoughtful and considerate decisions. Write the buzz words on the board.

Activity 2.3.2 Role-play on Decision-making

Facilitator's Notes

Goal Setting- Setting a long-term goal helps to align our decisions through time. Setting short term goals are step-stones to the long-term goals we wish to accomplish. The use of short term goals helps us to keep on target, allows us to make choices with an immediate and visible effect and ensures we don't lose hope or belief in our long-term goal.

A **decision** *is a choice that we make between two or more possible* options.

Making decisions is an everyday activity. Where to walk, when to eat, what to wear. There may be many options available when making a decision. There are some decisions, however, that have the capacity to affect future opportunities, choices, and how we are seen by ourselves and others. As such, the best decisions are usually the ones that are consistent with one's values and goals. Aligning our decisions with our long-term goals in mind ensures that we stay on the path towards making our goals reality.

Decision-making steps:

1. Define the problem
2. Gather information about the problem
3. Consider the advantages and disadvantages of the alternatives
4. Consider Family and Personal values
5. Consider the impact of your decision on other people
6. Choose an option
7. Carry the decision
8. Evaluate the result of the decision

UNIT 2.4: COMMUNICATION AND ASSERTIVENESS

DURATION	MATERIALS	METHOD
60 mins	Flip charts	Group task
	Examples from old	Songs
	newspapers	Role play
		Discussion

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Practice assertive communication

- Mention at least two skills required for good communication.

- Deliver a message with clarity and use good listening skills

UNIT SUMMARY:

Having good communication skills will improve your relationships with family, friends, and peers at school. You can always practice becoming a better communicator. This can be an on-going process your whole life! To be assertive, always use the word "I", and not "my mummy says" or "my daddy says" etc. When you say "I" it makes you the originator of the statement. Always make eye contact and give instructions with assertiveness and respect, not aggression.

UNIT ASSESSMENT:

- How do good communication skills affect your relationships with other people in society?

- What is the difference between assertiveness and being rude/ aggressive?

FACILITATION STEPS:

1. Introduce the session with Activity 2.4.1 and guide learners through the questions.

2. Facilitate Activity 2.4.2

3. Ask for volunteers to act out the role-play in Activity 2.4.3 and discuss the questions as a group.

4. Initiate a class discussion based on discussion points with guidance from the facilitators note. Be sure to clarify why assertive behaviour is important, because it shows respect for other people's views while upholding one's own point.

5. Ask learners to repeat after you, saying the following:

I believe in myself

I respect others

I am assertive

6. To close the session, take learners through the popular song:

Wherever you go, wherever you be, do not say YES, when you mean to say NO

Ask eight (8) volunteers to line up in front of the class. The phrase *"Listen, speak up, body language as effective communication tools"* is whispered into the ear of the first volunteer on the line. The 1st volunteer whispers into the ear of the next person on the line and the message is passed to each of the volunteers till it gets to the last person. At the end of the game, the last person tells the class the message she heard.

Compare the final message shared with the original message and discuss the following questions:

- Is there a difference?
- What is the difference?
- Why did the message change?
- What factors affected the communication?

Activity 2.4.1: The Communication Game

Divide the learners into two groups. Each group will participate in a debate titled **"Advantages and disadvantages of educating the girl"**

- The facilitator writes down the two parts of the topic on a paper and allows the groups to choose.
- Each group appoints two speakers and one judge. The two judges and facilitator will decide the winner.
- Each group has 5 minutes to prepare and another 5 minutes to present their argument.
- Appreciate both groups and emphasize the importance of body language such as eye contact, distance between people and positions for communication.

Activity 2.4.2: Verbal and Non-Verbal Communication

Activity 2.4.3: Role-play on Assertiveness

Facilitator's Notes

Assertiveness - is being firm on a decision or communicating your stand, opinion or belief in a way.

Aggressiveness - always arguing, quarrelling and shouting, rude, refusal to accept other people's views.

Good communicator - is a good listener who pays detailed attention and contributes meaningfully to the discussion.

Bad communicator - is nonchalant and not interested in what is being said and is not paying attention.

Verbal Communication - is done through talking.

Non-verbal communication - involves gestures and body language.

Basic communication skills:

- Know what communication is.
- Have the courage to say what you think.
- Practice.
- Make eye contact.

Four volunteers are required to role play the stories below. When selected assign them the following roles without telling the entire class the type of communicator they were assigned.

1. The first volunteer is an **aggressive communicator**
2. The second volunteer is a **bad communicator** (nonchalant)
3. The third volunteer is a **good communicator**
4. The fourth volunteer is **the mother**

A mother and three daughters are discussing what food to prepare for the evening. The first daughter suggests a meal and insists it must be cooked and does not care what others want or think. The second daughter has no suggestion, when asked what she wants. She thinks anything goes. The third girl has listened to all the conversation. She makes a suggestion and explains why it is good for them to cook her own suggested meal while showing respect for what others have said.

Discuss as a class the following questions?

- Explain the behaviour of all the daughters? Whose behaviour do you like best?
- What is the difference between the behaviours of the daughters?
- Which suggestion will the mother take and why?
- How do we talk and present issues without being rude?

UNIT 2.5: NEGOTIATION, REFUSAL SKILLS AND DIALOGUE

DURATION
60 mins

MATERIALS
Flip charts
Markers
Colour cards

METHOD
Role play
Discussion
Refusal circle

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Practice negotiation, refusal and dialogue skills

- Mention at least three reasons why negotiation is important

UNIT SUMMARY:

This unit examines how negotiation helps us reach a positive agreement and how saying "No" (refusal skill) helps us uphold our values and reaches our goals. Negotiation skills help girls to create dialogue with friends and family about issues they are passionate about, as well as helps to set boundaries for themselves. When girls are unable to walk away from a situation, there are ways to approach the conversation with effective communication skills, and tools for girls to find an ally who will aid them in their refusal and any potential consequences.

UNIT ASSESSMENT:

- What is negotiation?
- How can you say "No" without being rude?
- When are you permitted to say "No" firmly and walk away?
- What is dialogue?
- What are three reasons why negotiation is important?

FACILITATION STEPS:

1. Ask the learners if they have ever gone to the market and how they buy item(s) in the market (Probe for pricing).

2. Explain to learners that pricing is a form of negotiation.

3. Tell learners that _negotiation_ is _communication aimed at reaching an agreement_ while _refusal_ skills _tells someone that you do not want to do a particular thing. It means being able to clearly say "NO."_

4. Discuss with the learners on methods to approach parents when there is disagreement on certain issues/cases. e.g. career choice and dropping out of school to marry.

5. Facilitate Activity 2.5.1

6. Ask them to give reasons why negotiation is important in their lives.

7. Initiate a class discussion based on discussion points with guidance from the facilitators note.

Activity 2.5.1: Role Play on Negotiation

Allow 10 minutes for this activity.

Divide the girls into groups of 2-4.

* Ask the groups to brainstorm on real situations where they need negotiation. Allow them 5 minutes to create a play demonstrating their negotiation/refusal skills

    (suggested answers include negotiating with parents in career choice, in dropping out of school to marry, farming or hawking instead of going to school).

* After all groups have presented, ask the class to give reasons why negotiation is important in their lives.

Why is negotiation important in our lives?

Facilitators Notes

Negotiation is a way of getting one's needs met without using guilt, anger or intimidation. It is a discussion aimed at arriving at a peaceful agreement.

* Dealing with peer pressure
* Participating in a team's game
* When purchasing goods
* Leadership tussle etc.

Refusal Skills: This involves the use of the word 'No' in an emphatic and clear manner. *Examples: No, I don't want you to touch me there. No, not at this point. No, I do not want to get involved in this relationship. No, I don't want to sell on credit.*

* When on a date
* When someone you aren't interested in makes romantic advances
* When dealing with peer pressure
* When being asked to do something outside of your values

Characteristics:

* Use the word 'NO' in words and action using body language with a strong business like tone.
* Look directly at the person maintaining a serious expression.
* Stand straight into the person's eyes and avoid sending mixed signals then leave the scene.

Dialogue: An effective dialogue is an effort to reach acceptable conclusion to all parties.

Discussion points:

Tell the learners that if they find themselves in a situation where they are being pressured to do something that is against their values, they should say "NO", and dependent on the situation, walk away. If the girls cannot walk away from the situation, for instance if it is their family, discuss how they can find support elsewhere. Emphasize the importance of a strong ally or advocate who can help them to discuss the difficult issue with their parents, sharing their perspective and concerns safely and respectfully.

- Discuss with the learners methods to approach parents when there is disagreement on certain issues/cases. E.g. career choice and dropping out of school to marry.

MODULE ASSESSMENT:

- What do you understand about self-esteem?
- Can creative thinking affect your decision-making?
- Mention five (5) steps in decision making?
- How do good communication skills affect your relationship with other people in the society?
- When are you permitted to say "No"?

MODULE THREE: LEADERSHIP

This module describes what a leader is, qualities of a leader and styles of leadership, and how to aspire to become a leader. The module also looks at how girls can affect their sphere of influence through exhibiting leadership traits.

This module consists of the following units:

Unit 3.1:   Introduction to Leadership

Unit 3.2:   Personal Brand/Image Management and Leadership

Unit 3.3:   Volunteering

Unit 3.4:   Mentoring and Role Modelling

LEARNING OBJECTIVES:

At the end of the module, the girls should be able to:

- Share information on good leadership practices.
- Influence the consciousness of maintaining a positive self-image by having confidence in themselves and by valuing what makes them unique.
- Understand the benefits of volunteering in their community, and identify opportunities to volunteer.
- Stir up the craving for success through mentorship.

EXPECTED RESULTS:

- Girls can recognise leadership qualities in themselves.
- Girls know how to develop and strengthen leadership qualities to become good leaders, mentors and role models.
- Girls can identify their best qualities and be mindful of them when creating a positive personal brand and perceived image in their community.

UNIT 3.1: INTRODUCTION TO LEADERSHIP

DURATION
60 Minutes

MATERIALS
Markers
Cardboard papers
Pictures
Newspaper cuttings
Charts

METHOD
Discussion
Role-play
Case Study analysis

LEARNING OBJECTIVES:

At the end of this unit, girls should be able to:

- Understand the meaning of the key concepts in leadership

- Mention qualities and responsibilities of a good leader

- State styles of leadership and its respective effect

UNIT SUMMARY:

The unit explains the meaning of leadership and the types and styles of leadership, while exploring the various qualities that leaders traditionally have. learners should be introduced to the following definition of concepts - a leader, a follower, leadership, effective leadership, vision and communication.

UNIT ASSESSMENT:

Four groups of girls should answer the following questions:

Group 1: What do you understand by leadership?
Group 2: State 5 qualities and responsibilities of a good leader.
Group 3: Differentiate between a leader and a follower.
Group 4: List 4 leadership styles and their effects.

FACILITATION STEPS:

1. Introduce the session with a case study in Activity 3.1.1. Ask girls the questions in the activity and guide them through having a clear picture of what leadership is.

2. Explain the qualities and responsibilities of a good leader. Some of the qualities should be stated e.g. honesty, trustworthiness, discipline, loyalty etc.

3. Initiate a class discussion based on discussion points with guidance from the facilitators note.

4. Ask girls to mention the names of leaders within their communities and to describe their leadership style based on the learning from the previous activities as requested in Activity 3.1.2.

5. Lead the learners through a role play on the roles and responsibility of a leader as provided in Activity 3.1.3

6. Divide the class into groups and ask each group to respond to the questions in the assessment to ensure that the girls understand all topics on introduction to leadership.

Since more people of Angwal community returned home after the communal crisis, conflicts between clan members, especially youth and women, have been common and recurrent. Most of the community women are in need of help, counsel and support. Children are in need of food and school items because of their family crises. Amongst the most elderly women in Angwal, Khadijat has been the most helpful and receptive. She always makes herself available to counsel, encourages the women and youth and invites children to her house to eat. The people of Angwal now call her Sarauniya Khadijat because of her kind heart, generosity, demonstrated leadership skills and disciplined nature. ENGINE II programme had just been introduced in Angwal community and the Chief asked the elders to appoint a woman leader who will coordinate all community activities. Sarauniya Khadijat was appointed.

- What qualities of Sarauniya Khadijat will make her a good leader in ENGINE II?
- What responsibilities will she have for the community? What will she do for them?

Activity 3.1.1: Case Study

Ask the girls to identify leaders within girls' schools or communities and state their respective leadership styles.

- What are the reasons for choosing them (for instance the class monitor or school prefect)?
- What qualities do they possess?
- What is their style of leadership and why has it been effective?

Activity 3.1.2: Leadership and leadership style

Activity 3.1.3: Role play- Follow the Leader

Divide girls into four (4) groups and allow each group to choose someone to lead them around the class.

- The rest of the group members are blindfolded except the ones who will lead the others around the class.
- Once the members are blindfolded place a few obstacles in the room that the group must step over/ go around etc.
- The role of the group leader is to find a way to take the group around the classroom while they are blindfolded; it is up to the un-blindfolded girl to decide on how this would be achieved.
- The un-blindfolded girls share their experience of leading the blindfolded girls.
- The blindfolded girls share their experience of being lead around the room.
- At the end of the experience sharing, the roles and responsibilities of a leader are highlighted.

Facilitator's Notes

- Leader: a person who guides, influences, directs and motivates a group of persons toward achieving a set goal. There is more than one type of leader, and everyone has the potential to be a great leader. A leader is not necessarily the best in all subjects but demonstrates traits that provide a model of exemplary behaviour.

- Leadership: the process of influencing a group of persons towards achieving a set goal. Leaders communicate their vision and values to their followers and create an enabling environment within which things can be accomplished.

- Effective Leadership: a person that gets results with the involvement of its followers. An effective leader enhances the skills of their followers, and helps everyone to perform to their best ability in a nurturing and collaborative environment. In many cases an effective leader is able to defer to experts in the matter at hand, for the betterment of the group's success.

- Vision: the state of being able to see, the ability to think about or plan the future with imagination, wisdom and experience.

- Follower: a person who gives full loyalty and support to the leader.

- Servant Leadership: based on the philosophy of putting the needs of others first, servant leadership helps people develop and perform as highly as possible.

- Differences between a leader and follower

- A leader creates a vision while a follower creates goals.

- A leader influences while a manager co-ordinates.

- Leaders are change agents, while followers maintain a status quo.

Qualities of a Leader:

- Loyal
- Honest
- Disciplined
- Trustworthy
- Friendly
- Intuitive
- Prepared
- Sensitive
- Resourceful
- Tolerant/Firm
- Confident
- Accountable
- Integrity
- Exemplary
- Resilience

Responsibilities of a Leader:

- Mentoring
- Guidance
- Decision making
- Managing disagreements
- Addressing areas of follower's needs
- Problem solving
- Good representation
- Inspiration & motivation Seeking solutions

Note: The facilitator guides the learners to generate more points

Discussion points

- Definition of terms: a leader, a follower, leadership, a manager, effective leadership, vision and communication.
- Qualities/characteristics of a good leader (with scenarios).
- Styles of Leadership (with examples)
1. Laissez-Faire
2. Democratic
3. Bureaucratic
4. Autocratic
5. Servant leadership, etc.

UNIT 3.2: PERSONAL BRAND/IMAGE MANAGEMENT AND LEADERSHIP

DURATION
60 Minutes

MATERIALS
Flip chart
Markers

METHOD
Discussion
Case study analysis
Illustrations/pictures

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Introduce themselves

- Show what they are capable of doing (personality profile)

- State the importance of personal branding and image management

UNIT SUMMARY:

The unit discusses personal branding and the importance of a good self-image, which is necessary for success in life, career and business.

PERSONAL BRANDING
Stand Out From The Crowd

Figure 1.9

UNIT ASSESSMENT:

- What is Personal Branding?

- Name 2 characteristics you would like to portray as your personal branding.

FACILITATION STEPS:

1. **Before the lesson** - write the introduction guide from Activity 3.2.2 (Steps 1-7) on a paper to be posted at the front.

2. Introduce the session by asking learners to say the names of business brands that exist with the communities of the learners to explain the meaning of personal branding and self-image as contained in Activity 3.2.1.

3. Define and explain the meaning of self-image for the learners to have a clear understanding of the subject matter.

4. After they understand what self-image is, support the learners to introduce themselves using Activity 3.2.2

5. Close the lesson on a positive note, emphasizing that improving the way we see ourselves, has positive effects on our lives and in the way others see us.

Have the learners list business products/brands in the community (e.g. Milk candy by Halima Women Association, Zobo juice, EVA, Bobo, Maggi, Juice, Coke, Indomie-hungry man size etc.) Write a few of them on the flip chart leaving space underneath for comments. Ask the learners one product at a time to answer the following questions.

- How do you identify these products? – logos, colour, package etc.
- How is the brand represented in your community? i.e. Sponsored programs, advertisements, primary users
- Do you view any of these as more benevolent, youthful, desirable, negatively? Why?

Introduce the subject of personal branding and perceived image using the information in the facilitator's notes. Using the activity as reference, draw parallels where possible between the actions of the brand and their perceived image. For example if a brand of candy primarily markets towards young people, and is seen as the go to candy, draw parallels between their advertisements and packaging (colourful?, trendy?, featuring young people?). Discuss the intentionality of the brand, emphasizing the ways that it has developed its personal branding mechanisms to create the desired perceived image.

Activity 3.2.1: Linking business image to self-image

Activity 3.2.2. – Self-Introduction

Separate the students into pairs. Explain the importance of conducting oneself in a cordial and culturally acceptable manner in writing and speaking with people of all ages and levels. Have each student take turns introducing themselves to their partner. Prompt them to consider the ways in which they want to represent themselves. (Confident, friendly, enthusiastic, etc.)

Self-introduction Guide:

- Name
- Age
- Local Government
- State
- Your likes and dislikes
- Two traits you have (true image) that you want others to know (perceived image)
- What actions will you use to change the way others see you. (personal branding)

  I.e. volunteer with certain groups, help your parents around the house, help a friend in need, etc.

After each group has gone, begin a discussion on the connections between perceived image and true image using the Facilitator's Notes. Be sure to emphasize the ways in which perceived image can be improved and developed when individuals devote time and energy to improving their self-image.

Facilitator's Notes

Personal Branding:

Personal branding is a process of establishing a prescribe impression or image into the minds of others about an organization, individual, or group. In other words, it is the image we project to others. We can develop our personal branding by exemplifying the qualities we would like ourselves and others to perceive us as having. For companies, personal branding is often seen in advertisements, label design, charitable campaigns, etc. For athletes and movie stars, personal branding can be seen in products they advertise, movies they decide to do, temperaments they

project in interviews, etc.

The personal branding for an individual can be developed in the ways we introduce ourselves, interact with others, and the actions and roles we take in our community. When you introduce yourself with confidence and in a friendly manner others will perceive you as such. It is most effective when you identify your strengths and skills, and project them in the most beneficial way. This ensures that your perceived image will closely align with your true image.

Perceived image

Perceived image is the subjective perception of image. This image is often developed by an individual's analysis of an action or quality of the subject. A company that has branded itself as trustworthy or of good quality, and who reaffirms those projections with actions, will often have a perceived image that matches their personal branding goals.

True image (your self-image)

Your true image is made up of all your qualities, beliefs, experiences and skills. Everybody's true image is entirely unique to themselves just as no two people are exactly like. Our strength lies in our differences. Identifying the qualities about ourselves that are most effective in the ways we relate with ourselves, peers, the workplace, and projecting that true image using personal branding is the most successful way to develop a perceived image that closely aligns with the best of ourselves.

Alternatively, identifying the aspects of ourselves that need more work allow us to develop and grow as individuals. Lack of confidence in oneself, propensity for jealousy, etc., identification and acknowledgement of these traits allow us to adapt and change to improve ourselves as individuals. The improvement of our true image, will lead to an improvement or our perceived image. With effective personal branding and self-improvement, we can be our best selves in our personal and professional lives.

UNIT 3.3: VOLUNTEERING

DURATION	**MATERIALS**	**METHOD**
60 Minutes	Pictures	Discussion
	Cardboard Paper	Experience sharing
	Marker	Role play

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Know the meaning of volunteering

- Build increased interest in volunteering

- Make a commitment to find relevance by supporting people in their home, community, school, and places of worship.

UNIT SUMMARY:

This unit highlights the concept of volunteering and how it leads to sustainable development. It also enlightens learners on volunteering through discussions and group work to motivate them to carry out an activity in their community that will solve an identified need based on their ability.

Figure 2.0

UNIT ASSESSMENT:

- What is volunteering?

- State 5 ways in which you can volunteer to serve your community.

- What are the benefits of volunteering to community development?

FACILITATION STEPS:

1. Introduce the session by explaining the key concept.
   Volunteering, Volunteerism

2. Initiate a class discussion based on the learners' impressions of volunteering and how it affects community development.

Habiba is an orphan who dropped out of school at the age of 15 due to the demise of her parent. One day, while walking the streets of her neighbourhood talking aloud she noticed Mrs. Fauziya, an old retired teacher trying to fetch water at the well. Habiba volunteered to help Mrs. Fauziya fetch water. Mrs. Fauziya who had overheard her complaining about life asked her why she was upset. Habiba explained her situation and Mrs. Fauziya linked her with a scholarship opportunity. As a way of appreciating Mrs. Fauziya, Habiba after school hours goes to her store in the community to help her sell her wares. Habiba graduated from school and now works for an NGO saving the future of many out-of-school children.

Questions:

1. Why did Habiba drop out of school?
2. What led Habiba to help Mrs Fauziya?
3. How did Mrs Fauziya help Habiba?

Activity 3.3.1: Case Study- Volunteering and its Benefits

Separate learners into two groups. Instruct, each group to identify a need within their community and develop a plan to implement a community engagement activity or volunteering action to solve the identified need. Learners will report in the next 3 weeks and present what they have done.

Facilitator's Notes

Definition of Terms

1. Volunteering: Freely offering to provide a service for the benefit of the society and the community without concern for financial gain.
2. Critical and creative thinking: Activities that require students to think broadly and deeply using skills, behaviours, imagination and reasoning.

Importance of Volunteering

Volunteering is important because volunteering teaches people of all ages and backgrounds compassion and understanding. Volunteering and putting on service events can be used as a way to advocate for causes that you are personally passionate about.

Benefits of volunteering

The more we give, the happier we feel. Volunteering increases self-confidence. You are doing well for others and the community, which provides a natural sense of accomplishment. Your role as a volunteer can also give you a sense of pride and identity.

- Gain confidence
- Make a difference
- Meet different people.
- Make new friends
- Be part of a community
- Learn new skills
- Take on a challenge

Activity 3.3.2: Group Task-Community Engagement

UNIT 3.4: MENTORING AND ROLE MODELLING

DURATION
60 Minutes

MATERIALS
Pictures/Chart

METHOD
Energizers
Experience sharing
Discussions
Presentation of a Role Model to Learners

LEARNING OBJECTIVES:

At the end of this unit, learners should be able to:

- Explain the meaning of mentorship and role-modelling

- Differentiate between a mentor and a role model

- Identify mentors and role models around them

UNIT SUMMARY:

The unit used open discussions and experience sharing to pass on information on the meaning of a mentorship and role model. It also provides the learners with the opportunity to interact with mentors within their community and

Figure 2.1

school to share personal experience and provide guidance and answers to some of their personal questions.

UNIT ASSESSMENT:

- Who is a mentor?

- Why do you need a mentor?

- Facilitator ask for volunteers to say who their role models are and why they choose them as role models.

FACILITATION STEPS:

Before class - Enlist three members of the community who have been successful in their job, (Doctor, mother, trader, etc..) and ask them to share a talk with the learners. Give them guidance on their presentation as noted in Activity 3.4.1.

1. Open the class by asking the learners to sing and dance to any favourite song before introducing the mentors and role models present in the meeting.

2. Share the definition of a role model and mentorship.

3. Divide the class into groups and facilitate Activity 3.4.2.

4. As a class respond to the questions in the assessment to ensure that the learners understand all topics on introduction to leadership.

Role Models from different fields of life within the community or school visit the learning centre to share their experiences with the girls. Instruct the role models to share a brief overview of their path in life, and ask them to include times where they faced a challenge and overcame it through perseverance, creative thinking, negotiation, etc.

Have a question and answer session after the testimonial from the role models so that the girls can engage more with each role model/mentees story.

Activity 3.4.1: Story telling- Volunteering and its Benefits

Separate the girls into groups of 3

Have each group select one individual they admire and would want to be like. Ask them the following questions:

- Why do they like the selected person?
- What do they admire about the individual?
- How will their values influence their life and future?

As the groups present their answers, write key characteristics on the flipchart. Be sure to emphasise important qualities such as courageous, strong, leader, kind, etc. as well as positive and negative values and activities that may affect their future opportunities.

Activity 3.4.2: Group Task- Identifying Role Models

Facilitator's Notes:

Definition of key terms

> **Role Model**: A role model is someone that inspires you, someone you admire for his/her actions, beliefs and achievements. It is not necessary that you know him/her in person.

> **Mentor**: is someone that guides you with advice, gives their opinion on situations and acts as a life coach. It's more of a personal relationship and you must have contact with the person.

> **Who can be a mentor?** A mentor can be almost anyone - a mother, a religious leader, a community leader, a professional figure such as a doctor, etc.

COMPARISON BETWEEN A ROLE MODEL AND A MENTOR

ROLE MODEL	MENTOR
Personal relationship and contact not necessary.	Personal relationship and contact necessary.
A role model has already achieve d a goal that one would like to achieve too (learning is remote).	A mentor deliberately teaches or guides to achieve a goal.

Benefits of Being a Mentee

- Gain practical advice, encouragement and support.
- Learn from the experiences and skills of others.
- Become empowered to make life and career decisions.
- Avoid making mistakes that others have made.

MODULE ASSESSMENT:

- Who is a leader?

- Mention four qualities of a leader?

- What is self-image?

- Mention 3 rules you decided to adopt during the personal branding class to project yourself as a responsible leader.

- What interests you most about volunteering?

- Who is a mentor and why do aspiring leaders like you need a mentor?

MODULE FOUR: HEALTH AND HYGIENE FOR LEARNERS

This module focuses on the health and hygiene for learners. It also looks at safe practices to ensure a healthy life free of any diseases. In addition, the module also talks about adolescence and reproductive health.

This module consists of the following units:

Unit 4.1:   Good hygiene practices

Unit 4.2:   Open defecation, Safe Water, Food Safety and Environmental Sanitation

Unit 4.3:   Changes during adolescence

Unit 4.4:   Menstrual health hygiene and management

Unit 4.5:   Sexually transmitted infections (STIs)

Unit 4.6:   Substance abuse

LEARNING OBJECTIVES:

At the end of the module, the learners should be able to:

- List the different hygiene practices that promote good health and their importance.

- Describe how the different hygienic practices lead to disease prevention.

- Discuss the different physical and emotional changes that take place during adolescence.

- Explain why menstruation education is important.

- Describe how to use reusable sanitary pads.

- Describe the different types of STIs including HIV&AIDS.

- Identify the impact of drugs and substance abuse.

- Identify dangers in substance abuse.

EXPECTED RESULTS:

- Learners are more knowledgeable in hygienic practices that promote good health and prevent diseases.

- Learners will demonstrate the transmission of germs and importance of effective hand washing.

- Learners will understand the importance of menstrual health hygiene and management.

- Learners will have adequate knowledge of adolescent health issues and apply it in taking care of their health.

- Learners will know how to prevent substance abuse.

UNIT 4.1: GOOD HYGIENE PRACTICES

DURATION	**MATERIALS**	**METHOD**
60 Minutes	50 ml bottle of (red) palm oil	Songs
	One tablet of soap	Demonstration
	2 bottles of water	Storytelling
	1 bowl and 1 plastic cup	Brainginstorm
	A4 sized 'Effective hand washing step-by-step poster	

LEARNING OBJECTIVES:

By the end of this topic, learners will be able to:

- Describe how germs pass from person to person or surface to the other.

- List the nine steps of effective hand washing.

- Explain different hygiene practices and their importance.

- Discuss ways of maintaining personal hygiene.

UNIT SUMMARY:

This unit features good hygiene practice. Health is wealth! To promote good health, it is important to wash hands properly several times a day, taking daily baths, washing undergarments, and brushing teeth. By doing this, we can prevent

Figure 2.2

harmful germs from entering our bodies and also spreading the germs to other people.

UNIT ASSESSMENT:

- List what could happen if food is eaten without washing your hands.
- Name four situations when necessary to wash your hands.

FACILITATION STEPS:

1. Introduce the song in Box A to initiate discussions on personal hygiene.

2. Ask learners to share hygienic practices they use at their homes.

3. Using a picture poster, the facilitator takes the learners through the critical times for hand washing and the nine steps to effective hand washing.

4. Lead the learners to a brainstorming session on how to take care of our bodies using the ideas in the Facilitator's Notes.

5. Lead the learners through Activity 4.1.1. and the discussion questions.

6. Close the lesson with Activity 4.1.2, emphasize the importance of hand washing and the situations necessary.

SONG

This is the way we wash our hands

Wash our hands

Wash our hands

This is the way we wash our hands

Early in the morning

This is the way we brush our teeth

Brush our teeth

Brush our teeth

This is the way we brush our teeth

Early in the morning

This is the way we have our bath

Have our bath

Have our bath

This is the way we have our bath

Early in the morning

Arrange all the materials required for this activity – a bottle of oil and a bowl.

Select four learners for the demonstration.

- Pour the oil into a clean bowl. (The oil is used to represent germs for demonstration purposes.)
- Ask one learner (demonstrator) to dip five fingers of the hand into the bowl of oil.
- Have her/he shake the hands of the selected learners and each of them will shake the hand of one more learner each.
- The eight learners will touch surfaces (chair, table, door handles, or other surfaces that can easily be cleaned with soapy water).

Discussion Questions

How fast has the oil (germs) spread?

- How does this relate to human lives in terms of germ spreading with our hands?
- Explain the connection between spreading germs, unhygienic practice and diseases.
- What can we do to keep our body clean and healthy?

Activity 4.1.1: How germs are spread

Activity 4.1.2: Effective Hand Washing

- Demonstrate effective hand washing using the step by step hand washing poster.
- Revisit the critical times for hand washing with learners.
- Ask all the learners to demonstrate effective hand washing techniques while actively supervising the learners.
- Regular bath,
- shaving armpit

- Use of lemon, allum
- Use of henna (Lalle)

Discuss situations that it is necessary to wash our hands.
- After going to the toilet
- After playing
- After coming back from the farm
- After touching dirty objects
- Always wash hands before eating.

Figure 2.3

Facilitator's Notes

Hygiene practices refer to the activities we do to prevent diseases, to maintain good health and well-being. They include effective hand washing, safe defecation practices, safe drinking water, food safety practices, personal hygiene and environmental sanitation. Bath with soap and water at least once a day.

How to take care of our bodies:
- Wear clean underwears and clothes every day.
- Daily brush your teeth with a toothbrush and a toothpaste.
- Wash your hair regularly.
- Cut and trim nails at least twice a month.

UNIT 4.2: OPEN DEFECATION, SAFE WATER, FOOD SAFETY AND ENVIRONMENTAL SANITATION

DURATION
60 Minutes

MATERIALS
Newspaper cuttings of: hand pump borehole, tap with gushing water good and bad examples of water transport, storage and use at home. Pictures demonstrating poor food safety, water safety, environmental sanitation, and open defecation.

METHOD
Discussions
Pictorial Demonstration

LEARNING OBJECTIVES:

At the end of the unit, learners should be able to:

- Identify bad practices of open defecation and its effects.

- List ways of maintaining water safety.

- Identify hazards of poor environmental sanitation.

- Describe how water collected from a safe source can be kept safe until it is consumed

- List ways of maintaining food safely.

UNIT SUMMARY:

Our surroundings must be kept clean and protected from harmful organisms at all times. Open defecation pollutes the environment and creates a source of transmitting diseases from one person to the other. For example: spread of diseases like dysentery, cholera, skin diseases. Controlling environmental factors that are connected to disease transmission such as air pollution; dredging of gutter which are filled as a result of defecation, stagnant water, refuse disposal and food safety are essential to maintaining a healthy environment. Use soap, ash and potash to achieve complete wash. Washing hand before and after eating. Cutting of nails. Brushing of the mouth using charcoal, chewing stick, ginger/salt/ashes.

UNIT ASSESSMENT:

- List the different hygiene practices that promote good health.

- Describe how the different hygienic practices leads to disease prevention.

- What do you understand by food hygiene?

- Why is environmental sanitation important?

- How can you dispose excrete so that it does not pollute the environment?

- Why is it important to maintain clean water for consumption?

FACILITATION STEPS:

1. Guide the learners through a brainstorming session on safe defecation practices using the case study in Activity 4.2.1. followed by discussion.

2. Lead the learners in a discussion on sources of clean and safe water found in Activity 4.2.2, and how to maintain safe water in their community.

3. Lead the learners in a discussion on food safety practices found in Activity 4.2.3, and detail the World Health Organization Guidelines found in the Activity box.

4. Guide learners in a discussion on environmental sanitation.

Defecation Practice of Jolly and Discussion

Deborah and Jamila were playing Ludo (a dice game) outside when suddenly, Jamila felt like going to the toilet. She ran off to a nearby bush and defecated on the floor, after which she used a few leaves to clean herself. When she was done, she returned to playing the game with her friend.

- What was wrong with Jamila defecating in the bush?
- What is the consequence of what she did?
- How do you think open defecation can be stopped?

How to Dispose of Faecal Matter Safely

- Empty the faeces or potty into a latrine.
- Burying the faeces 1 foot underground– "the Cat method."
- Use a latrine and cover the hole after use.
- Children's faeces are as dangerous to health as adult faeces and needs to be disposed properly.
- Faeces can be disposed of by clearing it immediately after defecation and throwing the faeces into the latrine or from the potty into the latrine or toilet. Potty and hands must be washed with soap water immediately.

Dangers of open defecation

- **Health risks:** Water borne diseases associated with the ingesting and exposure to human waste affect people's health. Environmental hazards resulting from poor sanitation can also affect people's health.
- **Safety risks:** Girls maybe at risk of sexual molestation and rape as they search for places for open defecation that are secluded and private, often during hours of darkness.
- **Education risks:** In schools where there are no toilets, there is an increase in girls' absenteeism during their menstrual cycle, which may lead to drop-outs from school.

Activity 4.2.2: Discussion- Safe Water Practice

Figure 2.4

What are food safety practices and why are they important?

- You cannot see, smell, or taste harmful bacteria that may be in the food and cause different types of illnesses.
- Food must therefore be handled, prepared and stored properly. This is referred to as food safety practices.
- Contaminated food causes diseases such as diarrhoea and cholera. If not treated properly and on time, these diseases could even cause death.
- Food handled with dirty hands can be contaminated and can cause illnesses.
- Food left uncovered can be contaminated by insects, animals and dust.
- Unwashed vegetables and fruits can be contaminated with faecal matter, other harmful germs, and if eaten raw, can make you sick.

Discussion Questions:

- Why is it important to eat clean food?
- What are the hygienic methods of preparing and storing food?

- What are the best ways to ensure food hygiene?
- According to the World Health Organization, the five key principles to food hygiene are:
- Prevent contaminating food with bacteria and germs spreading from people, pets, and pests.
- Separate raw and cooked foods to prevent contaminating the cooked foods.
- Cook foods for the appropriate length of time and at the appropriate temperature to kill the germs.
- Store food at the proper temperature.
- Use safe water and safe raw materials.

Activity 4.2.3: Discussion Food Safety

Figure 2.5

What is environmental sanitation and why is it important?

Maintaining the well-being of people by activities aimed at improving or maintaining the standard of basic environmental conditions is called environmental sanitation.

These conditions include:

- Clean and safe water supply
- Clean and safe ambient air
- Efficient and safe animal, humans, and industrial waste disposal
- Protection of food from biological and chemical contaminants
- Adequate housing in clean and safe surroundings.

Environmental sanitation is very important to keep people safe in their daily lives, and prevent disease transmission.

How can we clean our environment and surroundings?

- Stagnant water breeds mosquitoes; they can be prevented by constructing drainages.
- There is need for time-to-time cleaning of drainages.
- Bushes around the school and homes should be cut low.
- Animals, human and industrial waste should be disposed properly.
- Rubbish, including; waste paper, should be thrown into the waste bin in the classroom or into a refuse pit directly.
- Keeping the water source clean from any kinds of contamination.
- Keeping your house and surroundings clean.

Ask learners the following questions:

- What do you understand by environmental sanitation?
- Why is it important to keep our environment clean?
- What are the ways to keep our environment clean?

Activity 4.2.4: Discussion, Environmental Sanitation

UNIT 4.3: CHANGES DURING ADOLESCENCE

DURATION
60 Minutes

MATERIALS
Markers
Masking tapes
Flashcards
Flipchart papers
Basket or box

METHOD
Demonstration
Storytelling
Brainstorming
Group work
Case scenarios

LEARNING OBJECTIVES:

By the end of this topic, learners should be able to;

- Describe adolescence and puberty

- Identify the different developmental stages of adolescent learners

- Explain the behavioural characteristics of adolescents

- Discuss the needs and challenges of adolescent learners

UNIT SUMMARY:

This unit details changes during adolescence and the way they are managed determines the rest of a person's life. Adolescence is a transition period characterised with changes and these changes should be managed

Figure 2.6

positively for learners. Common puberty changes in boys include: broken voice, broad chest (Lion shape). How to use reusable menstrual kit for girls: after use, wash & then iron. Use warm water and chloride (Common salt) to wash.

UNIT ASSESSMENT:

- Identify the different changes that take place in the body during early/ late adolescence.

- List different developmental stages of adolescents.

FACILITATION STEPS

1. Introduce the topic with the case studies in Activity 4.3.1. Write out a copy of the case studies of Ladi and Amina provided below and put them in a small basket or carton.

2. Have each group present their case study and observations to the class.

3. Lead brainstorming session on different developmental stages of the adolescents and changes that occur during this period.

4. Discuss the needs and challenges faced by the girls and boys using changes identified from the discussions.

Activity 4.3.1 How my body is changing – Adolescence and Puberty

Divide learners into 2 groups. Each group chooses a volunteer to come up to the box and pick out one case scenario containing the issues their group will respond to. Each group appoints a Moderator who will coordinate the group discussions, a Secretary who will record them on flip chart paper and a Presenter to present their work in plenary.

Case Study 1:

Ladi just turned 16 years last month. She has started to notice the physical changes in her body. She noticed that her breasts are getting bigger, and she has increased sexual desire. Ladi is quite self-conscious of these changes and has become distracted at school. The boys at school have started to notice her and she has been pursued by many boys at school. She has entered a relationship with a 17-year old boy. He has been pressuring her to have sex with him, and complains that condoms are uncomfortable and only important for non-exclusive relationships. Additionally, her parents have started to hint that she will be ready to marry soon. Ladi knows that she is still maturing and does not feel that she is emotional ready for all the changes that come with marriage, and motherhood.

- What changes has Ladi's body undergone?
- What could happen if she chooses to have unprotected sex with her boyfriend?
- How can Ladi discuss her safety concerns with her boyfriend?
- How will her life change if she chooses to marry before her education is done?

Case Study 2:

Amina is 17 years old and her mother had noticed several changes in her. Amina no longer depend totally on her; her ways of thinking and decisions have changed. She often has mood swings, sometimes she is very happy and other times she seems very anxious. She spends most of her time with friends. Her friends often pressurise her to skip school, to drink alcohol and party. Amina doesn't want to be left out or disliked so she often goes along with them, even when the situation makes her uncomfortable. Amina's mother believes that she is not in a good company and she does not pay attention to her studies. As a result, Amina and her mother argue a lot these days. She does not understand what is happening to her daughter. When Amina argues with her mother it makes her feel sad and out of control. She loves her mother but often feels like her mother doesn't understand what she is going through.

- What changes has Amina undergone?
- How can Amina talk about her feelings with her mother?
- How can Amina adjust her behaviour to handle the peer-pressure she faces from her friends?

Discussion Points

At the end of the exercise, the facilitators should do a brainstorming session with the learners on the signs of puberty and adolescence. If the learners are comfortable, they can share their own experiences too.

Facilitators' notes

Puberty is the period during which growing boys or girls undergo the process of sexual maturation. Puberty involves series of physical stages or steps that lead to the achievement of fertility and the development of the so-called secondary sex characteristics. The physical features associated with adult males and females (such as the growth of pubic hair). Puberty involves a series of biological or physical transformations, the process can also have an effect on the psycho social and emotional development of the adolescence.

Adolescence is a period of transition from childhood to adulthood. It is a time characterized by many changes, including physical, emotional and social changes. The period of adolescence is between the ages of 10-19 years. Changes that occur in girls include rapid growth, breast enlargement, enlargement/widening of hips, hair under arms and menstruation.

Adolescence is a critical period where the influence of peer groups is very high. As a result, adolescents can easily succumb to the abuse of drugs and harmful substances for acceptance. Consumption and abuse of such substances may endanger adolescents and lead them to engage in negative behaviours leading to unwanted pregnancy, cultic engagements, or drug abuse.

Common Pubertal Changes in Boys and Girls
- Body sweats more.
- Skin and hair become oily (sometimes causing pimples or acne on the face).
- Body has sudden growth spurts (rapid growth).
- Body gains weight.
- Growth of underarm, leg and pubic hair.
- Body produces more sex hormones.
- Arms, legs, hands and feet grow longer.
- Change in reproductive organs
- Menstruation in girls.
- Broken voice for boys
- Broad chest for boys

Other developmental changes (emotional changes)
- May have difficulty expressing feelings.
- Frequent mood swings, or get upset, angry or aggressive more easily.
- Confusion about emotional and physical changes.
- Start to challenge rules and test limits.
- Develop more advanced problem-solving skills.
- Concern with self-image around peers.
- Emotional and physical attraction to boys or girls.

Other developmental changes (social changes)
- Increasingly transfers interest from family to friends and others as central focus.
- Concerned with acceptance by peers and adults.
- Begin to interact with opposite sex.
- Use of language may change (e.g. use of slang)
- Development of new interests for the opposite sex.
- Personal style changes and may become more expressive.

UNIT 4.4 MENSTRUATION AND MENSTRUAL HYGIENE MANAGEMENT (MHM)

DURATION
120 Minutes
(2 lessons)

MATERIALS
Sanitary pad
Markers
Flipchart papers
Reusable menstrual kit

METHOD
Brainstorming
Role-play
Case Study
Demonstration

LEARNING OBJECTIVES:

By the end of this unit, learners should be able to:

- Explain the importance of menstruation education

- State some of the myths and taboos surrounding menstruation

- List 5 ways to stay clean during menstruation

- Describe how to make use and dispose reusable menstrual kit

- Describe how to clean and dispose of sanitary pads.

UNIT SUMMARY:

Menstrual education is very important because it is a natural part of the reproductive cycle, but due to lack of information about menstrual

Dispose pads properly

Figure 2.7

hygiene, as well as materials themselves, it creates a culture of taboos and misinformation about menstruation and potential health risks.

UNIT ASSESSMENT:

- What is menstruation?

- What is PMS (premenstrual syndrome)?

- What do you understand by menstrual hygiene?

- Describe how to use a reusable menstrual material?

FACILITATION STEPS:

1. Open the class by leading a discussion about menstruation. Use the notes provided in Activity 4.4.1.

2. Explain new words such as; menstruation, shock and spot etc using the case study in Activity 4.4.2.

3. Read the case study in Activity 4.4.3. Lead learners to brainstorm on the different myths, taboos and misconceptions surrounding menstruation as it is experienced in their communities. (Additional myths can be found in Facilitator's Notes II.

4. Take learners through the role-play in Activity 4.4.4 to show the effects of unhygienic practices during menstruation. This flows into a question and answer session on hygiene during menstruation.

5. Take the learners through Activity 4.4.5 on how to make reusable menstrual kit and how to properly dispose of the menstrual materials.

Activity 4.4.1: Discussion, What is Menstruation?

Begin the discussion by asking the learners what menstruation means and what is a menstrual cycle. After the brainstorming session, the facilitator should highlight these points about menstruation.

- Baby girls are born with ovaries, fallopian tubes, and uterus. The two ovaries are oval-shaped and sit on either side of the uterus (womb) in the lowest part of the abdomen called the pelvis. They contain thousands of eggs, or ova.

- Once a month, a tiny egg leaves one of the ovaries — a process called ovulation — and travels down one of the fallopian tubes toward the uterus. In the days before ovulation, the hormone estrogen stimulates the uterus to build up its lining with extra blood and tissues, making the walls of the uterus thick and cushioned wall. This happens to prepare the uterus for pregnancy: If the egg is fertilized by sperm cell, it travels to the uterus and attaches to the cushioned wall of the uterus, where it slowly develops into a baby. The egg can only be fertilized by a sperm. If the egg is not fertilized, which is the case during most of the woman's monthly cycles, it does not attach to the wall of the uterus. Then the uterus sheds the extra tissue lining. The blood, tissue, and unfertilized egg leave the uterus, going through the vagina on the way out of the body. This is a menstrual period.

- The menstrual cycle is the hormonal process a woman's body goes through each month to prepare for a possible pregnancy. Regular menstrual periods in the years between puberty and menopause are usually a sign that your body is working normally. This cycle happens almost every month for several more decades (except when a female is pregnant) until a woman reaches menopause and no longer releases eggs from her ovaries.

- Just as some girls begin puberty earlier or later than others, the same applies to menstrual period. Some girls may start menstruating as early as age 10, but others may not get their first menstrual period until they are 15 years old.

- The length of time between a girl's menstrual period is called her menstrual cycle (the cycle is counted from the start of one period to the start of the next). Some girls will find that their menstrual cycle lasts 28 days, whereas others might have a 24-day cycle, a 30-day cycle or even longer. Following menarche, menstrual cycles last 21–45 days. After a couple of years, cycles shorten to an adult length of 21–34 days.

- Irregular periods are common in girls who are just beginning to menstruate. It may take the body a while to sort out all the changes going on, so a girl may have a 28-day cycle for 2 months, then miss a month. Usually, after a year or two, the menstrual cycle will become more regular. Some women continue to have irregular periods into adulthood.

- As a girl gets older and her periods settle down or she gets more used to her own unique cycle — she will probably find that she can predict when her period will come. In the meantime, it's a good idea to keep track of your menstrual cycle with a calendar.

Rosemary is 14 years old and she recently had her first period. One day at school, she felt very uneasy and could not tell what it exactly was. She was easily irritated and felt very drowsy. When she got home, she found out that her brother was using her note book; she then suddenly started shouting at him. Her brother was shocked because she is a very good sister and hardly shouts at him. She started shouting at him and then started crying. Her brother was confused and did not know what to do. The next day when she woke up, she realised that she was calm and the uneasiness had gone. When she went to the toilet, she found out that she had her period.

Questions:

- What could have happened to Rosemary?
- Has anyone experienced this before menstrual period?
- What is it menstrual period?
- What is premenstrual syndrome (PMS)?

Activity 4.4.2.: What is Premenstrual

Karima is currently studying at SS1. One day at school, she saw that her friend Rashida had a blood stain on her uniform. She heard somewhere that all menstruating girls have sexual intercourse with men. She thought that Rashida too might have slept with someone. Then, suddenly one day she saw blood spots on her underwear. She started to panic, and tears started rolling down her face. She has never slept with a man before; she started to panic thinking how this is even possible. She saw her mother and burst into tears and told her that she has never slept with a guy before, but she saw blood on her underwear. Her mother then starts to talk about the changes that take place during puberty and about menstruation.

1. Have any of you experienced this before? What did you do when you experienced it for the first time?
2. Who was the first person you shared this experience with? and what did they tell you?
3. What negative stories have you heard about menstruation within your community?

Activity 4.4.3: Case Study

Sadiya and her friend were in a shop when she started having an itchy feeling around her vagina. She displayed a sign of discomfort. Her friend noticed this and asked if she was menstruating. Sadiya responded she completed her menstruation the previous day and had noticed some rashes around her vagina. Sadiya's friend told her that she too had also noticed some rashes around her vagina with foul odour.

- Why do you think that Sadiya had rashes around her vagina?
- What do you think is responsible for the bad odour that Sadiya's friend complained about?
- How can we keep ourselves clean during menstruation?

Activity 4.4.4: Role play – Effects of unhygienic menstrual practices

The reusable menstrual kit has the following components (see Fig 2 below):

1. Drawstring kit bag
2. Flannel (unfolded and folded)
3. Shield with pockets on the left and right where the flannel is placed
4. Flannel, soap, shield, and pant
5. A Cycle calendar and kit guide

A. Procedure for making and using the re-useable menstrual kit

- Using the flash card show the learners a picture of the flannel and explain that it should be folded into three.
- Tuck the flannel inside the two pockets of the shield (show the learners a flash card of the shield with two pockets).
- Turn a pant inside out and place the shield over the seat of the pant.
- Clip the shield at the back so that it can hold the pant. Now the pant is ready to be used!

B. Procedure for changing the reusable menstrual material

- Usually, the menstrual material is soaked after about 5 hours of use. You can remove and tie it up in a nylon bag to prevent the menstrual material from smelling.
- Next, exchange the flannel with a clean one. You can also change the shield if it is soaked.
- If not at home, wait until you get home to do so or look for a safe place for changing.

C. Process of keeping the reusable menstrual kit clean

- Remove the soaked flannel or/and shield and place into a bowl of water and detergent.
- Wash properly until there is no visible stain.
- Next rinse until there is no more soap on the material.
- Dry it under the sun (not in the room)
- The reusable menstrual material can last for 3 years after which it can be disposed. To dispose it, first wash and dry the material and then burn it.

Activity 4.4.5: How to make and use the reusable menstrual kit

DRAWSTRING Kit Bag

FLANNEL (unfolded and folded)

SHIELD WITH POCKETS ON THE LEFT AND RIGHT WHERE THE FLANNEL IS PLACED

FLANNEL, SOAP, SHIELD & PANT

CYCLE CALENDER AND KIT GUIDE

COMPLETE KIT

Components of the Re-usable Menstruation Kit

Figure 2.8

Facilitator's Notes

One important experience in the life of a young female as she grows and develops is the onset of menstruation. This prepares her for adulthood, but it does not mean that she is ready for pregnancy as her body is not yet mature enough for it. It is important for the facilitator to mention that menstruation starts at an early age but it does not mean that she is ready to have a baby. Teenage pregnancies may bring several negative effects on the girls and on the babies. Aside from the physical complications, having a baby at an early age may bring several emotional and mental pressure on the girls. They may not be able to cope with the financial, mental and emotional responsibilities that come up with being a mother.

Proper knowledge on menstruation will help the girls and young women understand how the female reproductive system functions and can give them the knowledge to prevent unwanted pregnancies if desired. For example, the chance of being pregnant is higher if a girl has sexual intercourse before or during the ovulation period.

Menstruation is a normal biological process and a key sign of reproductive health. Poor access to comprehensive information about menstruation, lack of appropriate materials to manage menstrual bleeding, inadequate water, sanitation and hygiene facilities can have negative impact at the physical, emotional and mental level.

Menstrual Health Hygiene Management (MHM) includes the facilities, products, education, training, and support necessary for girls to manage their menstrual periods. Menstruation is the monthly flow of blood from the uterus (womb) that occurs in a female who has reached puberty and is not pregnant. The first menstruation usually starts between ages 9-12 years. Menstruation stops between the ages of 45 and 55 and the stoppage of menstruation is known as menopause. Menstrual products are used during menstruation to absorb menstrual blood. Some menstrual products can be used only once (disposable) while others can be used over and over again (reusable).

Examples of disposable menstrual products are sanitary pads and tampons.

1. **Sanitary pads otherwise known as sanitary napkins or towels** are absorbent material worn on the pant while menstruating. It is important that sanitary pads are changed at least every five hours (depending on how heavy the flow is). To dispose of the pad, wrap it in a paper, tissue paper or nylon and throw it in the trash, then burn it.

2. **Tampons:** They are small cylinder shaped pieces of absorbent materials inserted into the vagina to absorb menstrual blood before it leaves the body. Most tampons come with a cotton string, which is left outside the body when inserted to be used in pulling it out when it needs to be changed. It is recommended that tampons be changed every 4 – 6 hours. Do not engage in sexual intercourse when using a tampon as this may be dangerous to your health. Do not leave in for more than 8 hours.

Examples of reusable menstrual products are menstrual cups and reusable menstrual pad

1. **Reusable menstrual pads:** They are reusable pads that are made with cotton cloths that can be washed and reused. They are an alternative to the disposable sanitary pads and they are also less expensive. Ensure the pad is changed at least every five hours or when it is full. Also ensure they are completely dry after washing and before using

2. **Menstrual Cups:** Are small soft cups that can be inserted into the vagina a few inches below the cervix to collect menstrual blood during menstruation. Depending on one's flow, empty and wash the menstrual cup every 8 – 12 hours and wash it before reusing it. To dispose of the menstrual cup, cut it into small pieces before throwing it in the trash or burn it.

Facilitators Notes (II)

Ways to stay clean during menstruation

- Change the menstrual materials regularly (every 5 hours depending on the heaviness of the flow).
- Take regular baths (at least twice a day).
- Wear clean under garments.
- Wash your vagina with abundant clean water when changing sanitary pads.

Pads (sanitary towels) should be disposed off each time they are soaked by wrapping them in a nylon bag and throwing them into the dustbin.

Some of the effects/consequences of unhygienic menstrual practices include the following:

- Fungal infections
- Reproductive Tract Infection (RTI)
- Urinary Tract Infection (UTI)
- Infertility if not properly managed

Facilitator should clarify the following myths and taboos:

	MYTHS	FACTS
1.	Exercise is bad when you are menstruating .	Exercise helps to ease cramps during menstruation.
2.	You cannot get pregnant if you engage in sexual intercourse during menstruation.	Sperms can live inside the body for 2,3, up to 5 days. You could have sex towards the end of your bleeding and then actually conceive 4 or 5 days later with early ovulation.
3.	Some types of food are bad when you are menstruating.	The same eating rules apply to you whether you are menstruating or not.
4.	Your period must come every 28 days.	Cycles vary from person to person and from cycle to cycle. Your period will usually come every 21 days to 45 days.
5	If a girl starts menstruating and is not married she is regarded as wayward.	Menstruation is a natural change of the body during adolescence. It does not mean that a girl is having sexual intercourse with men. Having menstruation does not mean that you are ready to become pregnant.
6	A girl is not allowed to prepare food when menstruating because she will contaminate the food.	With proper menstrual hygiene she will not contaminate the food. Menstruation is normal and natural.

UNIT 4.5: SEXUALLY TRANSMITTED INFECTIONS (STIs) AND HIV/AIDS

DURATION	MATERIALS	METHOD
120 Minutes	Posters	Brainstorming
(2 lessons)	Markers/chalk	Discussion
	Flipchart papers	Role-play
	Masking tape	

LEARNING OBJECTIVES:

By the end of this unit, learners should be able to:

- Mention the ways to prevent the spread of STIs

- State some of the myths and taboos surrounding STIs and HIV/AIDS

- Describe the signs and symptoms of commonly spread STI's.

- List the importance of practicing safe sexual intercourse

UNIT SUMMARY:

In this unit, we will learn about the differences between HIV and AIDS. Signs, symptoms and transmission of STIs and HIV/AIDS are explained. We will also look at certain risky and non-risky behaviours and ways of preventing the contraction of STIs and HIV/AIDS, primarily through abstinence and the use of condom.

UNIT ASSESSMENT:

- What is the way to prevent sexually transmitted infections if you are sexually active?

- Discuss the myths as to how HIV is spread.

FACILITATION STEPS

1. Remind the learners of the ground rules and maintain a respectful classroom environment throughout the lessons.

2. Ask questions and generate discussions using the Case Study in Activity 4.5.1.

3. Identify three (3) risky behaviours for spread of STIs and HIV/AIDS.

4. Generate a discussion on STI's using the Facilitator's Notes: Sexually Transmitted Infections. Be sure to cover all the various diseases

5. Begin a discussion on HIV/AIDS using the questions at the beginning of the Facilitator's Notes: HIV/AIDS section.

6. Use the notes to lead the discussion on HIV/AIDS emphasising preventative measures, symptoms and myths versus facts.

7. Throughout be sure to leave plenty of room for discussions and questions.

Activity 4.5.1: Case study

Most girls in Rebecca's class have boyfriends. Rebecca likes a boy called Tony and he eventually becomes her boyfriend. She begins to stay out late and visits Tony in his workshop frequently and receives gifts from him. Rebecca and Tony start having sex without a condom in some of these visits. After some months, Rebecca becomes ill, she has symptoms similar to the flu and cannot go to school anymore. Rebecca becomes worried and concerned with all that is happening in her body. She decides to visit the hospital to see a doctor. Rebecca has some tests and is confirmed HIV positive.

- What did you observe from this story?
- What is the implication of Rebecca's behaviour on her education and future?
- How did Rebecca get infected with an STI / HIV?
- What could Rebecca have done differently?

Give each student a piece of paper. Have them write down their question confidentially. Collect all the pieces of paper in and mix them up to ensure none can be identified. Answer each question in turn, leaving room for students to ask additional questions as each answer is provided. In the case the facilitator does not know the answer, inform the learners that it will be investigated and the answers will be provided in the next class.

Activity 4.5.1 – Questions and answers

Facilitator's Notes: Sexually Transmitted Infections

Sexual organisms that cannot be seen and can be passed from one person to another through unprotected sexual intercourse cause Transmitted Infections (STIs). Common STIs include gonorrhea, syphilis, herpes, chlamydia, trichomonasis, candidiasis, genital warts and HIV. STIs are spread mainly by sexual intercourse and not by casual contact. Some STIs can be easily treated, but turn very serious if untreated. Other STIs (like HIV) are potentially deadly. Illnesses like HIV and Hepatitis can also be spread through the sharing of an infected needle, and through blood transfusions of infected blood. (More details on HIV/AIDS are included in the notes section below)

Signs and symptoms of STIs includes:

- Unusual vaginal discharge
- Burning or itching of the vulva.
- Pain during sexual intercourse
- Lower abdominal pain
- Burning pain when urinating.

Sexual relations are natural and normal parts of human life and reproduction, but no one should engage in any sexual practice if one does not want to. The surest way of preventing STIs/HIV is abstinence from sexual intercourse among adolescents; however, the use of condom for protection among married couples is encouraged. Even a single unprotected sexual encounter can lead to contagion of STI. Some STIs show no signs and symptoms and detection could take

months or years. If adolescents engage in unprotected sex, it would be advisable to get tested.

It is important to note that contraception and STIs prevention are different things. Some sexual practices which cannot lead to pregnancy could still lead to transmission of STIs. Some contraceptives such as pills, may prevent pregnancies, but cannot protect against STIs. **It is advisable to always use a condom, as this is an effective way to prevent STI transmission and unplanned pregnancies.**

Management of STIs

Some STIs have no symptoms e.g. early stages of syphilis and gonorrhea in women, also trichomonas has no symptoms in men. Therefore, it is important to be tested if one thinks that one is at risk of having been exposed to an STI. Early detection of infection and visits to a 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. Most STIs can be cured if the person gets prompt correct diagnosis and treatment.

Prevention Strategies for STIs

- Condoms are the only ways of preventing STIs when engaging in sexual intercourse.
- There is no guarantee a partner is being faithful so encouraging safe sex is key.
- Avoid sexual intercourse during treatment of an STI or use condoms to avoid getting re-infected.

Ensure that your partner gets tested and/or treated for STIs.

Facilitator's Notes: Sexually Transmitted Infections (continued)

Consequences of Untreated STIs

- Bladder infections.
- Damage to vital organs such as the liver (Hepatitis B), Brain (Syphilis), Heart (Gonorrhoea).
- Premature labour and stillborn babies (caused by Gonorrhoea).
- Blindness and birth abnormalities in new-born babies (Gonorrhoea).
- Cancer of the reproductive organs e.g. Cervical cancer.
- Pelvic inflammatory diseases cause chronic pain, and ectopic (tubal pregnancy) and eventual infertility.
- Some STIs are incurable.
- Some STIs like HIV can damage the immune system and lead to serious illnesses and death.

SEXUALLY TRANSMITTED INFECTIONS	SYMPTOMS
CHANCROID	Boil or Ulcer on the genitals which turn into open sores, swollen lymph nodes in the groin area, painful urination or bowel movements, painful sexual intercourse, bleeding from the anus and vaginal discharge.
CHLAMYDIA	Discharge from the penis and vagina, pains, or burning while urinating, frequent urination, excessive vaginal bleeding, abnormal pains, fever, nausea, inflammation of the cervix or rectum, swelling or pain in the testicles.
GONORRHEA	WOMEN: Most women show no signs. If there are signs, they would include burning urination, menstrual irregularities, pelvic or lower abdominal pain, pains during sexual intercourse or during pelvic examination, yellowish-green discharge and inflammation of cervix. MEN: 3-6 days after a man becomes infected, he may notice a pus-like discharge from the penis opening and painful urination.
SYPHILIS	PRIMARY PHASE: Painless sores or open wet ulcers on genitals, vagina, cervix, lips, mouth, and swollen glands. The symptoms appear a few weeks or a month after infection. SECONDARY PHASE: Body rashes, often on palms or hands and soles of feet, mild fever, fatigue, sore throat, hair loss, weight loss, swollen glands, headaches and muscular pains. Symptoms appear two weeks to 6 months after infection. LATE PHASE: Serious damage to nervous system, heart, brain and other organs. Paralysis, insanity, heart and skin diseases, stillborn fetus (if the woman is pregnant) and death.

PUBIC LICE OR 'CRABS'	Intense itching in the genitals red spots and small lice in pubic hair.
SCABIES	Intense itching, usually at night, small bumps or rashes that appear dirty-looking, small, curling lines especially on the penis, between the fingers, on buttocks, breasts, wrists, thighs and around the navel.
TRICHOMONIASIS	Frothy, unpleasant smelling discharge, itching in and around the genitals, blood spotting in discharge, swelling in groin, frequent burning in urination. Men rarely have symptoms, but may experience itching, tingling and other irritating sensations in the urethral tract.
HERPES	Recurring rash with clusters of itchy or painful blistery sores appearing on the vagina, cervix, penis, mouth, anus, buttocks, or elsewhere on the body. Painful ulcerations that occur when the blisters break open. The primary outbreak may cause pains and discomfort around the infected area, itching, burning sensation during urination, swollen glands in the groin, fever, headache, and general run down feeling. Has no cure but symptoms can be relieved with drugs.
HEPATITIS B	Early Symptoms: Extreme fatigue, headache, fever, aching joints and muscles, lack of appetite, nausea, vomiting and pain in lower abdomen. Later Symptoms: Abdominal pains, dark urine, clay coloured stools, yellowing skin and eyes(jaundice)
HUMAN PAPILLOMA VIRUS (HPV) (GENITAL WARTS)	Warts on the genitals, around the anus, and rarely in the throat. Genital warts are soft to touch may look like lettuce and often itch. Poor treatment of genital warts can grow to block the opening of the vagina, anus or throat.
CANDIDIASIS	A yeast infection can be transmitted through sexual contact, but it is not a major mode of transmission for women. Many women get candidiasis when taking antibiotics or any other medication, which alters the bacterial balance in the vagina. Stress and poor nutrition can also affect the bacterial balance in the vagina. Women who suffer from diabetes, pregnant women and women who take high progesterone birth control pills are all prone to yeast infections. Symptoms include vaginal itching, irritation of the vulva and white curd like vagina discharge that smells.

Report STIs or any unprotected sexual encounter early to a health care provider.

Facilitator's Notes: HIV/AIDS

1. What do they understand by HIV and AIDS?
2. Ask learners mode of HIV transmission.
3. Myths and Misconceptions about HIV/AIDS

MYTHS AND MISCONCEPTIONS	FACTS
Sexual intercourse with a virgin cures AIDS	There is no cure for HIV. HIV's symptoms and related illnesses can be treated, however. HIV is transmitted through sexual intercourse. It is present mainly in semen, blood, vaginal secretion and breast milk.
A pregnant HIV positive woman always gives birth to HIV positive child.	There is a high risk that a child of an HIV positive woman will be HIV positive, but it is not certain.
HIV can be transmitted through mosquito bite	There is no evidence that mosquito bites ever transmitted HIV. All evidence available suggests mosquitos cannot transmit the HIV virus to humans.
If you donate blood you are at risk of being infected	HIV can only be transmitted if an infected needle is reused. If you donate blood, make sure the clinic uses brand new needles.
HIV can only be transmitted through unprotected sex with an infected person	Anyone can be infected with HIV through unsafe sex or other practices such as using the same needle as an HIV positive person.
HIV cannot be transmitted through Homosexuality	Men who have sex with men are also at risk of contracting HIV and should always use condom.
You can physically identify someone with HIV	There are no physical traits of HIV positive people as they are undistinguishable from HIV negative people. When treated early and properly, many HIV positive people continue to live normal lives.

WHAT IS HIV?

The acronym HIV stands for

- **Human -** the virus only lives in human beings and not in animals, insects, water, air, etc.
- **Immunodeficiency** -the virus prevents T-Cells which are the body soldiers for defending the body against diseases.
- **Virus -** this is a very small germ that cannot be seen with the naked eyes but very harmful to the body and immuned to antibiotics.
- o The HIV virus affect human beings and lowers the ability of the immune system to fight infections.

When a person is infected with HIV, the person is said to be HIV positive**.**

The acronym **AIDS** stands for

- **Acquired** – means that one gets the disease from somewhere, as the body does not manufacture it.

- **Immuno** – means that one is protected and has body soldiers that have the ability to fight illness so that one stays healthy.
- **Deficiency** – means lack. In this body's immune system's inability to fight diseases.
  Syndrome – a collection of illnesses and diseases.

Facilitator Notes: HIV/AIDS (continued)

Signs and Symptoms of AIDS

Though a person infected with HIV may look perfectly healthy but someone with the AIDS condition, shows some signs and symptoms that could suggest that one might be infected with HIV though they could be signs of other health condition. The signs and symptoms are grouped into major and minor signs and symptoms

One could live with HIV for years without having any symptoms, which is why it is important to be tested for HIV after any unprotected sexual encounter. The most frequent symptoms of HIV are flu-like, which can appear weeks after infection

- Skin rashes.
- Thrush on the throat and mouth.
- Cold sores all over the body.
- Swollen glands at two or more places for more than 3 months.
- Severe fatigue.
- Night sweat.
- Loss of appetite.
- Chronic cough longer than one month.
- Minor signs
- Greater than 10% of weight loss for no known reason.
- Chronic diarrhea lasting over one month without a specific cause.
- Prolonged and recurrent fever and headache longer than one month.
- Menstrual changes in women.

How HIV is spread	How HIV is not spread
Unprotected sexual intercourse with an infected person.	Eating together or using the same plates, utensils, etc.
Transfusing of unscreened blood (infected blood).	Singing and dancing together
Mother to child transmission or breastfeeding.	Hugging or holding hands
Sharing unsterilized sharp objects with an infected person.	Sharing clothes or sleeping on the same bed
	Mosquito bites Coughing Using the same toilet

HIV COUNSELLING AND TESTING/HIV TESTING SERVICES

- It is important to go for HIV testing at the nearest health centre to you and receive proper counselling & testing.

HIV/AIDS MANAGEMENT

There is no known cure yet for HIV but it can be managed with antiviral medications.

UNIT 4.6: DRUGS/ SUBSTANCE ABUSE

DURATION	MATERIALS	METHOD
60 Minutes	Flipcharts	Guided discussions
	Sticky notes	Documentary
	Markers	Experience sharing
		Brain Storming

LEARNING OBJECTIVES:

By the end of this unit, learners should be able to:

- Explain what drugs are and what drug use is.

- Define drug abuse.

- List the signs of drug abuse.

- Discuss the effects of drug and substance abuse.

UNIT SUMMARY:

In this unit we will learn about drug and substance abuse. We will discuss why people abuse drugs, other substances, the consequences of drug as well as substance abuse and how to stay safe from drug and substance abuse.

UNIT ASSESSMENT

- Define drug and drug abuse

- Mention some common substances in your locality.

- What are the effects of drug and substance abuse?

- Mention ways of staying safe from drug and substance abuse

FACILITATION STEPS:

1. If accessible introduce the topic using the BBC documentary on drug abuse. If this is not possible, please summarise the documentary using the synopsis in the Facilitators Notes.

2. Discuss the documentary and learners to share their experience with drug abuse.

3. Read case study in Activity 4.6.1 – Lamida's Dilemma

4. Generate discussion with learners

5. Using the Facilitator's note explain drugs, abuse, give examples and effects of substance abuse.

Lamida was a young girl who lived in Kaduna. She was very popular in her neighbourhood. After failing her West African Secondary School Examination (WASSCE), she had to stay at home to prepare to re-sit the exams the following year. She was bored, depressed and angry at life, questioning why she would fail after working so hard. She started partying with her friends to reduce her boredom, but soon discovering most of them took codeine. It made them very happy and energetic at the parties and she soon joined them. It seemed okay at first and she only took it during parties. Eventually she felt like taking codeine more frequently, until she could not stop taking it every day.

Her parents discovered that Lamida had started showing strange behaviour such as blurry eyes and bruises and she was unable to remember how they happened. They also noticed a change in her attitude. She stopped talking to her neighbours and was aggressive towards her parents. This affects the relationship with her parents and her family and Lamida became more and more isolated.

She ended up being surrounded by other people who took or sold codeine. Eventually, Lamida needed to steal to make money to pay for the codeine that her body needed. In one of those thefts, she was caught by the police and arrested.

Generate discussion: using the story above. Invite the learners to share their personal experiences of drug abuse, close friends, community members, etc.

Facilitator's Notes

WHAT IS A DRUG?

A drug is chemical substance that when used causes physical or mental changes in the body of the user.

Approved Drugs – Many drugs which are produced, sold and used legally are called approved drugs. e.g. paracetamol, alcohol, tobacco, caffeine.

Illicit Drugs - These are the drugs that are not permitted by the law e.g. Indian hemp (cannabis), cocaine, and heroin.

ABUSE – This is the use of a drug in a way that is not in accordance with the recommended medical use. Both approved drugs and illicit drugs can be abused.

Examples of Drugs and Substances That People Abuse

- Tobacco
- Stimulants e.g. cocaine
- Cannabis
- Alcohol
- Depressants: Valium, Phenobarbitone, Lexotan,
- Narcotics: heroin, morphine, codeine, tramadol
- Hallucinogens: LSD, mescaline
- Inhalants: petrol, glue, paint thinner, aerosols

Facilitator's Notes (continued)

Reasons why People Abuse Drugs

- To feel high
- To overcome shyness
- To pass exams
- To be a part of a peer group
- To overcome boredom
- To have energy
- To overcome unhappiness
- To feel differentMeans by which People Abuse Drugs
- Inhalation
- Injection
- Ingestion

- Smoking
- Scarification (At initiations)

Effects of Drug Abuse

- Health complications - physical and mental health issues
- Financial problems
- Legal consequences e.g. arrest
- Sexual assault/vulnerability
- Certain forms of drug use can increase risk of disease transmission (e.g. sharing or reusing needles)
- Injuries, overdoses and Death

Keeping Safe from Drugs

- Be happy – Do not internalise any failure. Volunteer, help others or do things that make you happy.
- Get busy - Boredom makes people do all sorts of bad things.
- Shun bad friends – Build a positive self-esteem to say no to bad ideas. Be assertive and set life goals for yourself.
- Know the effects of drug abuse on your health and life goals.

BBC Documentary Synopsis

Across several major Nigerian cities, many young adults are known to be addicted to several illicit drugs but, in recent years, opioid-based cough syrups in particular have become a serious menace. In *Sweet Sweet Codeine*, an investigative documentary by the BBC, reporters secretly film staff of three major pharmaceutical companies offering to sell thousands of codeine-based cough syrup bottles in illicit deals. The complicity of these companies, which produce cough syrups locally, helps explain the widespread availability of the drugs despite a government ban on over-the-counter sales. With local pharmaceutical production unregulated by government, cough syrups are being produced on an industrial scale. The target market in the illicit codeine trade typically consists of teenagers and young adults looking for a cheap high. At a price of around 1,000 naira ($3), codeine is exactly that. Even though it is illegal to sell codeine cough syrups without a doctor's prescription, the drugs remain widely available. It is common to find them casually consumed, sometimes as part of mixtures, at local bars and parties.

Taking codeine has become "cool" as pop culture references about the opioid have proliferated. The thousands of young Nigerians already addicted are at risk of suffering from effects of sustained opioid abuse ranging from schizophrenia to organ failure. Its prevalence is also rooted in cultural nuances: with the sale of alcohol banned across most northern states mainly for religious reasons, young adults and teenagers often turn to cheap opioid-based drugs, especially codeine cough syrups, as an alternative. The effects of the access to the cheap opioid on youth in the wake of poverty and a lack of employment, Mohammed

MODULE FIVE: EMPLOYABILITY SKILLS

This module highlights and describes valuable and relevant skill-sets in the work environment. It provides guidance on how to match personal interests and skills to potential work opportunities, and how to develop yourself personally for employment.

This module consists of the following units:

Unit 5.1: Setting SMART goals

Unit 5.2: Matching interests to work

Unit 5.3: Increasing employability

LEARNING OBJECTIVES:

At the end of the module, learners should be able to:

- Demonstrate setting SMART goals

- Identify an area of employment which interests them

- Name key skills required to succeed in choosing career path

- Adopt a self-assessment and personal development plan

EXPECTED RESULTS:

- Demonstrate an ability to set SMART goals

- Increased knowledge of the area of employment which are available to them

- Increased self-awareness of their career aspirations

UNIT 5.1: SETTING 'SMART' GOALS

DURATION	MATERIALS	METHOD
60 minutes	Flipchart	Brainstorming
	Paper	Discussion
		Group Work

LEARNING OBJECTIVES:

By the end of this unit, learners should be able to:

- Define what a 'goal' is

- Explain what 'SMART goals' mean

- Display how to set goals

UNIT SUMMARY:

To achieve our goals, we need to set goals that are Specific, Measurable, Achievable, Realistic and Time-bound. This unit gives the learners an opportunity to brainstorm things they wish to accomplish in the future, and to undergo a goal setting process on how to achieve them.

UNIT ASSESSMENT:

- The unit assessment is the product of the activity. Goal setting sheets should be reviewed and returned to the learners with feedbacks, suggestions and encouragement.

FACILITATION STEPS:

1. Introduce the lesson by asking learners what they understand by the words 'Goal' and 'SMART'
2. Share with the class the definition of the key terms:
3. Share the difference between personal and work goals.
4. Give each learner a sheet of paper to write or draw for Activity 5.1.1.
5. Collate the action plans for review and guidance.
6. Explain goal setting and generate discussions on how the learners felt with the goal setting process. Work with the learners to make commitment to follow through with their goals. Refer to activity 5.1.1.

Activity 5.1.1: Dare to dream
Group activity

Step 1: Where do you see yourself in the next 5-10 years? Where you want your business to be a year from now? What changes do you expect to take place? What do you need to learn?

Step 2: What do you want? What do you deeply desire in your life? What do you hope to achieve in the future?

Step 3: Write down your goals and your thoughts from step 1 and step 2 in your book?

Step 4: Why do you want to achieve these goals? – Write them down? What is your purpose? What does it mean to you? Why is this outcome necessary to your life?

Step 5: When do you want to achieve your goals? Outline the tasks, targets and timelines.

Step 6: How will you achieve these goals? What are you going to do to make them happen? What is your commitment to your goals? Develop your plan of action.

Step 7: Group the learners into pairs and have them explain their goals and plans to each other, giving an opportunity for peer feedback.

Facilitator's Notes:

Definition of the key terms

Goal: Something you hope to achieve in the future

Goal setting: Is the process of deciding what you want to accomplish and devising a plan to achieve the result you desire.

SMART goals:

- **Specific** – Goals must be detailed and focused
- **Measureable** – Goals must be quantifiable and measurable
- **Achievable** – Goals must be attainable
- **Realistic** – Goals must be attainable within the time allotted
- **Time-bound** – Goals should have a specific time and date for completion.

DURATION	MATERIALS	METHOD
60 minutes	Flipchart	Case study
	Markers	Discussion
	Magazine cut-out of different typesbusinesses/professions of	

LEARNING OBJECTIVES:

By the end of this unit, learners should be able to:

- Define talents, interests and skills

- Match skills with profitable opportunities in their communities

- Identify different personality types

- Align personal soft skills and interests to work goals

UNIT SUMMARY:

In this unit, we identify our personal, work, business and career goals. We also learn about our individual personalities and how we need to work on some of them to help us in our lives, including education or jobs.

UNIT ASSESSMENT:

- Define interests, talents and skills
- List types of personalities
- Mention 3 characteristics of each of the types of personalities

FACILITATION STEPS:

1. Open the discussion by explaining the key terms for the lesson.
2. Explain that learners can grow their talent into professional skills by going back to school or doing internships and apprenticeships. For example, the talent of hair plaiting can be improved through an apprenticeship at a hair-dressing salon.
3. Guide the learners through Activity 5.2.1.
4. Read the case study in Activity 5.2.2 and use the question to generate some steps of identifying business opportunities.
5. Discuss the 4 types of personalities and their characteristics (see the facilitators note).
6. Request the group to reflect on their individual personality (their kind of person, character and behaviours) based on the meaning of temperament /personality
7. Generate discussions to show the personality traits that are good and those that needs to be improved for success at work place.

Interest
What I like

Talent
What I know how to do naturally

What I learnt how to do through training

Figure 2.9

Divide the learners into three, give them coloured post it notes/papers and flip chart. Ask each group to write down the interest, talent and skills of their members and post them on the group talents matrix chart. A volunteer from each group to present and Facilitator leads discussion. Have each group share skills that they have in common as well as skills that set their members apart. Be sure to make this a welcoming and empowering activity. The class should be respectful and encouraging.

Susan is a young woman who has an ambition to become a successful business woman. Susan has developed a life goal to advance professionally and realized that she needs to finish formal education to achieve this goal, so she has enrolled in an adult literacy education class within the community.

Susan wants to begin her business in the community but does not know the profitable business opportunities available. Susan took her time to make a list of different kinds of businesses in the community and asked various people in the community about their needs, the items they needed, use or want to buy that are not available. She also found out about services that are not available yet, other people in these businesses in the community and the market level, profit or how the market is moving, risks in business, if there is support available for beginners and what skills she needs to have as she begins.

Susan identified a number of businesses, but following her market study, chose to start a make-up artistry business because she has passion for it. There is also a need for the service, it is profitable, few people are doing it, the risk is low and it requires minimal capital to begin. She will also have time to go to school and take care of her family.

- What steps did Susan take in identifying the profitable businesses in the community?
- How did Susan align her personal career and business goals with her personality to achieve her overall ambition?

Activity 5.2.2 - Case Study

Facilitators Notes

Temperament determines how we behave and how we interact with other people. There are many different ways that we can understand different personalities. Here are 4 types that were originally created by the ancient Greeks, but thinking on this has developed over the years, and different names are often used for the personalities. It is important to note, no one personality is better than the other and more often than not individuals do not fit into any one category perfectly. We all have strengths and "weaknesses" that come naturally to us, and these "weaknesses" often provide us with our greatest opportunity for growth. Self-reflection and acknowledgment of our personality types can help us to navigate the world more effectively and positively, as we become aware of our most effective work styles, preferred relationships, and activities that are emotionally fulfilling.

4 Types of Temperaments (personality)

Choleric - They are extroverts (outgoing and outspoken), naturally result-oriented, active, positive, practical, strong willed, quick thinking, think big, seek ambitious positions, visionary and never run out of ideas and plans. They like pressure and are easily bored when things are not happening fast enough. They are bold and like to take risks. They are domineering, decisive, opinionated, and they find it easy to make decisions for themselves as well as for others.

Sanguine - They are usually people–oriented, active, positive movement in a favourable environment. They influence their environment by encouraging others to work together, extroverted, fun-loving, playful, activity-prone, impulsive, entertaining, persuasive, open to others, and build relationships quickly. They are animated, excitable, approachable, accepting, trusting of others easily amused, and optimistic.

Phlegmatic - They are naturally service oriented. They influence their environment by cooperating with others to carry out any task. They tend not to be highly ambitious and they tend to lack a sense of urgency. They are introverted, calm, unemotional, easy-going, indecisive, patient, and agreeable

Melancholic - They are usually detailed-oriented, operate from a plan, and very private. They are introverted, logical, analytical, and factual in communication. They need information, time alone to think, and a detailed plan in order to function effectively without anxiety. They respond to others in a slow, cautious, and indirect manner. They are reserved and suspicious until they are sure of your intentions. Melancholies probe for the hidden meaning behind your words. They are well organized.

UNIT 5.3: EMPLOYABILITY SKILLS

DURATION	MATERIALS	METHOD
45 minutes	Flipchart Colour cards Markers Magazines or pictures of persons in their work place	Storytelling Discussion

LEARNING OBJECTIVES:

By the end of this unit, learners should be able to:

- Mention personal skills needed for work

- Identify the applied knowledge they require for their chosen work

- Identify the knowledge and skills required for the workplace

- Identify the skills required in interaction with people (people skills)

UNIT SUMMARY:

In this unit, we learn about the skills required for us to be employable or be able to succeed in business. These skills are grouped as personal skills, people skills, applied knowledge and skills for work or business

UNIT ASSESSMENT:

- List 5 skills required for employability.

- Mention the 4 groups of skills.

- List 4 skills you possess.

FACILITATION STEPS:

1. Open the class by introducing the word – "Employ" and "Ability", facilitate discussion to allow the students to share what they know. Supplement the discussion using local context samples.

2. Tell the story of Tolu in Activity 5.3.1 and generate discussion with the questions. Remember to allow students to share what they understand by general and personal skill, applied knowledge, people skills and skills for the workplace.

3. Facilitate Activity 5.3.2, encourage the students and maintain a positive environment.

4. Highlight the connection between goal setting and following through on plans with action.

Maryam has set her personal goal to become the Managing Director of Colawater bottling company when she grows up. Maryam has developed a plan to work towards her goal. One of the plans is to find out what she requires to be able to get employment in Colawater bottling company, stay employed, be promoted and rise to the position of Managing Director. She has gone to the company website to find out what is required to get a job in the company. She found out that she needs employability skills such as personal skills, people skills and workplace skills. Maryam comes to meet her mentor at the learning space to ask the following questions:

- What are personal skills?

- What are people skills?

- What skills do I need for the workplace place?

- How do I acquire them?
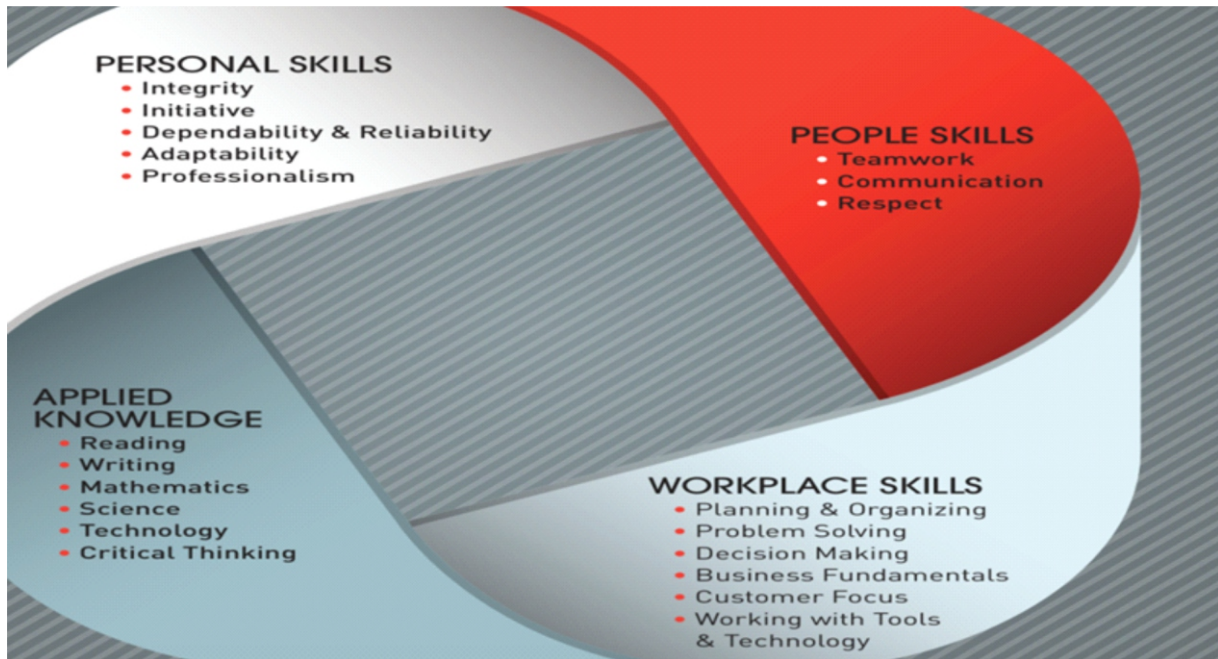
Figure 3.0

Arrange the learners in a circle around the room. Choose a volunteer to go first. Have them share a skill they have observed about the person to their right, and how they believe it will be useful. Be sure to have an appropriate positive reaction for each student. (example include: a group clap, acknowledgement from the facilitator, etc.)

For example: Amina is very good at problem solving. She will be able to do well in the workplace, because she uses critical thinking to solve problems. (Group Acknowledgment)

Next instruct the learners to think of two skills they have, and which category they think they will be most useful in. (people, workplace, personal) One at a time have each learner share their strength. Be sure to continue the group acknowledgment to encourage their self-confidence and reinforce the validity of their choice.

Activity 5.3.2: Sharing our strengths

Facilitators Notes

Employability skills are relevant skills needed for someone to be able to work effectively. Employers always look for workers with these skills. Employability skills are sometimes called job-readiness skills. They are transferrable skills which include positive attitude, teamwork, communication analytical skills that allow you to work well with others, applying knowledge to solve problems, and fitting into any work environment. They also include the professional skills that enable you to be successful in the workplace. These are seen as transferable because you can apply them to a job in any company.

Personal Skills:

- **INTEGRITY:** Treating others with honesty, fairness and respect.

- **INITIATIVE:** Demonstrating a willingness to work and seek out new challenges.

- **DEPENDABILITY AND RELIABILITY:** Displaying responsible behaviour at work.

- **ADAPTABILITY:** Displaying the capability to adapt to new, different or changing environment.

- **PROFESSIONALISM:** Maintaining a professional demeanour at work, an appearance by dressing appropriately, using professional language when speaking with supervisors, co-workers and customers.

People Skills:
- **TEAMWORK:** Demonstrating the ability to work effectively with others
- **COMMUNICATION:** Maintaining open lines of communication with others
- **RESPECT:** Working effectively with those who have diverse backgrounds

Workplace and Business:
- **PLANNING AND ORGANIZING:** Planning and prioritizing work to manage time effectively and accomplishing assigned tasks.
- **PROBLEM SOLVING:** Demonstrating the ability to apply critical thinking skills to solve problems by generating, evaluating, and implementing solutions.
- **DECISION MAKING:** Applying critical thinking skills to solve problems encountered in the workplace.
- **BUSINESS FUNDAMENTALS**: Having fundamental knowledge of the organization and the industry.
- **CUSTOMER FOCUS:** Actively look for ways to identify market demands and meet customer's or client's needs.
- **WORKING WITH TOOLS AND TECHNOLOGY:** Selecting, using maintaining tools and technology to facilitate work activity.

MODULE ASSESSMENT:
- Explain the acronym 'SMART'.
- Define interests, talents and skills.
- Mention the 4 groups of skills.

PART B:

THE RIGHTS OF CHILDREN AND VULNERABLE ADULTS (ADULTS AT RISK)

THE GIRL DECLARATION

I was not put on this earth to be invisible
I was not born to be denied
I was not given life only to belong to someone else

I BELONG TO ME
I have a voice and I will use it
I have Dreams Unforgettable
I HAVE A NAME and it is not anonymous or insignificant
or unworthy or waiting anymore to be called

Someday, they will say: 'This was the moment
when the world woke up to her potential'
This is the moment I was allowed to be astonishing
This is the moment when my rising no longer scares you

This is the moment when being a gift became
my strength, my sanctuary; **NOT** my pain
This is the moment when the world sees that I am held back by every problem
and I am **KEY** to all solutions

This is the moment when a girl and a girl and a girl
and 250 million other girls say with voices loud
that **"THIS IS OUR MOMENT"**

This is MY moment
Yes, this is the moment
At work by girls for girls...

ADOLESCENT:

An adolescent is a person between the ages of 10 - 24 years old. Adolescents undergo rapid development (biological, social, and psychological) in these years

VULNERABLE ADULT (ADULT AT RISK):

A vulnerable adult or Adult at Risk is a person who is above 18 years old but, due to disability, age, illness or other issues, is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation. **These persons are at increased risk of being abused or taken advantage of.**

THREATS AND HAZARDS
Continually encroach into safe spaces.

VULNERABILITIES (AND CAPABILITIES)
Tasks and activities further expose people to threats.

RISKS

Figure 3.1

The above image should be enlarged and clearer.

ABUSE:

Abuse is an action by one person or a group of people which causes harm to and/or injures another person or group of people. Examples of abuse are rape, beating, bad treatment, neglect, starvation, work beyond a person's ability, keeping a child in a room with lock, chaining the child and preventing movement etc.

CHILD:

 Any person who is less than 18 years old. This is an international norm determined by the Convention on the Rights of the Child (CRC), of which Nigeria is a signatory.

CONSTITUTION:

A set of laws for a country that describe the rights and duties of it's people that live in it, and the responsibilities of their government.

Figure 3.2

DISABILITY:

A disability is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime. People with disabilities are at an increased risk of being abuse or taken advantage of because of the extra support they sometimes need. Extra support is a primary need for people with disabilities, but it can often be a secondary support for people without disabilities.

DISCRIMINATION:

When a person or a particular group of persons are excluded, intimidated, or abused because of their age, gender, ethnicity, tribe, health status, skin colour, ability, identity, religion, economic status, political a ffiliation, ability and disability etc.

GATEKEEPERS:

Individuals, groups, organisations or agencies whose responsibilities are to care for Children or Adults-At-Risk. They ensure that Children are safe and cared for. Examples of gatekeepers include parents, caregivers, teachers, community members, religious leaders, government, women group, youth group etc.

COUNSELLOR:

Counsellor is defined as those people trained to guide clients in concentration areas, such as education, vocation, personal/social issues.

People who are trained to listen to and provide guidance and support to school children dealing with problems at home, in school, or in their communities. They attend to career guidance, worries, concerns, thoughts- general guidance of girls and boys whether there is an immediate problem or if general guidance is needed.

LAWS:

Laws are a set of rules set up by authority to guide behaviour. Breaking the law can result in punishment. The Federal laws of Nigeria are adopted by state governments which guide the behavior of school managers, parents, community leaders, guidance counsellors, police, care givers, Referral Centers etc.

USE THIS BOOKLET?

This booklet contains information about the rights of the Nigerian Child and Vulnerable Adult. It gives tips on how schools and communities can ensure Children and Vulnerable Adults (Adults at Risk) grow up in a safe, secure and healthy environment. Additionally, this booklet gives its reader information necessary to understand types of abuse as well as the proper steps to effectively address it.

RIGHTS:

Rights are things that you are allowed to do, people including the government, cannot take away from you. Rights are legal, social, or ethical principles of freedom or entitlement. Rights are also the fundamental normative rules about what is allowed of people or owed to people, according to some legal systems, social convention, or ethical theory.

PROTECTION:

Improving the safety, dignity and inclusive meaningful access of individuals and communities. Protection can include creating laws and procedures for preventing harm and discrimination. It also means keeping someone safe from any kinds of harm, risk, loss or injury. It can also be the steps we take as individuals as well as communities to minimize risks from harm and enhance the inclusion of marginalized people/groups.

SEEK ASSISTANCE:

To 'seek assistance' after an abuse is to share information about abuse with someone who can help. A person you seek assistance from could be a social worker, a parent, the police, a teacher, a religious leader, guidance counsellor or somebody else that you trust.

Know Your Rights And Duties!

EVERY CHILD AND VULNERABLE ADULT HAS RIGHTS!

- You have the right to be alive.
- You have the right to a name.
- You have the right to clean water and food.
- You have the right to be cared for by a parent or caregiver, and not be separated from them without their, or your, consent.
- You have the right to healthcare, and to vaccinations from dangerous diseases.
- You have the right to education.
- You have the right to be safe and free from physical abuse, such as hitting or kicking.
- You have the right to be safe and free from emotional or mental abuse, such as making you feel bad about yourself.
- You have the right not to be forced to work, either for money (to be a servant) or without money (to be a slave).
- You have the right to say no to tattoos or marks on your face or body.
- You have the right to be safe and protected from adults who want to touch your private parts or expose you to unwanted sexual behaviour.
- You have the right to have an opinion and share your thoughts and ideas on an issue with a trustworthy person
- You have the right to say no to drug abuse

WHO OR WHAT GUARANTEES RIGHTS FOR CHILDREN AND VULNERABLE ADULTS?

Every Child and Adult-At-Risk is entitled to the rights contained in the **Child Rights Act of Nigeria (2003)** and the **1999 Constitution of the Federal Republic of Nigeria** and other laws and policies relating to Gender and the lives of children, such as **The Violence Against Persons Act**.

Who are the rights provided for?

These rights are provided for **ALL** Children and Vulnerable Adults, including girls, regardless of tribe, religion or gender. It does not matter if you are a girl, boy, man, woman, rich, poor, or if you have physical or mental disabilities. It does not matter what state you are from, what language you speak, which culture you belong to or which religion you practice.

Figure 3.3

*If you are a girl, you have the right to equal chances to education, health services and other social services as boys. You have the right to be treated with equal honour and respect as boys. We respect our family members, friends, and most importantly, ourselves. **Girls and women should be shown respect and treated as equals with decency and kindness.***

Girls are resilient, powerful and resourceful; they are the experts in determining their future

Girls and vulnerable adult face greater risks and danger of abuse and exploitation than boys of the same age.

investment in girls increase the over all well-being of families and communities. Girls have the right to attend school regularly and attain the highest education level available

girls must be protected from harm, including all type of violence, sexual abuse, emotional abuse, physical abuse and sexual exploitation.

Girls must be believed if they reported violence, sexual abuse, exploitation, and all measures must be taken to ensure their safety and promotion healing

Early marriage and the traditional practices of female genital mutilation (FGM), as well as other harmful traditional practices (HTPs) are grave risk to girls' physical, mental, and emotional health and be abolished.

Female and male parents, caregivers, and the community are EQUALLY responsible for girls safety, and must work TOGETHER to keep girls safe from violence, sexual abuse, and exploitation, particularly in situations of conflict and emergencies.

Adopted from the Girls Shine Manifesto, IRC

SAFETY TIPS

Dos

- Always let a trusted friend or family member know where you are going and what time you should be home.

- Walk in well-lit areas with lots of people when possible. Avoid dark isolated areas.

- Memorize or keep the number of the police, civil defence, fire-service, road safety, nearest health care, vigilantee sexual response centres or a trusted person to call in an emergency.

- Be alert and aware of your surroundings.

- Do go to a police station or crowded area if you are being followed.

- Let someone you trust know if anyone in your community makes you feel uncomfortable.

- If you have to visit someone who makes you feel uncomfortable, ask your sister/other trusted person to go with you.

- Move into a room that has ways to escape or stand between the door the other person.

- Encourage learners to always move in group.

DON'Ts

- Don't walk by yourself at night.

- Don't tell strangers personal details about yourself e.g. where you live or work, your phone number.

- Do not accompany anybody to unknown places.

- Do not accept lifts from strangers.

- Don't let strangers or people you don't know well enter the house, especially when you are alone.

- Don't carry too much money or valuables with you.

- Don't take shortcuts through isolated areas.

- Don't send private photos of yourself, especially on applications such as WhatsApp because these can be shared widely.

- Don't do things that make you feel uncomfortable, even if your friends try to convince you that they are good idea.

- Do not accept gifts from people who might try to ask you favors in return.

Feeling safe is important to everyone, but especially for women and girls. Sometimes gender makes us vulnerable to others who may want to hurt us or take advantage of us for their own benefit. However, women and girls are strong. **They know how to help each other and they want to keep themselves and those they care about, safe.**

YOU HAVE THE RIGHT TO BE SAFE AND FREE FROM ABUSE

Even when an adolescent takes these precautions, she/he still might experience violence and abuse. It is important to know what the different types of abuse are so that you can recognise when you or someone you know is being abused. People need to look out for each other, help each other prevent abuse help each other escape and recover from abuse. There are different types of abuse. Most children and vulnerable adults show by their behavior that something is wrong rather than talk about it or report it.

Women and girls have a critical role to play in keeping each other safe

*   Warn each other about people or locations that are unsafe.
*   Share their experiences of abuse so that others feel safe to share their own and can learn from their experiences.
*   Keep an eye on each other.

Men and boys have critical roles to play in ensuring safety of girls. They can:

*   Walk their female friends home to make sure they arrive safely.
*   Speak up for women and girls when they hear any talk that is disrespectful or inappropriate.
*   Discourage friends from taking advantage or manipulating women and girls when they are vulnerable.
*   Speak up when something happens to them or they observe abuse of any kind.

What is abuse?

*   Abuse is an action by one person or a group of people, which causes harm to or injures another person or group of people.
*   Abuse may threaten life, self-esteem, or health.
*   Abuse is done on-purpose.

What are the types and signs of abuse?

PHYSICAL ABUSE

Physical abuse is causing physical harm to another person's body. This can be through beating, shaking, throwing, poisoning, burning, drowning, or otherwise causing physical harm to another person. Physical abuse can happen in the community between strangers or with someone they know. It can also happen among family members and intimate partners. Physical abusers often employ emotional abuse to keep the abused individual from leaving. The abuser will often blame the abused for their behavior, actions, or words as a cause for their physical abuse, followed by apologies and promises to change their behavior. There is never an excuse for physical violence. Regardless of subsequent events it is never the fault of the person who suffered the abuse. The person who uses physical abuse, chooses to use violence rather than other methods to manage their anger or resolve problems.

Signs of physical abuse include:
*   Injuries or bruises
*   Burns
*   Scratches
*   Broken bones
*   Bite marks

EMOTIONAL ABUSE

Emotional abuse is most often seen in verbal attacks or insults from one person to another. Insulting someone's intelligence, behaviors, name calling, disgracing; all these behaviors fall under emotional abuse, and like sexual abuse, can cause lifelong issues.

Emotional abuse is denying someone the chance to say what they are thinking, using words/actions to say someone is worthless, unloved, unvalued, or stopping someone from taking part in normal daily and social life. Emotional abuse can also include confinement; when someone is blocking your ability to make social connections. Examples would include jealous behaviors that prevent the survivor from talking, meeting friends, family or restraining their mobility i.e. not allowing someone to leave the house or only when monitored.

Some signs of emotional abuse include:

- Loss of self-esteem
- Worried or uneasy behaviour
- Extreme fear of any new situation
- Extreme mood swings

FINANCIAL ABUSE

(Denial of Opportunities)

Most often perpetrated against women (and girls) are financial abuses, this type of abuse denies access to education, property, education, economic opportunity, or limits someone's access to money. Denying a person the right to work, or not allowing someone access to monetary funds to control someone behaviour or actions, are all forms of financial abuses.
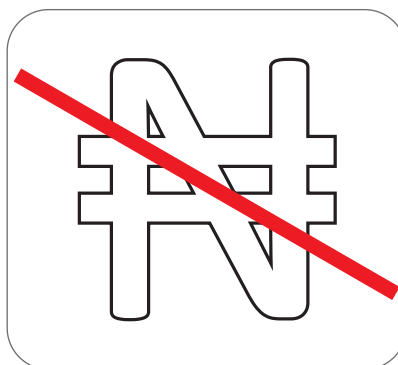
NEGLECT

Neglect is when parents or caregivers do not provide food, education, clothes and shelter for people under their care. They do not protect them from physical, emotional harm; does not ensure that they are properly guided, or does not provide medical care.

Some signs of neglect include:

- Constant hunger
- Poor personal hygiene
- Untreated medical problems
- Constant tiredness

Figure 3.4

Sexual Abuse/ Sexual Assault

This means making someone (male or female) take part in sexual activities without their consent. Examples of sexual abuse include:

- Being forced to watch sexual activities

- Being forced to kiss, rub, touch your private areas or those of another person (molestation)

- Forced or attempted penetration against your will, commonly referred to as rape or sodomy

- Threats

- Drugging

Figure 3.5

Sexual abuse is not just committed by adult males. Women and other children can also commit acts of sexual abuse. Sexual assailants can be strangers to the victim, or a close personal friend or family member.

Regardless of a child's feelings, under the law, a child (anyone under the age of 18) cannot give consent to have sexual activities. Adults who have sexual activities with children are committing a crime and can be punished by law.

Signs of sexual abuse in Children and Vulnerable Adults (Adults at Risk):

- New adult words for body parts and no obvious source
- Nightmares, bad sleeping
- Becoming withdrawn, clingy, or insecure
- Sudden unexplained personality changes, mood swings, or outbursts of anger
- Unaccountable fear of particular places or people
- Changes in eating habits
- Talk of a new, older friend and unexplained money or gifts
- Self-harm (cutting, burning or other harmful activities)
- Physical signs, such as, unexplained soreness or bruises around genitals or mouth, pregnancy
- Running away

Any one sign does not mean that someone is being sexually abused, but if there are several warning signs you should begin to ask questions and consider getting help.

FEMALE GENITAL MUTILATION

Female genital mutilation (FGM) is a practice that involves altering or injuring the female genitalia for non-medical reasons, and it is internationally recognized as a human rights violation. FGM refers to all procedures involving partial or total removal of the external female genitalia or other injury the female genital organs undergo for non-medical reasons. It is a deeply entrenched social and cultural norm in many places.

The practice can cause short- and long-term health complications, including chronic pain, infections, increased risk of HIV transmission, anxiety and depression, birth complications, infertility and, in the worst cases, death. It is internationally recognized as an extreme violation of the rights of women and girls.

> *FGM violates human rights principles and standards - including the principles of equality and non-discrimination on the basis of sex, the right to freedom from torture or cruel, inhuman or degrading punishment, the right to the highest attainable standard of health, the rights of the child and the right to physical and mental integrity, and even the right to life.*

BREAST IRONING:

The crushing of the female adolescent breast membrane to delay or disguise the stage of puberty. The consequences are life-long.

Breast ironing is a practice, in which the breasts of pubescent girls are pounded using tools such as spatulas, grinding stones, hot stones, and hammers, as a means of delaying their development and protecting girls from rape and other types of unwanted male attention.

EFFECTS OF BREAST IRONING:

Contrary to the beliefs of its proponents, this practice has not stopped girls from becoming sexually active or becoming the victims of sexual violence. Instead, the practice has led to an inability to produce breast milk, cysts, lesions, and to the development of cancer in young women. The practice is painful for those who experience it and often results in the destruction of breast tissue, making girls vulnerable to breast infection, itching, and abscesses.

REASONS PEOPLE DO NOT SEEK ASSISTANCE WHEN ABUSED

Becoming a victim of abuse is scary during the abuse but also in the aftermath of abuse. Victims fear further attack, blame from their families or partners, community shame, disbelief or even ostracism.

FEAR: Victims of abuse have been through something awful. Many times they are afraid that if they tell someone they will face consequences. Fear of further abuse or attacks from the perpetrator, or fear of the reaction of others.

SHAME: Often times, victims fear the blame of the community or their families. They fear that people will say they somehow brought it on themselves or had done something to bring the abuse on themselves. These attitudes are wrong, it is never the fault of the survivor of violence/abuse. Abuse, especially sexual, can also be seen as shameful and abuse victims will often prefer to talk to their peers rather than adults. As peers, we need to look out for each other.

WHAT TO DO IF SOMETHING HAPPENS TO YOU OR TO SOMEONE YOU KNOW

They are afraid that the victims may not get suitors to marry them.

Seeking assistance from the proper authority when a friend has been abused and making sure that they are properly taken care of and protected. **We, girls in particular, must look out for and protect each other.**

TELL SOMEONE:

Seek Assistance: Seek assistance from an adult you trust: police officer, parent, teacher, religious leader, or friend. Your confidant will report the incident according to the chart below. Do not be afraid! These adults have been educated on the rights of the victim/survivor, and will do what they can to protect your identity, and expose the perpetrator. Your state has a proper protocol for handling instances of abuse. When you tell a guidance counsellor, a school official, a teacher, etc., they will know who to tell so that you are supported with your safety, health, mental, emotional needs, and justice. The government, community leaders and the police have partnered to ensure that all reports of abuse properly followed up with survivors of abuse are properly taken care of using a reporting protocol and a referral system.

ADVOCATE FOR YOURSELF:

Seek Healthcare: Seek proper healthcare to prevent long term consequences. A person who has experienced physical or sexual violence should tell someone they trust to help them seek medical attention if it is required, as soon as possible (within 3 days/72 hours) because this can help prevent health related consequences. **You deserve treatment, respect, proper care and you are allowed to seek it out.** Even if it is past the 3 days, a survivor can seek out medical assistance at any time.

Find an Ally: Find someone who can help you through the healing process; mentor, Guidance Counsellor, gender champion, trusted adult, friend, family, etc.

If you are an Ally it is your role to support a survivor in any way possible. Encourage them to seek medical services, listen to their experiences, and support them to seek assistance. Do not question their experience; as your job is to help them get the assistance they need.

REMEMBER:

Do not be ashamed, this is not your fault! A person should never blame themselves for any violence/ abuse that they experience. You will recover. You are not alone. You are a survivor!

The person who is abusing you is committing a crime that is punishable by law, even if they are your parents, a caregiver, a family member, or a teacher. There is someone out there who is willing to listen to you, without judging or condemning you.

You have the right to be heard at any time no matter the form of abuse. You don't have to suffer in silence. You can also help a friend or family member that you are worried about. No matter the kind of abuse, or who is being abused, you can tell someone you trust until something is done to stop the abuse.

SPEAK OUT! DO NOT REMAIN SILENT!

If you ever feel you are in danger or you have questions or are confused- you can seek out a counsellor, school principal, gender champion, or facilitator. These people are trained to handle these questions and help you!

Figure 3.6

SEEKING ASSISTANCE AFTER AN ABUSE:
What happens next?
- Train students to expose any abuser
- Students to discuss proper mode of dressing

The survivor of abuse seeks assistance from someone she trusts

This person accompanies the survivor to a health center with her consent

Psychosocial Support

Medical Examination
Emergency Contraception
PEP
IST

Psychosocial Support
and case management

Legal
Assistance

Medical follow-up

Security and
Investigation

Justice
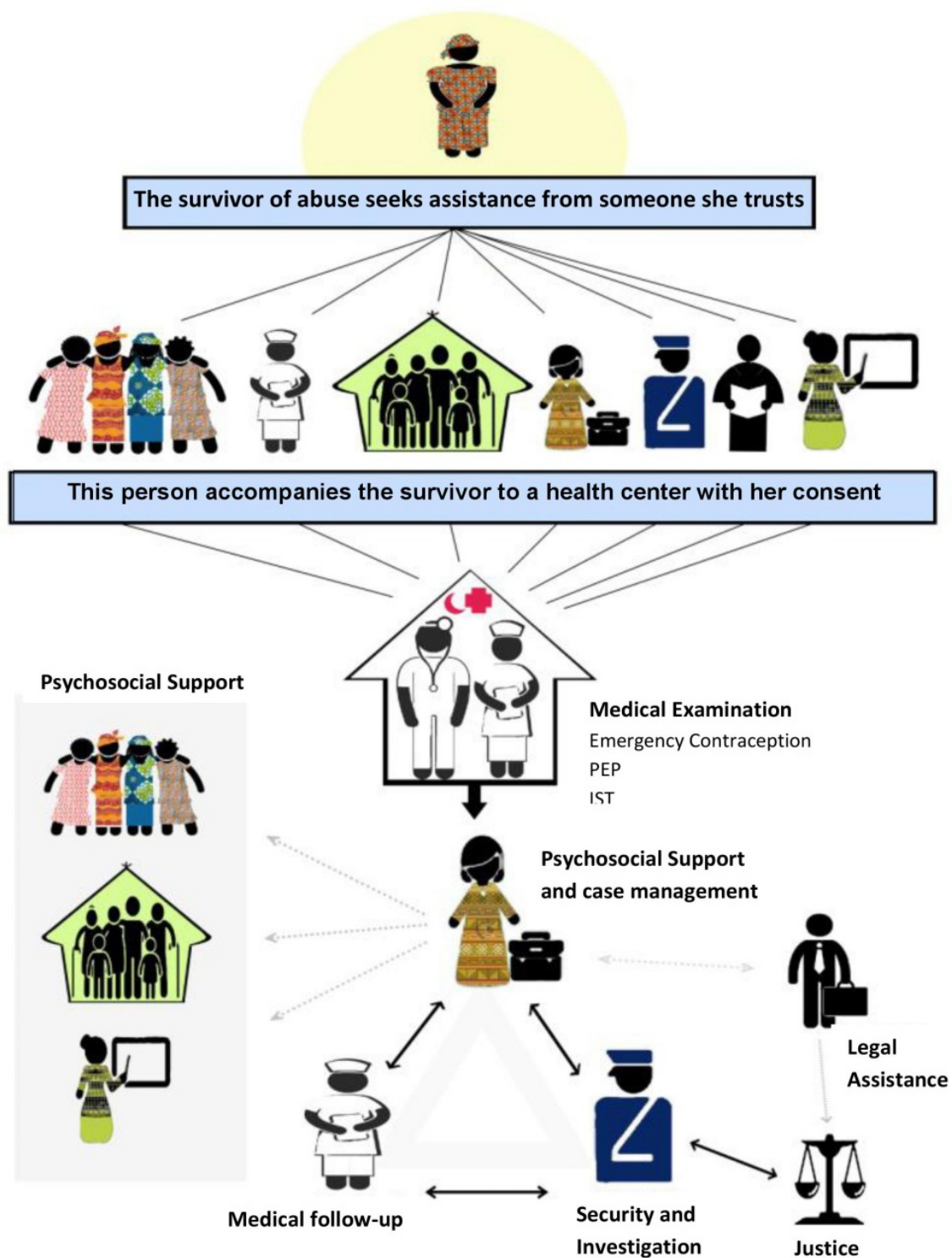
Figure 3.7

TIMELINESS OF HEALTH SERVICE

- ➡ **PEP**
- ➡ **Emergency Contraceptive**
- ➡ **Vaginal Examination**
- ➡ **Hep. B Vaccine**
- ➡ **STI Testing & Treatment**
- ➡ **Tetanus Shot**
- ➡ **General Physical Examination**

| After 72 hours |
| After 72 hours |
| After 72 hours |
| After 72 hours |
| Always |

Within 72 hours (3 days) – HIV/AIDS prophylaxis needs to be acquired within 72 hrs of the incident to prevent HIV transmission including all other medical support

Within 120 hours (5 days) - Emergency Contraceptives should be acquired within 120hrs of the incident to prevent pregnancy.

Within 2 weeks – a vaginal examination can be taken to support the healing process. However, the earlier a vaginal examination the better, to minimize any complications with the healing and collect forensic evidence and all other medical supports other than PEPS and EC.

Within 5 weeks – Hepatitis B vaccine should be acquired to prevent the contraction of Hepatitis B and all other medical support other than PEP, EC, and Hep B

At any time – After 5 weeks will have more limited support, seeing a medical professional is important regardless how long the incident happened. Basic examinations to monitor any health complications, test, treat STIs, and acquire tetanus vaccine; which can be helpful for the survivor's physical recovery.

ON THE ROAD TO RECOVERY:

It is important to remember that you are more than your experience. You are not defined by what happened to you as you will recover! Below are things to keep in mind if you are on the road to recovery, or helping some people on their journey to healing after abuse.

Supporting a survivor!

Survivors of sexual assault often are saddled with guilt, shame, anger, sadness, and a range of emotions unique to their personalities and situations. The validity of these emotions should never be questioned. A survivor has many ways in which to process their feelings but often with the support of an impartial and non-judgmental person, the survivor can begin to heal and recover from their experience.

Close friends and family can help!

Often in the case of abuse a close family member or friend can provide the most effective emotional support. A victim of gender based violence needs unconditional love and support. It is important to make sure the survivor understands that there is no blame placed on them. A survivor often needs time and space to process their experience while in the safety of a supportive relationship.

Seek out a guidance counsellor/mental health counselling if you need it!

Where available a mental health counsellor can help the recovery process. The stigma around mental health counselling often deters survivors from seeking help. In reality, mental health counselors can provide an unbiased and neutral avenue for survivors to process their emotions. These counsellors have received specialized training and are able to guide survivors through their recovery, safely, and comprehensively.

CODE OF CONDUCT AND COMMUNITY CHARTER

Code of Conduct and Community Charters are guidelines for respectful communities and schools behavior. They should be posted around schools and communities as minimum standards of behaviours. All principals and teachers should review the school charter with students. Below is a *sample* Code of Conduct recommended for school use, and Communities Charter.

CODE OF CONDUCT

FOR ALL SCHOOLS BELOW TERTIARY.

Introduction

This Code of Conduct sets out the standards, rules and regulations by which schools as communities will operate. We believe that the values, behaviours and attitudes built within the schools communities are significant in shaping the future of their young people.

The purpose of this Code of Conduct is to set the context for a safe, inclusive and productive learning environment.

Note that, the schools communities includes students, staff, parents, all adults whose roles or jobs place them in contact with the students in schools settings and schools activities.

Equal Education Opportunity Statement

No student/pupil will be excluded from participation, be denied the benefits of, or be subjected to discrimination in any programme or activity on the basis of learning ability, gender, ethnicity, religious belief, or disability.

Roles of Students, School Personnel, and Parents

The cooperation of students, parents, staff, and the communities remain essential in providing an appropriate environment for learning to take place. Our students must understand their roles and responsibilities in relation to achieving the maximum from every educational experience.

Code of Conduct Agreement for Students
Students will:

- Attend all classes on time, in uniform, and with the proper materials needed for schoolwork.
- Show respect for all people and property in the school.
- Understand that mobile phones and electronic devices are not allowed in school premises.
- Not eat, drink (except for water) or chew gum in classrooms.
- Not use or have in their possession dangerous objects- students will also not misuse common place objects.
- Conduct themselves in a responsible manner when attending any excursions organized by the schools.
- Be aware that schools have zero tolerance policy on bullying, harassing and all forms of

abuses including sexual misconduct.

- Be aware that schools have zero tolerance policy towards alcohol, pornography and drugs. All types of simple drugs must be kept with the health master.

- Be responsible for the tidiness and correct use of classroom materials, in and outside the school.

- Be present in school during the school days and events, unless otherwise properly authorised by the Principal.

- No personal pictures, images or sounds can be recorded from any classroom or school activity and consequently published on Facebook or sent via internet without the Principal's permission.

- Overall abide by the school Code of Conduct.

Code of Conduct Agreement for School Personnel

School Personnel will:

- Maintain a conducive environment for learning.

- Show respect for all students.

- Support the use of proper guidance procedures.

- Communicate regularly with parents.

- Encourage parental support of school activities.

- Treat all students equally, fairly and not discriminate students based on their learning abilities, ethnicity, religion, economic status, beliefs, gender, age, or disability.

- Act in a professional and responsible manner.

- School personnel cannot have any form of improper relationship with students (Note that the claim of consent from students in this circumstance will not be recognised).

- Not inflict any form of injury on students.

- Take part in Teacher Professional Development Activities.

- School personnel should abide by the school code of conduct.

Conduct Agreement for Parents

Parents/Guardians will:

- Maintain close communication with the school staff concerning the child's performance and behaviour.

- Make sure that their child attends school regularly and send a written note to school when their child is absent or late.

- Supply their child with materials needed for schoolwork including school uniform.

- Communicate with school any problems or condition that may affect their child or other children in the school.

- Discuss report card and school assignments with their child.

- Supply school with current home and work place telephone numbers.

Remember

- Students must conduct themselves responsibly at all times.
- The drinking of alcohol, bullying, harassing, smoking, sexual impropriety, stealing and vandalism are not tolerated.
- The school has zero tolerance towards any forms of corporal punishment.
- The school has a zero tolerance policy towards the use, sale and possession of illegal drugs as well as any other type of business involving buying and selling.

COMMUNITY CHARTER FOR COMMUNITIES

This Community Charter is developed from our collective decision to support Girls' Education and Empowerment. We will work together to ensure that all girls in these communities are safe and given equal opportunities to achieve their maximum potentials.

These are the minimum standards of operations in our communities. These will guide our behaviour, attitude and communication around our communities.

Our Community is girl friendly and the girls in our communities should expect:

- **To be protected**
- **To be safe**
- **To be loved and cared for**
- **To be respected**
- **To be listened to**
- **To be able to participate in community activities**
- **To participate in decisions related to the community**
- **To be sheltered**
- **To be treated equally and not be discriminated based on educational status, ethnicity, religion, age, economic status and /or any form of disability.**
- **To be protected from exploitation and all other forms of abuses.**
- **Girls – friendly environment**
- **To have sufficient food and nutrition**
- **To be encouraged to attend, remain and complete school**
- **To learn a trade/handiwork**
- **That all reported incidences of abuses will be treated with utmost urgency without bringing any harm to the victims.**
- **Guidance/ Counselling and mentoring from a Gender Champion and/ or Community Leader.**

Some content has been adapted from external and internal resources including:

International Rescue Committee's My Safety My Well-being

International Rescue Committee's Girl Shine

https://unfpa.org/female-genital-mutilation

GUIDANCE AND COUNSELLING

SECTION ONE: UNDERSTANDING GUIDANCE AND COUNSELLING

SESSION TOPIC 1	OBJECTIVE	METHODS	RESOURCES	TIME
What is Guidance and counselling	Objective: At the end of this topic, the learners are expected to define the meaning of guidance and counselling	Questions & Answers, Brainstorming, small group discussion and plenary presentation	Flip Charts, Chalk board, Marker, Manual, etc.	15 Minutes

ESSENTIAL KNOWLEDGE:

Examples of some definitions of guidance, counselling and guidance and counselling include:

Guidance is primarily helping an individual find the way out.

In addition, **Guidance** means a range of activities designed to assist people to make appropriate decisions.

Guidance can also be defined as the fundamental information service offered to students during their scholastic career.

Counselling is the interpersonal relationship between a counsellor and a client undergoing challenges and needs professional help to overcome it. counselling therefore is a more specialized service requiring training in Personality Development and Handling Exceptional Groups of Individuals.

In addition, **counselling** is a specific process of assistance extended by an expert to an individual situation that needs help.

Guidance and counselling is the process of helping individuals discover and develop their educational, vocational, personal social potentialities in order to achieve an optimal level of personal happiness and social usefulness.

college admission requirements; opportunities for personal and social growth. Guidance and Counselling can therefore be described as a process, which deliberately, intimately and periodically affects the lives of the clients.

Counsellor: He or She is a professionally trained person equipped with psychological, social skills, techniques of detecting and responding to clients' challenges; a counsellor is conversant with developmental challenges, their causes and the exigencies of life; knowledgeable in human nature, interpersonal relationships and a humble person who is always ready and willing to help others.

Client: He/She is the person receiving help from the Counselor. He/she is sometimes referred to as the counsellee. He/she is a person who is perhaps unaware of the existence of his/her challenge; is not aware about the magnitude and severity of the challenge; or does not know how to go about solving the challenge. He/she is the person who therefore submits self willingly for counselling or the person who has been reached by the counselor through those outreach-counselling programmes.

SESSION TOPIC 2	OBJECTIVE	METHODS	RESOURCES	TIME
Challenges that could be associated with the child or students	At the end of the topic, the trainee should be able to identify challenges associated with a client needing guidance and counselling	Questions & Answers, Brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	15 minutes

ESSENTIAL KNOWLEDGE:

There are many challenges that could be associated with a child or students needing guidance and counselling, and these challenges can be grouped into 3 main groups, namely;

Educational Challenges: these include, truancy, lateness to school, poor academic performance, roaming about the school, examination malpractice, bullying etc.

Personal-Social Challenges include extended family challenges such as conflict between parents, domestic violence, lack of adequate parental care, sexual harassment, peer influence, drug or substance abuse etc.

Career / Vocational Challenges include: decisions on career/vocational choices, lack of interest, poor performance, lack of financial support etc. All these challenges are capable of affecting the child in the area of self-development. For further explanations, refer to handout 1.

HANDOUT 1

SESSION TOPIC 3	OBJECTIVE	METHODS	RESOURCES	TIME
How to identify a client in need of guidance and counselling	At the end of the topic, the trainees will be better able to recognize signs of special groups of client who need guidance and counselling	Questions & Answers, Brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	15 minutes

ESSENTIAL KNOWLEDGE:

There are many signs that are shown by the client in need of Guidance and counselling. These signs include: distressfulness, withdrawal, unhappiness, worry, fear, Bullying other students', stealing habit, students' physical appearance, absenteeism, disorganization, immoral acts, improper dressing, and lateness to school or class as well as not paying attention in class. All these could attribute to poor performance of the client.

SESSION TOPIC 4	OBJECTIVE	METHODS	RESOURCES	TIME
The importance of Guidance and counselling	At the end of the topic, the trainee should be able to explain the importance of guidance and counselling	Questions and Answers, Brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	20 minutes

ESSENTIAL KNOWLEDGE:

Guidance and counselling to a client can be of importance in-terms of:

- Overall self-development of child
- Career choice
- Potential development
- Building self confidence
- Value reorientation
- Social integration
- Educational performance
- Developing analytical and self-challenge solving skills
- Self-protection from peer negative influence, sexual harassment and bullying
- Addresses other challenges of adolescence hood
- Guidance on future career
- Making up for the deficiencies of the home, such as adolescent reproductive and personal hygiene.
- Minimizing the incidence of indiscipline and inculcating good behavior.
- Effective time management.
- Addressing the needs of those with special learning needs.
- Development of study habits.
- Enhancement of productive life.

SESSION TOPIC 5	OBJECTIVE	METHODS	RESOURCES	TIME
The roles performed by the School Guidance and Counselling Officers	At the end of the topic, the trainee will be able to explain better roles performed by the schools Guidance and Counselling officers	Questions and Answers, brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	20 minutes

ESSENTIAL KNOWLEDGE:

Guidance and Counselling activities may include the following:

1.   Guides and Counsels on:

•   Personal challenges such as domestic or family related issues

•   A academic issues both to the students and to the school   Social challenges such social vices, immoral conduct etc.

•   Educational/career development

•   Vocational /entrepreneurial skills

•   Financial education such as personal saving, group saving, access to financial services

•   Lifesaving skills

2.   Implementation of guidance services such as orientation, appraisal, follow-up, placement etc.

3.   The guidance and counselling officer serves as the secretary to school Continuous Assessment Committee.

4.   The Guidance and Counselling officer fosters good relations between students, parents and the school authority.

5.   Guidance and counselling officer serves as an active member of the Parent-Teachers Association (PTA) , School Based Management Committee (SBMC)

SESSION TOPIC 6	OBJECTIVE	METHODS	RESOURCES	TIME
The qualities of good Guidance and Counselling Officer	At the end of the topic, the trainee will be able to recognize the qualities of a good Guidance and Counselling officer	Questions and Answers, brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	20 minutes

ESSENTIAL KNOWLEDGE:

The qualities of a good Guidance and Counselors may include the following:

•   High Moral standards

•   Knowledgeable on issues of adolescence

•   Experience in guidance and counselling

•   Role models

•   Ability to analyze complex issues from social, economic and health angles

•   Ability to see things from psychological perspective

•   Possession of questioning skills

•   Must be patient and tolerant

•   Listening and communication skills

•   Good inter personal relationships

- Reliable and dependable
- Possess counselling/mentoring skills
- Possess a sense of empathy
- Ability to come down to the level of a client
- Should maintain confidentiality etc.

It is generally agreed that for a counselling officer to be effective he/she should be able to have the following qualities:

- **Positive Outlook:** He/she must have a positive attitude with the ability to understand the client
- **Intelligence:** Should be intelligent to understand the clients challenges
- **Informative:** Should have the ability to assemble and pullout resources for the consumption of client
- **Tactful:** Has the capability of being skillful and vigilant in knowing what steps should be taken
- **Educated:** This is a must without which nothing can be possible
- **Unconditional positive Regard:** Must have positive regard to the client and accept him/her as they are
- **Good Influencer:** He should possess the ability to influence his clients
- **Emphatic:** Should be able to understand and share the feelings of the clients
- **Ability to take Quick Decision:** Should have the ability to take quick rational decision no matter the situation.

SESSION TOPIC 7	OBJECTIVE	METHODS (OPTIONS)	RESOURCES	TIME
Common complaints by the clients and solutions provided	At the end of the topic, the trainees will be able to identify the common complaints and solutions provided	Questions and Answers. brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board, Handout 1	20 minutes
ESSENTIAL KNOWLEDGE: Discuss the complains and solutions in terms of their appropriateness and brainstorm other solutions that could be provided to the complains				

HANDOUT 2: COMMON COMPLAINS AND SOLUTIONS

COMMON COMPLAINS BY THE STUDENTS/PARENTS/GUARDIANS	TYPE OF COUNSELLING OR ADVICE AND ACTION TAKEN
Sexual harassment	• Invite the parent of the student for dialogue if need be • Students are transferred to another school • Recommendations are given and necessary actions are taken • If harassment is from the family member, report the matter to security personnel
Domestic violence	• Guide the clients to be patient and should adopt their parents advice as well • Counsel clients on the importance of education and to avoid future occurrence • Guide parents on the implication of early marriage and why they should allow their wards to study • Guide and investigate the causes of the challenges and assign someone to watch over the clients • Contact families involved and guide them through principals' consent
Conflicts between parents	• Clients are guided to abstain from adopting negative character from parents and focus on studies • Reconcile parents and clients after resolving the issues
Peer influence	• Guide clients to stay away from bad friends • Guidance and Counselling Officers should emphasize on the benefits of studying as a team • Concerned clients should be referred to the guidance and counselling officers • Discourage relationships that promotes negative influence
Bullying	• Guide clients to develop high self esteem • Guide clients towards the negative effect of bullying • Students involved are warned and if they continue, they would be suspended. • In extreme cases the school disciplinary committee handles it according to school rules and regulations

Personal Hygiene	• Clients are guided on personal health • Clients are guided on mother to child infection as well as personal hygiene • The school organizes lectures fo r the students on personal hygiene by teacher or health personnel • Students are inspected and guided during assembly on personal hygiene • Guidance and Counselling officers guide clients on personal hygiene in isolation because some clients are shy
Absence of Self confidence	• Concerned clients are asked questions frequently in class and examples are cited with his/her name in order to boost their confidence • Guidance and Counselling officers should encourage client to speak out because school is a learning place • Guidance and Counselling officers should informed students to share their challenges with their teachers • Teachers should guide the concerned clients to participate in class discussion and ask questions in order to excel
Distress	• Clients should participate in core curricular activities in order to to ease their stress • Guidance and Counselling officers should endeavor to identify the causes and guide clients based on their findings
Decision on major careers or just Higher Education	• Clients are guided based on their performances and subjects of interest • Clients are placed in various classes according to their potentials and interest
Lateness/Abuse absenteeism to school/class sessions	• Clients are guided on the importance of punctuality to class but if lateness persist they should be punished continuously. • Clients are asked for reason of being absent and invite parent to school if need be • Guidance and Counselling officers should follow clients to their homes sometimes in order to inquire why they turnout late in school
Absence of adequate parental support	Guidance and Counselling officers should liaise with the school authority to dialogue with parent to increase support for client
Drug or substance abuse or social vices	The counselor should sensitize students on the dangers of drug abuse by engaging professionals like doctors, nurses, pharmacist, National Drug Law Enforcement Agency (NDLEA) etc.

Source: Mercy Corps Qualitative research with Guidance and Counselors in Kano State, October, 2015

SESSION TOPIC 8	OBJECTIVE	METHODS	RESOURCES	TIME
Types of Guidance and counselling Services	At the end of the topic, the trainee should be able to identify the types of Guidance and Counselling Services	Questions and Answers. brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board, Handout	30 minutes
Essential Knowledge	Guidance was traditionally a school affair. It is only now that attempts are being made to extend guidance services to reach people outside the school environment. It must however be noted that whether guidance is practiced in schools or non-school settings, it must be geared towards assisting both the distressed and the normal people who experience normal challenges. The major areas of service concentration are educational, vocational and personal social guidance.			
	TYPES OF GUIDANCE AND COUNSELLING **1. Educational Guidance:** Guidance and counselling services in these areas focus more on issues pertaining to furtherance of education, course choices and selection of subject areas. Typical challenges here include lack of skills to select and pursue particular environmental programme in the academic institutions; challenges of examination anxieties; phobia for subjects such as Mathematics, English and other subjects, how to score high grades; formation of effective study habit; knowledge of entry qualifications into an educational institutions and how to complete forms for certain examination. A person without sound educational guidance may be seriously disadvantaged not only in pursuing an appropriate educational programme but in making an appropriate subsequent occupational choice and deriving genuine job satisfaction. **2. Career/ Vocational Guidance:** Terms like careers, vocations, career education and career guidance or vocational guidance need to be clarified. Career is the sequence of major positions occupied by a person throughout his preoccupational, occupational and post-occupational life. It is a life-long process of work roles performed by a person to earn a living. A vocation on the other hand is the occupational role a person finds himself at a given point in time. Career education is a programme of instruction on skills usually in formal settings designed for individuals who are preparing to enter the labour market or people who are currently working but need some retraining. Vocational guidance is an aspect to career education. It is a strategy of preparing the youth for making rational decisions about occupational choices. Vocational guidance focuses on orienting the students for gainful employment. It stresses more on preparation by way of counselling and placement. Vocational guidance can be functional if an analysis of the individual is carried with a view to identifying differences, needs, interests, etc. Career guidance prepares students for future career decision.			

3.   Personal-Social Guidance: This refers to that kind of help rendered by guidance and counselling officers to enable clients meet up with psychological challenges that are sort of private in nature. Personal-social guidance is the mother of all guidance service types since the challenges that call for it cuts across educational and vocational needs. Persona-social challenges can emanate from sources such as the unstable or broken home. Appraisal service is very central to persona-social guidance that is why it is important that the provision of infrastructural facilities like an office space and psychological tests are very essential.

SERVICES OF GUIDANCE AND COUNSELLING

Guidance is an integral part of the school curriculum. The guidance programme has been seen as very necessary and important with the realization of the general public, school establishments and governments, where an individual should be supported to understand his needs, interest, abilities and limitations. Guidance is therefore designed to help people adjust to their environment and develop ability to set realistic goals. Guidance does not function in a vacuum, as many services subsume under it.

•   **Counselling Services:** The counselling service is the most important of all the guidance services. It is regarded as the heart of the guidance programme. It is am interpersonal relation between a professionally trained counsellor and a client(s). In this type of relationship, the counsellor who is a trained and well informed person gives assistance to the person or group of persons to understand and resolve specified developmental need and challenges. counselling is a process of helping a person to develop and accept an integrated picture of his attitude, abilities, interests and personal needs so that he will understand and achieve maximum adjustment to the environment. counselling involves organized learning strategies and processes that focus on helping individuals to cope with developmental tasks interpersonal conflicts, socioeconomic maladaptive tendencies. The ultimate goal in counselling is to achieve self-knowledge, self-direction and self-actualization.

•   **Information Service:** It has been realized that challenges sometimes occur because of lack of proper utilization of the available information. It is also important to note that for any person to be able to make a wise, rational, realistic, and meaningful or take a scientific decision there is the need for such a person to be well informed. To enable a person to function adequately in his environment he needs reliable and current information. Information as a service in counselling, involves the collection and collation, analysis and interpretation of facts and figures to assist the people in making decisions. It is vital in facilitating a rational planning. There are different categories of information such as occupational information . It is a valid and usable data about jobs and occupations involving duties, requirements for entrance, condition of work, rewards offered, advancement pattern, existing and predicted supply and demand for workers. Educational information is that

data about types of present and probably future educational or training opportunities and influences of the human beings which will help a student to understand himself better and to improve his relationship with others. Having collected information and information-yielding materials from different sources, you have to collate the information in such a way that will make it handy, easy and ready for use.

• **Appraisal Service:** Some other forms of challenges occur mainly due to lack of knowledge of self. Appraisal service involves the use of psychometric instruments to collect information on persons so as to enable those persons understand themselves as well as to enable others who are concerned about the development and welfare of others. This service involves gathering, organizing and interpreting information or data about the persons for the purpose of understanding himself.
(the Counsellors need to be familiar with many counselling techniques/therapies in resolving issues)

BRIEF DESCRIPTION OF THE SERVICES

- Guidance Service as defined earlier is meant to provide help to the individual to understand his environment by making the information he /she requires in his social interaction, such as norm, values and opportunities. Thus it is the responsibility of all not only the counselor.
- counselling Service is that professionalized assistance given to the client to understand his personality to achieve maximum growth and development.
- Information Service: this is the service in which the counselor collects and collates all the information the individual requires and displays such utilization.
- Appraisal Service refers to the use of measurement and evaluation tools in understanding the individual personality so that appropriate intervention can be given.
- Orientation Services: this is provided to enable the individual have smoother adjustment in his new environment and become adaptable.
- Follow-up Service: is given when the clients whose needs were diagnosed and solutions prescribed have changed environment to monitor development.
- Referral Service is provided when clients are referred to specialist for proper diagnosis and prescription
- Placement Service is provided to ensure that clients are placed according to their potentials
- The Consultancy Service is provided to those whose seek the service on that basis having met defined conditions.

SESSION TOPIC 9	OBJECTIVE	METHODS (OPTIONS)	RESOURCES	TIME
Common challenges faced by Guidance and Counsellors	At the end of the topic, the trainee is expected to identify the common challenges faced by Guidance and Counsellors and suggested solutions	Questions and Answers, brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board, Handout	20 minutes

ESSENTIAL KNOWLEDGE:

Ask the trainees to give common challenges identified with Guidance and Counselors and solutions. Refer to any of the options (methods) you are happy with.

Finally, present the handout 2 for plenary discussion of its content.

HANDOUT 3: CHALLENGES AND SOLUTIONS

S/N	CHALLENGES	SOLUTIONS
1	Inadequate funding	Adequate funding should be provided by the private organizations, philanthropists, SBMCs etc, to fund counselling activities in schools.
2	Inadequate of training	Relevant and regular trainings should be conducted for guidance and counselling officers by government, NGOs etc.
3	Inadequate of instructional materials	Adequate instructional materials should be provided by the school authority to the guidance and counselling officers
4	Inadequate cooperation from school Principals	There should be mutual understanding and adequate support between the principal and guidance and counselling officers
5	Inadequate offices and basic equipment for guidance and counselling officers	Since counselling issues are confidential, a well-equipped separate office should be provided for the guidance and counselling officers by the school authority with support from MoEST, SBMC, PTA etc.

The guidance and counselling officers should explore the use of other locations for counselling e.g. under the trees or other confidential corners in the school premises. |

6	Frequent transfers of guidance and counselling officers	The authorities concern should be made to understanding the implication of frequent transfers, as well as discourage it. If necessary transfer should be based on swapping of guidance and counselling officers
7	Period overload on guidance and counselling officers	Few teaching periods should be allocated to the guidance and counselling officers to enable him/her comfortably undertakes counselling duties
8	Inadequate of sensitization on the importance of guidance and counselling	Students, principals, community SBMCs etc should be made to understand the importance of guidance and counselling
9	Lack of inclusion of guidance and counselling in the school curriculum	Guidance and counselling should be included in the school curriculum.
10	Negligent attitude by some guidance and counselling officers	• The guidance and counselling officers should be made to understand the importance of his/her work. • Regular supervision should be carried out by the zonal supervisors as well as task them on issues of commitment.
11	Lack of implementation of guidance and counselling rules	All the authorities concern should be mandated to implement guidance and counseling rule in their schools
12	Inadequate support from other stakeholders like community, SBMC, PTA etc to teacher counselor.	All the stakeholders should give the necessary support to the school guidance and counselling officers to guarantee the success of guidance and counselling services.

SECTION TWO: DISCOVERING SELF AND PEOPLE WE RELATE WITH

SESSION TOPIC 10	OBJECTIVE	METHODS	RESOURCES	TIME
The concept of Cloud Model	At the end of the topic, the trainee should be able to explain cloud model and factors informing how people see the world and relate the concept to guidance and counselling situation	Questions and Answers, brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	20 minutes

ESSENTIAL KNOWLEDGE:

Cloud model presupposes that individuals have clouds surrounding them and these clouds factors such as age, exposure, educational level, religion, culture, gender and environment. These factors affect the way one perceives or sees the world. In other words, the factors affect your interpretation of the world or what people say to you or how you understand what is being said to you. So when we communicate with each other what we say to each is being filtered through our clouds and affected by those factors contained in our cloud. The implication of cloud model includes appreciating how people we relate to or counsel are likely to interpret what we say to them or how they interpret their environment or events happening to them using their 5 senses

SESSION TOPIC 11	OBJECTIVE	METHODS	RESOURCES	TIME
The concept of JOHARIS Window	At the end of the topic, the trainee will be able to explain JOHARIS Window Concept and apply it to improve inter personal communication and relations in guidance and counselling situation	Questions and Answers, brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	20 minutes

ESSENTIAL KNOWLEDGE:

The model is developed by 2 American sociologist called John and Harry. The model is a disclosure/feedback model, a means of providing self-awareness. It is also an information processing tool. The model presupposes 4 windows in every individual.

Window 1: This window is an open window. In this window, there are aspects of one that are known to the person and known to others

Window 2: This window is a blind window. In this window, there are aspects of one that are known to others but not known to self

Window 3: This window is a hidden window. In this window, there are aspects of one only known to self but not known to others

Window 4: This window is a closed window. In this window, there are aspects of one that are neither known to self nor others.

Implications: For one to improve interpersonal communication, one has to widen the open window as narrow other window. One can narrow window 2 by seeking feedback from others on certain aspects about self. One can narrow window 3 by disclosing some aspects of self (There is saying that the risk of sharing far outweigh the cost of sharing). Although, it also recognizes that people will have their personal secrets which they should disclose at their volition and with those who they can trust. Window 4 can be narrow by deliberately exposing people to where their natural potentials can be discovered. This window also involves discovering oneself spiritually or through prayers.

Understanding the existence of four windows in individuals enable us to appreciate others improve our interpersonal communications and relations particularly with the children/students we counsel.

SESSION TOPIC 12	OBJECTIVE	METHODS	RESOURCES	TIME
The Holland Theory	At the end of the topic, the trainee will be able to explain Holland Theory	Plenary presentation and Discussion	Flip Charts, Chalk board	20 minutes

ESSENTIAL KNOWLEDGE

John L. Holland identified 6 personality and work environment types. According to Holland, if you can match your personality type and your work environment, you can **improve your success** and satisfaction. The idea is that "birds of a feather flock together" and that people with the same personality type tend to enjoy working with each other. For example, Artistic people enjoy Working with other Artistic people.

Additionally, people with the same personality type tend to create a work environment that rewards thinking and behaving like that type. For example, an Artistic environment rewards creative expression? ... When you are in an environment that supports you, you act and feel more effective. The thing to remember is that personality types are really just

lenses on behavior. Rather than assume you are just one personality type, Holland suggests that you have interests with each of the 6 personality types. In the book The Truth About Managing People …. And Nothing But the Truth, Stephen R. Robbins writes about the six personalities and work environment types.

SIX (6) PERSONALITY AND WORK ENVIRONMENT

Here are the Six personality and work environment types based on Holland's Theory

1. Realistic
2. Investigative
3. Artistic
4. Social
5. Enterprising
6. Conventional

Here is the summary of the personality and work environment types based on Holland:

1. **Realistic (Doer)** - Prefers physical activities that require skill, strength, and coordination. Traits include genuine, stable, conforming, and practical. Examples of professions include architects, farmers, and engineers.

2. **Investigative (Thinker)** – Prefers working with theory and information, thinking, organizing, and understanding. Traits include: analytical, curious, and independent. Examples of professions include lawyers, mathematicians, and professors.

3. **Artistic (Creator)** – Prefers creative, original, and unsystematic activities that allow creative expression. Traits include: imaginative, disorderly, idealistic, emotional, and impractical. Example professions include: artist, musician, and writer.

4. **Social (Helper)** – Prefers activities that involve helping, healing, or developing others. Traits include cooperative, friendly, sociable and understanding. Examples professions include counsellors, doctors, and teachers.

5. **Enterprising (Persuader)** – Prefers competitive environments, leadership, influence, selling, and status. Traits include ambitious, domineering, energetic, and self-confident. Examples of professions include management, marketing and sales person

6. **Conventional (Organizer)** – prefers precise, rule-regulated, orderly, and unambiguous activities. Traits include conforming, efficient, practical, unimaginative, and inflexible. Examples of professions include accountants, clerks and editors.

MATCH PERSONALITIES AND JOBS

People are happiest when they are put in jobs that match their personalities. Robbins writes:

"The evidence indicates that employee satisfaction is highest and turnover lowest when personalities and occupation are in agreement. Social individuals, for instance should be in social jobs, conventional people in conventional jobs and so forth."

HOLLAND'S HEXAGON

Holland created a hexagon view to show the relationships of personality types. Personality types which are closer to each other are more alike. Personality types which are further away are least alike.

For example, artistic is least like conventional, but closer to investigative and social

Compatible Work Environments

The following summarizes the compatibility of personality type with work environments:

PERSONALITY TYPE	MOST COMPATIBLE WORK ENVIRONMENT	COMPATIBLE WORK ENVIRONMENTS	LEAST COMPATIBLE WORK ENVIRONMENT
Realistic	Realistic	Investigative Conventional	Social
Investigative	Investigative	Realistic Artistic	Enterprising
Artistic	Artistic	Investigative	Conventional Social
Social	Social	Artistic Enterprising	Realistic
Enterprising	Enterprising	Social Conventional	Investigative
Conventional	Conventional	Enterprising Realistic	Artistic

SECTION THREE: CHALLENGE ISSUES SOLVING SKILLS

A column containing issues solving skills should be inserted; techniques relevant to specific issues

SESSION TOPIC 13	OBJECTIVE	METHODS	RESOURCES	TIME
What is a challenge and how to deepen understanding of a challenge through questioning skills?	At end of the session, the trainee will be able to define a challenge	Questions and Answers, brain Brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	20 minutes

ESSENTIAL KNOWLEDGE

A challenge is a deviation from normalcy. There are several challenges that are associated with a child or student as numerated in under session 2. Even though challenge may be same, how to approach the challenge (solutions) may differ. This is because understanding the context is paramount to finding a solution or solutions to a challenge (Establish rapport). The context of a challenge can be understood through enquiries or probing the child using the 6 helpers (who, why, how, where, when and what?). For example a child is fond of coming late to school. The following enquiry can be done using the 6 helpers Why do you often come to school late?

How do you normally come to school?

When do you normally leave home?

Where do you live?

What can be done to prevent you from coming late?

Who do we need to discuss this challenge of your late coming?

SESSION TOPIC 14	OBJECTIVES	METHODS	RESOURCES	TIME
Listening and Communication skills	At the end of the session, learners will be able to: • Identify features of listening skills • Identify features of communication skills Practice listening and communication skills	Participatory exercises	Flip Chart, Markers, A4 paper, small card boards, matches	90 min

There is need to include the SOLER acronym under the communications skills:

• Seat squarely,

• Be Open,

- Lean forward,
- Eye contact,
- Relax.

EXAMPLES OF LISTENING SKILLS:

- Hear
- Comprehend
- Repeating
- body language
- para-phrasing
- mirroring the speaker
- using silence.

TECHNIQUES/THERAPIES IN SOLVING ISSUES:

- Aversion Therapy
- Psycho-social Therapy
- Cognitive restructural counsel therapy
- Religious and other forms of therapy

ESSENTIAL KNOWLEDGE

This session is going to be conducted through participatory activities or exercises

TASK 1:

ACTIVITY: IMPROVING YOUR LISTENING SKILLS (30 MINUTES)

STEPS

i.   Tell everyone that they are going to do a little exercise for 10 minutes to make everyone consider the value of their contributions and encourage a listening attitude in discussion.

ii.   Give each person the same number of matches and tell them that every time someone speaks, he or she must put one of their matches in the centre of their group.

iii.   Tell everyone to take note of when their matches have been used up (towards the beginning, middle or end of the group discussion), or if they still have tokens left by the end of the discussion.

iv.   Tell learners to discuss challenges of child education in their communities.

v.   Get learners to respond to the following questions:

- Whose matches finished first?
- How many people had their matches used up before 10 minutes?
- Ask learners who had their matches finished sooner than others to reflect on whether they did more of listening than talking. Ask them to recall key highlights of the other discussants
- Ask those that still have some of their matches not used up to also recall key highlights of other discussants
- Compare which category of those that used up their matches before the close of discussion and those that still have some could recall key highlights of other

discussants

• Wrap up the session by saying that if you do more of talking you are not likely to do more of listening to others.

Task 2:

Activity: Chinese Whispers – Promoting listening and communication skills (45 minutes)

Steps

Arrange the learners in a circle, and tell them they are going to have two scenarios of the exercise you are going to introduce to them

I.   First scenario: The trainer will pass a message which he/she has written down from one end of learners to be received at the other end of the learners. The message should be passed on orally; no question is to be asked by the receiver until it gets to the other end. The trainer should also not show the written message. The message received at the end needs to be written somewhere

II.   Second scenario: The trainer will pass the same message as in the first scenario which he/she has written down from one end of learners to be received at the other end of the learners. The message should be passed on orally; questioning is allowed by the receivers, the trainer should also show the written message to the receiver and the receivers can also illustrate same as they pass on the message. The message received at the end needs to be written somewhere and compared with the first scenario.

III.   The trainer asks learners whether there are differences in the messages from the first and second scenario, why are the message not the same? What could improve our communication?

IV.   At the end of the exercise, the trainer should thank the learners for their active participation and encourage them to always improve on their listening and communication skills while consulting with one another and the wider members of the community

SESSION TOPIC 15	OBJECTIVE	METHODS	RESOURCES	TIME
Solution path	At the end of the session, the trainee is expected to identify the stages involved in solution path	Questions and Answers, brain storming, small group discussion and plenary presentation	Flip Charts, Chalk board	20 minutes

ESSENTIAL KNOWLEDGE:

The solution path comprises of definition of the challenge, finding alternative solutions to the challenge, evaluating the alternative solutions, implementing the chosen alternative solutions, monitoring and evaluating alternative solutions

SESSION TOPIC 16	OBJECTIVE	METHODS	RESOURCES	TIME
Introduction to counselling forms	At the end of the session, the trainee is expected to explain and use the counselling forms	Questions and Answers, Presentation, Simulation	Flip Charts, Chalk board, counselling forms	60 minutes

ESSENTIAL KNOWLEDGE:

There are various types of counselling forms. These include 1) Intake form, 2) Counselor's session notes, 3) Informed Consent notes, 4) Video/Audio taping consent form 5) Treatment Plan and 6) Termination form. Intake form provides background information and history of the client. Informed Consent form provides details of conditions that guide the counselling between the client and counselor. It also seeks the consent of the Client, Counselors, and acts as a binding commitment between the client and counselor. Video/Audio taping consent form is a form, which seeks permission of client to tape the counselling sessions. The form also enables assessment of the quality of counselling being given. **Treatment plan** is the form that guides how the counselor intends to guide and counsel the client while, **Termination form** provides information on how the guidance and counselling is terminated.

COUNSELLORS' FORMS SAMPLE

Intake form

Client Name: _____

Age: _____ Religion: _____ Gender: _____

Nationality: _____ School: _____

_____

Ethnicity: _____ Class/Year: _____

Father's Name: _____ Father's Age: _____

Father's Occupation: _____ Employer/Company: _____

Father's Academic Qualifications: _____

Address: _____

_____

Telephone Number: _____

(h)   (0)   (hp)

(Parent/guardian if not staying with mother/father. State the relationship)

Mother's Name: _____ Mother's Age: _____

Mother's Occupation: _____ Employer/Company: _____

Mother's Academic Qualifications: _____

Address: (If Different from father's)

_____

Referred by: (circle appropriate response)

Self-referred ☐   Teachers ☐   Discipline Teachers ☐   Parents ☐

Others _____

State any health challenges if any: _____

_____

counselling services attended before: _____

Hobbies: _____ Co-curricular activities _____

State the reasons for seeking counselling assistance: _____

My Challenge is _____

Counsellor's Note:

Academic	Career	Family	Grief	Health	Stress Related	Friend/Relationship	Others

COUNSELLORS' SESSION NOTES

Client's Name: _____

Date/Time: _____

Session Number: _____

Presenting Issues or challenges(s) _____

Session note _____

Assessment/progress observed _____

Next appointment _____

Informed Consent Form

Informed Consent for counselling Services and the Limit of Confidentiality in counselling

All the information gathered in the counselling session is treated as confidential EXCEPT for the following circumstances:

- ☐   When clients pose a danger to others or themselves
- ☐   When the counselor believes that a client under age of 16 is the victim of incest, rape, child abuse or some other crime
- ☐   When the counselor determines that the client needs hospitalization
- ☐   When information is made an issue in a court of action
- ☐   When clients request that their records be released to themselves or a third party
- ☐   When a third person is involved and the client is aware of his/her presence. However, confidentiality has to be respected by the third person involved.

  The counsellor shall not be held responsible for the actions taken by the clients outside the counselling session.

I _____ have read and understood the statement written above. With my signature, I agree to attend the session/s with the counsellor and will abide to the ethics of counselling and will respect the confidentiality of the session/s in or outside the session. The session is voluntary.

~~~~~~

Client's Name: _____

Client's Signature: _____

Date: _____

Counsellor's Name: _____

Counsellor's Signature: _____

Date: _____

VIDEO/AUDIO TAPING CONSENT FORM

Permission to tape the counselling Sessions

I_____ currently seeing a counsellor_____ at _____ I was informed that the session may be recorded via audio or video for intervention purposes. I understand that the intervention is important to ensure the quality of counselling given to me as a client. During the session, if I feel uncomfortable with the recording procedure, I may, at any time request to stop the recording. The taped sessions will be kept confidential and the tapes will be destroyed upon the client's request.

With my signature below, I agree that my counselling session with the counsellor to be recorded.

~~~~~~

Client's Name: _____

Client's Signature:_____

Date: _____

Counsellor's Name: _____

Counsellor's Signature:_____

Date: _____

Request For Information

Client's Name: _____

Class:_____

Date Information Requested: _____

Request by: _____

1. Briefly describe the client's condition/challenges

2. List any observation of issues and concerns with regard to academic, behavioral, disciplinary, health challenge that require further counselling assistance

3. What actions have been taken to help the clients to change/improve?

4. Examination/tests results (attach photocopy of results if possible)

5. Other comments

6. Your suggestion/a proposed referral agency

7. Name: _____

    Position/Title: _____

    Organisation: _____

    Address: _____

    Phone number: _____

    Email address:_____

    Signature: _____ Date _____

TREATMENT PLAN FORM

Name: _____

Admission Number: _____

Year: _____

Challenge Identified _____

Goals mutually developed _____

counselling techniques/activities_____

Progress Recorded _____

counselling Meeting Date and Time   Session Number   Remarks

Termination Form

Client's Name: _____

 Class: _____

Date of the 1st Session: _____

Other Follow-up Sessions: _____

Summary of Challenge: _____

Actions taken: _____

Evaluation: _____

Reasons for Termination: _____

Follow-ups: _____

Comments: _____

Counselr's Name and signature: _____

Date: _____

SAMPLE LOG BOOK

The log book provide details such as; Name, Age, Description of the challenge and total hour held with the client. The information on the client is provided on the log book after termination for record purpose.

S/N	Name/Code	G	Form/Age	Description of challenge	Session	Date	Total hrs

ANNEX

KADUNA STATE GOVERNMENT CODE OF CONDUCT FOR ALL SCHOOLS BELOW TERTIARY.

Introduction

This Code of Conduct sets out the standards, rules and regulations by which the school as a community will operate. We believe that the values, behaviours and attitudes built within the school community is significant in shaping the future of its young people.

The purpose of this Code of Conduct is to set the context for a safe, inclusive and productive learning environment.

Note that, the school community includes students, all staff, parents, and all adults whose roles or jobs place them in contact with the students in school settings and school activities.

1. **Equal Education Opportunity Statement**

   No student/pupil will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any programme or activity on the basis of learning ability, gender, ethnicity, religious belief, or disability.

2. **Roles of Students, School Personnel, and Parents**

   The cooperation of students, parents, school staff, and the community remains essential in providing an appropriate environment for learning to take place. Our students must understand their roles and responsibilities in relation to achieving the maximum from every educational experience.

3. **Code of Conduct Agreement for Students**

   Students will:

   - Attend all classes on time, in uniform, and with the proper materials needed for school work.
   - Show respect for all people and property at the school.
   - Understand that mobile phones and electronic devices are not allowed on school grounds.
   - Not eat, drink (except for water) or chew gum in classrooms.
   - Not use or have in their possession dangerous objects- students will also not
   - misuse common place objects
   - Conduct themselves in a responsible manner when attending any trips organized by the schools
   - Be aware that the school has a zero tolerance policy on bullying, harassing and all

forms of abuses including sexual misconduct

- Be aware that the school has a zero tolerance policy towards alcohol, pornography and drugs. Any type of medicine cannot be kept by students and must be given to the Guidance and Counseling.
- Be responsible for the tidiness and correct use of classroom materials, in and outside the school.
- Be present in school during the school days and events, unless otherwise properly authorised by the Principal.
- No personal pictures nor images or sounds can be recorded from any classroom or school activity and consequently be published on Facebook or sent via internet without the Principal's permission.
- Overall abide by the school Code of Conduct.

4. **Code of Conduct Agreement for School Personnel**

School Personnel will:

- Maintain a proper environment for learning.
- Show respect for all students.
- Support the use of proper guidance procedures.
- Communicate regularly with parents.
- Encourage parental support of school activities.
- Treat all students equally and fairy and not discriminate students based on their learning abilities, ethnicity, religious economic status, beliefs, gender, age, of disability.
- Act in a professional, responsible manner.
- School personnel cannot have any form of improper relationship with students (Note that the claim of consent from student in this circumstance will not be recognised).
- Not inflict any form of injury on students.
- Take part in teacher professional development activities.

5. **Conduct Agreement for Parents**

Parents/Guardians will:

- Maintain close communication with the school staff concerning their child's performance and behaviour.
- Make sure that their child attends school regularly and send a written note to school when their child is absent or late.
- Supply their child with materials needed for schoolwork and including school uniform.
- Communicate to school any problems or condition that may affect their child or other children in the school.
- Discuss report card and school assignments with their child.
- Supply school with current home and work telephone numbers.

Remember

1. Students must conduct themselves responsibly at all times.

2. The drinking of alcohol, bullying, harassing, smoking, sexual impropriety, stealing and vandalism are not tolerated. In the last resort the Principal reserves the right to expel a student.

3. The school has zero tolerance towards any forms of corporal punishment.

4. The school has a zero tolerance policy towards the use, sale and possession of illegal drugs; as well as for any other type of business involving buying and selling.

Signed

Director School Services

Ministry of Education

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
HEALTH/MEDICAL CARE																
Salama Sexual Assault Response Centre	Mrs Juliana Joseph	Centre Manager	0803 383 7025	Kaduna South		Kakur		9am to 5pm	DIRECTLY GO TO THE CLINIC OR CALL FOCAL PERSON FOR ANY SPECIFIC REFERAL NEEDS	HIV/AIDS TESTING, COUNSELLING AND DOCUMENTATION	PMedical examination and treatment Sti screening Administer pep that's if the incident is reported within 72 hours for both adults and children Laboratory testing Pyscho social support	MEN, WOMEN, GIRLS AND BOYS	General	Hausa & English	4/11/2019	
Salama Sexual Assault Response Centre	Barrister Sidikat	Centre Manager	8033143437	Tudun Wada		Tudun Wada		9am to 5pm	DIRECTLY GO TO THE CLINIC OR CALL FOCAL PERSON FOR ANY SPECIFIC REFERAL NEEDS	HIV/AIDS TESTING, COUNSELLING AND DOCUMENTATION	PMedical examination and treatment Sti screening Administer pep that's if the incident is reported within 72 hours for both adults and children Laboratory testing Pyscho social support	MEN, WOMEN, GIRLS AND BOYS	General	Hausa & English	4/11/2019	
Salama Sexual Assault Response Centre	Grace Abin	Centre Manager	7062516729	Kafanchan		Kafanchan		9am to 5pm	DIRECTLY GO TO THE CLINIC OR CALL FOCAL PERSON FOR ANY SPECIFIC REFERAL NEEDS	HIV/AIDS TESTING, COUNSELLING AND DOCUMENTATION	PMedical examination and treatment Sti screening Administer pep that's if the incident is reported within 72 hours for both adults and children Laboratory testing Pyscho social support	MEN, WOMEN, GIRLS AND BOYS	General	Hausa & English	4/11/2019	
Salama Sexual Assault Response Centre	Gambo Sawaba G.H	Centre Manager	8093314855	Zaria		Zaria			DIRECTLY GO TO THE CLINIC OR CALL FOCAL PERSON FOR ANY SPECIFIC REFERAL NEEDS	HIV/AIDS TESTING, COUNSELLING AND DOCUMENTATION	PMedical examination and treatment Sti screening Administer pep that's if the incident is reported within 72 hours for both adults and children Laboratory testing Pyscho social support	MEN, WOMEN, GIRLS AND BOYS	General	Hausa & English	4/11/2019	
GBV CASE MANAGEMENT (SPECIFY CARING FOR CHILD SURVIVORS)																
Ministry of Human Services and Social Development	TANIMU MARKUS	Social worker	8176561916	Chikun		Chikun Local Government office		9am to 4pm	DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	

GBV CASE MANAGEMENT (SPECIFICY CARING FOR CHILD SURVIVORS)

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Ministry of Human Services and Social Developme nt	RUKAYYA IBRAHIM MALA	Social worker	8035758795	SABON GARI		Local Government office		9am to 4pm	DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Developme nt	HADIZA IBRAHIM	Social worker	7032107992	Giwa		Local Government office		8:00am to 5:00pm	DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Developme nt	ABDULLAHI SAEED	Social worker	8069249423	Zaria		Local Government office		8:00AM to 4:00PM	DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Developme nt	SALISU USMAN	Social worker	8063504700	Igabi		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Developme nt	ABDULHA MID MAGAJI	Social worker	7038811980	Ikara		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	

GBV CASE MANAGEMENT (SPECIFICY CARING FOR CHILD SURVIVORS)

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Ministry of Human Services and Social Development	GYOSMEN JOCK KOTTY	Social worker	08060772124	Jaba		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	MUSA YAHAYA	Social worker	08307065570	Lere		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	JOY ADAMU ATAMA	Social worker	7036893505	Kagargo		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	BARAK SAMAILA	Social worker	7064603084	Jema'a		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	ESTHER YARI	Social worker	8099580695	Kaura		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	

GBV CASE MANAGEMENT (SPECIFICY CARING FOR CHILD SURVIVORS)

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Ministry of Human Services and Social Development	UMAR ABUBAKAR	Social worker	8068564378	K/South		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	TABITHA HARUNA	Social worker	8034662416	Kajuru		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	ALFRED JOHN HARUNA	Social worker	8036406590	Kauru		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	ALIYU LAWAN	Social worker	7035386760	Makarfi		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	IBRAHIM AHMED AWAI	Social worker	7035800010	Soba		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	

GBV CASE MANAGEMENT (SPECIFICY CARING FOR CHILD SURVIVORS)

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Ministry of Human Services and Social Development	JOSEPH DAN AZUMI	Social worker	8066176826	Sanga		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	MUHAMMD ISYAKA	Social worker	8067797470	Kubau		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	AISHA SULEMAN	Social worker	8034508468	K/North		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	NUHU I.BABA	Social worker	8067728424	B/Gwari		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	MARY S. DODO	Social worker	8084586613	Z/Katat		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT, PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	

GBV CASE MANAGEMENT (SPECIFICY CARING FOR CHILD SURVIVORS)

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Ministry of Human Services and Social Development	YOHANNA GAMBO	Social worker	7064771899	Kachia		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	SARKI AWAI	Social worker	806654624	Kudan		Local Government office			DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	GARBA MUHAMMED	Social worker	706302500	H/Q					DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	
Ministry of Human Services and Social Development	ESTHER K. DANIEL	Social worker	9071774745	H/Q					DIRECTLY GO TO THE OFFICE or CALL THE FOCAL PERSONS AT ANYTIME	GBV CASE MANAGEMENT , PSYCHOSOCIAL SUPPORT AND referral		CHILDREN, ADULT, MALE AND FEMALE	General	Hausa & English	4/11/2019	

PSYCHOSOCIAL SUPPORT SERVICES

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Salama Sexual Assault and Response Centre	Mercy I Ayuba	Counsellor	9031999783	Kaduna South				9am to 4am	CALL FOCAL PERSONS	PSYCHOSOCIAL SUPPORT	COUNSELLING	WOMEN, GIRLS AND BOYS		Hausa & English	10/4/2019	

PSYCHOSOCIAL SUPPORT SERVICES

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
									CALL GBV FOCAL PERSONS	PSYCHOSOCIAL SUPPORT	COUNSELLING	WOMEN, GIRLS AND BOYS		Hausa & English	10/4/2019	
										PSYCHOSOCIAL SUPPORT	Psychological First Aid (PFA), Individual/group Counselling			Hausa & English	10/4/2019	

LEGAL SERVICES/ADVICE

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Fida	Bukola Ajao	Chair Person	8092395311	Kaduna North		Ministry of Justice Kaduna		8:00am to 4:00pm		legal services	Legal counselling and advice, legal representation	vulnerable Women, Boys and Girls		Hausa & English	10/4/2019	
Ministry of Justice	Jamila Samaila	PSC	8055242320	Kaduna North		Ministry of Justice Kaduna				legal services	Legal counselling and advice	Men and Women, Boys and Girls		Hausa & English		

PROTECTION, SAFETY & SECURITY

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
														Hausa & English	4/11/2019	
														Hausa & English	10/4/2019	
														Hausa & English	10/4/2019	

WOMEN, GIRLS & YOUTH FRIENDLY SPACES

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Ministry of Human Affairs and Social Development	SABINA MADAMI LUKO	Social worker	8165933982	Shelter	YAWI	Ministry of Women Affairs and Social Development		08:00 to 5:30am		Adolescent Girls and Boys Safe spaces	Relevant information and referrals to specialised services, Information dissemination, Psychosocial support interventions, Life skills, vocational skills, livelihood activities	GIRLS AND BOYS		Hausa & English	10/4/2019	
								08:00 to 5:30am								
								08:00 to 5:30am								

POST EXPOSURE PROPHYLAXIS SERVICES

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
General Hospital Jibrin Maigwari	ASHIRU ABDULLAHI	Referral Coordinator	8034426886	Birnin Gwari				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
St. Gerard's Hospital Kaduna	Paul Adu	Referral Coordinator	8069720407	Kaduna South				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
General Hospital Sabon Tasha	Talatu Stephen	Referral Coordinator	8036255588	Chikun				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Barau Dikko Specialist Hospital	TIM KWALI	Referral Coordinator	8065322231	Kaduna North				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	

POST EXPOSURE PROPHYLAXIS SERVICES

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
General Hospital Gwamna Awan	JOHN MICHEL	Referral Coordinator	7039787373	Kaduna South				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Yusuf Dantsoho Memorial Hospital	YOSIE B. KAJANG	Referral Coordinator	8084420662	Kaduna South				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
General Hospital Makarfi	AISHA MOHAMMED	Referral Coordinator	8033010438	Birnin Gwari				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Hajiya Gambo Sawaba Hospital	LAMI MAILAFIYA	Referral Coordinator	8036602863	Zaria				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Ahmadu Bello University Teaching Hospital	Abdulazeez muhammad	Referral Coordinator	9069510922	Giwa				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
St. Luke's Anglican Hospital Wusasa	RAJI OPEYEMI	Referral Coordinator	8065322231	Zaria				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Jowako Hospital	DR TOBECHUKWU ONYERI	Referral Coordinator	8033467562	Kaduna North				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	

POST EXPOSURE PROPHYLAXIS SERVICES

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Muslim Hospital	Hamza Dabo	Referral Coordinator	7063767195	Zaria				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Turunku Rural Hospital	Amina Ahmadu	Referral Coordinator	8039683988	Igabi				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Pambeguwa Rural Hospital	HAMZA ABUBAKAR	Referral Coordinator	8092060294	Kubau				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Kujama Rural Hospital	DR ADAMU	Referral Coordinator	8108626788	Chikun				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Kawo General Hospital	SARAH DANJUMA	Referral Coordinator	7039567851	Kaduna North				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
Kauru Rural Hospital	Asenath Ishaya Amani	Referral Coordinator	9025270082	Kaura				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
General Hospital Hunkuyi	Suleiman	Referral Coordinator	7038551625	Kudan				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	

POST EXPOSURE PROPHYLAXIS SERVICES

WHO-NAME OF THE ORGANISATION	NAME OF THE FOCAL POINT	POSITION OF FFP	TEL NUMBER OF THE FOCAL POINT	LGA	WARD	SITE	EMAIL	HOURS ACCESIBLE	HOW TO ACCESS SERVICES?	SERVICES AVAILABLE	DETAILED SERVIES	CRITERIA TO ACCESS SERVICES	SERVICES FOR SPECIFIC GROUPS	LANGUAGES SPOKEN	INFORMATION UPDATE WHEN?	COMMENTS/ REMARKS
Doka Rural Hospital	Hadasa Samaila	Referral Coordinator	8077848848	Kachi				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
General Hospital Giwa	BADAMASI BUHARI	Referral Coordinator	7038556526	Giwa				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
General Hospital KWOI	BEATRICE M. DANEIL	Referral Coordinator	08039411049/ 08081421110	Jaba				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	
PHC MALLAGU M 2	CELINA BABA	CELINA BABA	08184868223	Kaura				8:00am to 5:00pm	through focal person	Administering of PEP for sexual abuse			girls, boys & women	Hausa & English	2/10/2019	