

HOW TO GUIDE: GIRLS FOR GIRLS (G4G) INTERVENTION

What is Girls for Girls (G4G)?

- G4G is a peer education programme that establishes clubs for girls (G4G) and boys (He4She) to support girls' retention, transition and completion of basic education and address gender inequalities in communities.
- G4G peer groups create a platform to empower girls with knowledge, skills and confidence to exercise the right to enrol and remain in school and serve as mentors and role models to their peers.
- Mothers' Associations and male champions are also leveraged to reinforce support for girls' education and to engender positive masculinity.
- G4G activities are designed to help girls converse with each other, identify risks and challenges to their education and develop strategies for managing them. G4G training modules include:
 - Education, including the right to education
 - Understanding gender roles
 - Life skills
 - Leadership
 - Child protection, including safe schools
 - Hygiene promotion
 - Adolescence and reproductive health
 - Vocational skills

These are delivered through:

- Interactive peer-to-peer and small-group discussions
- Songs and storytelling
- Drama
- Games and sporting events
- Debates
- Training
- Home visits
- Girls holiday camps
- Reading hubs

Why is G4G needed?

- 76 million girls are out of school in Nigeria.¹
- Even when girls attend school, they are often not retained in school. Only 1 in 4 girls from poor, rural families complete junior secondary school (JSS).



©UNICEF/2022/Media Insight

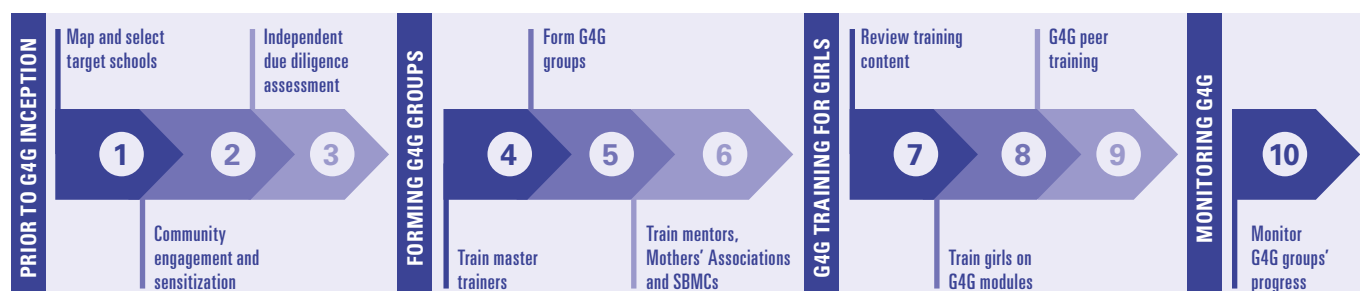
- Social and gender norms in Nigeria place a low value on education. At least 1 in 4 girls are forced into early marriage with even more in the North West (39 per cent).²
- Empowered, educated and skilled girls can break the intergenerational cycle of poverty and inequality, reduce high fertility rates and contribute to economic growth.

What are the preconditions for success?

To set up G4G groups, schools must meet the following pre-conditions:

- The target school must have classes up to Primary 4–6 level.
- A JSS should ideally be attached to the target school to ease girls' transition.
- The school must have WASH facilities so girls can access safe sanitation facilities.
- The school must have an adequate number of female teachers to manage the G4G group.
- The school must have a functional school-based management committee (SBMC) to ensure sustainability and ownership of G4G.

Standard operating procedure





Prior to G4G inception

1. **Target schools are mapped and selected** by the State Universal Basic Education Board (SUBEB) and Local Government Education Authority (LGEA) based on whether the pre-conditions (above) are met.
2. **Community engagement and sensitization** on the G4G model among community stakeholders, including High-Level Women Advocates (HiLWA), civil society organizations and Mothers' Associations, ensure the community is aware of the benefits of G4G and their roles and responsibilities.
3. **An independent due diligence assessment** of the selected target schools, including through independent school visits, is conducted by representatives from the community to ensure the schools identified by SUBEB and LGEA are appropriate for G4G.

Forming G4G groups

4. **G4G master trainers trained** on the G4G methodology support the establishment of the G4G groups by:
 - **Identifying and inviting girls** in the selected schools who are eligible for G4G (girls in P4–P6 or JSS I, II or III level).
 - **Identifying and selecting mentors** among teachers or volunteers from the community in consultation with Mothers' Associations.
5. **Girls are placed into G4G groups**, consisting of 20–30 girls per group and approximately 2–3 groups per school. Mentors are assigned to each group and SUBEB and LGEA keeps detailed registration records.
6. **Training of identified mentors, Mothers' Associations and SBMC members** on their roles and responsibilities, including how to manage and monitor G4G activities in the target school, is led by G4G national and state master trainers.

G4G training for girls

7. **Training content is reviewed** for age-appropriateness and adherence to minimum standards for G4G by community members, SUBEB and master trainers.
8. **Girls are trained on G4G modules**, including specific components on life and vocational skills, menstrual hygiene management and school safety by master trainers, community stakeholders and experts.
9. **G4G peer training** is conducted by national and state trainers, SUBEB and HiLWA for all additional girls in the target schools.

Monitoring G4G

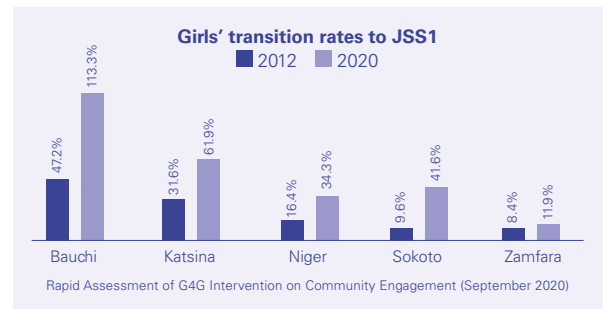
10. **Monitoring the progress of G4G groups** and supporting the G4G members through their regular school activities and home visits is led by the Mothers' Associations.

Sustainability

Results of the Rapid Assessment of G4G on Community Engagement indicate a positive correlation to girls' transition to JSS after the G4G intervention was introduced.³ A new policy that would allow G4G activities and topics to be mainstreamed into school timetables, curricula and other school club activities could enable greater sustainability of G4G and bring the programme to scale in other states and at the national level.

Key achievements

- At least 135,000 girls benefited from G4G through 4,514 functioning G4G groups in primary schools, integrated Qur'anic schools and JSSs. Girls' attendance rates increased from 43 per cent to 70 per cent over the lifetime of the intervention.
- The percentage of girls who can read at a fluency of 31 words per minute or higher improved from 15 per cent to 46 per cent.
- Increased enrolment, retention and transition of girls in GEP3 states.
- Improved academic performance among G4G participating girls.



Lessons learned

- G4G relies on role modelling and peer mentoring to reach girls with positive messaging, mentoring and support. This approach was an important driver of transformational change and created a shift in the mindsets of girls and community members regarding the importance of girls' education.⁴
- G4G was part of a holistic gender-sensitive approach that effectively shifted girls' perceptions of their intrinsic potential and value, as well as the community's awareness of the importance of ensuring girls are educated and have developed the necessary skills for life and work.
- Evidence suggests G4G, as part of GEP3's model to shift social norms among men and women, led to progress towards female empowerment, especially in giving female students and mentors a voice.
- Considering the success of the model, G4G should consider the specific needs of other vulnerable groups, such as the disabled and displaced.

Endnotes

- 1 Universal Basic Education Commission (UBEC), 2018 National Personnel Audit Report on Public and Private Basic Education Schools in Nigeria, Abuja, Binari Printing Press, 2019.
- 2 National Bureau of Statistics and United Nations Children's Fund, Multiple Indicator Cluster Survey 2016–17: National Survey Finding Report, NBS and UNICEF, Abuja, 2017.
- 3 UNICEF, Rapid Assessment of G4G on Community Engagement, 2021.
- 4 UNICEF, Girls' Education Project Phase 3 (GEP3): Final Evaluation Report, 2022.



Contact: Saadhna Panday-Soobrayan, Chief Education • UNICEF Nigeria, spanday@unicef.org