



December 31st 2014



Dr. Walker and the Women Leaders for girls' education leaders with the Permanent Secretary, Federal Ministry of Education and his Directors during advocacy visit, Conference Room, Federal Ministry of Education, Abuja 27th May, 2014

FROM GLOBAL THROUGH REGIONAL TO LOCAL - FINAL
REPORT ON THE DEVELOPING WOMEN LEADERSHIP
FOR GIRLS EDUCATION (WL4GE) PROJECT IN NIGERIA

Project Number - NVF GSF DRPC GA#03282014

Project implemented by the development Research and Projects Centre (dRPC) and funded by the New Ventures Fund

EXECUTIVE SUMMARY

This project was designed as a commitment initiative after the completion of the Echnida Global Scholarship at the Centre for Universal Education, Brookings Institution. I completed the Scholarship in December 2013, with an overwhelming desire to step-down my learning and reach out to women in my home base Nigeria whose community engagement would not allow them a reprieve of 4 months to engage globally.

The Women Leaders for Girls' Education (WL4GE) intervention was therefore designed as a country level initiative to enable Nigerian women to leverage global discourses on women and girls rights to education and development, blending this framework with their local realities, strengths and desire for change. The funding provided by the grant NVF GSF DRPC GA#03282014 supported this project which reached 15 women leaders working to advance girls' education, who in turn supported identified and step-down the training to 85 teachers, principals, NGO leaders, young women members of education networks and impatient women change agents ranging from 18 to 58 years old. The women conducted an advocacy visit to the Federal Minster of Education to deliver a high impact Advocacy Statement on Girls' education in Nigeria (27th May 2014). They reviewed and developed a statement on the Safe School Initiative (11th December 2014). They also developed an education focused statement on the United Nations Synthesis Report on the Sustainable Development Agenda (11th December 2014) and designed and conducted a strategic workshop on meeting the education needs of girls in the Northeast Nigeria (25th November 2014). Challenges were experienced along the way. In particular, the women wanted immediate action to address the urgent and dire plight of the girls in the Northeast and at times felt that the emphasis on leadership building, network creation and advocacy was a distraction rather than a means to the end. By the end of this project the women were convinced about the transformative power of leadership development to advance girls' education .

Table of Content

	Pages
1:0 Objectives and Activities of the Women leaders 4 Girls' education	5
2:0 Summary of Achievements, Challenges and Lessons Learned	6
3.0 Highlights of the Women Leadership 4 Girls' Education Activities	9
3.1 Leadership Development Training for National level women leaders	9
3.2 Advocacy visit to the Federal Minister of Education to increase funding for girls' education	9
3.3 Report of the Step-down trainings for community based women leaders	12
4.0 Conclusion	18

Appendices

1.0 Report of Women Leaders for Girls Education Workshop on programs of girls and educationists in the Northeast	18
2.0 Appendix Brief profile of the 15 Women Leaders for Girls Education	23
3.0 Appendix Profile of women leaders trained in by Woman Leader Ojonwa Deborah Miachi in step down training	29
4.0 Appendix List of Participants trained by Mrs. Lucy Kanu, Founder Ideas Builder and Woman Leader, Women Leaders for Girls Education Program	36
5.0 Appendix Statement of Women-led NGOs and Nigerian CSOs working in education on the Safe School Initiative and the United Nations Synthesis report. Event facilitated by Women Leaders 4 Girls Education and supported by the development Research and Project Centre Kano	39

1:0 Objectives and Activities of the Women leaders 4 Girls' education

The goal of this project is to build national network of women leaders in girls' education to advocate for expanded policy and budgetary commitment to girls' education in under-served states in Nigeria. The objectives of the project are:

- 1) To increase skills and competences of high level women leaders in girls' education to carry out gender analysis of national education policy documents as a basis for evidence based advocacy
- 2) To strengthen the capacity of influential women decision makers within government and advocates within civil society to work together to advocate for improved policy and budgetary commitments to girls education
- 3) To increase institutional commitment to policy analysis in girls' education within the high level national think tank of the Federal Government of Nigeria – the National Institute for Policy and Strategic Studies (NIPSS)

Project Activities

- ✓ Leadership Development training for women leaders in girls education
- ✓ Gender analysis of the Education Sector Plan
- ✓ Advocacy visit of women leaders to the Federal Minister of Education to ask for increased involvement of women leaders in decision making and increased funding for girls' education
- ✓ Step-down leadership development training for community based women leaders for girls education

Implementation Strategy

- Introduce women leaders to global and regional standards in girls' education and facilitate discrepancy analysis of differences with local realities

2:0 Summary of Achievements, Challenges and Lessons Learned

Summary of achievements

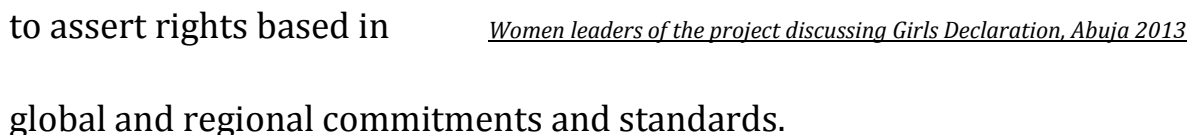
- 15 national level Women Leaders trained and mentored to be advocates for girls' education (24-26th May 2014)
- Advocacy visit to the Federal Minister of Education conducted by the 15 women leaders who presented an Advocacy Statement on Girls' education in Nigeria (27th May 2014)
- 85 community level women leaders trained by the 15 Women Leaders who stepped down the leadership development training (July - December 2014)
- 10 community level women leaders for girls' education issue advocacy statement on the Safe School Initiative (11th December 2014)
- 10 community level women leaders for girls' education issue statement on the United Nations Synthesis Report on the Sustainable Development Agenda (11th December 2014)
- 1 workshop was convened and strategic plan developed on meeting the education needs of girls in the Northeast Nigeria (25th November 2014)

Challenges encountered

The main challenge faced in this project was that most of the 120 women leaders reached at community and some of the 15 national level leaders held conservative views on the place of women and girls in society and were reluctant to ask policy makers to increase and improve the delivery of funding and services for girls' education.

51 or 60% of the women leaders trained at community level held conservative views and did not view themselves as advocates who could engage policy makers

A second challenge encountered was that while the strategy of training women to advocate using global and regional standards and conventions such as the *Girls Declaration* was effective with younger women leaders, older women leaders, 45 years and above preferred to appeal to duty bearers on the basis of their responsibility to local communities rather than



Lessons Learned

1. Women leaders committed to advancing girls' education in Nigeria have been working in silos, they do not understand location-specific challenges faced by girls and advocates and often do not have opportunities to meet and engage each other.



Woman leaders from Southern and Northern Nigeria getting to know about each other's work

2. Unlike the classical advocacy models of the global North, I learned that women leaders for girls' education in Nigeria must engage government and develop a complementary working relationship with public officials. I also learned that negotiating the bureaucracy is a fine and difficult art which the life skills and experiences of the women leaders have prepared them to carry out through negotiation strategies.

3. Women leaders were impatient with the project's long-term strategy of leadership development to advocate to government and to create a new cadre of women leaders at community level. The women wanted immediate action and had as their priority addressing the immediate needs of girls from Northeastern Nigeria. The urgency of girls' education challenges in the Northeast overtook the project and it became necessary to convene a separate workshop to fashion out an action plan to support girls and educationists from this zone (See report of workshop as Appendix 1).

3.0 Highlights of the Women Leadership 4 Girls' Education Activities

3.1 Leadership Development Training for National level women leaders

This activity was reported on in the interim report. The training took place between the 24 to the 26 May 2014 at the Bolton White Hotel, Abuja. A training team led by Judith-Ann Walker, Echidna Global Scholar trained 15 women leaders in girls' education on strategies and approaches to conduct advocacy on girls' education issues. The training also took the form of a TOT and aimed to prepare the 15 women leaders to step-down the training to a new cohort of women leaders at grassroots level.

All 15 women leaders reported that they were equipped to conduct step-down training, 10 reported they felt confident to carry out advocacy to government officials; 5 were not.

By the end of the workshop 14 of the 15 participants reported that all expectations of the workshop were met; all 15 reported that they felt equipped to conduct step-down training; 10 reported they felt confident to carry out advocacy to government officials; and all 15 reported that they had an increased understanding of global standards and conventions which guarantee the rights of girls to education.

3.2 Advocacy visit to the Federal Minister of Education to increase funding for girls' education

This activity was also reported on in the Interim Report. The group of 15 women leaders presented an Advocacy statement to the Permanent Secretary, Federal Ministry of Education and in the presence of 6 Directors, Federal Ministry of Education. The Advocacy Statement is presented below.



**DR. WALKER
PRESENTING THE
ADVOCACY STATEMENT
TO THE FEDERAL
MINISTRY OF
EDUCATION**

MEMORANDUM SUBMITTED TO THE HONORABLE MINISTER OF EDUCATION BY THE WOMEN LEADERS FOR GIRLS' EDUCATION OF NIGERIA

A. PEAMBLE:

1. A WORKSHOP ON WOMEN LEADERSHIP HELD AT THE BOLTON UNDER THE AUSPICES OF DRPC IN COLLABORATION WITH THE NATIONAL INSTITUTE FOR POLICY AND STRATEGIC STUDIES
2. THIS WORKSHOP ENROLLED THE PARTICIPATION OF A CROSS SECTION OF WOMEN CHAMPIONS FROM ACADEMIA, CIVIL SOCIETY ORGANIZATIONS, GOVERNMENT

B. OBSERVATIONS:

THIS GROUP COLLECTIVELY EXAMINED THE 4 YEAR STRATEGIC PLAN FOR THE DEVELOPMENT OF THE EDUCATION SECTOR AND CAME UP WITH THE FOLLOWING OBSERVATIONS:

1.0 :

STRENGTHENING THE INSTITUTIONAL MANAGEMENT OF EDUCATION

WE OBSERVED THE DOCUMENT WITH ALL ITS SALIENT POINTS LACKED A GENDER PERSPECTIVE IN GENERAL.

2.0

ACCESS AND EQUITY

WE COMMEND THE STRATEGY FOR DEVELOPING GUIDELINES ON EDUCATION POLICIES FOR BOYS AND GIRLS-CHILD EDUCATION TO INCLUDE SENSITIZATION CAMPAIGNS AND PROVISION OF EDUCATION OPPORTUNITIES TO ALL CHILDREN OF SCHOOL AGE.

3:

STANDARDS AND QUALITY ASSURANCE

WE COMMEND THAT THE DOCUMENT HIGHLIGHTS THE MODEL OF WHAT SCHOOLS SHOULD ASPIRE TO ACHIEVE IN TERMS OF PROMISING LONG TERM VISION.

WE HAVE NOTED THAT THE PLAN IS EXCELLENT BUT LACKS MORE POLICY PRONOUNCEMENTS, WHICH MAINSTREAM GENDER TO OPERATIONALIZE THE PLANS.

IN APPRAISING THE PLAN ITSELF, IT IS CLEARLY GENDER BLIND –WHICH SHOULD NOT BE THE CASE ESPECIALLY AS TO THE PROPORTION OF THE SUPERVISORY COMMITTEE MEMBERS.

4: TEACHERS' EDUCATION DEVELOPMENT

WE COMMEND THE RETOOLING OF REGULAR CLASSROOM TEACHERS TO ACHIEVE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR SPECIAL NEEDS CHILDREN.

5:

TECHNICAL & VOCATIONAL EDUCATION

WE COMMEND THE ANALYSIS BUT ARE REQUESTING A GENDER-DISAGGREGATED APPRAISAL OF THE PROBLEM STATEMENT –ADDRESSING GENDER GAPS THAT EXIST IN VARIOUS VOCATIONAL SECTORS.

C: RECOMMENDATIONS

ARISING FROM THE ABOVE OBSERVATIONS, THE FOLLOWING RECOMMENDATIONS WERE MADE:

1.0

WE RECOMMEND THAT THIS SEGMENT SHOULD INCLUDE A GENDER PERSPECTIVE OF THE ISSUES UNDER CONSIDERATION WITH REFERENCE TO WIDER GENDER CONSCIOUS CONSULTATIONS BEING CARRIED OUT.

2.0

THE EARLY CHILD CARE DEVELOPMENT EDUCATION FAILS TO CAPTURE GENDER COMPONENTS OF ENROLLMENT OF PARTICIPANTS, RECRUITMENT OF TEACHERS USING GENDER-DISAGGREGATING DATA TO ENSURE EQUITY.

THERE IS A NEED TO ESTABLISH ADDITIONAL SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS AND EQUIP THEM WITH GENDER SENSITIVE CONSIDERATIONS FOR POSTING TEACHERS.

3.0

THE CRITERIA FOR PRODUCING NATIONAL KITS FOR EARLY CHILD CARE DEVELOPMENT EDUCATION SHOULD CAPTURE GENDER DISAGGREGATED ASSESSMENTS AND INDICATORS.

THE DEVELOPMENT AND OPERATIONALIZATION OF THE SIX NATIONAL MANAGEMENT SYSTEMS SHOULD BE INFORMED BY GENDER MAINSTREAMING AS CRITICAL TOOL FOR ENSURING EQUITY AND INCLUSION.

FRAMEWORKS DEVELOPMENT SHOULD BE UPDATED TO EMBRACE THE NATIONAL PLAN ON WOMEN, PEACE & SECURITY -2013 AND THE SAFE SCHOOL INITIATIVE -2014

4.0

SUGGESTING AN EQUITABLE RATIO WITH FAIR REPRESENTATION OF BOTH MALE AND FEMALE TEACHERS;

THERE IS A NEED TO BRIDGE THE GENDER DEFICIT IN SOME ZONES OF THE COUNTRY;

5.0

WE RECOMMEND DEDICATED BUDGET LINES, AND TIMELY RELEASE OF FUNDS FOR TVET TO CAPTURE THE NEEDS FOR INFRASTRUCTURE DEVELOPMENT, UPGRADING AND STANDARDIZATION.

3.3 Report of the Step-down trainings for community based women leaders

The step-down trainings of the 15 national women leaders in girls' education reached and trained a total of 85 women at the community level. This activity evolved to be the most impactful and innovative component of the project. Between July and December 2014, 7 training workshops were held in 6 states in Nigeria - Lagos, Akwa Ibom, Yobe, Borno, Kaduna, Federal Capital Territory, and Jigawa States.

Table 1:0 Summary of Women trained by date and location in step-down programs

Name of National Woman Leader	Number of women trained in step down training	Location and date of step down training
Mrs Uduak Akpan, Founder, Life Anew Resource Centre for Less Privileged	5	28 th July to 29 th July, 2014 in Uyo Akwa Ibom State
Ojonwa Deborah Miachi	17	22 nd and 23 rd of August, 2014, Abuja
Hamsatu Allamin	6	15 th November 2014, Borno
Fatsuma Dada Mohammed	5	15 th November 2014, Yobe
Ugiagbe Ateda A.	15	23 rd August 2014 in Abuja
Umma Illiyasu-Mohammed, Program Officer, Girl Child Concerns	10	21 st November, Kaduna

Lucy Kanu	12	23-24 July 2014
Abiola Sanusi Abiola Sanusi (Riplington & Associates)	10	15th November, Lagos
AISHATU IDRIS DIRECTOR SCHOOLS SERVICES JIGAWA STATE	5	29th November, Jigawa State
Total women leaders reached at community level = 85		

Planning and rolling out the step-down training

Women Leaders worked together to plan the step-down works, identify women leaders at community level, roll out and deliver the training, evaluate the impact of the training on the women participants and follow up by mentoring. Participants ranged from teachers to serving and retired principals, to founders of Community Based Organizations, to young women staff of NGOs. Many of the participants attended with their babies.



Group photo of some of the participants at the Kaduna workshop for women leaders organized by Ummah Mohammed, Kaduna state 21st November 2014, (L-R) FARIDA, ZAINAB, ZUWAIRA, FATSUMA, HAUWA BIKKO (ABANTU) AND NURATU

Training and Breakout Sessions on Leadership in step-down training

The session on leadership took the format of a breakout session where participants had to brainstorm on the concept of leadership guided by the questions below in two groups. Major outcomes that came out from this session were:



Breakout Session

Step-down training by Ojonwa Deborah Miachi, 23/8/2014

Appendices 3 and 4 gives a preview into the profiles of the community based women leaders in Abuja and Lagos.

What is Leadership?

Leadership is planning, managing, organizing, delegating, harmonizing, corroborating and harnessing both human and material resources to achieve set objectives.

Characteristics of a Leader

- ✚ A leader has a vision
- ✚ Resourceful and organized
- ✚ Has the ability to visualize goals
- ✚ A leader takes initiative, has patience, has great communication skills, transparent and accountable and she leads by example.

Concept of Gender-Facilitated by Ojonwa Deborah Miachi

In the form of a participatory presentation, participants learnt more about the concept of gender, gender role, and gender equality. On ways to promote gender equality, participants put forward the important role women and the media have in putting an end to gender inequality at the home front.

Introduction to Advocacy

Participants were taken through this session on the concept of advocacy, advocacy issues in girls education and practical steps of advocacy from messaging to evaluation. Participants developed an advocacy plan at the end of the session.



Step-down training by Ojonwa Deborah Miachi, Abuja, 23/8/2014

The Global Rights for Girls' Education Strategy

The strategy of focusing on girls' rights to education embodied in global and regional conventions and protocols was received positively by the younger women leaders being trained at community level. However, this was not the case where older women leaders were trained in the North.

Global Women Inspiring Women



Step-down training by Ojonwa Deborah Miachi, 23/8/2014, introducing participants to the issue of global women leaders in girls education - watching Malala Yousafzai's speech on Malala Day, Abuja

The concern with global conventions and global women leadership in girls' education was developed by some of the women leaders whom we supported further to convene a national level meeting on the United Nations Synthesis Report on the Sustainable Development Agenda and the globally supported Safe Schools Initiative.

The Meaning of Woman Leadership

An important session which yielded diverse and important responses was the meaning of women leadership session where participants were asked on what other words come to mind when they hear the word women leadership. Responses included inspiring, integrity, honesty, empathy, motivating, teacher, knowledgeable, team player, influence etc.

Some of the words provided by participants



Certificate Award & Next Steps for Women Leaders at Community level

At the end of the step-down training women leaders were awarded with Certificates of participation. Mentoring sessions followed to support the leaders to conduct an advocacy activity consistent with action plans developed in the workshop.



Community based Woman leader awarded Certificate after training by Abiola Sanusi, Lagos. 15th November 2014

4.0 Conclusion

This project has developed the leadership capacity and catalyzed 15 national level and 85 community level women leaders committed to girls' education into action. A total of 100 women leaders now exist in Nigeria, who are trained, mobilized and will continue to serve as an asset for further interventions to support women and girls at national and community level.



Appendix 1.0

Report for Women Leadership For Girls Education Workshop on problems of girls and educationists of Northeastern Nigeria

**ORGANIZED BY dEVELOPMENT RESEARCH AND PROJECTS
CENTRE (dRPC)**

**ON 25TH NOVEMBER 2014 AT dRPC OFFICE, 63B SULTAN ROAD,
NASSARAWA GRA, KANO STATE, NIGERIA.**

**REPORT PREPARED BY THE WOMEN LEADERS FOR GIRLS EDUCATION FROM NORTHEAST
NIGERIA**

1. Introduction

The development Research and Project Centre (dRPC) organized a one day meeting of 10 women leaders, to plan and budget for a workshop on; meeting the education needs of educationists and girls in the Northeast. This report provides highlights of the meeting and the outcomes reached.

Participants

A total of 6 participants from Northern Nigeria attended this meeting:



Group Photograph of all the participants

Key challenges and problems facing women educationists in the Northeast

Group discussion to identify training needs of females in education and the problems they are currently facing in the Northeast. The group also discussed how the women are coping and identified who is giving them support. The group discussion outcomes are as follows:

The current challenges and problems in education in the northeast, identifying the barriers and needs, which help in identifying, targeted population.

- Killing and Harassments of female teachers
- Generalized security challenges
- Boko Haram insurgency
- Security Agencies also serves as threat to the women
- Negative attitude/fear of parents towards school
- The merging of schools (Yobe State) bring about congestions and over populated schools
- Closure of schools
- Fear of the unknown
- Abduction and killing of school children/teachers/administers

- Over-stretching of the facilities in over concentrated schools could affect the female's health wise.
- Conversion of schools to IDP camps with the consequent effects on the consequent effects on the infrastructure.
- Abduction
- Rape
- The ability to cater for self and in cases where there is family
- Reduction in productivity of the female teacher/principal/administrator in view of the multiple roles they play

Problems faced by girls writing NECO/WAEC Exams

- **Abduction and rape are driving girls away from schools**
- Girls also have problems communicating in English for all subjects
- Lack of materials for practical
- Poor coverage of syllabus
- Poor teaching methods
- Field specialization issues
- Inadequate number of teachers
- Poor interest of students because they are all expecting marriage
- Inability for parents to pay the school fees
- Inefficiency of some school administrators
- Dependency on malpractice

Coping strategies

- In the case of coping strategies there is need for a survey to understand the strategies the women use to cope with their activities.
- In Borno State the public schools are closed
- In Yobe State girls secondary schools are being merged. While this is a good strategy it leads to overcrowding and undermines the quality of education as principals and teachers share a hall as an office and only the principal has a desk and one desk also for the female teachers. The principal and the vice principal are sharing the principal's house, where a boys quarter of two rooms is used by for female teachers.
- Due to population of explosion people are having to adapt in places considered indecent or unsafe



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dRPC Government Education Liaison Officer sharing experiences from dRPC PSIPSE Girls' Education Project funded by the MacArthur Foundation

What can be done - Recommendations to implement

- Get the word out to the world about the condition about educationists and the education sector in Northeast Nigeria
- Encourage educationists to apply for opportunities like the one Dr. Walker got in Brookings
- Work with the media to let them know the problem of education in the Northeast
- Sponsor and support girls from the Northeast to relocate to other parts of Nigeria
- Do high quality research and take the information to the Federal government because they do not know what is happening
- Also individuals help each other

Appendix 2.0 Brief profile of the 15 Women Leaders for Girls Education

AMINA IBRAHIM MAKINTAMI

She holds a M.Ed (Guidance and Counseling) and has been a civil servant since 1985 after her NYSC. Part of her contribution to community development is the establishment of Maiduguri Innovative Private School (Campus I) along Ibrahim Anas Road, Pompomari Layout, Maiduguri Nursery, Primary and Secondary School in 1999, the establishment of Maiduguri Innovative School (Campus II), Shokori Ward, Along GamboruNgala Road, Maiduguri in 2009 and been the Pioneer President, Government Girls College Old Girls' Association, Maiduguri, Borno State. She was given an award in 2010 and 2011 by the National Productivity Order of Merit Award (NPOM) and DR. Shettima Ali Monguno Education Merit Award respectively.

LUCY KANU

She holds a degree in Business Management and has a certificate in Project Management from the Lagos Business School. She is also a Certified Advanced Techniques SME Coach, Mentor, Facilitator and Change Management Consultants. She is a social entrepreneur and innovator who has helped build innovative private-public partnerships to serve Nigeria's underserved and under-represented communities. She has led a process of economic empowerment that prioritizes local aspirations, introduces outside resources, and builds stability across sub-Saharan Africa. The success of her organization, **Idea Builders**, and her model to transition local priorities into powerful engines for development has created a shift that favors local ownership and strategies, and builds on best practices to ensure success. Through Idea Builders, Ms. Kanu has worked with disadvantaged women and



youth to provide sustainable livelihood programs that foster entrepreneurial spirit in the SME and agricultural space.

SAFIYA TAHIR ABDULLAHI

She holds a Masters degree in International Affairs & Diplomacy (MIAD) from the Usmanu Danfodiyo University. Currently the Executive Director of Adolescent Girls Initiative AGI coordinating the staff and all projects implemented by the Organization, develop proposal, liaise with donors and is the focal point for AGI. She also served as Senior Technical Manager to the USAID's Leadership, Empowerment, Advocacy and Development (LEAD) project in Bauchi from April 16th 2012 to 17th January 2014. Before then she was the Senior Technical Manager of the LEAD project in Sokoto State from January 18th 2010 to April 15th 2012. She was in charge of technical leadership and quality control, and as well as responsible for the day-to-day management and outputs of the results-oriented technical teams and crosscutting technical staff of Sokoto and Bauchi offices. Prior to that she was the Head of Administration Department at the National Population Commission (NPC) Sokoto, charge with the responsibility of managing the affairs of the Department which comprise of three units viz:- Personnel, Accounts and Public Relations.

AISHATU IDRIS

She holds a B.ED in Home Economics from Ahmadu Bello University Zaria, she has worked as a Classroom Teacher, a Vice Principal, a Principal, a Zonal Director, the Director Private Schools and the Director Schools Services. She has also been the Jigawa State Home Economics Coordinator for WASSCE AND NECO, a Member of Rehabilitation Committee Jigawa State, a Member Censorship Board Jigawa State, a Council Member Jigawa State Polytechnic and a Member State Task Force on Immunization.

AMINA ABUBAKAR BASHIR

She holds a Ph.D English Language (Sociolinguistics), she enjoys wide travels especially on educational excursions and describes herself as a team player who cherishes teamwork. Her current affiliation is the Department of English, Faculty of Arts and Social Sciences, Federal University Dutse. She has held several administrative positions such as the Head of English Department, in both University of Maiduguri and Federal University Dutse. She has been the Chief Editor: University of Maiduguri (Unimaid) Journal of Women Studies (UMAJOWS) from 1998 to date, the Chief Editor: Department of English Seminar Series, University of Maiduguri from 1999 to 2012 and an Editor both for Festschrift in Honour of Professor Aliyu Mohammed and Dutse Journal of Arts and Humanities . She has always been a girls education activist.

UMMA ILIYASU -MOHAMMED

She holds (in view) a Masters in international relations & Diplomacy, she has a drive to promote and support policies that address poverty, gender/social exclusion and inequality and ultimately find ways of achieving social change that will contribute to the creation of a more just, sustainable and equal society. She is the Executive Director of an NGO Girl Child Concerns (GCC), which anchors the Girls Not Brides, Advocacy network in Nigeria. She is also a member of the Women Advocacy Network (WOVA) and is the coordinator of a Ford Foundation funded project focussing on ending child marriage through girls; education.



ABIOLA SANUSI

She holds a MA International Relations and is a Member of Teachers Registration Council of Nigeria. She has worked with the Gender Department , Federal Ministry of Education on the implementation of the gender policy in

education in the GEP 3 states and their strategic role in building partnerships to aid girls education. She is an experienced facilitator on political participation, teacher development and student support.

ZULAIHA AHMAD

She holds a M.ED in Family and Child Development. She has been a Principal in various girls secondary school in Kano state from 1982 to 1990 and 1997 to 2000. She has also been the head of Home Economics unit Kano Educational Resourch Department Unit from 1990 to 1992 and 1999 to 2004 and a head teacher at Federal Airport Authority Primary School from 1992 to 1996.

FATSUMA DADA MOHAMMAD

She is currently reading for a Ph.D in Educational Administration. She has been a Resource Person in Administration and the field of Education, she has delivered Papers at Workshops and Conferences and she is currently undergoing a research on professionalization of teaching. She has worked as a Class Teacher a Principal of a Secondary School a Deputy Director School Services, Ministry of Education Yobe State, the Principal Assistant Registrar and Deputy Registrar all in Yobe State University Damaturu.

AKPAN UDUAK OKON BASSEY

She currently reading for a M. Ed. Guidance and Counseling. She has over 20 years training/practice as nurse and midwife which gave her the opportunity to have first-hand contact with many communities with diverse customs, traditions, values and beliefs. Her work and practice over the years in St. Luke's Hospital, Anua,



Uyo and Mary Slessor's Hospital, Itu, Akwa Ibom State, have also exposed her to resultant negative effects of denying educational opportunities to girls. In her work also as a member of Akwa Ibom State Agency for Control AIDS (SACA) and the head of Critical Mass in Ministry of Women Affairs, it has been proved that early marriage and lack of education make the girl-child more vulnerable to HIV/AIDS and having had all these experiences, she tries to cut out work and enhance education of girls.

ATEDA ANTHONIA UGIAGBE

She holds masters in International Affairs and Diplomacy from Ahmadu Bello University, Zaria. Since 2003, she has worked with the National Human Rights Commission (NHRC) a Nigerian Government Agency on Promotion and Protection of Human Rights at different capacity where she has contributed to develop and implement programs that promote growth of the commission, produce flow of data via compilation, analysis and auditing of complaints and prepare, monitor and implement budget on projects in which the commission partners with external donors, just to mention a few.

MOHAMMAD KAIKAI BILKISU

She holds a B ED Islamic Studies from Ahmadu Bello University Zaria, she has worked as a Classroom Teacher in various schools with the Ministry of Education Katsina State and Rose to the rank of Principal Education Officer. With the creation of the Ministry of Religious Affairs Katsina State in the year 2000, she was transferred there where she rose to the rank of Assistant Director (Public Enlightenments). With this appointment Hajiya Bilkisu Kaikai was also appointed as a member of the Katsina State Pilgrims Welfare Board, She also served as a Secretary Da'awah (Women Wing) Katsina State. Hajiya Bilkisu Mohammad Kaikai was appointed as Special Adviser to the Governor of Katsina State on Women Affairs by His Excellency the Executive Governor Barrister Ibrahim Shehu Shema in August, 2007 later on the 23rd of December

2008, the office was redesign as Special Adviser to His Excellency the Executive Governor of Katsina State on Girl Child Education and Child Development.

HAMSATU A. ALLAMIN

As the First Female to head the Borno State Primary Education Board as Chief Executive Officer in 2003, Hajiya Hamsatu A. Allamin is a self-motivated, committed and hardworking administrator, educationist and project manager with over 25years experience in all aspects of general administration, human resource and project management. She has been able to use her initiatives and work in leadership, as well as part of a team management to motivate others to achieve organisational objectives. She is an effective communicator at all levels with good problem solving and analytical skills, and very influential in her community and state and geopolitical zone.

Hauwa Usman Aliyu

She holds a Post Graduate Diploma in Education (PGDE). She has been a school principal since 1998 to date, but before then she was a class room teacher, and a principal education officer in Borno state Ministry of Education Head Quarters. In 2011, she received an Award for service to humanity from Southern Borno Youth Coalition.

MIACHI, OJONWA DEBORAH

She is the Nigerian Youth Ambassador to the UN on Girls' Education. Deborah holds a BSc (Hons) Economics from Bingham University, Karu. Her interest is on Youth intervention in



development policies, Universal access to quality education and healthcare and Gender equality. She has a career objective in International development, particularly in areas of participatory development to be able to make a difference in the lives of women and children in the developing world.

Appendix 3. Profile of women leaders trained in by Woman Leader Ojonwa Deborah Miachi in step down training



Ojonwa Deborah Miachi (Facilitator)

Ojonwa is a Global Youth Ambassador for A World at School and is presently the Policy/Advocacy Advisor of Connected Development [CODE] – a non government organization whose mission is to improve access to information and empower local communities in Africa. CODE strengthens local communities, by creating platforms for dialogue, enabling informed debate, and

building capacities of marginalized communities which will bring about social and economic progress within communities, while promoting transparency and accountability. She is also a Global Youth Advocate with the United Nations Millennium Campaign in Nigeria where she generates awareness and mobilizes youth around post-2015 development priorities including quality education, equity and learning in education and particularly, the importance of the education of the girl child to sustainable development. At the age of 11, she became one of the founding members of 26 Foundation, an initiative dedicated to alleviating poverty in Nigeria. Her hobbies include reading books, playing Scrabble and watching Soccer.

Participants

Kikelomo Taiwo

B.Sc. Sociology. Freelance project development and youth advocate. Ms. Taiwo has 6 years of progressive experience as an International Youth Advocate for Education as a Vaccine' (EVA) Youth Advocates Group. She is experienced in working with the Federal Government in policy-making processes and Nonprofits in designing, planning, and implementation of youth development programs. Ms. Taiwo has also been involved in leading advocacy campaigns through lobbying policy makers, blogging, social media activities, facilitating campus events, and developing video documentaries as advocacy tools. As part of her advocacy efforts, she has lobbied on Capitol Hill, U.S., speaking on matters relating to U.S. Foreign Policy and contributed to the UN Post 2015 Development Agenda on various levels. She has led several sessions at international conferences addressing young people and policy-makers on prioritizing youth as key agents of sustainable change. She was honored by EVA as most outstanding volunteer in 2010.

Joyce Akuve

Joyce Akuve is from Gwer-West in Benue State. She resides in Mararaba, Nasarawa State. She is a teacher at St. Augustine's Schools, Mararaba. She is also the director of operations with Youth Initiative for sustainable Human Development in Africa (YiSHDA) and as the only female on the team, she is proactive in ensuring and advocating for programmes that empower the Girl Child. Her earnest desire is to see the girl Child educated and participating in policy and decision making for the good of the society. Her likes include reading, studying, cooking, meeting people of like passion and mind set.

Ijeoma Oforka

Ijeoma has a B.Sc degree in Public Health from Madonna University. She is passionate about bringing change to the health sector especially in the aspect of Maternal, Newborn and Child Health in rural communities through sensitization on safe motherhood practices. She desires to see a Nigeria where every girl child has the same equal opportunity of going to school and getting educated in order to take part in policy making and helping the society at large. She currently works as the Project/Volunteer Coordinator in Connected Development [CODE] a Non-profit organization.

Chiamaka Adline Uzomba

Chiamaka is a Youth Programme Assistant for Population Council Nigeria, she currently works on a project that seeks to promote more informed public dialogue on youth vulnerabilities, and responses to their sexual and reproductive health (SRH) and HIV-related issues. She is also experienced in working with Federal

agencies in policy-making processes and coordinating implementing partners to improve the national HIV/AIDS response. Chiamaka has been actively involved in advocacy campaigns through lobbying policy makers and the use of social media as an advocacy tool to contribute and influence the Post-2015 development agenda. She has mentored several adolescents on HIV/AIDS and SRH to create awareness and promote behavioural change. She also advocates on several platforms for Girls' education, women empowerment and the elimination of harmful practices like Child Forced Marriage and Female Genital Mutilation. Chiamaka loves reading, playing scrabble and being happy.

Indi Daniel

Indi Daniel is a voluntary worker at Ohaha Family Foundation, Nigeria. She is responsible for the design of programs to reach out to the vulnerable poor, including the mobilisation of resources for Health, Education and empowerment trainings for various outreach programs in North-Central Nigeria, connecting the various outreach locations and rural dwellers with health services and education tools to empower them change their lives.

She holds a B.Sc in Sociology from University of Mkar, Mkar Benue State and a Citizenship and Leadership Training Certificate from Mountain School, Shere Hills Jos. She is also an Entrepreneur.

Angela Ekwu

Angela Ekwu is a 21year old motivated young lady. A graduate of Mass Comm., Bingham University. She loves dancing, photography and meeting people. She is also a part of the Nigerian Youth coalition on ACT 2015 and also volunteers as a youth advocate with numerous organizations.

Stephanie Diejomaoh

Stephanie Diejomaoh is a native of Delta state and has lived in western Nigeria since birth but currently resides in Abuja. Since 1996, Stephanie has been an active volunteer of the Nigerian Red cross society organisation, MDGs-related organizations in Nigeria as well as charity based foundations and humanitarian services. Her pursuit of a Bachelor of science degree in Geography from The University of Lagos, 2010 and experiences gathered from touring west african countries and other states in Nigeria has greatly steered in her fervor for her community and society at large; especially in making the world a better place for children and the less privileged. In 2012, she was honoured with a prestigious award from the National Youth Service Corps, Oyo for her outstanding services and community development projects for the state.

John Dolapo

John Dolapo is a four year volunteer using her skill as a first aider, safety personnel and Peer Educator Trainer (PET) to build capacity, advocate and empower young people on issues that affect them, their sexual and reproductive health and becoming change leaders. She advocates for girls' education, youth empowerment and sensitization, HIV/AIDS prevention among young people. She is currently the Monitoring & Evaluation Officer for OROL Youth Empowerment Initiative.

Tasseneem Ibrahim

Tassneem Ibrahim is a media consultant, photographer and a film maker. She has been working at The National Institute for Legislative Studies (NILS) since 2012. She is a graduate of Dordt College, IA, USA an alumni of Los Angeles Film Studeies Centra, LA, USA, a member of The International Film & Video Production Forum and an Avid Certified User. She is a feminist at heart, an ardent

advocate of women's rights especially as it relates to girl child education. She can be reached on LinkedIn, Tassneem Ibrahim.

Dooshima Cindy Akula

Dooshima Cindy Akula is the communication officer for Connected Development [CODE]. She holds a Bachelors degree in mass communication. She is passionate about girl child education.

Jesufunmi Esther Adekoya

Funmi is from Lagos state Nigeria. She was born 21st November 1994 in Plateau state Nigeria where she lived for 16 Years. She attended The School Unique for her primary school education and Baptist High School for her secondary education. During her secondary education she was a member of a club called Generation Next. The aim of this club was to empower the next generation using talents and the club also involved some community service, in her final year she was the Director of one of the talent groups. She is presently in 300 level studying Accounting in Redeemers university.

Onyinye Okeiyi

Onyinye Okeiyi works with Diarep Nigeria. She has a keen interest in reducing barriers to girls' education.

Esther Osagie

Esther Osagie is presently an HND student at the Federal Polytechnic Nasarawa, studying Business Administration. She is also a caterer. She has an interest in advocating for the right of girls in her society, especially their right to education.

Laura Victor

Laura Victor is from Edo State and she resides in Kaduna. She is a graduate of ABU Zaira, Department of Human Physiology. She has a keen interest in access to quality education for all girls and she wants to make a difference in her society and help in overcoming all barriers to girls' education

Appendix 4

List of Participants trained by Mrs. Lucy Kanu, Founder Ideas Builder and Woman Leader, Women Leaders for Girls Education Program



s/n	Name	Telephone numbers
2	Esther Chukwukere	2348034669106
3	Celestina Utoro	2348033003854
4	Cynthia Asoegwu	2348130977877
5	Yemisi Akinrinde Oke	2347068343766
6	Bolatito Puddicombe	2348034303362
7	Omobola Adegboyega	2348053442693
8	Esther Eshiet	08055089694
9	Abosede Fadipe	07088567006
10	Ini-obong Peter	Workshop Assistant
11	Andlyn Onwumere	Programme Officer
12	Yemisi Joel-Osibor	Facilitator
13	Lucy Kanu	Host

PROFILE OF PARTICIPANTS

Bolatito Puddicombe

Mrs. Puddicombe coordinates the extracurricular club activities of Queens College, Yaba, Lagos. She is building the leadership capacity of young girls using a mentoring platform. This is delivered in modules weekly in diverse formats including: group mentoring, inspirational talk-shops and coaching sequencers with mobilized resource persons/experts.



Celestina Utoro

Ms. Utoro is a 2013 YouWin Grant Winner who operates a for-profit factory located in Mercy-land Estate, Isheri-Lagos. Her main products range from Window blinds to throw pillows/covers, Gift Bags using African Indigenous fabrics. She gives back and pays forward her good fortune by engaging young women in her production facility, often playing the role of mentor to her employees. She has a unique position of influence over the lives of young un-schooled girls and has direct impact on their daily outlook on life as women.



Esther Chukwukere

Ms. Esther is the creative energy behind Estair Creations. She is a team lead for the 2013 women mentoring women partnership programme of Idea Builders Initiative and as such coordinates the affairs of a team of 36 progressive young women who serve as mentoring challenge flag bearers for 36 public secondary schools in Lagos.



Abosede Fadipe

Ms. Fadipe is the Creative Director of an Arts and Dance Programme which is being delivered in 25 Nursery/Primary and Secondary Schools across Lagos. She has a team of young women with whom she directs in the programme delivery. Her dance classes attract quite a following and access to young girls and boys dancing together presents her opportunities to address gender related issues daily.



Oluyemisi Oke

Ms. Oke is the founder and chief executive of Gold of Ophir Concepts. This is a beauty and make-up artistry business, which gives back to society by educating and training young out-of-school girls to develop a good and positive sense of self. She also provides soft skills mentoring and self-discovery networking sessions to women and girls.



Esther Eshiet

Ms. Eshiet founded the After School Peer Mentoring Project –an organization that inspires and equips and facilitates opportunities for young people – enabling them to transition from school to work. Esther is a Commonwealth Fellow and a Moremi Initiative Fellow; she was selected amongst the Top 25 young women Leaders in Africa in 2012. Ms. Eshiet started her career as a volunteer and has over a decade of experience



working in the area of sexual/reproductive rights, employability/entrepreneurship, as well as public policy advocacy.

Cynthia Asoegwu

Ms. Asoegwu is a Technology enthusiast who is working to empower teens and young girls in particular to enter into STEM subjects. Her engagement platform cuts across TV, online and print to serve young graduates who need career counseling, personal branding, character building and introduction to entrepreneurial ICT.



Alice Olagunju

Mrs. Olagunju is a Guidance Counselor working in a private school. Aside from her primary functions within the school, she organizes career programmes for students often mobilizing the participation of experts as facilitators. Alice has built a reputation for organizing remarkable education-focused programs, which aim to help youth discover their innate potentials.



She also serves as a facilitator for internships and apprenticeship placements for much older students during school breaks.

Faith Afolabi

Mrs. Afolabi manages social programs having worked with the International Institute for Tropical Agriculture as a research & Communications Officer for West, East and Southern Africa. Her skills set is put to use in the various volunteer positions she undertakes in NGOs such as Save the Children. She is keen to explore the underlying Issues that constitute the major Barriers to Girls Education in Lagos State.



Omobola Adegboyega

Ms. Adegboyega operates a food service business in a densely populated

area of Lagos, which affords her access to young out-of-school girls. The nature of her business –being food –makes her business premises some sort of muster point for these girls –so Omobola uses this as a platform to share her knowledge, and provide basic mentoring assistance. She is a protégée of Idea Builders Initiative who participated in the Women Mentoring Women Partnership Programme as a mentee in 2013.



Appendix 5.0

Statement of Women-led NGOs and Nigerian CSOs working in education on the Safe School Initiative and the United Nations Synthesis report. Event facilitated by Women Leaders 4 Girls Education and supported by the development Research and Project Centre Kano



Date: Thursday 11th December 2014

Venue: Bolton White Apartment, Wuse Zone 7 Abuja

Statement of Women-led NGOs and CSOs in Nigeria Declaration on the Safe School Initiative

- For the safe schools initiative to be successful, NGOs and communities affected by violence must be consulted as an integral part of the program and must be provided with information on goals, achievements, target communities and cost effectiveness of expenditure.
- For the safe schools initiative to be successful public authority must address one of the root causes of insecurity by ensuring more job opportunities are available for youth at community level
- Security awareness and first aid **MUST** be included in the school curriculum
- CCTVs should be installed and security training **MUST** be institutionalized for school officials and host communities
- NGOs must monitor reports of attacks on schools to obtain full information which have been missed in the past
- NGOs must be incorporated into decision making bodies addressing important issues of counter-radicalization and de-radicalization of insurgents
- NGOs should use their the advantage of their widespread and local base nature to initiate communication by and with religious leaders to promote peace in communities
- NGOs should initiate and support informal education through media
- Public authority must minimize the use of schools for electoral activities
- NGOS must work with the government to establish effective communication system to report on suspicious activities around schools

Statement of Nigerian women led NGOs and CSOs in education on the United Nations synthesis report, unedited version of the synthesis report on the post-2015 development agenda to UN Member States. "The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet" by UN Secretary-General Ban Ki-Moon which outlines a vision for Member States to consider carrying forward in negotiations leading up to the UN Special Summit on Sustainable Development in September 2015 that will adopt the post-2015 development agenda.

Education

Financial and social accountability as well as the efficient utilization of the available resource in the education sector must be monitored by global and local agencies

Dignity to end poverty and fight inequalities

- Gender mainstreaming must be promoted
- People with disabilities should be carried along and be treated equally and involved in major decision making that affects their own source of livelihood
- Inclusion of the youth in decision making and policy recommendation

People: To ensure healthy lives knowledge

- Provision of free health services to local communities without access to health care
- Sexuality education mainstreamed into the education curriculum especially at the secondary school level
- Provision of a clean environment and improved sanitation in public places, especially schools

Prosperity: To grow a strong inclusive society

- Availability of decent jobs to citizens
- Vocational skills training for youths and adult
- Facilitation of a Public/private partnership for stronger collaboration
- Building strong and viable social institutions

Planet

Government should promulgate an act to stop unsustainable land use and include topics related to climate change in school curricula

Justice System

Independent judicial system to promote safe and peaceful societies and strong institution

Partnership

Share business ideas and technology transfer of technology to enhance our economy



Attendance sheet for focus group discussion with CSOs working in education

Thursday 11th 2014.

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5	Rita Ukadibia	Vaidiafrica	08038744743	ritatarisky@yahoo.com
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