

**Stand With A Girl Initiative**

**STRATEGIC PLAN [2023-2025]**

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## LIST OF ACRONYMS AND ABBREVIATIONS

AFRIYAN	-	African Youth and Adolescents Network
AYSRH	-	Adolescent Youth Sexual Reproductive Health
CAC	-	Corporate Affairs Commission
CB	-	Capacity Building
CSO	-	Civil Society Organization
CHEWS	-	Community Health Extension Workers
ED	-	Executive Director
FBO	-	Faith-Based Organization
FCT	-	Federal Capital Territory
FLHE	-	Family Life HIV Education
HIV	-	Human Immunodeficiency Viruses
ICT	-	Information, Communication, and Technology
IDPs	-	Internally Displaced Persons
ILO	-	International Labour Organization
INGO	-	International Non-Governmental Organisation
IYAFP	-	International Youth Alliance on Family Planning
M&E	-	Monitoring and Evaluation
MERL	-	Monitoring, Evaluation, Research and Learning.
MDAs	-	Ministries Departments Agencies
MoU	-	Memorandum of Understanding
MOV	-	Means of Verification
NDHS	-	National Demographic Health Survey
NDHS	-	Nigeria Demographic Health Survey
NGO	-	Non-Governmental Organisation
OSGs	-	Out-of-School Girls
SAYPHIN	-	Society for Adolescents & young people in Nigeria
SBCC	-	Strategic Behavioural Change Communication
SCUML	-	Special Crimes Unit for Money Laundering
SDGs	-	Sustainable Development Goals
SGBV	-	Sexual Gender Based Violence
SRH	-	Sexual Reproductive Health
STIs	-	Sexually Transmitted Infections
SWAG	-	Stand With A Girl Initiative
SWOT	-	Strength, Weakness, Opportunities, Threat
TWGs	-	Technical Working Groups
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children Education Fund
USAID	-	United States Agency for International Development
WHO	-	World Health Organization

## **FOREWORD**

When society invests in the girl-child, everyone wins. Despite the veracity of these words, it is sad that the girl-child continues to face diverse challenges such as gender discrimination, harmful cultural practices, religious limitations, poverty, illiteracy, poor access to sexual and reproductive health information and services, among others.

Locally, nationally and on the global scene, Stand With A Girl (SWAG) Initiative in partnership with government and development partners, has made considerable efforts and progress toward changing the narrative of girls' health and development. This includes providing technical support to the government of Nigeria through the Federal Ministry of Health to develop the National Policy on the Health and Development of Adolescents and Young People in Nigeria: 2021-2025. However, we've seen an increase in the number of out-of-school children, particularly girls, at what is arguably the worst that has been recorded in the last decade, girls are twice as not in school, jobs, or training as boys their age. Girls bear the brunt of harmful cultural practices such as child and forced marriages, female genital mutilation, gender-based violence, and poor access to SRHR information and services.

This strategic plan was developed to be that counter, and is guided by three key values; The first and foremost is our unrelenting commitment to the right holders/beneficiaries, who are the heart of our work. The second is to critically analyse our strengths, weaknesses, and opportunities, to better understand areas for growth, improvements, and partnerships towards providing effective, sustainable impact-driven solutions, and the last is our commitment to providing data-driven solutions towards creating lasting positive change. We consider these three values to be essential to the achievement of the SDGs 2030, and we at SWAG Initiative would operationalise these values through our programs, interventions, and communication, alongside engagements with relevant stakeholders and partners in Nigeria and globally.

This strategic plan, therefore presents deliberate, innovative and strategic approaches to reasonably counter the realities that currently exist. SWAG Initiative will continue to empower girls in all their diversities to lead the change they envision, intensify technical assistance to adolescents and youth-related Ministries, Departments and Agencies (MDAs) and development partners to deliver quality, youth-friendly, and equitable services through domestication and operationalization of Adolescent Health, Education and Development policies and guidelines, promote Adolescent Health and Development Education via traditional and social media; and promote effective data management and use.

It is with a great sense of honour and responsibility that SWAG Initiative adopts this plan and mandate. We look ahead with renewed strength and commitment – guided by a new Strategic Plan 2023 - 2025, firm in our core values and principles, driven by girls, grounded in the realities of communities we aim to serve; guided by community representatives, inspired by partners, who work tirelessly to create change and held accountable by our board of directors, funders/donors, partners, GIRLS and you.

SWAG Initiative is strongly committed to girls' access to education, health, and empowerment driven by GIRLS and optimally contributes to their well-being and development in Nigeria.

Margaret Bolaji- Adegbola  
Founder and Executive Director,  
Stand With A Girl Initiative  
February, 2023

## ACKNOWLEDGEMENTS

It is well known that if you want to go fast, you go alone, but if you want to go far, you go with a community. For us at SWAG Initiative, we've enjoyed the privilege of going far, in what can be said to be a fast time, and this has only been possible through a community of funders/donors, partners, key stakeholders at the state and community level, the management and staff of the organisation, who have shown a commitment first to the community we serve, as well as to building and strengthening the organisation for effective service delivery. We, the Board of Trustees, are deeply grateful.

We extend our deepest gratitude to our funders/donors, we deeply appreciate the trust you have extended to us by collaborating with us to implement projects. Trust is the most valuable commodity and we have only come this far because of the trust you have in us, of which we do not take for granted.

To partners and key stakeholders at the national, state and community level, who through collaborative efforts have provided technical assistance, access, support and opportunities to make impact on a large scale, we are grateful and intend to leverage on our relationship for the greater good. We are grateful to those who generously made time to share their knowledge, insights and experience in the process of developing this plan.

Our profound appreciation goes to the Consultant; Ms. Ibidun Adeniyi for her resourcefulness, devotion and technical expertise in drafting and reviewing the Strategic Plan 2023-2025.

We strongly commend and appreciate the SWAG Initiative management and staff led by a phenomenal leader: Margaret Bolaji-Adegbola for the successful development of the plan. As the foot and arms of the organisation, they have exhibited staunch hard work, passion and accountability.

Adegbola Adeyeye  
BOT Chairman,  
Stand With A Girl Initiative  
February, 2023

## **SECTION 1: BACKGROUND & INTRODUCTION**

### **1.1 About SWAG**

Stand With A Girl (SWAG) Initiative is a registered youth-led organisation dedicated to ensuring that every girl in Nigeria no matter where she is born or found is empowered to fulfil her maximum potential. Its goal is to promote a safe and supportive environment for the social, economic, academic, and healthy development of girls in Nigeria through empowerment. Registered with CAC in March 2016 with the Registration Number: CAC/IT/NO 85188, it is legally recognized as a Charity/Non-profit Organisation. Since its establishment, SWAG Initiative has implemented activities with rural and urban slum marginalised adolescent girls, parents, community members, religious and traditional leaders promoting girls' empowerment and gender equality through the fight against harmful cultural practices and gender norms, low level of education, poor sexual and reproductive health information and services. Stand With A Girl (SWAG) Initiative has its Headquarters in Abuja, FCT, Nigeria, a branch in Zaria, Kaduna State, and networks across all states in Nigeria

SWAG Initiative objectives are;

- To empower girls to make informed choices about their education, health, and development;
- To reduce maternal and infant deaths;
- To increase girls' potential to meaningfully engage in economic and political activities;
- To increase the focus on adolescent health especially Sexual and Reproductive Health and Rights (SRH-R) at all levels in Nigeria;
- To support members of the community in meeting their education, health and empowerment needs;

### **1.2 Why the Strategic Plan?**

The strategic planning process for SWAG Initiative which produced a 3-Year Strategic Plan (2023 – 2025) was conceived to achieve the following for the organisation:

1. Re-define the mandate (i.e., the strategic focus)
2. Enable it as an organisation to move proactively and creatively cope with anticipated changes in its internal and external environments;
3. Provide a result-based framework against which SWAG's success or otherwise will be measured over the period;
4. Serve as a marketing tool that can be used to engage with potential partners and collaborators, thereby opening up avenues for support and collaboration.

With these benefits in mind, the implementation of this Strategic Plan is expected to be a major milestone for the organisation and will hopefully, enhance its capacity and transform the organisation into its next level of development.

Table 1 below summarises its projects’ portfolio since inception:

<b>YEAR</b>	<b>PROJECT</b>	<b>TOTAL BUDGET</b>	<b>DONOR</b>	<b>GEOGRAPHIC COVERAGE</b>
2019	International Day of the Girl Child Commemoration	200,000	Individuals	Kaduna State
2020	Linking Underserved Population to Sexual and Reproductive Health (SRH)  Virtual Girls Safe Space	500,000	Johns Hopkins University	FCT  Nationally
2021	Girl Advocates for Gender Equality Project  Adolescent Youth Sexual and Reproductive Health (AYSRH) Data Made Simple Project (1)	50,000,000	Bill & Melinda Gates Foundation  USAID	Nasarawa, Taraba, Ogun, Niger, and Edo States  Nationally
2022	AYSRH Data Made Simple Project  Welead Project	45,000,000	Grand Challenges Canada  HIVOS	Kaduna, Nasarawa, Taraba, Ogun, Niger, Edo, Anambra, Oyo,



				Bauchi, Akwa Ibom Plateau States, and FCT
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2022/23	Girl Advocates for Safe School	5,000,000	Rise Up Together	Kaduna

### 1.3 Major Achievements

SWAG Initiative has consistently engaged in International, National, and Local advocacy efforts to promote Sexual and Reproductive Health and Rights in various sectors particularly Health and Education through the following interventions;

- Built and strengthened capacities of **1000** parents and caregivers on effective parent-child communication on Sexual & Reproductive Health (SRH) and girl-child education. These parents made commitments to speaking up to their girls on their SRH needs.
- **5000** girls gained basic life skills such as self-esteem, assertiveness, negotiation, financial and communication skills to become informed changemakers.
- Empowered 30 Women and girls at the Wassa Internally Displaced Persons (IDPs) Camp in FCT to access, utilise and advocate for quality Sexual and Reproductive Health (SRH) particularly SGBV information and services.
- Empowered 110 women at the Internally Displaced Persons Camp with seed grants and skills on record keeping and business sustainability.
- Built capacity of over 50 media organisations on effective messaging on Education and health of adolescent and young people.
- Trained **77** family planning providers, traditional birth attendants, and community health extension workers on adolescents and youth-friendly health service provision in Kaduna, Nigeria
- Supported development and review of several national and global policy documents including training manuals and curriculum like the National Training Manual on Peer-To-Peer on Youth Health Education, National Policy on the Health and Development of Adolescents and Young People in Nigeria, Global Roadmap for Action, National Youth Index, Global Accelerated

Action for the Health of Adolescents (AAHA) Guideline, Global Consensus Statement on Meaningful Adolescent and Youth engagement. etc.

- Built capacity of **166** Youth Data Advocates, Adolescent Health Desk Officers, and Monitoring & Evaluation officers on AYSRH data for decision-making and programming in 12 States in Nigeria on the Data Made Simple Project funded by United States Agency for International Development (USAID) and Grand Challenge Canada.
- Supported **36** adolescent girl advocates (10-19 years) from across the six geopolitical zones in Nigeria with knowledge and skills to advocate for enabling policies and investment in girls' education, health, and wellbeing.
- Supported **12** States in Nigeria to translate Adolescent and Youth Sexual & Reproductive Health (AYSRH) data into simple, friendly, catchy, and responsive storybooks with over **100** Decision makers engaged in promoting young people's access to quality healthcare.
- Equipped over **300** Adolescent Girls in Nigeria to be Champions of Gender Equality Through the Female Mentorship project.
- Over **100** community leaders engaged in various project to ensure sustainability
- Over **100** communities reached through SWAG interventions since 2016.
- Specifically, we have supported **13** States through the State Adolescent Technical Working Groups (TWGs) on Adolescent Health and Development to become adolescent and youth responsive while delivering quality, youth-friendly, and equitable health services through domestication and operationalization of AYSRH policies and guidelines.
- Converting Complex SRH Data into simple stories and making it available to wider coverage of adolescent youths and decision-makers. This has helped in making informed choices on SRH issues.

#### **1.4. SWAG Future Direction**

Respondents were asked what result areas they would like to see SWAG in the next three years. They highlighted the following:

- Intentional documentation of resources.
- A standard assessment tool to track the progress of projects and overall work.
- Increased Advocacy, Training, Capacity Building, and Dialogue Facilitation
- Create a knowledge base platform for varying stakeholders to learn innovative best practices in pursuance of the relevant SDGs.

## SECTION 2: CONTEXT AND OPERATING ENVIRONMENT OF SWAG

Any attempt to chart a direction, or plan strategies without first having a reasonable depth of understanding of the context and operating environments (internal and external) of the organisation, and without identifying the critical and significant issues it must address, will at best lead to the choice of inefficient strategies/approaches, or the pursuit of objectives that will not move the organisation towards its desired future. The following national and regional trends and developments in its program areas were identified as areas of interest to SWAG in this Plan period. They constitute the background against which it has made informed decisions regarding its proposed, goal and outcomes for the next phase

### 2.1 Education and Girl-Child Education

The right to education is a human right and every child should have access to quality, safe and affordable education. Education is of such necessity that a country's national development has been said to be proportionate to its national education rate. On the global level, the United Nations as part of its goal of creating a healthy, gender-equal world, encapsulated the right to education as one of its nine (9) sustainable development goals (SDG), stressing the significance of quality education given that **244 million** children and youth between the ages of 6 and 18 worldwide are still out of school (UNESCO), with girls making up 52.8% (129 million).

Nigeria has an alarming statistic of out of School children, with more than one out-of-school child among every 5 being from Nigeria, even though primary education is officially free and compulsory on paper. As of January 2022, the number of out-of-school children in Nigeria was 10.3 million, this **increased by 79.6%** to the current statistics of 18.5 million out-of-school children in 10 months. This reality has been exacerbated by the insecurity and recent flooding alongside poor education structures and funding, especially affecting girls.

According to Malala Fund, Girls account for **60% of Nigeria's 18.5 million out-of-school children**. This is a result of multiple factors like Cultural and religious bias/stereotype that prioritises the education of the male child. More girls are likely to drop out of school than their male counterparts. Only Eighteen percent of females and 19% of males age 6 or older have attended some primary school with the median number of years of schooling being 3.6 for women and 5.4 for men in Nigeria (NDHS 2018). In north-east Nigeria, over 2.8 children are currently out of school as a result of the insecurity, with only 2.7% of eligible girls attending early childhood education and 3.4% in the north-west (UNICEF). Social attitudes can also impact negatively on education rates, especially in northern Nigeria. In north-eastern and north-western states, 29 percent and 35 percent of Muslim children, respectively, attend Quranic education, which does not include basic education skills such as literacy and numeracy. These children are officially considered out of school by the Government.

Over the last five (5) years, the government in its annual allocation to education has fallen below the international standard of 15% of the National annual budget. The highest allocation is 8.8% as approved for 2023 which is still below the standard, especially with the current number of out-of-school children in Nigeria. The Universal Basic Education Board which is the body with the mandate to ensure accessible and quality education requires that at the state level, 50% counterpart funding be made available to access funding from the federal government to improve education quality and access, yet

this hasn't been implemented by several states. There is currently no public report on the board's activities and impact in the past year, necessitating evidence-based advocacy be conducted to key ministries, departments, and agencies towards promoting basic education access and increased funding for all, especially children affected by insecurity

Education is one of the most important aspects of social and economic development. It improves capabilities and is strongly associated with various socioeconomic variables such as lifestyle, income, fertility, and health for both individuals and societies. With the National Policy on Education and Safety, Security and Violence-Free Schools in Nigeria, it is necessary to address the inequalities and bias related to girl-led education; enrol out-of-school girls into school, and advocate towards ensuring that all children, especially the girl child have access to quality and safe education.

**SWAG Initiative plans to respond to these needs by advocating for the implementation of the National Policy on Safety, Security, And Violence-Free Schools, the National Policy on Education and the Compulsory, Free Universal Basic Education Act, 2004; garnering the support of traditional, community and religious leaders through targeted advocacies for increased enrolment and retention of the girl-child and educating adolescent and young girls with soft skills to enable them to make informed choices about their lives.** SWAG Initiative currently responds to these needs with the goal to foster the decision-making ability of 1000 out of School girls using education as a tool.

## **2.2 Inadequate life skills, unemployment, and lack of support for economic empowerment**

Youth accounts for 60% of all African unemployed, according to the World Bank. In North Africa, the youth unemployment rate is an eyebrow-raising 30%. It is even worse in Botswana, the Republic of the Congo, Senegal, South Africa, and several other countries. In the developing world, high youth unemployment represents lost potential for national economic transformation, and high numbers of economically frustrated youth may contribute to social instability. According to the ILO's Global Employment Trends for Youth ([www.ilo.org](http://www.ilo.org)), by the end of 2010, an estimated 75.8 million young people were unemployed (UN, "World Youth Report," 2012).

Nigeria ranks among the 20 least developed countries in the world, with about 70% of its citizens living below the poverty line, due to several decades characterised by poor governance, neglect, and mismanagement of crucial sectors and resources, resulting in a high rate of unemployment, which continues to be a major problem. Poverty has significant implications for development; low-income households generally have poorer health status. Women are more likely to experience poverty compared to men, as they have lower levels of income as well as lower social status. The implication of this, among others, is an increase in the demand for micro-economic empowerment programs, especially vocational skills acquisition, and soft skills development for the girl-child.

74% (Seventy-four) percent of currently married women aged 15-49 were employed before the survey, as compared with 99% of currently married men. **SWAG will continue to prioritise and scale up its Girl-Child life skills and seed grant empowerment programs in partnership with other like-minded organisations.**

### 2.3. Adolescent Sexual and Reproductive Health and Rights

Nigeria is the most populous country in sub-Saharan Africa. It also has a very young population. The majority of the population is below the age of 25 years, with 22 percent of the country's population between the ages of 10-19 years. Data on sexual and reproductive health (SRH) outcomes in Nigeria highlight the importance of focusing on adolescents. At 576 maternal deaths per 100,000 live births, Nigeria accounts for roughly 14 percent of the global burden of maternal mortality (NDHS 2013/WHO 2014). Global evidence shows that young girls bear a higher burden of maternal mortality and morbidity.

NDHS 2018 reports the age of sexual debut is at 15 years in Nigeria. With the high level of risky sexual behaviours reported, there exist serious SRHR issues and they will continue to worsen if adequate prevention and control measures are not put in place. The reality of most young people is that they lack the right information to make informed decisions about their reproductive health. This is made worse with lots of myths and misconceptions which readily go viral with this group. The attitude of health care providers, the cost and availability of necessary commodities and services, the culture of silence, and other health determinants also further limit the access of young people to SRHR services.

The National Reproductive Health Policy was approved in 2010 by the Federal Government of Nigeria, to ensure availability and access to full sexual and reproductive health information and quality services. The Policy does this by seeking to address key issues it identifies, including low funding, inadequate human resources, poor integration of maternal and family planning services, the high cost of commodities at service delivery points, limited efforts at family planning demand creation, high unmet need for family planning, inadequately equipped facilities, and lack of linkages between adolescent reproductive health (ARH) services and the regular health service delivery system, poor coordination of ARH at state levels together with quality issues in STI/HIV/AIDS.

The median age at first sexual intercourse among women is 17.2 years, while the median age among men is 21.7 years. The median age at first sexual intercourse among women aged 25-49 in Nigeria is 17.2 years, while the median age among men is 21.7 years. On average, women initiate sexual intercourse 4.5 years earlier than men. The link below presents data from World Health Organization on Nigeria's Contraception within the context of adolescents' sexual and reproductive lives: Country profile

<https://apps.who.int/iris/bitstream/handle/10665/339481/WHO-SRH-20.22-eng.pdf>

The estimated maternal mortality ratio in Nigeria is 512 deaths per 100,000 live births during the 7-year period before the survey (with a 95% confidence interval of 447 to 578). Thus, for every 1,000 live births in Nigeria during the 7 years before the 2018 NDHS, approximately five women died during pregnancy, during childbirth, or within 2 months after childbirth. The lifetime risk of maternal death (0.029) indicates that of 1,000 women of exact age 15, about 29 (one in 34 women) would die before age 50 during pregnancy, during childbirth, or within 2 months of childbirth.

As regards SGBV, the survey reports that of women aged 15-49, (31%) have experienced physical violence and 9% have experienced sexual violence; 6% of women have experienced physical violence during pregnancy while 36% of ever-married women have experienced spousal physical, sexual, or emotional violence. The prevalence of one or more of these forms of spousal violence was higher in 2018 than in 2008 (31%) and 2013 (25%).

In humanitarian settings, 35 million girls and young women of reproductive age (15–24) are in urgent need of sexual and reproductive health (SRH) information and services. Young women and girls in humanitarian contexts are particularly vulnerable to unwanted pregnancies, unsafe abortion, gender-based violence, and early and forced marriage.

**SWAG responds to all these AYSRH needs through the implementation of its Data Made Simple Project which aims to ensure increased access to quality sexual and reproductive health information and services among young people in Nigeria. SWAG also prioritises these AYSRH issues by ensuring access and utilisation of information and services on SRH for women and girls in Internally Displaced person Camp. In partnership with other organisations, SWAG will conduct community and school outreaches on AYSRH-R**

## 2.4 SWAG’S PESTL ANALYSIS

The strategic planning process is a response to situations, changes, developments, and trends in both internal and external environments. Though SWAG has control over developments internally, the situation is not the same as changes (real or imagined or anticipated) in the external environment. SWAG needs to be aware of these changes and strategically position itself to respond by neutralising or minimising their effects on the organisation, its programs, and its services. Respondents captured the changes presented below and agreed that proactive measures will be required to address or respond to them either independently or in collaboration or partnership with other stakeholders.

### PESTL

Social		SWAG’s Proposed Response Actions
1	There is still a wide gap in societal knowledge as regards access to education, health, and empowerment. There are certain patriarchal beliefs in some African countries that the male is superior to the female gender and that the female voice should not be heard. The wrong cultural and religious views and opinions especially on girl-child education and empowerment resulted in community resistance.	Strategic Advocacies to key influencers, parents, and young people at community levels and targeting individuals who hold power.  Continuous public awareness and sensitization on the importance of girl-child education, health, and empowerment, and the negative impacts if these rights are not recognized, respected, and promoted.
Technology		SWAG’s Proposed Response Actions
1	The upsurge in online and digital activities.	Intensify advocacy awareness through the use of social media to increase reach and spread.

		Digital marketing and Search Engine Optimization.
2	High use of information technology gadgets by youths.	SWAG to explore using more videos and catchy images than narratives.
3	Cyberviolence and online bullying	SWAG to engage an expert to improve cyber security and remove comments and posts that promote bullying.
<b>Economic</b>		<b>SWAG's Proposed Response Actions</b>
1	Inflation	SWAG will run a cost-effective implementation plan and find ways to cut costs in areas that can accommodate them. Also, budget for contingencies.
2	Fluctuating foreign currency exchange rate.	SWAG will lock the rates within the period of project implementation to contain the risk of exposure to arbitrary fluctuations. Also, we will ensure banks give us the best rate.
3	Lack of sustainable Sources of Funding and Global economic meltdown	<p>Research and access more local and international foundations; and bilateral and multilateral grants.</p> <p>Advocate for increased funding and partnerships with state governments.</p> <p>Commercialise areas of expertise skills to public and private organisations in the region.</p> <p>Also look at the services it can continue to provide, regardless of resource availability.</p> <p>Increase crowdsourcing options for fundraising.</p>
<b>Political</b>		<b>SWAG's Proposed Response Actions</b>
1	Change in government comes with different policies that may be different from the existing ones.	Focus more on policy participation that shapes ideologies and policies that improve health, education, socio-economic situations, and spur development.
2	Unstable political climate/ civil unrest including criminal activities (kidnap for ransom and banditry).	SWAG will monitor the news and stay abreast with updated security information. Also, develop security protocols.

3	Inadequate funding and budgeting for Health and Education	SWAG has the opportunity to meet the immediate and vast demands of girls needing education, varied life skills, and employable skill acquisition.  Strengthen SWAG's capacity for Advocacy for increased funding
<b>Legal</b>		<b>SWAG's Proposed Response Actions</b>
1	Proposed NGO regulations.	Work actively with organised coalition groups to throw out this bill.
2	Increasing demand for good governance in the third sector. The government might clamp down or delist or penalise NGOs not compliant with statutory regulations of the CAC and relevant institutions.	Ensure annual returns are filed at the CAC and other regulatory requirements like Annual Returns, SCUML, Pension, Insurance, Tax, etc are adhered to.
3	Discriminatory laws and policies against women and girls.	Strategic advocacy to decision makers to review sections of laws and policy for immediate action

## 2.5 Organisational Assessment – SWOT Profile of SWAG

An analysis of its Strengths, Weaknesses, Opportunities, and Threats (SWOT) is necessary to provide the required information that will inform strategic actions to address internal organisational issues, as well as response actions to foreseeable external factors. This analysis is necessary to enable SWAG proactively to determine, discuss, and build consensus around specific actions to reinforce the strengths and achieve further improvement while also strategizing to convert the opportunities into advantages. On the other hand, information on weaknesses and threats is to inform measures that are necessary to strengthen the weak areas and overcome or reduce the risks posed by the threats identified.

The analysis revealed that SWAG has several **strengths** including its experience and expertise in her key thematic areas- Girls' education, SRHR, and Women Empowerment. Skills also include operations research, strategic communication, evidence-based advocacy, project implementation, and management; SWAG has a clear vision, goal, and objectives; Strategic stakeholder engagement at all levels; it is registered with CAC, which enhances credibility and ability to access funding; it can leverage on technology for communication and effective coordination; SWAG is a youth-led organisation and taps into the resources, innovation, and ingenuity of young people; Has an existing relationship with relevant Ministries, Departments, and Agencies; Pool of volunteers across states; Regular capacity building for staff; Office space and the existence of some organisational manuals



The **weaknesses** on the other hand include inadequate funds; no strategic plan; weak Board structure; as a youth-led organisation, it may experience staff attrition due to the dynamism of young people; no administrative policies and procedures manual as yet; No documented and clear succession planning for leadership in place and no Resource Mobilization Strategy and plan in place; Inconsistent management of documents produced over the years; Monitoring and Evaluation tools for project assessment; Inconsistent attention to indicators established for staff members and non- deliberate setting of growth milestone or indicators for each employee; weak organisation's internal Systems of control and operations across the departments is not adequately structured and developed to cater for the current dynamic growth of the space; Lack of vital specialised skilled staff, especially in the area of M&E, report writing, and proposal development.

The **opportunities** open to SWAG Initiative include the availability of relevant laws and policies that supports the implementation of interventions; SWAG Initiative is a member of several networks like AFRIYAN, SAYPHIN, Next Gen RH advisory group, IYAFP, and possible engagement with local foundations/ philanthropists; Increase in crowdsourcing options for fundraising; The emergence of social media platforms to reach more people on the Girl-Child status; Creation of learning hubs for adolescent and young people; Mentorship platforms for women and girls; Emerging needs for diversification/Involvement in new thematic areas (Environmental/Climatic Issues); Using innovative methods to address the increasing health and education needs in Nigeria as well as translating innovations into adoptive formats for scale up and replication; Institutionalisation and scale-up of its data made a simple model to new geographies

The threats as identified include inadequate commitment and support from government MDAs; Security threats; kidnaps, insurgency; Religious/political unrest; 2023 Elections and Campaigns in Nigeria could lead to political unrest; Inflation rate and fluctuations in the foreign exchange rate; Inadequate budgeting/ funding for Education and community resistance to girl-child education; changes in funding priorities; lack of community ownership;

The challenge the profile throws to SWAG is the need to consolidate the strengths, leverage support to strategically address and overcome the weaknesses, explore available opportunities, and work with others to either minimise or mitigate the impact of the threats. The collective efforts of the leadership, management, and staff, with support from partners and stakeholders, will bring about changes in many areas in the plan period. These changes will be evident in the areas of increased accountability, more emphasis on results rather than activities, and enhanced overall organisational capacity for effective performance.

## **2.6 Analysis of the Target Groups, Beneficiaries, and Collaborators**

Target and beneficiary groups and Collaborators are individuals, groups, organisations, and institutions who will either benefit from or provide support to programs and services to be implemented and offered by SWAG Initiative. These groups also include those whose positions and actions/decisions will

significantly influence the way things are done at all levels. Below is an overview of SWAG’s target and beneficiary groups and collaborators and their demands as well as the demands of the organisation.

<b>Target Group/Beneficiary Group</b>	<b>Their Demands and Requirements from SWAG</b>	<b>SWAG demands and requirements</b>
Adolescents and youth (In School, out of School, IDPs,	<ul style="list-style-type: none"> <li>● Mentoring, training, confidentiality, commodities and services, information, skill building/ empowerment, capacity building, linkages and referrals, recommendations</li> </ul>	<ul style="list-style-type: none"> <li>● Time, information, networking power, innovation, skill, participation</li> <li>● Provide honest feedback on n the program</li> <li>● Provide accurate personal basic information to enhance accurate data collection and interpretation</li> </ul>
CBOs, FBOs, NGOs	<ul style="list-style-type: none"> <li>● Training, mentoring, partnership, joint advocacy, technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>● Partnership for sustainability and resource leveraging (joint advocacy)</li> <li>●</li> </ul>
INGOs	<ul style="list-style-type: none"> <li>● Technical expertise</li> <li>● Partnerships</li> <li>● Report/documentaries and success stories</li> <li>● Return on investment</li> <li>● Promotion</li> </ul>	<ul style="list-style-type: none"> <li>● Funding</li> <li>● Commodities and services</li> <li>● Capacity building</li> </ul>
Community/Parents	<ul style="list-style-type: none"> <li>● Information and services, linkages and referrals, trust, partnership, networking,</li> </ul>	<ul style="list-style-type: none"> <li>● Safety and security, buy-in, cooperation, information, trust, ideas, partnership, networking.</li> <li>● Ownership</li> <li>● Ensure students’ retention</li> </ul>
Private-sector Philanthropic organisations	<ul style="list-style-type: none"> <li>● Information, partnership, publicity, technical</li> </ul>	<ul style="list-style-type: none"> <li>● funding</li> <li>● capacity building</li> </ul>

	<p>expertise, accountability, service delivery</p> <ul style="list-style-type: none"> <li>● Marketing traction</li> </ul>	<ul style="list-style-type: none"> <li>● networking and referrals</li> <li>● legal support</li> </ul>
Media	<ul style="list-style-type: none"> <li>● information and content</li> <li>● subject matter experts</li> <li>● capacity building</li> <li>● data and evidence</li> </ul>	<ul style="list-style-type: none"> <li>● accountability/advocacy</li> <li>● visibility</li> <li>● public enlightenment</li> </ul>
MDAs	<ul style="list-style-type: none"> <li>● policy implementations</li> <li>● Data and Evidence</li> <li>● Technical assistance and partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● Policy formation &amp; review</li> <li>● Ownership and accountability</li> <li>● Funds allocation, timely release, and appropriation</li> </ul>
Private Individual donors	<ul style="list-style-type: none"> <li>● Information and actual project deliver</li> <li>● Reports</li> <li>● Data and research findings</li> <li>● Promotion</li> </ul>	<ul style="list-style-type: none"> <li>● Buy-in</li> <li>● Regular funding</li> <li>● Sustained partnership</li> <li>● Consistent support</li> <li>● Feedback</li> </ul>
Teachers and caregivers/mentors	<ul style="list-style-type: none"> <li>● Capacity building/training</li> <li>● Services and commodities</li> <li>● Information</li> <li>● Technical assistance</li> <li>● Networking</li> </ul>	<ul style="list-style-type: none"> <li>● Buy in</li> <li>● Accountability</li> <li>● Mentoring</li> <li>● Referrals and linkages</li> <li>● Trust and confidentiality</li> <li>● Networking</li> <li>● Feedback</li> <li>● Information</li> </ul>
Multilateral/Bilateral/Foundations	<ul style="list-style-type: none"> <li>● Technical expertise</li> <li>● Partnerships</li> <li>● Report/documentaries and success stories</li> <li>● Return on investment</li> <li>● Promotion</li> </ul>	<ul style="list-style-type: none"> <li>● Funding</li> <li>● Capacity building</li> </ul>

### SECTION 3: STRATEGIC OPTIONS FOR GROWTH

No organisation has the capacity and capability to do everything and therefore, making choices out of the different alternatives is a decision to be made, knowing that the choices made have implications for the now and for the future. It's about decision-making on program scope and focus, human resource and staffing, organisational structure, governance, vision, mission and values of the organisation, target groups to be served, and management systems. The table below presents a framework to document the consensus reached on strategic actions and strategies to be pursued to facilitate the development and sustainability of the organisation.

<b>Strategic operational area (s)</b>	<b>Options</b>	<b>Decision</b>
Constitution	<ul style="list-style-type: none"> <li>● Retain the constitution as it is</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Amend the constitution</li> </ul>	Amend the constitution (Develop terms of reference for board of trustees, board of directors)
Geographical coverage and Focus	<ul style="list-style-type: none"> <li>● Focus work in the current state</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>● Spread to neighbouring States</li> <li>● Focus on rural communities</li> </ul>	<p>Northeast, west and central (DMS states)</p> <p>Focus on rural and urban slum communities</p>
Program Strategies	<ul style="list-style-type: none"> <li>● Maintain status quo</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>● Modify and expand strategies (to include what?)</li> </ul>	<p>Strategic communication (SBCC)</p> <p>Virtual Safe Spaces</p> <p>Partnerships</p> <p>Capacity building</p> <p>Advocacy</p> <p>Community engagement/Dialogue</p> <p>Research (outsourced/In house)</p> <p>Media (social, traditional)</p>

Targets and beneficiary groups	<ul style="list-style-type: none"> <li>● Focus on existing target groups</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Expand the target groups based on program focus and strategies (provide details)</li> </ul>	Focus on existing target audience
Program areas	<ul style="list-style-type: none"> <li>● Maintain Status quo</li> <li>● OR</li> <li>● Redefine</li> </ul>	Redefine- integrate mental health, climate change, and safe spaces curriculum into program areas (Education; ASRH-R and Empowerment)
Vision and mission	<ul style="list-style-type: none"> <li>● Retain the current vision and mission</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Review/revise current vision and mission statements</li> </ul>	Revise current vision to expand the scope
Board	<ul style="list-style-type: none"> <li>● Maintain status quo</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Modify and expand strategies (to include what?)</li> </ul>	Expand and strengthen the board.
Core values	<ul style="list-style-type: none"> <li>● Retain the current core values</li> <li>● OR</li> </ul> <p>Review/revise current core values</p>	Retain the current core values
Human resources/staffing	<ul style="list-style-type: none"> <li>● Maintain status quo</li> </ul> <p><u>OR</u></p> <ul style="list-style-type: none"> <li>● Re-staff completely based on program areas and scope and expected results</li> </ul>	Staff members upgrade for program area's needs.

Finance Unit	<ul style="list-style-type: none"> <li>● Retain the Existing financial management system</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Review and upgrade the financial management system</li> </ul>	<p>Review and upgrade the financial management system for internal controls.</p> <p>Support finance unit with technical and human support.</p> <p>Draft and institute an administrative policy.</p>
Research/M&E	<ul style="list-style-type: none"> <li>● Retain</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Upgrade and strengthen</li> </ul>	Upgrade/recruit
Management Team	<ul style="list-style-type: none"> <li>● Maintain the status quo</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>● Expand the Management Team</li> </ul>	<ul style="list-style-type: none"> <li>● Expand the Management Team by including a head of programs in the management team and instituting structured meeting</li> </ul>
Partnership and collaboration		Strengthen current links and expand to more CSOs and government institutions in other parts of the country.

### 3.1 Vision Statement

The vision statement of an organisation describes with clarity what the organisation wants to become and or the impact it wishes to make in society in the years to come. The vision statement remains as it is as the organisation still conducts ad-hoc, stand-alone health outreaches which promote good healthcare. The following is the vision statement:

**“Every Girl No matter where she is Born or Found is empowered to fulfil her maximum potentials”.**

### **3.2 Mission statement**

The mission statement was also retained, indicating what SWAG Initiative should be doing to bring the vision into reality:

**“To promote a safe and supportive environment for social, economic, academic and healthy development of Girls”.**

### **3.3 SWAG’s Core Values**

The following are the core values, together with the understanding of the values, which SWAG identifies with and considers very important to the achievement of the purpose of the organisation. They will continue to guide SWAG in its operations and relationship with people within and outside the organisation.

1. Integrity;
2. Leadership;
3. Service
4. Empathy

## **SECTION 4: SWAG INITIATIVE’S PROGRAMMES AND STRATEGIES**

### **4.1 Strategies**

Strategies are broad approaches used to achieve the goals and outcomes of an organisation or a project. The team agreed on a set of strategies that SWAG will use in delivering its programs and services in the strategic plan period. To a large extent, they determine or influence the choice of activities to be undertaken to achieve the outcomes.

#### **Partnership**

SWAG is conscious of its limitations in terms of human, financial, material, technical, and technological resources, considering the size of Nigeria. Therefore, SWAG will within the plan period establish and implement mechanisms for partnership development and establish linkages with other stakeholders whose efforts could complement it in expanding coverage and maximising its limited resources. The process to be employed by SWAG include identifying issues and actions for partnership, identifying organisations with which to partner on the selected issues and actions, and negotiating partnership agreement and executing partnership agreement (e.g., MoU).

## **Community Engagement**

A lot of myths and misunderstandings about girl-child education prevail among people. There is a need to have adequate information on this issue to enable people to make informed decisions about enrolling their female wards in formal education and retaining them. The awareness and mobilisation strategy have the potential to impact on attitudes, behaviours, and practices of parents and community gatekeepers which can lead to increased enrolment of youths, especially girls. The expected outcome of intensified and well-directed awareness and sensitization are increased knowledge of SWAG programs, increased support of community and opinion leaders, and increased education enrolment and retention. Examples of activities that will feature under this strategy will include media publicity, dialogues and making courtesy/advocacy visits.

## **Capacity Building**

The SWAG's CB strategy aims at building and strengthening the knowledge, skills, and attitudes/behaviour of women, health workers, teachers, and girls that will benefit or be involved in its program implementation. Training would be backed up with follow-up mentoring, seed granting (where necessary), and supportive supervision to make the empowerment programs more effective.

## **Media Campaigns (Traditional and social media)**

There is a considerable level of ignorance and apathy about girl-child education and economic opportunities among young people. These key issues of global relevance are yet to attain the needed national relevance they deserve. SWAG will continue to emphasise the social mobilisation of youths to create awareness through the use of social and traditional media.

## **Advocacy**

The cultural and religious environment of SWAG is highly sensitive to issues of education, gender equality, and child rights. Hence, there is a low level of commitment in terms of the implementation of appropriate policies and legislation. Apart from poor government commitment and inadequate infrastructure in the Education sector, religious extremist views, negative beliefs, and cultural practices are part of the critical factors that account for low enrolment and retention of the girl-child. Consequently, government leaders and policymakers, religious leaders, as well as men who are custodians of beliefs, practices, and traditions and decision-makers at community and family levels constitute a strategic group to which advocacy must be directed. SWAG's advocacy strategy is therefore to catalyse the implementation of relevant policies relating to Education and SRHR and make the environment (policy and legislative) enabling for its programs and activities. It will also address resistance and remove barriers that may militate against girls' ability to access basic education and SRH services.

## **Research and Communication**

Research and communication refer to a systematic investigation and gathering of data, information to establish facts and manage information and assist organisations and individuals in the advancement of



knowledge and strategic decision-making. SWAG Initiative will use this strategy to improve its project design and management through effective data generation and management. This will involve SWAG designing and undertaking research and strategic information interventions while also linking up with organisations to obtain data and use such in improving the quality of interventions

### **Virtual Safe Spaces**

Safe spaces for women and girls have been established as a key approach to reaching adolescent girls and providing them with access to Sexual and Reproductive Health (SRH) information, links to services, skill-building, peer connection, and support. Yet, access to physical safe spaces is often limited for adolescent girls because of security concerns, gender norms, and domestic responsibilities. SWAG intends to deploy this strategy to enable women and girls to access information on SRH, GBV, Life Skills, Self-Care and Empowerment.

### **4.2. Strategic Program Area, Components, Goals, and Outcomes:**

In this Strategic Plan, SWAG has two (2) program goals, and (4) program outcomes including institutional. The goals and outcomes have been used to design the results framework for the Plan. The framework has a set of main activities that will be implemented to achieve the outcomes of the Plan. The framework makes provisions for targets to be achieved in three years, with the intention of moving efforts beyond activities to results. Also, in the plan, performance indicators have been defined against the main activities. SWAG will use annual operational plans to implement this strategic plan by breaking the main/broad activities into sub-activities and tasks. A total of three (3) Operational Plans will be required during the 3- year period to operationalize the Strategic Plan.

**Below is the SWAG Strategy Map:**

“Every Girl No matter where she is Born or Found is empowered to fulfil her maximum potentials”.

“To promote a safe and supportive environment for social, economic, academic and healthy development of Girls”.

Our Goal is to

To increase by 20% access of girls to education, health, and empowerment programs driven by girls and optimally contributing to their wellbeing and development in Nigeria by 2025

To achieve our goal, we will sustain our ability to change and improve on

Adolescents’ access to sexual and reproductive health information and services

Empowering Adolescent girls to make informed decisions

Enrolment and retention of girls in schools

Organizational systems and performance

To succeed in our quest, we deploy the following strategies

Advocacy

Partners hips

Virtual Safe spaces

Community Engagement

Research and Communicatio

Capacity Building

Media Campaigns last

Underpinned by our values

Integrity

Service

Empathy

Leadership.

### 4.3 Results-Based Framework

[Goal, Outcomes, Main Activities, Outputs, Performance Indicators, Means of Verification and Targets]

<b>Outcome:</b> Increased access to sexual and reproductive health information and services by Adolescent and Young People in Nigeria				
<b>Component 1: Family Planning</b>				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
Map out CBOs/FBOs/NGOs/INGOs working on sexual and reproductive health issue to collaborate on increasing access to sexual and reproductive health information and services by Adolescent and Young People in Nigeria	CBOs/FBOs/NGOs/INGOs working on sexual and reproductive health issues to collaborate on increasing access to sexual and reproductive health information and services by Adolescent and Young People in Nigeria mapped out.	# of CBOs/FBOs/NGOs/INGOs mapped.	Reports, data, pictures, success stories	<b>30</b> CBOs/FBOs/NGOs/INGOs working on sexual and reproductive health issue to collaborate on increasing access to sexual and reproductive health information and services by Adolescent and Young People in Nigeria data gathered

<p>Conduct situation analysis on Family Planning access and utilisation among adolescent and young people in 8 states in Nigeria</p>	<p>Situation analysis on Family Planning access and utilisation among adolescent and young people in 8 states in Nigeria conducted.</p>	<p># of states reports on situation analysis</p>	<p>Fact sheet, report</p>	<p>Situation analysis on Family Planning access and utilisation among adolescent and young people in <b>8</b> states in Nigeria</p>
<p>Develop criteria to select health workers (CHEWS, JCHEWs, midwives, Family Planning coordinators) to improve knowledge on AYSRH information and services online (Apps, WhatsApp, twitter, Facebook) and onsite.</p>	<p>Criteria for Health workers (CHEWS, JCHEWs, midwives, Family Planning coordinators) selection developed.</p>	<p># of health workers selected</p>	<p>Pre and post-test, reports, video,</p>	<p>4320 health workers selected from 6 communities in 8 states trained on FP information and services.</p>

<p>Conduct High-level advocacy to decision makers (Health, NPHDA, Budget, Local Government)</p> <ul style="list-style-type: none"> <li>● Increase in the allocation of funds for Family planning.</li> <li>● Provision of Family planning commodities in youth-friendly centres and places where adolescents and youth converge</li> </ul>	<p>High level advocacy to decision makers conducted.</p> <ul style="list-style-type: none"> <li>● High-level advocacy to the Ministry of Budget and Health for an increase in the allocation of funds for FP conducted.</li> <li>● High-level advocacy to the National Primary Health Care Development Agency for the Provision of Family planning commodities in youth-friendly centres.</li> </ul>	<p># Of high-level advocacies conducted</p>	<p>reports and pictures, advocacy fact sheets produced</p>	<p>200 decision-makers reached across 8 states in Nigeria.</p>
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<p>Conduct community sensitization on FP information at the community level</p>	<p>Community sensitization on FP information at community level conducted.</p>	<p># of adolescent and young people reached with FP information and services</p>	<p>reports and pictures, testimonials from community members</p>	<p>800,000 adolescents and young people reached with FP information.</p>
<p>Conduct capacity needs assessment for service providers.</p>	<p>Capacity need assessment for service providers conducted</p>	<p># of responses received from capacity assessment conducted for service providers</p>	<p>Questionnaires, reports,</p>	<p>1000 service providers responses received through capacity need assessment.</p>
<ul style="list-style-type: none"> <li>● Engage/retrain service providers to ensure access to youth friendly FP information and services.</li> <li>● Improve knowledge on AYSRH information and services online (Apps, WhatsApp, twitter, Facebook) and onsite.</li> </ul>	<p>Service providers engaged and retrained to ensure access to youth friendly FP information and services.</p>	<ul style="list-style-type: none"> <li>● # of service providers trained.</li> <li>● # of adolescents and young people reached with FP information and services by service providers.</li> <li>● # of online platforms used by health workers to reach AYPs with FP information and services.</li> </ul>	<ul style="list-style-type: none"> <li>● Reports and pictures</li> <li>● Pre/post-test, attendance sheets</li> <li>● Screenshots of the number of platforms used to disseminate FP information and services.</li> <li>● Success stories from AYPs</li> </ul>	<p>480 service providers trained on ensuring access to FP information and services.</p>

<p>Link/refer clients to service providers for FP commodities.</p>	<p>Clients to access FP commodities linked and referred.</p>	<ul style="list-style-type: none"> <li>● # of linkages centres and referrals identified</li> <li>● # of adolescent and young people accessibility to FP commodities.</li> <li>● # of clients who used FP commodities.</li> </ul>	<ul style="list-style-type: none"> <li>● Records of usability of FP commodities by adolescent and young people</li> <li>● Attendance of adolescent and young people accessing linked centres on FP commodities and services.</li> </ul>	<p>800,000 adolescents and young people reached with FP information through 120 referral services for FP commodities.</p>
<p>Collaborate with stakeholders in the development of SBCC content and material.</p>	<p>Collaboration with stakeholders in the development of SBCC content and material conducted.</p>	<ul style="list-style-type: none"> <li>● # stakeholders collaborated with.</li> <li>● # of SBCC content created.</li> </ul>	<p>Pictures, attendance, videos, report etc</p>	<p>144 stakeholders across 8 states in 3 years.</p>

Production and distribution of SBCC material.	SBCC content and materials developed, produced and distributed.	<ul style="list-style-type: none"> <li>● # of SBCC materials produced and distributed.</li> <li>● # of people reached with SBCC materials.</li> </ul>	Pictures, attendance, videos, report etc	1000000 SBCC materials for FP messaging developed, produced and distributed
Conduct community dialogue on generating demand for Family planning information and services.	Community dialogue with leaders on generating demand for Family planning information and services conducted.	<ul style="list-style-type: none"> <li>● # of community leaders.</li> <li>● # of community members reached</li> </ul>	<ul style="list-style-type: none"> <li>● Reports and pictures.</li> <li>● Success stories generated from community members.</li> </ul>	240 community leaders reached with information on generating demand on Family planning information and services



Train and strengthen the capacity of state actors and FP advocates.	FP advocates trained and state actors capacity strengthened.	<ul style="list-style-type: none"> <li>● # of training conducted.</li> <li>● # of state actors/ FP advocates trained.</li> </ul>	Pre and post test, pictures and videos.	500 state actors and FP advocates reached across 8 states.
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**Component 2: Family Life and HIV Education**

Collaborate with stakeholders in the development of SBCC content and material.	Collaboration with stakeholders in the development of SBCC content and material conducted.	<ul style="list-style-type: none"> <li>● # of engagements with stakeholders.</li> <li>● # of SBCC content developed.</li> </ul>	Pictures, attendance, videos, report etc	144 stakeholders across 8 states in 3 years.
Production and distribution of SBCC material.	SBCC content and materials developed, produced and distributed.	<ul style="list-style-type: none"> <li>● # of SBCC materials produced and distributed.</li> <li>● # of people reached with SBCC materials</li> </ul>	Pictures, attendance, videos, report etc	1,000,000 SBCC materials for FP messaging developed, produced and distributed

<p>Conduct Community Sensitization on FLHE information in 8 states in Nigeria. (Schools, IDPs, people with disability)</p>	<p>Community Sensitization in 8 states in Nigeria conducted.</p>	<ul style="list-style-type: none"><li>● # of community sensitization conducted.</li><li>● # of people reached in communities.</li></ul>	<p>Pictures, attendance, videos, report etc</p>	<p>800,000 adolescents and young people reached with FLHE information and linkage/referral to services.</p>
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<p>Link/refer clients to service providers for FLHE commodities.</p>	<p>Client to access HIV commodities from service providers linked and referred.</p> <p>FLHE commodities accessed by adolescents and young people.</p>	<ul style="list-style-type: none"> <li>● # of linkages centres and referrals identified.</li> <li>● # of adolescent and young people accessibility to FLHE commodities.</li> <li>● # of usability of FLHE commodities.</li> </ul>	<ul style="list-style-type: none"> <li>● Records of usability of FLHE commodities by adolescent and young people</li> <li>● Attendance of adolescent and young people accessing linked centres on FLHE commodities and services.</li> </ul>	<p>800,000 adolescents and young people reached with FLHE information through 120 referral services for FLHE commodities.</p>
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<p>Establish online platforms for FAQs on FLHE.</p>	<p>Online platforms established for questions and answers on FLHE issues.</p>	<ul style="list-style-type: none"> <li>● # online platforms have been established.</li> <li>● # of questions answered on the online platforms.</li> </ul>	<p>Links to online platforms, list of questions from offline platforms, screenshots, pictures.</p>	<p>1500000 adolescents and young people online reached with information on FLHE globally.</p>
<p>Orientate /engage social media influencer on messaging for FLHE on AYP</p>	<p>Social media influencer trained and engaged on Messaging for FLHE for AYP</p>	<p># of people who viewed, reacted, liked, and commented on FLHE messages.</p>	<p>Links to online platforms, list of questions from offline platforms, screenshots, pictures</p>	<p>1500000 adolescents and young person's online reached by the identified social media influencer with information on FLHE.</p>

<p>Hold counselling sessions (Online and physical safe space) for Adolescent and youth sexual and reproductive health information.</p>	<ul style="list-style-type: none"> <li>● Hold counselling sessions (Online and physical safe space) for Adolescent and youth sexual and reproductive health information.</li> <li>● Hold mentorship sessions on mental health and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>● # of Adolescents reached.</li> <li>● # of online platforms created.</li> </ul>	<p>Links to online platforms, list of questions from offline platforms, screenshots, pictures.</p>	<p>800,000 adolescents and young people reached with information and linkage/referral to services.</p>
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**Component 4: Female Genital Mutilation (FGM)**

<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
<p>Conduct community dialogue on generating demand for FGM information and services.</p>	<p>Community dialogue with leaders on generating demand for FGM information and services conducted.</p>	<ul style="list-style-type: none"> <li>● # of community leaders identified.</li> <li>● # of community leaders.</li> </ul>	<ul style="list-style-type: none"> <li>● Reports and picture</li> <li>● success stories</li> </ul>	<p>240 community leaders reached with information on generating demand on FGM information and services</p>

Conduct community sensitization on harmful cultural practices of FGM at community level.	Community sensitization on harmful cultural practices of FGM at community level conducted.	<ul style="list-style-type: none"> <li>● # of communities identified.</li> <li>● # of community members.</li> <li>● # of community members with improved knowledge.</li> </ul>	Attendance sheets, videos, success stories, reports and pictures.	800,000 adolescents and young people reached with information on harmful cultural practices on FGM
Link/refer FGM survivors for legal redress.	<ul style="list-style-type: none"> <li>● FGM survivors to access legal redress link and referred.</li> <li>● Legal redress accessed by FGM survivors.</li> </ul>	<ul style="list-style-type: none"> <li>● # of linkages centres and referrals identified.</li> <li>● # of adolescent and young people accessibility to legal redress on FGM.</li> <li>● # of FGM survivors who received justice with success stories.</li> </ul>	Attendance of adolescent and young people accessing linked centres on legal redress for FGM.	100,000 adolescents and young people reached with FGM information through 5 referral services

Select and orientate media personnel on effective messaging for dispelling myths and misconceptions on harmful cultural practices of FGM.	Media personnel selected and oriented on effective messaging for dispelling myths and misconceptions on harmful cultural practices of FGM.	# of media personnel trained.	Training manuals and recording from meetings.	240 media personnel increased knowledge on FGM messaging.

**Component 5: Sexual and Gender Based Violence**

<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
Conduct dialogue meetings with community leaders on SGBV to galvanise support at community level.	Dialogue meetings with community leaders on SGBV to galvanise support at community level.	# of community leaders.	reports, pictures and videos.	1440 community leaders reached on SGBV information.
Conduct town hall meetings across communities in 8 states in Nigeria.	Town hall meetings across communities in 8 states in Nigeria conducted.	<ul style="list-style-type: none"> <li>● # of town hall meetings conducted.</li> <li>● # of persons in attendance.</li> </ul>	reports, pictures and videos.	23,040 community members reached across 6 communities

				s in 8 states in Nigeria.
Create onsite/online campaigns on SGBV (Screen videos).	Campaign on SGBV created.	<ul style="list-style-type: none"> <li>● # of onsite campaigns conducted.</li> <li>● # of online campaigns conducted.</li> <li>● # of adolescents and youth reached as a result of the SGBV campaign.</li> <li>● # of live shows conducted.</li> </ul>	Screenshots, likes, video, attendances.	1000000 adolescent and youth reached through SGBV campaign.
Link/refer clients to SGBV service providers.	SGBV survivors linked and referred to SGBV response centres.	<ul style="list-style-type: none"> <li>● # of linkages centres and referrals identified.</li> <li>● # of SGBV survivors identified.</li> <li>● # of adolescent and young people accessibility to</li> </ul>	<p>Records of usability of FLHE commodities by adolescent and young people.</p> <p>Attendance of adolescent and young people accessing SGBV response centres.</p>	200,000 adolescents and young people reached with SGBV information through 24 referral services.



		<p>SGBV response centres.</p> <ul style="list-style-type: none"> <li>● # of usability of SGBV toll lines.</li> </ul>		
<p>Create a referral/linkage for survivors of SGBV, persons to access legal redress.</p>	<ul style="list-style-type: none"> <li>● SGBV survivors to access legal redress link and referred.</li> <li>● Legal redress accessed by SGBV survivors.</li> </ul>	<ul style="list-style-type: none"> <li>● # of linkages centres and referrals identified.</li> <li>● # of adolescent and young people accessibility to legal redress on SGBV.</li> <li>● # of SGBV survivors who received justice with success stories.</li> </ul>	<p>Attendance of adolescent and young people accessing linked centres on legal redress for SGBV.</p>	<p>100,000 adolescents and young people reached with SGBV information through 5 referral services</p>

**Program Area: Empowerment**

**Outcome:** Increased number of Adolescent girls empowered to make informed decisions concerning their lives and negotiate actions that affect them in Nigeria.

Main Activity	Output	Performance Indicator	MOV	Target
<b>LIFE SKILLS FOR GIRLS AT SAFE SPACES</b>				
Develop criteria for selection of girls.	Documents detailing criteria for girls' selection developed.	<ul style="list-style-type: none"> <li>● One developed criteria document drafted.</li> </ul>	Training manuals, safety hand books, reports of training, pictures, short videos, attendance sheets, success stories of girls and pre and post test	<ul style="list-style-type: none"> <li>● 900 girls empowered with life skills in 10 states in Northern Nigeria in 3 years</li> <li>● Number of Partner organisations</li> </ul>
Publicise the program for community awareness.	Adverts for program publicised in communities	<ul style="list-style-type: none"> <li>● # of advert materials disseminated and girls informed.</li> </ul>		
Administer criteria (questionnaires) for girls' selection in the communities.	Administration process for criteria conducted in communities.	<ul style="list-style-type: none"> <li>● # of girls interviewed in the communities.</li> </ul>		
Interview girls who met the criteria for selection	Girls interviewed in the communities.	<ul style="list-style-type: none"> <li>● Database of girls shortlisted for the program.</li> </ul>		
Analyse interview results or responses for girls' selection.	analysis of interview responses completed.	<ul style="list-style-type: none"> <li>● # of girls shortlisted for the training.</li> </ul>		

<p>Select girls to be trained and mentored on life skills in 10 states in Northern Nigeria.</p>		<ul style="list-style-type: none"> <li>● # of girls trained and mentored on life skills.</li> </ul>		
<p>Train and mentor girls on life skills at Safe Spaces in 10 states in Northern Nigeria to make informed decisions. Map out and select partner organisations to collaborate with for provision of safety hand books to girls.</p>		<ul style="list-style-type: none"> <li>● MoU document drafted and signed</li> </ul>		
<p>Partner with other organisations to provide safety hand books for girls (IN-SCHOOL GIRLS amongst the selected girls)</p>		<ul style="list-style-type: none"> <li>● # of hand books disseminated.</li> </ul>		
<p>Supervise girls enrolled into the programmed quarterly for sustainability</p>		<ul style="list-style-type: none"> <li>● M &amp; E document on girls' assessment.</li> </ul>		

**PROVIDING GRANTS (N50,000) AND BUSINESS MANAGEMENT SKILLS FOR 500 YOUNG WOMEN IN 5 STATES IN NORTHERN NIGERIA**

<ul style="list-style-type: none"> <li>● Develop criteria for selection of young women.</li> <li>● Publicise the program for community awareness.</li> <li>● Administer criteria (questionnaires) for young women selection in the communities.</li> <li>● Interview young women who met the criteria for selection</li> <li>● Analyse interview results or responses for women selection.</li> <li>● Select young women to be trained on business management and provided with grants for start-up &amp; business expansion</li> <li>● Train young women on business management skills and provide them with grants. (N50,000)</li> </ul>	<ul style="list-style-type: none"> <li>● Documents detailing criteria for women selection developed.</li> <li>● Adverts for program publicised in communities</li> <li>● Administration process for criteria conducted in communities.</li> <li>● Young women interviewed in the communities.</li> <li>● Analysis of interview responses completed.</li> <li>● Selection of women completed in 5 states.</li> <li>● Young women trained in business management and provided with grants for business start-up and business management.</li> </ul>	<ul style="list-style-type: none"> <li>● One developed criteria document drafted.</li> <li>● # of advert materials disseminated and women informed.</li> <li>● # of women interviewed in the community.</li> <li>● # of women shortlisted for the training.</li> <li>● Database of women shortlisted for the program.</li> <li>● # of young women provided with grants and trained on business management skills</li> </ul>	<p>Reports, Attendance, short videos and pictures.</p>	<p>500 young women provided with grants and support for business growth in 5 states in Northern Nigeria in 3 years.</p>
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<b>LIFE SKILLS TRAINING FOR 6000 GIRLS THROUGH DIGITAL PLATFORMS</b>				
<ul style="list-style-type: none"> <li>● Develop criteria for the selection of facilitators for the program.</li> <li>● Select facilitators for the program based on criteria developed.</li> <li>● Identify digital platforms for training girls on life skills</li> <li>● Develop criteria for the selection of girls.</li> <li>● Publicise Call for Application flyers on social media</li> <li>● Select girls based on eligibility for the program.</li> <li>● Notify successful participants of their</li> </ul>	<ul style="list-style-type: none"> <li>● Facilitators for the program are identified and selected.</li> <li>● Digital platforms for the training program are identified.</li> <li>● Criteria and eligibility manual for the selection of girls to be enrolled are drafted.</li> <li>● Adverts for programs published on social media and other media outlets.</li> <li>● Selection and Registration Process of Girls into Program Is Carried Out.</li> <li>● Acceptance mails and durability of program is communicated to the selected girls via email</li> </ul>	<ul style="list-style-type: none"> <li>● # of expert facilitators participating in the program.</li> <li>● Accessibility to digital platforms for training of girls.</li> <li>● Availability of criteria document.</li> <li>● # of girls who applied for the program.</li> <li>● Database of girls selected for the program.</li> <li>● Enrolment of girls into the program.</li> <li>● # of girls registered on digital platforms for life skills training.</li> <li>● # of girls trained who completed training.</li> </ul>	<p>Reports, Attendance, presentation slides, pictures and pre &amp; post tests</p>	<p>6000 girls trained on life skills in 3 years</p>

<p>admission into the program.</p> <ul style="list-style-type: none"> <li>● Register girls for training on life skills using digital platforms.</li> <li>● Train girls on life skills using digital platforms (WhatsApp, Telegram, Zoom, Google Meet and SWAG’s social media platforms.</li> </ul>	<ul style="list-style-type: none"> <li>● Registered girls on digital platforms for life skills training.</li> <li>● Girls are trained on life skills and issued certifications</li> <li>● Registered girls on digital platforms for life skills training.</li> <li>● Girls are trained on life skills and issued certifications.</li> </ul>			
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**25 PRIVATE ORGANISATIONS TO ENROL GIRLS FOR INTERNSHIP AND FELLOWSHIP**

<ul style="list-style-type: none"> <li>● Select private organisations offering internship and fellowship programs.</li> <li>● Partner with 25 private organisations for enrolment of girls into internship and fellowship programs for employability and integration.</li> </ul>	<ul style="list-style-type: none"> <li>● Identified private organisations for engagement.</li> <li>● Partnership with private organisations to enrol girls for internship and fellowship programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Database of private organisations offering internship and fellowship programs.</li> <li>● MoU documents signed</li> </ul>	<ul style="list-style-type: none"> <li>● Reports, pictures, certificate, employment letters and videos</li> </ul>	<ul style="list-style-type: none"> <li>● 25 private organisations for internship and fellowship.</li> <li>● # Girls enrolled for internship and fellowship programs.</li> </ul>
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<p>Integrate 200 girls from organisation's database with excellent performance from previous vocational training program into fellowship and internship program for employability purpose</p>	<ul style="list-style-type: none"> <li>Selected girls are empowered to access employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Review database and carry out a needs assessment to determine criteria for the selection of the beneficiaries</li> <li>Put out a call for the selected girls to apply into programs made available</li> </ul>	<ul style="list-style-type: none"> <li>Document detailing selection process and criteria of the selection of girls</li> <li>A key performance evaluation of the selected girls</li> </ul>	<ul style="list-style-type: none"> <li># girls whose applications are accepted into the different fellowship and internship programs</li> <li># girls who are able to complete their programs</li> </ul>
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<b>Program Area: Education</b>				
<b>Outcome:</b> Increased number of enrolment and retention of girls in school by at least 150,000 in Nigeria - north central, west and north east				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
Conduct a desk review on the state of basic and secondary education including the why behind the out-of-school rates in implementing states.	Desk review on the state of enrolment and retention of girls in the 8 states identified	# Of desk reviews conducted.	Reports,	24 Ministries and boards/agencies in Education



<p>Validate and disseminate desk review and galvanise buy-in from partners, key stakeholders and the general public using social platforms/website</p>	<ul style="list-style-type: none"> <li>● Desk review disseminated to partners, key stakeholders, and the general public using social platforms/website</li> <li>● Policy briefs and desk review report on basic and secondary education developed and disseminated using social platforms/website and offline</li> <li>● key stakeholders and partners buy into the thematic area outcome by partnering and/or collaborating with the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>● # Of desk review disseminated</li> <li>● # Of partners and key stakeholders reached</li> <li>● # Of partners and stakeholders make commitments to buy-in</li> <li>● # Of persons reached</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance, pictures report, commitments copies of desk reviews, link to published document</li> </ul>	<ul style="list-style-type: none"> <li>● 32 ministries and boards/agencies. (Ministry stakeholder per state, 1 Board/agency stakeholder per state)</li> <li>● 40 partners (5 per state)</li> </ul>
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<p>Train media personnel on the importance of girl child education, girls in STEM and gender equality towards improved messaging on girl child education and gender equality</p>	<p>Media personnel trained on the importance of girl child education, girls in STEM and gender equality towards improved messaging on girl child education and gender equality.</p>	<p># Of media personnel trained</p>	<p>pictures, attendance, reports and videos, media mentions</p>	<p>80 media personnel (new and old media) trained; 10 per state.</p>
<p>Identify and select schools of implementation in all 8 states</p>	<ul style="list-style-type: none"> <li>● Criteria for selection developed</li> <li>● Schools closest to implementing communities identified.</li> <li>● Approval and access gotten from education boards/agencies</li> </ul>	<ul style="list-style-type: none"> <li>● # Of schools identified</li> <li>● # Of schools selected</li> <li>● # Of approvals</li> </ul>	<p>Approval letter from the board</p>	<p>160 schools (20 schools per state)</p>

<p>Train teachers on gender equality and psychosocial support towards creating an enabling environment for in-school girls.</p>	<p>Teachers trained on gender equality and psychosocial support towards creating an enabling environment for in-school girls.</p>	<p># Of teachers trained</p>	<p>pictures, attendance, reports, videos,</p>	<p>8000 teachers trained, 1000 per implementing state</p>
<p>Identify and select out-of-school girls in the 8 implementing states</p>	<ul style="list-style-type: none"> <li>● Criteria for selection of out-of-school girls developed.</li> <li>● Communities of implementation identified in all 8 states of implementation</li> <li>● Program objectives introduced to gatekeepers</li> <li>● Out-of-school girls identified</li> <li>● Identified out-of-school girls assessed on numeracy and literacy</li> <li>● Out of school girls selected based on criteria</li> </ul>	<ul style="list-style-type: none"> <li>● # Of communities identified</li> <li>● # Of girls identified per state</li> <li>● # Of girls assessed on numeracy and literacy</li> <li>● # Of girls selected per state</li> </ul>	<ul style="list-style-type: none"> <li>● Selection Criteria</li> <li>● Database of identified and selected girls</li> <li>● Numeracy and literacy test results</li> </ul>	<p>150,000 Girls in 8 states (10 communities per state)</p>

<p>Enrol out of school girls in school and coordinate retention through continuous assessment</p>	<ul style="list-style-type: none"> <li>● increased number of girls enrolled and retained in school (primary and secondary school)</li> <li>● improved numeracy and literacy skills amongst beneficiaries.</li> <li>● in school girls assessed, monitored and supported towards improved academic performance</li> </ul>	<ul style="list-style-type: none"> <li>● # Of girls enrolled in school</li> <li>● # Of girls retained in schools</li> <li>● # Of girls with improved numeracy and literacy skill</li> <li>● # Of assessments conducted to review girls' performance</li> </ul>	<p>receipts of payments, admission letters, report cards, questionnaires</p>	<p>150,000 adolescent and young girls enrolled and assessed</p>
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<p>Facilitate the participation of in-school girls in extra-curricular activities like football tournaments, STEM programs, leadership programs etc through partnership with sister organisations and the schools towards retention.</p>	<ul style="list-style-type: none"> <li>● sister organisation within respective states identified.</li> <li>● memorandum of understanding between organisations is signed</li> <li>● in-school girls linked to organisations and opportunities.</li> <li>● in-school girls participate in programs based on interest</li> </ul>	<ul style="list-style-type: none"> <li>● # Of sister organisations identified</li> <li>● # Of sister organisations partnered with.</li> <li>● # Of in-school girls linked to sister organisations</li> <li>● # Of in-school girls who participate in in-school extracurricular programs</li> <li>● # Of in-school girls who participate in outside school extracurricular programs</li> </ul>	<p>Memorandum of agreement, reports, pictures, attendance, videos</p>	<ul style="list-style-type: none"> <li>● At least 3 sister organisations per state.</li> <li>● schools' clubs</li> <li>● 150, 000 in school girls participating in extracurricular activities.</li> </ul>
<p>Select girl advocates in the 8 implementing states</p>	<ul style="list-style-type: none"> <li>● Criteria for selection of girl advocates developed</li> <li>● Girls selected from in-school girls from all eight states</li> <li>● Girls commit to be advocates</li> </ul>	<p># Of girls selected</p>	<p>Consent form and agreement</p>	<p>80 Girls in 8 states in Nigeria.</p>

<p>Train adolescent girls to be advocates for gender equality in education. To be trained on</p> <ul style="list-style-type: none"> <li>● SMART Advocacy</li> <li>● Climate change and its effects on education</li> <li>● National policies on Safe Schools</li> <li>● Gender equality</li> <li>● work plan development</li> </ul>	<ul style="list-style-type: none"> <li>● Adolescent girls trained.</li> <li>● Advocacy and sensitization work plan developed</li> <li>● Advocacy ask developed</li> </ul>	<ul style="list-style-type: none"> <li>● # of girls identified</li> <li>● # Of girls trained</li> <li>● % Of increased knowledge</li> </ul>	<p>pre- and post- test, attendance, videos, pictures, reports, advocacy ask</p>	<p>80 adolescents' girls (10 per state)</p>
<p>Develop advocacy strategy and plan towards increasing political commitments and social based programs and processes</p>	<p>advocacy strategy and plan developed for implementation</p>	<p># Of advocacy plans developed</p>	<p>Advocacy ASK and plan, policy brief</p>	<p>Advocacy ask, policy briefs</p>

<p>Conduct girl-led advocacy to school management and SBMCs towards creating a safe and enabling environment for the education of the girl child.</p>	<p>advocacy meetings conducted to implement practices or processes and programs that create a safe and enabling environment for Girl child enrolment and retention.</p>	<ul style="list-style-type: none"> <li>● # Of advocacy meetings conducted in each of the 8 states in 3 years</li> <li>● # Of persons reached</li> <li>● # Of commitments made based on ask</li> </ul>	<p>reports, commitments, pictures, videos</p>	<p>160 schools advocated to</p>
<p>Conduct girl-led advocacy dialogue towards improving the political commitment of the government at the state and national level through policy actions or reforms, implementation, inclusive curriculum development and adaptation and sustainable funding for education based on state peculiarities.</p>	<p>advocacy dialogue conducted to relevant ministries and agencies with commitments made towards policy/budgetary reform and/or implementation.</p>	<ul style="list-style-type: none"> <li>● # Of advocacy dialogue held in each of the 8 states.</li> <li>● # Of commitments made by key stakeholders.</li> </ul>	<p>reports, commitments from stakeholders, pictures.</p>	<p>24 ministries advocated to (three per state - Ministry of education, Women affairs, humanitarian)</p>

<p>Develop and share communication (SBCC) materials through beneficiary centred design workshops, message development and state holder acceptance to change behaviours and perceptions about girl-child education via new and old media.</p>	<p>SBCC materials developed, produced and disseminated using social platforms/website and offline.</p>	<ul style="list-style-type: none"> <li>● # Number of SBCC materials developed and produced</li> <li>● # Number of SBCC material disseminated</li> <li>● #Number of platforms utilised and reach</li> </ul>	<p>SBCC materials, links to published documents, pictures and videos</p>	<ul style="list-style-type: none"> <li>● 800,000 SBCC materials developed and disseminated</li> <li>● 2 million persons in implementing states and beyond (onsite and online)</li> </ul>
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<p>Engage community and religious leaders to strengthen community partnership and ownership towards promoting girl child education</p>	<ul style="list-style-type: none"> <li>● Community dialogue and town hall meetings held to understand challenges to girl child education.</li> <li>● Community members sensitised on the need for girl child education.</li> <li>● Increased knowledge on the importance of girl-child education.</li> </ul>	<ul style="list-style-type: none"> <li>● # of communities reached across the 8 implementing states in 3 years.</li> <li>● # of community members sensitised</li> <li>● % of improved knowledge on Girl child education</li> </ul>	<p>Pictures, reports, attendance, media mentions, Videos, pre- and post- tests results</p>	<ul style="list-style-type: none"> <li>● 80 communities, 10 per state</li> <li>● 100,000 (12,500 per state divided in 3 years) community members sensitised</li> <li>● 67,000 (2/3 of the community members sensitised)</li> <li>● community members with</li> </ul>
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				increase d or improve d knowled ge on girl child educatio n
Link Girl advocates for Education to existing state and National platforms/working groups and opportunities on Gender equality, education, climate and/or security	Girl advocates linked to existing platforms and/or working group on Gender equality, education, climate and/or security	# of girl advocates linked to existing state and National platforms/working groups on Gender equality, education, climate and/or security	pictures, report mentions	50,000 linked to existing state and National platforms/worki ng groups on Gender equality, education, climate and/or security.

<p>Conduct Endline assessment of enrolment and retention of girls at the state level in the 8 implementing states</p>	<ul style="list-style-type: none"> <li>● Endline assessment on the state of basic education in the 8 states identified following implementation.</li> <li>● Report on basic education and best practices developed and disseminated using social platforms/website and offline</li> </ul>	<ul style="list-style-type: none"> <li>● # of data sourced</li> <li>● # Number of desk review conducted</li> <li>● # of reports developed and distributed</li> <li>● # of persons reached with endline assessment</li> </ul>	<p>reports, data visualisations</p>	<p>24 ministries and boards</p> <p>general public partners</p>
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## Organisational Development

<b>Outcome: Improved Organisational efficiency and effectiveness</b>				
<b>Component: Board</b>				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
1. Reconstitute the BOT And Inaugurate Board of trustees and advisory board	New board members Inaugural meeting conducted	# of new members	CAC documentation Board minutes Revised Constitution	
2. Institute a board manual to guide the board appropriately and conduct an orientation for it	Board manual developed Effective organisational leadership	Board Manual	Board Manual	1
3. Institute and implement a succession planning strategy	Succession Planning strategy developed	Succession strategy # of mentees	Succession strategy document	
4. Support the Board to hold its meetings on regular basis and perform its statutory functions	Board members can periodically assess the organisation; itself and the global coordinator	# of meetings annually	Board files	Once a year

<b>Component: MERL</b>				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
1. Build MERL staff capacity	MERL staff capacity built	# of training # of staff	Reports Certifications	
2. Strengthen Knowledge management system	KM audit conducted KM system strengthened Enhanced M&E and knowledge management system instituted	# of tools # of KM infrastructure	Audit report KM infrastructure	
3. Procure more advanced data processing software	Advanced data processing software procured	# of tools # of staff trained on tools application	Software	
4. Conduct an annual review of the strategic plan and development of annual operational plans	Annual reviews of SP conducted	# of reviews # of staff and partners that participate	Reports Pictures Attendance	3

<b>Component: MERL</b>				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
5. Conduct relevant research on program areas to inform SWAG's advocacy efforts	Relevant research and surveys conducted	# of researches	Reports	
<b>Component: Finance and Operations</b>				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
1. Draft and institute administrative policy and designate staff to handle administrative matters	Administrative procedures drafted and approved by the Board		Administrative procedures	
2. Develop and implement a Fixed Assets Policy	Fixed Asset Policy drafted and approved by the Board			
3. Update its financial manual and tools to also include more internal control, travel, sub-grant procedures, and administrative procedures	Financial manual updated  Improved budgeting and financial management systems	# of procedures added	Financial manual	

<b>Component: MERL</b>				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
4. Institute E-filing of all financial documents and Migrate to Online QuickBooks and Training Staff	E-filing of financial documents and use of online financial software instituted	Online software in place # of staff trained		
<b>Component: Human Resources</b>				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
1. Develop and implement a personnel procedures manual and volunteer procedures: Recruit and/or deploy HR staff	Improved human resource management system HR staff deployed	# of HR staff recruited/deployed	Appointment letter	
2. Conduct annual staff performance appraisal (annually) and produce a Staff Capacity Development Plan	Staff performance appraisal conducted	# of staff appraised	Completed Performance appraisal forms and report	

<b>Component: MERL</b>				
<b>Main Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>MOV</b>	<b>Target</b>
3. Review staff job descriptions to include deliverables	Job description reviewed	# of job descriptions reviewed	Revised job descriptions	1
4. Develop staff capacity development plan and calendar	Trained and competent staff	# of staff trained per skill area	Report	



## **SECTION 5: ORGANISATIONAL GOVERNANCE & MANAGEMENT STRUCTURE**

### **5.1 SWAG's Organogram**

A strategic planning process has implications for a number of things in any organisation, including a modification or radical change of its structure, especially when viewed from the background of improving the quality of its work. One of the strategic choices/decisions to be made by SWAG is the required structure for smooth operations, stability, and effectiveness in the next 3 years. The idea is not for the structure to become operational immediately and for all positions to be filled at once but over a period of three years. This means that SWAG will develop and grow into this structure over the period of the strategic plan. The proposed structure is based on the program areas of the organisation

Find attached the organogram in [Appendix 1](#)

Staff and management of the organisation undertook human resources needs which enabled an assessment of the skills required in the new organisation (to a reasonable extent), current skills available (and whether sufficient or not), skills not available, and actions required to acquire skills not available. The various options discussed and agreed on are recruitment (full or part-time), capacity development, and engagement of volunteers and interns. The use of volunteers and interns will serve the purpose of utilisation of their knowledge and expertise as well as providing an opportunity for learning and capacity development for them. SWAG will from time to time assess and update its human resource and skills requirements and take appropriate action based on its organisational structure and financial resources available to it. Below is the output of the skills matrix developed:

The following matrix is a summary of the analysis of personnel needs of SWAG:

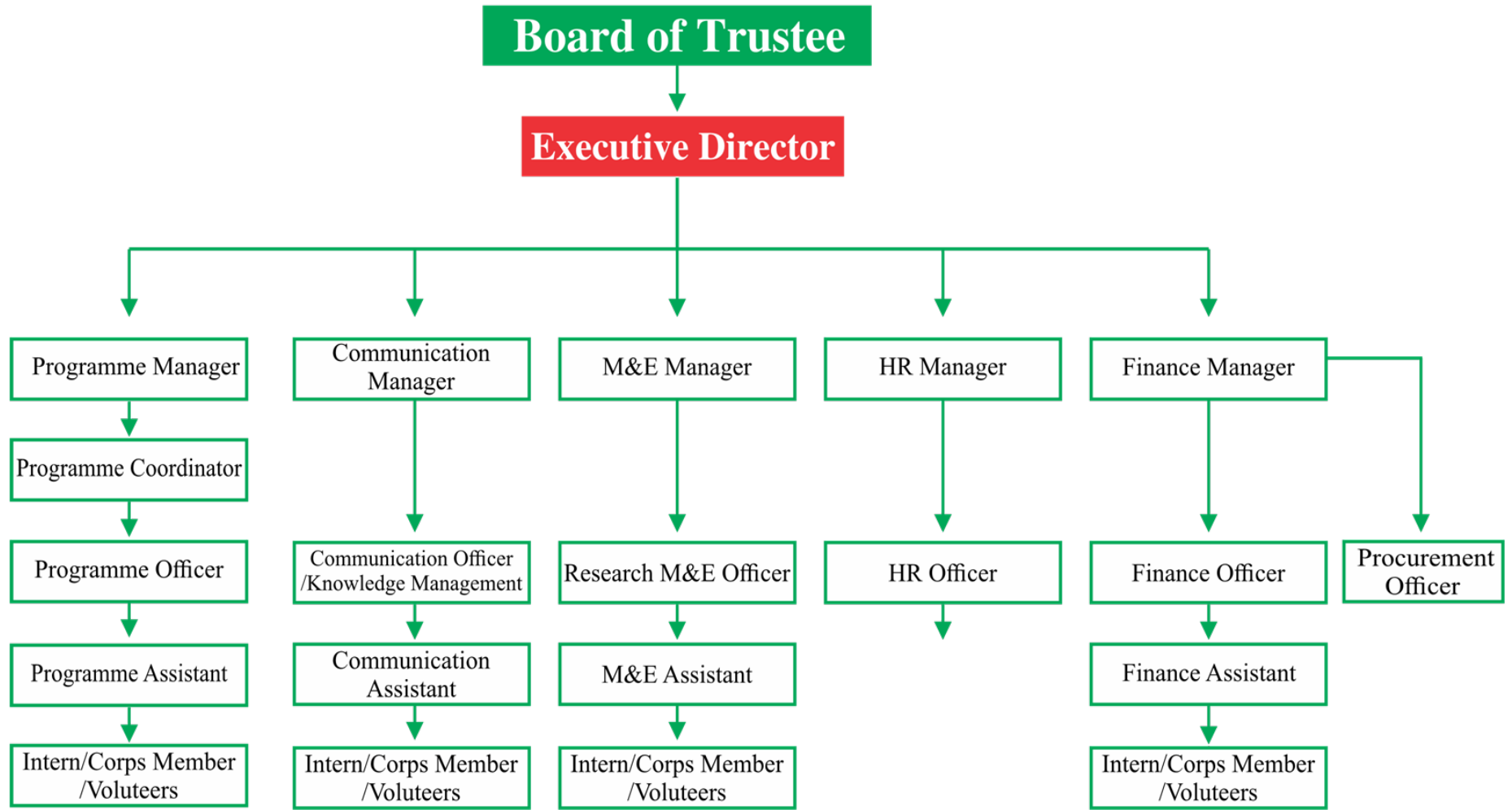
Department/units	Available with all skills listed (indicate number)	Available (but without all skills listed)	Not available	Required		Number required		Actions required (Employ, Deploy, promote, use volunteers, Interns, train)
				Now < 1 yr)	Late r (1-2yrs )	Now (1 yr)	Late r (2yrs & above)	
<b>1. EXECUTIVE, LEADERSHIP, AND MANAGEMENT</b>								
Executive Director	*							
Programme Lead			*		*			Promotion/Recruitment
Communication Manager			*		*			Promotion/Recruitment
Finance Manager			*		*			Promotion/Recruitment

Department/units	Available with all skills listed (indicate number)	Available (but without all skills listed)	Not available	Required		Number required		Actions required (Employ, Deploy, promote, use volunteers, Interns, train
Research M&E Officer			*	*				Recruit/deploy/skill upgrade
Communication Officer /Knowledge Management officer		*						Skill upgrade
<b>2. HR &amp; ADMIN MANAGER</b>								
HR Officer			*		*			Employ/Deploy
Finance Assistant(s)			*	*				Recruit intern/corps member with background in accounting/finance/business
<b>3. FINANCE MANAGER</b>								
Finance Officer		*						Recruit volunteer
<b>4. PROGRAM MANAGER</b>								

Department/units	Available with all skills listed (indicate number)	Available (but without all skills listed)	Not available	Required		Number required		Actions required (Employ, Deploy, promote, use volunteers, Interns, train
Programme Officer (1)			*		*			Employ/Deploy/Promote
Programme Assistants (6)			*		*			Corps member/volunteer/Interns
M & E Assistant (1)			*		*			Corps member/volunteer/Interns

Appendix 1: SWAG's ORGANOGRAM

# ORGANOGRAM



### Analysis of Possible Assumptions/Risk Factors

Risk	Potential Adverse Impact	Risk Level (H/M/L)	Risk management Strategy	Responsible Person
Inadequate funding to implement the strategy.	Could lead to poor program outcomes program continuity and sustainability	Medium – High level	<ul style="list-style-type: none"> <li>● Consistent grant proposal writing</li> <li>● Research for key funders/Partners.</li> <li>● Leverage on partnerships with other organisations/funders.</li> <li>● Generate sources of funds for the organisation.</li>   <li>● Networking to pitch ideas on projects/sustaining relationships with potential partners and funders</li> <li>● Acquiring soft skills to showcase organisation's work</li> <li>● Increasing organisation's visibility</li> </ul>	Programs/Proposal Team

Restrictive laws and policies e.g. NGO law	It can limit the operations of the organisation.	Medium	<ul style="list-style-type: none"> <li>● Up to date information with laws and policies</li> <li>● Form alliances with other organisations</li> <li>● Generate a back up plan for social media platforms.</li> </ul>	Communications Team
Economic Policies	It can limit smooth running of the organisation (including project implementation)	Medium	<ul style="list-style-type: none"> <li>● Financial advice</li> <li>● Consult financial expertise</li> <li>● Imbibe negotiation skills with funders on budgeting.</li> </ul>	Finance Team
Security risk (Kidnappings, mobbing, insurgency and banditry).	Hinder activity progress and targets	High	<ul style="list-style-type: none"> <li>● Leverage on partnership in the concerned geographical location.</li> <li>● Engage with consultants to develop safety protocols.</li> <li>● Develop security protocols/procedure</li> <li>● Be abreast with recent news</li> <li>● Directory response for emergency response</li> </ul>	Human Resource Consultant

Disease outbreaks		Medium	Directory response for emergencies.	Human Resource
Data breach and loss due to hacking	Loss of vital information	High	<ul style="list-style-type: none"> <li>● Back up documents.</li> <li>● Resist information sharing with the external environment.</li> </ul>	Human Resource/Executive Director/ IT consultant/Knowledge management Officer
Fire outbreak/theft in SWAG office	Damages to properties, loss of important data and information.	High	<ul style="list-style-type: none"> <li>● Fire extinguishers</li> <li>● Exit/ muster point</li> <li>● Emergency evacuation procedures</li> <li>● Provide health insurance for staff</li> <li>● Train staff on emergency/security tips</li> <li>● Draft procedure for reporting stolen items.</li> </ul>	Human Resource /procurement officer/operations unit



Accidents involving organisation staff member(s)	Loss of lives or injuries to staff.	High	<ul style="list-style-type: none"> <li>● Life insurance policies</li> </ul>	Operations/Human Resource/Executive Director/
Staff Attrition	<p>Loss of institutional memory and human resource.</p> <p>Temporal halt of activity implementation</p>	Medium	<ul style="list-style-type: none"> <li>● Knowledge management (Proper documentation)</li> <li>● Shadowing/backstopping of roles.</li> <li>● Transparency of information and documents.</li> <li>● Capacity building</li> </ul>	Human Resource