

STARTUP BUSINESS FOUNDATION

Owerri, Imo State · Nigeria

SBF – COMMUNITY GATEWAY

Girl-Child Education and Empowerment Division

ARISE HER

Holistic Education & Rising

LIFE SKILLS TRAINING PROGRAMME

Participants' Handbook

“She rises. She leads. She transforms the world.”

First Edition · 2026

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Officers of the Foundation

The roster below identifies the principal officers responsible for the governance and delivery of the ARISE HER programme under SBF-Community. Names and signatures will be inserted by the Foundation before publication.

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Facilitating Team for the Life Skills Programme

The Life Skills pillar is delivered by a small team that combines pedagogical experience, near-peer credibility, clinical referral capacity, and a dedicated safeguarding function. The composition below reflects the staffing the Foundation considers necessary for a twenty-girl cohort.

Core Facilitating Staff

S/N	Role	Name	Brief
1	Lead Facilitator	[Name]	Female educator with at least five years of secondary teaching experience plus training in adolescent health.
2	Co-Facilitator (Near-Peer Mentor)	[Name]	Younger female mentor in the Camfed Learner Guide tradition, ideally a graduate from a comparable background.
3	Co-Facilitator (Near-Peer Mentor)	[Name]	Second near-peer mentor; runs the parallel age sub-group for sensitive sessions.
4	Counsellor (part-time)	[Name]	Licensed counsellor or clinical psychologist; leads the psychosocial sessions and supervises disclosures.

Support and Oversight Staff

S/N	Role	Name
5	Safeguarding Focal Person (independent of session delivery)	
6	Programme Administrator	
7	Monitoring and Evaluation Officer	
8	Volunteer Mentors (alumni from Year 2 onwards)	

Introduction

ARISE HER is a structured girl-child education and empowerment programme delivered by SBF-Community, the community-engagement arm of Startup Business Foundation. The inaugural cohort comprises twenty adolescent girls aged thirteen to seventeen drawn from two or three partner secondary schools in Owerri, Imo State, with priority given to candidates from low-income, single-parent, orphaned, or otherwise at-risk backgrounds. The programme sits within the Foundation's broader architecture, which includes the SBF College of Innovation, Entrepreneurship and Technology (SBF-CIET) and the SBF Entrepreneurship Research Centre (SBF-ERC). Where the College drives formal teaching, and the Research Centre drives scholarship, SBF-Community carries the Foundation's social commitments into the wider community.

The programme is organized around five pillars: academic scholarship support, life skills training, career guidance and exposure, mentorship, and CSR and institutional collaboration. This handbook describes the second of those pillars in detail. The Life Skills Training pillar runs over twelve months as a sequence of monthly Saturday workshops anchored in mentored girl-only safe spaces, supported by a participant workbook, structured peer check-ins, and a community action project that closes the cycle.

Why a handbook? The handbook serves three audiences. For ARISE HER scholars themselves, it is a clear statement of what the programme will cover, what is expected of them, and what they can expect of the Foundation. For facilitators, it is the delivery reference that holds the standards of practice consistent across cohorts. For regulators, partner schools, and prospective donors, it is documentary evidence that the programme is curriculum-aligned, child-protection compliant, and serious about measurement.

The handbook is intentionally modelled on the format of accredited Nigerian academic programmes, so that it sits naturally alongside academic documents during regulatory engagement. The substance of the curriculum, however, is calibrated to the realities of adolescent girls in Owerri rather than to the usual undergraduate study. The reader will find competency-based modules, tabulated contact hours, plain-language learning outcomes, facilitator activities, and required resources. Tone matters: the handbook is written for the people who will deliver and live the programme, not only for those who fund or accredit it.

Eligibility for the Programme

To be considered for an ARISE HER place, an applicant must meet the following criteria. The Foundation reserves the right to verify any information provided.

- Be female and aged between thirteen and seventeen at the point of selection.
- Be enrolled in a recognized secondary school in Imo State; first preference is given to applicants attending an ARISE HER partner school.
- Be from a household identified, through a documented home visit, as low-income, single-parent, orphaned, or otherwise at risk of school dropout.
- Provide written informed consent from a parent or guardian, in addition to her own assent to participate.
- Commit, with her parent or guardian, to attending the twelve monthly workshops over the programme cycle, save for legitimate absences notified in advance.

Selection Process

Applications open six weeks before the start of each cycle and are shortlisted by a panel comprising the Programme Lead, one school representative from each partner school, and one independent member nominated by SBF-Community. Shortlisted applicants and their guardians attend an orientation visit at which the programme, the safeguarding policy, and the workbook are explained in plain language. Final selection is communicated in writing.

Completion Requirements

To be recognized as having completed the ARISE HER Life Skills Training Programme, a scholar must:

- Attend at least ten of the twelve monthly workshops, with absences supported by written justification from a guardian or school;
- Complete the workbook tasks set between sessions;
- Participate in the community action project in Month 12;
- Complete the baseline and endline assessments;
- Abide by the cohort covenant agreed in Month 1.

Scholars who meet these requirements receive an ARISE HER Certificate of Completion at the graduation ceremony, are inducted into the alumni Sisterhood, and become eligible to apply to serve as near-peer mentors in subsequent cohorts.

Philosophy

The ARISE HER Life Skills Training Programme rests on a conviction that adolescent girls in Owerri are not, in the main, short of intelligence, ambition, or determination. What they often lack is structured space, trustworthy information, trained adult company, and modest material support to translate those qualities into life chances. The programme is designed to supply each of those, and to do so in a way that respects the wider environments (familial, religious, economic, civic) in which the girls already live.

Three convictions shape the pedagogy. The first is that learning is generated rather than received: girls who solve, perform, draw, debate, and rehearse are far more likely to retain and use what they encounter than girls who only listen. Kolb's experiential cycle, with its movement from concrete experience through reflection and conceptualization to active experimentation, supplies the lesson architecture. The second conviction is that information about bodies, rights, money, and futures is most useful when it is honest and developmentally calibrated; we therefore deliver some of the most sensitive content in two parallel age bands, and we follow the framings of the Nigerian Family Life and Health Education curriculum and the UNESCO International Technical Guidance on Sexuality Education without importing content the wider community would not recognise as appropriate. The third conviction is that confidence and contribution travel together: girls who are given an audience, however small, and a problem worth their attention, however local, tend to discover capacities they did not know they had.

The programme also takes a measured view of what twelve monthly workshops can accomplish. Comparable interventions across sub-Saharan Africa (the Population Council's Adolescent Girls Empowerment Programme in Zambia, BRAC's Empowerment and Livelihood for Adolescents clubs, Camfed's My Better World, and the Centre for Girls' Education in Northern Nigeria) suggest that mentored safe spaces shift knowledge, savings behaviour, and self-efficacy reliably, while shifts in retention and fertility outcomes require longer and denser exposure. We therefore present the Life Skills pillar as one layered input within a larger theory of change that also includes scholarship support, mentorship, school reinforcement, and family sensitisation.

Objectives

The Life Skills pillar pursues six objectives. Each is stated in terms that allow the Foundation to assess whether it has been met within the cycle.

1. To provide a structured, mentored, girl-only space in which adolescent girls can think aloud about identity, communication, and the choices ahead of them;
2. To equip scholars with age-appropriate knowledge of menstrual and reproductive health, consent, and gender-based violence, and with clear pathways to legitimate services when those are needed;
3. To build practical capability in budgeting, saving, opportunity recognition, and basic employability so that scholars leave the programme with concrete tools, not only good intentions.
4. To develop confidence, public voice, and goal-setting habits sufficient to support continued schooling and the pursuit of self-chosen ambitions;
5. To introduce basic digital literacy and online safety so that scholars can navigate online environments without being exploited by them;
6. To translate learning into observable civic contribution through a girl-led community action project that closes the cycle.

Post-Programme Opportunities

ARISE HER does not end at graduation. Scholars who complete the cycle gain access to a set of opportunities the Foundation will continue to develop. Those opportunities include, but are not limited to:

- **Further Education:** Continued scholarship support where eligibility criteria are met, plus structured guidance on senior school subject choices, university or polytechnic admission or bursary applications.
- **Mentorship Pipeline:** Eligibility, on application, to join the next cohort as a junior near-peer mentor under the supervision of a lead facilitator, following the Camfed Learner Guide model.
- **Alumni Sisterhood:** Lifetime membership of the ARISE HER Sisterhood, an alumni network that organizes peer support, quarterly meet-ups, and a private digital community for ongoing connection.
- **Skills and Employability Pathways:** Referrals into the senior-secondary trade subjects offered under the September 2025 federal curriculum overhaul (solar PV installation, fashion design, beauty and cosmetology, livestock farming, computer hardware, horticulture), and into local apprenticeships brokered through SBF-Community.
- **Entrepreneurship Support:** Eligibility to pitch into the small ARISE HER seed fund for cohort savings clubs and graduate-led ventures; mentoring connections with the SBF-College of Innovation, Entrepreneurship, and Technology.
- **Civic and Leadership Roles:** Standing invitations to participate in SBF-Community campaigns and outreach (girl-child education, menstrual health, anti-GBV), and to represent the cohort at partner events.

Programme Structure and Twelve-Month Schedule

The Life Skills pillar runs for twelve calendar months, with one core workshop on the second Saturday of each month, a between-session task in the participant workbook, and a peer check-in during the intervening fortnight. Sessions move to a Sunday afternoon during examination weeks and pause for term breaks. The schedule is calibrated to the Nigerian academic calendar so that workshops complement rather than compete with school work.

Contact-hour convention. Each module entry lists Theoretical Hours (TH), Practical Hours (PH), and Total Hours. “Theoretical” refers to facilitator-led input, framing, and discussion; “Practical” refers to activities, role-play, exercises, simulations, and reflection. The default workshop length is three hours; the closing Month 12 graduation runs to four hours to accommodate the community action project, the endline assessment, and the ceremony.

Twelve-Month Scope and Sequence

Mth	Code	Module Title	TH	PH	Total	Status
1	AH-LST 101	Becoming ARISE HER: Identity, Self-Awareness and the Power of a Story	1.5	1.5	3.0	C
2	AH-LST 102	Finding My Voice: Communication and Assertiveness	1.5	1.5	3.0	C
3	AH-LST 103	Bodies, Cycles and Dignity: Menstrual Health and Personal Hygiene	1.5	1.5	3.0	C
4	AH-LST 104	Comprehensive Sexual and Reproductive Health	2.0	1.0	3.0	C
5	AH-LST 105	Safeguarding, Consent, and Preventing Gender-Based Violence	1.5	1.5	3.0	C
6	AH-LST 106	Civic Education, Rights and Active Citizenship	1.5	1.5	3.0	C
7	AH-LST 107	Money Matters: Financial Literacy and Personal Money Management	1.5	1.5	3.0	C
8	AH-LST 108	From Idea to Income: Entrepreneurship and Employability Readiness	1.5	1.5	3.0	C
9	AH-LST 109	Leading From Where I Stand: Confidence, Goal-Setting and Public Speaking	1.5	1.5	3.0	C
10	AH-LST 110	Digital Skills, Online Safety and Media Literacy	1.5	1.5	3.0	C
11	AH-LST 111	Minding the Mind: Psychosocial Wellbeing, Stress and Resilience	1.5	1.5	3.0	C

Mth	Code	Module Title	TH	PH	Total	Status
12	AH-LST 112	My Voice, My Community, My Future: Community Action and Graduation	1.0	3.0	4.0	C

Note. Status: C = Core (compulsory for all scholars).

Cumulative Contact Hours

Category	Hours
Total theoretical hours across twelve modules	18.0
Total practical hours across twelve modules	19.0
Total contact hours across twelve modules	37.0
Indicative workbook and peer check-in hours (12 × 1.5)	18.0
Indicative grand total of structured learning hours	55.0

Module Descriptions and Learning Outcomes

Each module is presented in a consistent template adapted from the major Nigerian course-description style. The reader will find, in order: the module code and title with hours; the target competencies; the learning outcomes; the module content; the facilitator activities; and the required resources. Module entries are written so that a trained facilitator can deliver them with minimal additional preparation, though local adaptation of examples is expected and encouraged.

AH-LST 101: Becoming ARISE HER: Identity, Self-Awareness and the Power of a Story (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Self-awareness; self-esteem; group cohesion.

Learning Outcomes

By the end of this module, scholars should be able to:

1. describe at least three personal strengths and one growth area in their own words;
2. articulate two personal values and trace where those values came from;
3. co-author and commit to a written group covenant for the cohort.

Module Content

Concept of identity and the multiple selves that adolescent girls negotiate at home, in school, and in their communities. Distinction between self-concept and self-esteem. Sources of values (family, faith, peers, media). The “river of life” as a reflective tool. Confidentiality, consent, and the right to pass within a girl-only space. Group covenant building.

Facilitator Activities

- Welcome circle and co-creation of the group covenant.
- “River of My Life” drawing exercise followed by paired sharing.
- Facilitator-led mini-input on identity and self-esteem.
- Strengths board: peers post strengths they observe in one another.
- Administration of the baseline assessment battery.

Required Resources

Name cards, markers, A3 flipchart paper, the “River of Life” handout, a small mirror, sticky notes, and the baseline assessment booklet.

AH-LST 102: Finding My Voice: Communication and Assertiveness (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Interpersonal communication; assertiveness; refusal and negotiation skills.

Learning Outcomes

By the end of this module, scholars should be able to:

1. distinguish passive, aggressive, and assertive responses in everyday scenarios;
2. construct and deliver at least two I-statements during role-play;
3. identify one personal situation where assertive communication would help and rehearse a response.

Module Content

Models of communication on the passive-aggressive-assertive continuum. The four-part I-statement (I feel... when... because... I would like...). Refusal skills for peer pressure, family demands, and unwanted advances. Cultural considerations: how assertiveness is read in Igbo, Nigerian, and faith-based contexts. Active listening as a precondition for assertive speech.

Facilitator Activities

- “Whispers” energizer to surface how messages distort.
- Role-play of three scripted scenes (peer pressure, family demand, unwanted advance).
- Structured debrief on how each response felt to speaker and listener.
- Mini-input on the assertiveness continuum and I-statements.
- Re-performance scored against the assertiveness rubric.
- “What I will try this week” pledge.

Required Resources

Scenario cards, flipchart and markers, copies of the assertiveness rubric, the participant workbook.

AH-LST 103: Bodies, Cycles and Dignity: Menstrual Health and Personal Hygiene (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Menstrual health knowledge; self-care; rights-based framing of menstruation.

Learning Outcomes

By the end of this module, scholars should be able to:

1. explain the menstrual cycle using correct biological vocabulary;

2. demonstrate the safe use and disposal of at least two sanitary product options;
3. identify three menstruation myths circulating locally and respond to each with accurate information.

Module Content

Female reproductive anatomy at an age-appropriate level. The 28-day cycle, normal variation, and when to seek medical advice. Hygiene practices and dignity considerations. Menstrual product options including reusable pads, disposable pads, and (for older girls) menstrual cups. Pain management strategies. School-attendance planning during menstruation. Cultural myths and respectful ways of correcting misinformation in the home and community.

Facilitator Activities

- Anonymous question box opened at the start.
- Small-group myth-busting card sort.
- Group report-out coded against FLHE Theme 3 and ITGSE Key Concept 6.
- Age-appropriate explanation of the menstrual cycle.
- Hands-on demonstration of sanitary products and safe disposal.
- Dignity kit distribution.

Required Resources

Anatomy flashcards, sample sanitary products (reusable pads, disposable pads, optional menstrual cup display), myth-busting card set, an anonymous question box, and a dignity kit for every participant.

AH-LST 104: Comprehensive Sexual and Reproductive Health (TH 2; PH 1; Total 3 hours; C)

Target Competencies

SRH knowledge; risk assessment; access to services.

Learning Outcomes

By the end of this module, scholars should be able to:

1. label the major organs of the female and male reproductive systems on a diagram;
2. describe the principal modes of HIV transmission and prevention;
3. name at least two age-appropriate methods of pregnancy prevention and two trusted local providers in Owerri.

Module Content

Puberty, conception, and pregnancy in plain language. HIV and other sexually transmitted infections: transmission, prevention, and testing. Age-appropriate framing of contraception. Adolescent-friendly health services in Owerri and how to access them. Confidentiality at health facilities. Aligned with FLHE Themes 1, 3, and 5 and with UNESCO ITGSE Key Concept 6. Delivered in two parallel sub-groups (ages 13–14 and 15–17) for the most sensitive content.

Facilitator Activities

- Recall of the group covenant and the opt-out rule.
- Decision-tree scenario worked through in small groups.
- Comparison of decision points across groups.
- Facilitator-led input in two age bands.
- Personal help-seeking pathway drawn into the workbook.
- Referral card handout and discussion.

Required Resources

Anatomy charts, decision-tree handouts, referral cards listing Federal Medical Centre Owerri and adolescent-friendly primary health centres, anonymous question box.

AH-LST 105: Safeguarding, Consent and Preventing Gender-Based Violence (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Consent literacy; recognition of GBV; disclosure pathways; rights under Nigerian law.

Learning Outcomes

By the end of this module, scholars should be able to:

1. Define consent in their own words using the framing of freely given, reversible, informed, enthusiastic, and specific.
2. Identify five forms of gender-based violence, including online forms;
3. Describe the Violence Against Persons (Prohibition) Act 2015 in plain terms and demonstrate the ARISE HER disclosure pathway.

Module Content

Forms of GBV: physical, sexual, emotional, economic, and online. Consent literacy. Legal protections under the Child Rights Act 2003, the Imo State Child Rights Law, and the VAPP Act 2015. Bystander responsibilities. The ARISE HER safeguarding focal person and the written referral pathway. Trauma-informed framing throughout.

Facilitator Activities

- Trigger warning and explicit opt-out reminder.
- Personal circles-of-safety mapping.
- Non-graphic vignette analysis in pairs.
- Consent primer and legal-rights primer.
- Introduction to the safeguarding focal person and the referral pathway.
- Grounding exercise to close, plus the offer of an individual check-in within seven days.

Required Resources

Circles of Safety handout, non-graphic vignette cards, plain-language legal summaries, the ARISE HER referral directory, grounding-exercise cards, the safeguarding focal person on standby.

AH-LST 106: Civic Education, Rights and Active Citizenship (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Civic knowledge; rights literacy; community engagement.

Learning Outcomes

By the end of this module, scholars should be able to:

1. State at least five rights guaranteed under the Child Rights Act 2003 and the Imo State Child Rights Law;
2. Describe the three arms of government and the role of citizens;
3. Identify one local issue affecting girls in their community and propose at least one feasible response.

Module Content

Citizenship and the social contract. Rights and responsibilities of the child. Three arms of government and how laws are made. Local government structure in Imo State. Civic action: petitions, school clubs, community advocacy. Mapped onto the NERDC Senior Secondary Civic Education themes of citizenship, fundamental human rights, youth empowerment, the rule of law, and the pillars of democracy.

Facilitator Activities

- Rights gallery walk matching scenarios to rights.
- Whole-group reflection on which rights feel real day to day and which feel distant.
- Mini-input on the arms of government.
- Moot court on a hypothetical case of a girl denied schooling.

- Brainstorm of community issues for the Month 11–12 project.

Required Resources

Rights gallery cards, moot-court briefs and role-cards, flipchart, plain-language summary of the Child Rights Act, the workbook rights section.

AH-LST 107: Money Matters: Financial Literacy and Personal Money Management (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Financial literacy, budgeting, saving; awareness of financial services.

Learning Outcomes

By the end of this module, scholars should be able to:

1. Distinguish needs from wants using a worked example;
2. Prepare a one-month personal budget in the workbook.
3. Describe at least two formal savings options and identify two common scams that target young people.

Module Content

Money, savings, credit, and the financial landscape, drawing on the CBN/NERDC Financial Education curriculum and the OECD/INFE youth framework. Needs versus wants. Building a one-month budget. Formal savings options (microfinance, school savings club, Bank of Industry youth schemes). Common scams targeting young people in Nigeria. Introduction to the ARISE HER cohort savings club.

Facilitator Activities

- “Bisi's Shop” simulation priced to the Owerri market.
- Group comparison of decisions and outcomes.
- Facilitator-led input on the financial landscape.
- Workbook budgeting exercise.
- Opening of the cohort savings club and election of two officers.

Required Resources

Bisi's Shop simulation cards, budget worksheets, the group savings ledger, calculators or phones with a calculator function, and seed contribution.

AH-LST 108: From Idea to Income: Entrepreneurship and Employability Readiness (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Opportunity recognition, basic business planning, CV, and interview skills.

Learning Outcomes

By the end of this module, scholars should be able to:

1. Generate three plausible income ideas costed against local Owerri prices;
2. Draft a one-page business model canvas;
3. Prepare a one-page CV and rehearse a two-minute self-introduction.

Module Content

Opportunity recognition in the local economy. The business model canvas is adapted for young entrepreneurs. CV writing and the two-minute self-introduction. Employability behaviours: punctuality, communication, follow-through. Alignment with the reformed senior-secondary trade subjects (fashion design, beauty and cosmetology, horticulture, computer hardware, livestock, solar PV).

Facilitator Activities

- Market-walk reflection: girls list small enterprises they know and what each sells.
- Discussion of why local enterprises succeed or fail.
- Mini-input on the business model canvas.
- Drafting of a one-page canvas and a one-page CV.
- Self-introduction rehearsal in pairs.
- Two volunteers deliver to the full group for feedback.

Required Resources

Business model canvas templates, CV templates, profiles of three local female entrepreneurs from the South-East, flipchart, the participant workbook.

AH-LST 109: Leading from Where I Stand: Confidence, Goal-Setting and Public Speaking (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Leadership; goal-setting; public speaking; confidence.

Learning Outcomes

By the end of this module, scholars should be able to:

1. Apply SMART criteria to one twelve-month personal goal recorded in the workbook;
2. Deliver a two-minute persuasive speech to peers scored against the rubric;
3. Name two Nigerian women leaders they admire and identify one mentor they will approach.

Module Content

Leadership as everyday practice rather than a title. Five Cs of positive youth development (competence, confidence, connection, character, caring). SMART goal-setting. Structure of a persuasive speech. Profiles of Nigerian women leaders across sectors. Approaching a mentor.

Facilitator Activities

- Recall in pairs of a moment each girl led something, however small.
- Whole-group harvest of what leadership looked like in those moments.
- Mini-input on SMART and the Five Cs.
- Drafting of a personal SMART goal.
- Two-minute persuasive speech delivered and scored.
- Public naming is the first concrete step to take within seven days.

Required Resources

SMART goal template, public-speaking rubric, printed profiles of three to five Nigerian women leaders, the participant workbook.

AH-LST 110: Digital Skills, Online Safety and Media Literacy (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Basic digital literacy, online safety, and critical media consumption.

Learning Outcomes

By the end of this module, scholars should be able to:

1. Navigate a basic productivity tool on a shared device to produce a simple document and form.
2. Identify three common online risks and describe at least one protective behaviour for each,
3. Name at least two reliable sources of information on health and rights.

Module Content

Productivity basics on a shared device. Online risks: catfishing, sextortion, image-based abuse, and scams. Protective behaviours and account hygiene. Critical media literacy: spotting misinformation and persuasive design. Aligned with ITGSE Key Concept 4.3 on safe use of ICTs and with provisions of the Cybercrime (Prohibition) Act 2015. Pairing with a “tech sister” for follow-up where bandwidth permits.

Facilitator Activities

- Guided hands-on practice creating a document and a form.
- Discussion of a real, anonymised online-risk story.
- Facilitator-led input on the three risk categories.
- Completion of the Safe Online checklist.
- Pairing exercise with a tech-sister mentor.

Required Resources

Two tablets or borrowed phones, the Safe Online checklist, printed screenshots for low-bandwidth contingency, a list of trusted information sources for SRH and rights.

AH-LST 111: Minding the Mind: Psychosocial Wellbeing, Stress and Resilience (TH 1.5; PH 1.5; Total 3 hours; C)

Target Competencies

Emotion identification; stress management; help-seeking.

Learning Outcomes

By the end of this module, scholars should be able to:

1. label at least eight emotions using the feelings wheel;
2. Demonstrate three stress-regulation techniques in the session;
3. Identify when and how to seek psychosocial support, including at least one named referral pathway.

Module Content

Emotion vocabulary and the feelings wheel. The body's stress response and the difference between coping and avoidance. Three regulation techniques: 4-7-8 breathing, grounding, and structured journalling. Help-seeking: the school counsellor, the federal mental health helpline, trusted adults. Stigma and how to push back against it. Aligned with CASEL self-management and with WHO emotion-regulation content.

Facilitator Activities

- Feelings-wheel check-in.
- Paired discussion of what typically helps and what makes things harder.
- Mini-input on stress and the body.
- Practice of the three regulation techniques.
- Building a personal calm toolkit on a workbook page.

Required Resources

Feelings wheel poster, calm-toolkit cards, the school counsellor's referral details, quiet space for paired work, the participant workbook.

AH-LST 112: My Voice, My Community, My Future: Community Action and Graduation (TH 1; PH 3; Total 4 hours; C)

Target Competencies

Civic contribution; collective leadership; transition planning.

Learning Outcomes

By the end of this module, scholars should be able to:

1. Co-deliver one community action project chosen and developed by the cohort;
2. Present a one-year transition plan in the workbook.
3. Complete the end line assessment battery and the satisfaction survey.

Module Content

Community action as the culmination of the twelve modules. Project design, division of labour, and execution under facilitator guidance. One-year transition planning: school progression, mentorship pipeline, savings goals, and alumni participation in the ARISE HER Sisterhood. Endline assessment. Graduation ceremony with parents, guardians, and partners. Links to SDG Target 4.7 and to the contribution dimension of positive youth development.

Facilitator Activities

- Cohort delivers the community action project chosen in Month 6 and developed since.
- Structured debrief on what worked, what was hard, and what was learned.
- Linking back to the Five Cs and to SDG Target 4.7.
- Finalization and presentation of the one-year transition plan.
- Administration of the endline battery and satisfaction survey.

- Parent-led graduation, scholarship handover, and inauguration of the alumni Sisterhood.

Required Resources

Materials prepared by the cohort for their project, transition-plan templates, the endline assessment booklets, certificates, refreshments, invitations to parents, guardians, partner schools, and donors.

Facilitation Standards

Facilitation Principles

Six principles govern facilitation across the twelve modules. Learning is co-constructed: facilitators draw out existing knowledge before introducing new content. Confidentiality has limits, and this is stated at the outset, since any disclosure suggesting harm will be acted upon. Sessions are activity-led rather than lecture-led, with no single input lasting more than ten minutes. Language is plain and culturally legible; Igbo and pidgin examples are welcome alongside English. Sensitive content is signposted, and the right to step out is real, not merely formal. Power dynamics in the room are named and worked with rather than ignored: girls who dominate are channeled into mentoring others, and quieter girls are invited but never coerced.

Code of Conduct

Every facilitator signs the SBF-Community Code of Conduct before the cycle begins. The Code prohibits any one-to-one closed-door interaction with a participant, requires two-deep supervision at all sessions, and bans the receipt of gifts, financial transactions with scholars, and any romantic interaction. Written parental consent and a signed photo release must be on file before any image of a scholar is used externally. All facilitators submit to a documented background check and complete the two-day induction before delivery and the quarterly refresher thereafter.

Safeguarding

Safeguarding is the responsibility of the Foundation, of facilitators, and of partner schools jointly. The policy aligns with the Child Rights Act 2003, including the Act's protection of a pregnant girl's right to continue her education, and with the Imo State Child Rights Law. Each cohort has a named Safeguarding Focal Person who sits outside session delivery, holds the referral directory, and to whom every concern is escalated within twenty-four hours. The disclosure pathway is explained to scholars in Month 5 and is reinforced thereafter.

Handling Sensitive Topics

Reproductive health, gender-based violence, and mental health content require additional protocols. Each sensitive session opens with a centering exercise and a pre-session script that names the topic, signals that some content may feel close to home, and offers three options:

stepping out without explanation, writing in the workbook instead, or speaking privately with the lead facilitator afterwards. The session closes with a grounding exercise. Disclosures follow a stepped pathway: the facilitator listens, thanks the scholar for her trust, does not promise unconditional confidentiality, and notifies the Safeguarding Focal Person within twenty-four hours. The Focal Person then determines the next steps using the referral directory.

Trauma-Informed and Age-Appropriate Delivery

Facilitators are trained in the four principles of trauma-informed practice: realizing the prevalence of trauma in this population, recognizing its signs, responding appropriately, and resisting re-traumatization. Age-appropriate delivery is built into the design by running two parallel sub-groups during the most sensitive parts of Months 4 and 5: a 13–14 band and a 15–17 band. Content depth and language follow the age-banded learning objectives in the UNESCO International Technical Guidance on Sexuality Education.

Classroom Management for Adolescent Girls

Seating is arranged in a horseshoe or circle, not in rows. Group composition is rotated to prevent hard cliques forming. A talking object manages turn-taking. Phones are stored in a basket during sensitive sessions and returned at close. Sessions begin and end on time, which functions as a quiet form of respect for the girls' households and for the distances some of them travel.

Participant Workbook

The participant workbook accompanies the twelve sessions and is the personal property of each scholar. The structure mirrors the modules. A welcome and covenant page opens the book, followed by an identity inventory (“Who I Am”), a values and goals tracker, a discreet monthly menstrual log, an SRH question journal, a safety mapping page, a rights section containing the Child Rights Act in plain language, a monthly budget and savings record, a business idea canvas, a SMART goal-setting page, a digital-safety checklist, a stress-and-emotion tracker, and a community action plan template. Each module page carries the learning outcomes for that month, a reflection space, and the between-session task.

Sample Worksheets

- **Strengths Mirror:** self-and-peer feedback tool used in Month 1.
- **Three Conversations:** assertiveness log completed after Month 2.
- **My Cycle, My Health:** discreet menstrual tracking grid from Month 3.
- **Decision Tree:** sexual-health scenario worked through in Month 4.
- **Circles of Safety:** safety-mapping diagram introduced in Month 5.
- **My Rights, My Country:** rights and citizenship quiz from Month 6.
- **Naira and Sense:** monthly budget worksheet from Month 7.
- **Idea to Income:** business model canvas from Month 8.
- **Twelve-Month Map:** SMART goal-setting template from Month 9.
- **Safe Online:** online-safety checklist from Month 10.
- **Feelings Wheel and Calm Toolkit:** regulation tools from Month 11.
- **Community Action Plan:** planning template used in Months 11 and 12.

The workbook belongs to the scholar. The Foundation does not collect or read it without explicit permission, save for clearly marked submission pages designed for facilitator feedback.

Assessment and Evaluation

Formative Assessment

Each session carries three formative checks: an entry ticket answered at the door, an in-session observation rubric completed by the facilitator on participation, application, and peer support, and an exit ticket at the close. The workbook tasks function as a portfolio assessment. Each scholar receives written formative feedback from her facilitator every quarter.

Summative Assessment

The summative regime has five components, administered at baseline in Month 1 and at endline in Month 12 except where otherwise noted.

7. A forty-item knowledge test covering all twelve modules.
8. The Rosenberg Self-Esteem Scale (10 items).
9. The Schwarzer–Jerusalem General Self-Efficacy Scale (10 items).
10. A twelve-item gender-equitable-norms scale adapted from the GEM Scale and contextualized for southern Nigeria.
11. A twelve-item financial-literacy quiz adapted from the OECD/INFE youth toolkit and the CBN/NERDC themes.

The endline additionally carries a satisfaction survey for scholars and for parents or guardians.

Key Performance Indicators

The pillar contributes to the following programme-level indicators. Data are disaggregated by age band, school, and household type, entered into a simple spreadsheet-based information system, reviewed monthly by the Programme Lead, and reported quarterly to the Foundation Board and to donors.

Indicator	Target	Source
Academic improvement of scholars versus baseline term grades	≥ 15%	Partner school records
Participant satisfaction	≥ 85%	Endline survey
Retention through twelve months	≥ 90%	Attendance register
Scholars with measurable knowledge gain (FLHE-aligned quiz)	≥ 70%	Pre/post test
Scholars with measurable self-efficacy gain	≥ 70%	GSE scale
Scholars completing the community action project	≥ 90%	Project rubric

Rubrics

Rubrics accompany each performance assessment. The Community Action Project rubric carries four criteria (relevance to community, girl-led design, execution quality, depth of learning reflection), each scored from emerging to exemplary. The Public Speaking rubric used in Month 9 carries five criteria (clarity, structure, evidence, voice, and connection with the audience). All rubrics are shared with scholars in advance so that assessment is transparent rather than mysterious.

Programme Rules and Standards of Conduct

ARISE HER is a structured programme with rules that protect the safety, dignity, and learning of every scholar. The rules below apply to all scholars from the moment of induction until graduation.

Attendance

Attendance at the monthly workshop is compulsory. A scholar who anticipates an absence must notify the Programme Administrator at least seventy-two hours in advance, in writing or via her guardian, with a brief reason. Three unexplained absences in a single cycle may lead to a review of her continued participation. Lateness beyond thirty minutes at the start of a session is treated as an absence for that day's records.

Cohort Covenant

In Month 1, scholars co-author and sign a cohort covenant that sets out the standards they hold one another to: confidentiality, no judgment, one voice at a time, the right to pass, and respect for difference. The covenant is displayed at every session and is the first reference point in any conflict.

Confidentiality

What is shared in the room stays in the room, with one important exception: facilitators are obliged to report any disclosure suggesting harm to a scholar or another child to the Safeguarding Focal Person within twenty-four hours. Scholars are told this clearly at the start of the cycle so that confidentiality is never mistaken for unconditional secrecy.

Mobile Phones

Phones are stored in a basket during sensitive sessions (Months 3, 4, 5, and 11). They may be retrieved at the close. Recording of any session is prohibited unless explicitly authorised in writing by the Programme Lead.

Workbook Care

The workbook is the scholar's personal property. She is asked to bring it to every session, to look after it, and to keep it private if she wishes. Lost or damaged workbooks may be replaced on a one-off basis at the discretion of the Programme Lead.

Disciplinary Process

In the unusual event that a scholar's conduct repeatedly disrupts the safety or learning of the cohort, the matter is first raised privately by the Lead Facilitator. If conduct does not improve, the Programme Lead convenes a small meeting with the scholar, her guardian, and a school representative to agree a remediation plan. Continued breach may, as a last resort, lead to withdrawal of her place. At every stage the scholar has the right to be heard and to have a trusted adult present.

Support Services and Resources

Safeguarding Referral Directory

The Safeguarding Focal Person maintains a working referral directory. Scholars receive a pocket card listing the most relevant services in the first month and on update. The directory includes:

- Federal Medical Centre, Owerri (adolescent-friendly services and emergency care).
- At least one primary health centre in each partner school's catchment area.
- The Imo State Ministry of Women Affairs and Social Welfare (safeguarding referrals).
- The Imo State chapter of the International Federation of Women Lawyers (FIDA), for legal support.
- The Imo State Universal Basic Education Board (IMSUBEB) and the State Ministry of Education, for educational continuity questions.
- The federal mental health helpline.
- A vetted licensed counsellor on retainer to the programme.

Library and Reference Resources

A small ARISE HER reference shelf is maintained at the SBF-Community office and is open to scholars during weekday office hours. The shelf includes plain-language guides to the Child Rights Act, FLHE-aligned health booklets, profiles of Nigerian women leaders, and a curated set of titles on financial literacy and entrepreneurship.

Digital Access

During the Month 10 digital session, two tablets are provided for shared hands-on work. Scholars who wish to follow up between sessions may book the Foundation's two computers at the SBF-Community office for one hour per week, supervised, free of charge.

Refreshments and Transport

Each scholar receives a modest transport stipend per session, and refreshments are provided during the tea break. The Foundation considers these to be ordinary entitlements rather than rewards and is committed to ensuring that distance and hunger do not become barriers to participation.

Alignment with Nigerian Policy and the SDGs

The case for ARISE HER before regulators, partner schools, and donor's rests on demonstrable alignment with national curriculum frameworks and policy commitments. The mapping below summarizes that alignment.

Framework	How ARISE HER aligns
NERDC 9-Year Basic Education Curriculum	Reinforces Religion and National Values, Basic Science and Technology, Pre-Vocational Studies, and Computer Studies across Months 1–11.
Family Life and Health Education (FLHE)	Months 3–5 follow FLHE's six themes; consistent with the four carrier subjects since 2020.
NERDC Senior Secondary Civic Education	Month 6 maps to citizenship, fundamental rights, youth empowerment, and the pillars of democracy.
National Policy on Education (2013)	Experiential, activity-based pedagogy fulfils the policy's learner-centred, pre-vocational expectations.
National Policy on Gender in Basic Education (2006)	Addresses the demand-side barriers (norms, knowledge, confidence) that the policy names for girls' retention and completion.
Adolescent Girls Initiative for Learning and Empowerment (AGILE)	Mirrors the AGILE life-skills module list; positioned as a South-East parallel, since Imo is not currently an AGILE state.
SDG 4 and SDG 5	Contributes to Targets 4.5, 4.7, 5.1, 5.2, 5.3, 5.5, and 5.6.

The fuller curriculum design document available from the Foundation traces this mapping in detail and supplies the underlying citations.

Seminars, Workshops, and Partnerships

Seminars and Interactive Sessions

- Cohort seminars between scheduled workshops, run by near-peer mentors.
- Guest sessions from Nigerian women in law, medicine, finance, engineering, and entrepreneurship.
- Joint sessions with the SBF College of Innovation, Entrepreneurship and Technology on selected topics.

Partner Organizations

- Imo State Ministry of Education and IMSUBEB, for regulatory engagement and school access.
- Federal Medical Centre, Owerri, and partner primary health centres.
- Imo State Ministry of Women Affairs and Social Welfare.
- Imo State chapter of FIDA, for the legal sessions.
- Bank of Industry youth desk and at least one microfinance bank.
- A vetted ICT centre for the digital session.
- UNICEF Nigeria and UNFPA Nigeria country offices, where partnership opportunities arise.
- Corporate partners under the SBF-Community CSR programme.

Contact

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