

GIVE GIRLS A
CHANCE



**THEORY OF
CHANGE**



Give Girls A Chance (GGAC) was founded in 2016

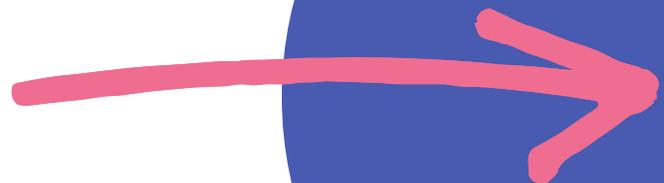
to increase access to education for young girls in Nigeria. We believe that a quality education can provide girls with future opportunities in life and break cycles of poverty. However, at present, young girls in Nigeria from low-income families face many barriers to accessing educational opportunities.

Major barriers include the burdens of school fees, the perceived lesser value of girl-child education in comparison to sending boys to school, menstruation stigma, and challenges in school infrastructure. Intervening at only a single point is insufficient for ensuring that girls stay in school and receive a quality education.

For example, a girl who receives a scholarship to attend school may end up missing many days of academic instruction because of inadequate menstruation facilities and a fear of stigma, which will decrease the likelihood of her graduating.

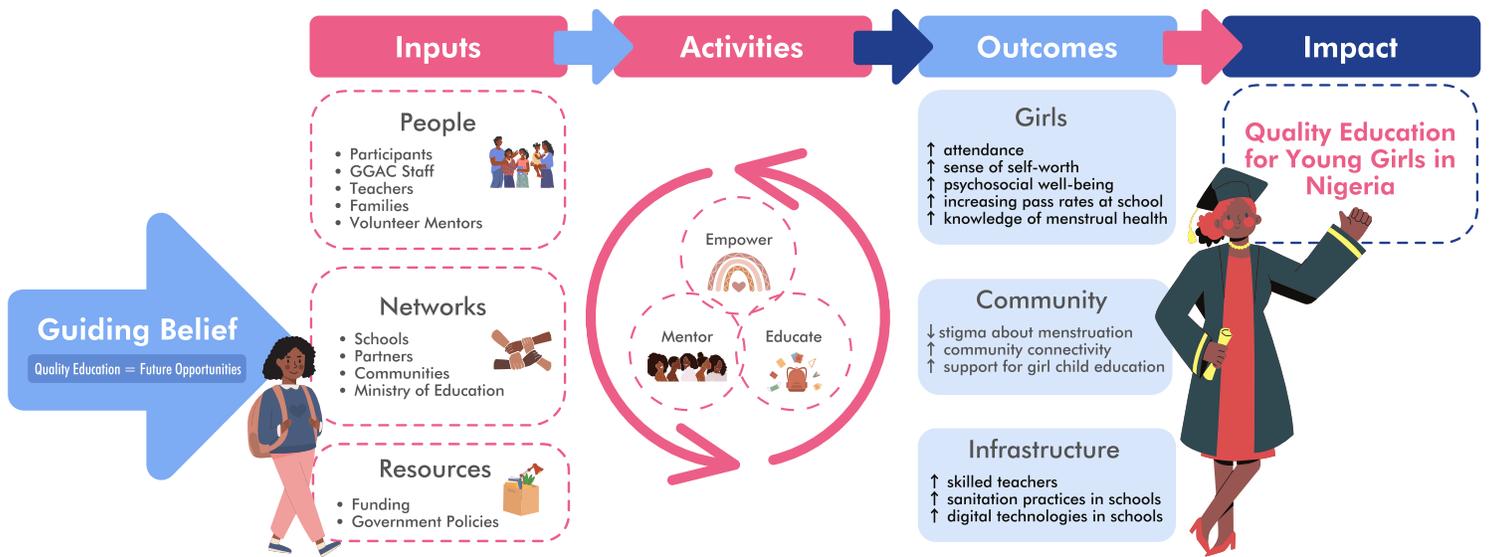
We acknowledge that these barriers are interrelated

and require intervention at multiple levels simultaneously: the girl-child, families and communities, schools, and Nigerian society at large. Therefore, our programs reflect the need for holistic solutions and target all levels of stakeholders through **the Scholarship & Mentorship Program, the Family & Community Engagement Program, the School Improvement Program, and regular campaigns for the public.**





By offering multi-stakeholder interventions centered around the girls participating in our programs, **we build an ecosystem of support around the girl-child.**



Her school is well-resourced with skilled teachers, digital infrastructure, and improved sanitation practices. Her community understands the value of girl-child education, fights menstruation stigma, and supports sending her to school. She is empowered, mentored, and educated for at least 3 years, emerging with an improved sense of self-worth, psychosocial well-being, knowledge of menstrual health, and academic excellence.

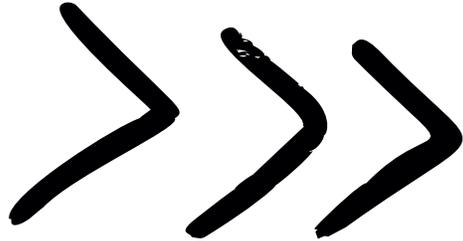
She is now equipped to chart her own future.

This is our vision of a world of quality education for young girls in Nigeria.



Scholarship & Mentorship Program

School fees are only the beginning of how we support the girl-child on her educational journey.



The aim of GGAC's Scholarship & Mentorship Program is to invest in the psychosocial well-being of girls, so that they may gain the support they need to excel in both school and other areas of life.





Girls in this program are provided scholarships for schooling fees and associated costs for a minimum of three years at one of our partner schools.



They are also matched with at least one mentor to support their psychosocial well-being throughout the school year with regular mentoring sessions. GGAC mentors are recruited from accomplished women in Nigeria and around the world, providing a model of success for girls to follow. The long-term nature of this support gives girls a sense of stability in school and helps them to form relationships with their mentors.



The result is that girls are relieved of financial anxieties associated with educational costs and are afforded the space to build their confidence, focus on their studies, and invest in their overall sense of self-worth and psychosocial well-being.



Family & Community Engagement Program

Research has shown that the influence of family is one of the most significant factors determining the educational experience of students worldwide (Chmielewski, 2019; Haunushek, 2005).

Knowing this, GGAC's Family & Community Engagement Program seeks to improve the immediate support that the girls in our Scholarship & Mentorship Program receive from their families and communities by engaging with them in girl-child advocacy and livelihood support.



To this end, we regularly visit the families and communities of our girls to provide training on girl-child education, its importance, and its benefits. We build long-lasting relationships through organizing community events centered around girl-child education, as well as providing livelihood support services.

By involving the families of our girls and their communities, we seek to build up a collective knowledge, capacity, and appreciation for girl-child education, its importance, its benefits, and why it is worth the investment to the girls, their families, and their communities.

The result is a greater sense of community support and connectivity for the girls and their families, a greater perceived value of girl-child education overall, and positive perceptions around educating young girls. All this makes it more likely that more of them will be sent to school in the future.



School Improvement Program

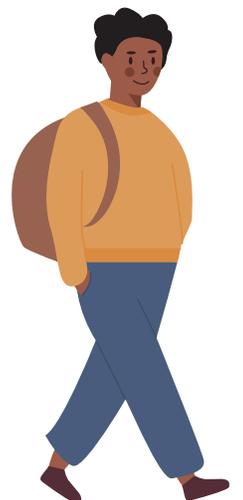
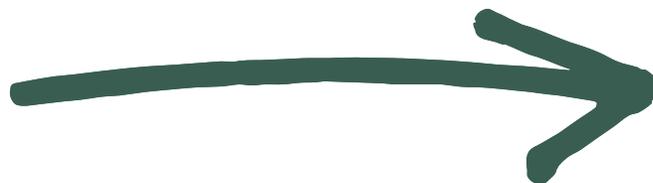
Access to education does not always ensure its quality.

This is why GGAC seeks to improve the quality of the educational experience for our girls by partnering with the local schools they attend and some others in the area to build their capacity to provide quality education.

To that end, the School Improvement Program focuses on building the infrastructure of local schools in two main ways.

The first is to invest in school facilities and equipment by providing funding. These funds are used to improve existing school facilities, like libraries, or to acquire digital infrastructure, like computers, that students can use for their learning.

Second, we provide training workshops for teachers, increasing their capacity for delivering supplementary courses in the curriculum, such as Digital Skills training and workshops on menstrual hygiene.





Many of the schools involved in this program are located in resource-poor communities,

and thus there is great potential for GGAC's investments to make a positive impact.

The improved facilities and teacher capacities, especially for the digital literacy of all students, increase the quality of education at these schools. Furthermore, menstrual hygiene training for teachers and subsequent supplementary classes for students contribute to improved menstrual hygiene practices, lower the stigma associated with coming to school during menstruation, and positively impact the school attendance of girls all year round.





Campaigns

To realize our vision of quality education for all young girls in Nigeria, **we know that we need to advocate for girl-child education for all — not just the girls in our programs.**

As an organization, we extend the reach of our girl-child advocacy into Nigerian society through regular and one-time campaigns, which raise awareness of the importance and benefits of educating the girl-child.



These campaigns include our annual essay competition, open to all Nigerian girls between the ages of 13-19 since 2018, the International Day of the Girl Child events, Children's Day events, and Women's Day events. Each campaign seeks to engage young girls in Nigeria, their families, and their communities and features events that encourage girls to seek educational opportunities, emphasize the benefits of educating the girl-child, and raise awareness about related issues, such as menstrual hygiene and health.

The result adds to positive societal perception and support of girl-child education and increased awareness surrounding potential barriers to education access such as menstruation stigma or livelihood difficulties.



All of GGAC's programs work together towards our vision of improved access to quality education for young girls in Nigeria.

Our programs seek to affect the knowledge, skills, and attitudes of multiple stakeholders surrounding girl-child education, leading to positive, long-term behavioral changes such as more girls attending schools, increased family and community support for girl-child education, and greater sanitation practices at schools.

These changes build on each other to create an overall impact on factors such as school retention rates, destigmatization of menstruation, and an increased quality of education offered at schools.



They say it takes a village to raise a child, and we believe it takes the same to send her to school and ensure that she graduates successfully.



Chmielewski, A. K. (2019). The Global Increase in the Socioeconomic Achievement Gap, 1964 to 2015. *American Sociological Review*, 84(3), 517–544.
<https://doi.org/10.1177/0003122419847165>

Hanushek, E. A. (2005). *Economic outcomes and school quality* (Vol. 4). Paris: International Institute for Educational Planning.