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UNIVERSAL  
ENLIGHTENMENT  
& FLOURISHING

# Partner–Facing Materials



# The Flourishing Child Program: Sierra Leone LLP Girl's Club

## Executive Summary

### **Project Overview**

The Love, Learn and Play (LLP) Girls' Club is an initiative sponsored by the Universal Enlightenment & Flourishing (UEF). This group has identified love, learning and play as the fundamental steps of human flourishing. This philosophy combines multiple religious ideals with academic research and provides the structure of the club. Through the club, adolescent girls are given the skills, tools and resources to flourish in diverse contexts across the world. The club facilitation and logistics are flexible to meet the needs of the contexts in which the project is implemented and the partners working with UEF to provide a successful Love, Learn and Play Girls' Club that leads to flourishing. An overview of **UEF's mission and vision** as well as the **purpose of girls' clubs** are provided below. Additional information about the **club structure, stakeholdership, required facilities and logistical best practices** can also be found in this document as an introduction to this well established UEF initiative.

### **Universal Enlightenment & Flourishing**

#### Our Vision

By integrating the wisdom of the timeless philosophical and ethical traditions, new frontiers in scientific research, and insights gained and validated through lived experiences from across the globe, we can help to usher humanity into an era of universal enlightenment to enhance true human flourishing.

#### Our Mission

The UEF's work focuses on the research and dissemination of ideas around human flourishing and religious literacy. We will make this happen by bridging silos of knowledge and wisdom across time, geography, religion and culture. Through writing, research and collaborating with other like-minded organizations, we are dedicated to facilitating the preservation and integration of human knowledge - and to maximizing human flourishing. Our key insight is that we can truly flourish simply by engaging in Love, Learn and Play in everything that we do.

#### Love, Learn and Play (LLP)

This philosophy can be adapted to meet the needs of every population, as all people aim to flourish; the goal of LLP. For the population of UEF's LLP Girls' Club each idea has a meaningful impact for disadvantaged girls and their ability to flourish. The following provides clarity on the meaning of each idea in regard to adolescent disadvantaged girls.

- *Love means...* caring, empathizing, and showing compassion for oneself, one's family, one's friends, one's community and one's life. Love is more than a relationship, it is a deep-seated compassion without the expectation of reciprocity.
- *Learn means...* being conscious, making sense of what is experienced and intentionally acquiring information regarding skills, ideas, thoughts, and philosophies to expand an individual's or group's understanding and knowledge. Learning may include new information, different perspectives, updated information about oneself, one's environment, one's community, etc.
- *Play means...* to exercise creativity and innovation by enjoying oneself at any age, doing any activity that brings joy, which is self-motivated. Play is diverse, relaxing, driven, essential to learning and can be independent or collective, but should continue throughout life.

- *Flourishing is..* unique to the individual and their environment as well as collective. Flourishing should be measured by the individual and represent their full potential, or success, of loving, learning and playing.

## **Girls Clubs**

Girls' clubs aim to *empower girls by giving them a chance to learn about issues that affect their lives, enabling them to expand their social networks, and learning vocational and life skills.*

Girls' clubs and empowerment programmes can help to *shift gender norms, attitudes and practices by increasing girls' self-confidence, encouraging them to express their views, and giving them access to role models who often also act as mentors.*

*Girls' clubs are one of several 'ingredients' of empowerment and gender norm change . They are most effective when accompanied by complementary interventions such as universal education, broader behaviour change and rights awareness communications that promote gender-egalitarian values, economic opportunities for educated women, and legal changes to prohibit discriminatory practices.*

[Source: Overseas Development Institute 2015]

## **Stakeholders**

UEF prioritizes local partnership and consultation to implement the LLP Girls' Club in diverse contexts across the world.

### Universal Enlightenment & Flourishing

UEF has developed and piloted all the materials (see Project Structure) needed to implement the LLP Girls' Club and will provide these to the local partner for implementation.

### Local Partner Organization

The local partner organization may be a local school, NGO, volunteer collective, etc. based in the country the project will be implemented in. This partner must contribute to the club through *providing country specific needs assessments, identifying a facility for the club, providing facilitators, organizing logistics and selecting the participants of the club* (adolescent, disadvantaged girls).

## **Project Structure**

The UEF LLP Girls' Club includes a comprehensive **monitoring and evaluation logistical framework**, a fourteen session **training guide for facilitators of the club** and a **facilitator handbook curriculum** which includes seven modules, or pathways, that can be customized for each context.

### Monitoring and Evaluation (M&E)

The M&E framework outlines each intervention for the club and details the *objectives, projected outcomes, indicators, means of verification, and outputs*. M&E is conducted throughout the facilitator training and the girls' club with *baseline and end-line questionnaires, interviews, feedback forms and formative assessments* throughout the modules of both interventions. All M&E materials are included with the program resources.

### Training Guide for Club Facilitators

The training guide provides capacity development for the facilitators, identified by the local partner organization, regarding skill development for facilitation, awareness of challenges to girls that hinder flourishing and content knowledge that is found in each of the modules. Thirteen (13) sessions provide comprehensive preparation for facilitation of the UEF LLP Girls' Club through meeting the following objectives:

- Inform participants of the importance of girl’s clubs, the love, learn, play principles and the expectations of the facilitators’ role in the club.
- Model human rights based approaches to prepare facilitators to communicate effectively, handle sensitive situations and facilitate the club sessions successfully.
- Establish best practices for creating a safe and conducive learning environment to support girls’ love, learn and play during the club.
- Provide content knowledge surrounding topics covered in the LLP Girls’ Club Handbook.

### Facilitator Handbook Curriculum

Following introductory sessions on love, learn and play, there are multiple modules to choose from, including **empowerment, leadership, activism, general health, sexual reproductive health, financial literacy and entrepreneurship**. Each module includes three (3) to five (5) sessions, around one (1) hour in length. By the end of the club, club participants will be able to ...

- ... identify opportunities for love, learn and play within daily life resulting in increased flourishing.
- ... exercise increased self-confidence, self- respect, and self-worth within the Love, Learn and Play philosophical framework.
- ... flourish.

### **Logistics**

The logistics of the club are paramount as the club must be conducted in a secure, consistent and calm environment. Logistics include the **duration of the club**, the **facility**, and **general considerations** for establishing a LLP Girls’ Club in the community. The club should meet at the same time and place each week with the same facilitators. Clubs should be held during a break in the school day, after school or on the weekend; clubs should not replace formal education. The scale of the club is flexible, but should include *at least* ten girls and two facilitators. There should be no more than a 20:1 ratio of participants to facilitator.

### Duration

Consistency is key for projects supporting disadvantaged youth; the club should be facilitated *at least* once a week for one (1) hour for a minimum of two (2) months. The length of the club can be increased up to one (1) year. Alternatives for the duration of the project are found below: (UEF welcomes additional alternatives that best suit the needs of the context)

- twice a week for *at least* thirty (30) minutes each day, up to three (3) hours (weekday)
- once a week for two (2) hours, up to four (4) hours (weekend)

### Facility

The club should be located in a communal space the participants are familiar with, which will be available throughout the duration of the club. Facilities may include school buildings, community centers, libraries, etc. The facility should have the following:

- Welcoming and clean environment
- Private space or room for the club
- Chairs for all participants and facilitators
- Restroom facilities

The following are not required but can provide additional resources for the club.

- Electricity
- Internet connection
- Computer
- Projector
- Printer

Considerations

There are many elements to be considered when establishing a girls’ club in a community. Each context provides diverse resources and challenges for the implementation of the club which must be considered at each stage of the process for establishing the club. The following logistical considerations should be made in preparation for the establishment of an LLP Girls’ Club. This is not an exhaustive list.

- What challenges do adolescent girls face in this community?
  - Are there challenges disadvantaged adolescent girls, specifically, face?
- What supports already exist for disadvantaged youth in this community?
  - Are there female specific supports available and accessible?
- How might a girls’ club address the gaps between the challenges faced by this population and the current support and/or resources available?
- What could flourishing look like for disadvantaged adolescent girls in this community?
- How does the Love, Learn and Play philosophy merge with the local culture?

**Quick Reference Checklist for the Establishment of UEF’s LLP Girls’ Club in a New Context**

(This is not an exhaustive list, nor is the order sequential).

- Identify local partner organization(s) with aligned interests to UEF.
- Identify a population of disadvantaged adolescent girls.
- Identify the specific needs of this population.
- Conduct needs assessment.
- Customize LLP Girls’ Club curriculum to meet these needs.
- Identify and address logistical needs.
- Establish a facility for the club.
- Select facilitators.
- Identify participants.
- Select duration of the club.
- Train the facilitators.
- Implement the club.