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# Love, Learn and Play Girls' Club

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# UEF's Love, Learn and Play Girls' Club Executive Summary

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## Project Overview

The Love, Learn and Play (LLP) Girls' Club is an initiative sponsored by the Universal Enlightenment Forum (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.



## 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.

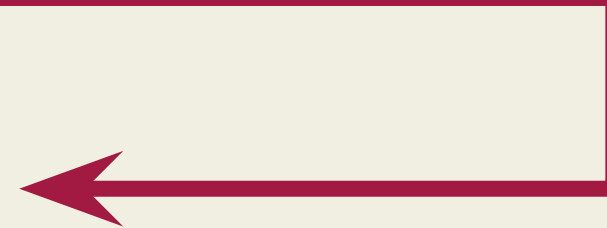
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**Love means...** caring, empathizing, and showing compassion for oneself, one's family, one's friends, one's community and one's life. Love is more than a relationship, it is a deep-seated compassion without the expectation of reciprocity.

**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.



# Love, Learn and Play Philosophy

Love, Learn and Play leads to Flourishing

**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.



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## 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.



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



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### Universal Enlightenment Forum

UEF has developed and piloted all the materials 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).

Stakeholders

# 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.

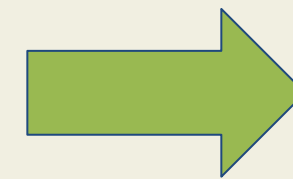


# Monitoring and Evaluation

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, mid-point evaluations, interviews, feedback forms and formative assessments** throughout the modules of all interventions.

UEF bridges silos of knowledge and wisdom across time, geography, religion and culture to establish research and disseminate ideas around human flourishing and religious literacy. Through writing, research and collaborating with other like-minded organizations, UEF is dedicated to facilitating the preservation and integration of human knowledge - and to maximizing human flourishing

Girls' clubs provide space for disadvantaged adolescent girls to flourish.



Through Love, Learning and playing girls can flourish

## Assumptions

Girls cannot flourish without loving, learning and playing often.

Disadvantaged adolescent girls do not have support for love, learn and play in developing contexts.

## Intervention

Girls' clubs provide a space for disadvantaged adolescent girls to create a community and dedicate time to loving, learning and playing.

## Intermediate Outcomes

Girls are spending consistent time each week loving, learning and playing while building a community to support flourishing.

## Intended Impact

Girls flourish.

# UEF's Love, Learn and Play Girls' Club Program Logical Framework

Projected Impact	Strategy	Projected Outcomes	Objectives	Indicators	Means of Verification	Outputs	
Increase flourishing for disadvantaged adolescent girls across the globe.	Provide comprehensive training for all club facilitators ahead of implementation of the UEF LLP Girls' Club through the <b>Facilitator Training Guide Curriculum</b> .	All (100%) facilitators are prepared to implement the girls club.	The sessions in the Facilitator Training Guide aim to inform participants of the importance of girl's clubs, the love, learn, play principles and the expectations of the facilitators' role in the club.	Percentage of club facilitators who correctly respond to at least 10 questions of questions 1-12 on the endline questionnaire by the end of the club facilitator training sessions.	Facilitator Endline Questionnaire (Questions 1-12)	100% of club facilitators correctly respond to at least 10 questions of question 1-12 on the endline questionnaire by the end of the club facilitator training sessions.	
			The sessions in the Facilitator Training Guide aim to model human rights based approaches to prepare facilitators to communicate effectively, handle sensitive situations and facilitate the club sessions successfully.	Percentage of club facilitators who correctly respond to questions 13, 15, 16, 17, and 19 on the endline questionnaire by the end of the club facilitator training sessions.	Facilitator Endline Questionnaire (Questions 13, 15, 16, 17, and 19)	100% of club facilitators correctly respond to questions 13, 15, 16, 17, and 19 on the endline questionnaire by the end of the club facilitator training sessions.	
			The sessions in the Facilitator Training Guide aim to establish best practices for creating a safe and conducive learning environment to support girls' love, learn and play during the club.	Percentage of club facilitators who correctly respond to question 14 on the endline questionnaire by the end of the club facilitator training sessions.	Facilitator Endline Questionnaire (Question 14)	100% of club facilitators correctly respond to question 14 on the endline questionnaire by the end of the club facilitator training sessions.	
			The sessions in the Facilitator Training Guide aim to provide content knowledge surrounding topics covered in the LLP Girls' Club Handbook.	Percentage of club facilitators who score above 70% on each of the 7 content assessments administered after each content training session.	Formative Content Assessments (7)	100% of club facilitators score above 70% on each of the 7 content assessments administered after each content training session.	
	Administer a comprehensive girls' club within the Love, Learn and Play philosophical framework through the <b>UEF LLP Girls' Club Curriculum</b> .	Girls across the world will be equipped with the tools, resources and community to love, learn and play which will result in increased flourishing.  The Love, Learn and Play philosophical framework will be spread globally.	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.	Percentage of club participants who correctly respond to 6 or more of questions 3, 4, 5, 6, 8, 9, 10, 12, and 13 on the endline questionnaire at the end of the club duration.	Participant Endline Questionnaire (Questions 3, 4, 5, 6, 8, 9, 10, 12, and 13)	100% of club participants correctly respond to 6 or more of questions 3, 4, 5, 6, 8, 9, 10, 12, and 13 on the endline questionnaire at the end of the club duration.	
			By the end of the club, club participants will be able to expand their awareness of empowerment, leadership, activism, general health, sexual reproductive health, financial literacy and entrepreneurship.	Percentage of club participants who correctly respond to 6 or more of questions 2, 7, 16, 17, 18, 19, 20, 21 and 22 on the endline questionnaire at the end of the club duration.	Participant Endline Questionnaire (Questions 2, 7, 16, 17, 18, 19, 20, 21 and 22)	100% of club participants correctly respond to 6 or more of questions 2, 7, 16, 17, 18, 19, 20, 21 and 22 on the endline questionnaire at the end of the club duration.	
			By the end of the club, club participants will be able to exercise increased self-confidence, self-respect, and self-worth within the Love, Learn and Play philosophical framework.	Percentage of club participants who correctly respond to 5 or more of questions 1, 11, 13, 14, 15, 17, 21 and 22 on the endline questionnaire at the end of the club duration.	Participant Endline Questionnaire (Questions 1, 11, 13, 14, 15, 17, 21 and 22)	100% of club participants correctly respond to 5 or more of questions 1, 11, 13, 14, 15, 17, 21 and 22 on the endline questionnaire at the end of the club duration.	
			By the end of the club, club participants will be able to flourish.	Percentage of club participants who attend 90% of the club meetings.	Attendance Tracker	100% of club participants attend 90% of the club meetings.	
	Increase awareness of the Love, Learn and Play framework by establishing UEF's LLP Girls Clubs in multiple contexts.	Record best practices and feedback from current club facilitators and participants	Additional clubs can be facilitated in diverse contexts across the world spreading the Love, Learn and Play framework to increase flourishing globally.	By participating in monitoring and evaluation club facilitators and participants will provide valuable insights for UEF staff to advance the LLP Club.	Responses as captured in the weekly feedback form for facilitators and mid-point evaluation focus group for participants.	Club Facilitator Weekly Feedback Form  Mid-point Evaluation	Increased understanding of the on-the-ground experience of club facilitators and participants by UEF staff and leadership.



## **Monitoring and Evaluation Tools**

Club Facilitators Pre-assessment

Club Facilitators Post assessment

Club Facilitator Weekly Feedback Form

Club Participants Pre-assessment

Club Participants Post assessment

Mid- point Evaluation Template

Attendance Tracker

6-month Post Intervention Check-in Questionnaire



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# Training Guide for Club Facilitators

The training guide provides capacity development for the club 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.

# Club Facilitator Training Guide Objectives

The sessions provided in the training guide aim to...

- ... 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.



Session	Title	Summary
Preparation	Pre-assessment	This assessment measures the prior knowledge of the club facilitators and provides baseline data for the M&E of the training program.
Preparation	Introduction to the Training	This session serves to introduce the training as a whole and the various elements involved in it to the club facilitators.
Session 1	Importance of Girls' Clubs	This session provides an overview of the purpose of girls' clubs. Participants are provided with a fact sheet about girls clubs and then design a fictional club that includes all the elements outlined in the handout.
Session 2	Introduction to Love, Learn and Play	The meaning and application of love, learning and play is explored and participants will be prepared to spread these ideas to the girls in the club in order to allow them to flourish. Club facilitators create public awareness campaign advertisements to spread the LLP message for each idea.
Session 3	Establishing a Conducive Learning Environment	This session explores facilitator methods and choices that create a conducive, or appropriate, environment for a girls' club. Club facilitators model and apply various pedagogies that will be used in the duration of the club.
Session 4	Human Rights Based Approaches to Facilitation	This session provides a connection between the values informing human rights to the rationale of facilitation by emphasizing dignity, fairness, equality, respect and independence for participants. Club facilitators practice developing their own facilitation practices to meet the contextual and population needs of the LLP Girls' Club.
Session 5	Handling Sensitive Situations	This session outlines two instances for club facilitators to support participants' safety; through sensitive topics addressed in the content of the club sessions and when a participants' safety is at risk. Club facilitators practice addressing various situations through scenarios.
Session 6	Monitoring and Evaluation of the Girls Club	This session provides an overview of monitoring and evaluation for the UEF LLP Girls' Club along with the responsibilities of club facilitators to determine indicators and create checks for understanding within a club session modified for the needs of the class and the participants.
Session 7	Content Training: Empowerment	This session provides comprehensive content training for the entire scope of the "Empowerment" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 8	Content Training: Leadership	This session provides comprehensive content training for the entire scope of the "Leadership" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 9	Content Training: Activism	This session provides comprehensive content training for the entire scope of the "Activism" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 10	Content Training: General Health	This session provides comprehensive content training for the entire scope of the "General Health" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 11	Content Training: Sexual and Reproductive Health	This session provides comprehensive content training for the entire scope of the "Sexual and Reproductive Health" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 12	Content Training: Financial Literacy	This session provides comprehensive content training for the entire scope of the "Financial Literacy" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 13	Content Training: Entrepreneurship	This session provides comprehensive content training for the entire scope of the "Entrepreneurship" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Closing	Post Assessment, Certificates	This assessment measures the knowledge gained during the training and provides end line data for the M&E of the training program.

# Scope and Sequence

# Facilitator Handbook Girls' Club Curriculum

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.
- ... expand their awareness of empowerment, leadership, activism, general health, sexual reproductive health, financial literacy and entrepreneurship.
- ... exercise increased self-confidence, self-respect, and self-worth within the Love, Learn and Play philosophical framework.
- ... flourish.

Session	Title
1	Introduction to the Club
2	Love, Learning and Playing Lead to Flourishing
3	Love
4	Learn
5	Play
A1	Empowerment I
A2	Empowerment II
A3	Empowerment III
B1	Leadership I
B2	Leadership II
B3	Leadership III
C1	Activism I
C2	Activism II
C3	Activism III

Session	Title
D1	General Health I
D2	General Health II
D3	General Health III
E1	Sexual Reproductive Health I
E2	Sexual Reproductive Health II
E3	Sexual Reproductive Health III
F1	Financial Literacy I
F2	Financial Literacy II
F3	Financial Literacy III
G1	Entrepreneurship I
G2	Entrepreneurship II
G3	Entrepreneurship III
6	Reflection & Action Plan
7	Graduation

## Scope and Sequence



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.



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## Club Logistics

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**.

**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.

## Club Duration

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)



## Example Weekly Calendar

(Minimum club duration- 2 months)

Week 0	Pre-assessment
Week 1	Set Expectations
Week 2	LLP = Flourishing
Week 3	Love
Week 4	Learn
Week 5	Play
Week 6	Mid-point evaluation
Week 7	Optional session
Week 8	Optional session
Week 9	Reflection & Action Plan
Week 10	Graduation
Week X	Post Assessment

Club  
Duration



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**Example  
Weekly  
Calendar**  
(Recommended  
club duration- 4  
months)

Week 0	Pre-assessment
Week 1	Set Expectations
Week 2	LLP = Flourishing
Week 3	Love
Week 4	Learn
Week 5	Play
Week 6	Optional session
Week 7	Optional session
Week 8	Optional session
Week 9	Mid-point Evaluation
Week 10	Optional session
Week 11	Optional session
Week 12	Optional session
Week 13	Optional session
Week 14	Optional session
Week 15	Optional session
Week 16	Reflection & Action Plan
Week 17	Graduation
Week X	Post Assessment

Club  
Duration



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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

## Club Facilities

# 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?

# Next Steps

- ❑ 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.