



Operations Manual

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Center for Development Support Initiatives, World's Largest Lesson,
Baptist Boys' High School, Abeokuta, Ogun State, Nigeria

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About Club17 Africa

Club17 Africa is an initiative of the Center for Development and Support Initiative [CEDSI], based in Port Harcourt, Nigeria. CEDSI is working to ensure every child and young person in Africa has equal access to knowledge and capacity, live a meaningful life and enjoy their full rights. We believe that knowledge is the power that these constituents require at first, as a bedrock and foundation for personal growth and sustainable social change. Fortunately, all these are embedded in the Sustainable Development Goals [SDGs].

At the same time, for the Sustainable Development Goals to be achieved we must employ the efforts of our present young generation in driving sustainable change in which *no one is left behind*.

These materials and our accompanying curriculum have been developed in collaboration with World's Largest Lesson. This is a global project working alongside UNICEF and UNESCO to enable children across the world to learn about and take action for Sustainable Development and the SDGs.

Objectives

The main objectives of this project are to educate children about their immediate environment using the Sustainable Development Goals as the framework for this learning. We use an active, enquiry-based approach to learning and encourage children to contribute their ideas through creative activities and exploration. We aim also, to motivate and mobilise other youngsters and community people by instilling in our club members the spirit of scientific inquiry into community and social problems and involving the widest possible groups in efforts to create sustainable solutions.

Our Vision

All Africa's children take ownership of a sustainable community development.

Our Mission

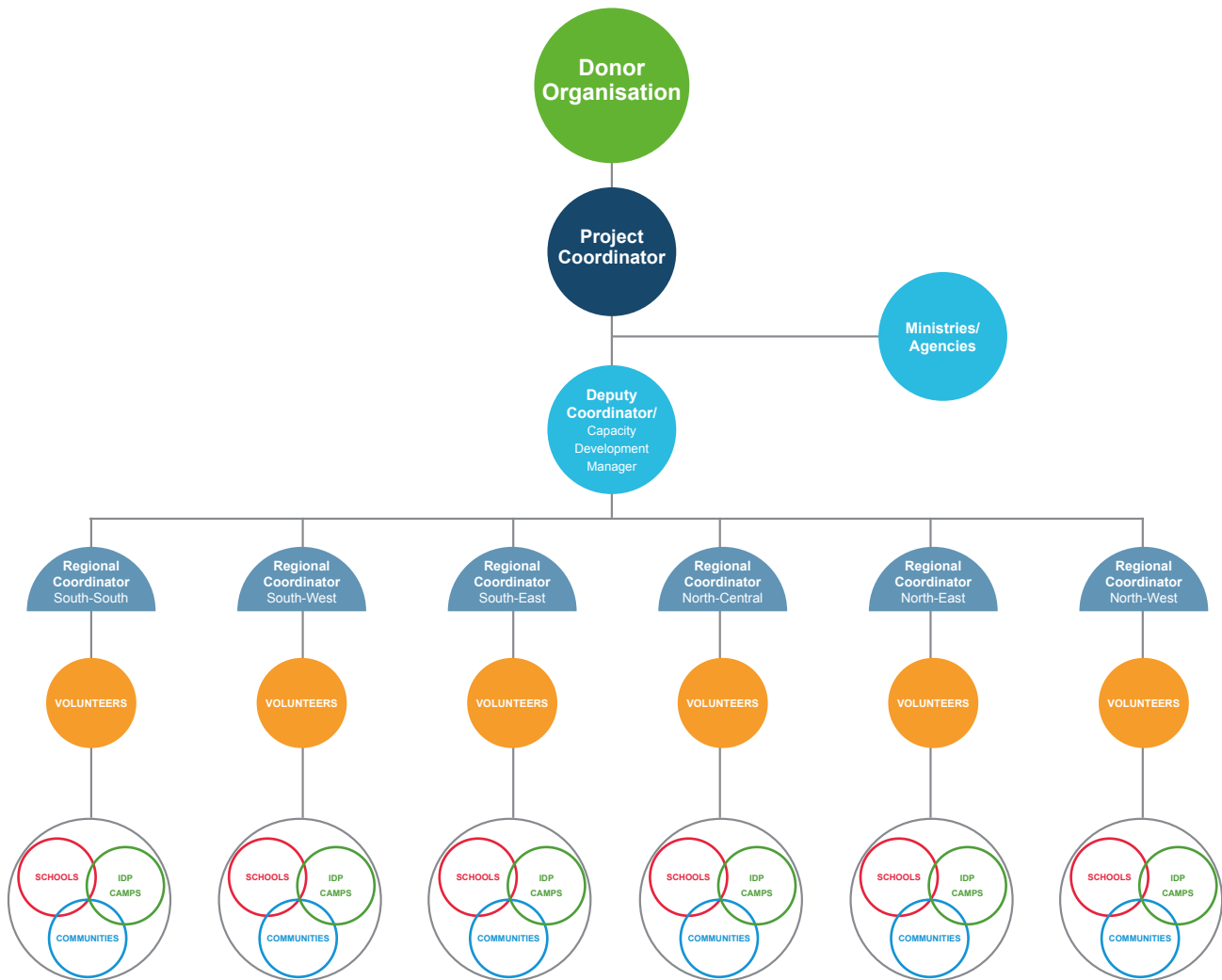
Empower the African child with the capacity to understand and relate the Sustainable Development Goals to everyday life. Ignite the spirit of volunteerism and ownership of social development.

Introduction to the Operations Manual

The Club17 Africa Operations Manual is a guide for all personnel and stakeholders taking part in the project implementation. You will find a job description for each position as well as the reporting hierarchy.

In order to ensure full participation, each personnel is expected to read and understand their various role(s). Do not hesitate to seek clarification on subjects not understood.

Organisational Structure



Nigeria Regional Categorization

South South states: Akwa Ibom, Bayelsa, Cross River, Edo, Delta, Rivers

South West states: Ekiti, Lagos, Ogun, Ondo, Osun, Oyo

South East states: Abia, Anambra, Ebonyi, Enugu, Imo

North Central states: Benue, Kogi, Kwara, Nasarawa, Niger, Plateau, Federal Capital Territory

North East states: Adamawa, Bauchi, Borno, Gombe, Taraba, Yobe

North West states: Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, Zamfara

The Sustainable Development Goals

September 2015 was monumental. 193 world leaders converged in New York City to galvanize global efforts in addressing a series of ambitious targets to end extreme poverty, fight inequality and injustice and fix climate change for all by 2030 – the United Nations launched the 17 Sustainable Development Goals.

The only means for the SDGs to work is if we speak and work for them BUT first we must understand what they are -this is why and where Club17 Africa steps in, to help every child, teenager and youth, everywhere in Africa, become aware of the SDGs, understand them and be able to speak and act towards helping our immediate communities and helping our world.

Within the 17 Sustainable Development Goals [SDGs], there are 169 specific ‘targets’ which explain in more detail what the world could look like by 2030 if these Goals are achieved.

SUSTAINABLE DEVELOPMENT GOALS

IMAGINE A WORLD WHERE THERE IS **NO POVERTY** AND **ZERO HUNGER**.
WE HAVE **GOOD HEALTH AND WELL-BEING**,
QUALITY EDUCATION AND FULL **GENDER EQUALITY** EVERYWHERE.
THERE IS **CLEAN WATER AND SANITATION** FOR EVERYONE.
AFFORDABLE AND CLEAN ENERGY HAS HELPED TO
DECENT WORK AND ECONOMIC GROWTH.
OUR PROSPERITY IS FUELED BY INVESTMENTS IN
INDUSTRY, INNOVATION AND INFRASTRUCTURE
THAT HAS HELPED US TO **REDUCE INEQUALITIES**.
WE LIVE IN **SUSTAINABLE CITIES AND COMMUNITIES**
AND **RESPONSIBLE CONSUMPTION AND PRODUCTION**
IS HEALING OUR WORLD. **CLIMATE ACTION** HAS CAPPED THE WARMING
OF THE PLANET AND WE HAVE FLOURISHING **LIFE BELOW WATER**
AND ABUNDANT DIVERSE **LIFE ON LAND**. WE ENJOY
PEACE AND JUSTICE THROUGH **STRONG INSTITUTIONS**
AND HAVE BUILT LONG TERM **PARTNERSHIPS FOR THE GOALS**.



End poverty in all its forms everywhere:

Goal 1 is focused on ending poverty through interrelated strategies, including the promotion of social protection systems, decent employment and building the resilience of the poor.



End hunger, achieve food security and improved nutrition and promote sustainable agriculture:

Goal 2 addresses a fundamental human need—access to nutritious, healthy food, and the means by which it can be sustainably secured for everyone.



Ensure healthy lives and promote well-being for all at all ages:

Goal 3 addresses all major health priorities and calls for improving reproductive, maternal and child health; ending communicable diseases; reducing non-communicable diseases and other health hazards; and ensuring universal access to safe, effective, quality and affordable medicines and vaccines as well as health coverage.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all:

Goal 4 aims to ensure that all people have access to quality education and the opportunity for lifelong learning. The Goal goes beyond school enrolment and looks at proficiency levels, the availability of trained teachers and adequate school facilities, and disparities in education outcomes.



Achieve gender equality and empower all women and girls:

Achieving gender equality and the empowerment of women and girls will require more vigorous efforts, including legal frameworks, to counter deeply rooted gender-based discrimination often resulting from patriarchal attitudes and related social norms.



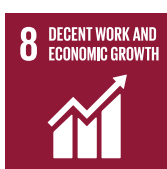
Ensure availability and sustainable management of water and sanitation for all:

Goal 6 aims to tackle challenges related to drinking water, sanitation and hygiene for populations, as well as to water-related ecosystems. Without quality, sustainable water resources and sanitation, progress in many other areas across the SDGs, including health, education and poverty reduction, will also be held back.



Ensure access to affordable, reliable, sustainable and modern energy for all:

To achieve this Goal, bolder financing and policies will be needed, along with the willingness of countries to embrace new technologies on a much more ambitious scale; enable access to affordable, reliable and sustainable energy services through expanding access to electricity and clean cooking fuels and technologies.



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all:

When this growth is sustained and inclusive, more people can escape poverty as opportunities for full and productive employment expand.



Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation:

Infrastructure, industrialization and innovation are three drivers of economic growth. When inclusivity, resilience and sustainability are factored into the implementation of these driving forces, economic growth can support sustainable development.



Reduce inequality within and among countries:

Goal 10 calls for reducing inequality within and among countries, ensuring safe, orderly and regular migration, and strengthening the voices of developing countries in international economic and financial decision-making.



Make cities and human settlements inclusive, safe, resilient and sustainable:

While cities are incubators of innovation and help foster increased employment and economic growth, rapid urbanization has brought with it enormous challenges, including inadequate housing, increased air pollution, and lack of access to basic services and infrastructure.



Ensure sustainable consumption and production patterns:

This Goal focuses on decoupling economic growth from resource use, and ensuring that hazardous chemicals and wastes are managed in a way that minimizes their impact on human lives and the environment.



Take urgent action to combat climate change and its impacts:

Mitigating climate change and its impacts will require building on the momentum achieved by the Paris Agreement on Climate Change. Stronger efforts are also needed to build resilience and limit climate-related hazards and natural disasters.



Conserve and sustainably use the oceans, seas and marine resources for sustainable development:

The increasingly adverse impacts of climate change (including ocean acidification), overfishing and marine pollution are jeopardizing recent gains in protecting portions of the world's oceans.



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



The Sustainable Development Goals can only be met if we work together:

International investments and support are needed to ensure innovative technological development, fair trade and market access, especially for developing countries. To build a better world, we need to be supportive, empathetic, inventive, passionate, and above all, cooperative.

Roles and Responsibilities

Project Manager/Coordinator:

- (i) Manage and oversee the daily running of the project
- (ii) Coordinate resources for the project
- (iii) Ensure the project runs as scheduled and to budget supplied.
- (iv) Assess risk and issues arising from the implementation of the project
- (v) Provide Reporting templates to Regional Coordinators
- (vi) Receive Reports from Regional Coordinators when due
- (vii) Maintain comprehensive project documentation and reports
- (viii) Ensure quality control

Deputy Coordinator/Capacity Dev. Manager:

- (i) Represent the Project Coordinator
- (ii) Develop the capacity of team members to effectively handle their responsibilities
- (iii) Support the design of capacity development packages with partners
- (iv) Support the daily running of the project
- (v) Collaborate with the Project Coordinator to monitor project implementation and ensure adherence to timeline
- (vi) Design and review of training materials under the supervision of Project Coordinator

Regional Coordinator:

- (i) Work under the directive and close supervision of the Project Coordinator
- (ii) Responsible for coordinating project activities in the Region/State
- (iii) Supervise school coordinators and volunteers to ensure project activities are carried out on schedule
- (iv) Get up-to-date report from Schools, Communities and Internally Displaced Persons (IDPs) camps Coordinators
- (v) Submit weekly report of activities to the Project Coordinator

School Coordinator:

- (i) Liaise with school heads to ensure training activities take place as scheduled
- (ii) Conduct training activities for students
- (iii) Work with volunteers and assigned school teachers to conduct training activities
- (iv) Submit daily training report to Regional Coordinator after each training
- (v) Ensure evaluation templates are completed
- (vi) Other duties as may be assigned

Community Rep:

- (i) Liaise with community heads to ensure training activities takes place as scheduled
- (ii) Conduct training activities for selected community youth
- (iii) Work with volunteers to conduct training activities
- (iv) Submit daily training report to Regional Coordinator after each training
- (v) Ensure evaluation templates are completed
- (vi) Other duties as may be assigned

IDP Camp Rep:

- (i) Liaise with camp heads to ensure training activities takes place as scheduled
- (ii) Conduct training activities for selected camp youth
- (iii) Work with volunteers to conduct training activities
- (iv) Submit daily training report to Regional Coordinator after each training
- (v) Ensure evaluation templates are completed
- (vi) Other duties as may be assigned

Volunteer

- (i) Assist in carrying out training activities
- (ii) Other duties as may be assigned

Club Officers

- (i) President: responsible for leading the club in meetings and activities in accordance with guidance of established club rules
- (ii) Vice President: will assist the president in club management; supervise club meetings in the absence of the club president, and perform other assigned duties
- (iii) Secretary: will keep notes of club meetings; maintain the attendance for the club, and maintain club membership records of all members
- (iv) Treasurer: will receive and disburse all club funds under the supervision of the president; maintain club financial records and makes financial report to the club whenever necessary
- (v) Public Relations Officer: responsible for reporting and promoting club activities and community events
- (vi) Editor: creates and maintain compendium of photos, newsletters, committee notes, programs, letters and other information beneficial to the club

Impact Measurement

To align with the vision and mission of Club17 Africa we have identified clear areas of development that we wish to see in our club members

- (i) Growth in self-knowledge and knowledge of the Sustainable Development Goals (SDGs).
- (ii) Improved awareness of local issues
- (iii) Increased ability to voice opinions
- (iv) Improved sense of leadership amongst peers and within community
- (v) Improvement of planning, implementation and presentation skills
- (vi) Editor: creates and maintain compendium of photos, newsletters, committee notes, programs, letters and other information beneficial to the club.
- (vii) Adoption of ICT as a tool for project delivery

This section deals with the expected deliverables from Center or Regional Coordinators. The indicators to measure performance to select winning teams include:

- (i) Ability to ensure meetings are held
- (ii) Ability to ensure 5 lessons are concluded
- (iii) Ability to generate additional resources
- (iv) Ability to hold successful step down sessions
- (v) Ability to to facilitate the identification and resolution of priority challenges at centers for submission
- (vi) Ability to apply innovations to amplify the voices of youths for the SDGs
- (vii) Ability to work with the Ambassadors/Peer Educators to have a mass SDGs rally and/or awareness amongst the wider schools

Phone: (+234) 803 340 2265

Email: info@club17africa.org; wllclub17@gmail.com

Website: www.club17africa.org

Evaluation Questionnaires

All clubs are expected to submit pre and post evaluation questionnaires, completed by both volunteers, teachers and students involved in the club. Pre-questionnaires must be completed in the first session of the club before any teaching or learning has taken place. Completed evaluation questionnaires must be sent to Regional Coordinators for collation.

Policy and Position Statements

Club17 Africa is keen on ensuring sustainability in its project. The club will award schools and communities who show commitment in implementation of club activities.

Leaders and members of the club should follow the rules as set out in the constitution below.

Club Constitution

1. Article one: Name and general provisions

- 1.1 The name of the Club shall be Club17 Africa having been registered under the laws of the Federal Republic of Nigeria
- 1.2 The Club shall be a development club
- 1.3 The Club shall maintain a pledge, a logo and the SDGs Emblem as contained in its maiden session to this constitution
- 1.4 The Club is a Non profit, Non governmental, Non partisan, Non religious body but clearly committed to implementing and popularizing the SDGs in public and private secondary schools and communities

2. Article two: Aims and objectives

Aims

- 2.1 Empower the African child with the capacity to understand and relate the Sustainable Development Goals (SDGs) to everyday life. Ignite the spirit of volunteerism and ownership of social development

Objectives

- 2.2 To build capacity of young people in Africa with relevant training and resources to champion the popularization and implementation of the Sustainable Development Goals at the local and national level
- 2.3 To strengthen the role of volunteerism to achieve the SDGs
- 2.4 To mainstream gender, equality and non-discrimination, as core values in the implementation of the SDGs, with a special focus on young people
- 2.5 To promote mutual accountability, intergenerational dialogue and partnerships for SDGs
- 2.6 To promote research and documentation on the impact of SDGs learning on young people

3. Article three membership:

Membership of Club17 Africa is open to youths and legible students in Secondary Schools and communities.

Duties and obligations of members:

Rules:

- 3.1 Every member shall attend promptly every meeting
- 3.2 Abide by the rules, principles and provisions of this constitution and must respect its ideals and constituted authorities
- 3.3 Help to enhance the prestige and good name of Club17 Africa and be good ambassadors
- 3.4 Make positive and valuable contributions to the practical development, progress and well being of Club17 Africa
- 3.5 Preserve, promote and safeguard the constitution of Club17 Africa
- 3.6 Render positive assistance to other organizations geared towards the actualization of the dreams and aspirations of Club17 Africa, in the implementation and promotion of all 17 Sustainable Development Goals in Nigeria
- 3.7 No member of Club17 Africa irrespective of position occupied is expected to indulge in any unlawful act that is capable of bringing shame to or damaging the image of Club17 Africa.
- 3.8 All clubs are led by a contact school or team leader who provides the mentoring over site for the students in the specific schools
- 3.9 All clubs must have a letter of approval from the Head of the School as written confirmation of their support and understanding of the role of the school towards the project.
- 3.10 The Club meetings in each school shall be once every week for a minimum period of 5 weeks

4. Article four: Oath of office of membership, club pledge and anthem.

I, /Mr./Miss. _____ hereby
affirm to abide by the Constitution of Club17 Africa. That I promise at all times,
to fulfill my obligation to the Club and to promote her virtues. So help me God.

President says:

On behalf of the Registered Trustees, Executive Council, and entire members of Club17 Africa,
I, _____ hereby this day induct all of you into the fold.

Club Pledge:

I pledge at heart with love for my life and humanity to work for the benefit
and growth of my community.

I pledge to be the voice that speaks; eyes that see; hands that work; legs that walk.
To be an answer to my generation.

To eliminate extreme poverty, fight climate change, ensure justice and freedom of all.

Post-Survey for Teachers and Volunteers

How The Club Works

We suggest starting your club learning with our 5 week 'Introducing the SDGs Club Activity Pack and Guide for teachers'. We recommend beginning with this introductory pack and then continuing to the other in-depth learning resources so that learners will gain a solid overview on the SDGs first. However, you can decide to start with other learning resources such as the 8 week 'Climate Action Club Activity Pack and Guide for teachers' if this is more appropriate for your learners.

The #SDGsClubChallenge

The #SDGsClubChallenge is a annual landmark development education project competition which aims to equip students, community leaders and the vulnerable across internally displaced camps with the knowledge, skills and motivation to take informed action to contribute towards designing innovative solutions to priority everyday challenges in their schools, communities and camps towards the achievement of the Sustainable Development Goals (SDGs).

Awards will be given to 6 Regional Finalists and 1 overall Country Winner.

Clubs can enter the competition with entries that link to any of the SDGs. Ideas should relate to locally identified problems and suggest solutions to these problems.

This competition is run by Club17 Africa – a youth driven SDGs initiative of the Center for Development Support Initiatives with support from the World's Largest Lesson, UNICEF, Avanti, UNESCO, the Ministry of Education and OSSAP.

Winning entries will receive financial and supply support to enhance their identified solution as well as certificates.

Entries can be sent to info@club17africa.org

A comprehensive guideline including judging criteria, full terms and conditions and submission forms will be found on www.club17africa.org

Pre-Survey for Teachers and Volunteers

1. Full Name:

2. Are you a teacher or a volunteer?

3. School Camp Community (state name of school)

4. How confident do you feel about teaching the SDGs?

- I don't know what these are
- Not at all
- Slightly
- Somewhat
- Moderately
- Extremely

5. Have you ever received any teacher training?

Yes No

(please add a line of explanatory text to say what this training was and who provided it)

6. Have you received teacher training on the SDGs before now?

Yes No

(please add a line of explanatory text to say what this training was and who provided it)

7. How often do you refer to the SDGs in the wider school curriculum across school subjects?

- I don't know what those are
- Never
- Rarely
- Sometimes
- Often
- All the time

Please explain your answer (for example, in which school subjects do you refer to the Goals?):

8. How much do you agree with this statement 'I feel that I inspire my students/ children every day to make positive change'?

- Not at all
- Slightly
- Somewhat
- Moderately
- Extremely

9. In the last month, have your students/children expressed any interest in learning about and solving global problems within and/or outside of their own community?

- Not at all
- Slightly
- Somewhat
- Moderately
- Extremely

10. How inspired are your students/ the children to take action for positive social change?

- Not at all
- Slightly
- Somewhat
- Moderately
- Extremely

11. How much do you agree with the following statement?
"My students feel confident in sharing their opinion in the classroom."

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

1. Full Name:

2. Are you a teacher or a volunteer?

3. School Camp Community (state name of school)

4. How confident do you feel about teaching the SDGs?

I don't know what these are

Slightly

Somewhat

Moderately

Extremely

5. How helpful was the Facebook teacher training on the SDGs?

I didn't take it

Not at all

Slightly

Somewhat

Moderately

Extremely

6. Will you continue to teach SDGs in the future?

I don't know what these are

Never

Rarely

Sometimes

Often

All the time

Please explain your answer (for example, in which school subjects):

7. How much do you agree with this statement 'I feel that I inspire my students/ children every day to make positive change'?

- Not at all
- Slightly
- Somewhat
- Moderately
- Extremely

8. How much has the SDGs after-school club experience provided more meaning and real-life application to your teaching?

- Negative change
- No change
- Slightly
- A lot
- Completely

9. How much has teaching the SDGs provided more meaning and real-life application to your teaching?

- Negative change
- No change
- Slightly
- A lot
- Completely

The next few questions will focus on the impact of the SDGs after-school club on your students/children:

10. Choose three out of the following words that best describe how students/ children feel after learning about the SDGs:

- a) Motivated
- b) Confused
- c) Indifferent
- d) Bored
- e) Inspired
- f) Engaged
- g) Overwhelmed
- h) Excited
- i) Disengaged
- j) Neutral

11. In the last month, have your students/ children expressed any interest in learning about and solving global problems within and/or outside of their own community?

- Not at all
- Slightly
- Somewhat
- Moderately
- Extremely

12. How inspired are your students/the children to take action for positive social change?

- Not at all
- Slightly
- Somewhat
- Moderately
- Extremely

13. How much do you agree with the following statement?

“My students feel confident in sharing their opinion in the classroom.”

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

14. Briefly summarise your experience of having the SDGs after-school club.

Pre-Questionnaire

For students in schools, communities and IDPs camps.

1. First Name
2. Age
3. Gender
4. Class
5. School/Community/Camp

Understanding the SDGs

6. Do you know what the SDGs are? Yes No

If you said YES to question 6, answer question 7

7. What are the SDGs? tick the right answer
- (a) They are the 10 goals
 - (b) They are the 17 sustainable development Goals by the UN
 - (c) They are goals for only people in Nigeria
 - (d) They are only trying to solve one problem
 - (e) They are only for children

8. Has anyone come to talk about the SDGs at your school? Yes No

9. Do you have clubs in your school? Yes No

10. What club do you belong to?

Priority Needs

11. When you see a problem in your school or community, do you try to make it better?

- (a) I never do that
- (b) I almost never do that
- (c) I sometimes do that
- (d) I usually do that
- (e) I always do that

12. How confident do you feel that you can solve a problem in your community?

- (a) Not at all – I have no idea where to start
- (b) Slightly
- (c) Quite
- (d) Very
- (e) Extremely

13. What problem(s) can you identify in your school or community? List below

14. How often do you discuss about the problems in your community with others?

- (a) Not at all – I have no idea where to start
- (b) Slightly
- (c) Often
- (d) Always

15. What are the skills you want to develop in this club? Choose three and order your choices by priority 1-3 with 1 being your highest priority and 3 being your lowest priority.

- (a) Leadership
- (b) Problem solving
- (c) Communication
- (d) Creativity
- (e) Team work
- (f) Resilience

Best Methods

16. How would you like to learn about the SDGs? Please number each of the options below from 1-5 with 1 being your highest priority and 5 being your lowest priority

- Songs
- Essays
- Drawing
- Team activities
- Competition
- Other (please specify)



Post-Questionnaire

For students in schools, communities and IDPs camps.

1. First Name

2. Age

3. Gender

4. Class

5. School/Community/Camp

Understanding the SDGs

6. Do you know what the SDGs are? Yes No

If you said YES to question 6, answer question 7

7. What are the SDGs? tick the right answer
- (a) They are the 10 goals
 - (b) They are the 17 sustainable development Goals by the UN
 - (c) They are goals for only people in Nigeria
 - (d) They are only trying to solve one problem
 - (e) They are only for children

Priority Needs

8. How did it make you feel to problem solve and think of solutions for your community?

- | | |
|---|--|
| (a) Inspired <input type="checkbox"/> | (g) Engaged <input type="checkbox"/> |
| (b) Bored <input type="checkbox"/> | (h) Helpless <input type="checkbox"/> |
| (c) Helpful <input type="checkbox"/> | (i) Indifferent <input type="checkbox"/> |
| (d) Motivated <input type="checkbox"/> | (j) Happy <input type="checkbox"/> |
| (e) Sad <input type="checkbox"/> | (k) Confused <input type="checkbox"/> |
| (f) Frustrated <input type="checkbox"/> | |



9. Do you think you understand your community and its issues better now?

- (a) Definitely
- (b) Quite a lot
- (c) A bit
- (d) Not really
- (e) Not at all

10. How important do you think it is that the SDGs are achieved?

- (a) Extremely
- (b) Very
- (c) A bit
- (d) Not really
- (e) Not at all

11. Will you tell other people about the SDGs? Yes No

12. After taking this club do you think you will take more actions for the SDGs? Yes No

13. Do you think you have learnt any new skills? Choose three and order your choices by priority 1-3 with 1 being what you learnt the most.

- (a) Leadership
- (b) Problem solving
- (c) Communication
- (d) Creativity
- (e) Team work
- (f) Resilience

Best Methods

14. How did you learn about the SDGs? Number the options below 1-5, 1 being what you did the most of and 5 being what you did the least of.

- Songs
- Essays
- Drawing
- Team activities
- Competition
- Other (please specify)



Dr Mina Margaret Ogbanga of the Center for Development and Support Initiative (CEDSI) is a Social Work and Development Studies expert with over 20 years demonstrated experience in Development Education across various levels.

A graduate of various local, national and international institutions and studies including Cambridge University UK, Harvard University, Boston, IUPUI, University of Port Harcourt, Calabar and RSU, Mina has a credible track record of interdisciplinary research and practitioner skills from the MDGs to the SDGs. This was demonstrated in her role as Leader of the World Bank Debate / British Council to Action MDG Initiative, School Leader in the British Council, Connecting Futures amongst others.

Her passion has taken her across the world and won her local, national and international awards. She is currently the Elected Africa Representative of the UN Action4SD. Currently an academic and the Regional Coordinator for Africa for the #SDGsClub initiative, Dr Mina hopes to share best practice strategies to achieving the SDGs one youth at a time.

On behalf of the Center for Development Support Initiatives – CEDSI Nigeria, we wish to express our profound gratitude to all who made the vision of this manual come to light. It will be recalled that the Sustainable Development Goals were adopted by the UN General Assembly in 2015. This 2030 agenda is a plan of action for people, planet and prosperity. All countries and stakeholders acting in collaboration are to implement this plan so as to free the human race from the tyranny of poverty, to heal and secure our planet.

While a lot is going on, youth participation has been a challenge for various reasons yet there can be no SDGs without them.

It was in recognition of the intense need to utilise education for sustainable development that the Club17 Africa Initiative was born in 2015. The project seeks to mainstream youth participation to create awareness, advocacy and take action.

The journey to actualising the set-up of these clubs has been made possible with the support of the World’s Largest Lesson, The Ministry of Education, UNESCO, The Office of the Senior Special Assistant to the President on the SDGs and a host of other partners who today will be inspiring millions of youth across Nigeria to take action.

The future looks bright and with all hands on deck we hope to collaboratively build the future we want and in the process ensure we leave no one behind.

Thank you from all the youth club members across Nigeria!