



SECURING THE FUTURE OF YOUNG NIGERIANS

Pro-Poor Growth and Promotion of
Employment in Nigeria Programme



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LIST OF ABBREVIATIONS



BDCs	Business Development Committees
BDCN	Business Development Committee Network
BMZ	German Federal Ministry for Economic Cooperation and Development
CEFE	Competence based Economic Formation of Enterprise
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
JS	Junior Secondary
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MDAs	Ministries, Departments and Agencies
MSMEs	Micro, Small and Medium Enterprises
SEA-Hub	Student Entrepreneurship Activity Hub
SS	Senior Secondary
SA	Staff Adviser
TOT	Training of Trainers
USP	Unique Selling Point

The SEA-Hub Anthem¹

We are the members of SEA-Hub
SEA-Hub is who we are
Young entrepreneurs, yes, we are!
SEA-Hub is what we do!

Being optimistic with our goals
Moving to great heights with our dreams
We are the change makers

Yes, we are the pacesetters
Yes, we are, Hub of ideas (SEA-Hub!)
Yes, we are the pacesetters
Yes, we are, Hub of ideas
Focused, determined we shall be
Our great nation we shall change!

SEA-Hub!!!Our future is secured!

¹ The SEA-Hub anthem was composed by our team of trainers during 2018 SEA-Hub Training of Trainers

INTRODUCTION

Although the largest economy in Africa, Nigeria's largely youthful population – 15-35, are highly at risk of unemployment – 29.7% and underemployment – 25.7%, reports the National Bureau of Statistics². Job creation in other non-oil sectors will translate to a truly diversified economy; and represent a solution to the serious challenge of unemployment, as about 44% of the working age population nationwide are either unemployed, underemployed or have retracted from the labour market.

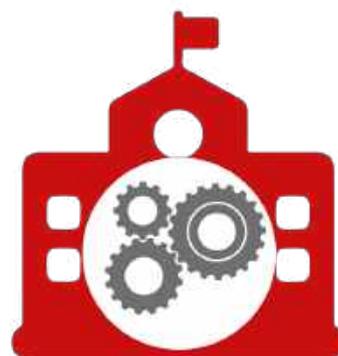
Programmes and interventions designed by various governments spanning 40 years have failed to create requisite jobs at a speed matching the ever-increasing youth bulge; as it has become especially difficult for young people to find full, productive employment and decent work despite acquiring certificates at different levels from various institutions of higher and vocational learning. While micro, small and medium-sized enterprises (MSMEs) provide for 84% of employment and 50% of economic growth, inadequate policy frameworks, entrepreneurial skills and lack of, or limited access to financial services constrain their sustainable growth.

A pragmatic approach to stimulate youth entrepreneurship is a primary focus for the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). GIZ, through its Pro-Poor Growth and Promotion of Employment in Nigeria Programme – SEDIN, supports employment stimulus through improving the income situation of MSMEs in selected sectors. SEDIN is commissioned by the German Federal Ministry of Economic Cooperation and Development (BMZ) and co-financed by the European Union. In 2016, SEDIN introduced the Students Entrepreneurship Activity Hub (SEA-Hub) to further



its effort to curb youth unemployment in Nigeria. The SEA-Hub introduced basic entrepreneurship training for secondary schools in Niger, Ogun and Plateau States respectively, in order to prepare them for the now and for life after school. SEA-Hub has also been newly introduced in Edo State, and plans for nationwide upscaling are in process.

The rationale is simple – for every student equipped with entrepreneurial skills right from secondary school, the path to wealth creation cuts by half and unemployment is defeated. From the pilot of three Local Government Areas (LGAs) in Niger State in 2016, the SEA-Hub project has evolved into a phenomenon that has continually gained traction across states implemented in Nigeria, with an estimated 256 active SEA-Hub clubs setup by secondary schools across the states implemented in Nigeria as at November 2019. The feedback from the maiden national competition held on the 7th of November 2019, suggests the time is now, to upscale and expand the SEA-Hub project to other states.



256 Active SEA-Hub Clubs

² National Bureau of Statistics. *Labour Force Statistics*, Vol. 1, pg8, 2018.

THE SEA-HUB JOURNEY

Secondary school students often get introduced to vocational skills but rarely have the chance to develop entrepreneurial skills to enable them become self-reliant and independent of white-collar jobs. Over the years, entrepreneurship and skills development have been targeted at adult men and women across various sectors. While such trainings for adults are more common, the school curricula taught in secondary schools do not give students enough possibilities to develop practical business skills and knowledge.

Since these students are Nigeria's future entrepreneurs, SEDIN, implemented by GIZ introduced basic entrepreneurship training for secondary schools. The GIZ-SEDIN programme considers it necessary and impactful to support students with first-hand experience in entrepreneurship as part of their school activities. This has been achieved through the establishment of extra-curricular SEA-Hubs to help them develop an innovative and critical entrepreneurial thinking ability for self-reliance now and in the future.

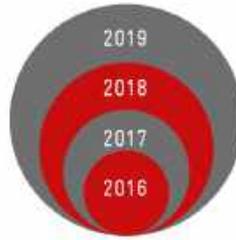


The SEA-Hub concept fosters opportunity recognition, innovation, risk-taking and critical thinking. The students are also coached on setting-up and effectively managing an entrepreneurship-oriented club to be named Students Entrepreneurship Activity Hub (SEA-Hub).

This began in 2016 with pilots in three LGAs of Niger State, and has since upscaled to four states – Niger, Ogun, Plateau and Edo. About 394 Secondary Schools have participated in the SEA-Hub training while 256 schools have active SEA-Hubs in their Schools across our present partner states where they are participating in different empowering entrepreneurial activities. SEA-Hub students are thought to identify challenges in their immediate community and brainstorm to provide innovative business solutions with emphasis on starting up such business with little or no funds/capital. This is considered the unique selling point (USP) of SEA-Hub.



Piloted in Niger state in 2016



Upscaling in 2017, 2018, and 2019



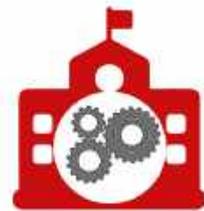
Presently active in 4 states



45 Local Government Areas



394 schools have been trained



SEA-Hub is active in 256 schools



15,000 students have participated in SEA-Hub activities

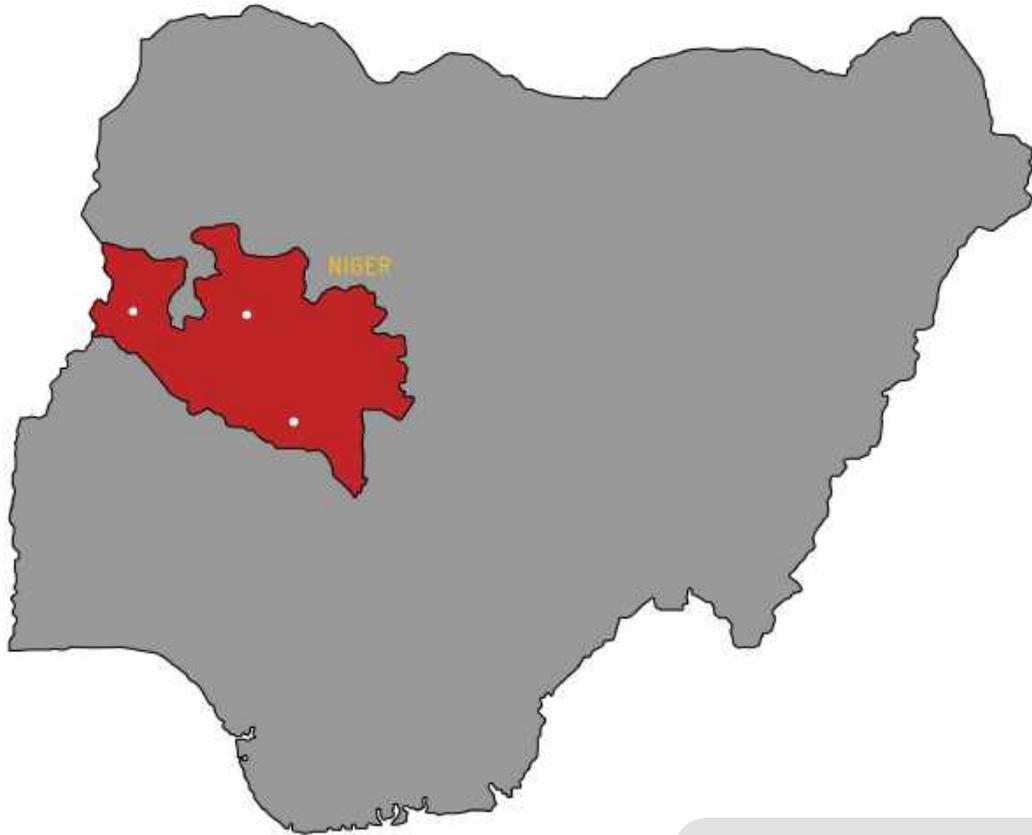


56% Girls



Over 45 different innovative mini businesses and products have been produced

2016



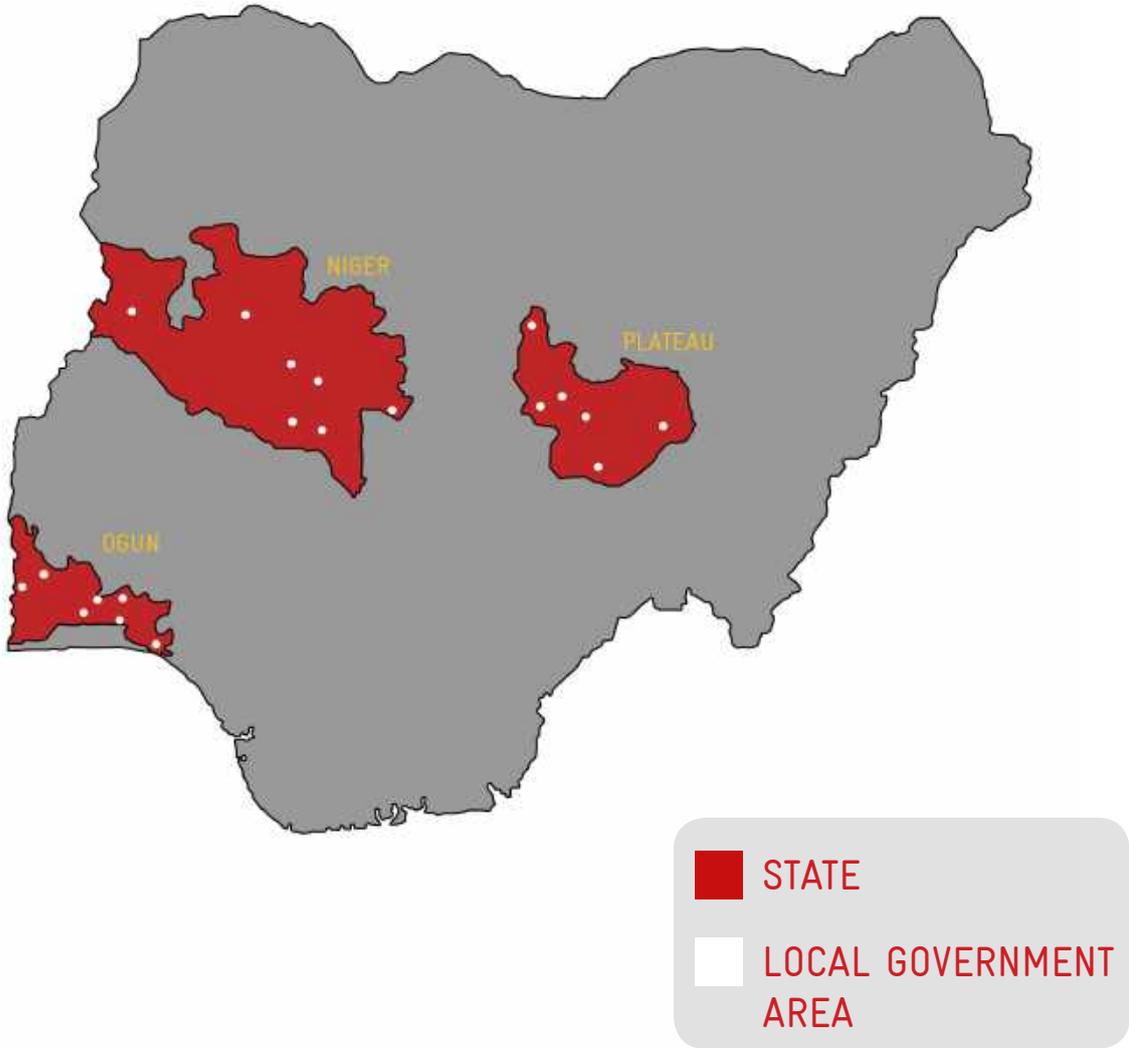
■ STATE

□ LOCAL GOVERNMENT AREA

PROJECT PILOT

NIGER KONTAGORA, BIDA, BORGU

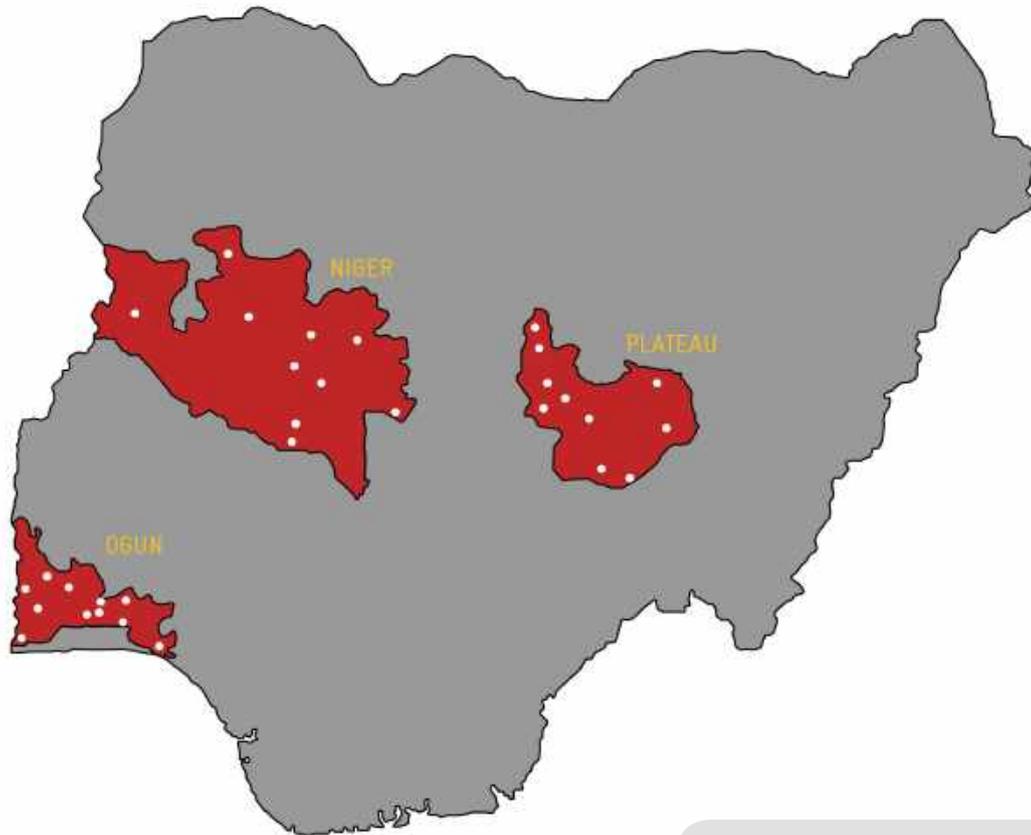
2017



NEW LOCAL GOVERNMENT AREAS EXPANDED TO

NIGER	SULEJA, BOSSO, WUSHISHI, AGAIE
OGUN	SHAGAMU, IJEBU ODE, WATERSIDE, YEWA NORTH ABEOKUTA NORTH, REMO NORTH, IJEBU NORTH
PLATEAU	MANGU, BOKKOS, SHENDAM, BASSA, PANKSHIN JOS SOUTH, WASE

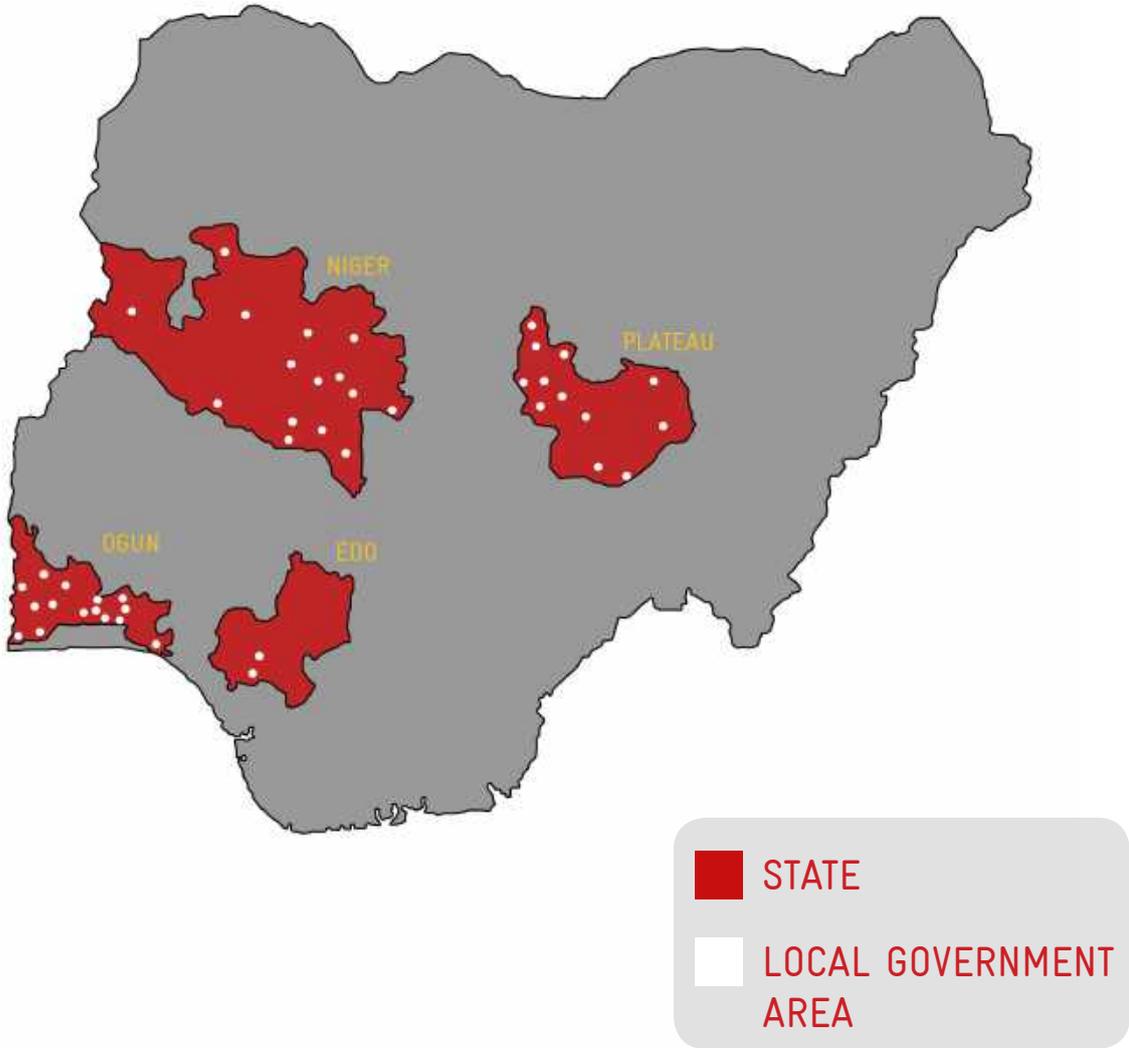
2018



NEW LOCAL GOVERNMENT AREAS EXPANDED TO

NIGER	RAFI, SHIRORO, RIJAU, LAVUN
OGUN	ABEOKUTA SOUTH, IPOKIA, IKENE, YEWA SOUTH
PLATEAU	BARKI LADI, JOS NORTH, LANGTANG SOUTH, KANAM

2019



NEW LOCAL GOVERNMENT AREAS EXPANDED TO

NIGER	MOKWA, CHANCHAGA, PAIKO, LAPAI
OGUN	ODOGBOLU, IJEBU NORTH-EAST, EWEKERO, ADODA-OTA
PLATEAU	JOS EAST, RIYOM
EDO	EGOR, OREDO

PARTNERSHIPS THAT WORK

The sixth priority of the African Union Agenda 2063, hopes for “Africa whose development is people-driven, relying on the potential offered by African people, especially its women and youth, and caring for children”³. Since 2016, SEDIN-GIZ through the SEA-Hub, has worked towards achieving this priority, leveraging on partnerships to upscale from a pilot presence in 3 LGAs in 2016 to 45 LGAs across four States. All our partners have been strategically engaged, to work in sync to ensure the objectives of the SEA-Hub are met. These include the states ministries of education, Business Development Committee Network (BDCN), school heads, the teachers, parents and the students.

BDCN

The BDCN an advisory and mentorship network, supports the SEA-Hub in their states. Each State BDC members follow up on the activities of the established entrepreneurship clubs in each of the schools, liaising through the assigned teachers and the school management. Furthermore, they give support to the school management in identifying successful entrepreneurs within the community for coaching, mentoring and job fairs. In the future, local organisations will be leveraged on, for similar roles of the BDCN as the plan to upscale SEA-Hub nationally is actualized.

State and Federal Ministries

The ministries of education support the birthing of SEA-Hubs, by first granting approval for SEDIN-GIZ to work with schools. They also provide oversight to the activities of the hubs, promote their activities and co-facilitate inter-hub competitions and projects. Very recently, the Federal Ministry of Education and the Ministry of Youth and Sports Development, have also partnered with SEDIN-GIZ, for the maiden national SEA-Hub competition, which took place in Abuja, and are keen on promoting a national upscale of SEA-Hub.

Heads of Schools and Staff Advisers

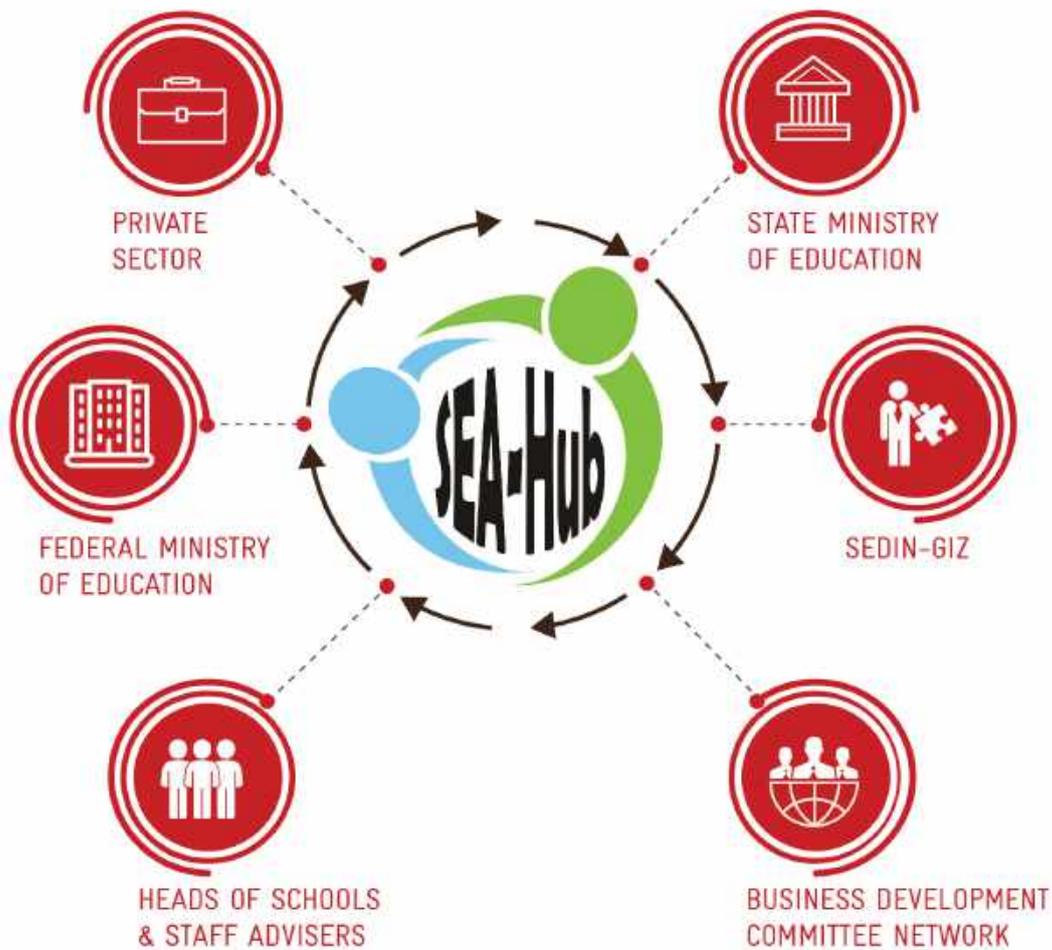
While the Staff Advisers as teachers are directly in charge of the students and direct their weekly club activities, the heads of schools play general supervisory roles.

Private Sector Actors

MTN Nigeria, a telecommunication company partnered with the GIZ during the national competition with the sponsorship of award categories and Jos Business School showed support for the SEA-Hub Project by sponsoring an award category during the national competition.



³ African Union. <https://au.int/agenda2063/goals>



Federal Ministries of Education; and Youth and Sports Development were pivotal towards the success of the maiden national SEA-Hub competition in Abuja, and are happy to support a national upscale of SEA-Hub.



Staff Advisers and Heads of Schools direct students' weekly SEA-Hub activities, and also provide general administrative supervision.



State Ministries of Education provide guidance and approval for GIZ to work with any school in the State; and also provide general supervision and promote SEA-Hub activities in the schools.



The private sector can leverage on SEA-Hub, to reach students and begin identifying talents for the future; but also sponsoring SEA-Hub activities, especially the national competition like MTN Nigeria and Jos Business School did in 2019.



The Business Development Committee Network has a chapter in each LGA, which follows-up on the activities of each SEA-Hub, liaising with staff advisers and school management. They also identify entrepreneurs in the immediate community for mentoring of students.



SEDIN coordinates the process flow of the project, ensuring other partners connect effectively, for the success of SEA-Hubs.



THE BACK STORY

“I was a member of a youth innovation and entrepreneurship club as an undergraduate student in the university. The capacity strengthening activities and innovation competitions left a great impact on me as a person and my career; thus I felt borrowing from that idea would make all the difference if we adapted it to Secondary School students. I believe their minds are still young, creative and malleable.”

In 2015, Babafemi Oyediran, joined GIZ Nigeria in the Niger State field office as a Business Development Advisor; and immediately saw the potential in replicating with students, the success story GIZ had recorded with medium, small and micro-enterprises (MSMEs). Thus, the SEA-Hub idea was hatched, eventually translating to over 15,000 students being actively involved in SEA-Hubs.

Babafemi toyed with the idea of tweaking his entrepreneurship training, and transform it into a programme for teenagers and young adolescents. However, he needed to get the support and approval of his supervisor, Kwang-Yung Jung. And although the initial response was negative, Babafemi was asked to submit a concept note on the idea.

“Even before I got him convinced to request for a concept note, I had started the ground work of contacting schools and their administrations, for possibilities of a partnership. We still have the initial concept note in the SEDIN archives, and I get goosebumps each time I see it. I had simply called it Entrepreneurship Training for Secondary School Students, but Kwang-Yung suggested we brainstorm on a better name, for branding, aesthetics and visibility.

Kwang-Yung’s team were spread across the country in the project offices – Jalo Abdullahi was in Plateau, Victor Arokoyo was in Ogun, Folake Ojo and Amba Eyang were Abuja and I was in Niger – so during the next unit meeting in Abuja, we had a quick brainstorming session for 30 minutes, to give the concept note and name. This was how Student Entrepreneurship Activity Hub (SEA-Hub) came to be.

With Kwang-Yung's approval, I led the pilot phase in July 2016, in Kontagora LGA, and replicating the pilot in Bida and Borgu LGAs between July and August.



The pilot was a huge success. It was well received thanks to the Niger BDCN, which gave the needed local support; and this motivated us to scale to Plateau and Ogun States the next year.

The next steps for SEA-Hub are surely, to go national; and most importantly, to connect with SEA-Hub alumni – students who have graduated from secondary school, having been a part of the project. This will create a feedback loop, where alumni can provide mentoring for active Hub-ers, and ultimately, to provide SEDIN the opportunity to monitor and evaluate the impact of SEA-Hub on them and their communities.



VOICES FROM THE FUTURE

By acquiring skills that is translated in to running thriving businesses, the SEA-Hub is enabling young people become self-reliant and confident about the future. Listening to them share their entrepreneurial foray experiences shows that even as we await their tomorrow, they are holding fort, today. Their voices and the buoyancy hopes and aspirations they convey have made it clear to all that their future is indeed secured.



Testimonials from Niger State



Mercy Nasamu: Admin Director, SEA-Hub, Remedy Secondary School, Rijau

The SEA-Hub club has taught me to be dependent on myself and it has given me hope. When I am done with my secondary school before I get admission into the university, I'll be able to have something to do. They taught us entrepreneurship skills and we were also taught how to take risks and how to start businesses. This is very useful to me.



Tega Regha: Managing Director, SEA-Hub, Mustapha Secondary School, Kontagora

We live in an era of fashion. This is especially true with the ladies; they like adornments and all that. So, I will like us to go into production of beads and use them to produce necklaces, handbags. We can even use it to design our shoes. It's an interesting place to be and I do enjoy the skills and what we are being taught at the club.

Hauwa Ibrahim: Managing Director, SEA-Hub, Government Girls Science, College, Agaie

I knew that we could start a business with zero kobo and that's how we started. From there, we make our hats and local fan and many things from that. We started selling them in any special occasions in the school and making profit. It's all there in our record book.

Munirat Madugu: Asst. Managing Director, SEA-Hub, Mustapha Secondary School, Kontagora

Even my mother is proud of me because I know how to be self-reliant now and in the future.

Gimba Hauwa: Marketing Director, SEA-Hub, Government Model School, Bida

We started from making the local fans. We know we are making profits because we produce the local fans at zero cost, since we just go into the bush then pick up sticks; and they don't sell sticks in the bush. They're free and natural. Then weave them, when we weave them, we sell them.



Jibrin Mohammed: Managing Director, SEA-Hub, Government Model Secondary School, Bida

The Money we realised from the sale of the local fans, we also invest in shoe making and tie and dye. After we make the products, then we go about selling. When we sell, we put the money down, we record and put it in sales account.

Jincitha Ebuma: Marketing Director, SEA-Hub, Government Model Science College, Suleja

Since I have been in SEA-Hub, they have taught me a lot of things like how to save. I have also learnt how to start business with zero kobo; with nothing and how to make something out of nothing.

Zaria Bello Muhammed: Managing Director, SEA-Hub, Government Model Science College, Suleja

I got to understand that being an entrepreneur is not just about sitting down without thinking. Now that I am a SEA-Hub member, I know how to think outside the box so that I could create new things of value to the society. So, I am so impressed, and I am happy.



Testimonials from Ogun State



Alexandros Okunsanya: Asst. Managing Director, SEA-Hub, Girls Grammar School, Ijebu Igbo

I have learnt about reducing risks, accepting risks, transferring risks and many more like that. You can accept the risk when you accept to engage in a production but then you are thinking; am I going to run it at loss or am I going to make a profit, you accept the risks.

You can reduce the risk. Maybe you make the production at the first stage and you are not making a profit, instead of you going higher, you go lower in your production, so you are reducing your risk.

I learnt everything from SEA-Hub. To be sincere I learnt everything from SEA-Hub.



Ayobami Ogunleke: Managing Director, SEA-Hub, Achievers Model College, Ijebu Igbo

My responsibility as the Managing Director of SEA-Hub in my school is to make sure the SEA-Hub activity is continuous and to bring in new entrepreneurs and to instil in the students the characteristics and attributes that should be possessed by them as a SEA-Hub member. To teach SEA-Hub students how to make critical thinking and brainstorm on how to generate money from no money and how to make use of the available opportunities in their environment in order to generate income.

Bolatife Adeniji: Finance Director, SEA-Hub, Ikija High School, Abeokuta

The SEA-Hub programme has taught me how to be self-employed, how to keep records and how to meet the needs of the consumers.

Goodnews Solomon: Managing Director, SEA-Hub, Rev. Kuti Memorial School., Abeokuta

I have also learnt that it doesn't matter if I am a science student, art student or commercial student, anybody can be an entrepreneur. So, I am not even waiting to do a white-collar job, I have made up my mind that when I graduate from tertiary institution there is a job I want to do. Even without waiting for a white-collar job, I have the job in mind.

Daniel Gbetounu: Asst. Managing Director, SEA-Hub Community Secondary School, Ipokia

I'm happy because if someone join this Hub, it's very ok. If the person graduates and have no job, he can through this SEA-Hub become something great in life.



Testimonials from Plateau State



Ismail Isa: Marketing Director, SEA-Hub, Government Secondary School Jarmai, Kanam

I learnt how to interact with the customers as a result of being the Marketing Director. By being in the club, I am now popular because I interact with the students to market our products. I am happy, I am happy for that.

Nirat Peter; Managing Director, SEA-Hub, Our Lady of Fatima School, Shendam

As a member of the club, I can boldly stand today and say that it has really helped me. This is because even after graduating from school right now, before getting admission into the tertiary institution, I can produce all these things and sell and make profit without being a burden to my parents.

Joseph Luka: Managing Director, SEA-Hub, Government Secondary School Township, Jos

SEA-Hub has done a lot to improve my business mentality. You see, before, the fact is that I didn't have any of this marketing skill. But when SEA-Hub came, they made me understand more about business. Now I assure you that I can market my business anywhere around.



THE SEA-HUB CONSTITUTION

Justification and Goals of SEA-Hub

Purpose of SEA-Hubs: To provide basic extracurricular, entrepreneurship training and professional orientation for selected secondary school students. Entrepreneurship education benefits students from all socioeconomic backgrounds because it teaches teenagers to think like there is no box and nurtures unconventional talents and skills. Furthermore, it creates opportunity, ensures social justice, instils confidence and stimulates the economy.

Goal: to produce thinkers amongst the students, who will go ahead to become job creators and

Practical work experiences for youths during secondary school, both paid and unpaid, help them acquire skills for higher wages after they graduate. Also, students who participate in occupational education in integrated settings are more likely to be competitively employed than students who have not participated in such activities⁴. By launching a small business or school-based enterprise, youths can lead and experience different roles. In addition, they learn to communicate their ideas and influence others effectively through the development of self-advocacy and entrepreneurship skills. More so, they learn how to become team players, and to engage in problem solving and critical thinking skills valued highly by employers in the competitive workplace of the 21st Century. Mentors, including peer mentors can assist the youth in developing this.

The ability to set goals and to manage time, money and other resources are important entrepreneurship skills which are useful in any workplace. For youths, learning about financial planning, including knowledge about available work incentives, is critical for budding. The entrepreneurship club referred to as SEA-Hub is expected to serve as a platform for continuous follow-up, partnership and mentorship in the selected schools. Membership is voluntary and made up of students who are passionate about creating a positive difference in their lives and community through entrepreneurship. The club is expected to have teachers from the School referred to as Staff Advisers; they are required to oversee the hubs activities and serve as the link between the club, the school management, Business Development Committee (BDC) Network and GIZ.

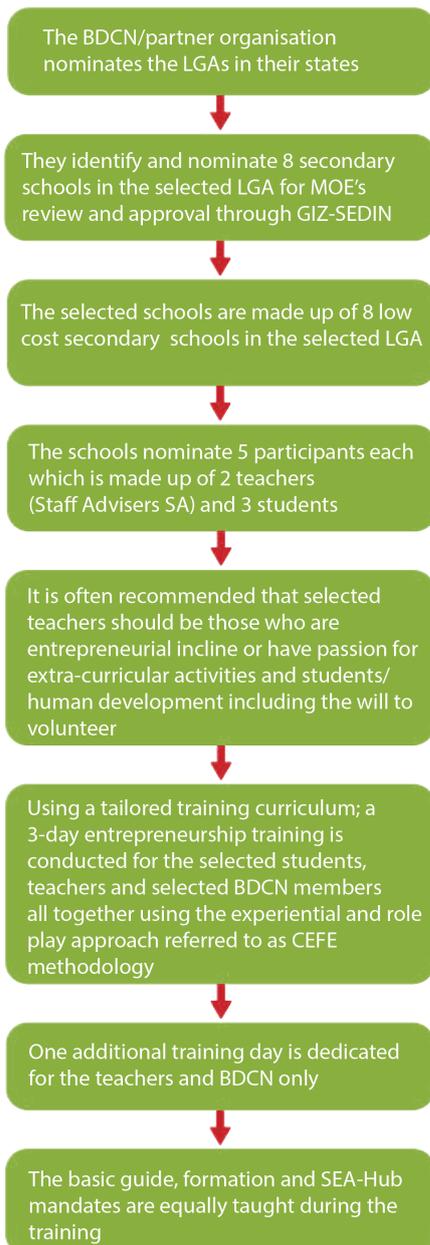
The club is expected to have a minimum of five (5) executive members referred to as the Board of Directors in SEA-Hub among the students who will be responsible for the day-to-day running of the activities of the club.



⁴ Luecking R. G. & Fabian E., 2000. Paid Internships and Employment Success for Youth in Transition. Career Development for Exceptional Individuals 23(2):205-221

SEA-Hub Training

A typical SEA-Hub training takes place in a selected LGA per State. Below are the steps required for a training session which often serves as the springboard for the establishment of SEA-Hub in a school:



Guide and Formation

Membership: Students who attended the GIZ-SEDIN training are expected to be the pioneer members and executives while others will join them. Membership is voluntary and open at entry point to students from JSS2 to SS2.

They are expected to remain in the club till their graduation (this would ensure that a SEA-Hub member spends more than one year in SEA-Hub before his/her graduation). The recommended club size is not more than 50 students.

SEA-Hub Inauguration: This is a day set aside for the official commencement of SEA-Hub in the School with all interested members coming together for the official take off of the extra-curricular based club.

Run mini businesses with little or no funds/capital: The proposed club is expected to start up a mini but sustainable business in their own capacity as part of the SEA-Hub mandate. They are expected to identify a problem in their immediate community, and provide innovative business solutions starting up with little or no funds/capital. **After which, they are expected to expand to more innovative businesses using proceeds from the start up business.**

Meetings: SEA-Hub members are expected to meet at least once in a week to be agreed by the Staff Adviser(s) and the school management. This is often the time allocated for weekly extra-curricular club activities in schools.

Mentoring and Coaching: At least once in a term, professional mentoring, career talks and coaching will be given to the members of the clubs on their meeting days in their respective schools. This will include invitation of successful and practicing local entrepreneurs and the BDC Network or similar local based organisations who will share their experience and success stories with the members to inspire and motivate them.

Learning visit: SEA-Hub members will be taken on professional learning visits once every academic year to successful businesses, industries and the likes for practical on-field professional/business orientation.

The BDCN in each of the LGAs in implementing states will also oversee the activities of the club through the assigned teachers/staff adviser(s). They will act effectively as intermediary between the schools and GIZ.

GIZ SEDIN /partner organisation where applicable and the BDC Network will visit the schools periodically to assess the growth and activities of SEA-Hub to ensure compliance with the aim and objectives as well as the expected deliverables of SEA-Hub.

Role of the Staff Adviser (SA)

The accompanying teachers, a minimum of two, will serve as Staff Advisers to the students in their various schools. Their first major role is to ensure the establishment and inauguration of the club in their schools with immediate effect.

- They will provide regular oversight over the activities of the club members.
- They will provide monitoring data to the BDCN/GIZ-SEDIN.
- They will be the link between the club and the school administration/management.
- Along with the school principal, they will be the link between SEA-Hub and GIZ.
- They will liaise with the BDCs to facilitate effective mentoring program for the club at their monthly meetings.

Role of the Business Development Committee Network (BDCN)/Partner Organisation.

- Identify and select prospective secondary schools in their communities in collaboration with GIZ-SEDIN
- Follow up on the activities of the established entrepreneurship clubs in each of the schools through the assigned teachers and the school management.
- Give regular feedback and update to GIZ SEDIN.

- Support the staff adviser/school management in identifying successful entrepreneurs within the community for coaching, mentoring and job fairs.
- In their own capacity, they will also provide professional orientation, talk shops, mentorship, job fairs, learning visits etc. to SEA-Hub on a monthly basis or as desired by the club.



Role of Ministry of Education

The Ministry of Education is the primary partner to GIZ on the SEA-Hub project. The ministry plays a general supervisory role to all existing and intending SEA-Hub clubs across the states.

- The Ministry will review and approve proposed Secondary Schools selected for SEA-Hub training.
- The Ministry will support and promote the SEA-Hub activities in their agenda to all SEA-Hub operating schools.
- Periodic visit, follow up and monitoring of SEA-Hub clubs.
- Most importantly, the Ministry will maximally support, promote and co-facilitate the competition stage of the project between SEA-Hub schools.

Standard Constitution

ARTICLE I: NAME

The name of the organisation shall be:
SEA-Hub(Students Entrepreneurship Activity Hub and name of school.....e.g. SEA-Hub Agaie Secondary School)

ARTICLE II: MOTTO AND SLOGAN

SEA-Hub motto will generally be known as “Securing the future of young Nigerians”

While the slogan shall be ... Our future is secured

ARTICLE III: OVERSIGHT FUNCTIONS

Where existing, the Business Development Committee Network (BDCN) chapter in Local Government Areas or similar local based organisation will follow up to ensure the establishment and oversee the activities of the club through an assigned teacher (Staff Adviser). The Staff Adviser will act effectively as Intermediary between the schools and BDCN. The Staff Adviser will coordinate and facilitate the activities of the club members. They will be the link between the club and the school management.

BDCN shall follow up on the activities of the established SEA-Hubs in each of the schools through the Staff Adviser and the school management.

They will give regular feedback and update to the GIZ-SEDIN programme/partner organisation and support the staff adviser/school management in identifying successful entrepreneurs within the community for coaching, mentoring and job fairs.

BDCN and/or a local entrepreneur will also provide professional orientation, talk shows, mentorship, job fairs etc. to SEA-Hub at least once within an academic term or as desired by the club and agreed with the BDCN.

ARTICLE IV: Membership will be voluntary, made up of students who are passionate about creating a positive difference in their lives and community through entrepreneurship.

All members shall have a prefix “Entrepreneur” before their names. For example, Entrepreneur Femi, Entrepreneur Hauwa, Entrepreneur Michael.

ARTICLE V: MEETINGS

SEA-Hub members are expected to meet at least once in a week or in line with the general rules for school club and societies as approved by the school authorities.



At least, once in a term, professional mentoring, career talks and business coaching will be given to the members of the clubs by the BDCN, staff adviser or a local entrepreneur.

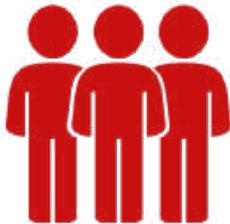
All SEA-Hub activities shall be run primarily as extra-curricular based activities with no interference with the studies and other academic programmes of the students.

ARTICLE VI: OFFICERS OF THE CLUB

List of Officers: The club will have a minimum of five (5) executive members to be called Board of Directors among the students who will be responsible for the day-to-day running of the activities of the club. The posts are Managing Director, Assistant Managing Director, Director of Administration, Director of Finance, Director of Marketing/Publicity and such additional officer(s) as may be added by each club.

Duties of Officers

Managing Director: The Managing Director shall preside at all regular and special meetings of the club and the Board of Directors. He or she shall, with the approval of the board, appoint all standing and special committees and, in the event of a vacancy in the Board of Directors, he/she shall, with the approval of the board, fill such vacancy by appointment until the next regular election of the club. He or she shall be an ex officio member of all committees.



Assistant Managing Director: The Assistant Managing Director shall succeed to the office of Managing Director in the event of the removal of the latter for whatever cause, and, in the absence of the Managing Director, shall preside at all meetings of the club and of the board.

Director of Administration: The Director of Administration shall maintain all club records. He or she shall keep minutes of all meetings of the club and Board of Directors.

Director of Finance: The Director of Finance shall have custody of all club funds, maintaining all necessary records, and, if necessary, depositing all such funds in a bank approved by the Board of Directors. He or she shall make all disbursements under procedures determined by the board of directors. He or she shall report the club's financial status at each meeting of the club and shall hold all records available for inspection by any club member.

Director of Marketing/Publicity: The Director of Marketing/Publicity shall oversee the club's marketing/publicity activities.

Board of Directors: The Board of Directors shall be the governing body of the club. It shall make an annual report to the club to appraise all members and all of the club's operations. It shall hold regular and scheduled meetings, not less than once in a school term.

Election of officers Elections of officers/directors shall be by a simple majority of the members present at a special meeting scheduled for the purpose of election. The members present can only be eligible to vote or be voted for if he or she is in good standing, especially in commitment and passion for entrepreneurial activities.

The tenure of office of all officers/directors shall be one school calendar year.

ARTICLE VII: ACTIVITIES & PROJECTS

SEA-Hub in each school is expected to start up a mini but sustainable business in their own capacity as part of their mandates. This is expected to be achieved using their creative, innovative and critical thinking ability in problem solving as entrepreneurs **with little or no cost.**

At least, once in a term, professional mentoring, career talks and coaching will be given to the members of the clubs on their meeting days in their respective schools.

This will include invitation of successful and practicing entrepreneurs and BDCN who will share their experience and success stories with the members to inspire and motivate them.

SEA-HUB members will also be taken on professional learning visits periodically to successful businesses, industries and similar ventures for practical professional/business orientation.

Entrepreneurship competitions/business exhibitions will be organised between SEA-Hubs from different schools. This will provide a platform for the clubs from these schools to showcase their achievements

in form of the business they have started which will be judged on the basis of impact and sustainability.

This event shall be co-facilitated by the Ministry of Education and the Business Development Committee Network (BDCN) or her equivalent where applicable

ARTICLE VIII: FINANCE

The hub is expected to embark on activities that are only of minimal financial requirements. Monies generated from the creative business ideas of the hub shall be used to fund SEA-Hub activities. Each hub is expected to open a bank account of which signatories shall be the Managing Director and the Director of Finance. All expenses must be discussed during the meetings of the club while the Staff Adviser must approve.

ARTICLE IX: ACCEPTANCE OF CONSTITUTION

Every member of this club, by his or her acceptance of membership and continuation thereof, thereby accepts the principles of SEA-Hub as expressed in its purpose and goals and submits himself or herself to and agrees to comply with and be bound by the constitution of this club, and on these conditions alone is entitled to the privileges of the club. No member shall be absolved from the observance of the constitution on the plea that he or she has not received a copy of them.

ARTICLE X: AMENDMENT

This constitution may be amended only by action of the Board of Directors that must be approved by a two-third majority of members of the club at a meeting specially scheduled for such. The amendment must be in the spirit of SEA-Hub and must be approved by the school authorities.







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