



VOICES

Our Girl Impact & EmpowerHer

Success Stories

4TH
YEAR
REPORT
2025 - 2026

PUBLISHED BY



LAGOS, NIGERIA

VoICES

Our Girl Impact Story



Copyright 2025 VISION SPRING INITIATIVES

(This is a curated report from the #GirlImpact Project coordinated by Vision Spring Initiatives.)

ISBN: 978-978-993-969-5

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system in any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior permission of Vision Spring Initiatives

Published by

VISION SPRING INITIATIVES

2B Kofoworola Street, Dele Kuti Estate Beach Road, Ebute Ikoro Lagos Nigeria

☎ +234 8023412994 +234 8183346356

✉ visionspringinitiatives@yahoo.com

🌐 www.vsinigeria.org

🐦 @vsi_ng Instagram @vsi_ng

📘 Vision Spring Initiatives

For counselling and psychosocial support

+234 91361103643 / 9136100039 / 9136046904

Table of Contents

1. ACKNOWLEDGMENT
2. ABOUT VSI
3. PROJECT OVERVIEW
 - GIRL IMPACT (SCHOOL-BASED PROGRAM)
 - EMPOWERHER (SKILLS TRAINING PROGRAM)
4. IMPACT STORIES
 - GIRL IMPACT BENEFICIARIES SUCCESS STORIES
 - EMPOWERHER BENEFICIARIES SUCCESS STORIES
5. STAKEHOLDERS PERSPECTIVES
 - SCHOOL LEADERSHIP REFLECTIONS
 - TRAINERS REFLECTIONS
 - MENTORS INSIGHTS
6. MONITORING AND EVALUATION REPORT
7. ENDLINE EVALUATION REPORT
8. PHOTO GALLERY

ACKNOWLEDGMENT

We extend our profound gratitude to all those who contributed to bringing this publication to life. We are especially appreciative of our volunteers, who embraced our vision as their own. Through their commitment and dedication, they worked closely with adolescents and young girls, as well as a few young boys, consistently showing up to guide, teach, and support them throughout the process.

We are particularly grateful to Khadijah, Oluchi, Mary, Victoria, Opeyemi, Omolola, Oriyomi, Elizabeth, Boluwatife, Anthonia, Adeola, Nosimat, and Busola, whose dedication to the in-school sessions and invaluable contributions made this publication possible. We also recognize with deep appreciation Khadijah, Oriyomi, and Opeyemi for serving as mentors to the EmpowerHer beneficiaries, walking closely with them throughout their journey and providing steady guidance and support. We have made every effort to keep this publication simple, accessible, and relatable for our primary audience—adolescents—and for their peers in other schools whom we have yet to reach through this partnership.

We sincerely appreciate the Principal, Vice Principal, and teachers of Ipakodo Junior Grammar School, especially Ms. Adeboye Olawale, Ms. Ojiodu Abimbola, Ms. Adeola Banjo, and Ms. Bankole, for opening their doors to us and supporting this initiative.

We also extend our gratitude to the Principal, Vice Principal, and teachers of Keme Balogun Junior College, especially Ms. Abiona Bolanle Racheal, Ms. Osuntubo Aramide Oluyemi, Ms. Otukoya Olubunmi Hannah, and Ms. Adenusi Bukola M., for their partnership and commitment to building the capacity of young people. Your support continues to strengthen our shared vision of challenging and transforming the norms that enable violence against women, girls, and children.

We also extend our appreciation to the trainers who supported the EmpowerHer beneficiaries with practical skills and guidance: Ms. Ayomide of Mide Beauty Spa, Mr. Kingsley of Alps Culinary, Mr. Rahmon of Rahman Impression, Ms. Oluwatomilola of House of TS, Ms. Grace of B&B Creatives, Ms. Opeyemi of TMC & Surprises, Ms. Sefunmi of Brielle-Elan, and Ms. Elizabeth of Lizzy Hair Signature. Your contributions have helped shape not only skills, but also confidence, self-belief, and new possibilities for the girls.

Our gratitude also goes to the staff of Vision Spring Initiatives for their relentless effort, commitment, and belief in this work. We remain driven by a shared purpose: that the voices of women and girls will be heard, amplified, and felt across communities and beyond. Women's and girls' rights matter, and this work continues until those voices resonate everywhere.

ABOUT VISION SPRING INITIATIVES

Vision Spring Initiatives (VSI) is a duly registered (RC 908183), non-governmental, not-for-profit human rights organization partnering with strategic stakeholders to achieve the developmental rights of children, young people, and other persons made vulnerable by laws, policies, and practices and supporting their attainment of these rights using a multipronged and cross-sectoral approach.

OUR VISION

We envision a society where gender equality and social justice become part of everyday life.

OUR MISSION

To provide our constituents: women, girls, and minority groups practical tools for self-development, voice, and actions through research, education, advocacy, and movement building.

OUR THEMATIC AREAS

We strongly believe that rights are interrelated, inalienable, and inseparable and therefore cannot be achieved in isolation. We therefore focus on the following thematic areas towards achieving our mission:

1. Gender Justice (Central and the Core of VSI programming)
2. Education and Research
3. Participatory Leadership/Political Education

4. Sexual and Reproductive Health and Rights
5. Movement Building and Partnerships

OUR OBJECTIVES

- To promote gender equality in all spheres of our programming and develop literary skills amongst women and young persons.
- To advocate for the sexual and reproductive health and rights of young people and vulnerable groups.
- To promote and advance education and research in Nigeria.
- To promote participatory leadership and advance youth inclusion in decision-making.
- To collaborate with like-minded organizations for strategic partnerships on achieving gender equality.
- To engage with strategic stakeholders and demand the implementation of laws and policies that guarantee the rights of women, girls, and minority groups.

OUR TARGET BENEFICIARIES

- Children
- Young people
- Women
- and Those made vulnerable by laws, policies, and practices.



Staff Profile ²⁰/₂₆

Vision Spring Initiatives



www.vsinigeria.org

08



Ngozi Nwosu-Juba

Ngozi Nwosu-Juba is a Human Rights Activist and the Project Director of Vision Spring Initiatives (VSI), an organisation established with a mandate to mainstream gender equality and participatory leadership within Nigeria's educational sector. She is an experienced researcher with a focus on non-governmental leadership, gender, organisational development, and human rights.

Ngozi is deeply committed to mentorship and intergenerational collaboration, with a strong passion for bridging the gap between generations through knowledge sharing, leadership development, and youth empowerment. She currently serves as the Coordinator of the Girl Impact Project, where she leads initiatives aimed at advancing the rights, voices, and opportunities of



Mary Udoh

I am Mary Udoh, the Program Lead at Vision Spring Initiatives and the Project Manager for Girl Impact. Every day, I wake up inspired by the strength and potential of girls, especially those who've been told their voices don't matter, because I have been that girl once. Through my work, I get to walk alongside them as they discover just how powerful they truly are, just as I have. The Girl Impact project is a reminder that when we invest in girls, we're shaping the future. I believe every girl deserves to feel seen, heard, and supported. My goal is to create spaces where girls feel confident enough to dream big and bold enough to chase those dreams. Because when girls rise, we all rise.



Adetutu Eniola Soneye

Adetutu Soneye is an experienced Researcher and Monitoring and Evaluation (RME) Officer committed to advancing evidence-based decision-making for inclusive development. With eight years of professional experience, she has a track record in designing and reporting large-scale field surveys and projects. Driven by the core values of Beijing 30+, her work aligns with the pursuit of gender equality and women's empowerment through data insights and advocacy. Her passion for fostering accountability and learning strengthens the role of evidence in achieving social transformation.



Victoria Agholo

Victoria is the Programs and Communications Officer at Vision Spring Initiatives. With a strong foundation in administrative support and field mobilization, she has actively contributed to public health and sexual and reproductive health initiatives through formal roles and impactful volunteer work. “My grassroots approach enables me to deliver meaningful results in underserved communities. Additionally, driven by a commitment to youth empowerment and inclusive health education, I continue to play my part in advancing sexual reproductive health and rights across Nigeria.”



Ilemobade Boluwatife

I am Ilemobade Boluwatife, Media and Communications Intern at Vision Spring Initiatives. Being part of this project has honestly been such a rewarding experience for me. It has been a reminder of how much strength and potential people carry, especially those who've ever felt overlooked or unheard, because I've been in that space too. Working on this project gave me the chance to be part of something that actually matters, creating impact, connecting with people, and helping build spaces where individuals feel safe to grow and be themselves. It really shows that when we invest in people, especially young girls, we're not just helping them in the moment, we're shaping the future. I am big on making sure people feel seen, heard, and supported. I want to keep being part of work that inspires confidence, pushes people to dream bigger, and actually go for it. Because at the end of the day, when one person rises, it creates room for others to rise too.



Soji Erewami

My name is Adesoji Charles Erewami, and I serve as a Case Manager for ending Gender-Based Violence (GBV). In this role, I provide support to survivors by coordinating care, offering guidance through available services, and ensuring they have access to the protection, medical, and psychosocial support they need. I work closely with partners and service providers to ensure each case is handled with confidentiality, dignity, and a survivor-centered approach. My focus is on helping individuals navigate their recovery process while promoting their safety, wellbeing, and long-term stability.



THE **GIRL IMPACT** PROJECT

PROJECT OVERVIEW

GIRL IMPACT

The Girl Impact Project is built on a simple but powerful idea: which is that, when young people, especially girls, are equipped with the right knowledge, skills, and confidence, they begin to see themselves differently and show up differently in the world. Through this school-based program, we work directly with adolescents in both public and private schools, creating safe, engaging spaces where they can learn, interact, and grow. We introduce them to real-life concepts that shape how they understand themselves, their relationships, and their future.

“We work directly with adolescents in both public and private schools, creating safe, engaging spaces where they can learn, interact, and grow. We introduce them to real-life concepts that shape how they understand themselves, their relationships, and their future. ”

The module on sex and gender is aimed at helping young learners understand how societal interpretation of the roles of the sexes might affect roles, responsibilities, attributes, opportunities, and entitlements. Leadership Development, this topic helps the participants understand what leadership entails. It focuses on the core concepts of leadership, exploring its definition, key qualities, and ethical considerations. Human

Rights education introduces students to their rights within the Nigerian context. Through guided discussions and activities, the students are made to understand that their voices matter and that they have a role to play in standing up for themselves and others. The Sexual Reproductive Health and Rights sessions provide clear, age-appropriate information on topics like puberty, consent, bodily autonomy, and reproductive health. These conversations help students replace myths with facts and build the confidence to make informed decisions about their bodies and relationships.

The module also addresses gender-based violence and self-esteem, helping students identify different forms of abuse, understand red flags, and know where to seek support. We create space for them to rebuild confidence, affirm their worth, and develop a stronger

“
Through guided discussions and activities, the students are made to understand that their voices matter and that they have a role to play in standing up for themselves and others
”

sense of self. During the Mental health and emotional intelligence session, students are helped to understand their emotions, support one another, and speak openly without fear of stigma. Finally, we introduce entrepreneurship, creativity, and innovation as tools for problem-solving and self-expression. Students are encouraged to see themselves as creators, capable of turning ideas into opportunities, regardless of their starting point.

At its core, Girl Impact is not just about information, it is about transformation. It is about shifting mindsets, building confidence, and equipping young people with the tools they need to navigate life with clarity, courage, and purpose. To support continuous engagement, a “Pandora Box” was introduced as a safe and anonymous channel for students to ask questions, share concerns, and seek guidance.

IMPACT STORIES

GIRL IMPACT BENEFICIARIES SUCCESS STORIES

We interviewed some of the students to understand what this program truly meant for them, personally. We spoke with students across both schools, giving them space to share their experiences in their own words. What came through clearly was growth: in confidence, in awareness, and in how they

“It is about shifting mindsets, building confidence, and equipping young people with the tools they need to navigate life with clarity, courage, and purpose.”

now understand themselves, their relationships, and the choices before them.

Their reflections go beyond what happened during the sessions. They show how the lessons are already shaping everyday thinking, conversations, and decisions in subtle but meaningful ways.

Below are some of their voices.



ADENIYI F. EBUNOLUWA

CLASS: JSS 3

SEX: F

SCHOOL: Ipakodo Junior Grammar School

Questions: *Do you think boys and girls should have equal opportunity? Why?*

Answer: Boys and girls should have equal opportunity because they are created equally. Boys do not have any superiority over girls. There is no superiority in gender; that is one thing I have learned from attending sessions with Vision Spring Initiatives. I have learnt that girls and boys should have equal rights because what a boy can do a girl can do better.



EMMANUEL MIRACLE

CLASS: JSS 3

SEX: Female

SCHOOL: Ipakodo Junior Grammar School

Question: What new thing have you learnt from this program?

Answer: I learnt sexuality and gender. Before now I always made mistakes with those two but now I know that the job a boy can do, a girl can also do the job.



ADEROHUNMU AMIDAT

CLASS: JSS 3

SEX: Female

SCHOOL: Ipakodo Junior Grammar School

Question: *What new thing have you learnt from this program?*

Answer: I learnt about self esteem, self esteem is the overall sense of your self worth, it is the worth and value you place on yourself. This stood out for me when I was bullied but from the sessions, I learnt that it is good to have high self esteem. I also learnt about leadership. Everyone can become a leader



SABITU NIMOTA

CLASS: JSS 2

SEX: F (PWD)

SCHOOL: Ipakodo Junior Grammar School

Question: Why do you think it is important for young people to learn about their bodies, health, and rights?

Answer: I think it is important so that I will be able to make the right decisions about my body. It also helps me know when something is right or wrong, and when I should say no or move away from something that makes me uncomfortable.



ANAGO R. MARVELLOUS

CLASS: JSS 2

SEX: F

SCHOOL: Keme Balogun Jnr

Questions: Can you mention two topics that stood out for you the most? Why?

Answer: For me, the two topics that stood out are: sex and gender, leadership. The topic on leadership helped me to know and understand the qualities of a good leader, honesty, truthfulness, fairness. This has helped me change my attitude, i am no longer harsh towards others, people now come to me freely because they trust me.



ADEDEJI ARAOLUWALEYI PRAISE

CLASS: JSS 3

SEX: F

SCHOOL: Keme Balogun Jnr

Question: Why do you think it is important for young people to learn about their bodies, health, and rights?

Answer: It is important because if you do not know anything or understand your body and your rights, anybody can easily come and tell you lies and even confuse you or even take advantage of you. For me, learning about my body helped me not to feel shy or scared about the changes happening in my body because of puberty, it has also help me see ways to take care of myself and my body



ODUNSI EMMANUEL

CLASS: JSS 3

SEX: M

SCHOOL: Keme Balogun Jnr

Question: Questions: Have you used anything you learned here to solve a problem in school or at home?

Answer: Yes, I have really learned a lot. As the headboy, I have learned that as a leader I have to be fair to everyone, that I should not bring anybody down but try to help them, and that I should not be harsh. When I do all of these things I see that people now listen to me. I no longer get too angry with my siblings.



KAMSI THOMAS

CLASS: JSS 3

SEX: M

SCHOOL: Keme Balogun Jnr College

Question: Has anything you learned about mental health helped you understand your feelings and/or support others better?

Answer: Now I learn that instead of keeping things to myself, I now know that it is okay to talk to somebody when I am feeling sad, and angry and when someone bullies me. I have also learned that it is good to respect other people and to listen to them when they say No to something.

EMPOWERHER BENEFICIARIES

*Success
Stories*

EMPOWERHER

This Project is designed to support women from marginalized and vulnerable communities to rebuild their lives with dignity, confidence, and economic independence. It focuses on women who often face systemic barriers, limited access to opportunities, social stigma, and financial instability, and creates a pathway for them to move forward on their own terms.

At its core, the program combines practical skills training with knowledge-based learning. Participants are exposed to essential topics such as human rights, sexual and reproductive health, basic business management, and financial literacy, while also gaining hands-on vocational skills that can translate into income.

“ Ultimately, EmpowerHer is about restoring agency, creating opportunities, and building a community where women can grow, support one another, and thrive. ”

Beyond skills, EmpowerHer places strong emphasis on personal growth and support systems. Through mentorship and continuous engagement, beneficiaries are encouraged to build confidence, make informed decisions, and see new possibilities for themselves. The program culminates in a graduation that reflects not only achievement but community. Beneficiaries then receive start-up capital to launch their businesses.

Ultimately, EmpowerHer is about restoring agency, creating opportunities, and building a community where women can grow, support one another, and thrive.



MICHAEL HOPE

SKILL: CULINARY ART

SEX: F

Before joining this program, what were you doing, and what challenges were you facing at the time?

Before joining the EMpowerHer project by Vision Spring Initiatives, I was into buying and selling of wears. The challenge I faced then was that it was really hard for me to make sales. Sometimes I would go for days without selling anything, and it became very discouraging. It had always been my desire to learn culinary art but due to financial constraints I was unable to enroll myself in the program.

Was there any moment during the training when you felt proud of yourself? Please share it.

Honestly, I would say this is one of the best things that has ever happened to me. I am very proud of myself because now I can proudly say I have started getting jobs. My best work so far is baking cakes and coating them. That part makes me really happy.

I love cooking too, but baking is my favourite part of it all. Seeing the cakes come out well and people appreciating my work makes me feel really proud. I am glad that I can now take jobs bit by bit.

Have you noticed any changes in your confidence or mindset since you started?

Yes, there has been a big change. Before now, I used to feel like I didn't really have anything to do, like I had no purpose in life. But since I started learning culinary art, it has built my confidence. Now I can proudly tell people that I am a chef. It has also shown me that I have a purpose and a direction for where I am going in life.

What are your plans after learning this skill and what support would you need?

After completing the training, I would like to have my own place where I can bake cakes, take orders from clients, and deliver to them. I want to grow my baking business and build something for myself. What I would really need is financial support to help me start up properly and get the basic things I need.

If you could describe this experience in one word or one sentence, what would it be?

So far, it has been an amazing journey for me.



SOFIA OLAWUNMI UMAR

SKILL: FASHION DESIGN
SEX: F

***What is something new
you can do now that you
couldn't do before?***

Before I started learning fashion designing, I had the passion, but I didn't have the skills or confidence to bring my ideas to life. I didn't know about sketch designs, or how to take accurate body measurements, or even understand how to cut fabric correctly. Sewing felt difficult, and I often doubted if I could ever become good at it.

As I began my learning process, I started step by step. First, I learned how to handle basic tools like the measuring tape, scissors, and sewing machine. Then I moved on to understanding body measurements and how to draft simple patterns. At this stage, I was still making mistakes, but I was learning and improving.

With more practice, I became better at cutting fabrics and sewing neat stitches. I started working on simple outfits, and gradually, I began to understand fitting, finishing, and detailing. Even though it wasn't perfect, I could see clear progress in my work. Now, I can confidently take measurements, cut fabric with better accuracy, and sew complete outfits. I understand the process from start to finish much more than I did before.

I am also more confident in trying new styles and improving my creativity. However, I am still learning and growing every day. There are still advanced techniques I want to master, and I know this journey requires patience and consistency. But compared to where I started, I am proud of how far I have come.

This journey has taught me that growth is a process, and every small step matters. I may not be where I want to be yet, but I am no longer where I used to be and that means everything.



IKWUJE COMFORT

SKILL: CULINARY ART

SEX: F

Before joining this program, what were you doing, and what challenges were you facing at the time?

Before joining the EMpowerHer project i was not doing anything, i was just at home thinking about what to do, especially this particular skill, i have been wanting to learn this skill for a while, is just that i didn't have the funds needed to register for it myself but thankfully, I came across VSI post on Instagram and then i decided to give it a try and luckily for me, I was selected.

Was there any moment during the training when you felt proud of yourself? Please share it?

Yes, after our practical, I was able to get my first cake order and I decided to do it, it was my first time handling a project on my own, so I decided to do it at home to see if I will be able to handle it, I was really scared at first but i did it anyways and the cake came out well

What are your plans after learning this skill and what support would you need?

After completing the training, I would like to start my own business even if it is from the house. So the support I will be needing is financial support to help me establish my business from home, get the basic equipment I'll need to start from my kitchen. I also have plans to register my business with CAC and also with one of these food delivery apps, so that people can order from me from the comfort of their homes.



NKECHI MMAMMA WALTER NNAOKE

SKILL: FASHION DESIGN
SEX: F

How would you describe your training experience?

My training experience has been eye opening. Learning this skill has opened my eyes to different things in fashion. Then, it was all about cut and sew. But now, it's about the details, interpretation of styles, having good finishing, fitting of a dress, drafting and creating your own designs i.e being creative.

My experience in my training centre comes with its own ups and downs. I'm always having projects that cost a lot due to materials

needed. It begins to accumulate, and when me and my fellow trainees don't meet up, my boss won't go to the next topic. Funds become an issue for me. When I started learning, it was as if this skill was not for me.

Patience, consistency and dedication makes learning easy. Learning has been smooth and rough. When it becomes rough, it's as if I should give up. But thank God for strength, cause now I can boldly say I can sew and my confidence has been boosted.

Thanks to VSI for this great privilege. God bless.



SHOFOWORA ALIYAH ADEOLA

SKILL: CULINARY ART
SEX: F

Before joining this program, what were you doing, and what challenges were you facing at the time?

After I finished school, I would always go to my mummies shop to assist her but I also wanted to learn this skill but because of the high fee I couldn't learn it then so I had to stay back for some while.

So far, how would you rate your skill level now?

Well, over 100%, I will rate myself 90%. This is because now I can do most of the things I am being taught, this is because our trainer

allows us time to practicalize all he teaches us, and he teaches us in a way we will really understand.

Was there any moment during the training when you felt proud of yourself? Please share it.

The day I made packs of food myself. I got an order from someone to deliver packs of food and the fact that I was able to singlehandedly prepare and deliver it really made me proud.

What are your plans after learning this skill and what support would you need?

I would like to get some equipment and some materials that I will use for my own start-up.



BETHEL ADAEZE OGBUAGU

SKILL: NAIL TECH

SEX: F

Before joining this program, what were you doing, and what challenges were you

facing at the time?

Before getting empowered, I was just at home, although I was doing a job but I had to stop because they paid less so I had to quit due to the stress. My challenges were fund related, we didn't have the money i needed to start learning the skill

Why did you choose the skill you are learning?

Why I chose to learn this skill is because I already had a passion for the skill. I have always wanted to be a nail tech, anytime i see nail technicians doing their work, i had always wanted to be like them.

Was there any moment during the training when you felt proud of yourself?

Yes , I had a couple of proud moments but there is this particular one that stood out. I made nails for one particular model and my boss complimented me very well, i wasn't really expecting her to compliment me but she did and it really made me happy. It was so because, before now, she would always complain that my work is not neat but this particular day she was happy and I was happy I made her happy.

How has learning this skill changed the way you see yourself?

Now, I see myself as a bigger person. Before I learnt this skill, I was an introvert, always on my own. So when i started training, i began to mingle with people, especially my boss, that's why i was able to be jovial and all

After completing the training, what are your next steps, and what support do you think you will need to succeed in your business?

My next step will be to get a place to showcase my skill, bring in customers to patronize my brand and also start my ready-made press-on business, to make life easier for girlies.



ABDUL MARTHA OJOCHEGBE

SKILL: CULINARY ART
SEX: F

What part of your training did you enjoy the most?

What I enjoyed most during the training was the practical sessions, especially cooking and baking. That was the part where everything I was learning became real to me.

At first, I was just trying to understand the basics, but as time went on, I became confident and comfortable working in the kitchen.

I enjoyed the process of preparing meals and baking because it allowed me to use my hands, be creative, and see the results of my

effort. It made me happy and proud of myself each time I completed a dish or baked something successfully. This part of the training also helped me grow in confidence.

Now I can cook and bake not just for myself, but for other people, including customers. I have also learned how to present my work better.

It made me realize that this is something I truly want to do. I can now boldly tell people that I am into culinary arts, and I am starting to build something for myself. I want people to see my work, trust me, and know me for what I do.

This training has really been the beginning of my journey, and I am excited for what is ahead. Thank you.



TOLULOPE IBIRONKE KALEJAIYE

SKILL: CULINARY ART
SEX: F

What is the most significant change this project has made in your life, and what are your goals moving forward?

The most significant change this project has made in my life is giving me more confidence in myself. Before I loved cooking but I didn't believe it would become something meaningful or profitable.

Now I have taken my skill seriously and improved my creativity and see opportunity in what I can do with my hands.

My goal is to grow my culinary skill into a successful business. I want to build a strong food brand, create high-quality meals and snacks, and attract customers who trust my work.

I also want to keep learning, improve my presentation, and become more professional in everything I do. In the long term, I hope to become financially independent through my skill and also inspire others like me to believe in what they can do.



ISHOLA OREBOWALE

SKILL: CULINARY ART
SEX: F

Have you noticed any change in your confidence or mindset since you started learning this skill?

Talking about the confidence and mindset change, since I started learning catering skills I have noticed a big shift in my confidence, my mindset has also changed, I have learned to think on my feet, sometimes if I have money I use to be reluctant to try what my boss taught me with different recipes, but now learning this skill has made me more assured and empowered in the kitchen.



OMITADE IFEOLUWA

SKILL: FASHION DESIGN
SEX: F

After completing your skill, what are your next steps, and what support do you think you will need to succeed in your work?

The next steps after my training is to start following up on YouTube learning and still know more about this my fashion designing work and if there is money I would really love to further more, so yes, I would follow up on YouTube and other online training and lessons. The support I really need now most importantly is a sewing machine, I believe that when I have that machine, I am good to go.



AJETUNMOBI SAMIAT OYINDAMOLA

SKILL: SURPRISES AND EVENT PLANNING

SEX: F

What is your biggest dream now that you are learning this skill?

In the next 4–5 years my biggest dream is to build a brand that is globally recognized for excellence in interior décor business. I want my work to stand out for its creativity, quality, and attention to detail, leaving a lasting impression on everyone who experiences it.

I envision owning a well-established store that beautifully showcases my décor pieces and creations, making my brand truly unforgettable.

Through my interior décor, I aim to transform

spaces into stunning, welcoming environments and make people's moments special. I also look forward to collaborating with other reputable brands to create unique and memorable experiences for events.

Ultimately, my goal is to ensure that my brand consistently delivers excellence and becomes a name people trust and admire worldwide.

Thank You VSI.



FEYIJIMI DORCAS BUSAYOMI

SKILL: HAIRSTYLIST
SEX: F

How has learning this skill changed the way you see yourself?

Learning this skill has been my dream for a long time, and I am so happy VSI helped me achieve it. When I first started braiding, I used to look at what I made and wonder, “Am I really the one that did this hair?” It still feels unreal sometimes. Hairdressing was honestly the last thing I ever thought I would learn because I kept asking myself, “Where would I even see that kind of money to start?”

Omoh... what I went through before VSI stepped in, just because I wanted to learn this skill, is something else. But today, I am grateful, to God and to VSI. I can now stand on my own without depending on any man. For the first time, I truly believe I have a future. Once again, thank you so much VSI. God will help me reward you.



AMEERAH ADEDEKE ASHAKE

SKILL: CONTENT CREATION AND
LIFESTYLE PHOTOGRAPHY
SEX: F

Was there any moment during your training when you felt proud of yourself?

Yes, I felt very proud of myself when I got a project within 5 hours. I was asked to make a double image of an object. At first, I felt it was going to be a difficult task, but I faced my fear and began the project. I was never at any point thinking of giving up, even when it was harder than my expectations, but fortunately, it turned out nicer than I expected.

The first progress I made was learning how to take a clear picture using a tripod stand. Taking a picture with a normal camera without a tripod stand will have little effect because your hands are not perfectly straight. That is why I used a tripod, to get a straight picture from both the left and right angles without any movement of my hands or the tripod itself. To make a double image, there is not supposed to be any slight shake or shift in the position of the tripod and camera. Thank you.



IBRAHIM ROKEEBA OLAIDE

SKILL: NAIL TECH
SEX: F

Before joining this program, what were you doing, and what challenges were you facing at the time?

Before joining the program, I was just at home helping my mum. The challenges I was facing before the program was that due to some challenges and issues, I was unable to get enrolled to learn the skill, and because my mum was not financially buoyant, I was just at home doing nothing.

Why did you choose the skill you are learning?

I choose learning nail tech because it has always been what I wanted to learn for the longest time.

Was there any moment during the training when you felt proud of yourself?

One of my proud moment was when i did my first acrylic set, before that day, i have been hearing people say acrylic set is hard, do the first day i did it, my boss was like “wow, this is beautiful” she couldn't believe that i'll be able to get it at a go, even me I couldn't believe that i get it at a go, so it really made me proud of myself.

How has learning this skill changed the way you see yourself?

Learning this skill has changed how I see myself. I am now confident and can confidently say I am a nail technician. I am very proud of what I am able to do.

After completing the training, what are your next steps, and what support do you think you will need to succeed in your business?

My next step will be to get a walk-in space, make a name for my brand, make a name for myself, letting people know what I do, and impact others by also teaching people.



ADENIJI MARY
ADEBISI

SKILL: CULINARY ART
SEX: F

What does this opportunity, learning this skill, mean to you personally?

It has been a great privileged for me,I never imagined myself been among those learning from that class,have achieve a lot,now I can call myself a certified chef,i was able to dream again,all thanks to VSI for the great opportunity given to me and thanks to God Almighty for making it a success. Now I can boldly say I am proud of the woman I am becoming, thank you VSI once again I can't thank you enough.

Every skill you
acquire doubles
your odd of
success



stakeholders perspectives

A stylized logo consisting of a dark brown curved line above a white circle, which contains a dark brown segment, resembling an eye.

Beyond the voices of beneficiaries, the impact of this project is also reflected in the experiences and observations of those who worked closely alongside them. From school leaders to trainers and mentors, each perspective offers a deeper understanding of how the program was received, and delivered.

These reflections go beyond outcomes. They highlight the power of collaboration in creating safe and supportive spaces for learning, expression, and transformation. We asked each of these stakeholders a question and gave them the space to share honestly. Walk with us as you read their reflections.



**Osuntubo
Aramide
Oluyemi (Mrs).**

Vice Principal
**Keme Balogun Junior
College, Ibeshe.**

Do you think the program addressed any gaps that were previously missing in the school?

The program is very impactful. It complements the programs like Counseling, Assembly Talk run in the school frequently. The students attest to the fact that they gain a lot from the program. I believe the different facilitators used during the program will go a long way to motivate the students to focus on their career and shun distractions. The program is a plus for the school.



**Otukoya
Olubunmi
Hannah**

Teacher/ English Studies
**Keme Balogun Junior
College, Ibeshe.**

Do you think other schools would benefit from this program?

Yes, I believe other schools will benefit from this programme because it enriches the minds of students. It helps them understand how to stand up for their rights, learn about puberty and human development, and build social awareness. It also encourages them to set goals for themselves, develop true leadership skills, and grow in confidence and self-esteem.



Adeboye Risikat Olawale

Principal
**Ipakodo Junior
Grammar School**

***What role do you think
programs like this play in***

shaping the future of young people?

Programs like the Girl Impact Project play a crucial role in shaping the future of young people by giving them a voice and a sense of belonging in society. When young adults and teenagers are empowered to express their thoughts, ideas, and concerns, they develop confidence, leadership skills, and a stronger sense of responsibility. Such initiatives also help them understand their value and potential, encouraging active participation in community development and decision-making processes. Furthermore, these programs bridge the gap between young people and societal structures, ensuring their perspectives are heard and respected. This not only fosters inclusivity but also prepares them to become responsible, innovative, and engaged citizens who can contribute positively to the growth of society. Thank you once again for this opportunity.



Banjo Omowunmi Adeola

Education Officer 11
**Ipakodo Junior
Grammar School**

***Do you see any long-term benefit of this
program for your students?***

Yes, I do see long-term benefits of this program for the student. It will help shape them into a better young adult by consistently guiding them on how to behave appropriately, carry themselves with confidence, and make responsible decisions. The regular sessions also equip them with practical knowledge on self-protection and social awareness, which are essential life skills they will carry into adulthood.

trainers reflections





Ayomide Elizabeth

CEO, Mide Beauty SPA

Trained Beneficiaries On Nail Techniques

During training, did you observe any changes in your students' confidence, communication, and/or willingness to try new things?

For Bethel, during this apprenticeship, she gained real confidence, taking initiatives without me prompting. Her communication improved from short answers to explaining ideas and asking smart questions which I am very happy about. I also saw more willingness to try new things, tackling harder tasks, and working independently.

For Rokibat, she transformed into a true professional during training. Confidence grew as she started leading tasks unprompted. Her communication shifted from hesitant replies to clear explanations and questions. Her willingness expanded too and I'm so proud of her, she embraced feedback also. Now she's a certified Nail technician. I am super proud of them and I am so happy to be part of their journey.



Wahab Abdulrahmon

CEO, Rahman Impression
Trained Beneficiaries on
Mobile Photography
/ Video Content Creation

In your view, how well did our beneficiary grasp and apply the skills you taught her?

In my experience working with her, she picked up the skills quite well. From the beginning, she showed genuine interest in learning and was always attentive during sessions. What stood out to me was her willingness to practice and improve. Over time, I saw clear progress in how she handled the way she edited, understood lighting, and composed her shots. She didn't just listen, she made an effort to apply what she was taught.



Solarin Oluwatomilola

CEO, House of TS
Trained Beneficiaries on Fashion Design

Can you share a moment where our beneficiary surprised you with her progress and/or performance?

Sophia has been an exceptional intern to work with. She is incredibly supportive, always willing to learn, and consistently open to growth. From attending fittings and consultations together to styling brides, she has shown dedication and commitment every step of the way. Even during the most demanding moments, when everyone else is exhausted, Sophia remains energized and ready to go the extra mile. Her eagerness to learn and improve truly stands out. Although she is still in the learning process, her potential is undeniable, and she continues to grow every day.

She has been a strong support to me and the entire team. We've spent countless late nights working through heavy workloads, and she is always present, reliable, and willing to give her best, even beyond her capacity at times. Sophia has truly been a blessing to us here. We are grateful for her dedication, and it's evident that God has used her to support and uplift our team.



Ebosele Kingsley

CEO/Head Chef, Alps Culinary
Trained Beneficiaries on Culinary Art

From your experience, how were the beneficiaries when they started learning the skill and what changes have you observed since then?

When the beneficiaries first joined the program some of them were naive and a few of them had an idea but didn't really know the commitment culinary arts demanded but they adjusted accordingly.

Honestly, the beneficiaries have shown the willingness and hunger to learn and also now understand that the program benefits them in every aspect of their lives, they now have something to be more passionate about and they are looking forward to evolving and growing.

MENTORS INSIGHT



Opeyemi Fagbemi

Mentor/Etiquette and
Poise Consultant/Entrepreneur

Can you describe your experience mentoring this year's EMpowerHer beneficiaries?

Mentoring this year's EMpowerHer beneficiaries has been a truly rewarding and impactful experience for me. I had the opportunity to work closely with five young girls who are currently developing skills in catering, fashion design, and interior decoration. Beyond supporting their technical learning, I intentionally focused on building their confidence, discipline, and willingness to grow. Over time, I began to see noticeable changes in their mindset and attitude toward their work.

A beneficiary, who is learning fashion design has grown to the point of making dresses directly for clients for her boss. Another beneficiary in interior decoration showed remarkable creativity and growth. She had issues with branding and being able to cope with the training and health challenges. The caterers are doing exceptionally well with their baking and even decorations.

These moments, though small, reflect significant personal growth. Watching them become more confident, expressive, and committed has been incredibly fulfilling. In conclusion, this experience has strengthened my passion for mentoring and reaffirmed the importance of investing in young girls as they discover their potential and work toward a better future. Thank you very much.

MENTORS INSIGHT



Ibrahim Temitope Khadijat

Mentor/ SRHR Advocate

Have you noticed any changes in your mentee's confidence, mindset or attitude since you started engaging with them?

Since I began engaging with my mentee, I have observed noticeable and encouraging growth in their confidence, mindset, and overall attitude. Initially, they appeared reserved and unsure of their abilities, often hesitant to express their thoughts or take initiative. However, over time, they have become more self-assured, actively participating in discussions and demonstrating a willingness to share their ideas.

Their mindset has also shifted positively, they now approach challenges with a more open and determined outlook rather than fear or doubt. In terms of attitude, there is a clear increase in responsibility, enthusiasm, and commitment to personal growth. They are more proactive, receptive to feedback, and eager to learn and improve.

Overall, the transformation has been inspiring, and I am proud of the progress they have made so far. Thank you once again for the opportunity to contribute to this impactful program.

MENTORS INSIGHT



Latifat Oriyomi Abagun

Mentor/ Associate, Programme Design and Management, LBSSC

How have your mentee' responded to feedback, encouragement and/or advice?

My mentees have generally responded very positively to feedback, encouragement, and advice. They have shown a willingness to learn, grow, and apply the insights shared during our sessions. For instance, one of my mentees, Dorcas, took feedback on improving her hairdressing business by being more vocal about her work, investing in better equipment, and continuously learning new skills. Another mentee (Nkechi) in the fashion space has been intentional about acquiring tools at every opportunity and has actively worked towards expanding her customer base. She also embraced the suggestion to build an online presence by creating and engaging on social media platforms like TikTok.

In the catering and decoration space, I have been particularly impressed by Orebowale who has demonstrated resilience and creativity. Despite limitations in her workplace, she finds innovative ways to showcase her work and grow her business. Additionally, Rokeebat, in the beauty and personal care sector have taken feedback seriously by improving their craft and exploring digital platforms to increase visibility and attract more clients. Overall, they have shown commitment, adaptability, and a proactive attitude towards growth. I am confident that with continued guidance and consistency, they will achieve even greater results.

VISION SPRING INITIATIVES REFLECTION

Bringing these lived stories together has been a powerful reminder that real impact rarely arrives with noise or spectacle. More often, it shows up in quiet but meaningful shifts. At the heart of both programs is something simple but deeply important: when people are given the right information, the right support, and a space where they feel seen and heard, something begins to shift. Not always instantly, and not always in ways that are easy to measure, but in ways that matter.

What runs through every page of this publication is not just a record of activities or outputs, but the human experiences behind them. The honest reflections, the doubts confronted, the small wins that may seem ordinary at first glance but carry real weight for the individuals involved. These are the moments where change takes root, sometimes quietly, sometimes gradually, but often in ways that last. They remind us that impact is not only about numbers, but about people making different choices, seeing new possibilities, and beginning to move through the world with a stronger sense of self. This publication offers a glimpse into that journey. The work, though, continues well beyond these pages, in the everyday decisions these young people and women will keep making, and in the opportunities they will pursue or create. The real story is still unfolding, and in many ways, it is only just beginning.

MONITORING AND EVALUATION REPORT



Introduction

Vision Spring Initiatives established a comprehensive Monitoring and Evaluation (M&E) process for the Girl Impact Project, with a strong focus on strengthening the baseline assessment to align more effectively with the programme objectives, student handbook, and facilitator manual. The baseline tools were carefully refined and structured to ensure consistency in content delivery and measurement, making them more relevant

and responsive compared to previous approaches. This alignment enabled a clearer connection between what was taught and what was being measured, thereby improving the reliability of the data collected.

A total of 203 students were enrolled in the Girl Impact Project across Ipakodo Junior School and Keme Balogun Junior College, out of which 200 students actively participated in the baseline survey. The baseline assessment

was conducted to establish pre-intervention levels of knowledge, attitudes, and perceptions across key thematic areas, including gender, leadership, human rights, sexual and reproductive health (SRHR), mental health, and life skills. The findings from this assessment provide a critical reference point for measuring change and programme impact at endline.

Baseline Evaluation Report Summary

The baseline findings indicate that female students constituted the majority of participants in both schools, with 74% female and 26% male representation, ensuring that the perspectives captured strongly reflect girls' experiences.

In terms of disability inclusion, there was a notable variation between the two schools,

with Ipakodo Junior School recording 28% of respondents living with a disability compared to only 2% in Keme Balogun Junior College, suggesting differences in representation and possibly reporting.

Across key knowledge areas, students demonstrated varying levels of understanding. Foundational concepts such as leadership and human rights showed relatively strong baseline awareness, with over 80% of respondents in both schools correctly identifying leadership as helping and

“The baseline assessment was conducted to establish pre-intervention levels of knowledge, attitudes, and perceptions across key thematic areas, including gender, leadership, human rights, sexual and reproductive health (SRHR), ”

guiding others, and a high proportion recognizing the right to education as a fundamental human right. However, there were still notable misconceptions, particularly around leadership being associated with force and human rights being limited to certain groups.

Understanding of gender and social norms was moderate, with 81% and 84% of students in Ipakodo and Keme Balogun respectively correctly identifying biological sex. Despite this, a proportion of students continued to associate sex with socially constructed traits such as appearance and domestic roles. Similarly, knowledge of gender roles was weaker, particularly in Keme Balogun, where only 56% correctly identified gender roles as societal expectations, and a significant number of students associated them with biological or physical characteristics.

Awareness of gender-based violence (GBV) and self-esteem was also moderate at baseline. While a majority of students recognized denying a girl education as a form of GBV, the proportion was lower in Keme Balogun (65%) compared to Ipakodo (76%), indicating gaps in understanding. In terms of self-esteem, only about 61–62% of students correctly identified it as confidence and self-belief, with a considerable number confusing it with arrogance or social withdrawal.

Findings on sexual and reproductive health (SRHR) showed relatively higher awareness, particularly regarding puberty, where 80–84% of students correctly identified physical body changes. However, misconceptions persisted, including beliefs that puberty means becoming a parent or that growth stops. Menstrual hygiene knowledge was fairly strong, with about 75–76% of students

identifying correct practices, though harmful beliefs such as staying away from school during menstruation remained common.

Mental health and emotional intelligence recorded comparatively lower baseline understanding. Only 59% of students in both schools correctly defined mental health as the ability to cope with challenges, with many associating it with having no problems in life or suppressing emotions. Emotional intelligence showed slightly better results, especially in Keme Balogun (78%), but misconceptions around emotional expression and regulation were still evident.

Life skills such as entrepreneurship and creativity showed moderate to strong baseline understanding. Between 74% and 85% of students correctly identified entrepreneurship as starting and managing a business or solving problems, while 74–76%

Menstrual hygiene knowledge was fairly strong, with about 75–76% of students identifying correct practices, though harmful beliefs such as staying away from school during menstruation remained common.

demonstrated correct understanding of creativity. However, some students still held limiting beliefs, such as associating creativity with repetition or entrepreneurship with inactivity.

Overall, the baseline findings reveal that while students possess a foundational level of knowledge across several thematic areas, there are persistent misconceptions and gaps, particularly in gender norms, mental health, and GBV. These gaps highlight the need for targeted, context-specific interventions that go beyond awareness to address deeply rooted beliefs and social norms.

Recommendations

Based on the baseline findings, it is recommended that the programme place stronger emphasis on addressing misconceptions related to gender norms and roles by using practical, relatable examples that clearly distinguish between biological and socially constructed concepts. There is also a need to deepen students' understanding of mental health and emotional intelligence through simplified, context-driven approaches that normalize emotional expression and coping mechanisms.

Additionally, interventions should focus on strengthening knowledge around gender-based violence and self-esteem, ensuring that students can clearly identify harmful practices and differentiate between confidence and negative traits such as arrogance. While

SRHR knowledge is relatively strong, continued reinforcement is necessary to address persistent myths, particularly around menstruation and puberty.

Finally, the programme should leverage its strong alignment with the student and facilitator manuals to deliver more interactive and participatory learning experiences, ensuring that knowledge is not only acquired but also internalized and applied in real-life situations.

“Overall, the baseline findings reveal that while students possess a foundational level of knowledge across several thematic areas, there are persistent misconceptions and gaps, particularly in gender norms, mental health, and GBV.”

Key Findings from the Girl Impact Storytelling Survey



ENDLINE EVALUATION REPORT

Introduction

Following the successful implementation of the Girl Impact Project, Vision Spring Initiatives conducted an endline evaluation to assess changes in students' knowledge, attitudes, and perceptions across key thematic areas. The endline tools were aligned with the baseline instruments to ensure consistency and comparability, while also maintaining the improved structure that closely reflects the student and facilitator manuals. This alignment ensured that

learning outcomes could be directly measured against programme content and delivery.

Out of the 203 students enrolled in the programme, a total of 200 students participated in the endline survey across Ipakodo Junior School and Keme Balogun Junior College. The endline assessment provides a comprehensive measure of the programme's effectiveness by comparing pre- and post-intervention results, with a focus on gender, leadership, human rights, SRHR, mental health, and life skills.

Endline Evaluation Report Summary

The endline findings show a clear and consistent improvement across nearly all thematic areas, indicating that the Girl Impact Project had a strong positive impact on students' knowledge and understanding. Female students continued to form the majority of respondents, with an increased proportion observed at the endline, further strengthening the representation of girls' perspectives in the study.

In terms of disability, there was a slight increase in reported cases in both schools, suggesting improved identification, inclusion, or willingness to report. This reflects a more inclusive environment and possibly increased awareness among students.

Students' understanding of foundational concepts such as sex and gender improved

significantly. In Keme Balogun, correct identification of sex as a biological concept increased to 94%, while misconceptions related to appearance and roles declined sharply. Similarly, understanding of gender roles improved substantially, with correct responses rising to as high as 91%, and misconceptions such as associating gender roles with physical traits significantly reduced.

Leadership knowledge showed one of the most notable improvements, with 100% of respondents in Keme Balogun correctly identifying leadership as helping and guiding others. Misconceptions such as leadership being about force or dominance were completely eliminated. In addition, understanding of the qualities of a good leader improved, with up to 96% of students identifying honesty and fairness as key attributes.

Awareness of human rights also increased to near-universal levels. The proportion of students correctly identifying the right to education rose to as high as 98%, while misconceptions declined to minimal levels. Similarly, understanding of shared responsibility in protecting human rights improved significantly, with up to 98% of respondents recognizing that everyone, including government and citizens, plays a role.

There was a substantial improvement in awareness of gender-based violence, particularly in Keme Balogun, where correct identification of denying girls education as GBV increased from 65% at baseline to 93% at endline. Misconceptions across all non-GBV scenarios declined sharply, indicating a clearer understanding of harmful practices.

Self-esteem showed remarkable improvement, with correct identification increasing from approximately 61% at baseline to as high as 96% at endline. Students demonstrated a clearer distinction between confidence and negative traits such as arrogance or social withdrawal.

SRHR knowledge improved significantly across both puberty and menstrual hygiene. Understanding of puberty reached 100% correct responses, with all misconceptions eliminated. Similarly, knowledge of menstrual hygiene practices improved to 96%, with a notable reduction in harmful beliefs such as staying away from school during menstruation.

Mental health awareness showed strong progress, with correct understanding increasing from 59% at baseline to as high as

88% at endline. Misconceptions such as associating mental health with having no problems in life or suppressing emotions declined significantly. Emotional intelligence also improved considerably, with correct responses increasing to 94%, alongside a reduction in misconceptions related to emotional expression and regulation.

Life skills areas such as entrepreneurship and creativity recorded near-universal understanding at endline. Correct identification of entrepreneurship increased to 97%, while creativity rose to 97%, with misconceptions reduced to minimal levels. These findings indicate that students are better equipped with practical skills and mindsets for problem-solving and innovation.

Overall, the endline results demonstrate a strong positive shift in knowledge, attitudes,

and perceptions across all thematic areas. The reduction in misconceptions and the increase in correct responses across indicators highlight the effectiveness of the Girl Impact Project in delivering meaningful learning outcomes.

Conclusion

The endline evaluation confirms that the Girl Impact Project achieved significant improvements in students' understanding across gender, leadership, human rights, SRHR, mental health, and life skills. The strong alignment between programme content and M&E tools contributed to these outcomes, ensuring that learning was both measurable and impactful. The findings demonstrate that targeted, well-structured interventions can effectively address knowledge gaps, challenge harmful norms,

and empower young people with the skills and confidence needed to navigate their lives.

Project Outcomes

- The Girl Impact Project led to significant improvements in students' knowledge and understanding across gender, leadership, human rights, SRHR, mental health, and life skills.
- Students demonstrated clearer understanding of gender concepts, with reduced reliance on stereotypes and improved distinction between biological sex and gender roles.
- Leadership and values improved markedly, with students showing stronger alignment with positive, collaborative, and ethical leadership practices.
- Awareness of human rights increased to near-universal levels, alongside improved understanding of shared

responsibility in protecting these rights.

- Understanding of gender-based violence strengthened significantly, with more students correctly identifying harmful practices affecting girls.
- Self-esteem and emotional intelligence improved, with students showing greater confidence, better emotional regulation, and healthier self-perceptions.
- Mental health awareness increased substantially, with more students understanding it as the ability to cope with challenges rather than the absence of problems.
- SRHR knowledge improved significantly, with near-universal understanding of puberty and stronger awareness of proper menstrual

hygiene practices.

- Life skills such as entrepreneurship and creativity showed strong gains, with students demonstrating improved problem-solving abilities and innovative thinking.
- Overall, the project successfully reduced misconceptions, strengthened positive attitudes, and equipped students with practical skills to make informed decisions and navigate life effectively.

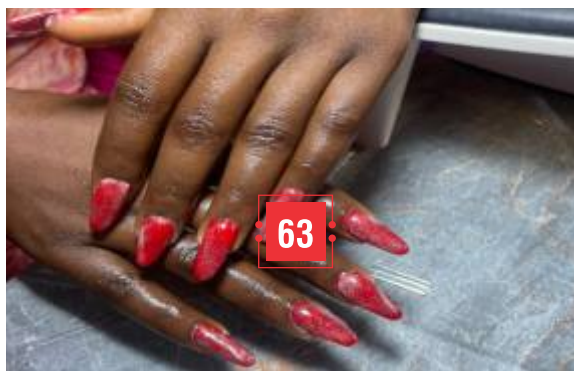


PHOTO GALLERY
GIRL IMPACT SESSIONS





PHOTO GALLERY EMPOWERHER









2b Kofoworola Street Dele Kuti Estate,
Ebute Ikorodu Lagos Nigeria
Telephone: +2348023412994, +234 818 334 6356
Email: visionspringinitiatives@yahoo.com
Website: www.vsinigeria.org
Twitter: @VSI_ng Instagram: @VSI_ng
Facebook: Vision Spring Initiatives