



# VOICES

Our Girl Impact Story

SECOND YEAR REPORT

PUBLISHED BY



LAGOS, NIGERIA



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SECOND YEAR REPORT

2024



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

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# Testimonials

*from*

**VSI VOLUNTEERS & BENEFICIARIES**

on Girl impact Project

2021

**2023**



# Testimonials

VOLUNTEERS

## Oluchi

The first time I heard about the Girl impact project facilitated by the Vision Spring Initiatives' team, I was a bit skeptical about being a volunteer because as a shy person, it was very hard for me to come out of my shell and speak publicly. This project has been an eye-opener for me. Ever since I was given the chance to speak to the students, I have learnt that there are many values and morals they are unfamiliar with but are zealous to learn about and I am certain they are happy to practice them forever.

**Oluchi Ebere**

*(VSI volunteer on Girlimpact Project)*

## Temitope

The Girl Impact Project has given me a platform to touch lives as an educationist and enlighten adolescent girls and few boys and give them the opportunity to gain knowledge on SRHR information which will enable them make informed decision as regards to their health and body, presently and in the future so as to reduce gender inequality, poverty, unplanned pregnancies, health related diseases and gender based violence amongst them. Having this SRHR information as a tool will help them become better citizens and leaders the world awaits.

**TEMITOPE B. LAWANI**

*(VSI volunteer on Girlimpact Project)*

# Testimonials

VOLUNTEERS

## Aanupluwapo

My time working with the students has rekindled forgotten lessons and brought to light the significant challenges persisting within the Nigerian education system. I have come to appreciate the vital role of high self-esteem in a child's development, a quality often lacking in many of today's children. This project has reaffirmed my belief that they have the potential to become leaders in any field they choose. Furthermore, the International Day of the Girl Child served as an eye-opening experience, highlighting the limited access many girls have to information about their sexual and reproductive health rights. This knowledge is crucial for empowering them to make informed choices regarding their bodies, health and future.

**AANUOLUWAPO OWOSENI**

*(VSI volunteer on Girl Impact Project)*

## Opeyemi

Encounters with these young girls and a few boys shows that they really want to know and applied knowledge is power. The Girl impact program has really enabled me to understand the struggles of young girls better in regards to their sexual reproductive health, the issues they face growing up in this age. I have learnt, I am relearning and I am unlearning. I have come to realize that the young ones just need a safe place to bare their minds and get the right information which Vision Spring Initiatives has provided the platform for. I am excited and extremely grateful to VSI for this beautiful experience of sharing this beautiful information with these young and great minds, their excitement and eagerness to learn keeps me going.

**OPEYEMI FAGBEMI**

*(VSI volunteer on Girl Impact Project)*



# Testimonials

VOLUNTEERS

## Mary

The Girl impact project brings a new chapter of joy in my life; I am always looking forward to going to the schools where training sessions take place. Meeting with young and vibrant minds gives me joy. On one of the training sessions, one of the students whose name is Favour stated that she almost gave up interest on education due to some situations she had no control over, but she had an encounter with the video shows which were mainly showcasing the first female pilot in Nigeria, female train and truck drivers who are doing excellently well for themselves in their chosen career. She had a change of mind and believes she is unlimited and could achieve anything she set her heart on. She also believed that her family background is not a limit to the height she could attain. Another student noted that her grandmother height-shamed her and told her there was no way she could become a surgeon because she is short, but the topic on self-esteem and the intervention of her father boosted her confidence.

I am really happy I am making an impact through this project. Thank you.

**(Mary Udoh, Policy and Advocacy Officer, Vision Spring Initiatives)**

# Testimonials

VOLUNTEERS



I am filled with a profound sense of gratitude for the invaluable experience and insights gained as one of the facilitators of this project. It was inspiring to see these young girls embrace their potentials and emerge as confident and empowered individuals. Their enthusiasm and resilience reaffirmed my belief in the limitless possibilities that lie within each of us.

The training provided me with a platform to impact knowledge, skills and guidance that I am passionate about. Every session presented an opportunity to make a positive impact and empower the next generation of female leaders.

Moreover, facilitating this training strengthened my ability to communicate effectively, adapt to diverse learning styles and foster an inclusive and supportive environment. It challenged me to think creatively, problem-solve on the spot and cultivate meaningful connections with each participant. As a facilitator, I had the privilege of playing a small yet significant role in the journey of these young girls and for that, I am deeply grateful.

Finally, facilitating this training was a transformative and enriching experience that left a lasting impression on me. I look forward to continuing this journey of growth and impact in the future.

With Gratitude,

**Mojirola Jolaoso**, VSI volunteer Girl Impact Project



# Testimonials

BENEFICIARY

## Faith

If it was not for you, I would not have known about the topics you have been teaching us, I don't know how to appreciate you, but in my own small way, I want to say a very big thank you for all the teachings, thank you for boosting my morale, thank you for making me brave. I really love your lessons, and I know that at the end of the session, I will become a leader and would make people know their rights. Thanks for your understanding and impacting me personally.

I LOVE YOU.

**OYEKERE FAITH.**

*Ipakodo Junior Grammar School.*

# Acronyms

<b>VSI</b>	-	Vision Spring Initiatives
<b>LGA</b>	-	Local Government Area
<b>SRHR</b>	-	Sexual and Reproductive Health and Rights
<b>VAWG</b>	-	Violence against Women and Girls
<b>GIP</b>	-	Girl Impact Project
<b>PTA</b>	-	Parents Teachers Association
<b>NGO</b>	-	Non-governmental Organization
<b>WHO</b>	-	World Health Organization
<b>MYSD</b>	-	Ministry for youth and social Development
<b>NDHS</b>	-	National Demographic Health Survey
<b>STI</b>	-	Sexually Transmitted Infection
<b>GBV</b>	-	Gender Based Violence
<b>MHH</b>	-	Menstrual Health and Hygiene

# Acknowledgement

Our profound gratitude goes to everyone who contributed to this publication; our fifteen volunteers who took our vision and made it theirs. They passionately trained and partnered with adolescents and young women and boys. We particularly thank Oriyomi, Aanuoluwapo, Oluwatosin, Oluwabukola and Mary for their time and contribution towards the production of the final copy. We have tried as much as possible to keep this publication simple for the benefit of the end users who are our adolescents and their friends in other schools who we might have not been reached with this partnership.

We sincerely appreciate the principals of Ipakodo Junior Secondary School, Ipakodo, Ikorodu, Lagos and the principal of Home of scholars Academy Cele 2, Aga for partnering with us in building the capacities of young people and supporting our vision of changing norms that support violence against women, girls and children.

Our gratitude goes to the staff of Vision Spring Initiatives for the relentless effort. We specially thank Temitope Lawani and Mojirola Jolaoso who volunteered to supervise activities at the two schools. Our work ends when the voices of women and girls can resonate all around the world. Women and girls' rights matter.





# PROFILE

*of*

*GirlImpact Project  
Volunteers*





**Ngozi Nwosu-Juba**

Ngozi Nwosu-Juba is a human rights activist and Project Director of Vision Spring Initiatives, an organization established with a mandate to mainstream gender and participatory leadership into Nigeria's educational sector. Ngozi is an experienced researcher in areas of: nongovernmental leadership, gender, organizational development and human rights. She is passionate about mentorship and pushes for the closing of the intergenerational gap. Ngozi is the coordinator of the Girl Impact Project in Ikorodu.



**Opeyemi Fagbemi**

Opeyemi Fagbemi is a volunteer for Vision Spring Initiatives, she is an advocate for sexual and Reproductive Health and Rights for women and young girls whose interests spans gender equality to helping young girls make informed decisions based on their access to the right information. Opeyemi is a volunteer of the Girl impact project in Ikorodu.





**EBERE OLUCHI**

Ebere Oluchi is a volunteer for the Vision spring initiatives. She is a student and an advocate for matters related to gender based violence and sexual and reproductive health and rights (SRHR) for all genders.



## Oluwatosin Mayor-Olabiyitan

Oluwatosin Mayor-Olabiyitan is a seasoned Nutritionist and Public Health Specialist, with a wealth of experience spanning over Five years in addressing health-related challenges faced by vulnerable populations. She has held pivotal roles in notable organizations dedicated to improving public health.

Previously, Oluwatosin contributed her expertise as a Monitoring and Evaluation Assistant at the Committed Soul Women Health Advocacy Africa initiative (COSWOHI). She also served as the Monitoring, Evaluation Research, and Learning Officer at the Technology for Social Change and Development Initiative. Currently, she occupies the role of Monitoring and Evaluation Officer at Vision Spring Initiatives, where her responsibilities encompass providing technical support for diverse data collection and analysis endeavors.

Motivated by her unwavering commitment to enhancing the well-being of the vulnerable population, Oluwatosin devoted her time as a volunteer for the Girl Impact Project. In this capacity, she actively engaged in mentoring teenagers, empowering them with knowledge regarding their sexual and reproductive health and rights.



**Temitope Lawani**

Temitope Lawani is an educationist and a program officer for Education and Research in Vision Spring Initiatives with a background in Banking and Finance. She has over six years' experience in teaching Senior Secondary Schools students Account and Commerce. She is an advocate for gender based violence and sexual reproductive health and rights for young girls. Helping them make informed decisions about their health and body. She is passionate about educating and mentoring young people in acquiring responsive skills. Temitope is the coordinator of the Girl Impact Project 2023 in Ikorodu.



**AANUOLUWAPU OWOSEENI**

Aanuoluwapo Owoseeni is a Sexual and Reproductive Health and Rights Specialist with over 6 years of diverse experiences. She prioritizes the needs of underserved communities, at risk, youth, and diverse populations in community based outreach programs. She is also a skilled programs officer and communications manager with a track record of success in designing and implementing innovative programs for diversity and equity promotion.



**Mojirola Jolaoso**

Mojirola has a background in psychology with a passion for education and leadership, with several years of experience in both teaching and administrative roles. She recently embarked on a new challenge by participating in an internship program. This decision reflects her desire to further expand her horizon, gain new perspective and contribute to innovative solutions in her newly found interest. With her unique blend of teaching experience, administrative skills and willingness to embrace new opportunities, Mojirola is poised to make a positive impact wherever she goes. She is committed to lifelong learning and remains passionate about empowering others through education.

# What inspired the #GirlImpact Project?

In 2020, Vision Spring Initiatives launched its girl impact project to majorly focus on sexual and reproductive Health and rights of adolescent girls and a few boys in secondary schools in Lagos state. This is in response to increased lack of access to age-appropriate Sexual and Reproductive Health services information and increased sexual violence in Nigeria. The approach presents structured, non-discriminatory and age-appropriate means of responding to SRHR needs of girls in Nigeria.

Evidence exists to support the benefits of educating young people on SRHR. According to the 2018 National Demographic Health survey, (NDHS) the percentage of young women aged 18-24 who had sexual intercourse before age 18 decreases with increase in education, from 82% among those with more than a secondary education.

The study further finds that 19% of women initiate sexual intercourse by age 15 and 57% by age 18. By age 20, 7 out of 10 women have had sexual intercourse.

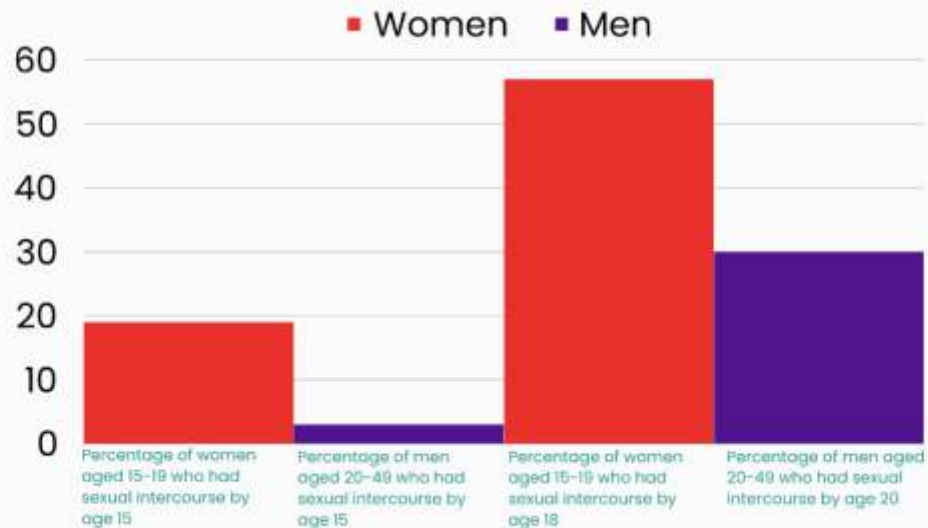
3% percent of men aged 20-49 have their first sexual intercourse by age 15, and 3 out of 10 men have had sexual intercourse by age 20. Women aged 15-49 currently are using a modern contraceptive method. Babies born to mothers under age 20 are more likely to be of low birth weight (12%) than babies born to mothers' age 20-34 or 35-49 (7%). 43% of young women and 34% of young men aged 15-24 have comprehensive knowledge of HIV.

## EARLY SEXUAL DEBUT

By the age of

# 17

the average Nigerian will have their first sexual experience.



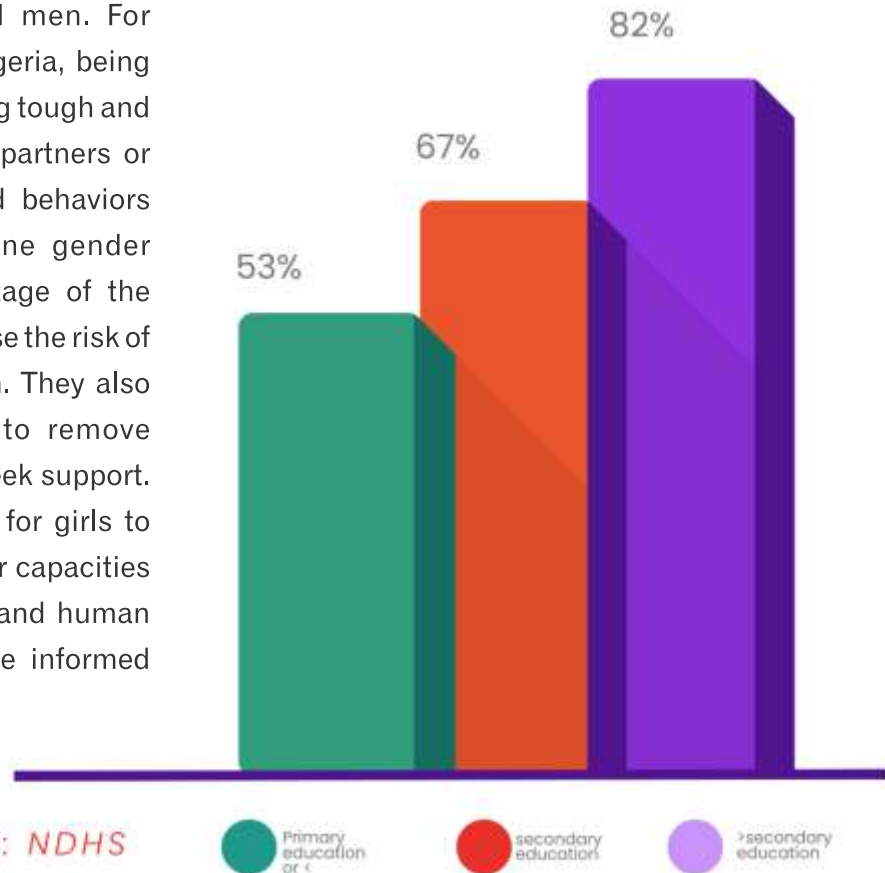
SOURCE: NDHS



According to the World Health organization 2009 report on gender, the different roles and behaviors of females and males, children as well as adults, are shaped and reinforced by gender norms within society. These are social expectations that define appropriate behavior for women and men. For instance in patriarchal societies like Nigeria, being male is associated with taking risks, being tough and aggressive and having multiple sexual partners or wives. Differences in gender roles and behaviors often create inequalities, whereby one gender becomes empowered to the disadvantage of the other. Often inequalities in gender increase the risk of acts of violence by men against women. They also hinder the ability of those affected to remove themselves from abusive situations or seek support. The program was originally formulated for girls to enhance their self-esteem and build their capacities around sexual and reproductive health and human rights in order to enable them to make informed choices.

## SEXUAL DEBUT

Percentage of young women aged 18-24 who had sexual intercourse before age 18, by **education level**



SOURCE: NDHS







*Cross section of VSI's Girl Impact Project at The Home of Scholars School*

## WHAT IS VISION SPRING INITIATIVES' SUSTAINABILITY PLAN?

The organisation plans to spend one year in each of the schools it partners with and visit the schools once every week. VSI intends to train all the teachers and parents through the Parent-Teachers Association (PTA) whose children are beneficiaries of VSI's training so that the knowledge will be sustained at schools and home.

The organisation plans to set up and equip the schools with mini-libraries as a means of establishing and sustaining reading culture. The organisation developed a 101 training manual used to impact the learners. VSI plans to hand-over copies of the Training Manuals to the school authorities so that subsequent students in the schools could be impacted. There will be continued involvement of teachers at events that center on human rights and advocacy as a means of sustaining and improving the knowledge of the teachers subsequently. The organisation will endeavor to support and prioritize past beneficiaries if and when internship opportunities exist within the organization and other sister organizations. VSI will

continuously engage parents at relevant platforms and provide SRHR and Menstrual Health and Hygiene training for the schools.

On completion of the project, award of recognition and certificate of participation, jointly signed by the Ministry of Women Affairs and Vision Spring Initiatives will be given to the beneficiaries.

The organisation has published and responded to all the questions and poems received from the school which were submitted anonymously and will be made available to adolescents in and out of secondary schools for wider coverage and reach.

The project ends with a graduation ceremony where relevant stakeholders and government agencies will be in attendance as a means of popularizing VSI strategies and acceptance and adoption by the state government.



Students at Ipakodo Secondary school listened with rapt attention as Oluchi discussed a session during VSI's visit.



# Reports of our activities

This year's edition of #The GirlImpact project commenced in the third term of 2023/2024 session. The GirlImpact Project involves a collaborative effort with two schools in Ikorodu Local Government Area (LGA) of Lagos state. It aims to deliver comprehensive Sexual and Reproductive Health and Rights (SRHR) education to young individuals ages 10-16. This initiative commenced in May 2023 and is currently slated to run until April 2024. Till date, the project has achieved a successful launch in May 2023 and has been effectively executed in the selected schools: Ipakodo Junior Secondary School and Home of Scholars Academy.

To commence the GirlImpact girl project, Vision Spring Initiatives' team embarked on several crucial steps highlighted below:

## 1. Development of Training Manual

The commencement of the GirlImpact Project began with the dedicated effort of the Vision Spring Initiatives' team, who developed a comprehensive training manual. Prior to its creation, preparatory

discussions were held with young rights holders to gain insights into their specific needs related to Sexual and Reproductive Health and Rights (SRHR). These preparatory conversations involved engaging with a selected group of students who were willing to openly discuss their concerns and share anonymous questions. This valuable input was then used to review and refine VSI's existing training manual.

The training manual was thoughtfully organized into various sessions, covering topics such as Introductory Concepts of Sex and Gender, Building Self-Esteem, Understanding Leadership, Human Rights Gender-Based Violence, Sexual and Reproductive Health and Rights (SRHR) Education, career choices, creative thinking, and decision-making. This comprehensive manual spanned a total of one hundred and one pages.

## 2. Mapping of Schools

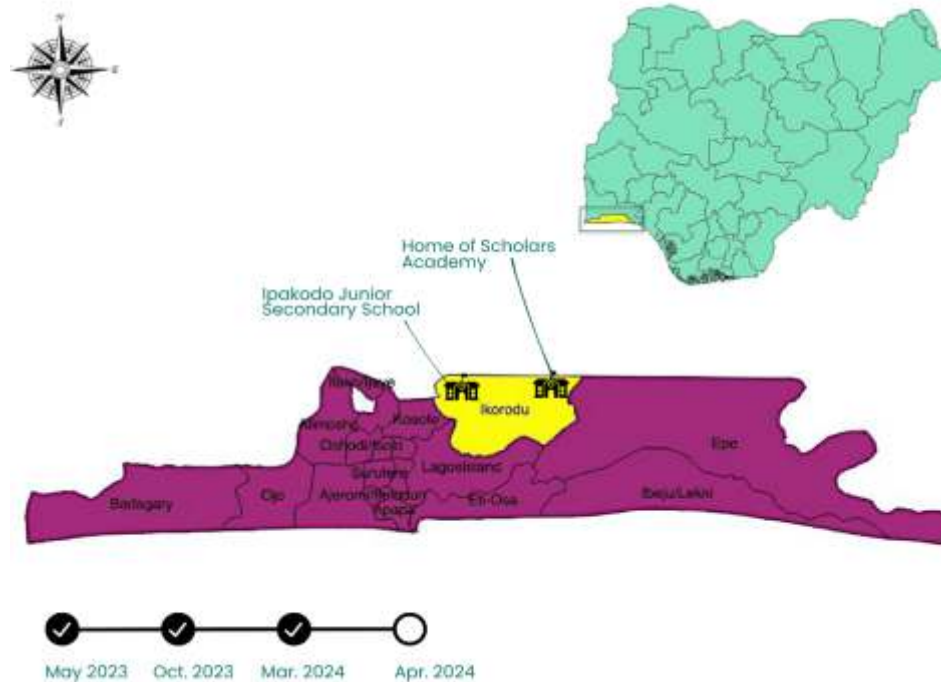
Following the completion of the manual, two members from the VSI's team were assigned the task of conducting school visits for the purpose of



mapping out potential project locations. In total, ten schools were visited during this process, but the final selection of two schools was made using a random selection method. Subsequently, formal proposals were submitted to the two selected schools, and this was followed by the establishment of Memoranda of Understanding (MOUs) with the respective institutions. It's worth noting that these schools are situated in the rural areas of Ikorodu, Lagos."

### 3. Training of Volunteers

VSI's team initiated a volunteer recruitment process by revisiting previous data and reached out to 20 potential volunteers. Following a thorough screening process, fifteen volunteers were ultimately selected. In preparation for the training sessions, arrangements were made for securing an appropriate venue, developing the training agenda, and appointing facilitators to conduct the training.





***The training of trainers for the Girl Impact Project***

Subsequently, the 'Training of the Trainer' program commenced, which took place for two days, which were on the 6th and 7th May 2023. During the training, volunteers received instructions on the various modules outlined in the manual, and were also informed about the guidelines and rules that would govern their conduct while delivering training sessions.

**4. Deployment of Volunteers to Selected Schools**

Volunteers were assigned to the two selected schools, and the project activities officially began in May 2023. During the training sessions with the young pupils, VSI incorporated an engaging approach by introducing actors and role models as facilitators for each module of the training curriculum. These distinguished individuals not only

# TRAINING TECHNIQUES



**Storytelling**



**Classroom Exercises**



**Questions**



**Coursework**



**Motivational Video Presentations**



**Debates**



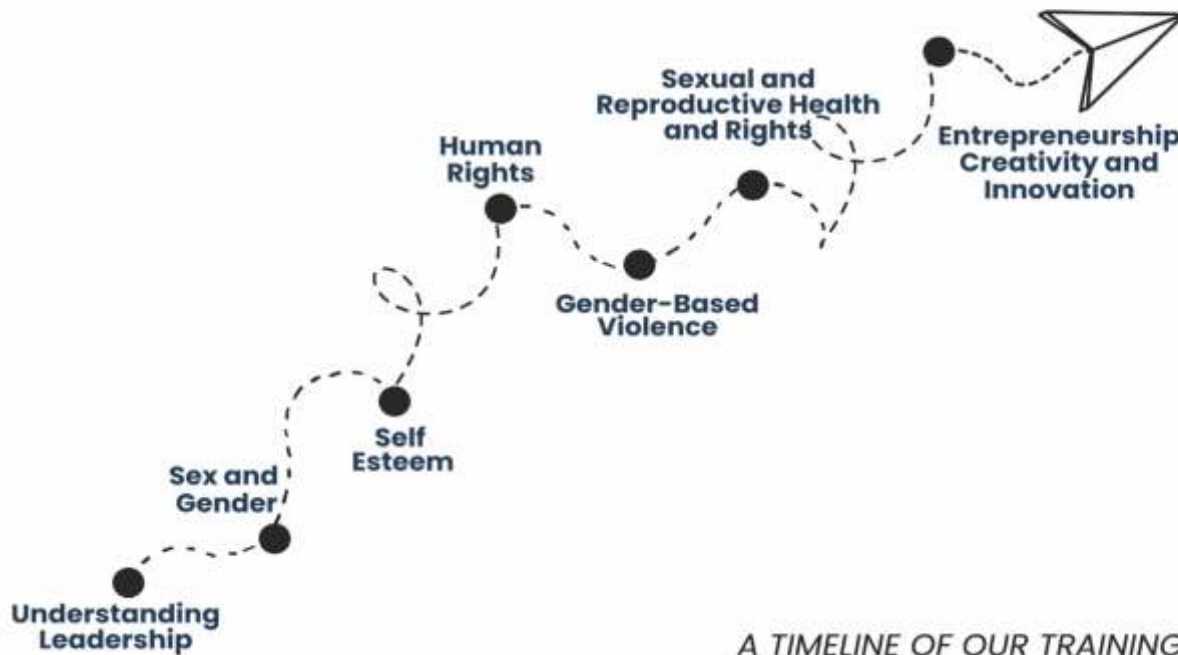
**Role Models and Actors**

reinforced the key teachings within each module of the training manual but also served as a source of inspiration and motivation for the students."

A typical training day for the students comprises a range of engaging activities. These included

storytelling, classroom exercises, discussions, questions, coursework, motivational video presentations, debates on various topics, and the introduction of influential role models and actors to inspire the students. The following topics formed the content of the Training Manual:

# TRAINING MODULE



A TIMELINE OF OUR TRAINING MODULE





To start each day, Vision Spring Initiatives' team initiated a practice where students recite the daily mantra. The mantra is as follows:



This mantra inspired the learners to understand their role as change makers who are capable of transforming their world.

At the end of each module which lasted a month, a guest was invited to speak to the students based on the issues discussed and answered their questions. For instance, a female photographer was invited to the schools on one of the training days, and the students were inspired by her and stated that they

understand that they can become whoever they want to. Some asked what it takes to be a good leader and what they could do when a particular career is being imposed on them by their parents or guardians. She encouraged them to be hard working, kind, determined and persistence in their studies and in whatever career or discipline they found themselves in the future.

## MONITORING AND EVALUATION

Vision Spring Initiatives established comprehensive monitoring and evaluation processes throughout the project's implementation. For instance, the organisation conducted a baseline survey called the "girl impact storytelling survey" among the students. This survey aimed to assess both their Human Development needs and their Sexual and Reproductive Health and Rights (SRHR) needs. A total of 203 students who were enlisted into the girl impact project took part in the baseline survey.

Another vital monitoring and evaluation measure was the mandatory reporting of daily activities by our dedicated volunteers. After a successful training day, each volunteer facilitator was required to submit a



detailed report on the day's activities through a provided Google document. Following a thorough review of these reports, volunteers received their transportation stipends as a means of supporting their commitment to serve.

### Key findings from the girl impact storytelling survey

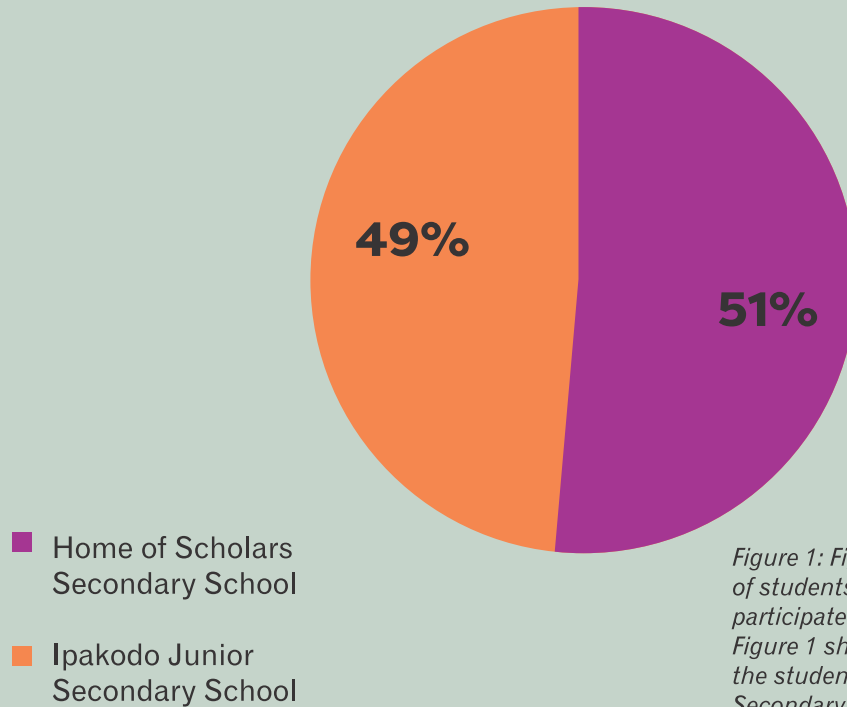
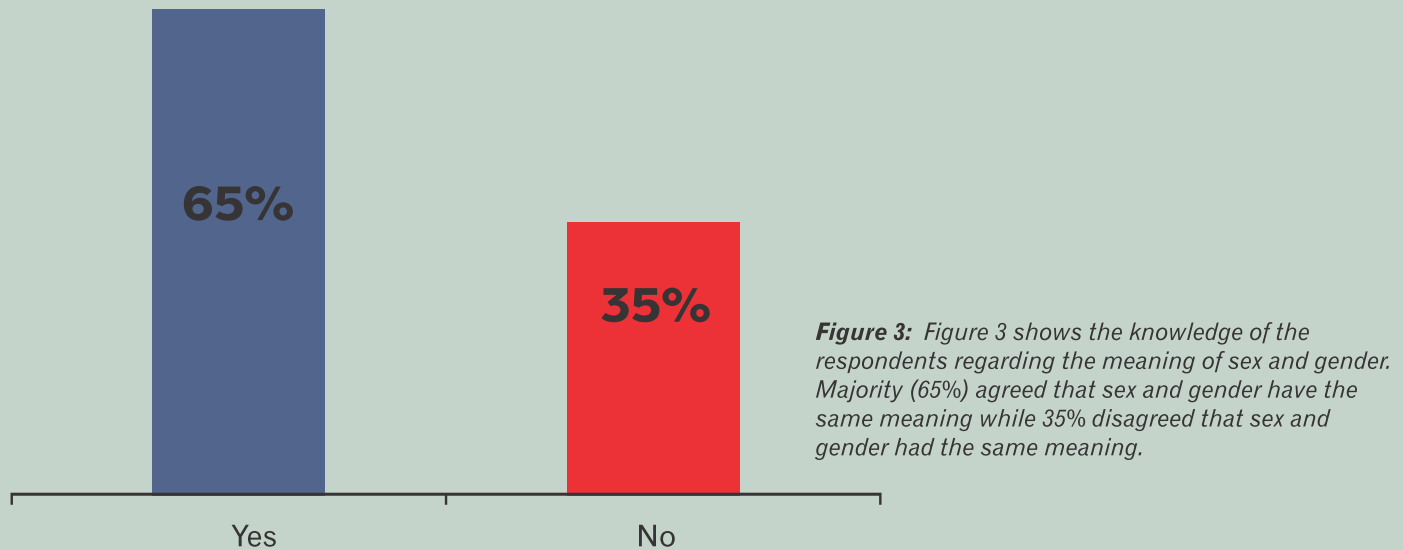
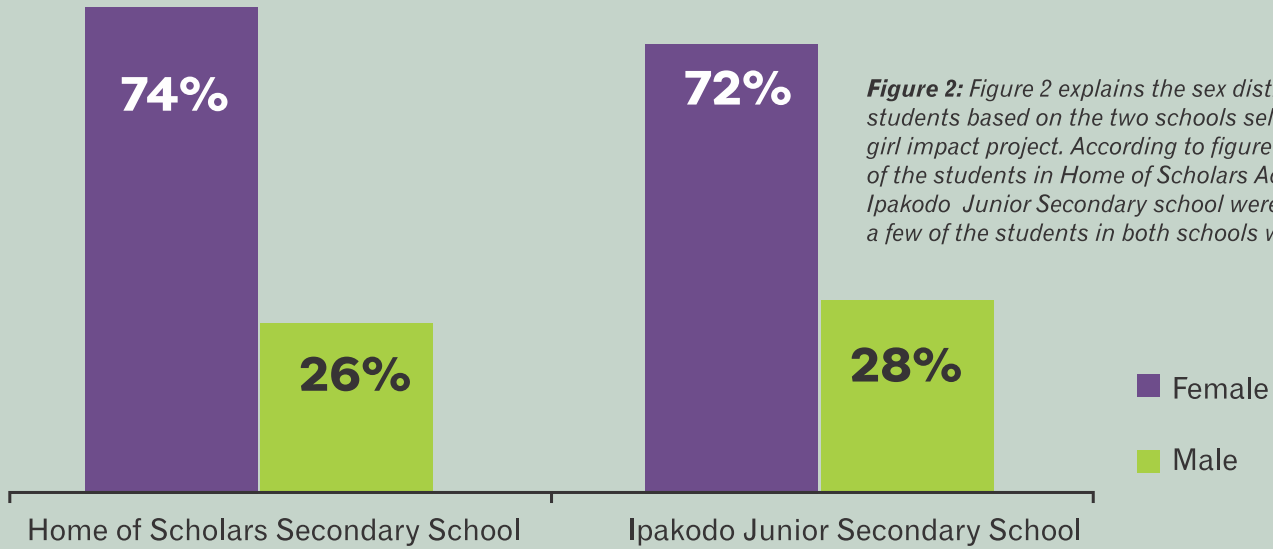
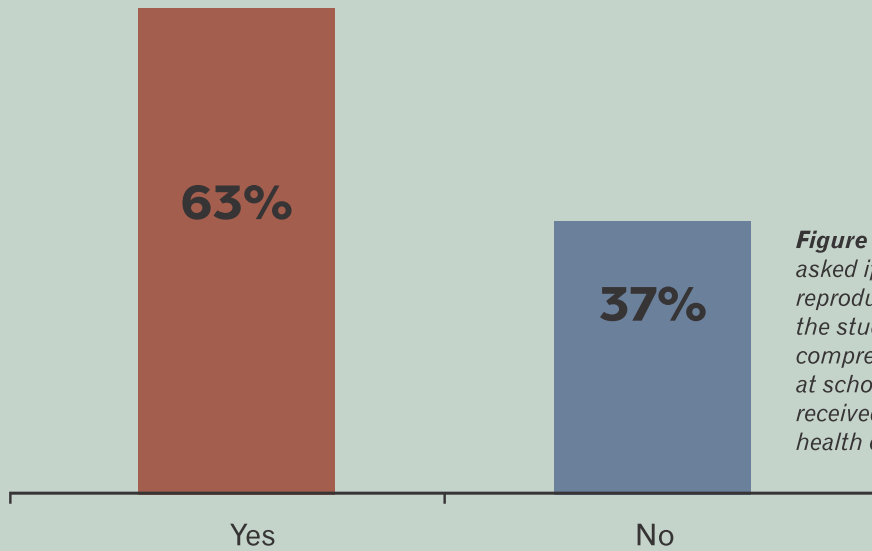
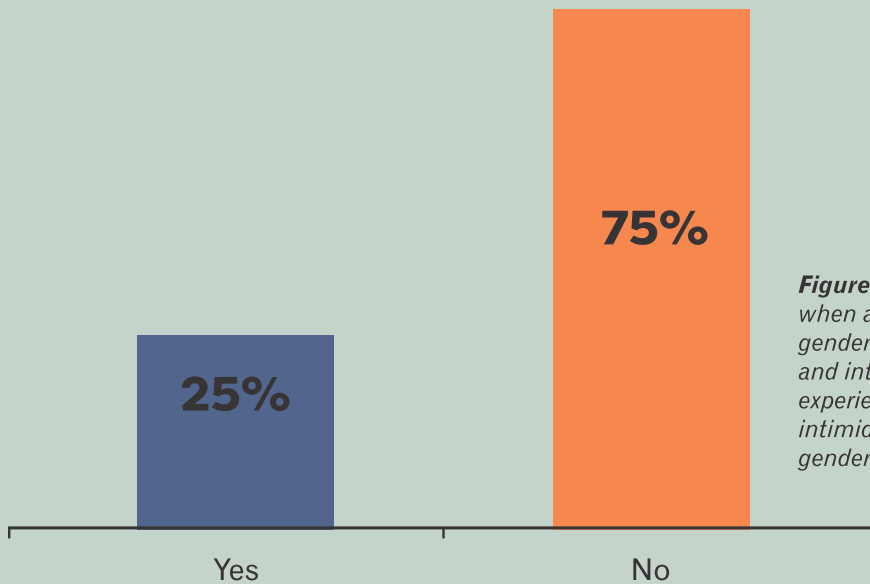


Figure 1: Figure 1 shows the distribution of students from two schools that participated in the girl impact project. Figure 1 shows that 49% of the students were from Ipakodo Junior Secondary School while 51% were from the Home of Scholars Academy.

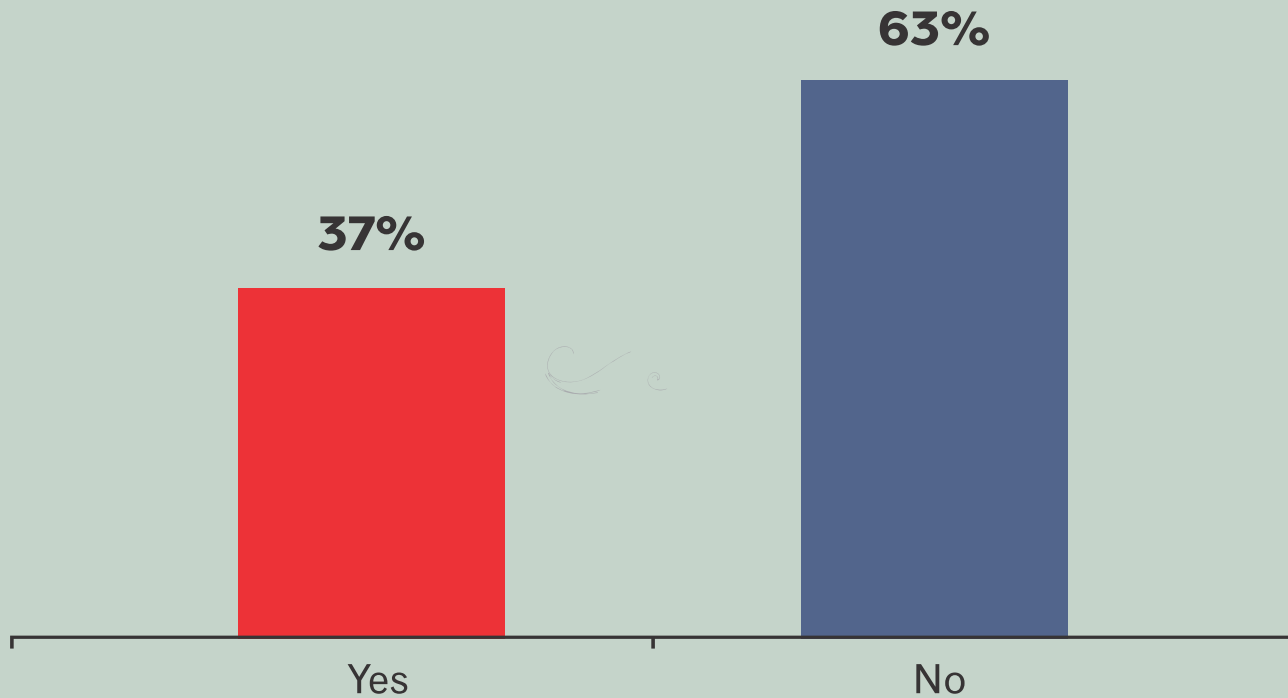




**Figure 4:** Figure 4 shows the response of the students when asked if they have received any comprehensive sexual and reproductive health education at school or at home, 37% of the students agreed that they have not received any comprehensive sexual and reproductive health education at school or at home while more than half (63%) have received a form of comprehensive sexual and reproductive health education at school or at home.



**Figure 5:** Figure 5 shows the responses of the students when asked if they have ever experienced any form of gender base violence such as bullying, sexual harassment and intimidation. One quarter of the students (25%) have experienced a form of bullying, sexual harassment and intimidation, while 75% have not experienced any form of gender base violence.



**Figure 6:** Figure 6 shows the response of the students when asked if they feel comfortable talking to their parents/guardians, school counselors or adults about sexual and reproductive health, 37% were not comfortable talking to their caregivers on issues regarding sexual and reproductive health while more than half were comfortable talking to their caregivers on issues regarding their sexual and reproductive health.



## Students' understanding of the modules

### Module 1: Understanding Leadership

This module was relevant to gauge participants' knowledge on leadership and who they considered a leader-on the question ; who is a leader, most of them mentioned their parents, role models and teachers. The facilitator then read the story of Asmer Khader, A Jordanian lawyer who supported a mother whose daughter was killed to save the honor of the family. With this story, young beneficiaries understood their role as leaders. They understood that anyone who takes action when an event occurs or solves a problem is a leader in their own rights. With this, they were able to understand that they had played leadership roles in their families or with friends.

### Module 2: Sex and Gender

The module on sex and gender was aimed at helping young learners understand how societal interpretation of the roles of the sexes might affect roles, responsibilities, attributes, opportunities and entitlements.

They learnt that sex was a biological difference while gender was a social construct which changes over time and over particular places. They were also made



to think about their own gender biases and how this might impact their relationship with others. With this knowledge they committed to be open minded and strive to succeed at whatever tasks that they are supposed to undertake. Asked to mention some of the gender stereotypes they mentioned the belief that boys are tough and girls are weak. Asked if this was a reality, they confirmed that both boys and girls can be weak and tough, sharing examples from their families where some said the female household members were hardworking and contributed significantly to the family.

### **Module 3: Self esteem**

The module on self-esteem was critical towards changing the notions about girls and their ability to assert themselves in society. When asked to explain the meaning of self-esteem, some volunteers in the class said it is the feeling of knowing what you can achieve as a human being. When the facilitator asked them to choose between high and low self-esteem most of them chose high self-esteem. They explained that it means that they have placed high values on themselves and can achieve whatever they set their minds to. They got an assignment on 5 things they like about themselves and 5 things they hate about themselves. The volunteers were glad to note that many reported mostly on what they like about themselves. There were deeper conversations with those who hated things about themselves as they were encouraged to work on them.

### **Module 4: Human rights**

The module on human rights started with plenary conversations of learners' understanding on the topic. Some said it was their right to life and right to existence. Others said it was their right to education and good health. They were assured that they were

all right. On the question of who owes them human rights, some said the government and some said their parents and other adults. They were informed that human rights are rights that everyone is entitled to simply because they are humans. They were asked to mention some of the rights they have as humans and they mentioned the right to education, right to play, safe and decent shelter to mention a few. They were also informed that they owe their state rights which include keeping the environment clean, paying taxes when they come of age, respect for the constitution amongst others. Each module ends with exercises which the learners perform collectively or as individuals. After the learning on human rights, learners were asked to provide write ups of their understanding on human rights. Most of them chose to write poems and a few are captured here:

# Poems

**NAME** JIMOH ANIFAT AMOKE  
**SCHOOL** IPAKODO JUNIOR GRAMMAR SCHOOL  
**CLASS** JSS 3

*The pain of an unjust world,  
The deep-rooted evil of some mankind,  
A pain so deep it keeps me alive,  
But one day I fear it might cut my life*

*Swallowed up by the twisted lives of the undignified  
Unless we stand and fight for human right  
Justice can hide for all of our lives  
There's got to be a change of tide  
If we fight for human rights  
Let's all unite and fight for human rights.*

**NAME** ALLISON SOFIAT  
**SCHOOL** HOME OF SCHOLARS ACADEMY  
**CLASS** JSS 3

*I have a human right  
I am the light  
I have freedom of speech  
I have the right to life  
I am the change the world is waiting for*

*I am a leader now and in the future  
Human right provides a standard of behaviour  
Human rights standards are universal  
I am the one who will make the future shine*

*I have the right to fight for my country  
As a citizen, it is my right to re-write the bad deeds  
I promise to make my fatherland better as a citizen  
I have the right to fight for people's equality  
I make all fears disappear.*



# Poems

**NAME** ELEBUTE AYOMIDE  
**SCHOOL** HOME OF SCHOLARS ACADEMY  
**CLASS** JSS 3

*Human rights can be big or small  
The people can be short or tall  
They can be girls or boys  
They are also human*

*Human rights play a part in life  
Even when there is some strife  
But human rights can be full of love  
They are truly from God above*

*Always appreciate people  
Whether they are young or old  
They also have the right to be appreciated  
Don't wait until they are old or grey  
I love human rights.*

**NAME** OJERINDE AYOMIDE  
**SCHOOL** IPAKODO JUNIOR GRAMMAR SCHOOL  
**CLASS** JSS 2

*Human rights are the rights that belong to everyone  
in the world from birth to death  
Human rights are important  
Everyone should have rights  
We need to reduce the death of younger ones*

*The spread of diseases should be stopped  
Human rights is making the environment nice and  
clean.*

# Poems

**NAME** OYEFOLU MUHEED  
**SCHOOL** HOME OF SCHOLARS ACADEMY  
**CLASS** JSS 2

*Human rights have always been like a friend to us  
Human rights have brought peace to our nation  
It has given us the right to live and to enjoy  
Human right is a right of joy*

*Human rights have brought truthfulness to our  
nation  
Human rights are rights for the living  
Human rights have given us the right to vote and  
elect good leaders  
Human rights shall always reign*

*Human rights are good and not insanity  
Human rights are authentic  
Human right is a right of joy  
God bless our nation*

**NAME** LAWAL YESIAOH  
**SCHOOL** HOME OF SCHOLARS ACADEMY  
**CLASS** JSS 3

*I have a human right  
I believe in myself  
I am courageous  
I am also a leader  
I am not shy about my human right  
I have the right to life and high self-esteem  
I am always ready to fight some issues that come my  
way  
I have equality like every other person  
I have the right to freedom  
I have an open mind  
I will always try my best  
I have the right to achieve my goal*

# Poems

**NAME**  
**SCHOOL**  
**CLASS**

IGBENEDION FAVOUR  
HOME OF SCHOLARS ACADEMY  
JSS 3A

*I have a human right  
I'll take a stand and take a fight.  
I have choices to choose  
I'll never let my voice loose*

*Tomorrow I'll shine  
Break the shackles and come out of the line  
I'll break the boundaries and wall  
To make my life seem more like a mall*

*I have dreams to perceive  
And more to achieve  
I have dreams to feel  
And I'll make it real  
I have a human right  
I'll take a stand and take a fight.*

**NAME**  
**SCHOOL**  
**CLASS**

ADESANYA HANNA  
HOME OF SCHOLARS ACADEMY  
JSS 3A

*Human rights, you are the only right,  
Which gives everyone the right to fight for their  
right?*

*Without you, nobody can stand up for their right  
You help us gain our freedom and rights  
Oh human right, you are our only savior  
You increase our knowledge of confidence  
The human right gives us the right to be educated  
You also help us to be completed  
Oh, human right you help us choose any career of our  
choice.*

# Poems

**NAME** CHUKWUMA SUCCESS  
**SCHOOL** HOME OF SCHOLARS ACADEMY  
**CLASS** JSS 3A

Human right makes you know your place as a citizen  
It gives individual equality  
Human right is an eternity of freedom giving citizens  
the rights they deserve  
The human right gives you the strength to fight for  
your rights anywhere

As a citizen, your right is your life  
It lets the citizens know they are all V.I.Ps in their  
country  
Human right gives citizens determination about or  
future  
Human right is the right you need for yourself to  
achieve your goals and dreams.

**NAME** VICTOR GOODNESS  
**SCHOOL** HOME OF SCHOLARS ACADEMY  
**CLASS** JSS 3B

Human right is a right that support humans  
Human right gives freedom to go to school and choose  
profession  
Human right gives us equality among ourselves  
Human right given to every human

Human right is there to help us  
It gives us freedom of speech and ownership  
Human right gives us justices  
Human right helps to strive for all.

# Poems

**NAME** ALADE PAUL  
**SCHOOL** HOME OF SCHOLARS ACADEMY  
**CLASS** JSS 2

*Human right! Human right!  
Human right is the right we have to respect as  
citizens  
I have the right to vote and be voted for  
I have the right to be educated  
I have the right to freedom  
We must be allowed to speak about the rights we  
have.*

**NAME** JEHOVY AWESOME  
**SCHOOL** HOME OF SCHOLARS ACADEMY  
**CLASS** JSS 3B

*Human right is life  
Human right is freedom  
It gives us the knowledge to do the right thing  
It brings peace to our nation  
It gives us the right to vote and be voted for.*

### **Module 5: Gender based violence**

The module on gender based violence started with case studies which was read loudly by the young learners. It traced the origin of abuse when young boys show disrespect to women and girls and no action is taken. It narrates how this continues till they begin to hit female partners and society normalizes this act. The facilitator enumerated the various forms of violence against women and girls to include; rape and sexual assault, sex trafficking, domestic abuse, harmful traditional practices such as early marriage, female genital mutilation amongst others. They were informed that they have the responsibility to protect themselves from abuse and protect others by being active by-standers. On the question of effects of gender based violence they mentioned fear, anxiety, anger, thoughts of suicide, shame, guilt and loss of self-esteem.

### **Module 6: Sexual and reproductive health and rights**

Module 6 being the main focus of the sessions took longer periods of time as the organisations desires a society where young persons can take leadership on conversations about their bodies and general well-

being. The students were asked about their knowledge about reproductive health and they answered with various answers, they were also taught that they own their bodies and nobody should touch it without their consent, they were asked on how they feel about their body structures, they were also taught a song on ownership of their bodies.

The facilitators conducted revision to ensure learners are gaining adequate knowledge on the subject matter and a significant number of them were able to recall what was taught on SRHR. The topic continued and the class was interesting, engaging and enlightening. Consent, bodily autonomy, body image, and positive body image were discussed. Some questions were asked and answered. However, the facilitator took her time to focus more on the topic so, that learners could properly grasp and internalize it. The facilitator further explained consent, bodily autonomy, having the right body image which would help them love, value and appreciate themselves. She further taught on understanding sexually transmitted infections and ways to prevent them. Menstrual hygiene and management.

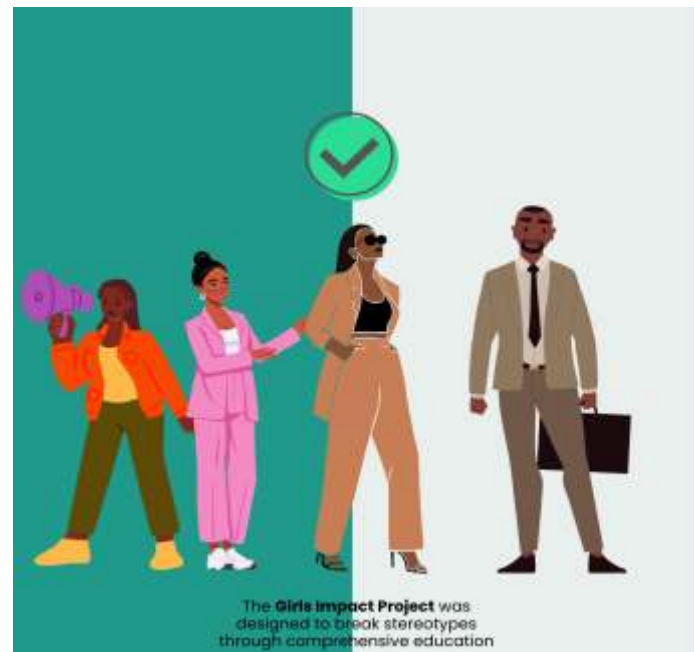
It is worthy of note that the sessions were always engaging and interesting as the students are always eager to ask questions and the questions discussed and addressed appropriately.

Another important sub-topic discussed was menstrual hygiene and management. The students were taught how to calculate their menstrual cycle and also maintain hygiene practices during menstruation, such as changing of sanitary pads frequently and proper disposal methods. On the international day of the girl-child, learners who showed great assimilation of the teachings were given gifts of sanitary kits.

### **Module 7: Entrepreneurship, creativity and innovation**

The module on entrepreneurship, creativity and innovation was aimed at helping the learners think through their career choices. It was important and exposed challenges young people face in situations when parents and teachers make these decisions on their behalf. This situation strengthened VSI's resolve to ensure that teachers and parents are

trained. The facilitator explained to them that an entrepreneur is anyone who establishes or organises a business. Young people were informed that they can come up with ideas of professions or businesses they can collectively engage in and report back. There were practical classes where a seasoned photographer and a male nurse were invited to talk to them about career choices and how to navigate them.



**Ms. Precious Harry who is an activist, photographer and cinematographer engaged the learners on how to use cameras to capture events and activities. She gave examples of successful women in the field of cinematography. The class was fun and interactive..**



***Ms Harry, the female photographer talking to the students at Home of Scholars***

The following week, a registered male nurse was present on two different sessions to also enlighten and engage the students on career choices and its implication on their future. He encouraged them to follow their passion, work hard at it and also noted

that determination is a key factor in achieving the career of their dreams. He encouraged them to stay focused and believe that they can do whatever they set their heart to do..



Another interesting practical class was a business presentation by the students of both schools. The students of Ipakodo Junior Grammar school were grouped into four while those at Home of Scholars were grouped into six. The presentation was judged based on their articulation, time frame, comportment and delivery. Coincidentally, the group two of both schools emerged winners of the presentation. Group Two of Ipakodo Junior Grammar school came up with a business plan of producing



***The cake baked by the students during one of the sessions of the Girl Impact Project***

hygienic and affordable sanitary kits with well delivered business ideas. Also, group two at Home of Scholars opted for bakery and catering as their presentation, while presenting a well baked sumptuous cake..

### **Training of parents and Teachers**

In keeping with VSI's mandate of ensuring sustainability of its projects, the organisation held step down training sessions with teachers of both schools and parents of beneficiaries. The aim of hosting the training for teachers was to ensure that the counseling section of the schools are able to tackle cases reported to it and respond to challenges faced by learners in the area of sexual and reproductive health and rights. The aim of hosting the training with parents was to ensure that they can gain basic skills to enable them to support and understand the needs of their children. The topics in the training manual were explained to the beneficiaries; these include: Leadership, ending gender stereotypes, promoting self-esteem of children, human rights, tips for preventing sexual and gender abuse among children. These topics sparked a lot of comments from the parents and teachers as they were able to relate with the topics

and also had a change of orientation about how they can support their children and students. After the training, beneficiaries were asked if they had noticed certain changes in the behavior of their children and students as a result of their participation in the girl-impact training. One of the parents mentioned that her daughter has been more responsible at home. For instance, the girl has been helping with washing dishes at home. Another parent mentioned that the daughter has been stepping down the training to some of her friends in the neighborhood. Another parent revealed that the daughter has been able to exercise body autonomy as she is able to govern what happens to their body without external influence or coercion. For instance she is the only girl among boys in her house and she ensures the other siblings who are boys knock on the door before entering her room. The teachers on their part said the training has helped in ensuring that the students become more focused. They confirmed that the module on self-esteem has helped the girls to become more focused and take up leadership positions in the class which was a difficult task in the past.



*The beneficiaries' parents during the Parent training*

## SETTING-UP OF MINI LIBRARY.

It was well thought that a mini Library be put in place so the students can have access to informative and educative materials after VSI have left the schools. The books covered all the topics discussed and much more.

The library space was allotted and VSI staff and volunteers with the help of the girls and boys dedicated their time and effort in painting the libraries, thereby, putting in practice that whatever boys can do, girls can do even better.





*VSI staff, Volunteers, Creative Muralist and the students painting the libraries in Home of Scholars and Ipakodo Junior Grammar School*



## End line evaluation report

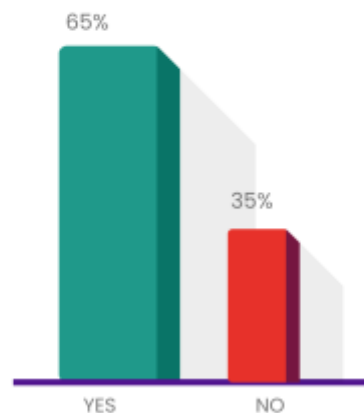
The end line evaluation was VSI's strategy of understanding and documenting what has been learnt to enable it to prepare and hold effective training in future. On what they had learnt, Kobirat, a student of Ipakodo school stated that her self-esteem has improved. She stated how her self-esteem was extremely low before the commencement of the project, but she is grateful now she can stand publicly in front of a large gathering and talk without fear. Zinat another student at Ipakodo noted that before the discussion on menstruation and menstrual hygiene, she so much hated menstruation even as a female, but she is happy now that she perfectly understands that the monthly flow of blood is a normal thing for ladies and she is also better with the management of her sanitary kits.

Aisha from the same school stated that the training reaffirmed her belief that what a man can do, a woman can do better. Fisayomi from Home os scholars said she has been charged to take on any leadership role because of the training she has had. Yetunde from the same school spoke on knowing her rights as a young girl and being affirmative. Redoyah and Amidat also spoke about how they have been

able to impact their friends through what they have learned in the program. Taiwo noted how she had switched from using other materials that are not hygienic for her monthly flow to getting sanitary napkins to avoid infections after she had learned about menstrual hygiene. Samuel, one of the boys who benefitted from the project explained how the training enlightened him on gender-based violence as a boy. He noted how he understood ladies better especially when they are on their monthly flow and is empathetic to their cause.

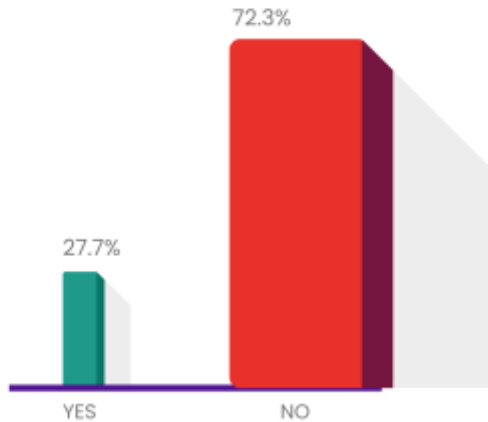
Responses gotten on thoughts on 'Sex and Gender' before the Girls Impact Project

Sex and Gender have the same meaning



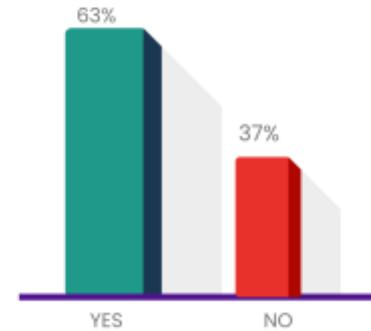
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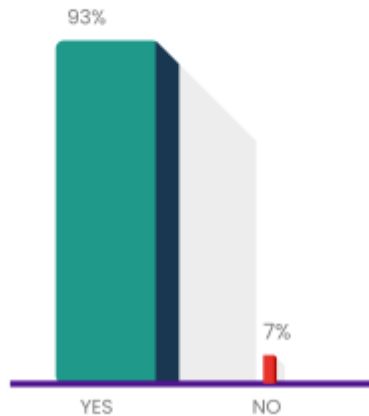
**Responses gotten on thoughts on 'Vulnerability' before the Girls Impact Project**

Do you feel comfortable discussing your SRHR needs with your parents/ care givers?



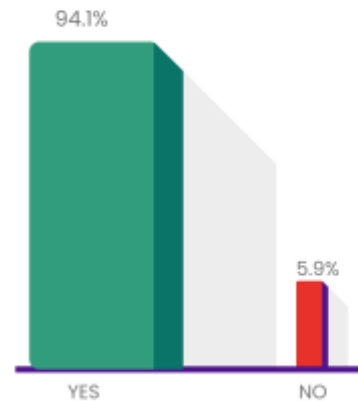
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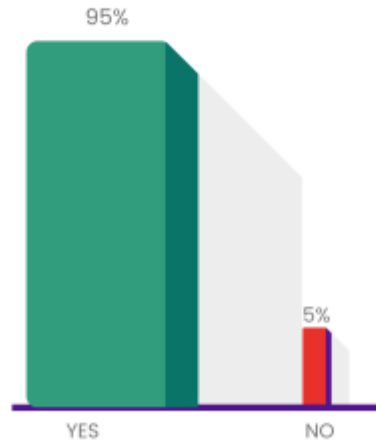
**Responses gotten on thoughts on 'Leadership' before the Girls Impact Project**

A leader is Someone who inspires others



Responses gotten on thoughts on 'Leadership' after the Girls Impact Project

A leader is Someone who inspires others



Responses gotten on thoughts on the training after the Girls Impact Project

How would you rate the training program you participated in



- Highly engaging/ Excellent
- Somewhat engaging/ Fair
- Not engaging/ Poor



## PROJECT OUTCOMES



### EMPOWERED YOUTH ADVOCATES

The training empowered young people to become advocates for SRHR within their educational institutions, families, and communities. They gained the skills and confidence needed to address SRHR issues effectively.



### INCREASED AWARENESS OF RIGHTS

The Girl Impact project contributed to raising awareness among young people about their sexual and reproductive rights. They now have a clearer understanding of their entitlements and how to protect them.



### POSITIVE ATTITUDE CHANGES

The young people developed more positive attitudes toward gender equality, consent, and respectful relationships, which are crucial for promoting healthy SRHR practices.



### HOLISTIC DEVELOPMENT

Young individuals not only gained SRHR knowledge but also developed life skills, such as critical thinking, communication, and empathy, which contribute to their holistic development.



### ENHANCED SRHR KNOWLEDGE

The Girl Impact project successfully increased the knowledge of young participants in various aspects of SRHR, including understanding their bodies, making informed decisions, and recognizing their rights and responsibilities.



### IMPROVED DECISION-MAKING

Young participants developed better decision-making skills related to their sexual and reproductive health and career choices. They learnt to make responsible choices and understand the consequences of their actions.



### REDUCED STIGMA AND DISCRIMINATION

By educating young people about SRHR, the Girl Impact project helped reduce the stigma and discrimination associated with issues like gender, sexuality, and reproductive health.



### LEADERSHIP AND ADVOCACY SKILLS:

Young individuals gained leadership and advocacy skills, which enabled them to actively engage in discussions, raise awareness, and drive positive change in their institutions and communities.







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