

Evaluation of SKILLZ Girls Project

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Acronyms

AAR	After Action Review
AIDS	Acquired immune-deficiency Syndrome
FCT	Federal Capital Territory
GSS	Government Secondary School
HIV	Human Immuno-deficiency Virus
LGA	Local Government Areas
LGEA	Local Government Education Areas
M&E	Monitoring and Evaluation
MC	Master Coach
RH&R	Reproductive Health and Rights
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
STI	Sexually Transmitted Infections
YEDI	Youth Empowerment Development Initiative

Executive Summary

The BMZ SKILLZ Girls project aimed at equipping and empowering 2,000 disadvantaged adolescent girls, aged 13 to 19 years in school and out of school, in four states in Nigeria namely Lagos, Akwa Ibom, Ogun and the Abuja, with knowledge on vital issues relating to sexual and reproductive health and rights (SRHR), life and leadership skills and physical well-being. It is to enable them successfully transition into adulthood and achieve their full potentials as productive members of their community. The project trained and used 63 female community members between the ages of 19-28 located in selected communities within the three regions provide information to these population. This evaluation sought to determine the extent to which the objectives, outcomes and impact of the stated results as expressed in the project document have been achieved and efficacy of the strategies to achieve the desired behavior changes.

The evaluation which was conducted in the last quarter of 2018 used In-depth Interviews, group discussions, and focus group discussions with beneficiaries and stakeholders. There was secondary analysis of project process data from Youth Empowerment Development Initiative (YEDI) M&E structures, these datasets were used to supplement the findings. After Action Review (AAR) meeting with both management, and implementers used to document and jointly assess the strategies used in the implementation of SKILLZ Girls Project. In addition, twenty in-depth interviews were held with YEDI management staff, Field teams, Principals and anchor teachers in the implementing schools, Ministries of Education and Health at State and Local Government Areas (LGAs) in Lagos, Ogun, Akwa Ibom States and Federal Capital Territory (FCT). Below are the findings as answers to the evaluation questions.

Evaluation question 1: To what extent did the SKILLZ Girls Project intervention achieve its objective?

The goal of SKILLZ Girls project was to use sports to empower 2,000 girls aged 13 to 18 years with sexual and reproductive health education (SRH) including HIV and AIDS education, critical life and leadership skills that will help unearth their talents and potentials in 3 regions in Nigeria. This goal has been achieved by the project reaching a total 2,002 young women and girls. Other objectives of the projects are to build the capacity of volunteer multipliers to provide life skills training to adolescents on a weekly basis on SRH education leading aimed at improved leadership and life skills. Out of the three output indicators tracking the achievement of this objective, the project fully met and achieved the capacity building and awareness creation sub goals. It partially met the outputs related to sustainability due to the relocation of the trained coaches.

How successful was the training and capacity building?

The training and capacity building were successful in creating a mass of trainers from the MCs to the coaches and the direct beneficiaries. They were successful because the important and key messages were passed in the most creative and innovative way. And positive responses emerged from all beneficiaries. It proved that soccer was a viable tool for disseminating life skills and health information. Two hundred safe spaces were created by the SKILLZ Girls Project across the four locations where they were exposed to a 12-practice curriculum focusing on life management skills, HIV and reproductive health awareness, spanning a period of 5 weeks. This program utilized a combination of soccer playing,

physical fitness, interactive and engaging discussions to disseminate information to the beneficiaries. The implementation reaching over 2,000 girls (1,262 girls in schools and 740 girls out of schools) in the four states were similar with minor differences. While in school implementation started in May 2018, the out of school implementation started later in July in Ogun, and Lagos states.

Evaluation question 2: To what extent were the intended results achieved?

SKILLZ Girls Project is pertinent to the communities selected for intervention. It contributed immensely to solving problems and creating a chain of positive change. Across the states, stakeholders and teachers who are in contact with the girls affirmed that the behavior of the girls had changed. Some teachers mentioned that the students were more interested now in succeeding academically and certainly they are more assertive. A key evidence of behavior change in the girls was that they all sought to teach others the new knowledge they had acquired.

This project effectively connected to the stakeholders in the education sector as expected. Across the states, the level of participation of these authorities was dependent on the focus of the government agencies and its policies. In some states, they were involved in monitoring implementation and providing support. While in other states, they provided statutory approval for implementation in the schools.

The management team ensured that this project was implemented efficiently as possible. Efforts and energy were directed to deliver the project deliverables within the agreed timeline. However, some issues emerged.

- **Quality of the target system and indicators:** YEDI supported the project with its institutional M&E system. The M&E system is robust and extensive. And the targets and indicators are well known with the staff were trained on its tracking. However, it has challenges. The system is cumbersome and tasking for the implementers with under-utilization of collected information. Everyone was expecting the M&E coordinator to be the only source of data collation in the process. This evaluation found that indicator tracking beyond the central dashboard at YEDI Headquarters is manual despite huge amount of information collected daily, hence the implementers are overwhelmed with process data.
- **Information disseminated was not age appropriate and culturally sensitive.** Some stakeholders found some of the SKILLZ Girls sessions too explicit and not age appropriate. They felt that early teenagers required information to build knowledge and value system while later teenagers require more detailed information for decision making. There is a general assumption amongst implementers that all target audience were sexually active, this assumption may not be correct in all instances. Some coaches agreed that they, in some instances, delivered the sessions in culturally acceptable ways.
- **Timeliness:** Timeliness was a challenge at the beginning, during and after implementation. Thus, there were delays in overall project implementation from project award to graduation. When asked, the management said the delays were from the administration of the award. This had significant effect on the rollout in the schools and certainly affected the out of school

implementation, which resulted in delays in Graduation ceremonies and festivals. The choice of 3rd term as explained by a state coordinator was that *“it was the shortest and most important “*. This may not have been a strong advantage because in almost all the schools, the authorities felt that the in school sessions were intrusive to the examination calendar and preparations.

Evaluation question 3: What are the major factors influencing the achievements or non-achievement of the objectives

The following are the success factors for the SKILLZ Girls Project.

- Ages of the implementers
- Language of implementation
- Recruitment of coaches in their communities
- SKILLZ Girls training and training materials
- Provision of refreshment to participants
- Choice of schools
- Use of soccer terms, energizers and kilos
- Technical Content

Evaluation question 4: What are the changes (positive and negative) produced by the interventions, what real differences has the project activities made to the lives of the beneficiaries and communities?

The evaluation therefore concludes that there are notable successes with the project in terms of meeting its objectives and targets, contributing to behavioral changes in the lives of the direct and indirect beneficiaries and increasing their level of knowledge about sexuality and HIV generally. A few recommendations were made including

- Granting schools access to the Training Guide or the SKILLZ Girls Diaries as a strategy of educating the management and securing their commitment to continue the implementation.
- Involve LGA Social workers, Counsellors at the LGA level, female teachers and school counsellors as part of sustainability strategy.
- Increase the time allocated to special counselling sessions within the program.
- Increase focus on administration and logistics support for better performance
- Continue provision of refreshment during implementation.
- Plan to implement SKILLZ Boys to complement the changes in the communities.

Chapter 1: Introduction

The BMZ SKILLZ Girls project was designed to equip and empower 2,000 disadvantaged adolescent girls, aged 13 to 19 years in school and out of school, in four states in Nigeria namely Lagos, Akwa Ibom, Ogun and the Abuja, with knowledge on vital issues relating to sexual and reproductive health and rights (SRHR), life and leadership skills and physical well-being, to enable them successfully transition into adulthood and achieve their full potentials as productive members of their community. And female community members between the ages of 19-28 located in selected communities within the three regions are trained to provide information to these population.

Purpose of the evaluation

This is an independent evaluation, impact analysis of its SKILLZ Girl Project funded by the BMZ, to assess its effectiveness in improving positive gender attitudes, sexual and reproductive health (SRH) knowledge, and use of HIV Testing Services. This study will deepen the understanding of how and why changes occurred through the Project. And provide evidence-based findings to enhance SRHR programming for girls.

Target of the evaluation

This evaluation sought to do the following:

1. Determine the extent to which the objectives, outcomes and impact of the stated results as expressed in the project document have been achieved
2. Efficacy of the strategies to achieve the desired behavior changes
3. Identify lessons learned and provide recommendations for the future programs

Evaluation Questions

1. To what extent did the intervention achieve its objective?
2. To what extent were the intended results achieved?
3. What are the major factors influencing the achievements or non-achievement of the objectives?
4. What are the changes (positive and negative) produced by the interventions, what real differences has the project activities made to the lives of the beneficiaries and communities?

Project Location

- Lagos States: Ikorodu, Ajeromi and Alimosho Local Government Education Areas (LGEA),
- Akwa Ibom: Oron LGEA,
- Ogun State: Ijebu- Ife LGEA and
- Abuja: Gwagwalada Council District

Chapter 2: Evaluation Methodology

The consultant used participatory qualitative methods to collect data in this evaluation using In-depth Interviews, group discussions, focus group discussions with secondary analysis of Project process data. Youth Empowerment Development Initiative (YEDI) throughout the project implementation had collected quantitative data included in its Monitoring and Evaluation (M&E) structures, these datasets were used to supplement the findings.

1. Literature review

The Impact Assessment commenced with series of meetings with the evaluation team comprising of the Executive Director, Evaluation Coordinator, and Project Coordinator. At the beginning of this assessment, the consultant reviewed all project documents, materials related with implementation including project preparation, proposal documents, progress reports, project monitoring reports, and M&E forms and plans. YEDI also shared data from its Monitoring and Evaluation dashboard, baseline studies, training curriculum and the SKILLZ Girls Diary. Based on the review of these documents, the tools for assessing the project were developed.

The consultant facilitated an After Action Review (AAR) meeting with both management, and implementers of the project. This participatorily methodology was used to document and jointly assess the strategies used in the implementation of SKILLZ Girls Project.

2. Key informants and Stakeholders interviews

Twenty in-depth interviews were held with YEDI management staff, Field teams, Principals and anchor teachers in the implementing schools, Ministries of Education and Health at State and Local Government Areas (LGAs) in Lagos, Ogun, Akwa Ibom and Federal Capital Territory (FCT).

3. After Action review

The consultant facilitated an AAR meeting with the staff of YEDI and SKILLZ Girls Project. A total of eight persons participated in the discussions

4. Focus Group Discussions

In each state, consultations and group interviews were held with coaches, and out of school beneficiaries. A total of three group discussions was held with the Out of School adolescents in Lagos, Ogun and Akwa Ibom states. In addition to these, group discussions were held with Coaches in Lagos, Ogun and Akwa Ibom states. Due to operational challenges, discussions could not be held with both the beneficiaries and coaches in Abuja.

5. Success Stories

YEDI staff had collated success stories, the consultant reviewed these stories with the state teams, using the Most Significant Change analysis, help the field team to select the most striking stories showing changes in perceptions and behavior.


Limitation

By the time this evaluation commenced access to the direct beneficiaries was limited as such in school beneficiaries could not be interviewed. Hence, the evaluation design relied on success stories collated and shared by the Communication Office of YEDI. YEDI field teams informed the consultant that the schools would not accommodate another rounds of interviewing the students soon after the communication team visited the school for the same purpose. Needful to say that the stories shared afterwards very useful but few and limited.

Chapter 3: Evaluation Findings

Evaluation question 1: To what extent did the SKILLZ Girls Project intervention achieve its objective?

The goal of SKILLZ Girls project was to use sports to empower 2,000 girls aged 13 to 18 years with sexual and reproductive health education (SRH) including HIV and AIDS education, critical life and leadership skills that will help unearth their talents and potentials in 3 regions in Nigeria. This goal has been achieved by the project reaching a total 2,002 young women and girls.

Other objectives of the projects were to build the capacity of volunteer multipliers to provide life skills training to adolescents on a weekly basis on SRH education leading aimed at improved leadership and life skills. Out of the three output indicators tracking the achievement of this objective, the project fully met and achieved the capacity building as well as the awareness creation through sporting events sub goals as presented in the table 3 below. It partially met the output related to sustainability.

TABLE 1: SKILLZ GIRLS PROGRAMME ACHIEVEMENTS

Planned results	Status	Key Findings
Project goal (Outcome)		
1. Young women and girls learn to better protect themselves and others by being empowered to protect themselves from HIV/AIDS and make self-determined life decisions.	Achieved	2,002 Young women and girls reached
Sub goal (Output)		
2. 65 volunteer multipliers provided life skills training for adolescents on a weekly basis.	Achieved	65 trained coaches to provide life skills training for adolescents on a weekly basis.
3. The skills of the multipliers were strengthened in order to make the process of expansion to new target regions sustainable.	Partially achieved	Some trained coaches in local communities are partly available for expansion. Some have relocated out of the communities
4. Parents, siblings, teachers of the participating girls, and local decision makers in politics, religion and civil society gain knowledge on innovative approaches to HIV/ AIDS education through participating in 3 sporting events.	Achieved	3 sporting events held in the regions. And HIV services were provided to both beneficiaries and the general public at these events

Reach of the HIV messages and testing

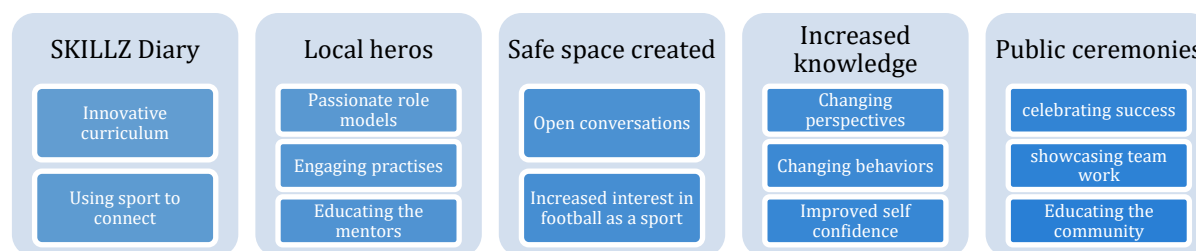
Across the states, the project has been successful in reaching young people with SRH information. According to the school authorities, and government representatives there has been an increase in the level of knowledge of the adolescents. They have observed that those who participated in the programme exhibited greater self-awareness, higher self-confidence, and better appreciation of healthy behaviors in relationships. The school authorities are beginning to notice that there a visible decrease in incidences of teenage pregnancies in schools compared with the same period in previous years. The programme took place before the school went on a long vacation of three months.

The teachers also noted that there is a decrease in students reporting to be stained during their menstrual cycle in school, a situation that they felt that was a direct result of the programme in the school. A teacher asked the girls and they informed her that they now know how to calculate their menstrual cycle, so they could plan better for it.

The evaluation found out that all beneficiaries were reached with HIV messages in creative ways. From the discussions, it can be inferred that each beneficiary reached at least one person with lessons learned and new knowledge gained from the sessions. When the out of school participants were asked many said that they had spoken to their mothers about the new knowledge gained and even showed them the SKILLZ Girls Diaries. Hence, by inference, the project has improved communication between mothers and daughters about sexuality. The SKILLZ Diary has played an important role in breaking this barrier. The participants often would share the Diary and then they engage in conversations around the content. A key strategy in the project to ensure sustainability and reinforcement of lessons learned, was that each in school participant received the SKILLZ Diary at the beginning of the project.

In the chart below is the summary of the impact of the project. The SKILLZ Diary is an innovative curriculum that passionate role models, who were recruited from communities, used to educate adolescents, helping them to develop self-awareness, increasing their knowledge of RH/HIV, and leadership skills. Over time these trained peer educators through the engaging sessions tagged “practises” transformed to become local heroes for these girls (in school and out-school) who have found the safe spaces created to have open conversations that increased their knowledge changed their perspectives, behaviors and improved their self-confidence. The project at the end used the graduation and sporting festival in creative ways to provide HIV services to the immediate families and target communities. In addition, these public ceremonies became the forum to celebrate the successes in transforming the beneficiaries by showcasing team work and using the opportunity to educate the communities. This public graduation ceremonies were for those who successfully completed the programme. This evaluation found that not all who attended the programme in the last academic year attended the formal graduation because some participants left the target schools due to external factors such as school fees, or relocation.

FIGURE 1: SKILLZ GIRLS DEVELOPMENTAL PROGRESSION OF IMPACT



Perception of stakeholders about SKILLZ Girls Program

All the coaches, principals and teachers loved the SKILLZ Girls Program. The coaches in Lagos State used the following words to express their project experience. *“awesome, great, fun, and it is too wow”*. These expressions showed that the project was acceptable.

"I love it ...inclusive of exercise. It was a beautiful program" Principal Agege
"People did not drop out of the programme rather more want to join" Teacher Agege

A. Project created an enabling environment through Stakeholders involvement

Prior to commencement of the Project in the states, the Project teams comprising of Coaches, Master Coaches (MCs) and the State Coordinators conducted community mobilization in Oron, Ajeromi, Ijebu – Ife and Gwagwalada using buses and one on one strategies to inform and create awareness about Project take off. They visited selected schools and the immediate communities where selected schools are located to create awareness and secure commitment to support successful implementation of the Project.

During this initiation phase of the Project, trained coaches sought the assistance of the community leaders to identify out of school adolescent girls who could benefit from the SKILLZ Girls Project. They also engaged the teachers and authorities of the selected schools during this process. After the mobilization in Lagos State, the implementation was flagged off with a press launch on Friday May 4, 2018 at the Grand Bee Hotel Ikeja, Lagos State. This event was given good media coverage and was reported by eleven media houses ¹.

After this event, each state then organized its stakeholder meetings as stated in Table 2 below. A major outcome of these meetings as evident from feedback from the principals was that it created a conducive environment for implementation.

TABLE 2 SKILLZ GIRLS STARTUP STAKEHOLDER MEETINGS

State	Date	Venue	Attendees
Lagos State	May 4, 2018	Grand Bee Hotel Ikeja	The former but then reigning Miss Nigeria, Miss Peace Mildred Ehiguese who is the present YEDI Ambassador, representative from United Nations Population Fund (UNFPA), Ministry of Youth and Sport Development, Ministry of Education, District, Schools and Media houses (Vanguard Newspaper, Thisday, Daily Independent, Kattan TV, Lagos State Television, New Telegraph, The Nation, Silverbird Television, The Sun, Raypower FM and Leadership Newspaper)
Ogun State	April 20, 2018	SOS Children Village, Owu Ijebu -Ife LGA	SOS village Ogun state, Site Coordinator, YEDIs head of program, Peer Educators, representative of Ijebu East Ministry of Education, Schools, Ogun State AIDs Control Agency, Community leaders, School authorities etc.
Akwa Ibom	May 25, 2018	May-Villa Hotel Oron, Akwa Ibom	State Coordinator, HIV desk of Ministry of Health, Malaria Desk- Ministry of Health, Ministry of Education, community leaders and village elders, women leaders, youth leaders, a community social welfare officer, Executive Director: Quick response (Oron unit), School authorities
Abuja, FCT	May 23, 2018	Atlas Hotel Gwagwalada	School Administrators, District heads, Nigerian Football Association (NFF), Ministry of Health Gender and Adolescents Division, Secondary School Education Boards

¹ The Media houses include Vanguard Newspaper, ThisDay, Daily Independent, Kaftan TV, Lagos State Television, New Telegraph, The Nation, Silverbird Television, The Sun, Raypower Fm and Leadership Newspaper.

B. Development of the capacity of the project implementers and its partners

How successful was the training and capacity building?

The training and capacity building were successful in creating a mass of trainers from the MCs to the coaches and the direct beneficiaries. They were successful because the important and key messages were passed in the most creative and innovative way. And positive responses emerged from all beneficiaries. It proved that soccer was a viable tool for disseminating life skills and health information. It was also successful because the training target was fully met in all the states. There were requests from participating schools and locations to join the groups or expand to include more participants. This project had two levels of capacity development of the implementers consisting of the training of the MCs and the coaches.

1. Training of the Master Coaches (MCs)

In each state, there is a Master Coach attached to the Project. These MCs are themselves previously coaches for YEDI on other similar Projects. They served as the bridge between other Projects and this project. Their main roles were to train the coaches, supervise and mentor the coaches. The MCs were all trained by an old MC from Lagos State and their state coordinator using YEDI curriculum for MCs. A total of 4 MCs led the capacity building teams.

2. Training of the Coaches

SKILLZ Girls Project achieved its target in training a total of 65 community based youth role models, across all program locations, to deliver the SKILLZ Curriculum to the target adolescents and mentor the younger adolescent girls to adhere to healthy behaviors and activities that promotes their physical well-being through inclusive sport.

These mentors were recruited in the localities where the project was implemented through a rigorous recruitment process. The coaches are aged 23 – 29 years, they are also referred to as Community Volunteers. They were usually well known in the communities where the project is implemented. In a few cases such as in Gwagwalada, the recruited coaches were all undergraduates residing though in the town but on the campus of University of Abuja.

The coaches were trained in a 5-day SKILLZ Girl Coaches' workshop organized simultaneously in three locations in March 2018 for Lagos, Ogun and Akwa Ibom State. Later in April 2018 the training for Abuja based coaches was held using the SKILLZ Girl Facilitators' Guide. See appendix for topics of the training. Upon the completion of their training sessions, the coaches had an opportunity for mock facilitation sessions using the SKILLZ Girls curriculum. After which they were certified.

TABLE 3: DISTRIBUTION OF COACHES TRAINED BY STATE

State	Sites			
	Lagos	Akwa_Ibom	Ogun State	Abuja
Capacity building for Coaches/ mentors	March 19-23 2018	March 19-23, 2018	March 19-23, 2018	April 3- 7 2018
	20 Coaches	15 Coaches	15 Coaches	15 Coaches

To support the implementation of the Projects, all 65 coaches received sports and training equipment after their five-day training. They used these SKILLZ Girls Coaches' Kit during their weekly training sessions in their communities. The kits included these BMZ branded items which they returned after the project ended in September.

- SKILLZ Coach Backpack
- SKILLZ Girl Facilitators' Guide
- SKILLZ Girl Diary
- SKILLZ Girl T-shirt
- One leather football
- 6 coloured cones
- SKILLZ Girl Notepad
- Demonstration items: girls' underwear and sanitary pads
- Participants baseline and endline data forms

The evaluation sought the perspective of the coaches about these trainings. The training given to the coaches was *transformational* for the mentors who have now become local heroes. They were taught to become trainers in the most creative manner. Some of them came to the training with the least interest in football and sport but left with enough mastery of the game to encourage younger adolescents to love the game. They said

"the training was interactive and engaging"

"I love the teach back experience"

"I did not expect to be certified, I thought I could not teach.... It made me know I have potentials in teaching... I know I love to dance but not teaching!"

"I have confidence now. The program has taught me to believe in myself"

The coaches beyond developing skills, they also affirmed that they have contributed to helping solving problems in their communities through their work. When they were asked which aspects of the training was most impactful, the coaches mentioned that all the practices were impactful for their recipients. For many of the coaches themselves, **Practice 5: How to calculate menstrual cycle** was an eye opener, saying *"I never knew there were three openings in a girl's private part; vagina, anus and where pee comes from"*. One coach said *"it was Practice 3: Gender Roles. I learned that I can do what a man can do regardless of what society says gender is"*

C. Capacity Development for Adolescent Girls in target states

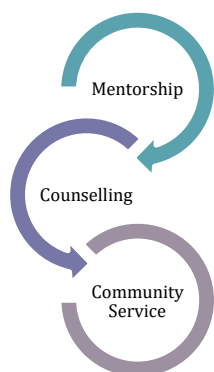
Two hundred safe spaces² were created by the SKILLZ Girls Project across the four locations with 2,002 adolescent girls aged between 13 and 19 years who were drawn from Ikorodu, Ijebu- Ife, Ajeromi, Agege, Alimosho, Oron, and Gwagwalada communities. They were exposed to a 12-practice curriculum focusing on life management skills, HIV and reproductive health awareness, spanning a period of 5 weeks. This program utilized a combination of soccer playing, physical fitness, interactive and engaging discussions to disseminate information to the beneficiaries.

² For BMZ project a safe space composes the intra space between a SKILLZ coach and her ten participants.

TABLE 4: DISTRIBUTION OF SAFE SPACE ACROSS THE THREE STATES

State	In school Sites	Out of school sites	Total
Safe Spaces created	126	74	200
# of students/ participants			
Lagos	407 girls	95 girls	502 girls
Ogun	300 girls	200 girls	500 girls
Akwa Ibom	255 girls	245 girls	500 girls
Abuja	300 girls	200 girls	500 girls

The implementation reaching the 1,262 girls in schools and 740 girls out of schools (See Table 4 above) in the four states were similar with minor differences. While in school implementation started in May 2018, the out of school implementation started later in July in Ogun, and Lagos states and implementation continued till September in Akwa Ibom state and Abuja. The capacity development for the adolescents consisted of three core components namely Mentorship, Counselling and Community Service projects.



Mentorship

Each coach/mentor is paired with ten girls, who then form teams. Through continuous engagement, the coaches become role models and provide one on one mentorship to them. SKILLZ Girls coaches informs the selected schools, the required number to be engaged in the schools, then each school authorities selected the students to participate in the Project. In most schools, the selection was primarily the task of the assigned teacher, who decides to hand pick students within the age bracket (13-19 years) across the Junior and Senior secondary school (JSS1, JSS2, SS1 – SS2). In a few cases, students in the graduating year were included in the selections.

*“the school has five streams so ten students were selected from each of the five streams” Vice Principal Administration Government Secondary School (GSS) Abuja
All students in our school are SSS2 students“*

Counselling

Once during the course of implementation in each location and team, trained counsellors visited the schools and out of school safe spaces providing support and advice relating to sexual and reproductive health, gender issues, and other matters affecting the adolescents. This session gave the teams the

opportunity to relate some of the topics to real life experiences. According to the coaches and the out of school participants, the sessions were quite interactive and helpful.

„Bringing external counsellor was a good idea they actually opened up, which means they have had experiences at home which they wanted to talk to someone who will not judge them “

Clearly, though it was planned, that the counsellor will provide one on one services, the visiting counsellors only provided counselling services to all in school participants on a day and made referrals to other services when there was a need for such. Linkage for HIV Testing Services (HTS) was provided for out of school participants during implementation. The staff reported that it was not provided for in school participants because permission to conduct HIV testing in schools was not given.

Community service

After being in the Project and in a team for more than three weeks, the participants were encouraged to implement a project to benefit their communities using the knowledge acquired. Most in school participants carried out a project within their schools while the out of school implemented theirs at their work places. The Community project reflected the skills acquired by the students and demonstrated their newly found confidence. Across the schools, the authorities mentioned during the evaluation, that they were amazed at the improved self-confidence of the students within a short period of time.

D. Creating awareness with Football Festivals and Graduation

To raise awareness and involve the public and local decision makers and also to showcase those who successfully completed the training, YEDI organized three Fair-Play football festivals. One festival was held in each of the three target regions namely South-West (covering Lagos and Ogun States), South-South (Akwa Ibom State), and North-Central (FCT). These festivals were also the graduation ceremony for participants of the Project to which parents and community members were invited.

Selected participants were trained to form the soccer teams to represent the schools. The events were well attended and provided room for sharing information about HIV. In the table below are details of the ceremonies. Notably in Lagos State, the event took place on 26th September 2018 and was to serve both Lagos and Ogun State participants. The Ogun state participants were not involved in the festival.

TABLE 5: DETAILS OF SPORTING DEVELOPMENT, FESTIVALS AND TOURNAMENTS

Regions	States	Date
South-West	Lagos & Ogun State	September 26 2018
South-South	Akwa Ibom	October 6 2018
North-Central (FCT)	Abuja, FCT	October 9, 2018

Across the states, the graduations of the BMZ participants were delayed. The main reason for the delay was primarily because the out of school implementation started late than scheduled in all the locations. While In school implementation started in May and concluded in June, out of school implementation commenced in August (Ogun and Lagos states), and September (Akwa Ibom and FCT) for some locations. Due to the delays, the Project had to also delay the preparation for the fair-play tournaments.

Evaluation question 2: To what extent were the intended results achieved?

Developmental effectiveness and Impact

SKILLZ Girls Project is pertinent to the communities selected for intervention. It contributed immensely to solving problems and creating a chain of positive change. Stakeholders including the principals affirmed that correct information had been passed to the recipients. They knew this because of the community project that was implemented during the program revealed the confidence built in the students and the quality of information they shared with their peers.

“a lot of information has been passed to the girls. They acted a drama and they used a myth in the community as the object of the drama” State Coordinator YEDI

“There is changing perspectives of students about life, sex especially as presented by the students who addressed others on sexuality during a community project.... As a result of the presentation in Karo and Dupse, the traditional head wanted the programme to continue” Abuja board

The principals and teachers testified that the project has created self-awareness for the girls. Many now understand why they must dress up in privacy and how to care for themselves during menstruation.

Across the states, stakeholders and teachers who are in contact with the girls affirmed that the behavior of the girls had changed. Some teachers mentioned that the students were more interested now in succeeding academically and certainly they are more assertive. A key evidence of behavior change in the girls was that they all sought to teach others the new knowledge they had acquired.

“They gave positive training and they encouraged them to face their studies” Principal


“The school has a football team and some participants are now part of the team (Sport master)

“It is that pregnancy has been scarce here but in surrounding schools’ teenage pregnancy is rampant” teacher Ogun State

“They have better planning and understanding of menstruation and care” Principal

Effectiveness

This project effectively connected to the stakeholders in the education sector as expected. Prior to implementation, YEDI made presentations to the State Ministries of Education, Health and Women Affairs based on whose mandate it is to manage interventions for young people. Across the states, the level of participation of these authorities in the project was dependent on the focus of the government agencies and the policies. In FCT, the involvement is intense with the Board involved in monitoring implementation and providing support to the Project. While in other states, the involvement in implementation is limited to providing approval for the project in the schools.



The SKILLZ Girls Project successfully disseminated information on Sexual and Reproductive Health to the participants. A session was devoted to HIV and the importance of testing. In the previous year, used its relationship with Lagos State AIDS Control Agency (LSACA) and Nigeria Youth Network on HIV/AIDS (NYNETHA) to train eleven staff as counsellor testers for HIV. These staff were trained in September, 2017 by LSACA, thus provide necessary support to the YEDI implementations and linkages care for anyone who tested positive. Also, free HIV services were provided during the Graduation ceremonies in the communities across the three regions.

Originally, SKILLZ Girls planned to institutionalize its implementation by partnering with community based organizations (CBOs) in each target community. In all the locations, CBOs were identified and engaged over time this plan was not effective. In Ogun State for instance, SOS provided support for entry into the target communities and approval by the government, but did not seem to have understood their role in its sustainability. In other states, the partners did not continue to engage with the project thus affecting its sustainability plans.

Efficiency

Efficiency is defined as the ability to avoid wasting materials, energy, efforts, money, and time in doing something or in producing a desired result³. The management team ensured that this project was implemented efficiently as possible. Efforts and energy was directed to deliver the project deliverables within the timeline.

Quality of the target system and indicators: YEDI supported the project with its institutional M&E system. The M&E system is robust and extensive. The targets and indicators are well known, the staff were trained on its tracking. Mechanism for project monitoring was in place, system was instituted, and data collected. but it is doubtful if information collected is routinely used. Also, there were evidence of over-collection of information. Implementation of the different data collection structures is cumbersome and tasking for the implementers. It seems that information collected are not often used by those who collected them. Everyone was expecting the M&E coordinator to be the only source of data collation in the process. Another observation was that the frequency of the data collection did not support its utilization. For instance, the pre and post test is administered before and after sessions are reported at the end of the project implementation.

This evaluation found that indicator tracking beyond the central dashboard at YEDI Headquarters is manual. Therefore, with huge amount of information collected daily, the coaches, and MCs are overwhelmed with process data.

Too much technical information: Some principals, parents and stakeholders found the sessions on Sex and Gender and Knowledge is power, too explicit and not age appropriate. They felt that 13 years should not get the same level of details a 17 year old would demand. From the discussions with the coaches, the assumption was that these beneficiaries are all sexually active, this assumption may not

³ Wikipedia

be correct in all instances. Some coaches agreed that they, in some instances, delivered the sessions in culturally acceptable ways.

“I have a problem with the curriculum. The issue of pills and condoms...some students that were not selected in the class and were misconstrued with the information given, will go and look for condom and pills. I will advise to train the child on total abstinence at least for this level and when they get to the university even at age 15 years” Principal Lagos State.

“We have 13 -18 years, we should separate ages 13-15 and 16-18 years, these are matured one that have started menstruation and may have been sexually active”

Quality of implementation of the development measures: In Abuja, there is an active participation of the state authority in the monitoring implementation of the Project. A representative of the Board visits the schools and during the sessions, often will sit not too far from the intervention site to listen to the discussions. A formal report is submitted on such visit. At the end of the academic year, the principal of the schools is expected to submit a feedback letter on the conduct and impact of the Project held in the state. The board showed the evaluator a copy of such feedback for some of the schools in Abuja.

Administrative issues: In all the states, there are well equipped state offices to manage YEDI’s activities. The locations of the SKILLZ Girls intervention sites are far from the offices. In all cases they are more than 35 km. Oron, Gwagwalada, Ikorodu, Owo Ikija are rural towns with bad roads and limited public transportation.

Timing of the implementation in the schools: The choice of 3rd term as explained by a state coordinator was that *“it was the shortest and most important “*. This may not have been a strong advantage because in almost all the schools, the authorities felt that the sessions were intrusive to the examination calendar and preparations.

Project management skills: Significant effort was devoted to planning/workplans and quality assurance but there were limited project management skills of field staff.

Weak or no phase out plan: There was no phase out plan or it was missing, and steps not laid out when evaluator visited months after implementation.

Evaluation question 3: What are the major factors influencing the achievements or non-achievement of the objectives

The following are the success factors for the SKILLZ Girls Project.

- **Ages of the implementers:** All the implementers were young and within the youth age bracket. The coaches were within the ages of 23 – 29 years while the beneficiaries were 13-19 years for in school beneficiaries and 13-21 years for out of school beneficiaries. They all could communicate openly with each other without age and perception barriers.
- **Language:** A major barrier in communication is language. In this project, the selection of coaches took into consideration ability to speak the predominant local language of the target

communities especially with the out of school participants. They conversed in English, Pidgin, Yoruba, Ibibio and Hausa.

- **Recruitment of coaches:** The coaches were recruited based on important criteria needed for the success of the Project. Attributes such as passion, willingness to learn, love for young people and children, communication skills, honesty and willingness to help were used in selecting potential candidates.
- **Training and training materials:** The training methodology and the training guide for coaches were successful in transforming young persons into trainers in 5 days. In addition, the master trainers had mastery in transferring knowledge and skills to the mentors.
- **Provision of refreshment:** In all locations, the provision of refreshment (snacks and drinks) was a contributory factor to good attendance and participation especially at the beginning. However, the provision of the snacks also is a logistic burden on the Master Coach who transports and distributes the needed snacks to schools or locations three times a week.
- **Choice of schools:** The schools selected across the states were high population schools who had experienced challenges with teenage pregnancies so getting the required beneficiaries was relatively easy and intervention was meaningful.
- **Use of soccer terms, energizers and kilos:** The participants found the use of soccer terms, energizers and kilos so interesting and it sustained their participation.
- **Content:** This project was proficiently implemented using the curriculum as stipulated. In all the locations, stakeholders unanimously confirmed interventions were one hour long. Though sometimes some sessions exceeded this due to the interest of the participants to continue to discuss. Documentation showed that the coaches delivered all the contents of the curriculum. And the out of school participants confirmed that all the sessions were covered.

What are the unintended outcomes?

The emergence of a master trainer for SKILLZ Girls across states was an unexpected outcome for the Project. Keji has been passionate and dedicated to helping young people, she found expression in teaching others. She has now been invited to train other SKILLZ Girls Project across Africa.

Through the recruitment of the coaches in their communities, the coaches were paid per session facilitated, employment was created and income has been generated. For some of these young coaches, the money helped with their academic careers while for some, the extra income meant they could do more to take care of themselves and their families.

Chapter 4: Case Studies

Evaluation question 4: *What are the changes (positive and negative) produced by the interventions, what real differences has the project activities made to the lives of the beneficiaries and communities?*

In these collection of case studies, the evaluator has presented the changes reported by beneficiaries and the project sites about the impact of the interventions in the lives of the beneficiaries.

Across all locations, principals and teachers noted that incidences of teenage pregnancies have reduced in the new academic session following the implementation of SKILLZ Girls in their schools. A feat they all adduced to positive changes in the decision making skills of the girls. They were sure that the knowledge gained from the sessions contributed immensely to this change. All recipient mentioned that they learned how to calculate their menstrual cycle and they have taught others including their mothers and aunties.

I AM BEAUTIFUL


Practice 2 is Body Mapping! it was very impactful in the program where the key messages of this practice is about how each person is beautiful in their own way and how their strengths make them unique and special. This practice had a huge impact in the lives of the coaches, the girl-students both in school and out of school and the principals testified to it. Body mapping exercise helped the participants identify what they love doing with a body part they love most and reasons why they felt they were beautiful. In whole the participants identified that they were beautiful because of their talents and strengths.

Oluchi from GSS, Abuja says that she knows she is beautiful not because of a fine face but because of her strengths and positive personality. She further expressed her satisfaction for the program stating *“the SKILLZ Girls program was a wholesome experience for me. My mother and sister were excited at home seeing the workbook”*

Olaitan from Lagos said *“Being a student and you are able to be part of this program, you should count yourself lucky. I learned about being myself. No matter how you are created just be yourself and do not think your facial beauty is what makes you beautiful no it is what in your inside that is your beauty. Your strength is your beauty, whatever you like doing is your beauty, it might be reading, cooking, making things. Just feel happy with whatever you are doing.”*

SAY NO TO UNPROTECTED SEX

Being able to stand up and say no to unprotected sex was one of the topics discussed in “Sex and Gender” session and that made a lasting impact on most of the participants as well as some of the coaches. Sex and Gender which was one of the controversial practices in the program touched on issues such as



Sexually Transmitted Infection, differences between sex and gender, HIV/AIDs, Sexual Intercourse, types of sexual intercourse. This practice enlightened the girls on gender and the roles society has labelled each gender to perform. This session used sports/games such as 'SKILLZ station, HIV attacks' to graphically engage the girls in teaching them the risk of having unprotected sex and multiple sexual partners. They understood clearly why there was a higher risk of women contracting HIV than men.

As a result of this session many girls recorded personal changes. An example is Chika a SS2 student was exposed to sex from her early teenage, she said she used to abandon her school / studies to satisfy her sexual urge, to the extent that the teachers gave up on her. After attending the BMZ SKILLZ Girls program, she realized she was on the wrong path and decided to change, understanding that she needed to love herself and protect herself for the future she wanted, even the principal attested to this change.

Longe from Lagos state mentioned that the program has made her bold and has taught her to say no to unprotected sex. She goes on to say that the program has helped her to always voice out when necessary. She stated that *"One thing I would never forget from this program is saying no to unprotected sex"*

Favor from Lagos state also said *"What I am taking home from the SKILLZ girls is that I should stand up for myself and say no to unprotected sex"*

Kofoworola and Suliat from Lagos state also echoed that they learned how to abstain from unprotected sex.

Also, a School principal from Ogun State reported that a student rarely stays in school, different commercial motorcyclists used to pick her up during school hours, to have sex with her for money. After going through the BMZ SKILLZ Girls program, she changed and stopped leaving the school premises. The participant was so glad she had the opportunity to attend the program, she realized what her habit meant to her future and decided to make a change.

HEALTHY RELATIONSHIPS

SKILLZ Girls program taught the girls to know their rights in whatsoever relationship they found themselves. Key ingredients to a healthy relationship are good communication, mutual respect, equality and fairness, honesty, trust, and support. They discussed gender equality, identifying healthy and unhealthy behaviors in relationships and the difference between sex and love. The participants learned that they should not settle for anything less what they had been taught and discussed.

Ade, a Lagos participant of the BMZ SKILLZ Girl Project had this to say *"The SKILLZ girl has impacted me in many ways. I have learned that girls should always know their right and never allow anyone to ride*

them. I have learned that girls should always speak up in a relationship and let your yes be yes and your no be no. I would like girls out there to know their rights and always stand for what is right"

Amarachi from Lagos said that she learned never to keep mute, to be courageous and bold.

Even the coaches were testifiers to this practice changing their lives. Coach T reported that *"My boyfriend used to make all the decision in our relationship, He always insists on not using condom whenever we have sex and he is always rough which I do not like but accept to it due to ignorance but after I was trained and became a Coach, I knew better that I can also contribute in the relation. So, I told him that I love him, but I do not want to involve in unprotected sex again as it is risky, but he did not accept so I quit the relationship as it is not healthy for me"*.


Tola, an Ogun state participant in SS2 grew up believing that girls are vulnerable and should be beaten when they misbehave because she came from a broken home. But after going through the SKILLZ Girls program, she was empowered with the right information and knows what she should do not to end up the way her mom did. She is now an advocate for girls in her community fighting against all types of abuses

Zainab from Abuja also told her coach she has an abusive father who had constantly physically abused her mother after getting drunk, she had severally contemplated running away from home but resolved staying back to comfort her mother as she is the only child. The coach counselled her and made a visit to the home after the intervention and she learned that the father has been reported to the police with help from concerned neighbors.

OUR CHANGING BODIES

Another interesting practice is 'Our changing bodies'. Here in this practice, the girls showed a lot of interest in learning more about their bodies. Most of them including the coaches learned that they had three openings in their private parts; anus, vagina and urethra as opposed to the two openings they always knew. "Knowing your bodies" on the inside as well as outside were one of the topics discussed. Most girls just like Olaitan from Lagos says *"I am a SKILLZ girl participant. I joined the program because I wanted to learn how girls grow. I have been in the program from the beginning. I have learned a lot of things during the program. I learned about the woman's private part, I learned about puberty and how I can take care of my body"*. Also, a Coach from Akwa Ibom said she learned more about her body especially her private part. She said she had no idea about the three openings in the woman body, the best way to dispose a used sanitary pad, and many new things.

They learned the risk of getting pregnant and how girls can take control of their future by preventing pregnancy until they are emotionally, physically and financially stable



They were also taught about the menstrual cycle, how to calculate their cycle, what to use during their period, and what the girl code is (helping out with a pad). Ada from Abuja said *“I did not know what a sanitary pad was until after the practice on Our Changing Bodies in the SKILLZ Girls Program. What I usually use was clothes or rags for my period and that is because I do not live with my parents and I have no money to buy the pad because of how expensive it is. I am so happy I spoke to my coach who bought some menstrual pads and showed me how to properly use it. She told me how I can always save “little by little” to get pads before the next period date and I know I will miss her very much”*. Also, Alice from Akwa Ibom reported that before now, her cloths used to get stained in school and church with blood and felt embarrassed because she did not know how to count my menstrual cycle but after going through the SKILLZ girl program she now can calculate her cycle and know when to expect it.

KNOWLEDGE IS POWER

This practice shed light on family planning methods available and how to access family planning services. Pregnancy and how to avoid pregnancy were topics discussed under this session. Contraceptives such as condoms, pills, IUD and injectables were discussed. Across the states, abstinence was emphasized as the most effective way to avoid pregnancy and HIV and it was advocated for. In addition, the coaches also created awareness about Emergency Contraception. A participant from Akwa Ibom used to believe that contraceptives destroyed the womb and that it was for only married women who do not children who use contraceptives, she learned a bitter lesson, because she got pregnant once but now after going through the SKILLZ Girls program she said *“I know that I can have safe sex using Contraceptives”*.

Chapter 5: Conclusions and recommendations

The evaluation therefore concludes that there are notable successes with the project in terms of meeting its objectives and targets, contributing to behavioral changes in the lives of the direct and indirect beneficiaries and increasing their level of knowledge about sexuality and HIV generally.


Recommendations

- Government stakeholders recommended expanding the implementation in the schools and to other rural LGAs not reached. The expansion could be to more students, more schools or to include boys.

“Expand to other rural schools such as Yebu, Kwaku, Shere, Kau, Gwagwada, Pandaji, Rubochi, Katchi, Pape and Pai” we have 62 schools so this programme can expand to all” FCT Board.

“Take more students in the schools”

- Plan to implement SKILLZ Boys to complement the changes in the communities *“Plan for the boys and have SKILLZ Boys” A principal said “Since I came to this school, its only girls project we have, and I am wondering why there is nothing for boys”*
- YEDI should endeavour to sustain the 200 safe spaces provided in the schools through periodic outreach interventions through its sporting activities
- Revision of the SKILLZ Girls curriculum should be taken as a priority. There should be three versions. There should be two English versions, one for 13-15 years, and another for older teenagers. The out of school versions should be mostly pictorial and in simple English or pidgin for low literate audience.
- Granting schools access to the Training Guide or the SKILLZ Girls Diaries is important and necessary. At inception or after implementation, schools and authorities should be given a copy of the Coaches guide and trained on how to implement the SKILLZ Girls in schools, this will serve dual purposes. The first purpose is to provide detailed information about the program, this should remove the doubt about the content of the information given to the girls. The second purpose is the where YEDI would not continue its project, the school can sustain the implementation through the trained teachers.
- Involve LGA Social workers, Counsellors at the LGA level, female teachers and school counsellors as part of sustainability strategy. Engage these potential implementers in the implementation so they can be ensuring that the programme continues in the LGA and target schools while serving as linkage with the LGA and schools.
- Make clear expectations to stakeholders especially the school. For instance, some schools were expecting donation of sporting equipment such as balls, jerseys, boots etc. at the expiration of the project
- Increase the time allocated to special counselling sessions within the program. The group counselling should be planned to allow for one on one interaction with the external counsellor.



This would provide the project to provide a platform for girls who may have experienced traumas to be referred for professional treatment.

- Continue provision of refreshment during implementation. This is a huge incentive for the girls to remain in the sessions, however, remodel its provision to be health conscious. Occasionally give high calories sweet drinks but encourage locally produced snack as a multiplier venture in the local communities. Also re-strategize on the logistics for delivery, contract local vendors to deliver the snacks using Abuja model.
- Additional transportation cost should be considered for the coaches, especially if they cover hard to reach sites.
- The coaches advised that target schools should have identifiers on the school's signage. They recommended that the sponsors slogan be printed on signage for easy identification of the schools where implementation has taken place.
- Initial award process and funds obligation contributed to poor timing of this laudable project. Hence, future awards should ensure take off is planned for 1st or 2nd terms of the academic year for maximum impact and good planning. Also, the field teams would benefit from advanced Project Management training to help in planning and implementing the project for sustainability.
- Retrain staff on the M&E plan, framework, structure and equip the master coach to enter data routine electronically on their phones. This will reduce processing time and assist the M&E team in collating data faster. It will also improve utility of the data collected.

Annex 1: List of interviewees/persons involved

YEDI Management team

Ojeh Ivagba	Executive Director
Tomisin Adeoye Ojo	Head of Programs
Chukwudike Akanegbu	Monitoring and Evaluation Coordinator
Patrick Eriduluh	Finance Manager
Philip Obialor	Communication Manager
Akinwale Ayokeji	Master Coach trainer

Other YEDI Staff in AAR meeting

Ani Chinasa
Owolabi Kazeem
Rotimi Adenikinju
Olasode Abiola
Lucky Ihanza
Adekola Sunday
Bamiwola Hannah
Adeyemi Sodiq
Ebruke Igbani
Willie Imaobong Willie
Edith Iwediebo
Akinpelu Olayemi
Maria Udoh
Oluwakemi Soyinka
Tola Adeniyi
Ayuba Elams
Mike Binang
Oke Olanrewaju
Oladipupo Oluwatosin
Isimijola Damilola

Akwa Ibom State

Regina Igwubor State Coordinator YEDI Staff

Out of school beneficiaries

Coaches

Jennifer Amber
Vivian Amba
Kindness Matthew

Promise Ofem
Precious Nsukak
Mfon Mkpá

Mrs Gift Etoh Afia Matron II/ Deputy Adolescent Health Desk Officer, State Ministry of Health

Mary Hanney Secondary School, Oron

Mr Eforsetip Edem Teacher

Frank Comprehensive High School, Oron

Mr Emmanuel Isighe Principal

Mr Emmanuel Orok Vice- Principal

Abuja

Victor Nzenwa State Coordinator/YEDI Staff

Adaeze Queen Onwumere MC/ YEDI Staff

Mr James Gama Yakubu Director, FCT Secondary Education Board

Government Secondary School, Gwagwalada

Mallam Sarkin Fada Abubarka Vice Principal

Government Secondary School Paikon- Kore

Mr Yakubu Olarenwaju Sports Master/ Ass Labour Master

Hajiya Fatima Mohammad

Lagos State

Coaches (Ikorodu)

Olufayo Mercy

Adekunle Toilola

Olubowale Kemi

Okpo Catherine

Oshikoya Oluwabukonla

Odoh Mercy

Emmanuel Deborah

Isimijola Oluwadamilola

Government Girls High School Iyana Ipaja/Agege

Mrs Adewale O. O. Principal


Coaches (Lagos)

Edun Olaide
Akinwale Olufisayo
Alabi Omowunmi
Eniola Balogun
Ajoke Akinwale
Duru Jennifer

Ogun State

Saheed Adenekan BMZ State Coordinator/ YEDI Staff
Afonja Oluwatosin MC Ogun State/ YEDI Staff
Mr Ilori Taiwo, Assistant Director, Zonal Education Officer, State Ministry of Education, Ijebu East
LGA

Community Grammar School, Owu ikija

Mrs Iwayemi Principal
Mrs Odukoya Counsellor/Teacher

Ijebu Ife Community Grammar School, Ijebu Ife

Mr Adesanya Principal
Mrs Banjoko Vice Principal

Comprehensive High School, Ijebu Ife

Mrs Farinloye Principal
Mr Egbeyemi D.O Vice Principal
Mr Kadiri A. S. Teacher

Out of School beneficiaries

Annex 2: SKILLZ Girls Diary

TITLE	PRACTICE
Join The SKILLZ Girl Program - My SKILLZ Girl Cover	1
Body Mapping – I’m Beautiful Because - My Community Map	2
Sex & Gender – Examples of Sex and Gender - Sexually Transmitted Infections (STI) Information - Basic Facts About HIV/AIDS - Ways To Prevent HIV/AIDS Practice 3 Exercise Questions - What do you want to change about gender roles and expectations? - How would you change it?	3
Healthy Relationships – Our Changing Bodies - Know your body (On the inside)- Internal Female Genitalia - Know your body (On the outside)- External Female Genitalia	4
Our Changing Bodies – The Menstrual Cycle - Period Plan - Period Schedule - 6 ways to take care of period cramps	5
Know Your Rights! - Types of Abuse - Three (3) SKILLZ to say NO!	6
Knowledge is Power - Protection Services Preventing Pregnancy - related health risks in women. Common Women’s Reproductive Health Problems.	7
Reach Your Goals - My Goals- write the goals you would like to achieve in your life - Take steps to achieve your goals	8
Make A Move Exercise questions - Write down at least eight things you have learned from practice 1 - Write down key messages to share with friends and family members after this programme.	9
Know Your Status WHAT QUESTIONS DO YOU HAVE? - Write down any questions that come up during the SKILLZ Girl. Ask your coach or friends for answers. - Get your friends in the SKILLZ Girl to sign this page or write notes to you Exercise Instruction - Draw something that represents your SKILLZ Girl team.	10

Annex 3: SKILLZ Girls Coaches' Manual

Coaches' Manual

TOPIC	PRACTICE	Time allotted
INTRODUCTION	I	
SKILLZ COACHING; THE BIG 5	II	
THE 11 BEs	III	
USING THE COACH'S GUIDE	IV	
HOW TO LOCALISE THE COACH'S GUIDE	V	
A DAY AT A GLANCE	VI	
JOIN THE SKILLZ GIRL TEAM	1	~1HR 45MINS
I AM BEAUTIFUL	2	60 MINS + OPTIONAL 45 MINS
SEX AND GENDER PART 1	3	60 MINS + OPTIONAL 45 MINS
UNDERSTAND HIV	3B	40 MINS
HEALTHY RELATIONSHIPS	4	60 MINS + OPTIONAL 45 MINS
OUR CHANGING BODIES	5	60 MINS + OPTIONAL 45 MINS
KNOW YOUR RIGHTS	6	60 MINS + OPTIONAL 45 MINS
KNOWLEDGE IS POWER	7	60 MINS + OPTIONAL 45 MINS
REACH YOUR GOALS	8	60 MINS + OPTIONAL 45 MINS
MAKE YOUR MOVE	9	60 MINS + OPTIONAL 45 MINS
KNOW YOUR STATUS	10	1 HR 10 MINS
SHOOT AWAY	S1	60 MINS + OPTIONAL 45 MINS
EXERCISE YOUR RIGHTS	S2	60 MINS + OPTIONAL 45 MINS
MAKE A MENSTRUAL PAD	S3	60 MINS + OPTIONAL 45 MINS
SEXUAL REPRODUCTIVE HEALTH INFO	15	

Annex 4: Target comparisons of goals and effects

Objective (Impact): The project is helping to reduce the rate of HIV infection of young women and girls (aged 13-28) in Nigeria.			
Project goal (Outcome)	Indicators		
	Baseline value	Target Value	Actual Value
Through the intervention the young women and girls participating in the project learn to better protect themselves and others by being empowered to protect themselves from HIV/AIDS and make self-determined life decisions.	Girls and young women not sexually self-determined, have little access to sexual, reproductive rights / health, information	2,000 girls and young women (aged 13-29) at four project sites have acquired comprehensive and fundamental knowledge in RH&Rs and inclusive sports	2002 adolescent girls graduated from the program across the four project locations
Sub goal (Output)	Indicators (possibly plus quantity structure)		
	Baseline value	Target Value	Actual Value
65 volunteer multipliers created civil society structures in 3 locations, in the form of inclusive community projects where life skills training for disadvantaged children and adolescents is carried out on a weekly basis. The skills (e.g. leadership skills, communication, project management, didactic skills, etc.) of the multipliers (e.g. young leaders, trainers, youth workers) were strengthened in order to make the process of expansion to new target regions sustainable.	Shortage of locally based multipliers offering programs on HIV / AIDS prevention, non-formal education and inclusive sports on a weekly basis to children and adolescents.	New inclusive sports structures have been improved or created (football + life skills, HIV / AIDS prevention, health promotion) for at least 2,000 young people in 3 so far undersupplied target regions. 90% of the multipliers are empowered to, on their own, implement inclusive sports programs for children and youths on a weekly basis and to pass on their knowledge	65 volunteers were trained as SKILLZ Girl Coaches and provided with their SKILLZ Girls Coaches Kit - BMZ branded items as listed above 63 SKILLZ Girl Coaches (97%) continuously mentored 2,002 adolescent girls, across all four program locations.
Parents, siblings, teachers of the participating girls, and local decision makers in politics, religion and civil society gain knowledge on innovative approaches to HIV / AIDS education through participating in 4 national sporting events.	Even though the National Agency for the Control of AIDS and the Ministry of Health are working on awareness-raising and education, further efforts are needed to increase public awareness for the need for education and prevention in social settings and local communities.	4 high-profile sports events on HIV / AIDS prevention, sexual and reproductive health / rights, gender equality, football and life skills have been implemented successfully. The key messages are mentioned in at least eight newspaper articles and media channels.	Three graduation ceremonies organized and implemented (75% target achieved)

Annex 5: Project Weekly Attendance by State

LAGOS STATE

LGA	In school sessions	Start date	Last date	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	Total no of graduates
Ikorodu	ORIWU SENIOR MODEL COLLEGE IKORODU	17/05/2018	27/06/2018	100	100	97	99	99	100	100	100	95	98	98	100	100
	LAGOS STATE CIVIL SERVICE MODEL COLLEGE IKORODU	14/05/2018	20/06/2018	100	100	100	100	100	97	97	99	98	100	99	100	99
Agege	GOVERNMENT SENIOR COLLEGE, IYANA IPAJA	11/5/2018	2/7/2018	100	100	100	100	100	100	100	100	100	100	100	100	100
	GOVERNMENT SENIOR HIGH SCHOOL, IYANA IPAJA	16/05/2018	28/06/2018	110	109	110	110	104	108	108	109	107	110	110	109	108
LGA	out of school sessions	Start date	Last date	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	Total no of graduates
Ikorodu	LADY M BEAUTY SALON	3/7/2018	9/7/2018	10	10	10	10	9	10	10	8	10	10	10	10	10
Ikorodu	KENNYLAS BEAUTY SALON	11/7/2018	17/07/2018	10	10	11	11	11	8	11	11	11	11	10	10	9
Ikorodu	GOD FIRST BEAUTY SALON	10/7/2018	16/07/2018	10	10	10	10	10	10	10	10	10	10	10	10	10
Ikorodu	LADY M BEAUTY SALON	3/7/2018	9/7/2018	10	9	10	10	9	9	9	10	10	10	9	10	8
Ikorodu	I. BIP SALON	3/7/2018	9/7/2018	10	10	10	10	10	10	10	10	10	10	10	10	10
Ajegunle	CEMENTRY MARKET	3/7/2018	11/7/2018	30	30	29	20	21	21	21	20	28	30	29	21	22
Ikorodu	C&S PRIMARY SCHOOL	5/7/2018	11/7/2018	10	10	10	10	10	6	6	7	7	8	8	8	7
Ajegunle	CEMENTRY MARKET	5/7/2018	11/7/2018	5	5	10	10	10	10	10	9	9	10	10	10	9
Ikorodu	CEMENTRY MARKET	5/7/2018	12/7/2018	10	10	10	10	10	10	10	10	10	10	10	10	10



**OGUN STATE
WEEK**

ATTENDANCE

BY

LGA	In school sessions	Start date	Last date	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	Total no of graduates
Ijebu Ife	COMMUNITY GRAMMAR SCHOOL OWU IKIJA	7/5/2018	20/06/2018	78	80	79	80	80	80	75	77	78	79	79	79	77
Ijebu Ife	COMMUNITY GRAMMAR SCHOOL IJEBU IFE															
Ijebu Ife	COMPREHENSIVE GRAMMAR SCHOOL, IJEBU IFE	8/5/2018	28/06/2018	100	100	100	97	99	96	99	100	100	98	100	99	99
Ijebu Ife	COMMUNITY GRAMMAR SCHOOL OKE-IFE	9/5/2018	4/7/2018	130	130	120	120	122	126	129	128	128	129	130	128	124

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LGA	out of school sessions	Start date	Last date	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	Total no of graduates
Owu Ikija	OBA ODEBUNMI ROAD	13/07/2018	27/07/2018	10	10	10	10	10	10	10	10	10	10	10	10	10
Ijebu Ife	GOD GRACE COMPUTER INSTITUTE	3/7/2018	23/07/2018	10	10	10	10	10	10	10	10	10	10	10	9	10
Ijebu Ife	TOPMOS SALON	9/7/2018	26/07/2018	10	9	9	10	10	10	10	8	10	10	10	10	10

	MORNING																	
ljebu lfe	STAR HAIR SALON	12/7/20	25/7/20	18	18	10	10	10	10	10	10	8	10	10	10	9	10	10
ljebu lfe	GLORY OF MERCY FASHION INSTITUTE	3/7/201	25/7/20	8	18	10	10	10	10	10	10	10	10	10	7	10	9	10
Owu Ikija	YINKUS SALON	2/7/201	27/7/20	8	18	10	10	10	10	10	10	10	10	10	10	10	10	10
ljebu lfe	OJUOLUWA FASHION CENTRE	16/7/20	27/7/20	18	18	10	10	10	10	10	10	10	8	10	10	9	10	10
ljebu lfe	KENNY FASHIONS	16/7/20	27/7/20	18	18	10	8	10	8	10	10	10	10	9	10	10	10	10
ljebu lfe	HERITAGE FASHION DESIGNER	27/6/20	20/07/2018	18	018	30	29	29	30	30	30	29	28	30	30	30	30	30
ljebu lfe	AB FASHION DESIGNER	9/7/201	31/7/20	8	18	10	10	10	10	10	10	10	10	10	10	10	10	10
ljebu lfe	SURULERE FASHION DESIGNER	26/6/20	19/7/20	18	18	10	10	10	10	10	8	8	8	10	10	8	10	10
ljebu lfe	GRACE FASHION CENTRE	27/6/20	1/8/201	18	8	10	9	10	9	9	10	10	10	7	10	10	10	10
ljebu lfe	LADY QUEEN HAIR SALON	23/7/20	30/7/20	18	18	10	10	10	10	10	10	10	10	10	10	10	10	10
ljebu lfe	ABOSEDE FASHION DESIGNER	9/7/201	27/7/20	8	18	10	10	10	10	10	10	10	10	10	10	10	9	10
ljebu lfe	GOODAY HAIR BEAUTY SALON	26/6/20	18/7/20	18	18	10	10	10	9	10	8	8	8	10	10	10	10	10
ljebu lfe	LADY T FASHION DESIGNER	3/7/201	25/7/20	8	18	10	10	10	7	10	10	6	10	10	10	9	10	10

Ijebu Ife	ENDURANCE HAIR SALON	4/7/201 8	1/8/201 8	10	10	10	10	10	10	10	10	10	10	10	10	10
Ijebu Ife	OLUWANISHOL A FASHION DESIGNER	23/7/20 18	30/7/20 18	10	10	10	9	10	9	10	10	10	10	9	9	10

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LGA	In school sessions	Start date	Last date	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	Total no of graduates
Oron	FRANK COMPREHENSIVE COLLEGE, ORON	16/5/2018	28/06/2018	68	68	68	67	68	62	64	62	63	67	66	67	62
Oron	ST. DOMINIC SECONDARY SCHOOL, ORON	16/5/2018	28/6/2018	100	98	97	99	98	92	95	87	88	87	87	88	89
Oron	MARY HANNEY GIRLS HIGH SCHOOL, ORON	7/6/2018	5/7/2018	55	55	54	55	55	54	55	55	54	51	52	52	52
Oron	CATHOLIC CHURCH ATTE	8/6/2018	20/7/2018	10	10	10	10	10	10	10	10	10	9	10	10	10
Oron	GATE 4 MARITIME	15/6/2018	2/8/20218	35	34	34	34	34	34	31	32	31	31	30	33	32
Oron	METHODIST CHURCH IBOTONG	31/5/2018	7/7/2018	10	9	9	8	10	10	10	10	10	10	10	10	10

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LGA	out of school sessions	Start date	Last date	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	Total no of graduates
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Oron	ESIN UFOT ORON	22/6/2018	20/7/2018	50	49	49	40	45	46	46	46	47	46	47	48	47
Oron	UDUNG UKUNG COMMUNITY	31/5/2018	4/7/2018	10	10	8	10	10	10	10	10	10	10	10	10	10
Oron	SONYTEX FASHION DESIGNING	21/5/2018	3/7/2018	10	10	10	10	10	9	10	9	10	10	10	10	10
Oron	UYA-ORO PRIMARY SCHOOL	1/6/2018	7/7/2018	30	30	30	30	30	25	30	29	29	30	30	28	30
Oron	IQUITA ORON	25/6/2018	2/8/2018	20	20	20	20	19	19	19	19	18	20	20	20	20
Oron	ORON ROAD	27/6/2018	2/8/2018	20	17	19	19	20	20	20	20	20	20	20	20	20
Oron	EYO-ABASI	22/6/2018	28/7/2018	30	29	29	30	29	28	30	30	30	30	30	28	30
Oron	AFITEX SALON	21/5/2018	3/7/2018	10	10	10	10	10	10	10	10	10	10	10	10	10
Oron	CHIEF ALA'S COMPOUND	31/5/2018	4/7/2018	22	22	22	22	20	20	22	21	21	21	22	22	21
Oron	GATE 4 MARITIME	15/6/2018	2/8/2018	45	47	49	49	48	48	49	47	47	49	47	48	47

FCT

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Column1	In school sessions	Start date	Last date	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	Total no of graduates
Gwadalada	GOVERNMENT SECONDARY SCHOOL HAJJ CAMP	21/05/2018	19/06/2018	50	50	50	49	50	50	47	50	50	50	49	50	50
	GOVERNMENT SECONDARY SCHOOL PAIKON- KORE	22/05/2018	6/7/2018	50	50	50	45	49	50	50	49	48	50	47	49	50
Dukpa	GOVERNMENT GIRLS SECONDARY SCHOOL DUKPA	23/05/2018	4/7/2018	50	50	47	49	49	49	48	49	50	50	50	50	50
Gwadalada	GOVERNMENT SECONDARY SCHOOLS, GWAGWALADA	22/05/2018	5/7/2018	50	45	50	50	49	49	50	48	50	50	49	49	50
Gwadalada	GOVERNMENT DAY SECONDARY SCHOOL, GWAGWALADA	22/5/2018	5/7/2018	50	50	48	50	50	50	50	50	49	48	50	48	50
Gwadalada	GOVERNMENT SECONDARY SCHOOL, DOBI	21/5/2018	19/6/2018	48	50	49	50	50	50	50	50	50	50	47	50	50
Column1	out of school sessions	Start date	Last date	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	Total no of graduates
Lugbe	AVIATION VILLAGE	16/07/2018	1/07/2018	10	10	10	10	10	10	10	10	10	10	10	10	10
	ANGWANDODO FAITH COMMUNITY	10/7/2018	24/07/2018	40	38	40	40	40	40	40	36	40	40	40	37	40

Gwagwalada	176 GUARDS BATTALION BARRACKS DUKPA	10/7/2018	24/07/2018	40	40	40	40	37	40	40	36	40	40	40	38	40
Gwagwalada	KUTUNKU PLAYGROUND	10/7/2018	26/7/2018	38	40	38	40	40	40	40	40	40	40	40	32	40
Gwagwalada	DOBI COMMUNITY HALL	15/9/2018	29/9/2018	50	50	48	50	50	50	50	50	42	50	46	50	50
Gwagwalada	LEA PRIMARY SCHOOL COMPOUND	10/7/2018	24/7/2018	20	18	20	20	20	20	20	20	20	20	17	20	20