



**GIRLS &
YOUNG WOMEN**
**SUSTAINABLE
DEVELOPMENT**

ADOLESCENT HEALTH AND INFORMATION PROJECTS (AHIP)



GIRLS AND YOUNG WOMEN FOR SUSTANABLE DEVELOPMENT

This publication is based on AHIP programs over time. Evaluation reports, projects reports, monitoring reports and other sources from the year 2000 to 2016 have been used for the preparations of the write-up.

The heart of the Adolescent Health and Information Projects (AHIP) programs is health and development of Girls and women, because, it is the bedrock for building better families and communities. AHIP has employed various strategies building on the interest of the girls and women to reach as many as possible.

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GIRLS AND YOUNG WOMEN FOR SUSTANABLE DEVELOPMENT

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Executive Summary

AHIP supports the growth and empowerment of girls and young women to improve their quality of life and that of their families and community. The rationale is that when women lead they do not only lead businesses, they also lead in their community. Women fight for their children, and they give a voice to issues that are important to our collective future like education, healthcare, growth, and development. It is crucial to focus on the health, development, and growth of girls and women in the society, giving them their space, and helping to build their sense of self. Developing confidence by offering them opportunities to express themselves, be heard, grow, invest and explore their world in a safe environment.

Investing energy and resources for girls is critical and a fruitful return on investment endeavor. Educating and empowering girls causes a ripple effect on any community and benefits everyone. Girls who are engaged positively in life building programs are more likely to complete school, attend university, serve their communities, and reach their potential for future success than their peers who may not be exposed to similar opportunities.

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The heart of the Adolescent Health and Information Projects (AHIP) programs is health and development of Girls and women, because, it is the bedrock for building better families and communities. AHIP has employed various strategies building on the interest of the girls and women to reach as many as possible.

Every girl or woman that goes through AHIP program is equipped with Life skills. Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." It helps the individual to find new ways of thinking and problem solving, recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others.

AHIP strategies include developing the young persons' Health information, Livelihood, and entrepreneurial skills while encouraging them to setup businesses for themselves. AHIP uses sports as a tool for development for the females who indicated interest in basketball or soccer. Girls that only shows interest in only life skills are encouraged to do a quick win income-generating skills training that takes 2 to 3 days such as tie and dye or skills in making any hygiene product such as soaps, room freshener, incents, perfumes, etc. Edutainment is for the public but, young females working in the drama crew get to coached, mentored, and encouraged to develop to their full potentials. The drama crew is all inclusive because we have people who are either visually or physically impaired working actively in the drama crew.

The girls and women program has achieved a lot. It could not have been possible without multiple advocacy efforts, engagement with various State ministries, religious leaders, traditional leaders, the wives of traditional leaders, and teachers, contributing to building the self-esteem of the girls and women. Programs are organized with the flexibility to respect people's time and availability.

Introduction

The 5th MDG goal listed is to achieve gender equality and empower all women and girls. Half of the (over seven and half billion) inhabitants in the world are females (PRB, 2017) and an integral part of the society that change makers referred to as the ‘the gentle storm’. In 2015, Nigeria’s population was projected at 183 million people, of which, 90,989,254 are females and 92,387,474 are males. Focusing on girls’ issues in development programs are compelling, particularly in Northern Nigeria.

The Northern part of Nigeria has the highest female illiteracy rate, the worst girls' education indices are in eight states in Northern Nigeria. An estimated 76.6% of male children have access to education compared to 31.7% for female. A peculiar problem of girl’s education in the Northern Nigeria is not just the lack of schooling, but even when in school they lack concentration on their studies due to variable socio-cultural issues. Poverty levels are 72% in the Northeast compared with 26% in the Southeast, with the national average being 54% (DFID, 2012). Livelihood extends beyond basic life necessities to include information sharing, social relationships management, and identity maintenance (Wallman, 1984). Overcoming widespread poverty and improving livelihood requires confronting the widening disparity of girls and women’s income (Kandiyoti, 1988; Fakir, 2008). Available data indicate that the Northern region of Nigeria, especially the Northwest and Northeast regions have the worst reproductive health indicators in Nigeria. The 2013 National Demographic and Health Survey reports that Total Fertility rates in this region ranges from 6.7-6.9 (over national average of 5.5), while modern methods for Contraceptive Prevalence Rate (CPR) is only 3-4% compared to 16% nationally. Similarly, antenatal care attendance ranges between 31-43%, compared to the national average of 58%. The National Maternal mortality ratio is 576/100,000 live births. North East 1549/100,000 compared to South West 165/100,000 live births. These statistics are much worse for adolescents, who are three to four times more likely to die during pregnancy, to acquire HIV/AIDS, and who often suffer severe reproductive morbidities, including fistulae and Vesicovaginal fistula (VVF). Indeed, Northern Nigeria currently has the highest burden of fistulae mainly affecting adolescents, compared to any other regions in sub-Saharan Africa.

Girls of various communities live in conditions and grow experiencing poor care and hygiene, gender discrimination, gender based violence, lack of education, victimization by social vices, early/forced marriage, search for identity, social and parental pressure, poor access to healthcare, drug/substance abuse, malnutrition/poor food intake, poor communication, bad parenting, lack of life skills (communication, decision making, goal setting) low self-esteem, fear of failure or the not-good-enough syndrome, amongst others. All these pose a threat to her quality of life preventing the girl child from reaching her full potential. In addition, girls are all constrained by their reproductive responsibilities, societal norms, beliefs, customs and values by which societies differentiate between them and men (Kabeer, 2000). Male domination shapes the social structure informed by patriarchy, high rate of poverty among women, and gender division of labour.

Women’s level of education, poverty and men’s attitude towards women have over the years posed a serious threat to women’s participation in development especially in the North. It is obvious that level of education and economic conditions of women most often determine their level of participation in decision making both at family, community, State and National levels.

All the above factors makes it compelling and indicate that it is an appropriate time to focus on the needs of young girls of today before they become women. It entails empowering young women to be educated, well informed to defend themselves, assert their rights, overcome

abuse, aspire for rewarding and lucrative careers, and lead healthy, fulfilling lives. Efforts to address these issues led to the adoption of various strategies towards making girls relevant in every sphere of life in the society. One strategy that had gained recurrence over the years among scholars and practitioners of women and gender studies has been that of “girls’ empowerment”.

The need to analysis women’s subordination and empower women centres on the fact that women have potentials to contribute to the development process but are constrained by some factors that render them powerless. It breaks the cycle of poverty for families, produce girls and women that have healthier with positive self-esteem, educated children, and invest back into her families. Provide a mix of political class that provides better human oriented policies, save lives, protect young girls, and provide access to needed healthcare. Empowered women augment the primary wage-earner role ascribe to men.

The issues of girls and women including their sexual and reproductive health cannot be adequately addressed without addressing gender inequality and inequity; literacy level, poverty, and livelihood skills for a sustainable development. These are especially true for girls who are the most vulnerable in northern Nigeria. As the popular saying goes, “If you educate a girl/woman, you are educating and empowering the whole community.”

AHIP has capitalized on this by reaching out to empower girls and young persons towards becoming healthy and responsible people in the society. We believe, at AHIP, that empowerment should start early in life to eliminate negative attitudes and socialization in young people as well as to promote a sense of responsibility through to adulthood.

What Has Been Done

Young people and Women’s empowerment, health and development are major goals of the AHIP developmental projects. AHIP employs various strategies in its Young people especially girls and women developmental projects. AHIP focuses on young people, especially girls and women’s’ human rights, reduction of poverty, reducing the disparities in politics, education, and wealth creation. Ensuring young people and women have increased economic capacity and power to bargain in society, while improving social relations, power dynamics, gender equity, and increased engagement as advocates for SRHR, particularly for marginalized groups.

Methodology

AHIP focuses more on young people especially girls as traditionally in the northern Nigeria, girls usually get married at an early age hence putting them at a disadvantage. Most of the girls in the projects are uneducated, unskilled, lacking the ability to make educative or informed decisions or make the right choices in life as a result of their low self-esteem. The different strategies are designed with embedded monitoring and evaluation plans, which encompasses pre and post-test, monthly monitoring process and well-structured evaluation. The evaluations provided both qualitative and quantitative assessments and analysis of the implementation processes and results in line with project objectives.

Strategies

Girls Assets and Economic Capacity development

These findings following a research done in 1994 which showed that there is a pressing need for developing girls and women’s economic generating capacity hence the establishment of a

vocational skills training center for married, single girls and divorcees as well as disadvantaged boys.

The students of this Centre are trained in various skills and trades such as tailoring, knitting, soap making, tie and dye, basic interior decoration skills, and home management. Most of the vocational trades require little capital to set. Students at the centre are also equipped with entrepreneurial skills, basic literacy classes (read and write in English and Hausa and also basic Arithmetic), health, and hygiene classes. These classes cover a duration of 3-6 months before graduation and offer certificates after completion examinations. While this program may not take care of all adolescents' financial problems, it is a step towards economic empowerment and it also provides a conducive atmosphere for AHIP to address reproductive health and other developmental issues.

All participants in the vocational center training must go through a livelihood training in basic health, reproductive health, leadership, communications, gender relations, HIV/AIDS, STIs, problems young people faces, values and decision making, negotiation skills, drug abuse, communication, leadership, goal setting, and career development, emergency care, parenting, puberty management, contraception, finding help, happiness at home, self-esteem and confidence building, and other related issues.



Girls Acquiring Skills & Graduation



Safe Space (SS) for Social Education

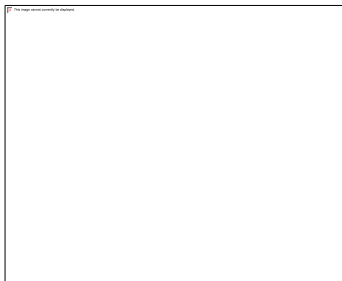
SS program for vulnerable young people in-school and out of school. Girls in ranges of age 10-14, 15-19, and 20-24 are brought together in a segment specific, girl-only platforms in cohorts. AHIP work with them on vital health, rights, and social issues concerning their wellbeing. Each cohort of girls contains 15-20 girl and a trained mentor/facilitator is assign to each cohort. The mentors/facilitators (A respected and trusted person in the community) support and provide guidance to the girls in various sessions of discussion and facilitation in a safe and supportive environment free from violence and abuse, in order to develop girls to improve their live chances and reduce negative consequences in life. The young girls in school are called star girls and seen as role models by their peers.

AHIP is running community based safe spaces for girls' empowerment. The Project is aimed at increasing girls' access and use of health information and services, education, financial literacy and other social services including skills to help reduce their vulnerability to physical and sexual abuse. The benefits the girls stand to achieve through this program include skills acquisition, reproductive health information, enhanced health seeking behavior skills, and access to health services in their community.

Topics in a curriculum that the mentors are trained on and in turn teach the Girls include: Values, Goal Setting, Self Esteem, Gender based Violence, Drug Abuse, all components of Reproductive Health, Communication, and Decision Making, etc. All these are to improve their skills and life chances of the girls. There are some suggested qualities expected of a mentor such as Good Character, Self Esteem, Confidentiality, and Empathy. SS information forms are given to each mentor to fill in order to get the general information for each Safe Space established.



Girls in
Life skills
building
Sessions



Communication through Sports - Female Sports Program

Sports are organized according to the girls' indicated interests. AHIP developed girls through basketball and soccer. The girls are between the ages of 10 - 22 years. All players are trained peer educators and equip with skills for youth mobilization and outreach. Players participate in local, national and international competitions and friendly matches by the Nigerian Basketball Federation annually. During matches they are also providing factual information concerning youth, development, health and social wellbeing. Young female players derive psychological, physiological and sociological benefits from participating in sports. Young people are encouraged to achieve their potentials through engaging in sports especially as it builds the individual's confidence, self-expression and enhances their health and physical well-being while wetting their quest for information, learning and improvement in academic performance. The Peer educators were also trained in different vocational skills such as tie and dye; soap making; pomade making; Internet and communication technology. Festivals and Carnivals are organized where schools participate in the game to encourage younger new players.



Girls for
Sports in
Basketball
sessions



Female Drama Artist

Young women and girls interested in drama and arts are enlisted and their capacity built as artist who participate in the edutainment project. The girls are encourage to develop their livelihood skills, and competencies in the drama vocation they have chosen and how to use their new knowledge to design and implement their drama project.

An annual reorientation of the drama team conducted with special focus on Gender Based Violence, health, education and youth development related issues. Young artists are always encouraged to brainstorm on future themes for the drama series in these annual orientations. Different local stories get suggested and issues arising in relation to goal setting; self-esteem; decision making; and lack of communication in the family, harmful effects of substances and drugs ; gender; STIs, HIV/AIDS and reproductive health; family health; values; violence against women; women empowerment; Nutrition, and male involvement. These are meant to enrich the drama scripts and ensure factual information is passed to the audience.



In-School Outreach Program

Under the in-school outreach program, young people are given piece meal trainings on issues affecting their health, growth and development such as puberty management, drug abuse, communication, values and decision-making, goal setting, sexually transmitted infections, how to build their self-esteem and positive body image. Leadership skills are also emphasized on to build responsible and positive adults with foresight for the growth and development of their families, communities and the society as a whole.

This was not without challenges as some of the topics were culturally sensitive and there were misconceptions about content of some especially those addressing young peoples' reproductive health, teachers were showing signs of discomfort. AHIP took a bold step to address this concern, a sensitization and training workshop was organized for principals, teachers and guidance counselors from selected public and private schools covered by the in-school outreach program. The topics in the workshop included sex and sexuality, reproductive health review, puberty management, drug and substance abuse and problems young people faced in their health and development as they transit to adulthood.. The workshops were successful as the teachers were able to understand the issues, and AHIPs goal in building and shaping the lives of young people, teachers volunteered to be advocates and guides for young people to help empower them with information to ensure positive growth. Word also spread to other schools, principals and teachers were writing to be included in the school out-reach program.



Girls with Special Needs

A cohort of girls between ages 10 to 15 years are mentored in safe spaces. Mentors are volunteers and teachers selected from the school of special education. The Mentors were trained with a slightly different approach to be able to address adolescent reproductive health and development in young people with special needs. Mentors assist AHIP facilitators using sign language and other special ways to communicate with girls in the safe space program with hearing and visual impairment. The sessions conducted include those on sex and sexuality, reproductive health review, puberty management, drug and substance abuse and problems young people faced in their health and development as they transit to adulthood ensuring the problems reflect their realities. Their knowledge helped to build their self-esteem and increased on RH, GBV and safety against sexual abuse. It also increased knowledge to encourage young people on utilizing chances for acquiring livelihood opportunities.



Girls building Resilience for Peace

Working with girls and women to curb inequalities, sexual and gender based violence, marginalization, and lack of opportunities make girls less susceptible to accepting violent behaviours and being victims. Violent extremists increasingly target women and girls to join, mobilize and otherwise support their activities by exploiting grievances and negative social assumptions about men and women's roles. On this note, AHIP is conducting activities in Nassarawa and Plateau states through expanded safe spaces and other development programs including livelihood and entrepreneurial skills which has empowered women and girls to conduct transformative activities in communities, schools, and other settings to promote respectable gender relationships, gender equality, safety, foster peace and security. Safe space covers sessions on safety, voice and rights, health, education, and economic security. These five assets are crucial to the development of the girl child. It is a forum where the young women and girls are comfortable and can express their feelings and talk about the problems they face in their homes, community and society.



Empowering Rural Women for Development

Garko Women Association- In this project, women living in Garko a rural community under Garko LGA were encouraged by AHIP to form an association under AHIP umbrella. The women were empowered and developed to plan and implement programs to move their community forward. AHIP provided trainers and facilitators to coach the women on how to process what they produce, marketing, basic literacy and numeracy, health and hygiene classes. The women are involved in production and processing of food crops like rice, groundnuts, groundnuts oil, groundnut cakes, and others which helps boost the economic power of the women, her family, community and the society as a whole. The women are better informed and also have become advocates for girl child education.

IMPACT

AHIP Institute for Human Development Trained 134410 young women in Livelihood Development skills. These girls and boys were linked with National Directorate of Employment where they obtained startup capital.

Girls' Assets and Economic Capacity development

Girls Assets and Economic Capacity development	Trained 134,410 Young women over the years	Graduates set up businesses, Trained family members, recruited and trained student	Indirect reach trained over 500,000	Engaged in interstates trading; Established e-commerce; Set up training centers; Engages in community development
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LUBABATU ISAH

Lubabatu Isah is sixteen and married. **She** was a divorcee when she joined the AHIP training program. She has learnt sewing, soap and pomade making and cooking. She now uses the knowledge she has on sewing for commercial purpose. Lubabatu's sewing business is focused on mending already sewn clothes rather than sewing new ones. She states that her modest sewing enterprise is because she is yet to be fully expert.

Lubabatu Isah received instructions also in personal hygiene, environmental care, child health care and reproductive health. She was again taught about the HIV/AIDS virus, particularly how to protect oneself from contracting the disease. Lubabatu frequently shares her insight on hygiene with others, especially members of her household she has also dialogued with others on child health care, reproductive health and HIV/AIDS.

Based on her participation in the AHIP training scheme, she now finds her opinions more respected at home and in the neighborhood. She now equally finds herself able to take initiatives and decisions. Lubabatu and her husband regularly consult on different issues. Her husband has a profound respect for her opinion on health and domestic matters. In spite of her

lack of proficiency in sewing, Lubabatu still makes effort to instruct others on what she knows about sewing.

MARYAM ABUBAKAR

Maryam is twenty-one and married. **She** was single when she joined the AHIP training programme. She received instructions on sewing and knitting. She is now quite proficient in sewing and has set up a sewing business. She sews a respectable number of clothes each week with the number as many as twenty clothes in a week during to festive seasons. She is usually paid when the clothes are sewn. With the income she has made in cloth making, Maryam Abubakar has attempted a diversification in business: she now sells earrings and wrappers. She uses the income from her commercial enterprise to support her husband and parents.

Maryam also received training on soap and pomade making. In the area of health, she received instructions on personal hygiene, first aid, environmental sanitation, reproductive health management and HIV/AIDS. Maryam has diffused her knowledge on sewing; she has taught so many people how to sew especially the wives of her husband's friends. Maryam frequently uses the opportunities she gets in informal exchanges with friends to enlighten them on health and hygiene matters. Maryam observes that her opinions are now better appreciated by her husband. Her opinion and advice are not only sought on domestic issues, she is also consulted on business related matter. Maryam Abubakar is currently teaching fourteen persons how to sew.

RUKAYYA ISAH

Rukayya Isah is eighteen and married. **She** was unmarried when she joined the AHIP training programme. She received training on sewing and knitting. Rukayya is still not proficient in both but especially sewing. Her lack of expertise is due to her attitude towards the training. She said she was in attentive using the instructions. Moreover, she came into the programme with interest for only knitting. This set mind affected her disposition to instructions. Rukayya did not pass the proficiency test administered on her for sewing by the training centre; she passed however the test on knitting. Underlining the strong correlation between interest and performance. Rukayya Isah was also taught soap and pomade making, as well as cooking. She, again, received instructions in health, particularly in areas of personal hygiene, child health care, reproductive health and sexually transmitted diseases. For now, Rukayya has not made any commercial capital of the knowledge she received from her training at AHIP centre. She has also not diffused the knowledge to many other persons aside from four persons whom she taught how to knit. It is likely that her modest effort at passing information is a function of her lack of expertise. Rukayya reckons herself now better informed – her opinions are very often sought and appreciated by her husband, friends and neighbors.

HABIBA ABDULLAHI

Habiba Abdullahi is nineteen and unmarried. At the AHIP training centre, **she** was taught how to sew and knit. Habiba knows how to knit with machine and with her hands. She now sews and knits for commercial purposes. A set of her knitted work sells for between N1000 to N1400. Usually, her income for hand produced materials is higher than those with machine. Her business is very successful. Habiba Abdullahi also received training on soap and pomade making, cooking and literacy. The emphasis in the cooking lessons is on how to prepare balanced diets. In the area of health science, she was taught environmental sanitation, personal hygiene first aid and child healthcare. Habiba was also taught about sexually transmitted diseases and protective measures. She has shared this knowledge with others. She taught her neighbours how to enhance the nutritional value of their meals. Very often, her neighbours consult her on different issues. Her opinions and judgements are especially respected because she is known to be a student at the AHIP vocational training centre. Habiba has helped empower

many housewives and unemployed female youths by teaching them the sewing and knitting skills she learnt from AHIP. Very many of them have translated this into commercial success.

HADIZA IDRIS ABDULLAHI

She was trained on tailoring and interior decoration. She used her knowledge to teach others and for business. She was able to empower 50 persons. She established her own business at her area which is sauna kawaji area along yan'kaba car park, she was able to open a skills acquisition center in her house. She conduct 3 classes in a week that is on Thursday, Friday and Saturday. (3-5pm), she also introduce a form where each student will pay and register what she want to learn. The form cost 500 and 3,000 for registration making a total of 3,500. She is about to register the school with Local government.



AHIP to learn other skills like making of local perfumes, humra, car wash, room fresher, Vaseline and powder.

Her successes recorded was that she was able to open her own tailoring shop in her house and she gets income from it. She acquire other training on fashion design Sa'adatu Rimi after graduating from AHIP, after which she came back to

One of the challenges she explained expressing in her area is that most of the women complain about the amount being paid to enroll, while others that were being brought by the parents drop due to the fact that the place is far from where they stay.

HAUWA SANI (26yrs)



She was trained on tailoring, knitting, interior decoration and making of local perfumes. She trains people and goes out for home services with the help of the skill acquired. She empowered 10 people and she is working on opening a training centre. Success Recorded- she was able to do her wedding decoration herself. She also acquired other training on home maintenance. Suggestion- AHIP should create awareness on media to enlighten the women on how to be independent.

RAHAMA ADAM (22yrs)

She was trained on knitting, local perfumes and shampoo making. She was able to train many people with the skills acquired and a business venture for her. She was able to train 16 people. Success Recorded- she was able to pay her children's school fees and assist her husband. She received another training in sewing. Suggestion- may Allah help AHIP for the contribution she is giving to the society.

Safe Space (SS) for Social Education and Live Skills development:

"After one of our sessions at a wedding event, one woman came forward to complain that she has been suffering fever and diarrhoea for a long time and is not sure what to do. She was advised to go for a test and she was diagnosed positive for HIV/AIDS. She requested her husband to do the same but he resisted. She went ahead with her consultation and medication. She has now regained her weight and composure and is doing very well. Unless you are told, you would not even know that she is living positively. So even though her

husband has not been tested, it did not stop her from getting her own test and starting on her medication. This would have not been possible even five years ago. This is a clear indication of the progress made and this project has contributed significantly to this progress. **Female Youth Leader Kaduna**

“Prior to the project, women had difficulty seeking medical care without the approval of their husbands. However, when they realise that it is important to know your status as this will enable them make the right choices, many have gone for VCT even when their husbands refused to do the same. A few tested positive and have been on medication since then. They are now happy and getting on with their lives” **Female Youth Leader Gombe**

My name is **Miss Eniolorunpe Tosin – Benue State**, I am a teacher, I’m not married and i was trained on youth empowerment, HIV/AIDS. As at then, i had a low self-esteem but after the training, i was able to gain confidence which helped me to stand up at anywhere to talk without any fear. I learnt that talking with an infected person don’t mean you will be infected but can be contacted only through blood contact. AHIP had made me understand that education is not enough but also to be self-empowered, I learnt that common sense is not common and the importance of sharing your information without looking at the gender difference. I learnt that sleeping around doesn’t make you a big girl but can only expose you to things like STIS, and HIV/AIDS. I have been able to empower only my sister. During my NYSC (2014/2015) i was able to form a group of young vulnerable girls where i talked to them on HIV/AIDS, personal hygiene, income generation etc. The group was named SOLUTION SOLVER. Since their place to the market is too far and they need to buy some of their things, i quickly ask some of the members in the group to be selling biro, oranges, hard cover etc. I later realized that every girl need to be empowered so i asked for the consent of the school principal to always talk on HIV/AIDS every Friday as an extracurricular activity in the school. Lessons learnt working with people is that nobody is empty, everybody have one thing or the other to say. I received a sum of 5000 naira for refreshment for support for the drama group in my church when I organized a play on HIV/AIDS. Self-esteem, speaker everything fix together make me better. I advise AHIP to always do follow up and go through the grass root, people need something to be done, please train and still train no matter how little I know it will still help.

200 young girls were trained to become ambassadors from 5 states. 100 of this number were from Kano and Jigawa states selected to become mentors to at least 15 girls in their various communities. The sessions conducted include those on reproductive health and rights, other life skills issues and income generation skills. The young people were mentored to negotiate for their rights and be advocates against early or forced marriages. The mentoring lasted for nine months and the girls graduated in January 2015.

AHIP conducted training for girls that are mentors in their communities. Thirty girls from each state (Kano, Jigawa, Akwa Ibom and Cross Rivers) were trained using topics from FLHE curriculum. The aim was to train girls on sexual and reproductive health rights; leadership, and how to advocates for their rights. It also strengthens their skills in stepping down the knowledge acquired to other peers in their respective schools and communities. Safe spaces were set up in each of the participants LGA in Kano and Jigawa.

Female Sports

Female Sports Program	Produced over 200 female basketball players in the sports environment.	Played over 300 Matches	AHIP female basketball has reached over 300,000 young people in Nigeria with reproductive health awareness through health talks.	<p>5 female players have gained employment with the Nigeria police and are now serving officers.</p> <p>AHIP basketball has produced players for almost all the Nigeria female league as 1, 2 or even 3</p> <p>18 females gain admission to school and graduate successfully</p> <p>Produce a female coach working with the AHIP Queens</p> <p>Kikelomo Saliu, Washington DC, founder of the brand (Girls Rise Up) in Nigeria is a graduate from AHIP QUEEN.</p>
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AHIP produced over 200 female basketball players in the sports environment. Through AHIP basketball five female players have gained employment with the Nigeria police and are now serving officers. AHIP basketball has produced players for the Nigeria female league as 1,2, or even 3 AHIP players can be found on teams such as Elephant girls of the First bank; First deep water; Sunshine Angels; IGP Queens; GT 2000; Delta force, and Customs. As an outreach team, AHIP female basketball has reached over 300,000 young people in Nigeria with reproductive health awareness through health talks and distribution of pamphlets at game arenas. AHIP basketball over the years has encouraged and helped 30 basketball players (12male and 18females) gain admission, go to school, and graduate successfully. Some players gained admissions in foreign universities (The USA and Canada) through basketball. Produces coach Saratu Mbaka (current assistant coach of the AHIP queens) also runs a camp for girls every December at the Gboko end of year basketball carnival. Kikelomo Fausat Saliu, Washington Dc founder of the brand (Girls rise up) in Nigeria, is a graduate of AHIP Queen.

Female Drama Artist

Mentor young artists. AHIP through its partners develop 40 young and promising artists to research, do script development and writing, produce and edit scripts that relate to adolescent sexual and reproductive health. These training will be spread over eight weeks, interspersed with practical demonstrations. The AHIP training also included Youths of Kannywood as part of Nollywood artists. The drama is fast growing and becoming very popular. It has a view-ship of an estimated 20million people. AHIP drama as serves as a platform for imparting messages to people at the grassroots level. It helps SRHR work because of they are trained and mobilized. They can do scripts and produce films around the core issues in sexual and reproductive health and rights.

The AHIP edutainment has produced drama series aired on seven state television stations for the first six months. The states are as follows

	Television Stations	States Covered
1	• CTV/ARTV KANO	Kano; Jigawa
2	• NTA KADUNA	Kaduna; Katsina; Zamfara
3	• NTA MAIDUGURI	Maiduguri; Yobe;
4	• NTA SOKOTO	Sokoto; Zamfara;
5	• NTA KANO	Kano; Katsina; Jigawa
6	• NTA JOS	Plateau; Benue; Bauchi; Nassarawa
7	• NTA MINNA	Niger; Kogi; Abuja
8	• DSTV Hausa Station	Africa

Each television station is estimated to reach at least 2,000,000 viewers each week but, AHIP has decided to calculate 25% of the total reach for this program. Taking into consideration power failure and availability of other programs that may interest some of the viewers. DSTV will be reaching 500,000 viewers weekly.

Sakaci Ko Barna (the name signifies a caution not to be Careless which could lead to Destruction) is acted based on contemporary issues around adolescent sexual and reproductive health; family health, education, drug addiction, HIV/AIDS, and child marriage. Other issues are safe motherhood, abortion, negative cultural practices, livelihood skills and vocations, empowerment, youth rehabilitation, sports development, good governance, positive attitudes and much more. It is aired as weekly drama series on television, geared to promote and stimulate behavioural change.

The airing partly supported by Procter and Gamble Nigeria suffered some setback as funding to support its airing was not obtained. The challenge has reduced the estimated viewership for the drama.

Success stories in Social Change

AHIP drama (sakaci ko barna) is changing lives both individuals' and communities. AHIP does not just employ young people to act drama but also mentor them to develop themselves. Many of the young people AHIP started the drama project with were either dropouts from school or had never been to school. On the individual level, we have been able to motivate them to develop a means of livelihood for themselves.

Individual: Sabitu Kakangi started with the original crew and is now one of our foremost actors. He was a dropout with no feasible skills but displayed a lot of perceived potentials. He struggled in main stream Hausa interpretation of ideas until he discovered he could engage in comedy. The Media director encouraged him to learn a trade and go back to school. Meanwhile, he grew in popularity. He used to be known as Sabitu Kolo until his village head from Kakangi in Kaduna State invited him, and urged him to bear his village name-Kakangi. He then enrolled with an electrical firm and learned electrical work. Now he has been formally made a crew member as Gaffer-Electrician. He went a step further to enroll in a College of Education for an NCE certificate. He now works as a technician to work in the field with WHO clients on a cell phone project.

Community Leader: The Hakimi of Zakirai has been an ally for a long time, and he allows the crew to use his palace to act scenes that have to do with traditional leadership. He watches some of the actions when he is available. Luckily he was present on one of the acting and recordings that had to do with rape issues meanwhile; the traditional Prime Minister had earlier misjudged a rape case by acquitting the perpetrator and blaming the victim. The Hakimi then

recalled the case for retrial in the Palace. That was done in the presence of the drama crew and, the perpetrator was found guilty and docked immediately.

Religious Scholars: The director and crew initiated the debate on whether a woman could be divorced through the use of the telephone. This was dramatized on the programme and, aired. After that, it ensured a big debate among the Ulamas (Islamic Scholars).

Blessing George had a child before she was 20 and had issues at home. She was brought to the media director, he accepted her, and she trained as an actress. She was later made a continuity Crew Member and, now she is a Makeup Artiste. She has become proficient and has married a young man. They both have a son.

Mohammed Ado Garko has three wives and 26 children in real life. He was cast in the role of a man with three wives and 25 children without the Director knowing his real family life. After 6, seasons he confessed that the scenes were acting out his family situation and, that he is now using the knowledge from the drama to solve issues at home. Meanwhile, he is discouraging marriage to many wives and bearing many children. He is also encouraging young women to go to school and have professions. Just like in the drama, he has encouraged one of his sons to go to a higher institution and get into politics. The young man is now aspiring to contest as Local Government Chairman.

In-school Outreach Program

In-school Outreach Program	Trained 2400 Principals, Teachers, and Counsellors	Principals provide enabling environment and Teachers teach in Class or run Safe Spaces in Schools	Reached over 259,000 Young Girls	Behavioral change among the girls helped avert rape based on the counseling given by the mentors Aisha married at the age of 13 now divorced at age 16 and now has discovered herself and back to school Jemila averted being withdrawn from school and early marriage with the help of the mentor and community head. There were cases where the mentor becomes a mediator between a girl and their mothers or father. Some of the girl Are from broken home and lives with either mother father. Through the intervention of the mentors, the girls were able to open up to their parent and peace reigned. The girls are more attentive and outspoken now in school and their classes Their academic performance has improved The session created an avenue for the girls to open up to the mentors on personal issues. The session created an avenue for the mentor to meet with a parent with the agreements of the students.
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Stories from the Field on In-Schools Interventions

Counselors

Ms. Ibrahim is a teacher/Counselor at GGSS Gyadi-Gyadi, Kano. She was asked to comment on the changes she noticed in students who participated in the youth training programs sessions in the school organized by AHIP. Her first comment was that such students showed a lot of interest in their school work. Although she couldn't notice a lot of changes in the student because they normally go home-after school- where they spend most of their time, the little time they spend together has offered her the chance to see some changes. For instance, the girls are showing more interest in academic work than before. A student (girl) was confronted with a decision-making problem, i.e., whether to get married or carry on with her studies. Ordinarily, the student would be expected to decide her way, because of low self-esteem. However, she came and discussed with the counselor, which in a way shows the impact of AHIP training on her – to consult other people (especially experts) when making a very important decision or having health problems. In the end, she was able to convince her parents to allow her to finish her secondary education.

Mrs. Jallo is a teacher/counselor at GGC Dala. She was asked to comment on changes that she noticed in students who attended any of the youth training programs organized by AHIP. In her response, she revealed that the first change she noticed is that the students have now become more aware of themselves as females and more interested in health issues. Although the students, who are mostly Hausa/Fulani, are shy and couldn't open up and talk to her, the few that did indicate their satisfaction with what has been discussed and even asked her further questions, for instance regarding puberty and its related developmental problems. Generally, there was a lot that the students have gained.

Mrs. Martina Adeboye is a Guidance Counsellor at St. Louis Girls Secondary School Kano. She was a participant in two training programmes. Mrs. Martina first talked of the changes she noticed in her students who participated in AHP programmes. They, according to her, are now the one that leads in instances of conflict resolution among students and they perform their task remarkably well. On the impact of AHIP training on her self, Mrs. Martina revealed that she now knows better ways on relating with her colleagues, students, and their parents-with each group getting its appropriate attention in appropriate ways. She can now find out pretty easily a person's problem(s) and discuss some solution(s) and some alternative behavior with them. That's what guidance and counseling are all about, finding out people (career) problems and offering possible solutions to them. Student and parents have now discovered a new person in Mrs. Martina. They described her as resourceful, competent, etc. Often, she would be with students up to 3 p.m.; and when she dismissed them they ask for more time, saying "we want to be with you, you understand us". All these, Mrs. Martina believes, are courtesy of AHIP's training.

Rev. F.C. Agwanmo is a Guidance counselor at ECWA Baba Alhamdu secondary school and a participant in AHIP's training programme. Topics discussed at that training include sex and sexuality, basic health, gender issue, parental care, youth developmental problems, HIV/AIDS, drug abuse and social relationships. Rev. Agwanmo admitted that the training had offered him the opportunity to learn many things in all of these topics. An important discovery by the Reverend is that most of the things advocated by AHIP are in line with what the gospel teaches: shunning drug abuse, illicit sexual relationships, smoking of marijuana, etc. – that is on one side. On another side, the Reverend, being a sociologist, finds himself very much at home with the issues raised and discussed for they are mostly social issues. This trainee has had the

opportunity to apply what he has learned first – hand for shortly after the training; he was appointed as the sole Administrator of his school. During his tenure, he claimed to have had a healthy working relationship with the principal, staff, and students of the school several people have therefore shared the benefit of this training with Rev. Agwanmo..

Georgia Alade is a guidance counselor at St. Thomas Secondary School Kano. She was a participant in AHIP's 1998 training programme, the theme of which was gender relations and communication skills. She gathered from the training that traditional gender roles are baseless as both men and women can do any task successfully, and that miscommunication often creates problems among people, especially partners of any sort. As a Guidance Counsellor, Ms. Alade realizes now that she must consider individual differences when she interacts with and offers her services to her clients. The fact that someone's views are different from yours does not make them wrong, and that the best way to discover things is by listening to all the people involved in the particular matter at hand. Her relationship with students, their parents, and her colleagues have never been more cordial and healthy. Her assessment of students attitude, especially those who participated in AHIP's training is very favorable; they are now more hygienic, cautious regarding sex, open and forthcoming, and sensitive to gender roles and relations.

Muhammad Hassan, a Guidance Counsellor at Hannatu Memorial College, took part in AHIP's 1998 training programme. The trainee, whose job at his College involves students, parents, and teachers, singled out self – esteem as his most important achievement from the training. Other benefits include his ability to now discharge his duties better than before. He offers better advice to students on their career, helps teachers in handling students problems, and performance of their children at school- all courtesy of the skills he learned at AHIP's training. On his assessment of students who also attended this training, Muhammad said that a lot of improvement could be seen in them. They now listen to their teachers and obey school regulations. They have also improved academically and morally by performing better in class and shunning evil practices. According to him, students who attended AHIP carnival at the indoor stadium at Kofar Mata have enticed others into promising that whatever such an event takes place again, they fully participate in it.

Student

This is a female student of Gyadi-Gyadi Girls Secondary School, who attended some AHIP training sessions in school. She gained some things from her training such as the fact that education is very important and could be better to finish school before getting married as it will earn a girl more respect. The student believed earlier that getting married was better for her than secondary school education. From what she gathered from AHIP facilitators at the training session she attended, she had a change of mind. Education now comes first; then marriage follows – certainly at a time when she would be ready for it physically and otherwise. On peer pressure, she said that the main thing inculcated in the minds of her friends and in which they try to convince her was early marriage. She is, however, able to persuade them that what they found at their training was the best idea – education first, marriage later.

Cynthia Oke is a student of Benie International College and a participant at AHIP's 1996 training programme. The benefits she got from the meeting included basic knowledge, personal health issue, and how to live a better life. She has greatly improved her character since the training. For instance, she used to be very disrespectful to her older sister. After the training, she gets along with them, respects them and even shares with them what she has learned. Similarly, the peer pressure that she used to succumb to now has no chance; she resists it as much as she could. In her own words “all my friends do go to night party, but I don't go with

them.” What she does instead is to try dissuading her peers from what they do “I discouraged my peers from sneaking out to go to night party.” She also shares with them other things she has learned at the training.

This is about the student who has benefited immensely from AHIP’s youth training program. His main benefits include discussion on rights and responsibilities of youth in the society, social problems, HIV/AIDS and the spread, as well as general deviant acts. The trainee confessed that he was rather a reckless kind of person before attending the seminar. After being there, he stopped going to parties and dating and using the variety of girls he used to date – on a casual basis. He even went further to talk to his friends to change their ways, but who thought he must have been out of his mind. In fact, he was once a speaker at an anti-AIDS gathering where he addressed about 100 people on the risks of HIV/AIDS. As usual, the reaction of the majority was acceptance while the minorities were somewhat unconvinced or reluctant to accept what they heard. But the student-trainee did not bother because he believed “some of them will think about what I have said later on at home.”

This student is also from Government Girls College Dala. Her discoveries at the training programme include the preventive measures to be taken against the spread of HIV/AIDS, personal hygiene during monthly periods by women, etc. The training has enabled her to become more aware of her bodily functions, especially those that have to do with reproduction. The student has shared her newly discovered knowledge with her mother and sisters who made a mockery of her at first. Later, however, they came to accept what she told them and appreciated it. About 18 people benefited from the trainee’s attempt to share her knowledge.

Student of Holy Trinity -As a female student who participated in some of AHIP Peer Health Educator’s training sessions, she emphasized on gender relations, personal hygiene, pregnancy prevention and peer pressure as the most interesting topics she heard or benefited from during the training. And in her words, she discovered how ignorant she was of ordinary issues, or how misinformed she was about them – issues like pregnancy, sexual intercourse, and the human body. Other issues she equally found important and regarding which she take to her mother are decision making especially in a state of dilemma, the importance of communication and taking good care of one’s body. The training helped me rethink my attitude toward sexual activities and concentrated on my studies instead. Some of the challenges the trainee faced when she tried sharing her new knowledge with her friends are decisions to face the inevitable argument and convince or persuade them to understand the information especially those that either had a different viewpoint or was simply misinformed on the issues at hand.

Girls with special needs

The program is fairly new. It started towards the end of 2016. Mentors trained in the schools have just started sessions with the students in Special Education School working with the visually and hearing impaired young people. The mentors' work is at different levels as narrated by the teacher/mentor.

My name is Kyauta Salisu Zango. I was trained in safe space. The youth should be conversant with the power and influence of their peers. This is because peer pressure is one of the greatest forces on adolescents. I was able to empower about 30 people out of which 15 were students, and the remaining 15 were people outside the school setting. I was not able to form any club. The successes I recorded are: agreement on meeting rules, the manifestation of good behavior during a meeting, the youth were allowed to know themselves, and the youth accepted their

differences. I have received training on the following: personal hygiene, critical thinking, and sex, gender and gender roles.

My name is Bilkisu I. Mahmud. I was trained in puberty management. I used the knowledge I acquired to train the students on what to do at the age of menstruation. I also trained them on how to take care of themselves at this age or time. I was able to train 15 students. I was able to form an association. The success I recorded on this topic cannot be over-emphasized because my students understood it very well. I have no received any other training.

My name is Aisha Mohammed. I was trained in Hygiene. I used the knowledge to train the students and enforce them to put themselves in a hygienic condition by my supervision and other female teachers. I was able to train approximately ten students. I was not able to form any association. The success I recorded is the changes in the life of our female students. I have not received any other training.

My name is Sadiya Maitama. I was trained hygiene and reproductive health. I used the knowledge to empower youths. I was able to empower 20 people. I was able to form a group (female group). The success I recorded is that most of the students were shy when I teach them hygiene, how to take care of their private parts but at the same time, they learn and ask questions about what they do not know. I have received training in Knitting and sewing.

Girls building Resilience for Peace

Many girls have been saved from direct harm of gender-based and sexual violence. There has been high awareness about the menace of civil unrest and the benefits of peaceful coexistence among others. Now armed with the understanding of their role to play in peace building, girls have been able to build unique networks for stronger and greater opportunities to effect changes in their communities by spreading the word for peace and also being responsible for reporting any case of suspected recruitment into radicalism to the appropriate authorities.

This social approach has helped foster power in girls to help them gain control over their lives, be relevant in their communities, and society by acting on issues they define as important. The safe spaces have enhanced their capacity to make choices and to transform choices into desired actions and outcomes. The decision making power in girls have also been boosted tremendously as they have acquired knowledge, information, and skills that enable them to make informed decisions concerning their life. It has been noticed that girls have developed confidence which has helped them to be more comfortable speaking to their peers and sharing their opinions on issues. It boosted self-esteem in girls has also put them on the platform of being ambassadors for peace. Idleness is one of the reasons some girls get recruited into radicalization and have now been surmounted. Since one of the needs of young people is to be financially independent, small business training taught in safe spaces have enabled girls to acquire entrepreneurship skills while some have started their small-scale businesses. This, in turn, has facilitated income generation and savings. The safe space also provided sessions for the acquisition of literacy skills while it has facilitated the reintegration of dropout girls back to school.

CHALLENGES

The AHIP program faced a lot of challenges as many people did not understand why the intervention was necessary. This was a huge concern to the management of AHIP which brought about a community pulse feeling by holding focus group discussions with community

leaders, religious leaders, youth leaders, parents and some school teachers to address the problem.

The outcome showed that the elders are aware and concerned about most of the young people's issues on reproductive health and other vices, but they are more concerned with unemployment, high divorce rate, and poverty. With these findings, AHIP re-strategized to creating a vocational school which is now called the Institute for Human Development that builds skills and contribute to reducing unemployment. Schools outreach program also initiated.

With the societal attitudes and perception towards women owning a shop, most of the female participants interviewed explained that they do not have a shop which they use in selling their products or use as their workshop. According to the young women, their husbands will not allow it, and the society will not allow them to do that as well, as such they train other young people in their houses with the permission of their husbands. They also explained that it is still a challenge as they find it difficult doing the training in their houses because of space constraints.

LESSONS LEARNED

- The establishment of the vocational training projects was apt, it has a great impact on the communities, and it legitimized AHIP work.
- Taking calculated risks aimed at changing lives can be beneficial to an organization.
- Earning trust and having change agents who believe in the program in the different communities in which they reside can spread knowledge fast.
- Encouraged young people, girls, and boys to be good ambassadors of their community work for both the community and the individuals.
- Helping women and young people to understand and realize the importance of being self-reliant, wakes up their quest for achievements.
- At least fifty percent of persons trained with train more people with what they learned.
- We learned that Partnership and collaboration are key in every program.
- Working with the state ministries, departments, agencies, boards and Local /Emirate councils, Traditional, community, religious leaders, teachers, and other stakeholders gives the young people's program required legitimacy and paves the way for program ownership and sustainability;
- State actors have a sense of awareness, ownership, and responsibility towards programs for the young people.
- Islammiyya school teachers are strong allies in the implementation of FLHE for young people in Islammiyya schools and out of school. They demonstrated a strong sense of commitment, responsibility and took ownership of the process.
- Misconceptions and suspicions among teachers, gatekeepers, and other stakeholders still exist and, we shall continue to work in dispelling the misconception.

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