

PILOT IMPACT REPORT
**STUDENT
LEADERSHIP
CLUB**

An Initiative of AWLO



A PUBLIC-SCHOOL EXTRA-CURRICULAR PROGRAM



“They are both tomorrow’s leaders, parents, professionals and workers and today’s assets. Properly supported and given the right opportunities, girls and boys, young women and young men can play a significant part in lifting themselves, their families and communities out of poverty. Too often, however, youth are considered only or mainly as a problem to be contained; a threat to peace and security.”
DFID/Maguire, 2007

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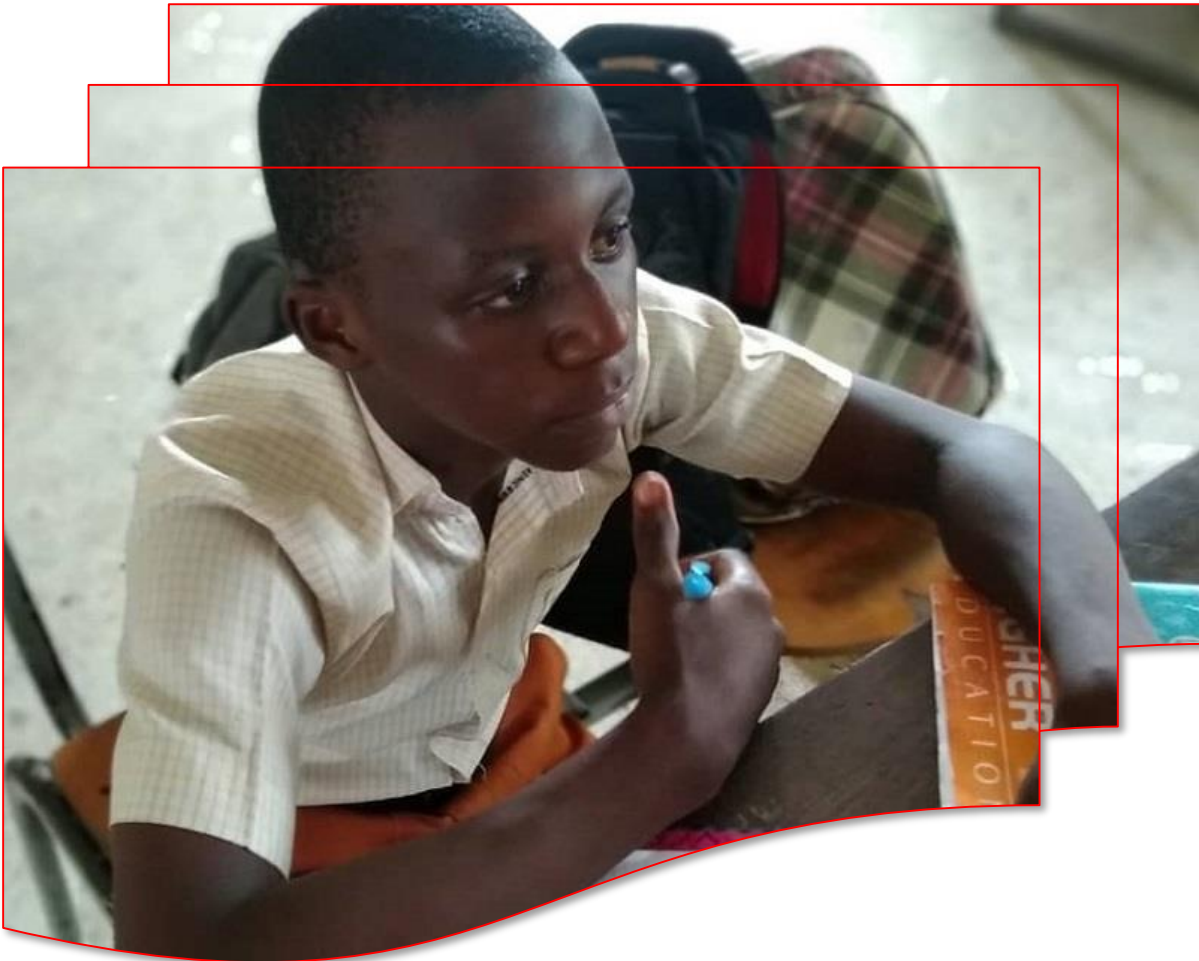
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WHO WE ARE



Student Leadership Club is a school-based personal development program that improves the academic and life outcomes for students in public secondary schools.

THE SDGs: HOW IT ALL ADDS UP



- ✓ **GENDER EQUALITY - SDG Goal 5, target 9**
Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.
- ✓ **QUALITY EDUCATION - SDG Goal 4, target 7**
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

OUR INDICES



Driving Youth Participation

“Participation is a fundamental right. It is one of the guiding principles of the Universal Declaration of Human Rights. Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action.”
– United Nations

Ending Gender-based Discrimination

UNESCO maintains that Culture is the most sustainable method of driving gender-equality. Thus, through building valuable partnerships, sharing information, igniting interest, and driving sensitization; a new movement towards gender-parity can be initiated.

Equal Access and Opportunities

“To ensure that youth participation is inclusive, equitable and gender sensitive, social, economic and cultural barriers affecting young women must be removed. They should have equal access to education and vocational training to be properly equipped for full participation in society, especially political involvement.”
– United Nations

CHAMPIONING A PILOT

DESIGNING WITH THE STAKEHOLDERS

THE HYPOTHESIS

AWLO hypothesizes that gender parity and life skills can be achieved among girls and boys from adolescence. This can be achieved through the following;

1. Teaching life Skills, to build a personal agency; for the improvement of life and educational outcomes among girls and boys.
2. Promote leadership outcomes among girls and boys; through participation in civic activities and community service.
3. Work with educators, guardians and stakeholders; to promote learning, and equal opportunities for girls.
4. Provide a gender-sensitive complementary curriculum for schools.

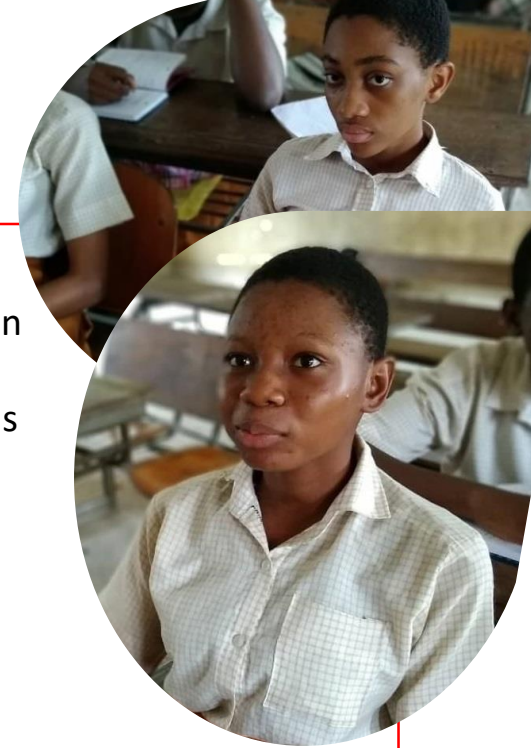
SURVEY

Following the hypothesis, a survey for heads of public schools in 4 communities in Lagos State was administered to get relevant data for a curriculum design. From the data gathered:

- Academic mentorship by teachers, and other academic activities were the existing measures mandated by the authorities to improve life outcomes among girls and boys.
- Participation in extra-curricular activities were mostly based on academic inclinations.
- Parents were involved in students' learning activities occasionally
- Gender-sensitivity and civic activities are not carried out

THE PILOT

AWLO will teach life skills to adolescents using a gender-sensitive complementary curriculum in Agidingbi Grammar school for the pilot phase. Then expand impact to schools in the 4 communities under education district VI of Lagos State. Based on the hypothesis, this will increase the chances of female participation and foster gender parity in the long-run.



THE STUDENT LEADER'S BELIEF



I believe in myself!

I believe that I can attain my best possible self.

I am committed to being the change that I want to see in my community.

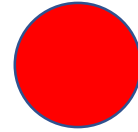
I Lead!

PROGRAM'S IMPACT AREA

The following was achieved 8 weeks in-class and holiday program:

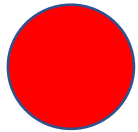
- Creation of an affirmation board to affirm personal vision
- Shaping students perspective on relationships, by helping them nurture a value-adding support-system
- Creation of a sense of responsibility; to be and create the change they want to see.
- Enabling confidence and self-awareness especially among girls.
- Helping beneficiaries identify and form personal values.
- Involvement in community development.
- Personal mentor-mentee relationship.

FEEDBACK



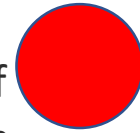
STEPHEN AJIBOLA

My Mum said since the Day I pasted my Affirmation Board on the wall at home, (Affirmation Board is a set of self-motivating and accountability statements written on a cardboard paper, reaffirming who I am to myself) that I have been trying to keep up with it. I loved it because it really helped me to know more about myself and my capabilities



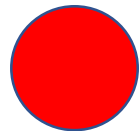
OLUFUNMILAYO OWOOTAN

Before now, I was a girl that loved playing, believed in what people thought of her and not what she thinks of herself. A girl that wasn't bold and confident. Now I am a bold and responsible person. Recently my friend said, "Funmi you are already behaving like someone that is mature and responsible, and we laughed"



OLAWALE OLARINDE, CLASS TEACHER

Funmi has become very bold. She has not hesitated to come forward to me to point out what she feels has to change. I like that.



NANCY EMMANUEL

Now I can Boldly say I am a Leader. My mum even said she now sees a leader in me. Before now I had less belief in myself, now I believe in myself and I am bold enough to speak in public.