GLY Empowerment Impact Report

Sustainable Development Goals Implementation Report

COVER PAGE

Report Title: GLY Empowerment 2025-2026 School Year Impact Report

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Organization: GLY Empowerment (Girls Wellness & Empowerment Foundation Nigeria)

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1. EXECUTIVE SUMMARY

The 30-Second Overview

GLY Empowerment brings comprehensive health education, personal safety training, STEM exposure, and leadership skills directly into Nigerian schools. In the 2025-2026 school year, we reached **316 girls** across **6 schools** in Lagos, advancing three UN Sustainable Development Goals.

We're proving that when girls have knowledge, support, and belief in themselves, they can change their own futures.

Key Metrics This Period

Metric	This Period	Cumulative	Target 2027
Girls Reached	316 girls	316 girls	400+ girls
Schools Visited	6 schools	6 schools	8+ schools
Pads Distributed	316 pads	316 pads	600+ pads
Program Hours	24+ hours	24+ hours	40+ hours
School Visits	6 visits	6 visits	8+ visits

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2. OUR MISSION & SDG ALIGNMENT

Our Mission

> *"Every girl deserves to know her worth, understand her body, and believe in her potential. The work begins with girls. And it never stops."*

Our Founder's Story

My name is Roseline Adesanya. I am a Nigerian-American registered nurse, founder, and women's advocate.

I started GLY Empowerment because of my own menstrual health journey. For years, I didn't know what was normal, what was abnormal, or that I had options. That silence became isolation. By the time I understood my body and sought help, years had passed.

That's when I realized: if I did not know, millions of girls do not either. They're sitting in classrooms confused and ashamed, thinking something is wrong with *them*.

So I decided to teach girls what I wish someone had taught me: what's normal, what's abnormal, and that your body is worth understanding. That your questions matter. That you deserve to be heard.

How We Implement the Sustainable Development Goals

We focus on three interconnected SDGs to create lasting change for Nigerian girls:

SDG 3: GOOD HEALTH & WELL-BEING

Every girl deserves to understand her body and care for her health.

What we do:

- Provide menstrual health education that's rarely taught in Nigerian schools
- Distribute sanitary pads so girls don't miss school due to periods
- Teach personal safety and bodily autonomy
- Connect girls to healthcare resources

Why it matters:

- Menstrual stigma is a key barrier to girls' education and opportunity
- Many girls lack basic reproductive health knowledge
- Access to pads dramatically improves school attendance

SDG 4: QUALITY EDUCATION

Quality education must include STEM, leadership, and belief in one's potential.

What we do:

- Deliver hands-on STEM activities in schools lacking these resources
- Train girls in leadership and confidence-building

- Show girls that STEM careers are accessible to them
- Partner with teachers to integrate these skills into curriculum

Why it matters:

- Nigerian schools underemphasize STEM, especially for girls
- Girls often internalize that "science isn't for me"
- Early exposure and encouragement increase girls' academic confidence

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SDG 5: GENDER EQUALITY

Gender equality begins when girls know their rights and their worth.

What we do:

- Train girls in boundary-setting and personal safety
- Teach girls to recognize and respond to unsafe situations
- Build leadership skills and practice speaking up
- Create safe spaces for girls to ask questions and be themselves

Why it matters:

- Many girls lack language to identify and resist harm
- Girls need practice exercising agency and voice
- Early confidence-building leads to lifelong leadership

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3. OUR SCHOOL PARTNERSHIPS & PROGRAM DELIVERY

Reaching Girls Across Diverse School Environments

6 schools. Multiple contexts. One commitment: no girl left behind.

Our 2025-2026 School Partnerships

In 2025-2026, we partnered with 6 schools across Lagos, a mix of primary and secondary institutions. School administrators graciously opened their doors and welcomed our team, creating safe spaces for girls to learn and grow.

Schools we worked with:

1. InterGuide Academy (50 girls)
2. YoungGold Montessori Schools (76 girls)
3. Leso Rond School (56 girls)
4. CPM International School (52 girls)
5. Angels on Mission School (43 girls)
6. Goldspring School (39 girls)

Overcoming Infrastructure Barriers

Not every school had projectors or microphones, but we refused to let infrastructure limitations become barriers to learning. Our team adapted quickly, creating printed workbooks for every girl so she could follow along, take notes, and keep the material long after we left.

These workbooks became powerful tools:

- Girls could follow along during sessions without relying on technology
- Each girl kept a workbook to review at home
- Teachers had materials to reference after our visits
- Workbooks could be shared with siblings or friends

Inclusive Programming for Girls with Special Needs

We believe every girl deserves access to our programs. For girls with other accessibility needs, our team adapted sessions on a case-by-case basis, ensuring no girl was left behind.

Looking Ahead

The 2025-2026 school year proved our model works, we can teach anywhere, adapt to any environment, and reach any girl. We're excited to partner with even more schools in the 2026-2027 school year and beyond, bringing Stepping Into Bloom to more communities across Lagos.

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4. DETAILED IMPACT BY SDG

SDG 3: GOOD HEALTH & WELL-BEING

Metric 1: Girls Reached with Menstrual Health Education

Category	**Number**
Girls reached this period	316 girls
Schools reached	6 schools
Target 2026	300+ girls
Status	✅ **EXCEEDED**

Key Activities:

- Delivered menstrual health sessions at 6 schools
- Covered topics: menstrual cycle basics, managing periods at school, understanding normal vs. abnormal, reducing stigma
- Created safe space for 316 girls to ask questions about menstruation and health
- Distributed printed workbooks for girls to take home

Outcome Indicators:

- Girls reported increased comfort asking questions about menstruation
- Teachers observed girls being more confident talking about health
- Girls kept workbooks as resources for future reference

Metric 2: Sanitary Pads Distributed

Category	**Number**
Pads distributed this period	316 pads
Target 2027	600+ pads
Status	✅ **On track**

Impact:

- 316 girls received access to sanitary pads, reducing shame and enabling school attendance
- Teachers reported girls felt valued and cared for by receiving pads
- Girls reported appreciation for practical support alongside education

Metric 3: Personal Safety Training

Category	**Number**
Girls trained	316 girls
Schools reached	6 schools
Average engagement	4/5
Active participation rate	95%

Topics Covered:

- Recognizing unsafe situations
- Setting and enforcing boundaries
- Knowing where to get help
- Body autonomy and consent
- Speaking up safely

Girls Reported Learning:

- How to identify when something feels unsafe
- How to say "no" firmly and confidently
- Who they can trust and who to contact for help
- That their bodies belong to them

SDG 3 Summary: This period, GLY directly improved health and well-being for **316 girls** through education and practical support. We exceeded our 2026 goal and are on strong trajectory to reach our 2027 target of 400+ girls.

SDG 4: QUALITY EDUCATION

Metric 1: STEM Education Reached

Category	**Number**
Girls reached	316 girls
School visits	6 visits
Average engagement	4/5
Target 2026	300+ girls
Status	✅ **EXCEEDED**

STEM Topics Delivered:

- Interactive science experiments and demonstrations
- Technology and innovation activities
- Engineering challenges and problem-solving
- Hands-on projects girls could touch and explore

Hands-On Activities Delivered:

- STEM experiments during school visits
- Leadership challenges and group problem-solving
- Career exploration discussions
- Girls exploring what STEM means in their own lives

Metric 2: Leadership Training

Category	**Number**
Girls trained	316 girls
Sessions delivered	6 visits
Average participation	4/5
Girls who asked questions	85%
Girls who participated in group activities	100%

Leadership Skills Practiced:

- Speaking up confidently in groups
- Making decisions
- Problem-solving collaboratively
- Building confidence in their own abilities
- Understanding their value as leaders

Teacher Observations: Teachers noted increased participation and confidence from girls in regular classroom settings following GLY sessions. Girls were more willing to raise their hands and contribute to discussions.

SDG 4 Summary: This period, **316 girls** gained exposure to STEM and leadership skills they wouldn't otherwise access. We exceeded our target and are building the foundation for girls to see themselves as capable learners and future leaders. Progress toward 2026 goal: **100%+ complete** (exceeded target).

SDG 5: GENDER EQUALITY

Metric 1: Personal Empowerment Reached

Category	**Number**
Girls completed program	316 girls
Schools reached	6 schools
Program topics	All 4 areas (Health, Safety, STEM, Leadership)

Core Empowerment Areas:

- **Boundary-Setting:** 316 girls trained
    - Outcome: Girls can identify boundaries and practice saying no
- **Personal Safety:** 316 girls trained
    - Outcome: Girls report understanding how to recognize unsafe situations
- **Leadership & Voice:** 316 girls trained
    - Outcome: Girls demonstrated speaking up in group settings

Metric 2: Agency & Voice

Category	Number
Girls who asked questions in session	85% of attendees
Girls who spoke up in group	90%
Girls engaged in activities	95%

Evidence of Increased Agency:

- Multiple girls asked follow-up questions during sessions
- Girls voluntarily shared personal reflections and experiences
- Teachers reported increased classroom participation from girls
- Girls actively participated in group activities and discussions

Metric 3: What Girls Are Saying About Their Worth

Girls reported:

- "I not embarrassed by my period anymore"
- "I can say no when something doesn't feel right"
- "Science is actually cool, I never thought I'd like it"
- "I felt like everyone listened to my ideas in the group"

SDG 5 Summary: This period, **316 girls** learned that their voices matter and their boundaries are sacred. They practiced saying no, speaking up, and leading. These skills compound over time. Early confidence-building leads to girls who stay in school, finish education, and lead their families and communities. Progress toward 2027 goal: **100%+ complete** (exceeded target).

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5. DATA & METRICS

All School Visits This Period

Visit ID	School Name	Date	Level	Girls	Pads	Health	Safety	STEM	Leadership	Status
V001	InterGuide Academy	30-Jul-25	Level 1	50	50	✓	✓	✓	✓	Complete
V002	Young Gold Montessori	18-Feb-26	Level 1	76	76	✓	✓	✓	✓	Complete
V003	Leso Rond School	18-Feb-26	Level 1	56	56	✓	✓	✓	✓	Complete
V004	CPM International School	17-Mar-26	Level 1	52	52	✓	✓	✓	✓	Complete
V005	Angels on Mission School	03-Jul-26	Level 1	43	43	✓	✓	✓	✓	Complete
V006	Goldspring School	08-Jul-26	Level 1	39	39	✓	✓	✓	✓	Complete

Visit ID	School Name	Date	Level	Girls	Pads	Health	Safety	STEM	Leadership	Status
TOTAL	—	—	—	**316**	**316**	—	—	—	—	—

Quarterly Goals vs. Actual

Goal	Target	Actual	Status
Girls reached	300+	316	✅ **EXCEEDED**
Schools visited	6	6	✅ **MET**
Pads distributed	300+	316	✅ **EXCEEDED**
Engagement average	4/5	4.2/5	✅ **EXCEEDED**
Programs delivered	All 4 areas	All 4 areas	✅ **MET**
All girls with workbooks	100%	100%	✅ **MET**

Data Quality Notes

Data Collection Method:

- School visits with coordinator observations
- Attendance records maintained by schools
- Pads distributed and counted per school
- Engagement observed during sessions

Challenges in Data Collection:

- Limited formal survey capacity
- Focused on delivering quality programming rather than extensive data collection
- Coordinator observations and school partnership feedback provided qualitative insights

Improvements Made This Period:

- Developed print-based survey/feedback form for future rollout
- Trained on consistent attendance tracking
- Created simple engagement rating system for sessions

6. STORIES OF CHANGE

Impact Through Our Work

Story 1: First Day Confidence

School: InterGuide Academy, July 2025

When our team arrived at InterGuide Academy, one girl in the back row sat looking uncomfortable. During the menstrual health discussion, her hand slowly went up. She asked: "Is it normal that...?" For the first time, she was asking her question out loud.

By the end of the session, she had received a workbook, menstrual kit, and asked three more questions, and was sitting closer to the group. When we left, she waved goodbye, a small gesture that meant everything.

What changed: She went from isolated to engaged. She learned her question wasn't shameful, it was important.

SDG connection: SDG 3 (Good Health & Well-Being) and SDG 5 (Gender Equality) - She's now asking questions about her own body.

Story 2: STEM Awakening

[School: CPM International School, March 2026]

During a hands-on STEM activity, a girl who'd been quiet most of the morning suddenly volunteered to lead her group through an experiment. She was careful, thoughtful, and confident. When we asked her, "Do you like science?" she smiled and said, "I never thought I would."

Her survey response after the session: *"I didn't know girls could be scientists too."*

What changed: She moved from doubt to possibility. Science feels accessible to her now.

What's next: She mentioned wanting to take more science classes in secondary school.

SDG connection: SDG 4 (Quality Education) - She now sees herself as capable in STEM.

Story 3: Teacher's Observation

Leso Rond School, February 2026

School administrator, observing the program:

> "The girls were completely engaged. They asked so many questions I hadn't heard them ask before. The fact that you brought printed materials so every girl could take home and keep learning. Girls who usually don't participate were fully engaged. Thank you for this."

What the teacher observed:

- Increased participation from shy/quiet girls
- Girls taking notes and keeping materials
- Visible confidence boost during sessions
- Long-term engagement (girls kept workbooks to review)

SDG connection: SDG 4 (Quality Education) and SDG 5 (Gender Equality) - Teachers see girls stepping into their own leadership and learning.

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7. CHALLENGES & LEARNINGS

What Didn't Go as Planned

Challenge 1: Limited Technology Access in Schools

The challenge: Three schools didn't have projectors or reliable microphones, which could have limited our ability to teach large groups.

How we responded: We designed printed workbooks immediately. This became a strength, not a limitation. Every girl got her own materials to follow along, take notes, and keep.

Learning for next time: Low-tech solutions are often better. Printed materials are more equitable, more memorable, and more sustainable than digital presentations.

Challenge 2: Limited Formal Data Collection

The challenge: Only one school conducted written surveys. We relied heavily on coordinator observations and school feedback.

How we responded: We collected data through attendance, pad distribution, and coordinator notes. We observed engagement directly during sessions.

Learning for next time: Develop simple, printable feedback forms. Train schools on data collection. Make it easy for schools to track outcomes alongside our delivery.

What Worked Really Well

Success 1: The Printed Workbook Model

Why it worked: Girls had something tangible to take home, review, share. Teachers could continue conversations using the materials. Parents could see what girls learned.

Will we do it again: Absolutely. This is now core to our model.

Success 2: Inclusive Partnerships with Schools

Why it worked: School administrators were invested. They created welcoming environments. They wanted us to succeed and adapted their schedules to accommodate us.

Will we do it again: Yes. We'll continue building these relationships deeply rather than trying to reach too many schools at once.

Success 3: The Full Stepping Into Bloom Program

Why it worked: Combining health, safety, STEM, and leadership into one program meant girls got a comprehensive experience. Teachers saw how the pieces fit together. Girls felt fully seen and not just as girls who need menstrual health info, but as whole people with potential.

Will we do it again: Yes. The integration is our strength. Each area reinforces the others.

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8. LOOKING AHEAD: 2027 GOALS

Our Targets for Next Year

SDG 3: Good Health & Well-Being

- Reach **400+ girls** with menstrual health education
- Distribute **600+ pads**
- Launch **Support Program Secondary school graduates**
- Partner with **2+ health clinics** for girl referrals
- Measure **school attendance impact** pre/post programming

SDG 4: Quality Education

- Reach **400+ girls** with STEM education
- **70% of girls** report increased STEM confidence (via survey)
- Integrate **GLY curriculum** into 2+ schools' regular schedule
- Train **teacher partners** on sustaining STEM focus beyond our visits
- Develop **STEM career exploration guide** for girls

SDG 5: Gender Equality

- Train **400+ girls** in personal safety and boundaries
- **80% of girls** report using ≥1 safety skill learned
- Measurable **increase in school attendance** for participating girls
- Develop **peer-mentoring model** where older girls lead younger ones
- Create **safe reporting mechanism** for girls who need help

Expansion Goals

- Extend to **8+ schools** (up from 6)
- Reach **1,000+ girls cumulatively** (up from 316)
- Partner with **1-2 government education partners** for curriculum integration
- Establish **3-person core team** (currently 1 full-time coordinator + volunteers)

How Your Support Makes This Possible

We depend on donors and supporters to make this work happen. Here's what we need for 2027:

Funding Breakdown:

Need	Amount (USD)	Amount (NGN)	What it funds
Sanitary pads & health materials (SDG 3)	$400	₦580,000	Pads for all 400+ girls
STEM activity supplies (SDG 4)	$300	₦435,000	Hands-on materials, experiments
Leadership training facilitation (SDG 5)	$250	₦362,500	Workbooks, guides, materials
Coordinator salary & travel	$600	₦870,000	Field coordinator in Lagos
Impact tracking & reporting	$150	₦217,500	Data collection, surveys, reports
Program administration & outreach	$200	₦290,000	Communications, partnerships
Total 2027 Budget	**$1,900**	**₦2,755,000**	**Complete program delivery**

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9. HOW TO SUPPORT THIS WORK

Donate

Every donation directly advances the UN Sustainable Development Goals.

Giving Levels:

- **₦10,000 / $7** → Pads for 6 girls *(SDG 3)*
- **₦25,000 / $18** → Full school visit *(SDG 3 & 4)*
- **₦100,000 / $71** → Full quarterly school programming *(All 3 SDGs)*
- **₦500,000+ / $350+** → Sponsor a school partnership for a year *(All 3 SDGs)*

Where your donation goes:

- 85% directly to girls' programs

- 10% to impact measurement & reporting
- 5% to administration & operations

DONATE NOW

Volunteer

We're building a network of global supporters. Ways to get involved:

- **Share our work** on social media
- **Connect us** with funders, partners, or corporate sponsors
- **Volunteer your expertise** (STEM teaching, health education, nonprofit strategy, sign language interpretation)
- **Advocate** for girls' education and health in your community
- **Join our advisory board** (remote option available)

VOLUNTEER FORM

Partner

Are you an organization, school, or business aligned with our mission?

We're looking for partnerships that expand our reach:

- **Schools:** Host our Stepping Into Bloom program quarterly
- **Corporations:** Sponsor a school partnership or donate STEM materials
- **NGOs/Foundations:** Co-fund programs or provide technical support
- **Healthcare facilities:** Partner on health referrals and girl support
- **Universities:** Research collaboration on impact measurement

CONTACT US TO PARTNER

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10. ABOUT GLY EMPOWERMENT

Our Founder

Roseline Adesanya, MSN, RN

- Nigerian-American registered nurse with clinical research background
- Women's advocate and social impact leader

- Founded GLY Empowerment in 2025 after recognizing the urgent need for girls' health and leadership programming in Nigerian schools

Our Team

- **Roseline Adesanya** - Founder & Executive Director
- **Field Coordinator (Lagos)** - Program delivery and data collection
- **Volunteer Network** - Facilitation team including sign language interpreter

Our Registration

- **Organization Name:** GLY Empowerment (Girls Wellness & Empowerment Foundation Nigeria)
- **Status:** Registered nonprofit
- **Location:** Lagos State, Nigeria
- **Year Founded:** 2025

Our Core Values

- **Every girl has inherent worth.** Regardless of background, circumstance, or achievement.
- **Knowledge is power.** Especially about health, bodies, rights, and potential.
- **Girls deserve safe spaces.** To ask questions, be curious, be themselves.
- **Change happens together.** Through school partnerships, donor support, and global community.

Why This Matters

Nigerian girls face interconnected challenges: menstrual stigma leads to school absence, which limits education, which limits economic opportunity. Lack of STEM exposure means girls opt out of high-paying careers. Absence of safety training leaves girls vulnerable.

GLY Empowerment tackles all three at once, because girls are whole people, not problems to be solved separately, but futures to be invested in.

APPENDICES

Appendix A: School Visit Photos



Girls receiving their menstrual kit, and workbooks will be equipped with knowledge past the classroom.

- *Goldspring, July 2026*



Leadership starts with one girl who is not afraid to stand up and speak her mind.

- *CPM SChool , March 2026*



Girls work in group STEM projects because every girl deserves to be a part of STEM.

- *YoungGold Montessori, February 2026*



Classroom interactions are key to building relationships within our programs.

- *Leso Rond School, February 2026*



Girls at InterGuide getting a visual experience of pad placement.

- *InterGuide Academy, July 2025*

Appendix B: Data Collection Methods

Attendance:

- Schools maintain registers during visits
- Coordinator confirms attendance
- Pads distributed equal to girls present

Engagement:

- Coordinator observes participation during sessions
- Rates engagement on 1-5 scale
- Notes quality of questions and interaction

Impact Stories:

- Coordinator notes observations during visits
- Asks girls reflective questions
- Documents feedback from teachers
- Records quotes and specific examples

Surveys:

- Questions covered: knowledge gained, confidence, intent to continue learning
- Format: 5-question form, mix of yes/no and open-ended

Appendix C: UN SDG Framework Reference

SDG 3: Good Health & Well-Being

"Ensure healthy lives and promote well-being for all at all ages"

GLY's contribution: Menstrual health education, personal safety training, connecting girls to health resources.

SDG 4: Quality Education

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

GLY's contribution: STEM education, leadership training, building girls' confidence in learning and capability.

SDG 5: Gender Equality

"Achieve gender equality and empower all women and girls"

GLY's contribution: Boundary-setting, voice-building, leadership development, creating safe spaces for girls to be heard.

PUBLICATION NOTE

This report was prepared by GLY Empowerment for the 2025-2026 school year cycle.

Data collection: Conducted by field coordinator(s) in Lagos during school visits (July 2025 - July 2026)

Report prepared by: Roseline Adesanya, Founder

Data quality: Based on attendance records, coordinator observations, school partnership feedback, and 51 written surveys from one school

For questions about this report, contact: Roseline Adesanya at info@glyempowerment.org

Next report: Expected July 2027 (2026-2027 school year)

FOOTER

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Every Nigerian girl deserves to grow up strong, healthy, and bold.

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