



A RESEARCH REPORT

A LOOK IN THE MIRROR

GIRLS' POWER INITIATIVE (GPI) REFLECTION AT 26 YEARS

**GIRLS' POWER INITIATIVE(GPI)
NIGERIA**

"Towards an empowered womanhood"

Edited by Grace Osakue and Loretta Enofe-Laurel



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EDITED BY GRACE OSAKUE AND LORETTA ENOFE-LAUREL

FOR

GIRLS' POWER INITIATIVE (GPI) NIGERIA

WITH SUPPORT FROM

GLOBAL ALLIANCE AGAINST TRAFFIC IN WOMEN (GAATW)

Under the Project

GENERATION EQUALITY

GIRLS' POWER INITIATIVE (GPI) NIGERIA

67 New Road, Off Amadasun Street, Upper Ekewan Road, Ugbiyoko, P.O.
Box 7400, Benin City, Nigeria.

Tel 234-8073042499, 234-8088883070.

Email: gpibenin@gpinigeria.org

Abuja Liaison Office

Block 52, Agbede Close Off 311 Road, Off Igueben Road, Federal Housing
Phase 2, Kubwa FCT.

Tel: 234-8143089095

Email gpiabuja@gpinigeria.org

Website: www.gpinigeria.org

Facebook: Girls' Power Initiative (GPI).

Twitter: @girlspowerinit

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PREFACE AND ACKNOWLEDGEMENTS

Girls' Power Initiative (GPI) is a non-profit, non-governmental, youth development organisation founded in 1993 which began activities in July 1994, with centres in Edo, Cross River, Akwa Ibom, and Delta States, and the Federal Capital Territory Abuja. Registered with the Corporate Affairs Commission (1995) GPI has since inception been committed to its mission of empowering girls for the realisation of a future where women are visible and valued actors in society.

This publication documents the Reflection Process carried out by GPI in 2020 to achieve an honest and engaging conversation about GPI's journey, opportunities and challenges, lessons learned, new possibilities, and the road ahead following GPI's twenty-six (26) years of work on girls' empowerment as a strategy for achieving gender equality. The reflection focused on GPI's Comprehensive Sexuality Education (CSE) program in all the States where it has Centres. The collective and participatory Reflections led by the GPI National Liaison Office, Abuja for a 7-month period involved the organisation's past and present beneficiaries and stakeholders through qualitative and quantitative Research Methods that covered the GPI Levels of influence for the realisation of a gender equal society where women are valued and visible actors.

We thank every member of the GPI Research Team and all Respondents who participated in the Reflection Process for their cooperation and contributions to the Process. Dr Nosakhare Aladeselu the research consultant who provided technical support for the Reflection Process is also deeply appreciated for the expertise and insights she brought in and the quality of report she produced. We thank Global Alliance Against Traffic in Women (GAATW) for initiating and funding the Generation Equality Project under which the Reflection was carried out.

Appreciation also goes to all our partners and Structures that are co-operating with us to realize the goals of GPI, the indefatigable GPI State Co-ordinators, their members of Staff and Volunteers executing the everyday activities of GPI, and their families who have been making sacrifices to enable them have the space and time for their work.

Grace Osakue
Co-founder and Chairperson GPI Executive Board
January 2022

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CHAPTER 1:

AS THINGS ARE

"I did not expect anything from GPI, I just went there, and I was like God I wonder what they do. Well, when I got there, they were wonderful. They taught me how to be open, very open, bold. Naturally, I like talking about women, but I don't know how I will go out and speak. That shyness was in me, communication skills then was zero, but now I can talk to anybody anywhere I want to. So, I thank GPI for that".

- Lucy, 19, GPI Girl, Calabar Centre

"When I came to GPI, I was shy, I had low self-esteem. When my friends are criticizing me, sometimes I will go to another place and I will be crying but when I came to GPI I learnt to be bold I was able to speak out when my friends were criticizing me negatively, I was able to be bold in public and was able to learn the skills GPI taught us. GPI taught us so many skills"


- Rachael, 13, GPI Girl, Benin Centre

1.1 Background

Development concerns for women have not witnessed significant changes even as we exit the second decade of the twenty-first century. In Nigeria, the longstanding low status of women is yet to see a new dawn, being currently aggravated by the increasing poverty factored by corruption and poor governance. This has over the years manifested in health consequences, feminisation of HIV/AIDS, trafficking in women and girls, negligible presence of women in policy making arena, increased violence against women and girls amongst others.

Women and girls' powerlessness has led to negative indicators in all sectors identified as critical areas of concern in the Beijing document, the Millennium Development Goals, and now, the

Sustainable Development Goals cannot be more needed in any country than Nigeria. Specifically, women remain the majority of the uneducated, majority of those infected and affected by HIV, face various forms of gender-based violence including human trafficking and sexual violence, have insignificant presence in most political and governing structures and dominate the low income earning informal sector. Violence against girls today is recognised as a major human rights issue on the international human rights agenda. Although reliable data on the issue is scarce, particularly in Nigeria, there is an increasing body of knowledge, especially since the onset of the COVID-19 pandemic, indicative of the fact that it is widespread and common. Thus, it is recognised as the one issue that calls for urgent intervention.



The young especially girls are socialised at home, schools, and wider society to accept whatever is passed to them by teachers, leaders, and elders without questioning and they end up lacking the skills for critical analysis and questioning that are needed for advocacy on all issues especially in demanding gender equality, respect for human rights, accountability and good governance that would reduce gender discrimination and poverty through people-oriented programming.

Focus on certification at all levels of learning rubs the young of opportunity for skills development that is essential to involvement of workable alternatives for sustainable livelihood in the absence of formal sector employment.


The Nigeria draft report on Beijing+25 Review (2019) affirms that despite higher levels of awareness and acceptance within this review period, the term ‘gender equality’ and programs associated with it, are still strongly resisted across geopolitical zones, based on perceptions around the ‘place’ of men, women, boys and girls in different spheres of life. These perceptions are shaped by patriarchal social norms and cultural beliefs, which also influence the character of social institutions and make it more challenging to achieve gender justice. While it has been possible to renegotiate a few of them, most of these social norms and cultural beliefs are deeply entrenched

and have remained in place.

OXFAM (2017) similarly attributes this to the pervading culture of patriarchy in Nigeria, one which ascribes numerous benefits to men, while systematically placing serious constraints on women's rights. Patriarchy is widely regarded as the root cause of Violence against women and girls (VAWG), as it has enshrined inequality into social life in such a manner that most women have become socialized into accepting male domination, VAWG and discrimination as the norm’.

In the South-South States of Edo, Delta, Cross River (CRS), Akwa Ibom (AKS); and FCT, Abuja where GPI has centers, VAWG is manifested throughout their life cycle and widely accepted as normal. Sad tales of girls who are stripped of their right to bodily integrity, ripped of their childhood and sold off to older men abound. According to the CRS Gender Policy (2018) 38% of married girls aged 15-19 were married before they were 15 years old.

The Nigeria Demographic Health Survey (NDHS) 2013 shows that 23% of women aged 15-19 have begun childbearing - with CRS having the highest number of teenage pregnancies in the South-South and AKS leading in the numbers of women affected by vesico-vagina fistulae.



All the States have high prevalence rates of female genital mutilation (FGM) with Cross River State also having a high prevalence rate (41.4%). The practice is slightly higher in the rural areas (43.1%) than in the urban areas (40.8%). Edo and Delta are particularly affected by sex trafficking especially towards North Africa and Europe. While CRS and AKS are known for internal and external trafficking to Cameroon and Gabon (Uwa, 2010), Edo and Delta States maintain the 1st and 2nd positions in statistics of returnees by agencies like UN Migration (IOM) (IOM 2019).

To tackle these problems, GPI's work focuses On Comprehensive Sexuality Education (CSE) from human rights and gender perspective, leadership and entrepreneurial skills building for girls and young women. GPI together with other CSOs, have partnered and individually carried out interventions focused on community awareness raising to reduce VAWG such as FGM, early marriage, trafficking in persons; review, awareness raising and implementation of favorable national and state policies and legislation advancing the rights of girls and women such as Laws against FGM, early marriage, child rights law, Violence against Persons Prohibition Law, etc.

Breaking the culture of silence on issues affecting girls and women and promoting gender mainstreaming. CSOs, Government and UN agencies have partnered and individually carried out

interventions focused on awareness raising and education to reduce VAWG such as FGM, early marriage, trafficking in persons. Laws have also been passed and some reviewed to give more teeth to prevention efforts but a lot still needs to be done to reorientate people to equally value the sexes and desist from age long practices that are harmful to girls.

These interventions have not been replicated to cover all the LGAs in the States. Many women and girls especially in the rural areas are still not aware of their rights, have inadequate knowledge of/and access to protection and response pathways. Community influencers in many places also hold on to these discriminatory and harmful practices as the norm erroneously resisting change in the name of being custodians of culture.

In 2019, GPI marked her Silver Jubilee. Still significantly promoting the cause of Women and Girls, GPI needed a look in the mirror for self-reflection as she raises new foundations for a new generation leadership following her golden anniversary. GPI since 1994 has been executing programs to reduce poverty, increase visibility of girls and women through youth development and in the last ten years has programmed to make States agree to the implementation of Comprehensive Sexuality Education otherwise called Family Life and HIV Education in the States where it has Centres, in an effort to make available

through the school system the relevant skills, knowledge and attitudes necessary to effect the changes needed to improve gender relations and end social injustice in the society.

Picture 1:
1995 October Pioneer members pose during the visit of GPI's first funders International Women's Health Coalition (IWHC) representatives to Benin



Picture 2:
GPI Girls graduation ceremony into the GPI alumnae association (GAA)



Picture 3:
2019 October Day of the Girl Child in Calabar



1.2 Reflection

GPI Nigeria has over the years since inception focused primarily on intergenerational knowledge transfer from feminist visionaries to adolescent girls and young women thereby building young feminists equipped to take charge of their lives and geared to drive the paradigm shift of patriarchy in Nigeria for gender equality to be achieved.

The Reflection Process aimed at achieving an honest and engaging conversation about GPI's journey, opportunities and challenges, lessons learned, new possibilities, and the road ahead, weighed in on GPI's twenty-six (26) years of work on girls' empowerment as a strategy for achieving gender equality with emphasis on Comprehensive Sexuality Education (CSE) as a means in all the States where GPI has Centres

The collective and participatory Reflections led by the GPI National Liaison Office, Abuja for a 7-month period involved the organisation's past and present beneficiaries and stakeholders through qualitative and quantitative Research Methods. 10 and 2 e-FGD sessions for the graduates of GPI and current GPI girls respectively, e-surveys for parents, teachers, and policy makers, as well as administration of questionnaires to community members were carried out to cover the GPI Levels of influence for the realisation of a gender equal society where women are valued and visible actors.

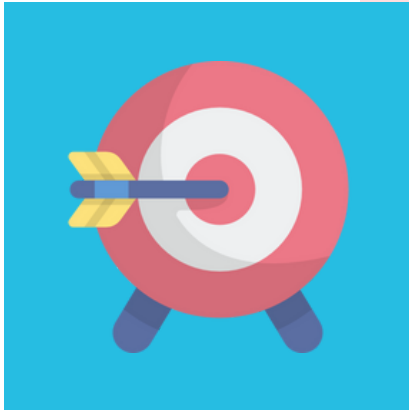
The GPI's safe space 3-years adolescent CSE programme with Gender and Human Rights as cross cutting issues was structured by the pioneering girls of 1994 made up of GPI co-founders – Bene Madunagu and Grace Osakue's daughters and their friends.

The founders having worked and being active in the women's movement, observing the complacency of women in acknowledging and demanding their human rights decided to work with girls to 'catch them young' to equip them with knowledge, leadership and life skills from a gender and human rights perspective for the achievement of Gender Equality. Further interactions with the girls at the weekly lessons showed they were interested in knowing more on sexuality issues and relationships,

this birthed the CSE focus and the programs of the organisation as it not only made clear what their needs were but a national workshop of the girls at the end of the first year led to a consolidation of the topics, means and methods of realizing the change desired.

Since then, five yearly strategic planning workshops with GPI girls, graduates, staff, Board, and relevant stakeholders review and frame the five years Strategic Plans of the organisation with GPI's Theory of Change reflected and reviewed. The guided Reflection Process focused on GPI's Youth Development Programming for the achievement of women's visibility and Gender Equality.

1.2.1. REFLECTION OBJECTIVES & PROCESS



Objectives

To achieve an honest and engaging conversation about GPI's journey, opportunities and challenges along the way, lessons learned, new possibilities, and the road ahead.



Process

Collective and participatory Reflections led by the GPI National Liaison Office over a 7-month period (Starting August 2020) that took the organisation's past and present beneficiaries and stakeholders through GPI Theory of Change and provided answers to the above objectives in respect of GPI **Youth Development programming for the achievement of gender Equality.**

CHAPTER 2:

HOW WE DID IT

The conduct of the Reflection exercise was participatory in planning and execution. GPI management and beneficiaries had a fair chance of inputting to the plans and eventual implementation of the Reflection design and plan. Both qualitative and quantitative research methods were employed, consisting of 12 e-FGD sessions for the girls and young women, e-surveys for parents, teachers, and community members, as well as administration of questionnaires to community members.

2.1 Population and Sample

GPI's Centre activities, Outreaches, Community programmes and Media programmes have established a population that covers 4 States in the South-South Region of Nigeria namely Edo, Cross River, Delta, Akwa Ibom States, and part of the Federal Capital Territory. From this very extensive population a reasonable sample was drawn to critically reflect on GPI outcomes, impact, and challenges to enable her chart a more progressive course on her vision for her target population.

2.1.2 Selection of Participants

A staff led process of reflection engaged a representative sample of beneficiaries and personnel to offer free opinion on what they considered as major effects, impact, and challenges of GPI intervention

in youth empowerment and related issues that had bearing on this focus. Simple random, purposive and cluster sampling methods were used to determine the final targeted sample size of 875, although 432 persons eventually participated as shown on Table 1B below.

The entire process was guided by a selection criterion for engaging with would-be respondents: voluntary beneficiaries from GPI's safe space sexuality education program and their parents, teachers at GPI Schools Outreach program, community members that had interactions with GPI girls, and policy makers with whom GPI had worked for the creation of enabling environment for women and girls to thrive.

2.2. Scope

GPI direct and indirect beneficiaries reflected on GPI work on girl's empowerment as a strategy for achieving gender equality with emphasis on Comprehensive Sexuality Education (CSE) as a means in all the States where GPI has Centres.

2.3. Reflection Instrument

Questionnaires and Focus Group Discussion Guides were developed to draw reflections on the following Themes:

Girls	GPI Graduate Alumnae Association (GAA):	Gatekeepers: (Parents, Teachers, Community members, and Policy makers)
Increased knowledge to drive behaviour change on issues of sexuality, sexual and reproductive health and rights, gender, and human rights.	Enhanced skills and attitudes of GPI Alumnae to issues of sexuality, SRHR, gender and human rights to effect social change at individual, community, and societal levels.	Increased knowledge for behavioural change (through GPI's advocacy and capacity development) that is supportive of an environment where girls and young women are visible and valued actors in the society.
Accessibility to GPI support services (SRH, counselling, referrals, entrepreneurial skills, and economic support)	Accessibility to GPI support services (SRH, counselling, referrals, entrepreneurial skills, and economic support)	

2.3.1 Reflection Respondents

Girls currently in GPI programs and young women who graduated from GPI sexuality programs and had become members of GPI Alumnae Association (GAA) as well as gatekeepers (parents, teachers, community members and policy makers) were part of the reflection process.

e-FGDs

Online Focus Group Discussions among Graduates of GPI (10 overall).

Calabar and Benin Centres were to have in all, 3 FGDs of 10 graduates in each from the following sets of GAA Groups:

- a. Graduates from 1997 – 2003 Sets
- b. Graduates from 2004 - 2010 Sets
- c. Graduates from 2011 – 2019 Sets

Uyo Centre was to have a total of 2 FGDs of 10 graduates each from the following sets of GAA Groups:

- a. Graduates from 2005 – 2008 Sets
- b. Graduates from 2009 – 2012 Sets

Asaba Centre was to have a total of 3 FGDs of 10 graduates each from the following sets of GAA Groups:

- a. Graduates from 2005 – 2009 Sets
- b. Graduates from 2010 – 2014 Sets
- c. Graduates from 2015 – 2019 Sets

Focus Group Discussions among Girls currently undergoing the GPI Program (2 overall) Each of the 2 FGD Sessions among the girls was designed to have the following number of girls drawn from the Centres:

Centre Girls	Target
Benin	3
Calabar	3
Asaba	3
Abuja	1
Total	10

Electronic Survey / Questionnaire Targets

Respondents	Target
GAA members	500
Parents / Caregivers/family members	250
Policy makers	50
Teachers	25

Community Questionnaire

Community Questionnaire was designed to be administered to the Communities where GPI girls live, areas around the GPI Centres among persons who have interfaced with the girls.

Target: 50 Respondents (10 from each of the 5 States)

2.3.2 Field Staff

GPI team of 12 persons made up of coordinators and M&E staff drawn from the 5 Centres led by a Technical Consultant.

TEAM	ROLE	BACKGROUND
Nosa Aladeselu Ph.D.	Technical Consultant	M&E / Social Science Research
GPI Team Members		
Grace Osakue	Project Manager	Social Work
Loretta Ofure Enofe-Laurel	Project Officer	Microbiology/ <u>Devt</u>
Vera Roli Ighoraye	M&E /Field Officer (Abuja)	International Studies
Ehita Ikoghode Aikpitanyi	Team Head (Delta State)	Public Administration
Nwamara Charity Ifeyinwa	Field Officer (Delta State)	Management
Comfort Ikpeme	Team Head (Cross River State)	Physiology
Asen Msoo Joseph	Field Officer (Cross River State)	Public Health
Mabel Ekido	Team Head (Edo State)	Education
Elizabeth Okoojion	Field Officer (Edo State)	Social Sciences
Ukeme Ubong Archibong	Team Head (Akwa Ibom State)	Computer Science
Aderonke Akinyelure Olisa	Volunteer (Project Assistant)	Public Health
Precious Uhunamure	Volunteer (M&E Assistant)	Physiology

2.4. TIME FRAME

The Reflection exercise was designed to last from July 2020 to week 2 of January 2021 with pre-reflection activities, setting the tone, clarification of purpose, process, and outcomes; Zoom meetings and training of staff, electronical and physical administration of Questionnaires and hosting of online FGDs. Actual Reflection field work took place between 22-Oct to 22-Nov 2020.

2.5. TASK FOR TECHNICAL SUPPORT PERSON

1. Design all the instruments for the reflections as above.
2. Train the Field Staff (Zoom)
3. Analyse the data from the study
4. Honouring the agreed timeframe and deadlines

2.6. ANALYSIS OF REFLECTION PARTICIPANTS

2.6.1. Quantitative Study Participants Distribution

Table 1A - Quantitative Study Participants Distribution across Centres by Categories of Respondents

PARTICIPANTS	GAA		PARENTS		POLICY MAKERS		TEACHERS		COMMUNITY	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
BENIN	160	48	80	24	17	8	7	9	10	8
CALABAR	160	58	80	30	17	0	7	0	10	10
ASABA	100	12	50	51	10	10	5	5	10	10
UYO	80	77	30	33	4	4	4	4	10	10
ABUJA	XXX	xxx	10	8	2	2	2	3	10	8
TOTAL	500	195	250	146	50	24	25	21	50	46
%	39 %		58 %		48 %		84 %		92 %	

Table 1B - Overall Distribution of Participants in Quantitative Study

S/N	GPI CENTRES	TARGETTED SAMPLE	ACTUAL	%
1	BENIN CITY	274	97	35.4
2.	CALABAR	274	98	35.7
3.	ASABA	175	88	50.3
4.	UYO	128	128	100
5.	ABUJA	24	21	87.5
	TOTAL	875	432	49.4

2.6.2. Qualitative Study Participants Distribution

Table 1C - GAA FGD Sessions

S/N	GPI CENTRES	TARGET		ACTUAL		%
		No of Participants	No of Sessions	No. of Participants	No. of Sessions	
1.	BENIN	30	3	24	3	80
2.	CALABAR	30	3	23	3	76
3.	ASABA	30	3	10	2	33
4.	UYO	20	2	14	2	70
	TOTAL	110		71		64.5

Table 1D - GPI Girls FGD Sessions

S/N	GPI CENTRES	TARGET		ACTUAL		%
		No. of Participants	No. of Sessions	No. of Participants	No. of Sessions	
1	BENIN	6	2	8	2	133
2	CALABAR	6	2	6	2	100
3	ASABA	6	2	6	2	100
4	ABUJA	2	2	2	2	100
	TOTAL	20		22		110

2.7. DATA COLLECTION

Both Quantitative and Qualitative methods were used to collect data and analyse findings:

- Consensual Planning for Reflection Process by Technical Expert and GPI project Managers. Plans were concluded and GPI followed with contacting participants and mobilizing logistics for attendance at online interviews and FGDs.
- Validation of Reflection Instruments and Tools was concluded with inputs from GPI and Consultant.
- Direct capture of data was conducted through administration of Questionnaires to 432 respondents and 12 Focus Group Discussions with various stakeholders.

2.8. DATA ANALYSIS

Findings were collated and analysed with the following methods:

- Computer based applications were used to analyse data collected by questionnaires, to determine socio-demography of respondents, the value of their responses to questions set for reflection purposes.
- FGD notes and recordings were transcribed and collated
- Issues sorting, and triangulation of responses
- Findings were presented in tables and graphs

2.9. CHALLENGES

From Table 1 above it is obvious that the exercise fell short of expected target participation, with overall performance of 49.9 %, and the Benin and Calabar Centres not meeting half of their targets. It is also worthy of note that the exercise failed to reach half of GAA targeted. (191/500)

Primarily, the set time turned out not to be the best of times for quantitative nor qualitative research. Close to 90 % of the data were collected online, because physical contact was restricted. Restriction of movement, Lockdowns and related issues of COVID-19 were a major setback to bringing together the expected target population for the Reflection exercise.

The Nigeria #EndSARS protests of October 2020 did not help matters either. It was observed that most people did not respond to electronic questionnaires without repeated follow up, and with printed forms to reach out to more respondents.

“GPI does not have a central data base for participants in her program and staff were not willing to dust up files to collate names and contact addresses of such persons to reach out to them with the questionnaires. In situations where documents were available, the contact addresses were vague, and the phone numbers were no longer in use. More so, some targeted respondents did not have smartphones nor were they internet savvy to fill the questionnaire, while others did not have data to access the reflection process details in a timely manner” GPI Staff.

“Network was a major issue for the FGDs as many persons had challenges staying logged in during the FGDs”.

CHAPTER 3:

WHAT THE QUANTITATIVE DATA SHOWED US

3.1.1. Socio-Demographic Data of Parents

Overall participation of Parents of GPI girls and graduates in the Reflection Process was a total of One Hundred and Fifty (150) parents drawn from all GPI Centres/ locations. They were made up of One Hundred and One (101) Females, forty-eight (48) Males and one respondent who did not indicate their sex. The age range covered by this sample were from 20 to 79 years.

Less than 5 % of parents who reflected on GPI legacies did not have formal education. Most of them had Secondary and Tertiary education. 80 % were married and 7 % were widowed. A good majority were self-employed business owners, and few were salary- earners.

Table 2: Sex of Parents Respondents

Response	Count	%
Choose not to mention	1	0.7%
Female	101	67.3%
Male	48	32.0%
Total	150	100.0%

Table 3: Age Range of Parents

Response	Count	%
20-24	2	1.3%
25-29	1	0.7%
30-34	4	2.7%
35-39	13	8.7%
40-44	29	19.3%
45-49	45	30.0%
50-59	31	20.7%
60-69	23	15.3%
70-79	2	1.3%
Total	150	100.0%

Figure 1: Level of Education of parents who responded

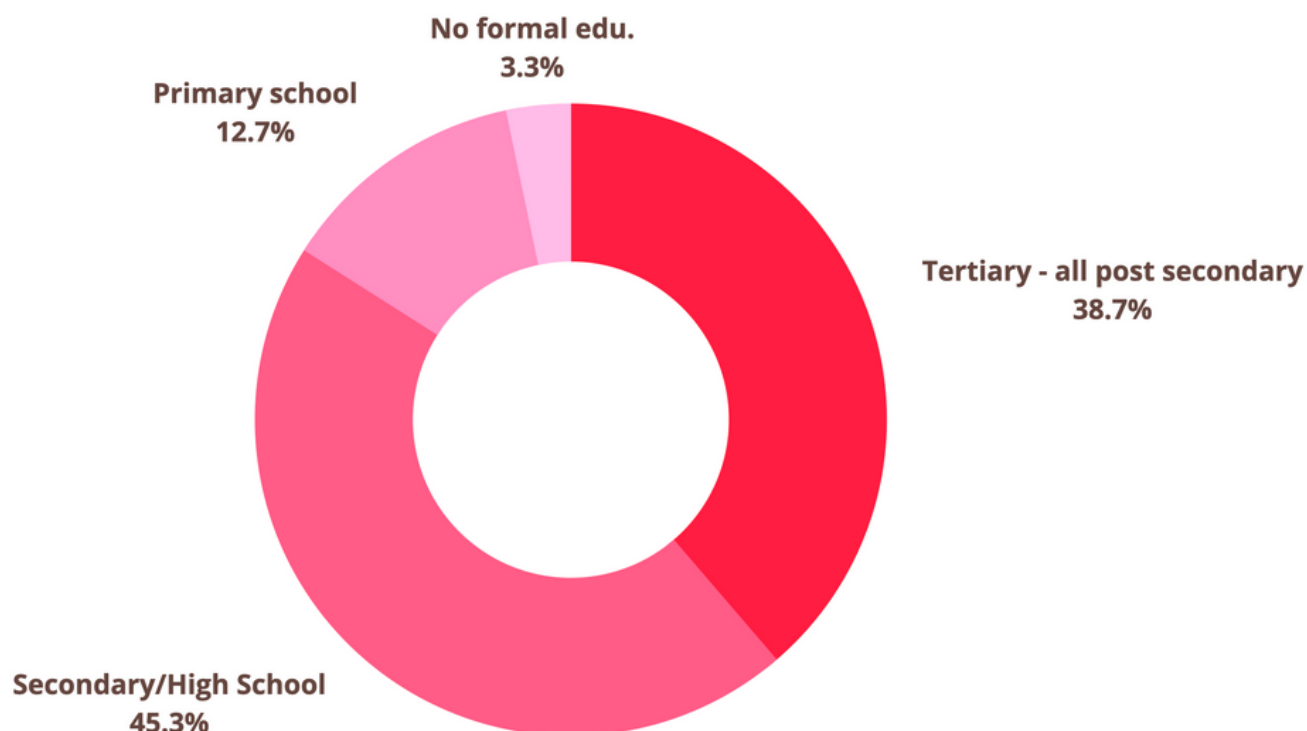


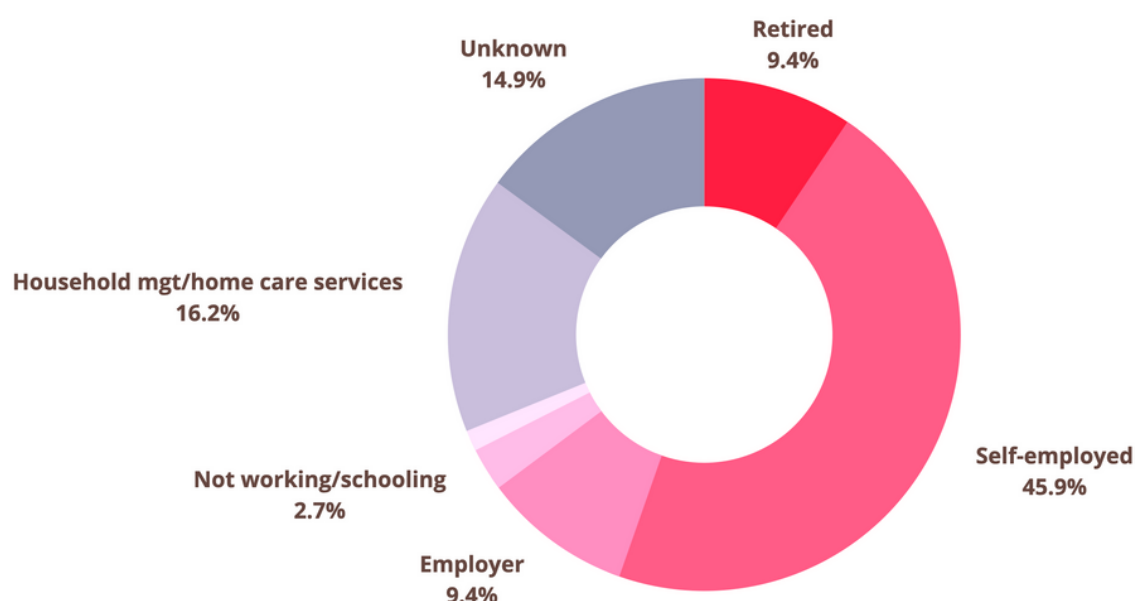
Table 4: Marital Status

Response	Count	%
Married	120	80.0%
Separated/Divorced	5	3.3%
Single	6	4.0%
Single Parent	8	5.3%
Widowed	11	7.3%
Total	150	100.0%

Table 5 : Religion

Response	Count	%
Christianity	145	96.7%
Islam	5	3.3%
Total	150	100.0%

Figure 2: Current Employment Status



3.1.2. Reflection on GPI Impact by Parents

Majority of Parents rated GPI highly on attitudinal changes and skills development of their children. (Table 7) 98.7 % of them agreed that their daughter's participation in GPI activities influenced their attitude on valuing girl's empowerment and gender equality, (Table 8) and 70 % of them had taken actions in their environment to support initiatives that make girls and

young women empowered., (Figure 3). All respondents except one agreed that women could take positions of leadership across different sectors in the society. As a result of GPI impact on them and their family, they often speak out or take actions against discrimination or acts of violence against girls and women (Figure 5)

Table 7. Parents' rating of the quality of attitudinal changes and developed skills of GPI programs, on their daughters.

Response	Count	%
Fair	9	6.0%
High	87	58.0%
Very High	54	36.0%
Total	150	100.0%

Table 8. Parents assess how their daughters’ participation in GPI activities influenced their attitude on valuing girl’s empowerment and gender equality.

Response	Count	%
Agree	100	66.7%
Strongly Agree	48	32.0%
Undecided	2	1.3%
Total	150	100.0%

Figure 3. Parents’ response “Have you undergone any action in your environment to support initiatives that make girls and young women empowered”?

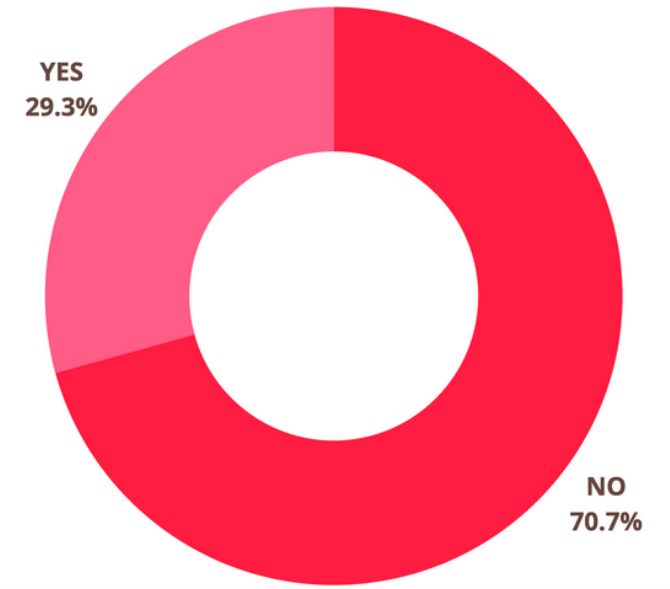


Figure 4. Response to “How much do you agree for women to take positions of leadership across different sectors in the society”?

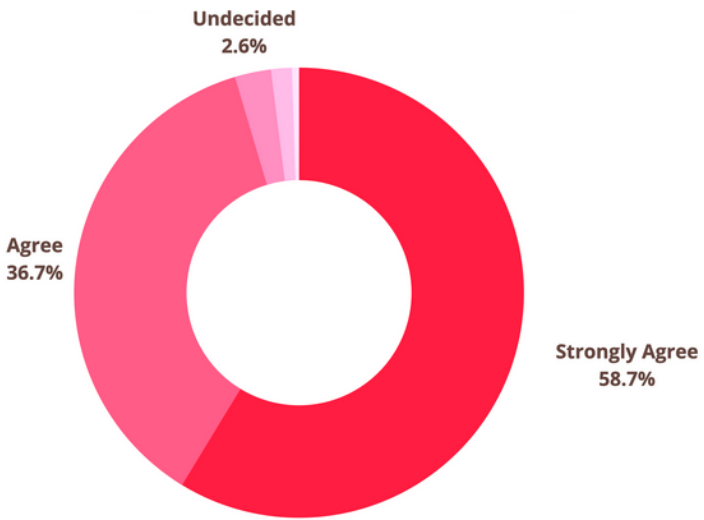
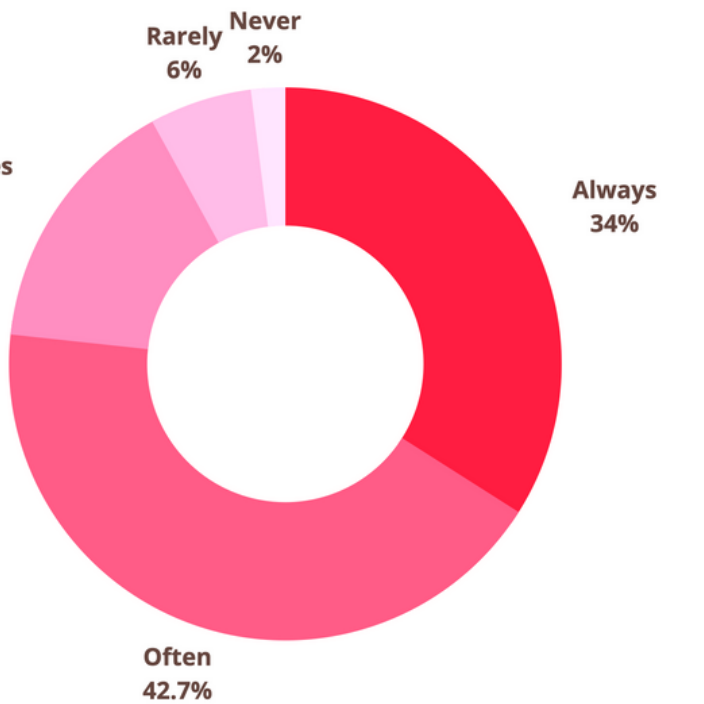


Figure 5: Parents’ Response to “How often do you speak out or take actions against the discrimination or act of violence against girls and women”?



Majority of Parents assessed GPI impact on adolescent sexual behaviour as high and very high while rating GPI excellent in addressing reduction of spread of HIV/AIDS, female child education in the society, and considered that GPI activities have had considerable reduction on rape and other sexual and gender-based violence (e.g., human trafficking, female genital mutilation, etc) in their communities.

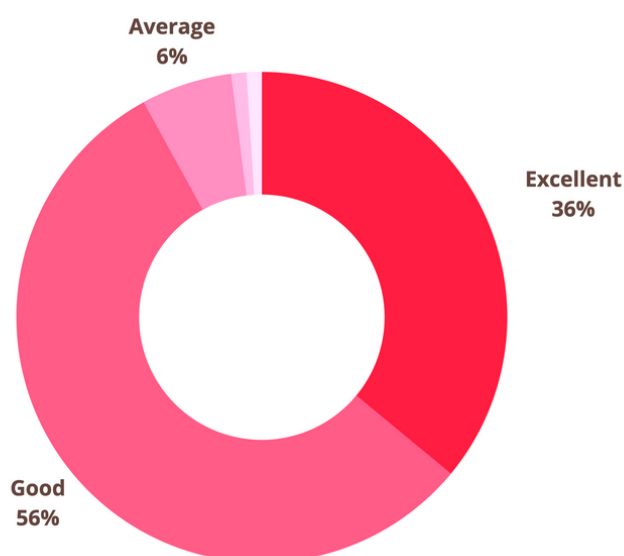


Figure 6: Q. "How would you assess the overall performance of GPI in addressing Adolescent Sexual behaviour issues in your community?"

Response	Count	%
Average	19	12.7%
Excellent	20	13.3%
Good	74	49.3%
Non-Applicable	37	24.7%
Total	150	100.0%

Table 9: Q. Assess the quality of GPI activity you participated in.

CROSS RIVER		
Parent's Assessment of quality of GPI activity they participated in	Count	Range of activities mentioned were
Excellent	8	Open Day, Cross River State Network to Curb Sexual Abuse of Girls and Women (NETCUSA), public education, Safe space lessons, parents-daughters forum, graduation, radio, and television program
Good	20	
Average	1	

EDO		
Parent's Assessment of quality of GPI activity they participated in	Count	Range of activities mentioned were
Excellent	6	Talk /awareness on why we need to befriend our daughters and encourage them to speak when they are being molested - Parents teachers forum. several GPI seminars - Youth talent Festival, parents/daughter's forum, graduation
Good	10	
Average	4	

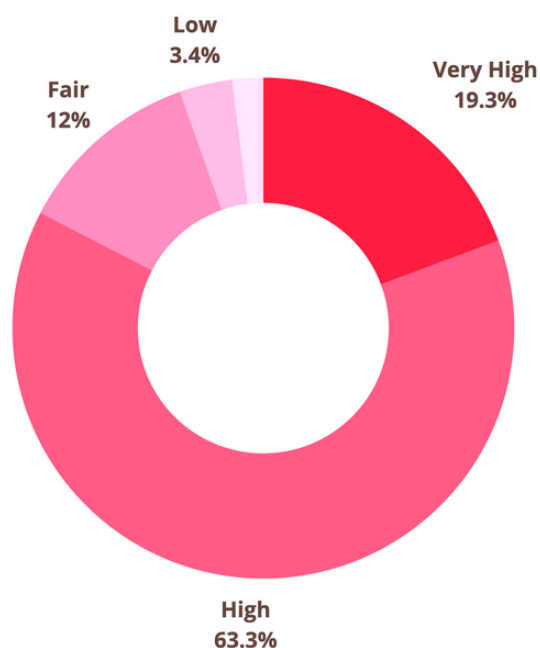


Figure 8: Rate the value of GPI activities in your community to you or your family members.

Parents response to the following issues were a resounding YES:

- GPI girls are known to express themselves confidently and stand their ground because they are trained to communicate effectively.
- GPI girls are focused and goal oriented.
- GPI is synonymous with Girls empowerment in Nigeria.
- GPI Program should be incorporated in School Curriculum.

Table 10: GPI Program should be incorporated in School Curriculum

Response	Count	%
Agree	51	34.0%
Disagree	1	0.7%
Strongly Agree	93	62.0%
Undecided	5	3.3%
Total	150	100.0%

Well over 70% of the GPI Parents who reflected on GPI impact asserted that daughters in GPI Programs have access to services rendered by GPI which include, GPI entrepreneurial skills and economic support; legal aid; gender sensitive and reproductive health services. Asked were “you satisfied with the impact GPI program had on your daughter”, almost all parents answered YES. Notable is the fact that 63% of them have referred girls to GPI program. (Figure 9)

Table 11: Are you satisfied with the impact GPI program had on your daughter(s)?

Response	Count	%
No	5	3.3%
Yes	145	96.7%
Total	150	100.0%

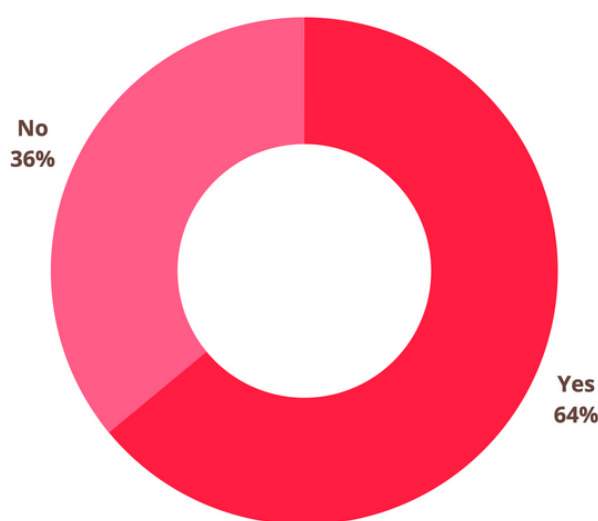


Figure 9: Have you at any time referred adolescent girls to join the GPI program?

3.1.3 Additional Comments or Suggestions

Interesting comments from Parents on GPI:

CROSS RIVER – CALABAR CENTRE
Girls should be enlightened further on the danger of spending so much time on phones (social media) at the expense of their educational activities.
Proper enlightenment should be made to ignorant parent/care givers on the aim, mission, and vision of GPI.
I really appreciate GPI for their great impact.... My second daughter learnt a skill there (tailoring) without me paying a dime.....She's talented in it and I appreciate GPI for showing her where her passion is
For my first daughter I really appreciate GPI she has really learnt to have high self-esteem. She speaks publicly so well. Thanks, so much GPI
There should be a similar program for boys
GPI program is good, but my daughter is making me regret sending her there. She doesn't respect anyone

DELTA
I am proud, my daughters are members of this great establishment
I appreciate your effort in helping to bring our girls up to know whom they really are and to take their place in the society at large
EDO
GPI topics should be included in the curriculum of regular school because the modules contain information on issues the girls are confronted with, but they are never discussed by their parents or guardians or teachers.
Economic empowerment programs should be increased due to prevalence of poverty in their coverage areas.
Consider online engagement with the girls for the sexuality education training
GPI has really assisted parents in giving adolescent girls sex education and how not to be wrongly influenced by peer group, but I think there's need for more GPI Centres around the State for easy accessibility
I just want to appreciate GPI for greatly impacting my daughter and grooming her to be the strong woman she is today. I also want to urge them to continue with the good work they are doing in the life of girls and women
FCT
GPI has helped in educating and empowering adolescent girls in my community, and I am glad my daughters and I are a part of it
They should keep the work going and have private interaction with the girls
GPI should empower the girls mostly with skill, like baking and other skills

3.2. GPI COMMUNITY MEMBERS

3.2.1. Socio-Demographic Data of Community Respondents

GPI community participation in the study was fairly spread between 8 and 10 persons from each GPI Centres (Table 12) There were more female members ((73.9 %) than Males (21.7 %). Highest age range among parents' respondents in the community survey was 20-34 (41%) followed by 35-39 (26%) signifying that community members who are parents among the respondents were young and may have only recently engaged with GPI. Only 10 parents above 45 years of age participated in this study.

Table 12.
Residential State

Response	Count	%
Akwa Ibom	10	21.7%
Cross River	10	21.7%
Delta	10	21.7%
Edo	8	17.4%
FCT	8	17.4%
Total	46	100.0%

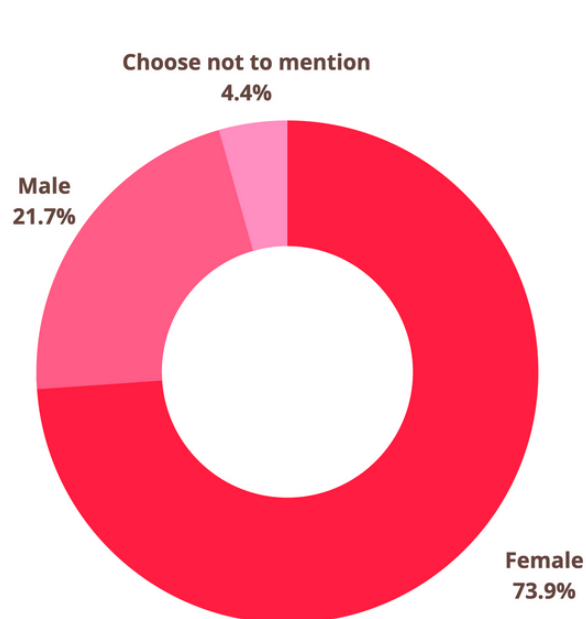


Figure 10. Sex

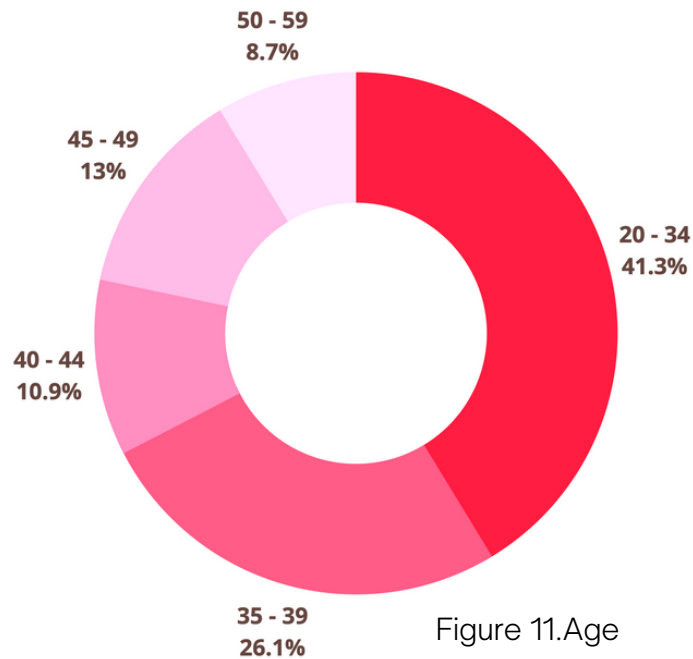


Figure 11.Age

Table 12: Level of Education

Response	Count	%
No Formal Education	1	2.2%
Primary School only	2	4.3%
Secondary/High School only	19	41.3%
Tertiary /all post-high school	24	52.2%
Total	46	100.0%

Generally, GPI community members who participated are educated (93 %), largely self-employed and 34.8 % of them are single (not married). The survey did not record any single parent from community respondents who indicated their marital status.

Table 13: Marital Status

Response	Count	%
Married	30	65.2%
Single	16	34.8%
Total	46	100.0%

3.2.2 Reflection on GPI Impact by Community Members

Table 14: How knowledgeable are you on the work of GPI and her empowerment of adolescent girls?

Response	Count	%
Very Low	1	2.2%
Low	2	4.3%
Fair	6	13.0%
High	6	13.0%
Very High	31	67.4%
Total	46	100.0%

More than 60% of Community respondents were knowledgeable about GPI and her adolescent empowerment programs. Their assessment of GPI in this regard was Excellent. With regards to GPI intervention on Girl Child Education and campaign on reducing HIV/AIDS they also assessed GPI very high.

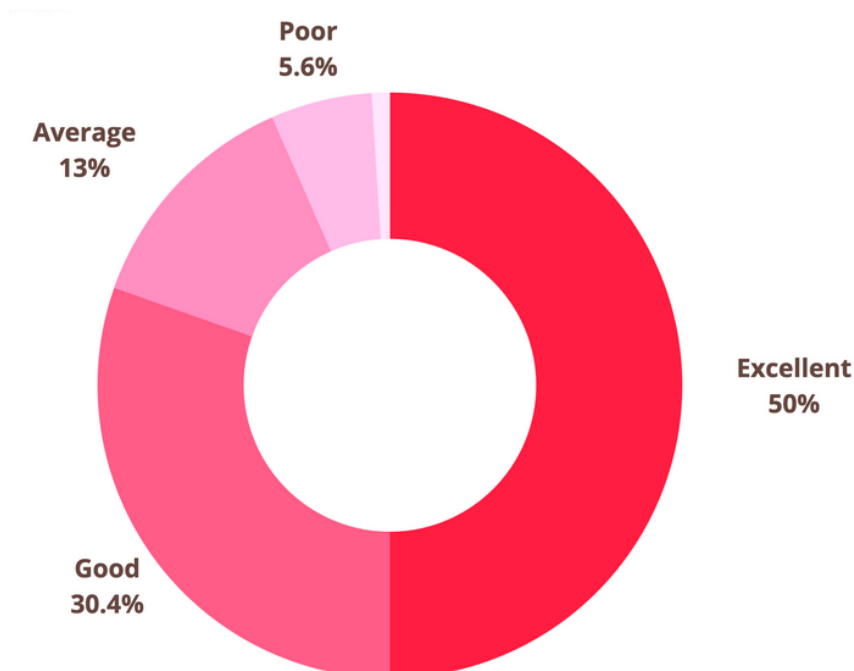


Figure 12: How would you assess GPI efforts in educating adolescents on their rights?

Table 15. How would you assess the overall performance of GPI in addressing Adolescent Sexual behaviour issues in your community?

Response	Count	%
Average	6	13.0%
Excellent	20	43.5%
Good	16	34.8%
Poor	3	6.5%
Very Poor	1	2.2%
Total	46	100.0%

Whereas over 60% of them affirmed that the level of changes in adolescent sexual behaviour is high, about 34% of them do not agree to this assessment. A majority of them 63 % consider that GPI activities contributed to reduction of rape and other sexual and gender-based violence e.g. human trafficking, female genital mutilation in their community. Those in majority also affirmed that quality of change among GPI Girls in their community is very high. They are of the opinion that GPI Girls are trained to know their rights. A good majority of them strongly disagreed that GPI Girls are rude and not respectful.

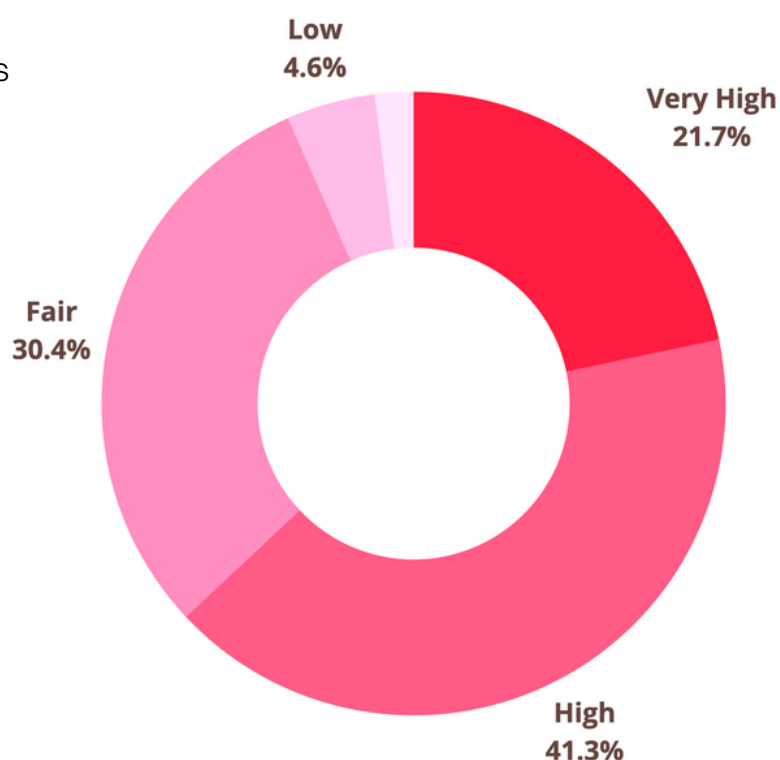


Figure 13: Assess level of change in Adolescent sexual behaviour from GPI intervention:

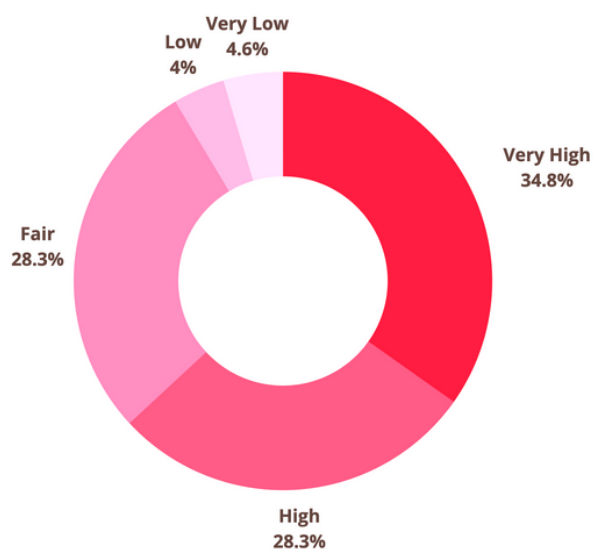


Figure 14: Rating of Level of Changes in Adolescent sexual Behaviour

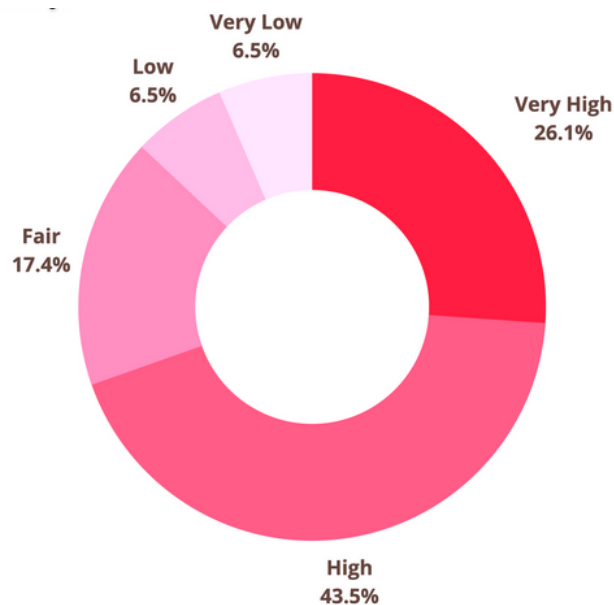


Figure 15: Rating on the quality of changes observed among GPI girls in the community.

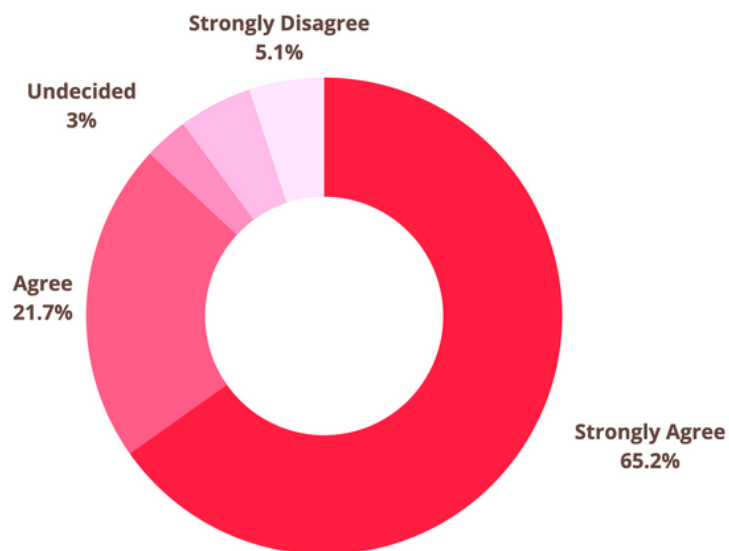


Figure 16: GPI Girls are well trained to know their rights.

Table 16: "Whether GPI girls are rude and have no respect for elders"

Response	Count	%
Agree	2	4.3%
Disagree	9	19.6%
Strongly Agree	7	15.2%
Strongly Disagree	22	47.8%
Undecided	6	13.0%
Total	46	100.0%

However, over 40% of community members have not attended any of GPI Programs. (Figure 17). All who have participated in GPI programs rated the programs as good and excellent. The list of such activities attended include: Weekly Classes, Skill Training, Strategic Planning; Second Chance Education program/ Vocational Skills Training; Business Development and Entrepreneurial Training (BDET), Graduation Ceremony, Boys Girls Forum; 'Parents Daughters Forum; Youth talents Festival; Outreach and International Women Day Celebration.

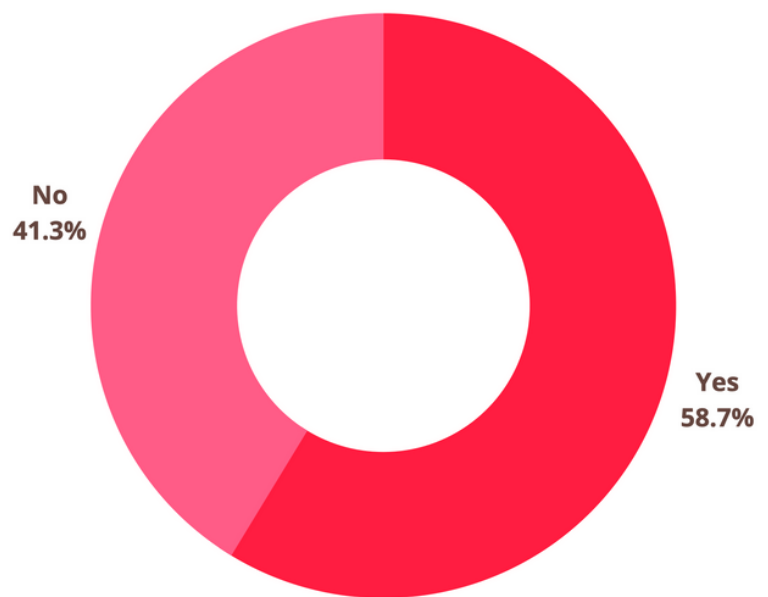


Figure 17: Have you attended any activity organised by GPI?

Over 70 % of them agree that girls and young women in their community should have equal right to opportunities as their male counterparts to be visible and valued actors in the society (Figure 18)

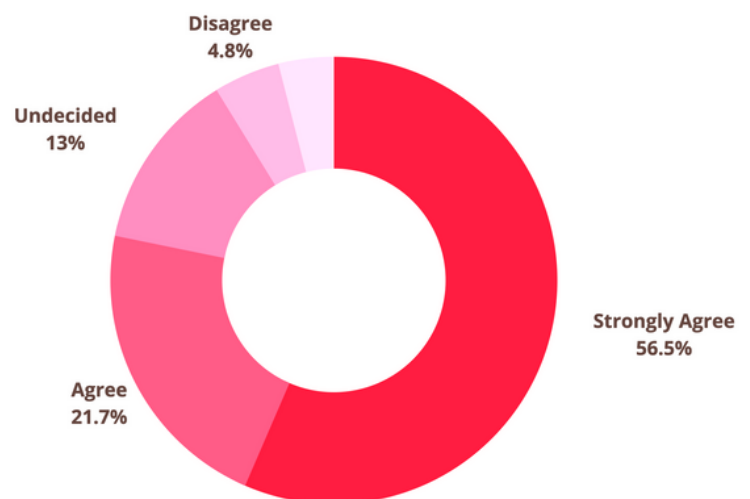


Figure 18: Girls and young women have equal rights to their male counterparts

In response to the question on how often they speak out or take actions against the discrimination or act of violence against girls and women the count was as follows:

Table 17:
Frequency to speak out or act against discrimination or violence on girls and women

Response	Count	%
Always	16	34.8%
Never	4	8.7%
Often	13	28.3%
Rarely	1	2.2%
Sometimes	12	26.1%
Total	46	100.0%

Over 80 % of the community respondents support the participation of more girls in GPI programs. (Figure 19). 76% of them have referred adolescent girls to join the GPI program and many are willing to engage in programs that empower girls and women.

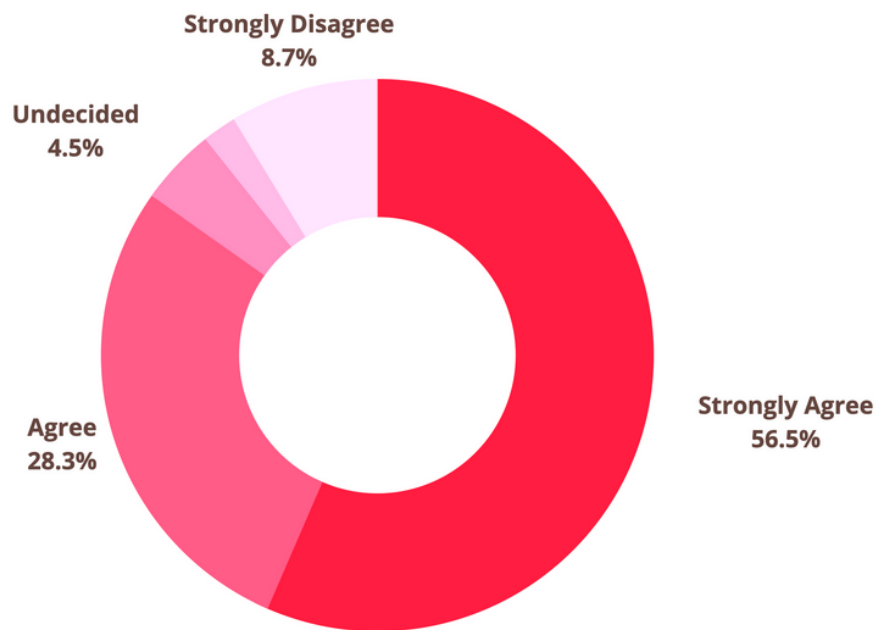


Figure 19: More girls should enrol in GPI programs

3.2.3 Additional Comments or Suggestions from Community members

AKWA IBOM

- "I thank GPI for the empowerment I've gotten. Pls I would suggest that GPI Uyo be revived"
- "My comment is to appreciate this great organisation for their wonderful support to our female children. May God bless this organisation to keep up with their good work"

CROSS RIVER

- I have seen what GPI has done to a lot of girls in my community by educating them, empowering, and training them. I am really impressed. Now girls no longer depend on other people they now believe that they can do everything on their own.
- Continue your good work. Also empower girls with materials like shops, machines etc.
- GPI managers should do more to educate the Cross Riverians. What we have seen in the past is that chances are being given to Akwa Ibomites than the host community.

EDO

GPI should also empower women in the community
GPI is good because of their impact on young girls and women during their empowerment programme but we should improve on their computer training
Some people in GPI are very small to start GPI and which can make some girls not to come to GPI because small girls are much there

3.3. TEACHERS

3.3.1. Socio-Demographic Data of Teachers

The spread of 21 Teachers in GPI outreach schools who reflected on GPI Program are indicated below:

Response	Count	%
Akwa Ibom	4	19.0%
Delta	5	23.8%
Edo	9	42.9%
FCT	3	14.3%
Total	21	100.0%

Table 18:
Spread of 21 Teachers
who reflected on GPI
Program

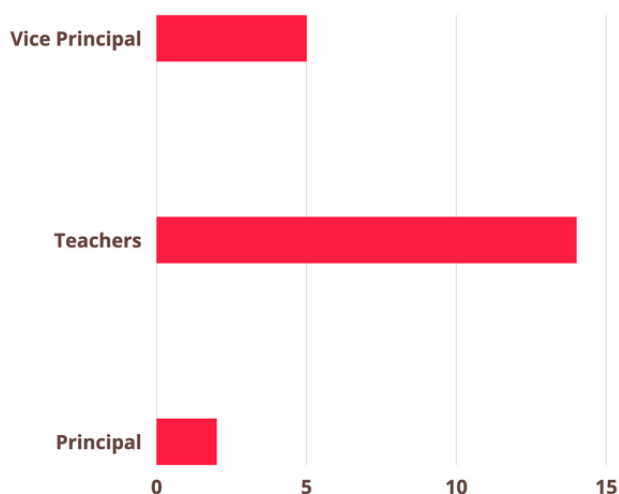


Figure 20: The Employment Ranks of the teachers

Table 19: Sex Disaggregation

Response	Count	%
Choose not to mention	1	4.8%
Female	16	76.2%
Male	4	19.0%
Total	21	100.0%

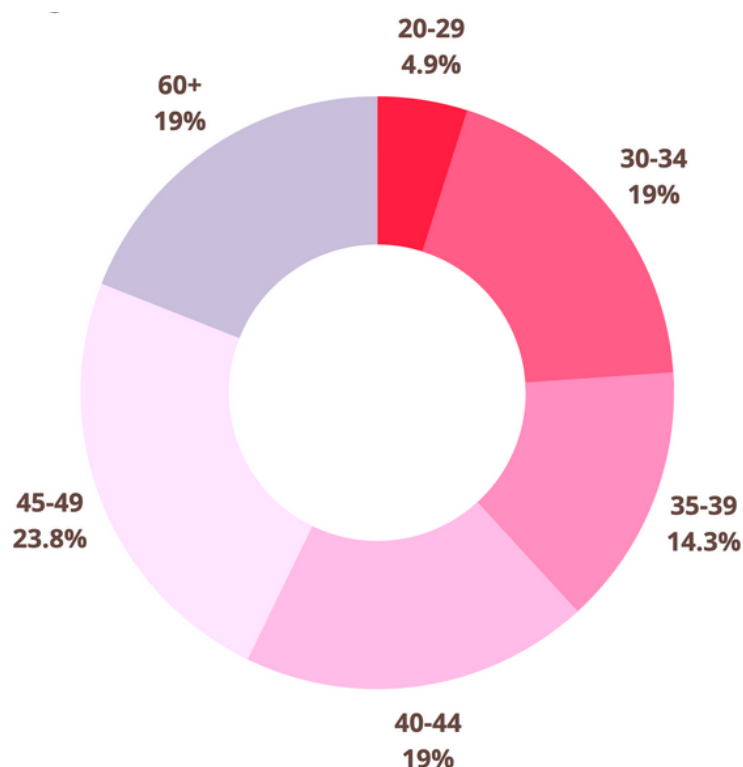


Figure 21: Age range distribution

3.3.2. Reflection on GPI Impact by Teachers

Teachers assessed GPI good and excellent in educating girls on their rights; fighting the spread of HIV/AIDS amongst adolescent females in the community; addressing Adolescent Sexual behaviour issues in the society; level of change that GPI activities made on reduction of rape and other sexual and gender-based violence (e.g. human trafficking, female genital mutilation, etc) in the community; girl child education in the community and level of changes in adolescent sexual behaviour noticed in the community.

Table 20: How would you assess GPI efforts in educating adolescents on their rights?

Response	Count	%
Excellent	13	61.9%
Good	8	38.1%
Total	21	100.0%

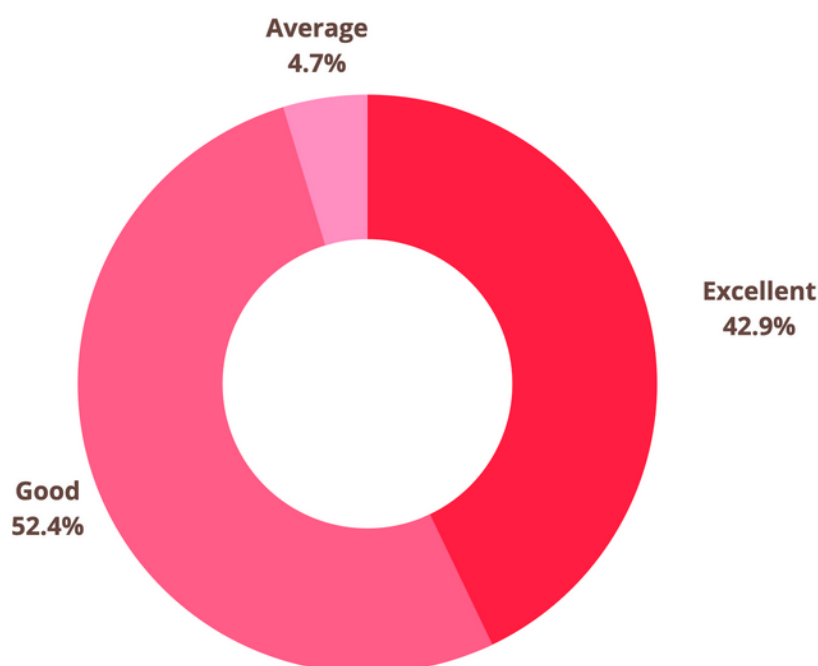


Figure 22: Addressing Adolescent Sexual behaviour issues in your community?

Response	Count	%
Fair	3	14.3%
High	15	71.4%
Low	1	4.8%
Very High	2	9.5%
Total	21	100.0%

Table 21:
What level of
changes in
adolescent sexual
behaviour have you
noticed in your
school community:

Majority (80%) of the Teachers asserted that GPI girls are known to express themselves confidently and stand their ground because they are trained to communicate effectively.

Teachers confirmed that GPI has trained GPI Girls very well to know their rights, express themselves confidently and stand their ground because they are trained to communicate effectively. They disagreed with the notion that GPI Girls are rude and disrespectful to elders.

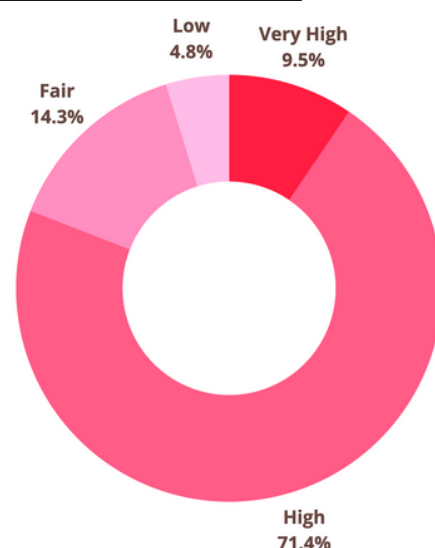


Figure 23 : GPI girls are assertive and communicate effectively

Table 21: GPI Trained Girls to know their Rights.

Response	Count	%
Agree	5	23.8%
Strongly Agree	16	76.2%
Total	21	100.0%

They assessed the quality of GPI activity they participated in as follows:

Table 22: Assessment of GPI Activities the teachers participated in

Response	Count	%
Average	2	9.5%
Excellent	3	14.3%
Good	6	28.6%
Non-Applicable	10	47.6%
Total	21	100.0%

The activities include:

- Skills training Session
- Graduation ceremony
- Teachers Forum
- Family Life Training
- Schools Outreach

Teachers rated their ability to transfer knowledge and skills acquired from GPI program to community development in this order:

Table 23: Ability to transfer knowledge and skills acquired from GPI program to community development

Response	Count	%
Fair	2	9.5%
High	9	42.9%
Very High	10	47.6%
Total	21	100.0%

Table 24: Rate your ability to transfer skills, knowledge and practices acquired from GPI program to personal and family life

Response	Count	%
Fair	1	4.8%
High	12	57.1%
Very High	8	38.1%
Total	21	100.0%

Teachers agreed strongly that girls and young women should have equal right to opportunities as their male counterparts to be visible and valued actors in the society, should speak out or take action against the discrimination or acts of violence against girls and women, and that more girls in the community should participate in GPI activities. Almost all the respondents have referred adolescent girls to join the GPI program.

3.3.3. Additional comments or suggestions

Akwa Ibom

"We really need GPI back in Uyo"

"GPI should go round more schools in Uyo so the girls will be more enlightened"

Delta

"GPI Centre meetings should be taken to remote places and slums"

"More awareness should be created in schools"

Edo

"GPI is a strong force in the society towards the actualization of positive women outlook"

"I wish GPI a greater success in impacting positively on all adolescents and not just the female alone."

"The program should be extended to all girls, especially in the rural communities"

3.4. POLICY MAKERS

3.4.1 Socio-Demographic Data of Policy Makers

Policy Makers who were Respondents in the study are distributed thus:

Table 25: Distribution of Policy Makers across Residential States

Residential State	Count of Residential State	% of Residential state
Akwa Ibom	4	17%
Delta	10	42%
Edo	8	33%
Federal Capital Territory (FCT)	2	8%
Total	24	100%

Table 26: Sex Disaggregation

Response	Count	%
Choose not to mention	1	4%
Female	14	58%
Male	9	38%
Total	24	100.0%

All 24 respondents had Tertiary education and their respective offices and ranks are contained in the Table below.

Arm of Government	Ministry, Department, and Agency (MDA)	Count of Position	Position
Executive	Local Government	3	Chairman, SLG, Councillor
	Min of Women Affairs	2	Commissioner, Permanent Secretary
	Ministry of Health	1	Commissioner
	Ministry of Science and Technology	1	Permanent Secretary
Judiciary	Ministry of Justice	6	Registrar (2), Legal Advisor (2), Magistrate (1), Family Accessor (1)
Legislative (Civil Society)	Local Government	1	Legislator
	FONWIP	1	President
State MDAs	Federal Capital Territory Universal Basic Education Board (FCTUBEB)	1	Assistant Director
	Ministry of Women Affairs	2	Director Child, Director State Emergency Management Agency
	Ministry of Education	2	Director of Schools, Director of Education
	Ministry of Interior, Immigration Service. Edo State Command.	1	Officer in charge Irregular Migration/Anti Human Trafficking and Child Labour Section
Federal Agencies	National Agency for the Prevention of Trafficking in Person (NAPTIP)	1	Director
	National Orientation Agency (NOA)	1	
Non-Applicable	Retiree	1	Director

3.4.2. Reflection on GPI Impact by Policy Makers

Respondents gave high rating for GPI's advocacy for policy changes that impact systemic practices and norms that affect girls and their communities

Table 28:
Rating of
GPI's
Advocacy for
Policy
Changes

Response1	Count	%
Fair	2	8.3%
High	14	58.3%
Low	1	4.2%
Very High	7	29.2%
Total	24	100%

Nearly 80% of them rated GPI's activities highly for social change that impact systemic practices and norms that affect girls and their communities. 82 % also rated GPI's advocacy on violence against women and girls in the States high. 41 % said overall performance of GPI in addressing Adolescent Sexual behaviour issues, was excellent. While 53 % rated GPI as good and very good. 87 % applauded GPI's efforts in educating on their rights and fighting the spread of HIV/AIDS and promoting girls' education in the State.

- On GPI Program being incorporated more fully in School Curriculum, 95 % agreed half of the respondents rated GPI high on the level of change that GPI activities made on reduction of rape and other sexual and gender-based violence (SGBV) (e.g., human trafficking, female genital mutilation, etc) in their state.

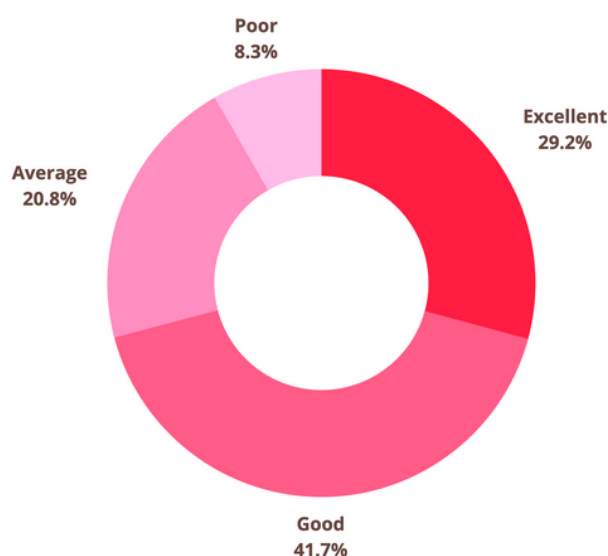


Figure 25: Assessment of GPI Program regarding girl child education

Table 29: GPI program should be incorporated in school curriculum.

Response	Count	%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Agree	12	50.0%
Total	24	100.0%

Response	Count	%
Fair	3	12.5%
High	14	58.3%
Low	3	12.5%
Very High	3	12.5%
Very Low	1	4.2%
Total	24	100.0%

Table 30:
Level of change in the reduction of
SGBV considered to be through GPI
activities

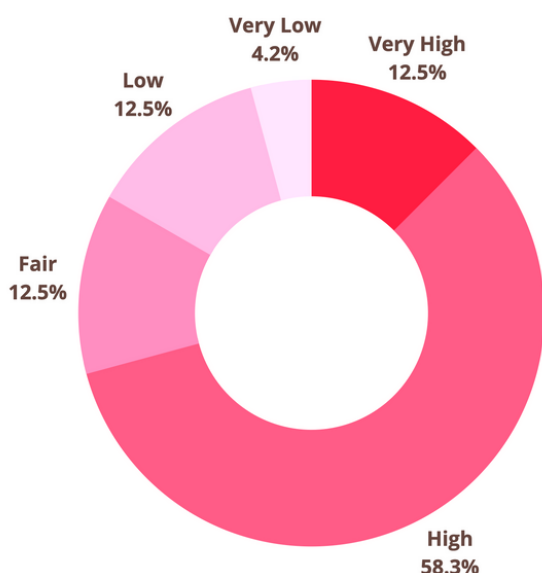


Figure 26: Level of change in the reduction of SGBV considered to be through GPI activities

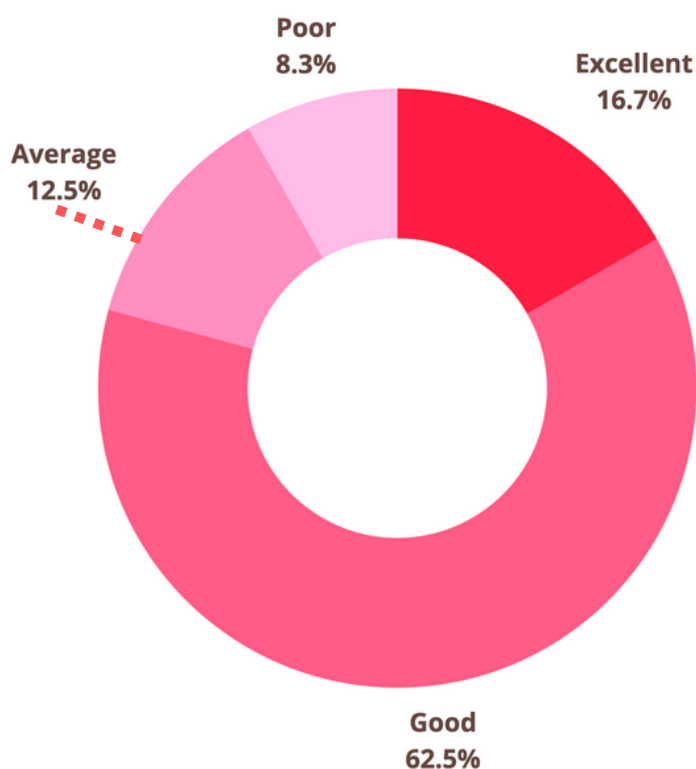


Figure 27: The quality of the role their office/MDA in the success of GPI Program in their States

Reflecting on the role of their respective offices in the success of GPI program in the State, 63% of them considered it as good, a few affirmed that it was poor

Response	Count	Total
Average	3	12.5%
Excellent	4	16.7%
Good	15	62.5%
Poor	2	8.3%
Total	24	100.0%

In networking with CSOs, Media and MDAs, GPI was rated highly by respondents.

Table 31: The quality of the role their office/MDA in the success of GPI Program in their States

Response	Count	%
Fair	2	8.3%
High	16	66.7%
Very High	4	16.7%
Very Low	2	8.3%
Total	24	100.0%

PARTICIPATION IN GPI ACTIVITIES

Those who participated in GPI activities considered it good while a good number admitted that they had not attended any GPI activities. Delta State respondents cited Stakeholders Forum; Benin Respondents cited a wider range of activities.

DELTA		
Assess the quality of any GPI activity you participated in. (Select Non-Applicable if you did not attend any activity)	Please state the activity. (State None if you did not attend any activity)	Number of Respondents
Average	Stakeholder forum	4
Good	Stakeholders' forum	3
Excellent	Stakeholders' forum	1
Average	Advocacy visit	2

EDO	
Assess the quality of any GPI activity you participated in. (Select Non-Applicable if you did not attend any activity)	Please state the activity. (State None if you did not attend any activity)
Good	Trafficking and violence against the girl child
Excellent	Law review of trafficking in persons
Non-Applicable	None
Good	It was a Seminar some years ago.
Good	Awareness raising to schools in the various Local Governments.
Excellent	I collaborated with GPI to train 50 Senior Secondary Girls on Coding and Robotics. The girls within five days could develop application, create websites, and create robots.
Good	Attended several advocacy programs when I was in service.
Excellent	(1) Sexuality Education Curriculum (2) SMILE Program (3) Advocacy Program (4) Several of their Graduation programs

FCT	
Assess the quality of any GPI activity you participated in. (Select Non-Applicable if you did not attend any activity)	Please state the activity. (State None if you did not attend any activity)
Good	Focus Group Dialogue on building Networks against trafficking in persons (TIP)
Good	Interactive session with stake holders

Policy Makers opined that:

- Girls and women have equal right to opportunities as male folks
- GPI is synonymous with Girls empowerment in Nigeria
- Their knowledge and understanding of human rights have been enhanced by GPI
- Their ability to transfer skills and knowledge gained from GPI was high.

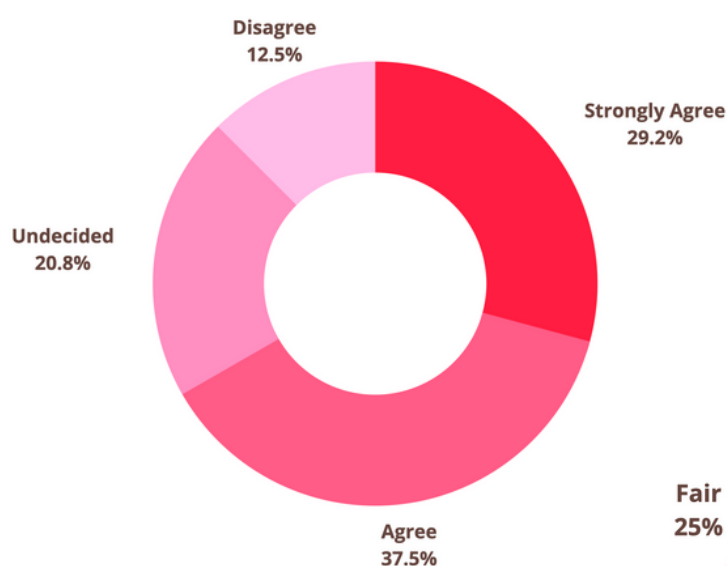


Figure 28: Girls and young women should have equal right to opportunities to be visible and valued actors in the society as boys and men do

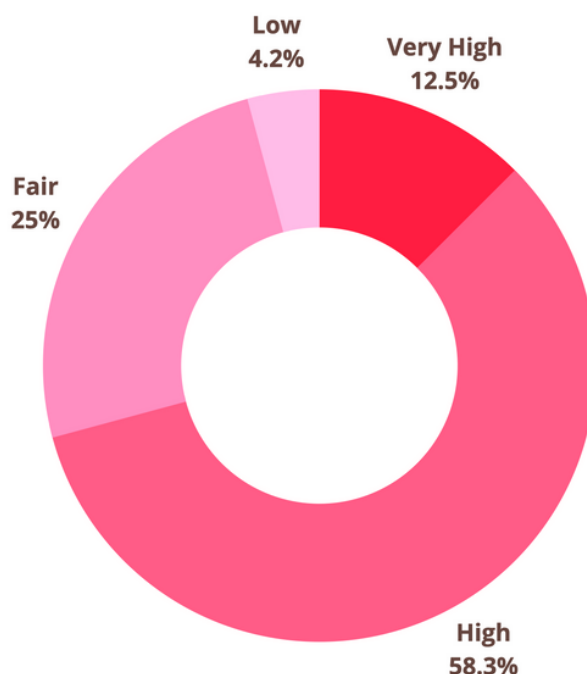


Figure 29: How well was your capacity enhanced by GPI on understanding gender and human rights?

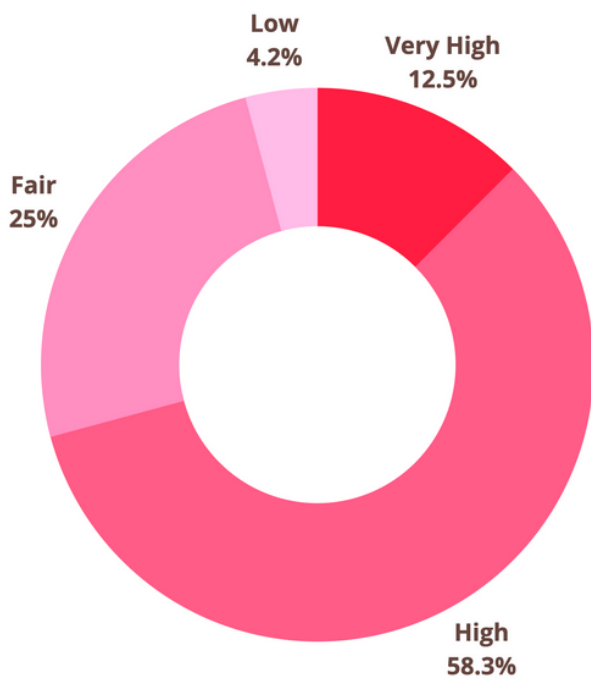


Figure 30: Rate your ability to transfer skills, knowledge and practices acquired from GPI program to personal and family life

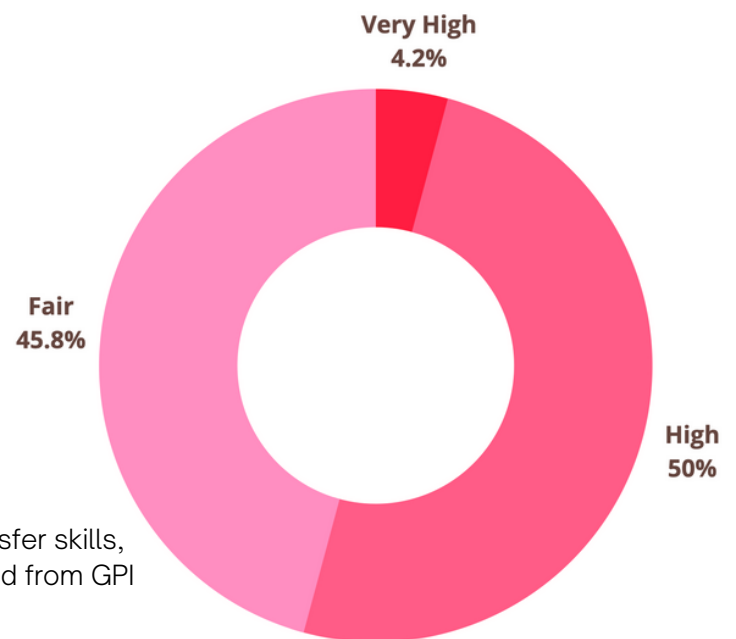


Figure 31: Rate your ability to transfer skills, knowledge and practices acquired from GPI program to official assignments

More than half of the respondents would speak often and always against discrimination and violence against girls and women. In fact, 70% of them reported that they had taken action to support initiatives that make girls and young women empowered. 66% of them have had cause to refer girls to join GPI.

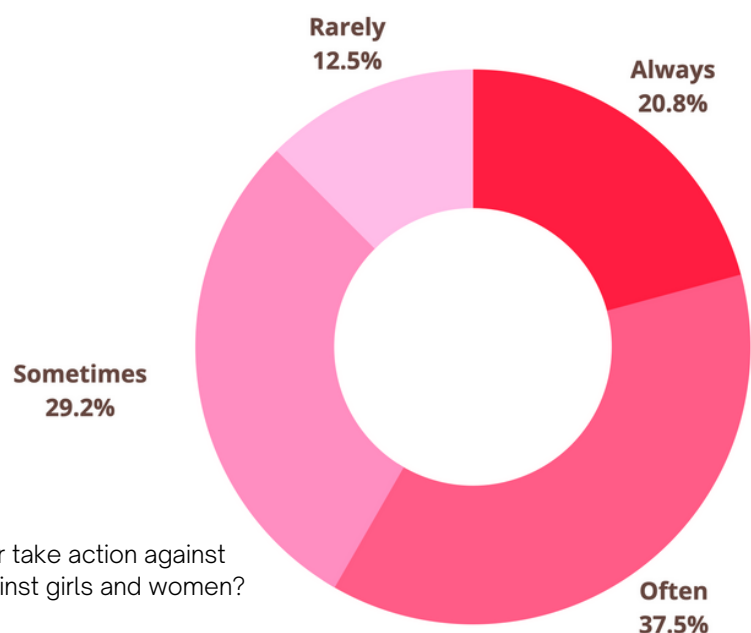


Figure 32: How often do you speak out or take action against the discrimination or acts of violence against girls and women?

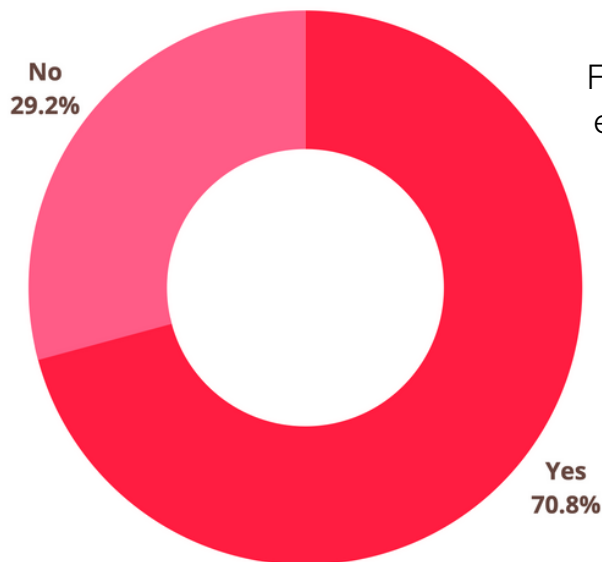


Figure 33: Have you taken any action in your environment to support initiatives that make girls and young women to be empowered?

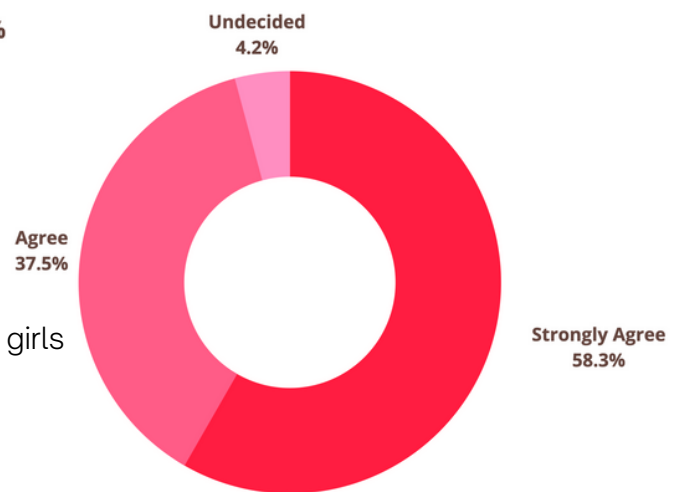


Figure 34: GPI is synonymous with girls empowerment in Nigeria

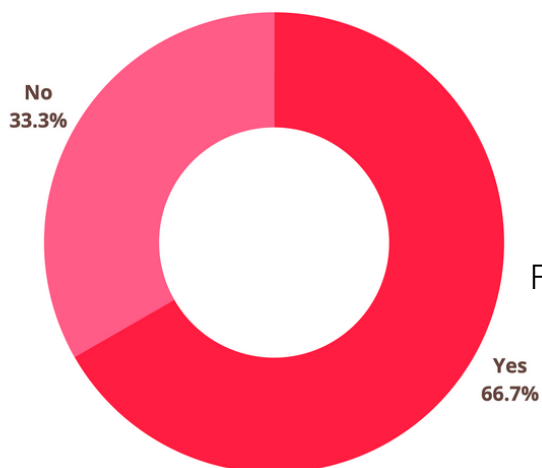


Figure 35: Have you at any time referred adolescent girls to join the program?

3.4.3 Additional comments or suggestions

**Akwa
Ibom**

"I appreciate the time and energy put in to hear from us. I believe this is a step towards becoming better as an organisation. Kudos!

"GPI activities should be publicised properly, so that her effect will be felt."

Edo

"There is need for GPI Coordinators to liaise with the Ministry (Federal and State) to approve GPI literature to be used in our Schools."

"GPI has done a lot in raising wonderful girls who can stand up and represent woman anywhere in the world. They need support / funds to bring back their enlightenment program on TV"

FCT

"GPI is a worthy partner of NAPTIP"

"GPI tried but could have done better some of the supporting events were not held."

3.5 GPI ALUMNAE ASSOCIATION (GAA)

3.5.1 Socio-Demographic Data of GAA

Spread of GAA respondents from GPI Centres:
Uyo Centre GAA recorded the largest response (40.1 %) while Delta had the least (6.3 %)

Table 32:
Spread of GAA respondents
from GPI Centres

Response	Count	%
Uyo	77	40.1%
Calabar	54	28.1%
Asaba	12	6.3%
Benin	49	25.5%
Total	192	100%

GAA Members who participated in the study are spread over 11 states in Nigeria with Uyo accounting for 38.5% of them

Table 33: State Spread of GAA Respondents

Response	Count	%
Abia	1	0.5%
Akwa Ibom	74	38.5%
Cross River	44	22.9%
Delta	15	7.8%
Ebonyi	1	0.5%
Edo	36	18.8%
Federal Capital Territory (FCT)	7	3.6%
Lagos	8	4.2%
Oyo	1	0.5%
Plateau	2	1.0%
Rivers	3	1.6%
Total	192	100%

Table 34:
Age range of GAA
respondents

Response	Count	%
14-19	14	7.3%
20-24	51	26.6%
25-29	57	29.7%
30-34	36	18.8%
35-39	29	15.1%
40-44	3	1.6%
45-49	2	1.0%
Total	192	100.0%

Most GAA respondents (82.3 %) are graduates from tertiary institutions.

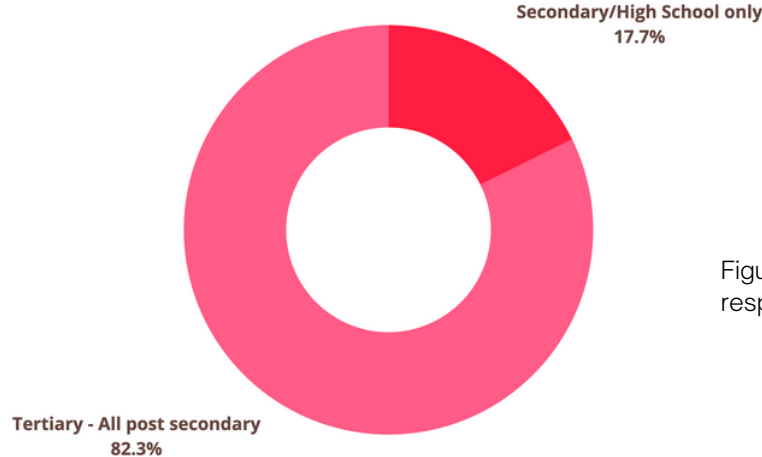


Figure 36: Educational qualifications of GAA respondents

The misconception that graduates of GPI do not get married was cleared up where 35.9% of graduates’ respondent had a matrimonial relationship.

Table 35: Marital Status of GAA Respondents

Response	Count	%
Divorced	3	1.6%
Married	63	32.8%
Separated	1	0.5%
Single	118	61.5%
Single Parent	5	2.6%
Widowed	2	1.0%
Total	192	100.0%

Table 36: Religion

Religion	Count	%
Christianity	191	99.5%
Islam	0	0
Others	1	0.5%
Total	192	100.0%

3.5.2. GAA Assessment of GPI Impact on them

GAA self-assessment on knowledge and attitudes to issues of Sexuality is excellent and good. Same goes for knowledge of SRHR, Gender and Human rights, Leadership and Life management skills acquired from GPI Program, impact of GPI program on their everyday activity after graduation. GAA members insist that GPI impact on their lives is sustainable. They also rated the value of their participation in GPI activities in their family as very high. Equally high is GAA assessment of the overall performance of GPI in addressing Adolescent Sexual behaviour issues, GPI promotion of Girl Child education, fighting spread of HIV/AIDS in their communities.

Table 36:
GAA knowledge and attitudes to issues of SRHR.

Response	Count	%
Average	17	8.9%
Excellent	78	40.6%
Good	97	50.5%
Total	192	100.0%

Response	Count	%
Average	9	4.7%
Excellent	102	53.1%
Good	80	41.7%
Poor	1	0.5%
Total	192	100.0%

Table 37: GAA knowledge and attitudes to issues of Gender and human rights

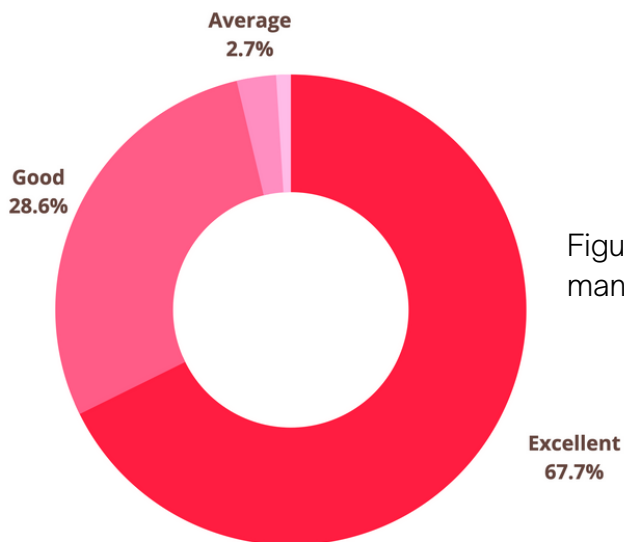


Figure 38: GAA Assessment of Leadership and Life management skills acquired from GPI Program

Table 38: Assess the impact of GPI program on your everyday activity after graduation

Response	Count	%
Average	10	5.2%
Excellent	124	64.6%
Good	58	30.2%
Total	192	100.0%

Table 39: Would you say the impact is sustainable?

Response	Count	%
No	1	0.5%
Yes	191	99.5%
Total	192	100.0%

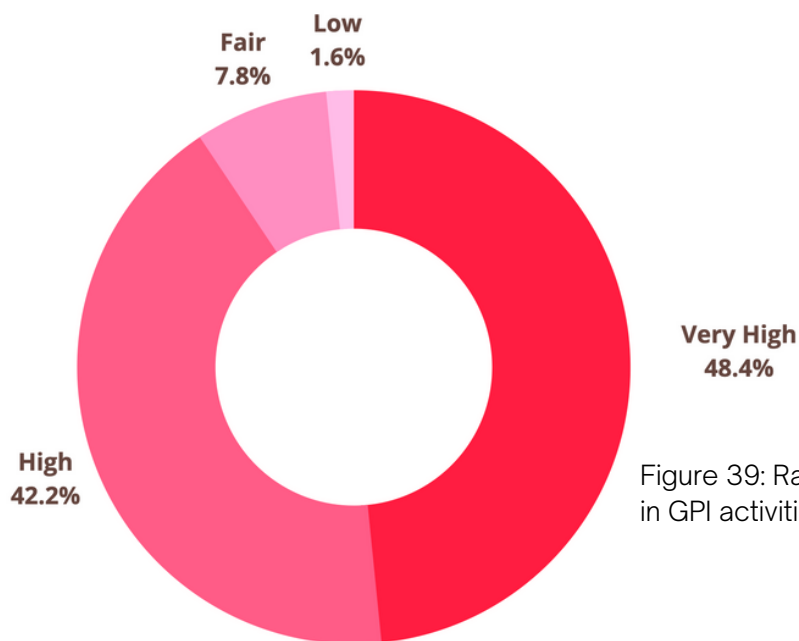


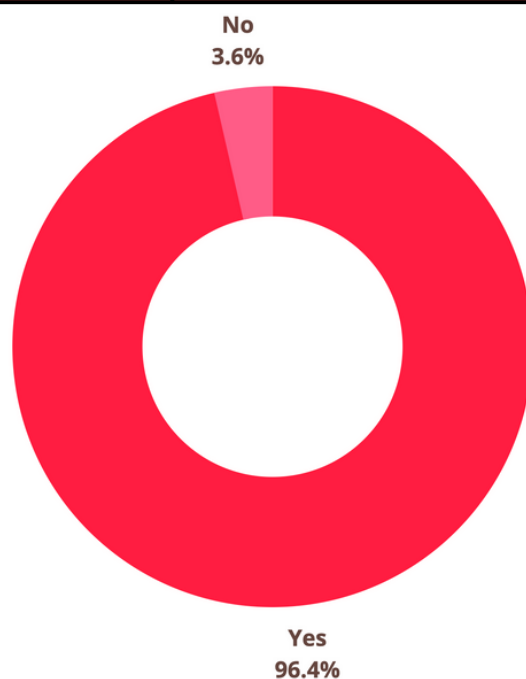
Figure 39: Rate the value of your participation in GPI activities in your family

Table 40: How impactful was GPI program on your career choice/development?

Response	Count	%
Fair	14	7.3%
High	90	46.9%
Low	2	1.0%
Very High	85	44.3%
Very Low	1	0.5%
Total	192	100.0%

96.4% of GAA respondents have taken action to effect social change (at individual, community, or societal level) from the gains of GPI program after graduation.

Figure 40: Have you taken action to effect social change (at individual, community or societal level) from the gains of GPI program after graduation?



A majority of GAA respondents admitted that they are Feminists while 17.7% of the GAA respondents do not see themselves as Feminists.

Table 41: Do you consider yourself a Feminist?

Response	Count	%
No	34	17.7%
Yes	158	82.3%
Total	192	100.0%

GAA access to gender sensitive and reproductive health services through GPI support service is still high upon graduation, same with access to legal aid and related services through GPI support services and access to GPI entrepreneurial skills and economic support.

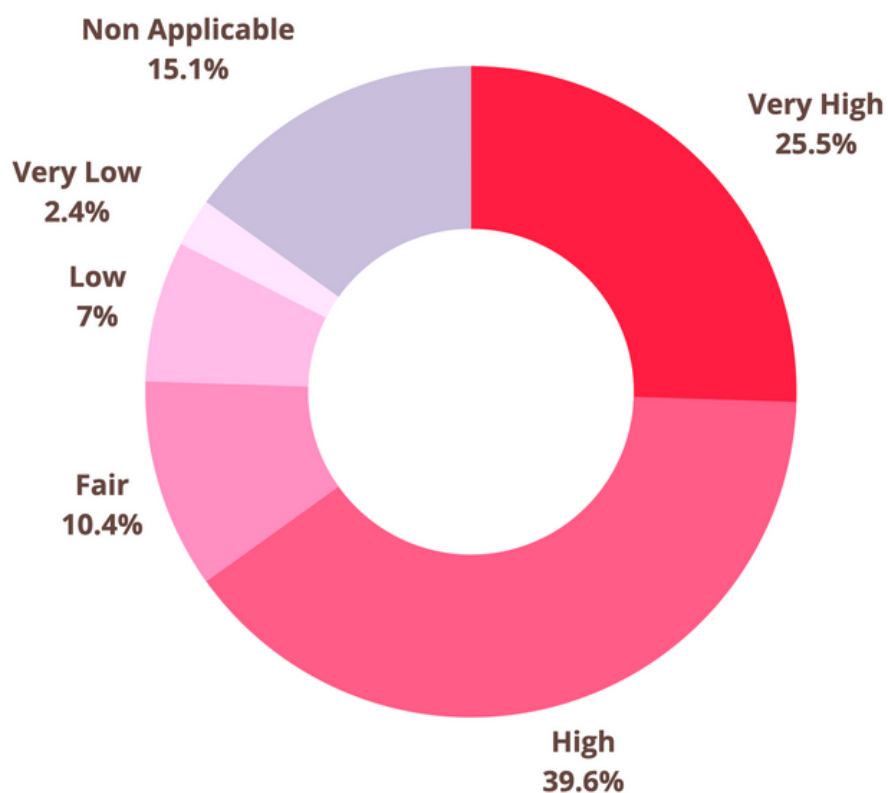


Figure 41: Access to Support Services

GAA is strongly of the opinion that GPI Program should be fully incorporated in School Curriculum and that GPI is synonymous with Girls empowerment in Nigeria.

Table 42: Support GPI Program in School Curriculum

Response	Count	%
Agree	35	18.2%
Disagree	1	0.5%
Strongly Agree	149	77.6%
Undecided	7	3.6%
Total	192	100.0%

While 12% of GAA consider the level of change that GPI activities made on reduction of rape and other sexual and gender-based violence in their State of Centre activity as fair, 41.1% rate it high and another 44.3 % rated it as very high.

Table 43: GPI activities brought about reduction of rape and other sexual and gender-based violence in their State of Centre activities

Response	Count	%
Fair	23	12.0%
High	79	41.1%
Low	3	1.6%
Very High	86	44.8%
Very Low	1	0.5%
Total	192	100.0%

GAATW Assessed the role of parents/caregivers in success of GPI program in their community, generally as good.

Table 44: Role of Parents in GPI Success

Response	Count	%
Average	36	18.8%
Excellent	56	29.2%
Good	89	46.4%
Poor	10	5.2%
Very Poor	1	0.5%
Total	192	100.0%

GAA Assessed the quality of GPI activity in the Centre meeting they participated in as generally excellent as shown below.

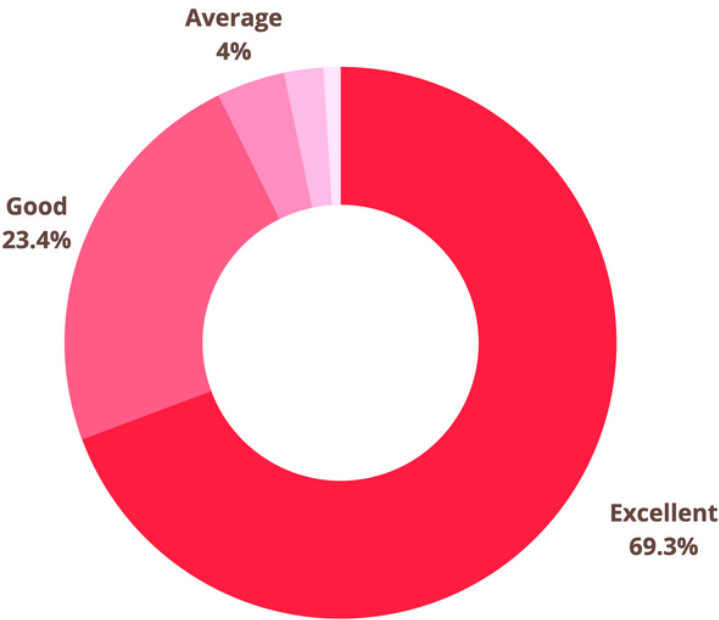


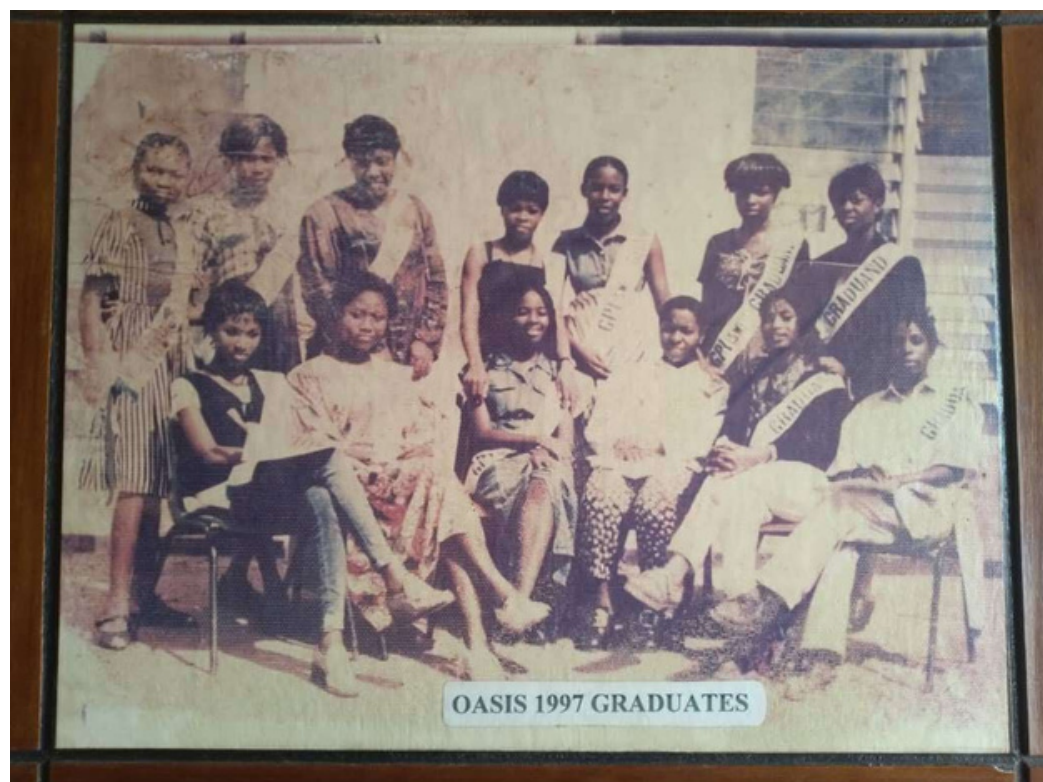
Figure 42: Quality of GPI Centre Programs

Picture 4:
1995 October -
Pioneer
members
discussing with
IWHC Reps in
Benin



Picture 5:
1997 April 12
pioneer Oasisians
(graduating level
- year 3) at a
workshop in Benin

Picture 6:
1997 - GPI
Benin Pioneer
members
graduates



Picture 7:
2000 March
Ilo Ebohon of GPI
Benin and Emilia
Eyo of GPI
Calabar at
Beijing+5 Prep
Com in New York



Picture 8:
17 November 2002, Benin
Graduates forum with Oasis
2001 and 2002 present



Picture 9:
17 November 2002, Benin
Graduates forum with Oasis
1997 and 1998 present



3.5.2.1. List of Centre Meeting activity most beneficial to GAA respondents

Edo State
Response
The most beneficial activities that impacted me positively were the checking in activities of Saturday meetings. Here, I could share and learn from experiences of girls like me. I also learnt a lot from lessons taught by facilitators and subsequently my peers in year three. "A Ride with GPI" TV program was another opportunity I will cherish my whole life. It taught me how to be camera friendly and the importance of research. I practically had to read up on issues every week to be able to assert an informed position on a topic to be discussed. This training later helped me in my journey to becoming a researcher. It aroused in me the desire to know more before speaking. All of these helped me find my voice and be able to speak for myself and fellow girls without fear in a patriarchal society like Edo where the male child is considered superior to the female.
Experience sharing, the facilitation of classes and final year intervention program
1.Centre meeting checking in sessions, 2.GPI TV program 3. Representing GPI at activities
Checking in, excursion, youth talent festival, parents-daughters forum
GPI songs, Youth Talent festival, community intervention, chairing of meeting, Television program,

Delta State
The three years human sexuality education classes at the different levels.
I learnt how to chair a meeting and as well, how to write the minutes of meetings.
Parents-daughters forum

CROSS RIVER
Attending programs early, setting goals and accomplishing set goals, values and value clarification, leadership role, personal hygiene,
Talent hunt, Career Tours; Book review, article writing/research, weekly Sunday meeting, parent daughter forum,
I benefited greatly from the Safe Space Sessions it really helped me in making informed decisions; my self-esteem was built there. GPI library service also contributed greatly to my B.Sc. Project. My success at school politics in the University was made possible through my association with GPI.
Media skills, Parents-daughters forum, entrepreneurial skills training, and community intervention
The one we acted and learnt to improve our speaking skills, and talk to girls who had been abused around our communities.....Above all am so proud of the level of information I have, am so skill full when speaking, all thanks to GPI
GPI on Air, Chairperson and Rapporteur Role, Editorial Team, Community Sensitization; the pre-requisite for graduation, Seminars/conferences
Weekly Sunday meetings where different topics are taught. Topics you will never see in a school curriculum. Also, the community sensitisation, counselling session and the interpersonal relationship between facilitators and girls.

UYO
Communication skills, Leadership skills, Self-esteem, menstruation and personal hygiene, rape
Enlightening us about Female Genital Mutilation
Adolescent sexuality, Adolescent rights, Reproductive Health, excursions
Skills training
Trafficking, Child Abuse, Gender Equality, Body Image, Interaction segment

Most GAA rated the quality of changes/actions they observed among other GPI girls in their families and communities as high and a few as very high. Same with the level of changes in sexual behaviour they noticed among their GPI Peers as adolescents

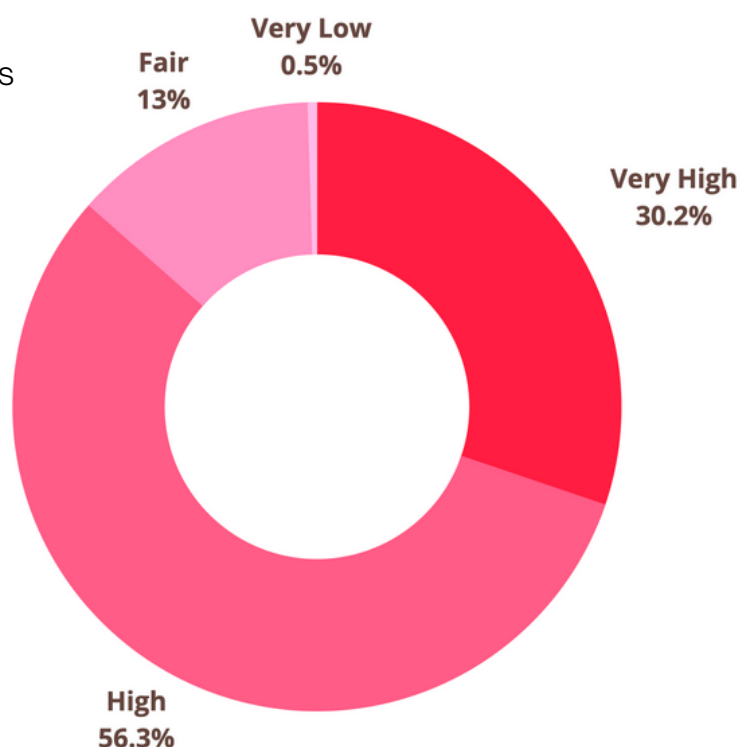


Figure 43: Quality of change among GPI Girls in Families

Surprisingly, 23.4% of GAA respondents are not active members of the GAA platform in their States of participation.

Table 45: Active GAA Members

Response	Count	%
No	45	23.4%
Yes	147	76.6%
Total	192	100.0%

37 % of GAA respondents assess as average the success of GAA activities in their state in achieving GPI's vision of change

Table 46: Assessment of GAA State Chapters

Response	Count	%
Average	71	37.0%
Excellent	27	14.1%
Good	49	25.5%
Poor	37	19.3%
Very Poor	8	4.2%
Total	192	100.0%

32.3% of GAA respondents considered GPI support of GAA activities as fair while others, 31.3 %, claim it is high, most probably depending on who is at the receiving end.

Table 47:
To what extent has
GPI supported your
alumnae activities?

Response	Count	%
Fair	62	32.3%
High	60	31.3%
Low	39	20.3%
Very High	16	8.3%
Very Low	15	7.8%
Total	192	100.0%

All GAA respondents have referred adolescent girls to join the GPI program.

Table 48: Recommending GPI to adolescents.

Response	Count	%
Yes	192	100.0%
No	0	0%
Total	192	100.0%

CHAPTER 4:

WHAT WE FOUND

FROM QUALITATIVE

DATA

4.1 GPI ALUMNAE ASSOCIATION (GAA)

GPI Alumnae Association is open to every girl who graduates from the 3 years Comprehensive sexuality Education program of the organisation. Every GPI graduate is expected to enrol and be active in the association

4.1.1. GAA Focus Group Discussions (FGD)

Benin GAA had 3 FGD Sessions with a total of 24 participants from 1997 to 2019 sets within the age range of 16 and 40 years. Most of the graduates had acquired first degrees with some (N=3) having master's degrees. While most participants live in Benin City and environs, others resided in cities across Nigeria and in diaspora (N=2).

Asaba GAA FGD were in 2 sessions with a total of 10 participants whose ages ranged between 15 and 28 years consisting of graduates of 2008 –2019 sets. Eight of them are still resident in Asaba while 2 now live in Lagos.

Uyo GAA: A total of 14 GAA members took part in the 2 FGD Sessions. All were within the age bracket of 20 and 33, consisting of graduates from 2008 to 2013. Most were single and others were married or cohabiting. While 12 still reside in Uyo, one now lives in Lagos and one in Port Harcourt. Majority hold a first degree.

Calabar GAA: A total of 23 GAA members took part in the 3 FGD Sessions. All were within the age bracket of 20 and 38 years and consisted of graduates from 1997 to 2016. While most still reside in Calabar,

others now live in several cities across Nigeria – Abuja, Uyo, Warri, Port Harcourt, Jos, Auchi, and Abakaliki. A majority had attained tertiary education degrees.

4.1.2. Reasons why the girls joined GPI

While most GAA members had no particular reason for joining GPI, some of them gave reasons which included: curiosity, admiration for GPI girls, desire to be in a place where their views would be heard and respected, to learn to be assertive, to receive transport refund.

In their words:

To become assertive

We were five girls in the house and were just staying inside and even when someone talked to us we will not know what to say and just be quiet because we were afraid and did not know what mummy and Daddy would say G2 (25, 2013C)

I met a friend , a course mate in the university of Calabar I saw the way she was responding to questions in class and I loved her boldness because me I will know the answer but really not have the boldness, we were over 400 in class....when we became friends she said ah there Is this organisation GPI it will help me and asked me to join and I decided to go there and see N3 (33, 2009C)

I had a class mate in Secondary School, we were friends in JSS1, I noticed she was a very shy type, she was not talking, she was constantly bullied, she could not defend herself by herself but in SS1, I noticed she was not the same she had changed and I was like what happened you were not like this and she said she started a programme with GPI.... She had changed from let me say zero to one hundred percent and I wanted to be like her...my mother came back and was talking about a girl's boldness, she is that, she does that, so these two incidents motivated me to join GPI A2 (31, 2007C)

To participate in GPI television programme

I watched GPI Programs on television- Cross River Broadcasting Commission (CRBC) where one of my friends participated and I wanted to join so that I could also participate someday B5 (23, 2015C)
Nobody introduced me, it was GPI on air program that made me join GPI GE4 (2010A)

To confirm what I was told about GPI

A friend told me about the topics GPI was teaching so I just went there to confirm if it was true and I loved the topics B1 (28, 2011C).

“a GPI girl and I were in the same class in SS1 and she happened to be my friend. She kept talking to me about GPI and I thought it was a club or something like that. One day I decided to go so that I can prove to her that it is not a place I want to be and then get her off my back.

I got there and found that my opinion was sought on issues and my views were respected.” [She stayed on and graduated in 1997] IM7 (40, 1997B)

“A friend of mine told me about GPI, she said they were taught how to take care of themselves and become more enlightened in the society.” – U1, (23, 2008U)

Did not have a choice but to join

My mother is one of the co-founders of GPI, so it was like all the daughters and relatives must join... that was how I joined GPI U4 (1997C)

Some of us did not have a choice. My beautiful mum of blessed memory was a facilitator of GPI and of course your mother can not be a facilitator and you are a young girl of that age and not join.... T1 (35, 2003C)

Transport money

I joined GPI because of the transport money GPI was giving. So, even rain wants to come, I must go there A2 (37, 2000C)

I saw some girls going into a building at Ekpo Abasi and I asked them what they were going there to do, and they told to come that they were given fifty naira ₦50. So, I was going there because of the money BD5 (30, 2006C)

Curiosity

“I saw the flier and decided to join. I was intrigued by the whole gender advancement thing, and I wanted to be a part of it. A friend and I joined we wanted to just go and see what happens and it was better than we thought, I kept coming back.

I was overwhelmed by the crowd, but I wanted to learn things that were not in the curriculum in school, and it was a reason for us to keep coming back.”- EU3 (25, 2011U).

“I was told by a teacher about GPI in school, she said there was a meeting, I was interested and attended the meeting. After the meeting we were told there was an event coming up and I was interested in the event. Then I knew there was a Centre meeting. I stopped attending the one in school and started attending the one at the Centre.” – U4, (26, 2018U)

To learn

“I had girls around me who were GPI girls. They told me about GPI. I heard that they talked to girls about themselves, being that I was the only girl in my house then, and I did not have a big sister, I knew that there was a place that people would pay attention to me and teach me about myself, I wasn’t disappointed at the end of the day.” – PO3, (21, 2015U)

“A friend who was already a GPI girl was the one that brought me to GPI. She insisted that I come with her that I would be enlightened. I wanted to learn new things, change ideas about the girl child, I wanted to know why a girl couldn’t do some certain things. Before then I was convinced that it was about lesbianism because a neighbour told me that it was all about lesbianism. I wanted to know why the government would allow lesbianism in an open environment. The first day I went what I heard was totally different from what my neighbour said. I went back home and

confronted my neighbour. They still insisted on what they said AU7, (37, 2007U).

4.1.3 Who brought them to GPI

Some of the GAA members came to join GPI by themselves after learning of the organisation through their teachers, GPI activities and GPI media, while majority were brought by their friends and parents

I heard about GPI from a friend. She walked up to me in the shop and told me that there was this organisation in town that was enlightening young girls on how to take good care of themselves, take responsibility themselves, how to make decisions and what held my interest were the topics especially leadership roles and I told my sister that I wanted to join but she asked me how I would get transport fare but I told her I would source it myself and that was how I joined GPI..... B1 (28, 2011C).

Nobody took me to GPI I saw an invitation letter in my seat partner’s space, I think an invitation on International Women’s Day celebration, and I took it to my mother and told her I hear this organisation is doing something about women.... Everybody agreed but my mother was like are you sure you will leave visiting your grandfather and go there? I said yes, that was how I got there, and I joined GPI BD7 (35, 2001C).

I had senior cousins who were all GPI girls so all I wanted was just to follow them to Sunday lessons because they were always happy whenever it was Sunday.

and then they were very bold and intelligent, so I decided to join the crew O1 (30, 2004C).

“my Mother introduced me to GPI and before then I was actually a shy person, I believe people who went to GPI didn’t understand why I have that kind of personality but when I started GPI, I met other girls that are of my age and we started learning sexuality education together that was when I started letting go of that shyness and knowing that it is my right to know that I have certain privileges and rights. There are somethings that are not in my school curriculum and I started making goals and expectations for myself, and at the end of that three years course I had fulfilled most of them and yes my expectations were met in GPI” AZ4 (19, 2008A)

“First of all my friends in school introduced me to GPI and I was like, ‘how can you be going to Asaba every Saturday because of meeting?’ and they continued to advise me until I begged my mummy, and after my friends had explained the meetings and everything going on in GPI to her, I started GPI in 2016. I was very shy because I was the smallest in my class in school and was too reluctant to go round in school but when I joined GPI...I started building up myself and gradually I became assertive and all thanks to GPI that I could do that. I am so happy that I can speak now when others are talking, and when they shout at me, I will tell them that this thing you did was wrong, and this thing is right. I can fight for the right of my fellow females in school especially my junior ones so they will not be intimidated. All my teachers liked me, and I am very glad I went to GPI.” IO5 (15, 2019A)

4.1.4. Their Expectations

Most of them wanted to know more about GPI, Others wanted to know more about themselves, or have answers to their many unanswered questions, a place where they could be free to know and explore without being shy or scared, some wanted more empowerment and exposure while some had no expectations at all at the point of joining the organisation but during their stay they cultivated and actualized their expectations.

I joined GPI years back. Then I was still young and I did not know why I was going there, I was still young, someone told my sister and I that ‘when you go there they teach you how to take good care of yourself as a girl child’ so I went there I did not have any expectation, then I did not know my left from right..... O5 (33, 2002C) I did not have any expectations. I just wanted to go there and meet with young people and see how they do things B1 (35, 2001C).

No expectations I just wanted to escape Sunday Chores EM3 (38,1999C)

Expectation zero, I knew nothing about GPI exactly; I was going to learn there and all I knew was that my mother was taking me to some place she was going to talk to a group of girls T1 (35, 2003C)

You know I joined GPI as a staff. During the interview I saw that GPI girls that came for the interview were so confident so I decided to build myself E4 (32, 2009C).

“though I had no expectation when I joined GPI but the experience I had on

my first day in GPI was awesome; I discovered who I am and on that same day I picked a Pet name for myself.” IA3 (28, 2008A).

“I joined GPI through my cousin, I was in secondary school then, when she told me about GPI, and I decided to join. Apart from all what she told me I wanted to know what GPI was all about. When I joined, we were taught so many things even skills acquisition. I benefitted greatly from GPI” EM6, (23, 2007U)

My expectation was that I wanted to be a different person in the society, I wanted to educate people around me, I wanted to change the narrative about what the girl child couldn’t do, I wanted everyone to know that the girl child is strong and not weak.” – AU7, (37, 2007U)

4.1.5. The biggest problems girls experienced in the GPI Centre locations then

Asaba Centre

The problems identified here were peer pressure, dating violence, rape, inability to speak out when sexually harassed, lack of sexuality education, molestation, gender discrimination.

“I grew up in an environment where they believe that women should not talk when others are talking. They don’t give women opportunity to speak, GPI opened my eyes to know that women have equal rights with men, and we were taught how to build our self-esteem.” GE4 (2010A).

“In Delta State girls face the challenge of not being educated on their sexuality, actually many girls are not educated on what to do as a female child. So, I think this makes them to go astray. Again, many parents don’t pay attention to their daughters and you see them dating

cultists, going into early sexual relationships not minding the effect on them.” MM6 (27, 2014A)

Benin Centre

The biggest problems girls generally experienced in the Benin Centre location when the GAA members were GPI girls were identified as peer pressure, improper dating, drop out of girls from school because of pregnancy, sexual harassment, body shaming, Female Genital Mutilation (FGM), trafficking in girls, lack of exposure, poor communication skills, branding of outspoken girls as rude or without respect.

“In school, there was a team of girls I admired, and their discussions were about their escapades with UNIBEN (University of Benin) boys and I was getting carried away. GPI saved me from them because I was falling.” (OS5, 32, 2011B).

Calabar Centre

Female Genital Mutilation, rape, gender stereotypes, son preference, lack of SRH information, teenage pregnancy were the prevalent problems that girls faced as these voices confirm:

the rape issue here in my area is just something to cry about. P7 (20,2015C) having stereotyped roles for women like you are not supposed to aim high, dream all you need to be, but that you are a woman, learn how to take care of the house, husband..... U4 (1997C).

..especially in families, males were made to feel superior to females, your brother will be reading and you are asked to go and wash plates or sweep

So, females were made to feel like second class, were withdrawn and all of that.... and it extended to career choices in schools. Males were made to go to courses like medicine, engineering, while females should go to study nursing... it was a problem O1 (30,2004C)

...because of that a lot of girls were struggling to get husbands and because of the misconceptions around that and upbringing you found a lot of teenage pregnancies U4 (1997C)

Lack of information was the mother or father of it all; lack of information on issues of their sexuality, reproductive health and rights, knowing what you expect from life, having certain goals...a lot of girls had no information on what they really expected from life... it was tough growing up in such environment where all that girls knew was to grow up, find husbands and bear children and that's all T1 (35, 2003C)

A lot of girls did not have access to menstrual hygiene information and did not know how to take good care of themselves A2 (31, 2007C)

Uyo Centre

The biggest problems girls experienced here were identified as shyness, rape, low self-esteem, FGM, early marriage, unintended pregnancies, HIV & AIDS, Child Abuse; Emotional, Physical and Sexual Abuse.

“For me it is the issue of rape. It is a real big issue it is too much and the issue of low self-esteem. We did not have girls that could really stand out and speak about themselves here.” AU6, (21, 2014U)

4.1.6 How being a GPI girl helped them to deal with these problems at adolescence

The graduates shared different experiences on how being GPI girls helped them to overcome the problems many adolescents were faced with while they were growing up: “Then in GPI, we had this Coordinator that accepted us, as a child I was very shy and introverted, I won't say I have changed much but I am more intentional at being more expressive.

Also, GPI has always been about humanity, it gave me a purpose, for example when we went on community interventions, I felt I was sharing what I learnt with others. GPI gave us a sense of belonging, there was one time I was picked to go to Abuja, we had this strategic workshop then, from Uyo to Abuja by road was so fun, it was a 3-day thing we met people from Ford Foundation. It gave me that head start. You get to interact, talk about yourself and it makes one more aware and more careful. It's not only about knowing but when you start practicing, you know what you want not out of peer pressure or influences or making wrong decisions. All this wouldn't have been possible if I didn't go through GPI. It's emotional, social, physical and even your personal welfare all in one package. Over the years I have practiced what I learnt I have also talked to people about these things even my path in academics I think it was a spin off from GPI, getting into Reproductive health, Diplomatic Studies. GPI just gave me that head start.” EU3, (25, 2011U).

“While growing up, my parents did not give me information about myself or anything. Joining GPI taught me how to overcome the challenge of child abuse, how to take care of myself, being in the know and not to bow to peer pressure, even till today the information has helped me a great deal.” EM6, (23, 2012U)

A graduate shared that the information she got on HIV/AIDS prevention led to her going to the hospital for prophylaxis after being raped by armed robbers. She said, “The information I got from GPI has really helped me. I was a victim of rape by armed robbers that broke into our house. My parents didn’t know what to do or how to cope. I was informed in GPI about post exposure prophylaxis, I took myself to the hospital, met with a matron and told her what I wanted. She was surprised that I was able to come over. I was placed on admission and given proper medications immediately. I took it for 30 days, I passed through hell but I knew that I didn’t want to become infected in the future. I have been tested and still maintain my status and I am negative! I am proud that I am informed, else I wouldn’t know what I would have done. I am enjoying GPI, the woman I am today even sharing this experience is because of GPI, I have come to overcome it. Even in the society some people may say why did God allow it. But I am glad I overcame it EM6, (23, 2012U)

“I wouldn’t be wrong to say that GPI moulded me into the woman I am becoming. Starting with GPI wasn’t easy though especially the Saturday shuttle that I almost gave up, but when became an undergraduate I was shaken up, I saw different perspectives of life and I was

left to choose one, and the morals with other things I learnt in GPI helped me a lot.” OP1 (20, 2017A)

“In school I had a friend who was in GPI she always had something to say and I always admired her and she will be like MM6 how come whenever you write you put everything down perfectly but when it comes to talking you are shy. Really, I’m always shy, not outspoken and she said, ‘you should come to GPI, they always teach me how to express myself and pick more things that will help me to be able to express myself. It doesn’t matter how I go about it or the grammar I use, just say something.’ I followed her to GPI and after that, anytime questions were asked in class, I didn’t mind how I put it, I always stood up and said what I knew.” MM6 (27, 2014A).

“It made me love myself first as a human being and secondly as a female and showed me the beauty of womanhood”. FI2 (35, 2003B)

We had this mindset of we are not going to be ‘disvirgined’ until we are married. That was our biggest motivation for joining GPI then and GPI helped me a lot even though I did not get to that extent but I did well...I still have my GPI notes and I do go through them at times”. MM6 (27, 2014A)

I feel I knew too much for someone of my age, it could be overwhelming at times. When something happens and you must face that issue and challenge it. People had this misconception because of the information we had that we were too spoilt. People felt we

were too young to be getting the sort of information we were getting from GPI then. I feel if I wasn't a part of GPI then I would probably be a single mom, or a university drop out. When I had situations, those experiences made me sit down and think. When we go out for community sensitization you see Teen moms with babies, I am older than them I tell myself that I do not want to find myself in that position. I re-strategize, go back to the drawing board, re-evaluate and look for other means to handle the whole situation. It also helped with my self-esteem, most of us are very conservative. It helped the way I handle issues, respond to issues, the way I treat people knowing that people come from different backgrounds and as a social worker I knew I had to treat people with empathy, you had to treat people with respect. – P05, (25, 2011U).

Other graduates

- say that GPI gave them confidence to cope in relationships with the opposite sex.
- used the information from GPI to have a voice in her education, financial liberation for her mom and won wife battery battle for her sister.
- were able to protect themselves from sexually transmitted infections and from those who would always want to take advantage of young and quiet girls.

4.1.7. How it is helping them now

GPI graduates still find very useful the information and skills they learnt as GPI girls and are still using them to address problems till date such as in speaking out, decision making, gender inclusion, career decisions and in helping others. As a grown woman I have always been vocal about gender roles. Men should not be given roles just because they are men OE10 (2001B)

I would have been relegated to the background in my office if not for GPI empowerment. "I refuse to be silent in my office. I am bold to say what I believe in and I do not shy away from it" FI2 (35, 2003B)

During the week a girl was raped, and they were confused on how to handle the issue I advised them to report to the authorities that killing the man who did the act was not the solution but none of them believed me until one of them saw reason with me and they did what I suggested. GPI is a steppingstone for me. OP1 (20, 2017A)

Any time my family is to make decision my elder sister will call on me because she says that me, I am very knowledgeable when it comes to decision making and we will always arrive at a good decision. B1 (28, 2011C).

I make sure I participate in areas where males participate and seen as only for males. Like in church where I worship, some leadership positions that I saw were being occupied by males only, I asked and people were like why did you ask? They are only for males but I said no and volunteered to participate... B5 (23, 2015C).

I am a catholic and I noticed that the servers in church are all males and I was

like why, in a catholic church, women are allowed to serve.....I spoke to my fellow women, usually after their first communion they are asked to choose what they want to do... at the end of the day there are now two Mass servers we have in the church that are girls U4 (1997C)

Working in the development sector in Nigeria today is because I was enabled to chart out a career path in GPI T1 (35, 2003C).

The work that I do now on gender mainstreaming has its bedrock from GPI EM3 (38,1999C)
It has given me the zeal to talk to people outside. I was the kind that couldn't stand in front of people to talk, when I came to GPI when it was time for "Experience Sharing" I was so scared to stand in front of my fellow girls to share my experience. But this helped me a great deal." U1 (23, 2008U).

4.1.7. Increased knowledge on Sexuality, Sexual and Reproductive Health and Rights (SRHR), Gender and Human Rights:

Very few respondents had knowledge on these topics before joining GPI. Several opined that there were misconceptions about them in the wider society but membership of GPI gave them access to factual information on them.

Sexuality

Discussion of sexuality used to be regarded as a taboo. It was synonymous with spoilt children "GPI taught me that sexuality is not sex and

so I went back to school to correct the misconception" SP3 (21, 2018B). One graduate said she used to go out of the room whenever the facilitation of sexuality was on "till I realized that I was missing a lot. Now the knowledge has helped me and many others as I became a model for my friends" AS2 (16, 2019B).

"For me, my knowledge grew from zero to a hundred percent. Before I joined GPI, I was just a normal girl that was not informed. With the help of GPI, I had the right information, I learnt a whole lot, those were valuable to me and are not taken for granted. I had this opportunity when someone saw my cv on net he saw GPI, I had the job without any further interview questions he just said this interview is over. GPI taught me everything I know now, it taught me human rights, sexual and reproductive rights. It basically gave me a voice. Even when you know about these things you didn't know how to go about it, approach it in the right manner. It gave us the right experience. It is one I don't regret". – PO5, (25, 2011U)

"If I want to talk about the benefit, I got from GPI we won't leave this place because I learnt a lot from GPI. It is the first place I learnt about womanhood. I was taught not to be ashamed of myself or to be ashamed of my body. They also taught me about my right to the point where I have to say "No". we learnt about Self Esteem, why I talk so much about Self Esteem was because I had Self Esteem issues. People wouldn't know because I was always outspoken. Being outspoken didn't say I never had self Esteem issues, they taught us about contraceptives too. Till tomorrow I would still be grateful for the privilege to be a

GPI girl. I had information that girls my age didn't know. There were times I would go home and tell her what I was taught. She would look at me in awe. At some point my dad was saying all my siblings would also attend GPI so that their ears and eyes would open, and they would be informed because whoever is not informed is not going to know. I am proud to be a GPI girl. I am happy I encountered GPI. GPI also made me want to talk to young girls. I also liked the part that GPI taught us skills, how to bake, how to make soap, etc. it helped a lot of girls economically to do things for themselves. I am very proud to be a GPI girl, GPI girl Forever". – PO3, (21,2015U)

"I started having issues at home whenever sexuality topics were raised, I answered them well and my mum told me to stop GPI that it will spoil me, until she attended parents-daughters forum and discovered that GPI gives out lots of information that helps a girl child. After that, she encouraged me the more to attend GPI activities."IA3 (28, 2008A).

Sexual and Reproductive Health and Rights.

Many graduates did not also know anything about sexual and reproductive health and rights prior to joining GPI thus accounting for all they knew about them in their teenage years.

"On the issue of Sexual and Reproductive, Health and Rights, my knowledge on them became 100% when I joined GPI. I began to see things in a different light, I had to quit a

relationship and start my life afresh. I continued with my education. I would ever live to remember my role model, Aunty Mfon Asare Okpudo, each time we have a session with her, she would touch me and say 'is that thing touching you?' I had to take a positive U-turn.

You make your decisions, concerning childbearing, you reach agreements, not what we see in the society today. I must share an experience a friend told me, that the husband comes home drunk, he would just ask his wife to undress and lie on the bed. She confided in me and asked what could she do? I think if she had been informed as a GPI girl, she would have been able to define her relationship. As at that point it was difficult, though she has scaled through. I still want GPI to continue her sexuality education program for girls." – AU7, (33, 2007U).

"Sexual and Reproductive, Health and Rights is very broad, GPI really helped me to step up and to increase my information about sexuality. When it comes to relationships, GPI really helped me to know when a relationship is abusive and when to walk out of it. GPI also helped me to know when to communicate and how to communicate. I really give kudos to GPI because most of the things I learnt I didn't learn it from my home, my parents nor my peers. . I really thank God that I joined GPI as at the time I joined. I am this kind of person that wasn't easily influenced by people before joining GPI. Before now, I knew I was in the right path and not making mistakes and GPI has taught me that, that was the right way to follow, to say "Yes" and mean "Yes" not to say "No" and you mean "Yes" and your

body language is saying “Yes” and you as a person your communication is saying “No”. GPI has taught me to call a spade a spade and I have really put it into practice in my relationships. I know when a relationship is abusive both verbally, physically, sexually, and otherwise. I have really known myself. I would say GPI should continue and on no account should GPI stop in their information giving. They should continue, it is a program to really invest in. I appreciate it. Thank you.” – NO2, (32, 2007U).

The first day I entered the class, the session, menstruation, and personal hygiene was taken and that was the first time... no I heard about it in my JSS3 in Physical and Health Education class, but it was not as detailed and explanatory as what I learnt in GPI that day. Funny enough after that Sunday, the next week Saturday I started menstruating. I was just sitting with my neighbours; two brothers.... and I felt one funny thing around my genital and abdomen.... I just went to the bathroom to pee and by the time I peed I just saw some reddish discharge and all of that. I was a little bit scared, but I said they showed us this diagram and it was like this, and the age bracket is like this, and they taught us how to use cotton material....I picked my mother’s head gear and cut it into three and wrapped and all of that. When my mother came back, I reported myself. Since you were not around to give me money for sanitary pad this is what I used. My mother was shocked and asked, how did you know how to do that? I said I was taught at GPI. My mother was so happy BD7 (35, 2001C).

In GPI we were taught about our body systems, menstruation, rape, breast examination.... I personally went home to experiment and in 2002 I woke up and told my mum that it was like I want to go for an operation it was like I was having a breast lump.... ‘are you now a medical doctor as small as you are?’ and I said no. I noticed an unusual lump in my breast, in GPI they taught us how to do breast examination... a facilitator recommended that I should go to Faith Foundation...on reaching there it was confirmed that I had a breast lump. My mum, everybody was surprised...A2 (37, 2000C)

it was a problem discussing issues of STIs and RTI. Who are you that would say you want to examine your breast but with my experience with GPI I started discussing it with family and friends E4(32, 2009C)

Gender and human rights

Before, I was told that women’s education ends in the kitchen, but I came to understand that I have a right to achieve all I want, and my education does not end in the kitchen B7 (24,2017C)

I learnt that other people also have rights E4 (32, 2009C)

Most of the things I was taught then is what I have come to see in real life. I was taught about Child Abuse, Peer Pressure, Sexual Abuse. It taught me how to live my life and avoid all that especially sexual abuse. GPI taught me how to relate with people for example the opposite gender. – EM6, (23, 2012U).

“I have been able to overcome gender inequality in my home. My father adored male children above female children. I proved to him that the girl child is even worth much more than the males because there are things that we could do that, male children could not do.” – NC7, (20, 2013U)

I learnt everything about Gender and human rights from GPI OP1 (20, 2017A)

“GPI has helped me enough especially when I first saw my menstruation, my mum was like how were you able to do this all by yourself but I learnt these things when I was 10years old, I was able to clean up myself and take good care of my body even most times she will be like have you seen your menses this month and I will say yes and my mum would say why did I not tell her and still she was amazed at how I was able to take good care of myself and that GPI taught me a lot even now am able to stand up for myself and for my rights because of what I learnt in GPI.” IO5 (15, 2019A)

4.1.9. Difference being made by the GPI graduates in the society today attributable to GPI training

The graduates shared instances that they carried out activities recently as a result of the Comprehensive Sexuality Education training they received during their teenage years.

According to one of the graduates, GPI influenced her quest for increase in knowledge and participation in sexual and reproductive health and rights field by laying the foundation blocks. This can be seen in my career as I have opportunity to see and talk with women and sometimes males on the need to see and view males and females as individuals with abilities AO4 (34, 2006B). Another started having sessions with youths in her church using the outreach curriculum while yet another who became a GPI facilitator, was in Society for Family Health (SFH) as a research consultant, went into international competition and was one of the 15 best. My work with SFH, Ashoka and the way I run my home is a result of the empowerment I got from GPI IM7 (40, 1997B) .

“After attending GPI I became a volunteer and I was placed in outreach section where we visited schools, I was opportune to speak to the girls and it was awesome. AZ4 (19, 2008A) MM6 (27, 2014A) became independent as a result of GPI teachings and during the period of staying in girls lodge in school she was able to impact on other girls on how important it is to be creative and support themselves instead of going out with men.

OP1 (20, 2017A) is currently advocating for a safe space for young people in the University she attends to be able to impact them with all the lessons she learnt from GPI. In her words “girls are not too sensitive about themselves in school, and I would like to run a program in school to help.”

A onetime GPI girl of the year, who stood out and handled presentation of GPI television program even way back as a GPI girl and still anchored some of the television programs after she graduated had this to say. “I conducted different interviews with doctors, lawyers, etc. that broadened my scope, and I was able to learn other skills that have shaped my life. Now, I am a tailor, researcher and I get invited by other organisations that work with young women and girls and do not hesitate to put such opportunities to good use. I also run a campus program called gender gaps founded by the Head of the Department. We discuss issues surrounding women and adolescents and the responses we get is massive. Even in my sewing business, I find time and space to help in any situation. On the program I attended I actually participated in these areas mentioned and I’m happy to disseminate information that will help young women and adolescents.” IA3 (28, 2008A)

“There is this our neighbour that usually calls his wife drum because she was fat, this woman kept crying because of that and stopped eating to try and reduce her size. This made her to stop coming out because she looked down on herself and I had to take it upon myself to talk her out of it and she was able to recover her self-esteem back”, and she also reported a case of rape “another incident was a 30-year old man in my compound then who raped a 6years old girl. I reported the case to GPI and measures were taken and the man was brought to book” GE4 (2010A)

“I reported the case of a girl whose stepfather consistently beat her and her mother to a GPI facilitator who then mentioned the case to the Coordinator and I really liked the way the case was handled by GPI and the Ministry of Woman Affairs, though the mother was scared at first because of the threats from the husband but later everything was settled, and she was happy” IA3 (28, 2008A).

There is this boy in my neighbourhood that was always being beaten with firewood by his stepmother... one day she was doing the same...I called the police and they showed up, no one knew how it happened B5 (23, 2015C).

A man around my house was fond of battering his wife. One day he was beating the wife late in the night and I called the police secretly and they came and arrested the man B5 (23, 2015).

I am still using the knowledge I got from GPI, as regards organizing mini trainings for girls around me. There was a time I went to a village where my dad was serving, I noticed that the girls didn’t have any information about Sexuality, Reproductive Health and Rights.

Through my father who is a pastor of a church, I was able to use the church as a venue for the mini training and the turnout was good. I was able to pass the information I got from GPI to them. Up till now they still look for me. . In the area of leadership, I can proudly say GPI moulded me in that area, even where I am working as a Teacher, I am the youngest, but I always find myself in leadership roles where there are bigger people. Kudos to GPI” AU6, (21, 2014U).

Another graduate carried out skills training on house cleaning products and cosmetology for GPI girls in Calabar Centre, “I learnt detergent making and cosmetology in one of the GPI trainings. Years later, I was called to come and be one of the facilitators during a skill training in Akpabuyo, Calabar. It was a training to be remembered. I was able to give back to the organisation what I benefitted from them. I was able to go back to teach the girls detergent making, bleach making, air freshener, and a whole lot of things. I was able to give back to that extent. Talking, about the information I got from GPI, I have never ceased to talk to my siblings about the information I got. Some of my friends that are in abusive relationships I have spoken to them about GPI, some others I do my best to counsel and refer accordingly.” – N02, (32, 2007U)

“If there is something I should forever be grateful for in GPI, it is their teaching me Self Esteem and Community Service. Today, I take part in a lot of Community Service, for example as a law student, I was a member of the Clinic Community. We went to Secondary schools to sensitize them, and I stood out because GPI training had equipped me with effective communication and public speaking skills. GPI has been a part of my success story.” – P03, (21, 2015U)

Other graduates:

- VO4 (38, 2001B) uses the information on people around her.
- PI6 (36, 2003B) uses the information in schools, Centre meetings and in the church.
- AS2 (16, 2019B) became a child with a very high self-esteem and she has been helping girls in their relationships.
- SP3 (21, 2018B) was able to make her mark during their intervention. Till date the community girls call and confide in her. She used the information on menopause to educate her mom. She intervened in the case of late Uwaila (a girl sexually assaulted and murdered in a community church where she went to read during the University lecturers strike) that she cannot be blamed but the perpetrators should.
- Working in the development sphere in Nigeria T1 (35, 2003C)
- I am an orator for young people in the church, teaching them SRHR A2 (37, 2000C)
- Doing things that were regarded as meant for boys only.... I am proud to say that I am a barber D8 (27, 2009C)
- Founded my own teaching academy where I am training young boys D8 (27, 2009C)
- I learnt how to do make up at GPI and I am doing that for girls around me and I don't charge them high. G2 (25, 2013C).
- Because of the sisterhood that was borne in me at GPI, I am training girls for free in fashion design A2 (31,2007C)
- Helping people to join GPI apart from working in GPI BD7 (35, 2001C)
- Volunteered with so many NGOs that were dealing on health P6 (25,2010C)
- Volunteered as a facilitator in GPI P6 (25, 2010C)
- Established a club in the school I served as a corps member where issues of

SRHR were discussed P6
(25,2010C)

- In charge of girls forum in the school where I teach O5 (33, 2002C)
- Sharing information with young girls on SRHR in schools during break A2 (31,2007C)
- intervened in the case of FGM of a tenant in her grandfather's house and equality of sexes in her church program.
- used the information to save a girl from incest by her father.
- intervened in sexual harassment in her school and female employment in her office as well as help a rape victim.

4.1.10. Challenges with others caused by their being GPI girls then or graduates now.

Family

For three girls their parents were always not too happy whenever it was time to attend GPI Saturday program because it encroached into their Saturday cleaning at home. IA3 (28, 2008A) said that her parent was not too comfortable with the sensitive words she used during the television program because of her age. Whenever she gave her opinion on family matters her family always wondered where she learnt so much.

Any time I did something wrong my dad would like say I will stop you from going to that place o, I wonder what they are teaching you people, you will not see the good side o... okay your mouth is now sharp O1 (30, 2004C).

My mother stopped me. Someone came to my mother and told her that GPI was into lesbianism and things like that. E6 (2000C)

I started learning shoe making and my mother had been trying to stop me from learning. A guy also said I should stop learning shoe making that it is meant for guys and asked me if I will be making shoes in his house if he marries me, that I can't...B5 (23, 2015C).

even in church when you are volunteering to do a role that 'belongs' to men they will say no and I will continue arguing until they will say do B5 (23, 2015C).

The decision to have three children is mine. My husband's people are large family people so, that external pressure can be a challenge (1997C)

- For VO4 (38, 2001B), a man in her community said he was doing her a favour by taking her as a third wife and she refused.
- PI6 (36, 2003B) said that she would always do all the house chores before going to GPI otherwise she would not be allowed to leave home for GPI.
- AA8 (29, 2008B) said that her father told her that it is because of GPI that she has the mind to do what she did as an adolescent girl and threatened to stop her.
- SP3 (21, 2018B) said that whenever she gives her opinion on family matters, and she is not in line with others they will say she is rude.

Friends

MM6 (27, 2014A) lost all her friends when she joined GPI she says, "I did not have any challenges because I expected them especially the guys in my street, I lost many friends and losing friends who are not ok with me, was ok".

EP3 (27, 2009A) also had a different challenge with some of her friends who didn't have knowledge about sexuality education she said "the major challenge I had was not just my family but my friends who don't know anything about GPI or sexuality education and whenever I wanted to enlighten them they would be like they have not heard anything about that".

"when I graduated from GPI some of my friends were not comfortable how I spelt out things or talked about sexuality related issues that will help them, because they are shy to discuss sexuality, then I lost many friends and their main reason being that I was too assertive." OP1 (20, 2017A)

...friends, they will want you to conform to what they want you to do especially in the university and I will tell them that gone are those days that GPI has taught us to do only what we want to do. G2 (25, 2013C).

Whenever you saw a group of girls or women and you are passing they would be like you are a lesbian or that T1 (35, 2003C)

A lot of people see you as a proud person D8 (27, 2009C),
You are being viewed as wanting to be a man... who really cares? O1 (30, 2004C)

Most of my male friends see me as a lesbian because they say once you go to GPI nothing you fit tell me say you no be lesbian B1 (28, 2011C).

Whenever you want to assert yourself, they will be like you are too assertive for a woman... especially the male folk who just feel that you are too open for their liking, you talk in Nigeria where girls are supposed to be quiet...when I speak out everyone thinks that I have come again with my trouble T1 (35, 2003C)

They asked my fiancé then, does he really know who I was? I compete with men. Will he be able to cope? B1 (28, 2011C).

A guy was asking me out and when his friend discovered that I was a GPI girl they all said, oh! All these Margaret Thatcher, no wonder she is always arguing, and they asked him, you go fit? A2 (31,2007)

Being in patriarchal society is already a challenge. Being vocal and refusing to be silent makes one a target. People feel threatened because you have information and know your rights. IM7 (40, 1997B)
OP1 (20, 2017A) faced the challenge of all her peers refusing to associate with her because she became too assertive after she joined GPI.

Others,

There were misconceptions about GPI activities. Some were saying that GPI was corrupting girls, we will become lesbians, remain single, not make good wives, etc but because I knew what GPI was teaching and it was useful, I was not discouraged. B5 (23, 2015C).

SP3 (21, 2018B) A teacher told the students to go on a date and she told him she does not have what it takes to do that, and she was branded rude. Also, a driver called her rude and without home training because she was outspoken.

“I also faced the challenges of other girls not being able to interact with me because they might feel that I’m overdoing things and making them feel insecure. What I did was to bring them closer and make them understand me better. For other gender, men don’t like to see girls who know more than them. It’s a threat to their ego although it has reduced now in the society.” IA3 (28, 2008A).

“I had confrontations because there were stereotypes when you have a gathering of a group of girls. I used to be very introverted, when I started attending GPI meetings, I became experienced, I was able to open up more. We had transportation fare whenever we went for Centre meetings, so I was not disturbing my dad for anything he was just indifferent to it until I had an interview on the television on Child Labour. People called up my dad and they told him they saw me on TV, and that I spoke very well, that built his interest and support to my GPI activities.” – EU3, (25, 2011U)

“I had a friend who always wanted me to be quiet not to talk when guys were talking but I didn’t let that deter me. I also was able to understand and change the societal pressure on marriage. I was told you marry any

man you meet but with the information I got I was able to know that was totally untrue.” – U4, (26, 2018U)

Recommendation of GPI membership to any friend or anyone else recently
All participants had recommended GPI to others severally at one time or the other. A few stated that recently, they had not referred because they were not aware of the organisation’s new location in Uyo while one respondent did not know there was a centre in Abuja.

“I recommended a lot of people to GPI because I felt if you didn’t join you were missing out. Then when we used to go for community sensitization and the bus came to carry us, people wondered where we always go to, we were seen as the big girls. I never knew I would take a career path in Social Entrepreneurship. I didn’t have a job experience but because of my volunteering experience I was often placed above those that had job experience. I recommended a lot of girls but don’t know if they finished. After the office moved to the new location, I facilitated young girls with other graduates.” – PO5, (25, 2011U)

“I came into GPI in my secondary School days, my friends were not a part of GPI then but even up to my undergraduate days I told people about GPI. Through the success story I had, some of them wanted to join, they wanted the exposure that I had. I have recommended GPI to people”. – RA5, (23, 2010U).

“I have recommended GPI to many..., like one of us here said, she is one of the first persons I recommended to GPI. She has made me proud. I have also recommended others as well. I will not stop recommending girls to GPI.

Presently I am recommending my own daughter, she is 9 years by next year she would be 10 years old. – NO2, (32, 2007U).

There is this one of my friends, she had accident and broke one of her front teeth and since then she has been feeling so bad about it.... had even started talking about putting artificial one if she had money. I talked to her about body image and I recommended GPI to her.... P7 (20, 2015C).

A neighbour of mine, she is 16years... but taller than me, I found out that she had problem with body image and she kept on complaining that she didn't like her height. I referred her to GPI A6 (21,2011C).

My mates in school admired one or two things in me and I told them I learnt it from GPI and recommended GPI to them G2 (25, 2013C).

GPI has done a whole lot for me so any girl around must join GPI. My younger ones also joined T1 (35, 2003C)

Almost all the girls in my compound are GPI girls D8 (27, 2009C)

Did not recommend recently and why

“Recently No, but back then I used to recommend people to GPI. I wasn't around I travelled for a while.” – EM6 (23, 2012U)

I did not know that we have GPI in Abuja U4 (1997C).

“Recently No, as I lost contact with a lot of people, we got caught up in adult things and became too busy with life. I didn't know the new location that GPI moved to until recently. I also didn't know GPI had a Social media presence.” – EU3, (25, 2011U).

“I did in the past. There was no platform that I knew of then for GAA to come together, it made people lose interest. I thought GPI was no longer active as I went to the old location and the office was no longer there until I discovered the new location on Abak road recently.” – MU4, (26, 2018U).

4.2. GPI GIRLS FGD REPORT

4.2.1 Introduction

A total of twenty-two girls participated in two FGD sessions via Zoom. With ages ranging from 10 to 21years, the selection of girls featured those who were currently enrolled in the GPI Safe Space Centre Meeting in four GPI States where the Safe Space sexuality Education Centre Meeting were ongoing.

The number of girls according to their year of admission into GPI were 2017 – (8), 2018 – (11), 2019 – (3). They were mostly Secondary School Students and undergraduates, and were drawn from four GPI Centres: Abuja, Asaba, Benin, and Calabar.

4.2.2 Why did you join GPI? Who brought you and what were your expectations when you just joined?

Reasons why the girls joined GPI
Majority of the GPI girls did not have a reason for joining and only attended because of referrals and parent/family members' insistence. To learn

I came to GPI to learn. I like the place because they teach girls how to be better persons in the society, when I first came, I felt shy to introduce myself but GPI taught me how to believe in myself and I learnt how to do bead making and cake making from GPI JA5 (12, 2018B)

Who brought them?

While majority of the GPI girls that came to join the programme were brought in by their parents/caregivers a few of them were brought by sisters and neighbours who were GPI graduates. (parents - 6, friend - 1, Sister - 3, Neighbour - 2, Aunt - 2, GPI staff - 1)

Neighbour

I heard about GPI from my neighbour who is a GPI graduate, and my mum also heard from radio about it and all the empowerment programs, and GPI is not so far from my house so, I got directions from my neighbour. But the first time I went to them, they were closed for registration, so I had to go back the next year CB7 (13, 2018C)

My neighbour introduced me to GPI, then my mum permitted me to go JA5 (12, 2018B)

Sister

My sister who was once a member of GPI introduced me. I've been longing to join GPI, but she was like no no no, you're too young to go to GPI, this and that and I'll be like no I want to go, so on a particular day I decided to go with my friend OO9 (16, 2018A)

I came to GPI through my elder sister. Before I came to GPI I was shy, I had low self-esteem, sometimes anytime my friends are criticizing me I will go to another place and I will be crying but when I came to GPI I learnt to be bold, I was able to speak out when my friends were criticizing me negatively, I was able to be bold in public and able to learn the skills GPI taught us. GPI has taught us so many skills RO (13B)

Aunt

My Aunt introduced me to GPI. At first, I thought it was a normal class, But GPI is really a place where you acquire a lot of knowledge and achieve a lot of things like skills acquisition and is a nice place to be for all teenage girls and you learn a lot. From GPI, I learnt how to be assertive and how to communicate. I was once a person who was not outspoken but since I entered GPI, I have become bold enough to express my feelings OD8(13, 2019A)

Parent

My mum brought me to GPI. Before I was shy, but when I came to GPI, GPI made me assertive OJ1 (14, 2017B)

I got to know GPI through my mum I don't know how she knew. I did not expect anything from GPI, I just went there and I was like God I wonder what they do. Well, when I got there, they were wonderful. They taught me how to be

open, very open, bold. Naturally I like talking about women, but I don't know how to talk and, I don't know how I will go out and speak. That Shyness was in me. But now, if you want to tell me anything, tell me and I'm going to stand for it. Communication Skills then was zero, but now I know what, as in, I can talk to anybody anywhere I want to. So, I thank GPI for that LO3 (19, 2018C).

Their Expectations

Many respondents had no expectations. One wanted to know more about her body, another wanted to know about her rights as a girl child, three persons (N=3) wanted personal empowerment to be better women and one wanted good communication skills.

No expectation

I did not expect anything from GPI, I just went there and I was like God I wonder what they do. Well, when I got there, they are wonderful. They taught me how to be open, very open, bold. Naturally I like talking about women, but I don't know how to talk and, I don't know how I will go out and speak. That Shyness was in me. But now, if you want to tell me anything, tell me and I'm going to stand for it. Communication Skills then was zero, but now I know what, as in, I can talk to anybody anywhere I want to. So, I thank GPI for that LO3 (19, 2018C).

I did not really have any expectations because I did not have any idea about the program MA3 (17, 2017C).

To become Empowered

I wanted to know about my body and my expectations have been met. Hoping to learn more in my year 3 AK9 (13, 2017A) I expected to be an empowered woman and do things for myself. My expectations were met AP2 (21, 2017C) I did not really have any expectations from GPI initially, but as the name goes, I expected to be empowered a lot about womanhood CB7 (13, 2018C)

When I joined GPI, I wanted to acquire information to be a better woman SN5 (13, 2018C)

My expectation was to learn more about myself, develop good self-esteem, learn how to be assertive and advocate for other people PI4 (11, 2018B)

My expectation was to learn how to communicate well TJ1 (18, 2018B)

My expectation was to know my rights as a girl OH8 (14, 2017B)

4.2.3 The problems the girls and associates experience

Majority of the GPI girls responded they were not experiencing any problems at the moment as being GPI girls has helped in overcoming them, three (3) girls had challenges with parent's misconception on their friendship with the opposite sex and one (1) had challenge of girls' rights, while their associates experience peer pressure.

Parent's misconception on friendship with the opposite sex

The challenges we are facing as girls now, is from the misunderstanding from parents. Depends sometimes when they see you with a male, they start thinking negative and otherwise but when you try proving to them that it's not what they seem to think, they'll be like, you don't know better than we do and they start deciding for you like making decisions for you. At times they should allow the girl child to decide for herself, sometimes when they decide for you it might not be what you want. They should hear us out and make us feel happy around them. Because some of us when our parents don't listen to us, we'll find it very difficult to go close to them, rather we want to go close to people that are not even related to us to get advice from them. That is the challenge that I'm facing in my life now, from my parents OD8(18, 2019A).

Most of our parents don't want to see us with friends of the opposite sex. And me I don't know how to associate with girls very well. Because you know girls they are problem...you know if you flow with guys, they will tell you much about yourself, they will say, 'look at what you are wearing, go change am', but if it's your fellow girl they like you know, stab you at your back, mock you, tell you it's pretty, you know guys are not like that, even a guy is my best friend OO9 (16, 2018A)

Equal rights for both sexes and peer pressure.

I have no personal challenges. Before I joined GPI, I had the problem of accepting the realities of things such as equal gender rights. Some of my peers have problem of peer pressure. GPI has helped me build a good self-esteem MA3 (17, 2017C).

I am currently facing the challenge of girls rights OA11 (15, 2019B).

Lack of personal & life skills

I am a 500L Undergraduate studying Agriculture. Before I joined GPI, I had communication issues and issues with career choice. Also, the problem of not being able to do things because of what people think about them. I don't have any problem now AP2 (21, 2017C).

I am not facing any challenges as a girl. Some of my peers' face inferiority complex and using the information I got from GPI I was able to speak with them SN5 (13, 2018C).

I don't have any challenges. When I started GPI, I was a bit shy and most girls look down on themselves OH8 (14, 2017B).

I don't have any personal challenges. In school, some girls are not assertive and lack communication skills. Through GPI, I shared necessary skills on how to overcome these challenges AK9 (13, 2017A).

Lack of information

About the problem that some female children face I think its information not any

other thing. Some people complain about their parents, but the thing is that their parents are not informed. If your parents are informed about what you do, what they think you do or your where about, then they won't be so... let me say protective of you because your parents love you and they only want the best for you. So maybe sometimes you don't like what they do, they are only trying to protect you. But if they are sure that you're not doing anything wrong, then I think we won't be having this problem we are having. Let's say, what challenges do I have? uhm do I have? No, nothing yet CB7 (13, 2018C)

4.2.4 How being a GPI girl has helped them to deal with these problems

Public speaking

GPI teaches girls how to harness their skills, keep themselves busy and everybody will have something doing from when they are young.

I learnt a lot about production, and GPI has helped to address some of our challenges, In GPI, there are a lot of skills acquisition programs and moral programs as well for our GPI girls. GPI organized a debate, it was my first time participating in debate. So, I also learnt a lot about debating from GPI, so GPI has helped a lot in addressing some of our challenges CB7 (13, 2018C).

Communicate assertively

...whenever my friends are talking, I will be quiet, I won't talk but since I entered GPI I have become bold and handle some situations after we learnt self-assertiveness and communication skills. How we talk to people, how we use SWAP the say action as for me I have learnt a lot, before I was a hot-tempered person but since I come across GPI, I have learnt to calm my nerves at all times no matter what people do to anger me. The word polite always rings in my ears, to be always polite whenever I want to talk, so I think GPI has really impacted a lot in me and GPI is really wonderful for me... OD8 (18, 2019Ab).

Before I joined GPI, I get angry a lot and do not know how to communicate but after communication skills and assertiveness were taught, I developed a better approach to relating with others. Also, I developed a better public speaking ability which improved my self-esteem MA3 (17, 2017C).

Overcame body shaming

Before I joined GPI, I had body image issues but after joining GPI I had a boost in my self-confidence and had a better perception about my body. I was also able to help my friend overcome body-shaming and to embrace her body with love OA11 (15, 2019B).

Avoid incident of rape

I have been able to escape rape twice through the teachings from GPI. I have been able to become assertive in rejecting sexual offers and making the right decisions by considering the pros and cons. My public speaking skills have really helped me in my journey AP2 (21, 2017C)

Overcome peer pressure

I have experienced peer pressure in my school and been able to overcome through the teachings at GPI PI4 (11, 2018B)

Accurate information

Ever since I joined GPI, I have come to know the rights from wrongs. Also, I was able to know the things that might affect my future OF3 (12, 2018A)

4.2.5 Increased knowledge on Sexuality, Sexual and reproductive health and rights, Gender and human rights

Increased Knowledge

When I first came to GPI I did not really know much about sexuality and issues females are going through, especially FGM but through GPI I learnt more about FGM, how it affects girls in our society. My knowledge has really increased DA6 (18, 2017C).

My knowledge on sexuality and reproductive health have improved by over a 100% because GPI went broader than school studies. Most of the topics we talked about them in school but only in a small scale. our schoolteachers never went deep into them. But GPI has taken us deeper into all these topics like FGM and female reproductive health. So, I can say my knowledge has been improved by over a 100%. I think GPI has affected me positively, the knowledge increase is incredible, like they told me things I thought I knew about myself but I did not know and after some of the lessons, before I used to cry when someone criticizes me, now I have learnt to accept criticism positively,

most especially constructive ones and I also learnt a whole lot about my self-esteem... I thought I knew, I did not know a lot of things, I realized I had to fix a lot about myself, like my self-esteem and how I used to socialize with people, learn not to judge always and how to be assertive and not aggressive CB7 (13, 2018C).

Being in GPI has taught me about sexuality education and gender equality. My knowledge on Pregnancy and Menstruation increased. I learnt how to manage relationships with the male gender. I now understand that women have rights and can do whatever they want to do MA3 (17, 2017C)

I learnt so much about STI, HIV/AIDS, cancer, pregnancy, mostly on prevention. My knowledge has also increased on sexuality education and gender equality AP2 (21, 2017C)

For me, I have gained knowledge in taking care of myself OJ1 (14, 2017B).

Sharing knowledge gained

I have been able to talk to my peers on their body image. There is increase in sex education in my school AK9 (13, 2017B).

I speak to my friends in school and at home about distractions that relationships bring, and I also rejected their advice to have a boyfriend FO7 (16, 2017B)

In my neighbourhood and school, I speak with my friends that they should not allow any circumstances to determine their self-esteem SN5 (13, 2018C)

With the information from Centre meetings, I am able to speak with my

friends on girls rights and helped a friend improve her self-esteem OH8 (14, 2017B).

I learnt and was able to influence my friends to make right and informed decisions OF3 (12, 2018A).

Gender Equality

My knowledge on gender equality has increased. I know that if you have the capacity to do a thing, you can achieve it whether you are a male or female PI4 (11, 2018B).

Being a GPI girl has helped me in knowing my rights as a girl child. I have been taught on being a girl of integrity with increase in my self-control SN5 (13, 2018C).

I have the right mindset about achieving anything whether you are male or female. I also make the right decisions, thanks to GPI OA11 (2019B) I gained knowledge on gender roles OI2 (13, 2017B)

4.2.6 Changes in their behaviour and Attitude attributable to training in GPI

Majority of the girls attributed their acquisition of and improvement in life skills to their GPI training as they became bold, self-assured to accept criticisms, and having high self-esteem to speak assertively in public.

Increased Personal/Life Skills

I have an improved behaviour and attitude...and more confidence in speaking to others, I now make better decisions with decision making skills I learnt and a good self-esteem.

My facilitators inspire me a lot MA3 (17, 2017C)

It has increased my self-esteem. I can also identify and deal with peer pressure PI4 (11, 2018B)

I was very shy then, but now am bold, can speak up when I want. There are some people who do this body shaming thing, it used to affect me then but right now I do not really care, you can say anything about how I look or how I am, I don't care about it, like it doesn't affect me, because GPI has taught us how to be bold and how we can have this self-esteem in whatever we are doing and then my communication skills is okay. That's what I think LO3 (19, 2018C).

I am now assertive as opposed to the aggressor that I was before joining. I have an increased self-esteem FO7 (16, 2017B).

I have an increased self-esteem and better communication skills. I am now bold OH8 (14, 2017B).

I now know how to communicate better with others OF3 (12, 2018A).

I have learnt a lot about body image and self-esteem, sometimes if my friends are criticizing me that I am dark in complexion, I will just be like oh God, this is how God created me. GPI has made me to be bold, GPI taught me how to be outspoken. When they criticize my body, I will say that is how God created me. GPI taught me to be bold and assertive OI2 (13, 2017B)

I have overcome shyness and become bold to speak in public. I am now a confident girl PC6 (10, 2018A).

I had stage-fright and was non-assertive but I have developed confidence and better assertiveness AK9 (13, 2017A).

I have gained knowledge on self-esteem, before I had low self-esteem JA5 (12, 2018B).

I learnt more about criticism and body image. I also know more about public speaking CB7(13, 2018C)

4.2.7 Recommendation of GPI membership to any friend or anyone else recently

All the GPI girls who participated in the Reflection had at one time or the other recommended GPI to Friends, Schoolmates, Neighbours, Church members for various reasons chief among which are here stated in their voices.

I have invited my friends, though not all that have come, some of them are having double thoughts about GPI. I want them to learn what I have learnt, the skills, the enlightenment and everything about GPI is good, so I want them to learn what I have learnt in GPI LO3 (C19, 2018C).

I invited one of the girls here with us in this discussion to join GPI, I invited her to come and learn what I have been learning AK10(10, 2018A).

I invited my friends; I want them to gain the knowledge I have gained from GPI FB4 (12, 2018B).

I invited my friends so that they can see what I see and experience what I experience in GPI JA5 (12, 2018B).

Barriers to attending GPI

I have recommended GPI to my friends and classmates but they were unable to come because of distance to the GPI centre PI4 (11, 2018B).

I have recommended GPI to my neighbours, classmates and church members. Distance was a barrier SN5 (13, 2018C).

I have recommended to my classmates but their parents disallowed them because of distance OF3 (12, 2018A).

I recommended 2 persons and one attended while the other was unable to attend because of parent's misconception about GPI AP2 (21, 2017C).

4.2.2 GPI Support Services they have benefited from:

The girls had benefited from GPI counselling services and Economic and Entrepreneurial Skills training in Baking , Computer Literacy, Bead making, Ice-cream making and three girls are utilizing the skills they learnt in making income.

GPI has made me who I am today because most of the things I learnt: how to settle some disputes and handle some

situations, and even in the aspect of skills, I have learnt many things. I can bake chin-chin and do ice cream, many more. Even when I am at home, when am bored I will just like let me just do chin-chin and my mummy will be wowed - where did you learn this thing from? I learnt it from GPI. GPI made me outstanding amongst my mates that whenever I speak everybody will have to keep quiet to listen to what I am saying, because I am always saying what's making sense. So, GPI made me who I am OO9 (16, 2018A)

4.2.9 Most memorable thing you have done for others or your community with your gains from GPI Program

I was able to participate in school competition because I was more confident of myself which is because of the teachings on self-esteem gained from GPI PI4 (11, 2018B)

I have been able to make hair cream and snacks for my household SN5 (13, 2018C)

4.2.10 Improvements suggested for GPI (both in curriculum and activities)

I would like that more opportunities be created for talent discovery within GPI SN5 (13, 2018C)

I would suggest that internship program should be available for GPI graduates which will help them in their career. Also, paid internships will aid university students MA3 (17, 2017C)

There should be more collaboration with the government to mitigate effects of kidnapping in my state AP2 (, 2017C).

Parents should be educated on GPI activities because of the misconceptions parents have about GPI SN5 (13, 2018C).

I would suggest that there should be increase in the frequency of skills classes PI4 (11, 2018B).

I want GPI to continue the sewing training LO3 (19, 2018C)

GPI should continue counselling services and skills acquisition DA6 (18, 2017C)

CHAPTER 5:

DISCUSSION OF

FINDINGS

5.1. INTRODUCTION

This has been a self-reflective exercise by GPI Beneficiaries, associates, and partners. This is far from being an evaluation of GPI process and product, nor a systematic assessment of the efficiency and effectiveness of any set program or project, neither is it a Mid-term or an End Term evaluation of a set period of time in GPI history. What GPI beneficiaries have said thus far about GPI work in their life, community and States validate the set vision and mission of GPI. In almost all results and analysis of data collected, a majority of respondents rated GPI as Good, Very Good and Excellent. In some cases, it was a strong Yes and weak No and sometimes an All Yes to higher level of change resulting from GPI activities, of educating, empowering young women and girls, sensitizing communities on rights and better quality of life for girls and young women, laying strong foundation for generational succession and mainstreaming gender sensitivity education, adolescent sexual health and behaviour, and value orientation in school curriculum in her States of operation.

GPI, however, should not rest on her oars. What GPI Girls and Alumni have gained should become a culture for socializing and parenting girls nationally in childhood and adolescence for empowered adulthood, and for effective transfer from empowered motherhood to nationhood.

Not all Centres are performing at equal momentum and strength. GPI's brainchild, GAA should live up to its expectation and not die. The need to hold meetings regularly cannot be over emphasised in the growth and sustenance of any Interest group.

An interesting phenomenon however is the large turnout of GAA members in Akwa Ibom State for this reflection exercise, 38.5% the highest recorded number of GAA respondents. There was a loud call of revival of GPI activities in Uyo Centre in this exercise.

5.2. LESSONS LEARNT

GPI girls were eager to participate in the sessions as many of them borrowed phones to join the FGDs. Time management became challenging as both the girls and graduates had a lot to share.

The reflection exercise created the opportunity to get in touch with many GAA members and this led to the creation of an electronic GAA database. Some GAA members who were available could not get their parents to fill the questionnaires.

Such a simple assistance one would have expected without hitch.

GAA members had good suggestions on how to move GAA and GPI forward but look up to GPI to organise the Alumnae Association and do the needful to move it forward.

GAA members were not very involved with the growth of GAA, do not sufficiently show the spirit of ownership expected and GPI notion that the future

of GPI as an organisation is with them may be delusional as they seem more to be looking in from outside. Despite their continuous use of the information and skills learnt while they were GPI girls in making personal and societal changes, when it comes to GPI as an organisation, they are no different from other beneficiaries of GPI programs and can only deliver for her to the extent they are empowered to do so.

5.3. CONCLUSION

There is no gainsaying that GPI legacy is intimidating. We may not have heard it all, from GPI's numerous beneficiaries, especially the undocumented millions of viewers and listeners of GPI radio and TV Programme "A Ride with GPI" as they have also been impacted. There is one statement that remains to be made and it is that "GPI is a success story". GPI Reflection exercise has achieved its set objective: achieve an honest and engaging conversation about GPI's journey, opportunities and challenges along the way, lessons learned, new possibilities, and the road ahead. The conversations were honest, down to earth, factual, reflecting on opportunities and challenges, expressing lessons learnt and suggestions on the way forward.

5.4. RECOMMENDATIONS

It is important that GPI decision making body should internalize the passionate reflections as contained in suggestive comments from the Questionnaire and FGDs. There are many valuable suggestions made by them. Looking back at the stage of data collection in this Reflection process, the difficulties to find GAA members as targeted revealed the lack of comprehensive data base for GPI Beneficiaries since inception.

There is also a passionate appeal to revive the Uyo Centre, by respondents from Akwa Ibom State.

GAA appears to be inactive in most of the Centres. GPI needs to be more pragmatic in keeping hope alive in GAA. A good number of the GPI Graduates are not in established Communication Platforms.

GAA does not appear to be holding regular meetings. There is call from some members that GPI should wake up sleeping Chapters before handing them over to the Executive bodies. Who are the Presidents and Secretaries of each GAA? An active GAA holds potential for the future of GPI.

Sourcing funds is getting more and more difficult in Nigeria as the demand for donor funding by Civil Society is on the increase. The tendency to lean on donor driven opportunities will stifle GPI vision and initiatives. The need to explore local support may be considered.

5.4.1 Recommendations from GAA Respondents

Improvements suggested for GPI

GPI should visit more private schools and have more online programs to get more members to attend from the comfort of their homes AA8 (29, 2008B)

GPI should be packaged as a franchise. Online model can be used but physical contact is better especially for checking in IM7 (40, 1997B)

Mental health should be included in GPI curriculum AZ4 (19, 2008A)

Engage more schools for outreach and do more awareness for girls to join Centre meeting IO5 (15, 2019A).

Television program to continue and make the program spread out to other states let it be widespread through other channels and upgrade the program more than it used to be IA3 (28, 2008A)

Make use of social media handles where GPI GAA will share their experience on how GPI has helped them

There should be new skills added to the curriculum so that it attracts new people to the Centre EM6 (23, 2012U)
More publicity for GPI Activities NC7 (20, 2013U).

There should be more days for training and if it is possible, empower girls who are ready to start something with start-up capital because some of the girls are orphans and some of them are housemaids, they have to fend for themselves. It is also good to involve parents more in GPI activities as some of them are not informed hence they refuse their children from attending the meetings. Sometimes girls want to make use of the information learnt, but their parents that are not informed stop them and this is posing a huge problem NO2 (32, 2007U).

Activities and improvements for GAA


There should be regular meetings of GAA and the members should respect each other and have financial independence PI6 (36, 2003B).

There should be teamwork and volunteers, and retraining for GAA members.

Call for GAA once a year for a get together.

GAA to organize conference and seminars. sets in succession of graduation should be holding meetings bi-monthly, Holding general meetings irrespective of year of graduation. Virtual meeting once or twice in a month O1 (30, 2004C).

5.4.2 Recommendations from GPI Girls



I want GPI to continue the sewing training LO3 (19, 2018C)

GPI should continue counselling services and skills acquisition DA6 (18, 2017C)

I would suggest that there should be increase in the frequency of skills classes PI4 (11, 2018B)

I would like that more opportunities be created for talent discovery within GPI SN5 (13, 2018C)

I would suggest that internship program should be available for GPI graduates which will help them in their career. Also, paid internships will aid university students MA3 (17, 2017C)

There should be more collaboration with the government to mitigate effects of kidnapping in my state AP2 (, 2017C)

Parents should be educated on GPI activities because of the misconceptions parents have about GPI SN5 (13, 2018C)

ABOUT GIRLS' POWER INITIATIVE (GPI)

ABOUT

GPI is a feminist, youth development organisation formed in 1993 by Bene Madunagu and Grace Osakue to intervene in the socialisation of girls for the realisation of a future where women are visible and valued actors in Nigerian society. GPI commenced activities in July 1994 in Cross River and Edo States, expanded to Akwa Ibom and Delta States in 2002, the Federal Capital Territory (FCT) Abuja in 2017 and Bayelsa State (being initiated).

PHILOSOPHY

GPI recognizes the right of children especially girls to survival, effective protection, development, and participation. The organisation believes that these rights cannot be achieved in the present circumstance where the Nigerian society hardly acknowledges their relevance. We further believe that achievement of the over-all goal of women's' emancipation from their present problems of poverty, ignorance, disease, and subjugation can only be fully realized if the rights of girls are protected, girls are healthy and mobilized for development.

MOTTO

Towards an Empowered Womanhood

VISION

A sustainable feminist institution leading transformation of patriarchal values in Nigeria

MISSION

To empower children and young females with accurate information and skills from a gender perspective for self-reliance and social action

VALUES

Teamwork, Passion, Upholding Feminist Ideology, Equal Opportunities for All, Integrity, Professionalism

Website www.gpingeria.org

Instagram @gpisocial

Facebook [gpi.nigeria](https://www.facebook.com/gpi.nigeria)

Twitter @girlpowerinit

Email info@gpinigeria.org,
gpinigeriaweb@gmail.com

GIRLS' POWER INITIATIVE (GPI) NIGERIA

A D D R E S S E S

HEADQUARTER/EDO STATE

67 New Road, Off Amadasun Street,
Upper Ekewan Road, Ugbiyoko, P.O. Box
7400 Benin City, Edo State, Nigeria.

Tel: +234-8073042499.

Email gpibenin@gpinigeria.org
gpigeriaweb@gmail.com

CROSS RIVER STATE

Anyamuria Estate, Atimboh Road, P.O. Box
3663 UNICAL P.O, Calabar, Cross River
State, Nigeria.

Tel : +234-8033578595.

Email: gpi_hqcal@yahoo.co.uk
gpicalabar@gpinigeria.org

AKWA IBOM STATE

18, Nsit Street, Off Aka Road,
Uyo, Akwa Ibom State.

Tel : +234-8133429288

Email: gpiuyo@gpinigeria.org

DELTA STATE

7, Lucky Okafor Street, Off Custom
Checkpoint, Okpanam Express Road, Asaba,
Delta State, Nigeria.

Tel: +234-8036335215.

Email: gpiasaba@yahoo.com,
gpiasaba@gpinigeria.org

FEDERAL CAPITAL TERRITORY (FCT) ABUJA

Block 52, Agbede Close, Off 311 Road,
Off Igubeen Road, Federal Housing, Kubwa,
Federal Capital Territory, Abuja.

Tel: 234-8143089095.

Email: gpiabuja@gpinigeria.org

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