

**STANDARD ACTIVITY REPORT FOR CAPACITY BUILDING FOR TEACHERS FROM SCHOOLS IN YOLA AND ITS ENVIRONS, ON THE DISSEMINATION OF INFORMATION ON COMPREHENSIVE LIFE SKILLS AND EDUCATION.**

**ACTIVITIES TITLE(s):** Capacity Building for Teachers from Schools in Yola and its environs, and some health workers on on Comprehensive Life Skills and Education.

**VENUE/LOCATION(s) OF ACTIVITY:**

Adamawa State Women Development Centre, One Stop SARC Centre, Jimeta, Yola, Adamawa State

**DATE(s) OF ACTIVITY:**

15<sup>th</sup> – 17<sup>th</sup> September, 2025.

**PROJECT GOAL:** To enhance the knowledge, skills, and agency of Teachers in Yola and its environs in Adamawa State, by equipping them with comprehensive Life Skills education (CLSE), and digital literacy to promote informed decision-making, raising peer educators, and sustainable menstrual hygiene management.

**OBJECTIVES OF THE ACTIVITIES:**

- To build the capacity of 36 Teachers in Secondary Schools in Yola and on Comprehensive Life Skills Education (CLSE)
- To train participants on the production and use of reusable menstrual pads
- To equip Teachers with essential life skills
- To develop the digital literacy and advocacy skills of participants
- To foster peer-led dissemination of SRHR information in schools and communities

**BACKGROUND INFORMATION:**

The rising incidence of early/forced marriage, gender-based violence, substance abuse and sexually transmitted infections (STIs) among adolescents in Adamawa State, has raised serious concerns among stakeholders. These issues continue to undermine the health, educational attainment, and future prospects of young people, especially in under-served communities where access to accurate and age-appropriate sexual and reproductive health (SRH) information remains limited.

In response to this critical need, the United Nations Population Fund (UNFPA), in collaboration with the Adamawa State Ministry of Health, organized a three-day Capacity Building Training for Teachers under the framework of the 9th LASG/UNFPA Country Assisted Programme. The training sessions were held from September 15th–17th, 2025, in Yola, targeting 31 Teachers and 5 health workers, from secondary schools within the zone and primary health centres in Yola and its environs.

The program aimed to empower selected Teachers with the knowledge and facilitation skills necessary to disseminate the Comprehensive Life Skills Education (CLSE) curriculum among their peers in school and community settings. Through a series of interactive sessions and practical exercises, participants were trained on core thematic areas including human body and development, personal skills and values, gender norms and harmful practices, healthy relationships, sexual and reproductive health, and mental health, substance abuse and ICT Innovation.

A key highlight of the training was the session on making reusable menstrual pads led by head of the dignity kit unit. Participants not only learned how to make the pads themselves, promoting sustainable menstrual hygiene management and eradicating menstrual poverty..

In addition, the training featured a practical digital literacy session, led by Mr Sam where participants were introduced to content creation for SRHR advocacy, Google packages such as Google Docs, Sheets, Slides, and Forms. They had hands-on experience exploring these tools to enhance their digital communication and advocacy skills.

The sessions, facilitated by Mrs. Bose Deji-Oderinde, featured group work, presentations, plenary discussions, and post-training evaluations. The highly participatory approach encouraged open dialogue, peer learning, and active engagement, ensuring that young people not only received information but also built confidence to share it.

By equipping Teachers with knowledge in comprehensive life skills, digital literacy, and practical menstrual hygiene tools, this initiative contributes to long-term behaviour change, reduces vulnerability to harmful practices, and strengthens peer-led interventions across Adamawa State. The success of the program underscores the importance of continuous investment in youth-centered education and the power of teachers as agents of change in their schools and within their communities.

## **KEY HIGHLIGHTS OF ACTIVITY:**

The training of teachers on Comprehensive Life Skills Education outreach held in Adamawa Women Development Centre, One-stop SARC Centre was organized by the Adamawa State Ministry of Health in partnership with UNFPA under the 9th LASG/UNFPA Country Assisted Programme. The three-day training empowered 36 teachers, with accurate information on sexual and reproductive health, covering topics such as, personal values, menstrual hygiene, gender norms and digital literacy. Dr Danladi in his keynote address reinforced the support and commitment of UNFPA and partners to empower Teachers with skills to empower adolescents with the right knowledge to make informed choices.

Throughout the training, facilitators employed group activities, role plays, and hands-on sessions, including the making of reusable menstrual pads with materials sufficient to last each girl up to two years. A digital skills session introduced participants to Google tools and content creation for Sexual and Reproductive Health and Rights advocacy. The Dignity unit Manager enlightened Teachers on the services offered at the dignity Centre, particularly the making of re-useable menstrual pad. The laudable services rendered at the one stop centre was showcased to encourage teachers to feel free to refer cases to the centre.

Teachers were encouraged to be change agents, addressing challenges relating to adolescents, standing to end all forms of Gender Based Violence and Female Genital Mutilation.

## **Training Sessions:**

### **DAY 1**

#### **Gender Based Violence**

The session began with Dr Danladi Idris making a presentation on GENDER BASE VIOLENCE (GBV) Under which he discussed extensively on definitions of some key concepts which includes:

\*Sex

\*Gender

\*Violence

\*Power balance

\*Age of consent and the three 3 Root factors of GBV which includes:

i. Power Abuse

ii. Gender Inequality

### iii. Human Rights and

Other contributing factors which includes poverty, lack of education, harmful practices, drug abuse etc. And this session ends with questions and answers.

## **2. Overview of the CSE Curriculum and Human Body Development**

Mrs Bose Deji-Oderinde facilitated the session on the overview of the Comprehensive Life Skills Education curriculum. the overview of Comprehensive Life Skills Education (CLSE) written by Dr Esther Somefum ( Gender Reproductive Health Analyst UNFPA) ,Participants were introduced the basic concept of CLSE, and content of the manual, which emphasizes bodily autonomy, data on SRH Issues,Barriers to CLSE dissemination. The presentation gave detailed explanation of the modules in the manual;

\*Human development

\*Relationships

\*Personal skills

\*Sexual behavior, sexual health,mental health and

\*Sociatal and cultural influence on sexuality.

The session transitioned into human body and development, where the facilitator addressed key changes during puberty and their emotional and physical impacts.

## **3. Human Development and puberty**

Mrs Deji-Oderinde gave detailed explanation of the internal and external parts of the male and female reproductive parts.

## **4. Making of Reusable Menstrual Pads**

- This interactive session led by the manager Dignity Kits provided participants with the knowledge and skill to make reusable menstrual pads. Participants learned the steps involved, the importance of menstrual hygiene, and how to manage the re-usable menstrual pad for use for longer duration. Samples of the pads for heavy and light flow,were shown to the participants.
- Will these pads work for girls with heavy flow?
- Can I iron the pads after washing them? . Questions were duly responded to.

## **DAY 2**

The day started with a comprehensive recap by the participants. The facilitators equally asked the participants questions on their take home on day 1 to ensure participants are learning something new each day.

### **1. Personal Skills and Values**

In this session, Mrs Bose Deji-Oderinde took the participants through basic concept of individual and collective/group values, basic human values, sources of values, decision influenced by our values. The highlight was Value- voting where Teachers responded to prompts based on their values. The facilitators made clarification on how intentional decisions can be made to be willing change to adopt positive values, as well as value clarification where we have different values from the other person. Questions asked included:

- Can personal values change? Is it a sign of weakness, I change my values?
- How can I become more confident in public in declaring my values?

### **-Body Image**

The session was presented with the use of Pictures to depict different body shapes. The facilitator highlighted factors responsible for growth and development. She concluded that participants should accept their body parts that they cannot change. She stressed that negative body image will affect their self esteem.

### **Self Esteem**

Mrs Deji-Oderinde shared flashcards with statements revealing low and high self esteem in individuals. Participants identified statements that show whether an individual has high or low self esteem. Participants who had been put into groups at the end of day 1 for drama presentation, were invited for their role plays on;

- ❖ Negotiation
- ❖ Decision-making
- ❖ Goal setting
- ❖ Assertiveness
- ❖ Aggressiveness
- ❖ Passiveness

## ❖ Consequences of Teenage Pregnancy

The facilitator clarified on basic concepts and linked all presentation to the adolescent and how the skills can help adolescents make informed decisions.

### 2. Gender Norms and Harmful Practices

The facilitator, Mr Sam, delivering an eye opening lecture on harmful practices, he took the participants through the different stages of Female Genital Mutilation, this session geared on sincere discussions on the its impact on the girl child. The session broke down harmful cultural beliefs and stereotypes surrounding gender. Participants examined how gender roles can limit individuals, especially girls, and were encouraged to challenge stereotyped roles. The session stressed equality and provided examples of both male and female role models who defied stereotypes.

### 3. Relationships

Mrs. Bose Deji-Oderinde guided the participants through the types of relationships; familial, platonic, romantic, and how to maintain healthy boundaries. The session included warning signs of unhealthy relationships, the importance of mutual respect, and ways to express feelings safely.

Mr Sam came on board to discuss Dating, on-line dating, Cyber bullying and its impact on adolescents.

## Day 3

The day started with a recap by the participants. The facilitators asked the participants questions on their take home on day 1&2 to ensure participants are learning something new each day.

### 4. Sexual and Reproductive Health (SRH)

Mrs Deji-Oderinde gave a clear presentation on sexual and reproductive health, including Sexual Abstinence, where she explained the 4 types of sexual abstinence, told teachers to encourage in-school adolescents who have engaged in sexual acts before now to adopt secondary sexual abstinence, they generated myths and facts about sexual abstinence. On sexual abuse, the different types of sexual abuse were highlighted, she stressed that anyone can be a perpetrator of Sexual abuse, and participants discussed the effects of sexual abuse. Teachers were enjoined to be vigilant to observe their students and report sexual abuse. Much reference was made to the one-stop centre at Jimeta. Taking the topic-Sexually Transmitted Infections (STIs), she asked the participants to mention the types of STIs they know, discussion was made on modes of transmission, signs and symptoms of STIs

On family planning and contraception, Mrs Deji-Oderinde said the fact that adolescents have information on family planning, does not mean they will use it. It will just help them to make informed decisions. She displayed some different categories of contraceptives to show Teachers who have not seen them before. She emphasised that Teachers cannot administer Contraceptives because they are not trained health workers. Many participants confessed that they had never seen a female condom before, others admitted they were seeing most of the contraceptives for the first time. She asked the men if they can allow their wives use contraceptives. Some responded in the affirmative while some said NO, citing making them promiscuous or encourage infidelity as excuse. Bosbos debunked all the misconception about contraceptives. She shared the story of a woman who died during the delivery of a 10<sup>th</sup> child.

### **Mental Health and Substance Abuse**

This session facilitated by Mrs. Bose Deji-Oderinde helped participants recognize signs of mental stress and generated healthy coping mechanisms. The facilitator discussed emotional wellbeing, the impact of peer pressure, and how to seek support. Myths and facts about mental health was raised and debunked.

Mr Sam made a presentation on Substance abuse. The discussion also touched on the dangers of substance abuse, reasons for substance abuse, effects of substance and to get help.

### **5. ICT and Innovation/Digital Literacy Skills**

In this practical demonstration session facilitated by Mr Sam Abimbade, he emphasized the growing importance of digital literacy in today's world and the opportunities it presents to people.

He addressed critical issues such as:

- **Online bullying and sexual harassment:** highlighting the prevalence of these issues among adolescents and their psychological and emotional impact;
- **Online security and safety:** providing practical tips on protecting personal data and staying safe while using social media and other digital platforms;
- **Leveraging ICT for positive outcomes:** encouraging participants to use technology as a tool for education, advocacy, and personal development.

- The session sparked meaningful discussions, as many participants shared their experiences of both the risks and opportunities associated with online engagement.
- Participants were taught how to create hashtags and use it to send SRH messages.
- Dr Danladi came to make presentation on Safe Spaces,highlighting,key principles of safe spaces ,examples of safe spaces,how to create safe, and how to respect other people’s safe spaces.
- Mr Sam came in to take participants through Action Plan for the next steps and how they choose to carry out the dissemination of the information on SRH. Participants made group presentations and developed a hashtag to send a message online.
- The training ended with a Post test.

### **Observations**

The following observations were made during the training:

- ❖ The training being residential made it possible to have enough time to discuss on topics,ask questions and attend to assignments without the need to rush home.
- ❖ Most participants were attending this kind of training for the first time,though they participated fully.
- ❖ They was a conspicuous gender imbalance in the selection of participants for the training,as there were 26 Male Teachers and only 5 Female Teachers,which exposes the level of gender inequality.
- ❖ The participants condemned FGM in totality but were gentle on Early marriage in girls, a cultural practice that needs to be challenged just like FGM and GBV.
- ❖ Many participants were not digitally literate as some of them could not use basic digital tools.
- ❖ It was observed that in most cases,that only one participant was selected from a school.
- ❖ Some participants were observed to have a changed mindset on some cultural issues,which they equally affirmed publicly on the day 3.

### **Recommendations**

Based on the the interaction with participants and observations made,the following are hereby recommended:

- The training should be at least 5 days. For Teachers' training, a day is apportioned for practicum to observe how teachers will make presentation in their schools.
- Time should be devoted to hands on practical session on digital literacy.
- CLSE Training of adolescents to raise peer-led mentors should be done to help teachers have support in their dissemination on assembly and co-curricular engagements.
- A gender balanced selection of participants in subsequent training and more than one teacher should be selected from each school, to make reaching out/engagement easier.
- An annual meeting should be held to allow for the sharing of challenges, best practices and success stories.
- Refresher training in a year of two to enable continuity in dissemination of SRH messages until there are notable changes.
- Trained teachers should be monitored on the consistent use of the manuals for information dissemination by the Ministry of Education and other assigned agency for monitoring and evaluation.

## **Outcomes of the Programme**

**The Immediate outcome of the training of in-school Teachers includes the following:**

**1. Enhanced Knowledge and Confidence:**

The 36 Participants, demonstrated increased knowledge and awareness of key CLSE topics such as human development, personal values, gender roles, menstrual hygiene, and sexual and reproductive health.

**2. Skills for Menstrual Hygiene Management:**

Through the session, all participants built skills on Menstrual Hygiene Management.

**3. Digital Advocacy Skills Acquired:**

The digital literacy session enabled participants to develop basic knowledge on the use of social media platforms to disseminate SRH information.

**4. Leadership Development:**

Participants were equipped with facilitation and communication skills to act as Change

Agents in their respective schools and communities. The training's interactive approach encouraged leadership, critical thinking, and public speaking abilities, fostering a cohort of young SRHR advocates.

**5. Improved Understanding of Gender Equality and Harmful Practices:**

Participants shared that the training helped them built skills that will help them to attend to the Adolescent Sexual and Reproductive Health (ASRH) needs of their students and make referrals when necessary .

These outcomes highlight the effectiveness of the using various engagement channels in addressing the CLSE issues among adolescents in YOLA and underscore the importance of continued efforts in this area.

**INDICATORS AND OUTCOMES:**

- Number of Adolescent Young People Reached with CLSE Information

**CONCLUSION:**

By creating more awareness on Comprehensive Life Skills Education, and engaging directly with adolescents and youths, we can ensure that every youth is equipped to lead healthy, fulfilling lives.

**Action Plan:**

- 1. Establish or adopt a Health Club in each school**
- 2. Assembly Engagements**
- 3. Community Engagement**
- 4. Commemorate International Days: Day of the Girl Child,Day of Adolescent Health,World AIDS Day etc.**
- 5. Cover all modules in the manual systematically.**



**ADAMAWA MOH -UNFPA TEACHERS TRAINING PRE AND POST TEST RESULTS.**

**PARTICIPANTS' LIST**

ADAMAWA STATE PLANNING COMMISSION

S/N	Name	School	Pre-test Score	Post -test Score
1.	Eglah Dauda	Adamawa Pry Health Devt Agency	13	18
2.	Fatima Abdulahi	Adolescent Team Adamawa	11	18
3.	Angela Idaewor	Adamawa SUBEB	10	15
4.	Danladi Danjuma	GDSS,Ganye	14	18
5.	Sylvester Kwaha	GDSS Shaforon	12	18
6.	Akila Kefas	GDSS Suwa Kasa	10	16
7.	Dauda Shehu	GDJSS Danmare	12	18
8.	Ishaku Joseph	GGDSS Maksha,Maiha	13	18
9.	Justina Ayuba	GJSS Muchalla, Gombi	11	19
10.	Indiana Babale	GSSS Belle	10	17
11.	Pascal Karte	SUGU II Jumon School	10	11
12.	Juliana Abubakar	GGSS Yola	10	18
13.	Ahmed Tahir	GJSS.Tassala	14	20
14.	Ibrahim Danjuma	GDSS,old Market	12	18
15.	Mwada Joy	ADSPHCCDA	14	18
16.	Gowon Sunday	GDSS Suwa Kasa	12	20
17.	John Yusuf	GDSS GOMBI	13	20
18.	Saleh Gazawa	GJSS Jabbi	13	19
19.	Divine Doulas	GDSS Demsa	12	18

20.	Bernard Telu	Adamawa COA,S&T.Ganye	15	20
21.	Nyako Zainab	GDSS Yolde Pate	14	20
22.	Patrick Nicholas	GDSS Pella	15	20
23.	Mabiu Daniel	GJSS Atiku	13	17
24.	Usman Adamu	SEC Jada	14	18
25.	Amir Tahir	FCOE,Yola	17	20
26.	Joel Joy Love	Adamawa State COAS&T,Ganye	14	20
27.	Tipang Denis	SEC Jada	12	18
28.	Alhassan Alphonsus	GDSS Gwada Mallam	14	20
29.	Auwal Salihu	GDSS Atiku song	14	19
30.	Dingse Ayuba	GDSS J/Lamba	13	18
31.	Dauda Emmanuel	GDSS Yola	12	20
32.	Bashir Ribadu Aisha	MOE/HCD	18	20
33.	Abraham Gabs	CHST Michika	17	20
34.	Sunday Isah	GDSS Pella	14	20
35.	Ameera Nuhu Boobo	PPSMB	14	20
36.	Abdulrahman Nasir	College of Nursing	16	20

**Annex II :TRAINING PICTURES**



Mrs Bose Deji-Oderinde (Bosbos) during one of the sessions



Mr Sam Abimbade (Double Sam) during one of his Sessions



**Dr Danladi making a presentation on Gender Based Violence.**



**Group Activity**



Double Sam during an energizer

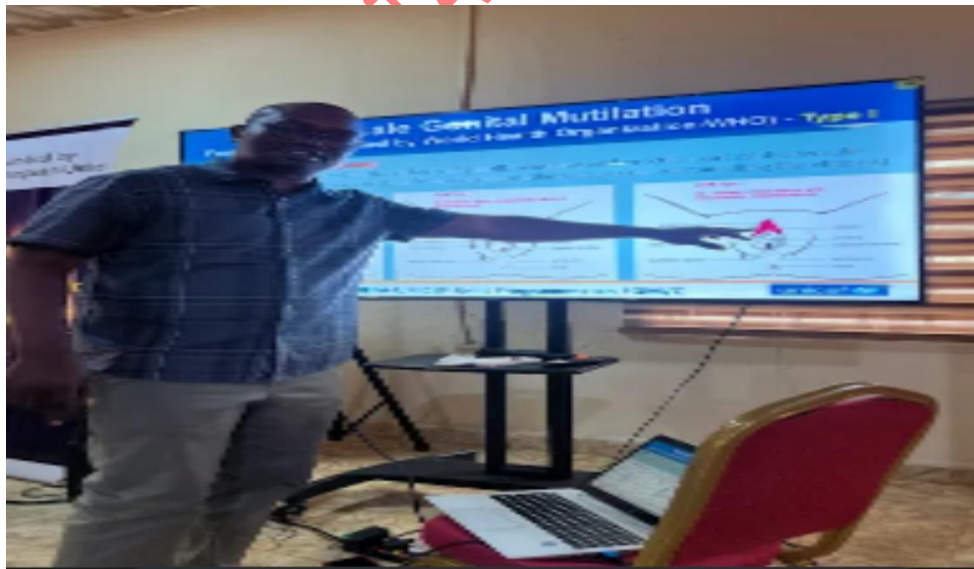


Bosbos during a presentation

WINING COMMISSION



Group work



Dr Danladi



Role Play on Life Skills



Group Work



Value Voting Exercise



Group Activity



Value Voting Exercise



Group Activity



Participants' Group Picture

ADAMA WAJ



Facilitators and UNFPA Representatives



Double Sam in action



Bosbos in action



During an Energiser



A visit to the outstanding One-Stop Centre

Group Action Plans

# ACTION PLAN

- ① Setting of GBV clubs in our schools
- ② step-down training to other teachers

Target audience of 2 teachers  
and 20 students from each 5 schools  
Selected for time frame of two months,  
(i.e) November - December

③ The schools scope covers

- Fola north
- Fola south
- Lamunde
- Wuman
- Gamba

EXCHANGERS 2017/18  
ADAMAWA

ADAMAWA



## ACTION PLAN - GROUP 1

ACTIVITY	Timeline
1. Awareness & Education (GBV)	First week of October, 2025
2. Guest speakers	Third week of October, 2025
3. Curriculum Integration	First week of November, 2025
4. Counselling Services involvement	Third week of November, 2025
5. Community outreach (PIA)	First week of November, 2025
6. Feedback/continuity/challenges	

Thank you.

#Admitting Teachers for Change Against ~~GBV~~ FEM  
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ADAMAWA STATE PL