

## ACTIVITY REPORT SUMMARY

**“ GIRLS TALK LEADERSHIP CAMPS”. *“unleashing the potential of adolescent girl’s “***

### Darling Wisdom Academy- Glasgow Campus

<b>Name of Project</b>	Girls talk leadership Camps
<b>Name of Program</b>	Schools Mentorship program
<b>Supporting Agency</b>	African Women's Development fund -AWDF and US Embassy Juba
<b>Number of participants</b>	250
<b>Venue</b>	Darling Wisdom Academy-Glasgow Campus, Jubek Model, Pentagon International College, AIC morden
<b>Date</b>	2022- 2023



*Darling Wisdom Academy- Glasgow campus with their Hygen kits after the mentorship program*

**SUBMITTED TO: ASAN JUMA, EXECUTIVE DIRECTOR**



# Rise Initiative for Women's Rights Advocacy

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Strengthening Communities

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## RISE INITIATIVE FOR WOMEN'S RIGHT ADVOCACY - RiWA HEAD OFFICE, JUBA SOUTH SUDAN

### Project Overview:

The "Girl Talk Leadership Camps" supported by the African women's development fund- AWDF and implemented by Rise Initiative for women's rights advocacy -RiWA to train community mentors, School Teachers, law enforcers as role models who will be mentors to the girls and monitor the "Girl Talk Leadership" Clubs as a mechanism of project sustainability.

The program targets 300 young women ambassadors to be trained during the Girl Talk Leadership Camps in two years by providing information on Body, Health and rights, socio economic leadership, menstrual and sanitation management, physical education, defensive, life skills and personal development skills, Sports and Games, with a goal of empowering women leaders and grass root in two selected states of Greater Wau and Juba to acquire knowledge and skills necessary to live improved, capacity-building and strengthen women's role in campaigns that will enforce women's rights and female empowerment, and with objectives of:

1. Strengthen the role of young women in peace, security, and governance
2. Engage women as partners in preventing terrorism and countering radicalization and recruitment
3. Promote protection of women and girls from violence, abuse, and exploitation
4. Support women's political, economic, and civic participation.

### Key Observations;

As the "Girl leadership camp" project implementation successfully heads towards the end, with the Support from the African women's development fund, the last cohort to benefit and be empowered was Darling Wisdom Academy on 14<sup>th</sup> of April 2023.

Rise Initiative for women's rights advocacy – RiWA team set off from the office at 8:00 am and arrived at the school premises at 8:30 for preparation and arrangements of the space provided by the school administration. One day before the program, there was request from the school administration to increase the target number planed. Therefore, in attendance were 77 students comprised of 52 girls and 25 boys.

The program kicked off at 9:30 due to the student's class timetable prepared by the school administration for that specific time with a prayer led by volunteer student

## Opening Remarks:

### Mr. Ivan Juneday – Deputy head teacher (Darling Wisdom Academy)



After the prayer, Mr. Ivan in a brief welcoming remark, recognized the presence of the school staffs and confessed seeing the school's mentorship program published on social media and approached RiWA to do the same to his school, of which his dream came true. He thanked the RiWA team for the project and for choosing Darling wisdom academy Glasgow as one of beneficiaries in the project, then welcomed the head teacher for a brief remark.

### Mr. Winter- Head Teacher (Darling Wisdom Academy- Glasgow Campus)

Mr Winter thanked the RiWA team for recognizing their request and acting accordingly in provision of services that they could not be able to get.

He further said that Girl child education is a very important element for a country like South Sudan that is facing a lot of difficulties *"am always Proud, happy and impressed when it comes to educating girls"* said Winter

He also expressed his happiness to the boys attending the session and said boys also face a challenge with their decision making when in adolescent and also need to be mentored to stay focused in their academic career.

He then encouraged the students to pay attentive to these teachings because they are really got in the context of South Sudan. She requested the students not to be shy but be participatory with questions in case they have issues they want to clarify about their Sexual reproductive health.

### Asan Juma – Executive director- RiWA South Sudan



The RiWA team leader Asan Juma started with Introducing RiWA and the activities the organization is focused on thanked the school authorities for the cooperation from the beginning of the project since last year and accepting RiWA's request to conduct the mentorship program for the young adolescents of pentagon international college.

She then highlighted that the program is to benefit the students in a way that they will get to realize themselves and take appropriate

action in protection of their academic career. Giving examples Asan added that, many girls drop out of school because they don't understand the personal behavior changes patterns they experience when they are in their puberty/Adolescence, and some miss classes or even don't perform well in class because they are interrupted by their menstruation period and don't know how to go about it during class hours

She further highlighted that career guidance, health hygiene, self-growth, and sexual reproductive health are strong knowledge to shape the future of strong young leaders like the students attending the mentorship programs.

Asan encouraged the students to pay attentive because the teachings may help them take the right decisions in life and avoid the wrong things, and also build resilience against life's temptations so as they can finish their schools successfully.



After the opening remarks by the head teacher and the RiWA team leader, just before welcoming the mentor/facilitator to start with the session, Sarah, RiWA's Community mobilizer introduced a short light mindedness game requesting the students to exit to the school compound, then introduced the game

The game involved dividing the students into two groups so as to create a competitive feature, which encouraged and depict the spirit of teamwork, tolerance and coexistence, in addition, created an environment of openness and comfort with no fear of each other and acceptance of open talk to share,

Thereafter, the students were asked to get back in the hall, were the facilitator/mentor kicked off with the discussions.

Session:

Then immediately Mrs. Nancy Cirino was welcomed, as a mentor/facilitator, she started by introducing SRHR and asking the students if they know what Sex, Reproduction, Health, Rights, and Puberty/Adolescence is?

Starting with Sex, some students gave their in-puts and understanding saying sex is:

- ✓ Gender: male/female
- ✓ Means of production
- ✓ Private parts (sexual organs)



She then asked the students to mention some gender roles they know, which they answered as seen below:

### Gender Roles. (Cultural norms)

Girls	Boys
-Cooking	- Laying bricks
- House chores	- Building
- Digging	- Digging
- Mopping house	- Mopping house
- weeding	- cattle keeping
- Taking care of children	- Playing football
- Collecting firewood	- Slashing
- Pregnancy	- Fishing
- Breastfeeding	- Hunting
- Marriage	- Driving

- Fetching water - Marriage	- Charcoal burning
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After mentioning what they understand by sex and the cultural norms or perspective of each gender, Mrs. Nancy Cirino then asked them what Reproduction and reproductive system is. One female student gave her clear opinions of what she understand by the two mentioned above.

Reproduction is the process of giving birth to an offspring as reproductive system is the organs used for reproduction

Nancy congratulated the student and explained to them that as humans grow they tend to develop and get active in reproduction, she further explained saying that in human beings there is the starting a point of development that boosts sexual activations and production and that is called puberty/adolescence.

Adolescence/Puberty:

Mrs. Nancy then asked the students to mention the changes they know in human when they reach adolescence/Puberty stage, of which they mentioned as seen below in the table:

<b>Girls</b>	<b>Boys</b>
- Menstruation - Pubic hair - Hips enlargement - Breast development - Soft voice	- Expansion of penis - Deep voice - Wet dreams - Pubic hair - Beards Sperm - Chest enlargement

The facilitator then started explaining that human developments has got stages of growth the first being:

1. Childhood
2. Adolescence
3. Adulthood

and it is better to understand the changes that come along with the stages. she explained calling each organ by name and encouraged the students that, calling the organs with their names was not a shame

but rather a way for them to get familiar with and understand what they really mean and explained that sexual characteristics are changes that occur to the sexual organs themselves i.e vagina, penis, uterus and testes.

She further told the students that, these characteristics are present at birth and they make up the external and internal genitalia (sex organs).

## Menstruation Period:



She then explained to the students that in girls, Menstruation begins as a result of the uterus developing a lining. And the Vagina begins to produce a mucus like discharge which can act as lubrication in case of sexual intercourse. But this is in preparation for when it happens, not that it should happen now.

And In boys, they experience enlargement of the penis, testes, prostate gland and seminal vesicles' She further explained that the changes usually begin around 10 and 14 years and the growth is usually completed between 12 and 16 years.

She also emphasized to the students that, the most noticeable and significant change for young men is a wet dream. After this experience, a boy that has unprotected sex can be able to get a girl pregnant.

## Adolescence/ puberty

The facilitator explained in depth that adolescence is the transition between childhood and adulthood, and it starts from the age of 10 to 19, and Puberty is the process of physical changes through which a child's body matures into an adult body capable of reproduction. Puberty is the exact time in which a child's sexual and physical characteristics mature. And it occurs due to hormonal changes inclusive of Voice changes, Body shape, Pubic hair distribution and General growth in height.

She then explained that in boys include Beards, chest hairs, body hair, Pelvic build (No rounded hips) Upper body muscular build and in girls, Breast enlargement, Hips enlargement, Voice becomes softer, and Increased body fat

She asked the students whether they know why these changes occur? and why do you think these changes occur? And said that, hormonal changes in females at puberty indicate the levels sexual urge, stimulating the production of sex hormones especially estrogen which results in physical changes including maturation/ enlargement of breasts, ovaries, uterus and vagina and hormonal imbalance Increases the levels of testosterone hormone, higher than normal can lead to increased libido (Sexual urge)

She further told the students that, this is why this happens either close to during and immediately after menstruation. And hormonal changes in males at puberty, the testes tend to increase testosterone production, and these testosterone causes reproductive organs to mature and muscle and bone to grow, facial and pubic hair to appear and the voice to deepen

In Menstrual hygiene she paused some question,  
what they know about menstruation?

What has the attitude been towards menstruation, how often should one change their pads especially in case of school?

During the demonstration of how to appropriately use sanitary towels, just before the action Mrs. Nancy asked Sarah Lutfi the community associate to show how it is done?





She clearly demonstrated, and direct the young girls the right and proper way of using their pads of thereafter, she continued with , how the girls can maintain their constant hygiene while in menstruation most especially for female students who sit for long hours during classes.

Finally asked the students what Signs and Symptoms of Menstruation are, and they contributed as seen below:

- ✓ Mood swings
- ✓ Body pains (stomach, back, waist,)
- ✓ Distance themselves from boys.
- ✓ No appetites
- ✓ Over sleeping
- ✓ Arrogant
- ✓ Laziness
- ✓ Weakness
- ✓ Fever and vomiting

She then took the students through access to soap and water, Safe menstrual disposal, Hormonal imbalance during menstruation, Premenstrual syndrome (PMS) which can cause physical symptoms like cramps, bloating, headache, Period stigma and taboos, this leads to discrimination and exclusion of women from social and religious events and even home. Leads to period shaming and What can female students can all do better differently to ensure their roper menstrual hygiene of in school.

## Sexual transmitted diseases:



In this period, Tande Elias the programs associate was given and opportunity to introduce a short game that depict how STD/HIV chooses no one and only depends on one's behavior patterns. The game involved a student picking out an opposite sex who will also pick another of his or her interest of each of them was handed a paper with a profession but the 1st volunteers' paper was having HIV+ which means his choice which he was not her choice got infected and passed it to the next person.

The topic on sexually transmitted diseases started by Mrs., Nancy the facilitator engaging in Sex talk for the students, to get what they know or understand about the subject and then dived into consequences.

First, asked them of what they know about sexually transmitted infections?

Few said it was transmitted through sexual activities,

Through using sharp objects from an infected persons and others said it kills quick.

With these responses, she then explained the signs and symptoms and Common examples like:

She also mentioned Other STDs, their management and how to protect one's self from STDS, and encouraged the students to always use the ABC method which is to:

- Abstinence
- Being faithful
- Condom use

And concluded by telling the students that A (Abstain) was the right option to secure their future and make their struggling families who make sure they go to school for better future proud:

## Career guidance:

In this session Tande and Mrs. Nancy discussed on ways of how to have a clear and confident career choice and other behavior patterns that will not negatively affect their education

Through the discussions from the start to the end, the facilitator would guide the students on ways of how to go about their education and machining the right decisions and choices in life so as to protect their education for a brighter future.



In addition, during the career guidance session, Tande the RiWA programs associate encouraged the students to make the right choice of friends related to their area of academic interest so as to keep them working harder together to achieve their desired result of education, in conclusion, she encouraged the students to focus on their education and not engage in relationships which comes with a lot of negative influences but instead try to be resilient.

In Conclusion, Tande encouraged the students to always practice generosity and the heart of giving back to the community, even though not tangibles but portray good behaviors which will help in your co-existence with fellows, and their communities.

### **Challenges and solutions:**

Request by the school administration for RiWA team to have more students join during the program due to the high demand of the unique subject and topics to help more students than only the target number of 40 students we planned for, these affected the distribution of the few sanitary pads and soap we had planned to give the selected beneficiaries.

Price fluctuation which affected the exchange rate of the local currency against the dollar which affected market commodity prices, and also affected the project budget, leading to the team replanning to adjust to the current ever fluctuating prices.

### **Activity impact and findings:**

Based on the feedback from the students, indicates that there is no or low discussions around SRHR between the adolescents and their parents or elders due to shyness and fear.

Through our publications and social media pages, more school requested the team to visit their schools too and addressed RiWA that, such programs are not in their syllabus and need our services in ensuring their students are reminded of common but neglected part that helps keep their minds focused in school



Through RiWA's method of open discussions, students were able to express themselves with questions regarding the topics discussed and if time allowed through their questions asked indicates they would want to go deeper in knowing a lot that comes along with their sexual reproductive health rights,

Based on the questions and answers given by the students and the senior woman teacher and the director of studies, such discussions only happen during their science classes and in a range of discussion falling within the syllabus and only for the students who take science classes which leaves a lot of students without knowing the right things to decide on

Based on the reactions, most students were able to have open and extra discussions around their sexuality publicly for the first time apart from their science lessons which limits its discussions, with most shying when asked certain questions. This indicates that there is need for the stake holder like the government to include such discussions and teachings in schools or non-governmental organizations to continue and expand the projects to reach more young adolescents in schools and out of schools to have the right decisions in their lives to have a resilient youth for the future of the nation.

Based on the discussions during the programs, students indicated that they know, but are not aware, so they live based on what situation they are in, being it realization of their body and environmental changes which is not easy to realize its actions but only feel the consequences of which most are negative. Students felt an experience of school connectedness through the realization and believe that the country through RiWA and its partners care about them and their learning.



The career guidance and generosity teachings made them believe that education matters, have friends at school, believe that discipline is fair, and have opportunities to participate in extracurricular activities. It also indicated that youth who participated in the school mentorship programs are more than non-mentored peers to report having a non-parental adult who they look up to and talk to about personal problems, who cares about what happens to them and influences the choices they make.

Clearly, most students were aware of some discussions. With the attack of social media, they behave and think in a certain way, the young people of today are faced with very serious demands and challenges that many would argue are extraordinary. In today's world being a young person carries many risk factors which may have a negative impact on a young person's emotional well-being, which can slowly or instantly destroy the students' self-esteem, confidence, and efficacy. Sadly, any of these factors can have a profound impact on the student self-esteem and their ability to learn hence the mentorship program strengthening their ability of resilience against negative learning from, the environment.

#### **General comments and recommendations:**

The Senior woman teacher recommended the start and establishment of the girl leadership camp clubs and strengthening its capacity in all the school with items most especially sanitary pads to help in case the female students experience sudden menstruation during class or examination times, this will avoid the student from cutting classes or have and quick solution to avoid distractions during classes, with

extra support we can be able to do so to the schools engaged in the mentorship program any expand even more to reach more adolescent to maintain concentration in schools.

The mentorship program session at Darling wisdom Academy, based on the data and information collected and discussed with the students about what they learnt and feel about the program during the Q&A session, indicates that the session had a positive impact on the lives of the students. They have been taken through a series of topics, some of the copying mechanisms that one can use.

There was continuous request to continuously be included on such programs to help with the right ideas to keep their students in school and RiWA to have more students instead of the limited number based on the planning of the target population.

## conclusion

The program at Darling Wisdom Academy – Glasgow Campus was a success and the comments from the students indicates that young adolescents need to continue having conversations and mentorship on issues regarding Sexual reproductive health and rights -SRHR, hygiene, and career guidance for its young generation because almost everyone experiences the adolescence age that if not well mentored will affect the education and livelihood of the nation's next generation. RIWA would like to extend its sincere heartfelt gratitude to the African Women's development fund-AWDF for supporting this great initiative and request for a continues support to better the lives of the young women and girls of South Sudan.

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## Annex Photos







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