



**STARTUP BUSINESS
FOUNDATION- COMMUNITY**

ARISE HER

Holistic Education & Rising

PARTNER BRIEF

A Twelve-Month Life Skills
Training Programme for
Twenty Adolescent Girls
(Aged 13–17) in Owerri

First Edition • 2026



“She rises. She leads. She transforms the world.”

ARISE HER at a Glance

Programme	ARISE HER Life Skills Training (Pillar 2 of five)
Run by	Startup Business Foundation – Community (SBF-Community)
Location	Owerri, Imo State, Nigeria (South-East zone)
Inaugural cohort	20 adolescent girls aged 13–17
Partner schools	10 secondary schools in Owerri
Priority intake	Low-income, single-parent, orphaned, or otherwise at-risk girls
Cycle length	12 months, monthly Saturday workshops + workbook tasks + peer check-ins
Contact hours	36 workshop hours + ~18 hours of structured between-session work
Pedagogy	Mentored girl-only safe spaces; Kolb experiential cycle; CASEL SEL
Policy alignment	NERDC BEC and FLHE; National Policy on Education 2013; National Policy on Gender in Basic Education 2006; SDG 4 and SDG 5 AGEP (Zambia), BRAC ELA, Camfed My Better World, Centre for Girls' Education (Northern Nigeria), AGILE
Evidence base	Sponsorship of one or more scholarships, content delivery costs, or institutional partnership (see Section 8)
Indicative ask	

The Headline Indicators

<i>Indicator</i>	<i>Target</i>
Academic improvement of scholars versus baseline term grades	≥ 15%
Participant satisfaction at endline	≥ 85%
Retention through twelve months	≥ 90%
Scholars with measurable knowledge gain	≥ 70%
Scholars with measurable self-efficacy gain	≥ 70%
Scholars completing the community action project	≥ 90%

1. The Case for ARISE HER

Girls in the South-East of Nigeria do not lack ambition. What many of them lack, especially those from low-income or single-parent households, is the structured space, the trustworthy information, the trained adult company, and the small material supports needed to translate ambition into life chances. The most reliable evidence from comparable contexts, including the Population Council's randomized evaluation of the Adolescent Girls Empowerment Programme in Zambia and BRAC's Empowerment and Livelihood for Adolescents clubs across East Africa, suggests that mentored girl-only safe spaces tend to shift knowledge, savings behaviour, and self-efficacy in directions that matter, even where deeper change in retention and fertility requires denser exposure than a short programme can provide.

ARISE HER takes that evidence seriously. It is designed as one input within a layered theory of change rather than as a single intervention expected to do everything. The Life Skills pillar, which is the subject of this brief, sits alongside academic scholarship, career guidance, mentorship, and CSR collaboration. It runs as twelve monthly Saturday workshops over a twelve-month cycle, anchored in a participant workbook and supported by trained near-peer mentors. The substance covers communication, menstrual and reproductive health, safeguarding, civic rights, financial literacy entrepreneurship, leadership, digital safety, and psychosocial wellbeing, with content drawn from frameworks already familiar to Nigerian regulators.

Imo State is not, at the time of writing, among the eighteen states benefiting from the federal Adolescent Girls Initiative for Learning and Empowerment (AGILE) funded by the World Bank. ARISE HER is positioned as a locally funded answer to the same need in the South-East. The Foundation considers this an opportunity for partners interested in catalytic, regionally underserved investment in girls' education.

2. Programme Architecture

The Life Skills pillar runs as a twelve-module sequence calibrated to the Nigerian academic calendar. Sessions fall on the second Saturday of each month, with workbook tasks and peer check-ins in the intervening fortnight. The sequence builds trust before tackling sensitive content and translates learning into observable contribution at the close.

<i>Month</i>	<i>Module Title</i>	<i>Hours</i>
1 AH-LST 101	Becoming ARISE HER: Identity, Self-Awareness and the Power of a Story	3.0
2 AH-LST 102	Finding My Voice: Communication and Assertiveness	3.0
3 AH-LST 103	Bodies, Cycles and Dignity: Menstrual Health and Personal Hygiene	3.0
4 AH-LST 104	Comprehensive Sexual and Reproductive Health	3.0
5 AH-LST 105	Safeguarding, Consent, and Preventing Gender-Based Violence	3.0
6 AH-LST 106	Civic Education, Rights and Active Citizenship	3.0
7 AH-LST 107	Money Matters: Financial Literacy and Personal Money Management	3.0
8 AH-LST 108	From Idea to Income: Entrepreneurship and Employability Readiness	3.0
9 AH-LST 109	Leading From Where I Stand: Confidence, Goal-Setting, and Public Speaking	3.0
10 AH-LST 110	Digital Skills, Online Safety, and Media Literacy	3.0
11 AH-LST 111	Minding the Mind: Psychosocial Wellbeing, Stress and Resilience	3.0
12 AH-LST 112	My Voice, My Community, My Future: Community Action and Graduation	4.0

Pedagogical Approach

Sessions are activity-led rather than lecture-led, following Kolb's experiential cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The CASEL framework for social and emotional learning supplies the underlying competency map (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). The sensitive content is delivered in two parallel age sub-groups (13–14 and 15–17) so that the depth tracks the developmental stage, in line with UNESCO international guidance.

3. Alignment with Nigerian Policy and the SDGs

ARISE HER is built to sit comfortably alongside Nigerian curriculum and policy frameworks. The mapping below is the summary; the fuller curriculum design document available from the Foundation traces each row in detail.

<i>Framework</i>	<i>How ARISE HER aligns</i>
NERDC 9-Year Basic Education Curriculum	Reinforces Religion and National Values, Basic Science and Technology, Pre-Vocational Studies, and Computer Studies
Family Life and Health Education (FLHE)	Months 3–5 follow FLHE's six themes
NERDC Senior Secondary Civic Education	Month 6 maps to citizenship, rights, youth empowerment, rule of law
National Policy on Education (2013)	Experiential, activity-based pedagogy meets the policy's pre-vocational expectations
National Policy on Gender in Basic Education (2006)	Targets the demand-side barriers the policy identifies for girls
AGILE (World Bank, federal)	Mirrors the AGILE module list; positioned as a South-East parallel
SDG 4 (Quality Education)	Targets 4.5 (gender disparities), 4.7 (skills for sustainable development)
SDG 5 (Gender Equality)	Targets 5.1, 5.2, 5.3, 5.5, 5.6

4. Safeguarding and Quality Assurance

Adolescent girls cannot learn what they do not feel safe discussing. The Foundation treats safeguarding as both an ethical obligation and a precondition for honest dialogue.

- **Written Code of Conduct.** Signed by every facilitator before delivery, it prohibits one-to-one closed-door interactions and bans gifts, financial transactions, and romantic interactions.
- **Background Checks.** Documented background checks for all staff with direct contact with scholars.
- **Two-Deep Supervision.** No scholar is ever alone with a single adult during sessions.
- **Safeguarding Focal Person.** Independent of session delivery, sits outside the facilitating team and receives all disclosures within 24 hours.
- **Trauma-Informed Delivery.** Facilitators trained in the four principles of trauma-informed practice; sensitive sessions framed with opt-out and grounding.
- **Referral Pathway.** Written referral directory covering health, legal, psychosocial, and educational continuity services in Owerri.

Legal Anchoring. Consistent with the Child Rights Act 2003 (including its protection of pregnant girls' right to remain in school), the Imo State Child Rights Law, and the VAPP Act 2015.

Data Privacy. Anonymised data entry; storage consistent with the Nigeria Data Protection Act 2023.

5. Monitoring, Evaluation, and Learning

Every scholar completes a baseline assessment in Month 1 and an end line assessment in Month 12, using a five-instrument battery designed to be defensible to academic reviewers and intelligible to scholars themselves.

<i>Instrument</i>	<i>What it measures</i>
40-item knowledge test	Coverage of all twelve module domains
Rosenberg Self-Esteem Scale (10 items)	Self-esteem
Schwarzer–Jerusalem General Self-Efficacy Scale (10 items)	Generalised self-efficacy
GEM Scale adapted (12 items)	Gender-equitable attitudes
OECD/INFE youth financial-literacy quiz (12 items)	Financial knowledge and behaviour
Endline satisfaction survey	Scholar and guardian satisfaction

Reporting Cadence

Attendance and workbook completion are tracked at every session and entered into a spreadsheet-based information system. The Programme Lead reviews indicators monthly. Donors receive a quarterly report covering attendance, knowledge gain, scholar wellbeing, financial expenditure against budget, and any safeguarding concerns. A public evaluation report is published at the close of each cycle, co-signed by SBF-Community and an academic partner.

6. Governance

ARISE HER is delivered by SBF-Community, the community engagement arm of Startup Business Foundation. The Foundation operates three gateways: the SBF College of Innovation, Entrepreneurship and Technology (SBF-CIET), recently approved to operate by the Imo State Ministry of Tertiary and Technical Education; the SBF Entrepreneurship Research Centre (SBF-ERC); and SBF-Community itself. The programme reports to the Foundation Board through the Programme Lead and the Head of SBF-Community. The Safeguarding Focal Person reports independently to the Board on child-protection matters.

Delivery Team

<i>Role</i>	<i>Brief</i>
Programme Lead	Overall accountability: reports quarterly to the Foundation Board and to donors.
Lead Facilitator	Female educator with secondary teaching experience and adolescent health training.
Two Co-Facilitators (Near-Peer Mentors)	Younger female mentors in the Camfed Learner Guide tradition.
Counsellor (part-time)	Licensed counsellor; leads psychosocial sessions and supervises disclosures.
Safeguarding Focal Person	Independent of delivery; named, contactable, and trained.
M&E Officer	Maintains the indicator dashboard and the quarterly donor reports.

7. Risk Register

The principal risks the Foundation tracks during programme delivery, and the mitigations in place, are summarized below.

Risk	Mitigation
Cultural resistance to reproductive-health content	Upfront guardian consultation; faith-leader advisory review; age-banding; alignment with FLHE rather than imported content.
Safeguarding incidents	Written policy; two-deep supervision; named focal person; documented background checks.
Facilitator attrition	Stipends, professional development, and a co-facilitation model.
Low attendance	Transport stipends, SMS reminders, and guardian sensitization.
Funding cuts	Diversified CSR base; phased budgeting; institutional support from the Foundation.
Insecurity in the South-East	School-based delivery; online contingency plan.
Data privacy breaches	Anonymized entry; secure storage; NDPA-consistent notice.
Programme drift	Quarterly indicator review; annual external review.

8. How to Partner with ARISE HER

The Foundation welcomes a range of partnership arrangements. The four most common are described below; bespoke arrangements are also possible.

Sponsorship of Individual Scholars

A partner may sponsor one or more scholars through the twelve-month cycle. The sponsorship covers the workbook, transport stipends, dignity kits, refreshments, and a proportion of facilitator and venue costs. Sponsors receive quarterly progress notes and an invitation to the graduation in Month 12.

Cohort Sponsorship

Larger partners may sponsor a full cohort, with their organisational identity associated with that year's intake. Sponsorship at this level supports the entire delivery infrastructure, including assessment costs and the community action project.

Thematic Sponsorship

Partners whose mission aligns with a particular module (financial institutions for the financial-literacy module, telecommunications firms for the digital-skills module, health bodies for the SRH modules) may sponsor that theme across multiple cohorts. This often pairs naturally with employee volunteering and guest sessions.

In-Kind Partnership

Many of the most valuable contributions to ARISE HER are not cash. Partner schools provide venue and trust; partner clinics provide referral capacity and guest sessions; partner law firms (notably FIDA Imo) provide legal support; partner ICT centres provide digital access. The Foundation is actively seeking partners in each of these categories.

Brand and Visibility

Sponsors are credited, with their consent, in the annual evaluation report, in the graduation programme, and on the ARISE HER section of the Foundation's website. The Foundation does not place donor logos on workbooks or on children's clothing, in line with international child-protection norms on the commercial use of children's images.

Indicative Budget Categories

A detailed budget is available on request. Headline cost categories include: scholar dignity kits and workbooks; facilitator stipends; counsellor retainer; venue and refreshments; transport stipends; assessment materials; M&E officer time; community action project costs; and a modest endowment for the cohort savings club.

9. What We Ask

The Foundation invites partners to consider three steps.

1. **Meet the team.** A short meeting in Owerri, or by video call, to walk through the programme and answer questions.
2. **Visit the cohort.** Where appropriate and with parental consent, a brief observation of one workshop, hosted by the Programme Lead.
3. **Commit and co-design.** A written partnership memorandum that sets out the level and form of contribution, the reporting arrangement, and the visibility provisions.

All enquiries should be directed in the first instance to the Programme Lead. Initial conversations carry no obligation on either side.



Startup Business Foundation – Community

No. 1 Startup Business Foundation Crescent,
Off MCC Uratta Road, Owerri North LGA,
Imo State, Nigeria.

Programme Lead, ARISE HER:

USHIE DAVID INUIYILIWU

Telephone: +2348166675154

Email: info@sbf-community.org

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