



**IMPACT REPORT FOR
CRYSTAL LENS
WORK BASED LEARNING
PROGRAM**

2022/2023 SCHOOL SESSION



Sarah Anene

Executive Director,
Crystal Lens Impact Africa Foundation

Dear Reader,

I am thrilled to share with you the Crystal Lens Career Builders Program impact report for the 2022/2023 school year. Our work-based learning program was piloted in late 2020, and the 2022/2023 graduates are the first cohort to participate throughout their senior secondary school years, completing our entire three year curriculum.

Having worked in the education and workforce development field for several years, I was keenly aware of the need for a school-to work, career-focused learning intervention for Nigerian youths when we launched our program in late 2020. It was important for us to pilot the program at a low-income secondary school in Ojo, Lagos state Nigeria - a community with little or no similar intervention to enable us to test our model and assess the true impact of our program. I also had a personal connection to the community that made it easier to understand the needs of its people and engage in relatable terms, having lived in Ojo for the major part of my teenage years. Based on experience and in-depth research, we designed our learning model to meet the peculiar needs of our target population. We also drew insights from a one-year field study of the various successful career-connected learning models run by Philadelphia Academies Inc. for over 50 years.

Today, work-based learning programs are still needed to bridge the gap between school and work, and build a competent workforce. Thanks to our governing board in Nigeria and a highly involved U.S. advisory board, we have had three cohorts of students go through our work based learning program, and we have been able to refine our model and improve our impact each year. We have seen alumni of our program grow in self-awareness, make informed career decisions, transition to post-secondary education, and develop their work-readiness skills. I recognize that all of this would not be possible without the support of every partner, sponsor and supporter of our program. I am truly grateful. A special appreciation goes out to every Crystal Lens staff member and volunteer, who work tirelessly to help our participants achieve greater academic, career, and life success.

I invite you to reflect on the achievements of our collective work in the 2022/2023 school year and join us as we position for greater impact. Crystal Lens is open to partnering with more schools, organizations, and institutions to design and implement work-based learning interventions for both secondary school students and graduates. With your support, I am certain that we can help even more youth successfully transition from school to meaningful work.

Sincerely,

A handwritten signature in black ink, appearing to be 'Sarah', written in a cursive style.



INTRODUCTION & OVERVIEW

About Crystal Lens

Crystal Lens is a registered nonprofit organization in Nigeria and an affiliate of Urban Promise International, USA. The organization is focused on education and workforce development, with a vision to ensure that all young people in Nigeria (regardless of economic background), have the opportunity and resources to attain academic, career and life success. We specifically provide career development and training, while connecting young people from low income communities to opportunities to acquire 21st century skills and gain hands-on work experiences

Why we do this work

Nigeria has over 200 million people, with about 50% below the age of 18¹. Unfortunately, one in every five out-of-school children in the world is a Nigerian¹, and many of those who are able to go to school, still find it extremely difficult to get sustainable employment. Hence, the extreme rate of poverty, with about half of Nigerian children living below the national poverty line². Interestingly, despite the increasing rate of job seekers, many employers struggle to find individuals with the right skills and experiences needed to fill vacant positions. Therefore, it is important to bridge the gap between school and work, so that young people from low income communities can build a meaningful career, get gainful employment, and rise above poverty. That is our goal at Crystal Lens.

About this report

This report describes the multiple program components of our work-based learning program as well as our evaluation efforts and results for the 2022-2023 school year. It also features 10 graduates of the work-based learning program and some commentaries from stakeholders.

¹UNICEF. (2022). *Situation Analysis of Children in Nigeria*. UNICEF Nigeria.

²Boon, F., & Neubourg, C. (2020). *Monetary child poverty in Nigeria*. In UNICEF (Ed.), *Situation Analysis of Children in Nigeria* (pp. 26). UNICEF Nigeria.

The Crystal Lens Work-based Learning Program

Work-based learning is an educational strategy that helps to bridge the gap between school and work by providing students with practical training and real-world work experiences. These experiences allow participants to develop their skills and improve their employability. The focus of the Crystal Lens work-based learning program is to help high school students from low-income communities identify and build successful careers by providing industry-relevant knowledge and experiences in alignment with their personal interests.

Work-based learning involves in-class and out-of-class training and field activities such as, internships, job shadowing, entrepreneurship, and community service projects. The Crystal Lens Work-based Learning program was launched in October 2020 at a low income high school in the Ojo community in Lagos, Nigeria. We started with about 100 high school students (SS1 to SS3) in our pilot program. Our strategy was to start small, create deep rooted impact and gradually expand. Having recorded tremendous success, we have now extended our reach to over 200 students in the same school and we are gradually expanding to multiple schools in the same community.



TRAINING

WEEKLY CAREER DEVELOPMENT CLASSES

Summary: Based on research and feedback from stakeholders, we developed a holistic curriculum for our career development classes. Through these classes, we are able to: help participants become more self aware by understanding their personalities, values and interests; introduce participants to various career opportunities; and help them to understand and develop basic soft skills.

EVALUATION SYSTEM

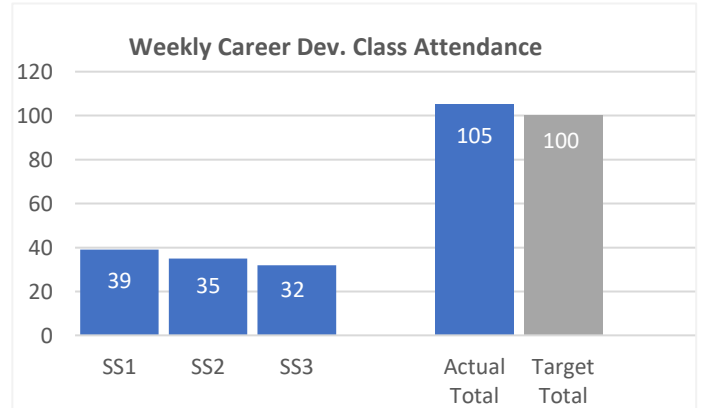
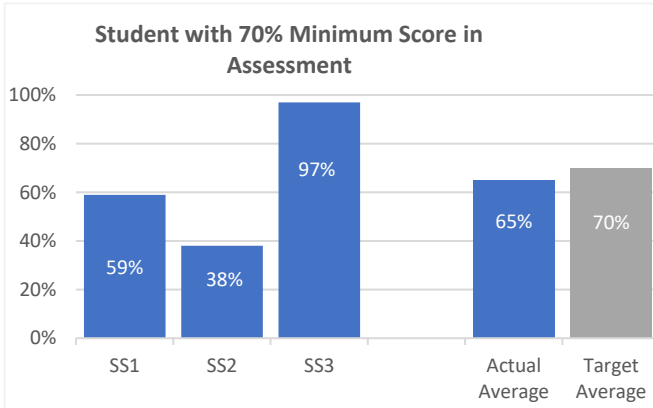
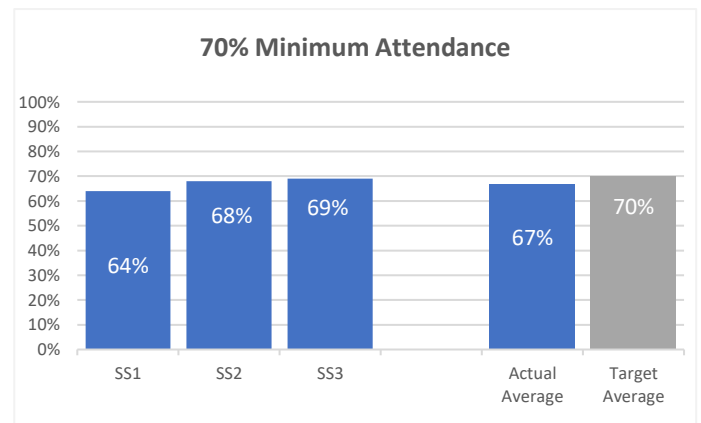
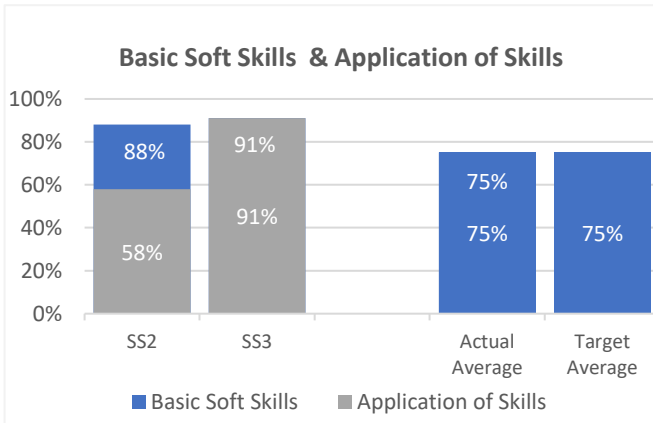
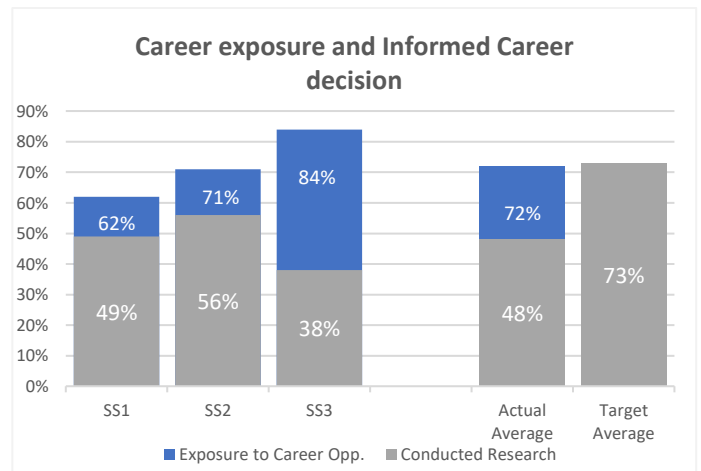
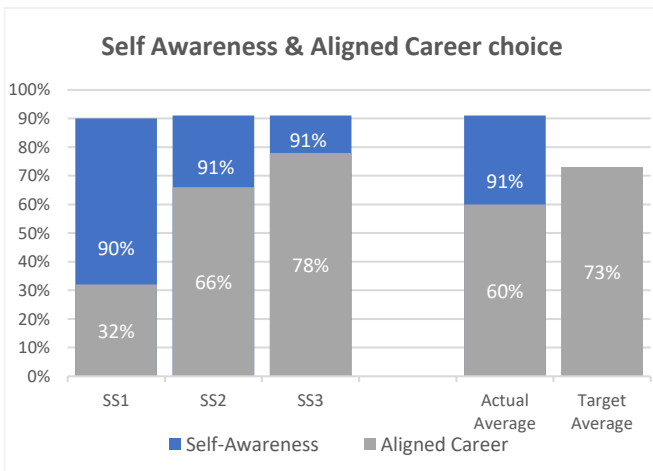
How we measured impact for this project

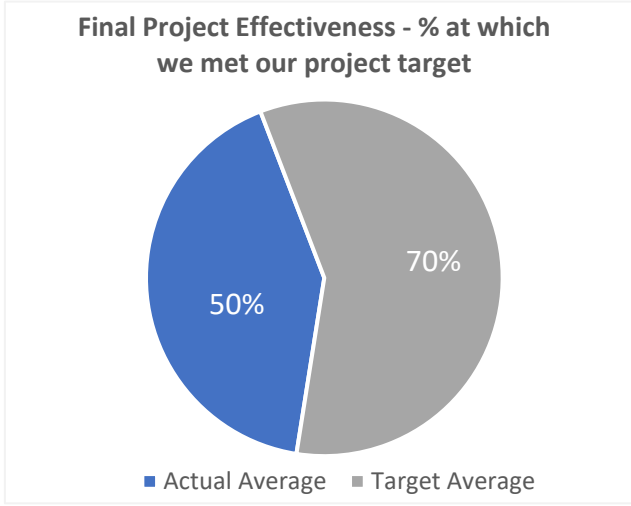
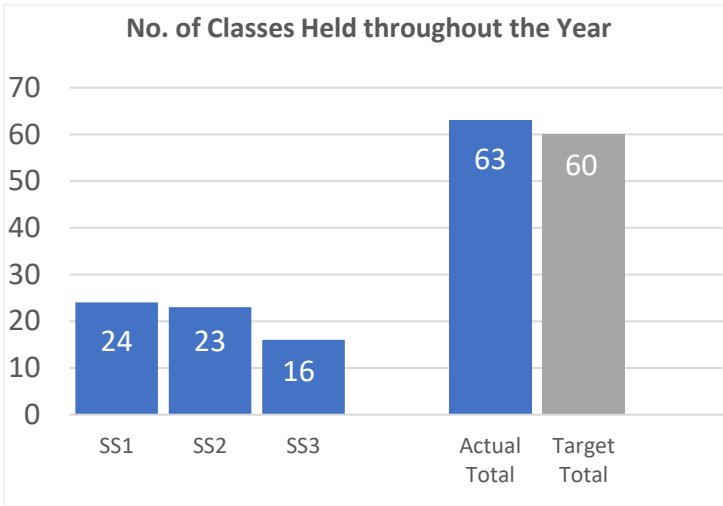
Project Objective	Metrics	Tracking Tool (Testing participants' knowledge of concept)	Tracking Tool (Testing participants' ability to apply knowledge)
 <p>To increase students' level of self awareness so that they can make better career choices</p>	 <p>Participating students should be aware of their:</p> <ul style="list-style-type: none"> • Passion/Interest • Personality • Values 	 <p>Successful completion of the career cruiser assessment showing personality type, values and interest areas</p>	 <p>Successful completion of who am I essay depicting their knowledge of self and how it affects their career choices</p>
 <p>To expose students to various career options and help them make informed career decisions</p>	 <p>Participating students should understand the 6 career fields, their clusters and career pathways of selected careers</p>	 <p>Active Participation in classes focused on career fields, clusters & pathways</p>	 <p>Successful completion of research paper on:</p> <ul style="list-style-type: none"> • Top 3 Career Clusters for SS 1 • Top 3 Career Pathways for SS 2 • Chosen Career Pathway for SS 3 that reveals a well-informed career decision
 <p>To help students to develop basic soft skills</p>	<p>Effective Communication</p>    <p>Orals Written Non-verbal</p> <p><u>Responsibility & Proactiveness / Initiatives</u></p> <p>(75% Punctuality) Proper completion of Assignment</p>  <p>Scholarly Attributes: Comes to class with needed materials Asks questions – Questions are good Taks notes in class</p>	 <p>Active participation in training classes where these skills are taught</p>	 <p>Assessment by class teachers and Crystal Lens staff based on observation and records</p>

- Percentage of participants with at least 70% attendance
- Number of weekly career development classes held throughout the school year
- Percentage of students that understand the weekly training content
- Percentage at which we achieved all our objectives and criteria for a successful project completion

Crystal Lens record shown in our evaluation tool - The Crystal Lens Student Progress Tracker

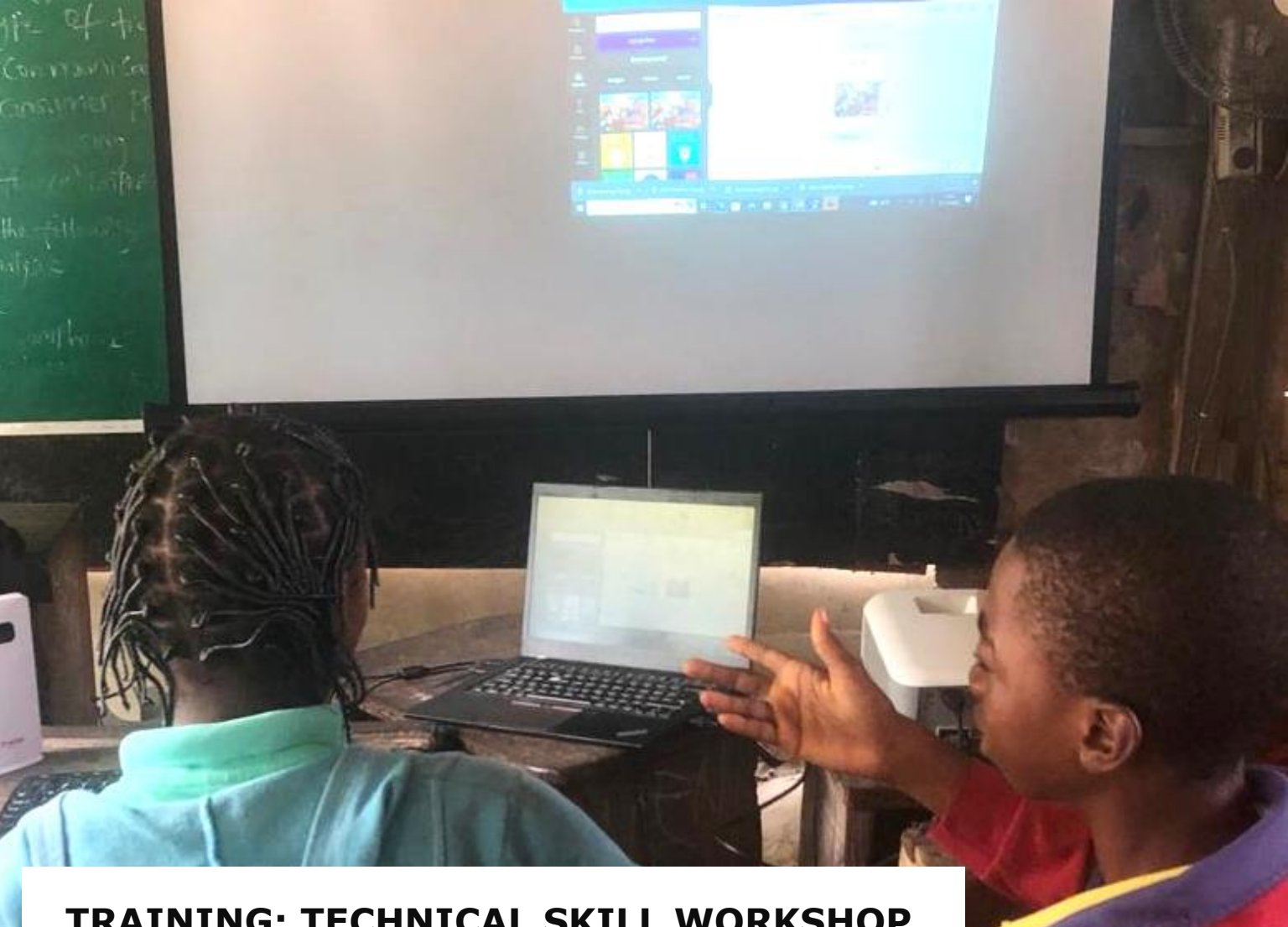
OUR DATA





Pictures from our Career Development Classes





TRAINING: TECHNICAL SKILL WORKSHOP

Summary: Based on interest, students participate in workshops to introduce them to simple technical skills in specific fields such as graphic design, web design and development, photography, visual art, music, fashion design etc. These workshops are designed to position students for entry-level internship roles and other prospective job or business opportunities in the nearest future.

Evaluation for 2022/2023 Workshop - Basic graphic design using Canva

At the end of the workshop, students were expected to have developed the following skills:

- Creating an account on Canva
- Uploading media files
- Searching for design templates
- Actual designing - selection of colours, write-up and basic formatting
- Downloading designs, sharing and collaborating with other users

Our Impact

A total of 22 students participated in this workshop and 70% of them were proficient in a minimum of 4 out of 5 of the aforementioned skills.

PRACTICAL EXPERIENCE: STUDENT COMMUNITY DEVELOPMENT PROJECT

Summary: In the second term of the school year, SS 2 students are introduced to the 17 sustainable development goals and the concept of community development. They are then divided into teams based on their areas of interest to: carry out needs assessment, conceptualize sustainable projects, develop project proposals and budgets, fundraise, implement the project in their community, evaluate its impact, and give a presentation to report their findings. By giving students the opportunity to work on a real life project, they get hands-on experience while building skills such as problem solving, leadership, teamwork, communications, project management and so on.

Our Impact: Projects conceptualized and implemented by students



GOAL 2

Zero Hunger - Focus on Malnutrition in Young People

- **Team name: Team Health is Wealth**
- **Number of Team members: 4**

Project Description

Having observed that many young people in the community eat a carbohydrate-heavy diet and consume snacks with lots of added sugar, the team organized a training for 18 students in Junior Secondary School to teach them about malnutrition and the importance of having a healthy diet. They also worked as a team to create and design a food time table for a balanced diet, comprising commonly found healthy and affordable meals at home, as well as some healthy snacks substitutes that can be consumed during school hours.



GOAL 4

Quality Education - Focus on supporting students with learning challenges

- **Team name: Team Education for All**
- **Number of Team members: 4**

Project Description

The team realized that many students with learning challenges are often belittled and not provided adequate support needed to help them excel at school. Hence, their project involved: organizing tutorials for students who were having challenges with Mathematics, sharing writing materials to the students, discussing with the school management on improving policies to prevent discrimination and cater for students with learning challenges, and finally establishing a study buddy society within the school that will allow junior students struggling in a subject to be paired with a senior who is great at the subject.





GOAL 14

Life Below Water - Focus on preventing water pollution

- **Team name: Marine Life Student Advocates**
- **Number of Team members: 3**

Project Description

Having understood how human activities can pollute the eco-system of animals and plants below water, the team decided to organize a training for elementary school students to educate them on the concept. They also showed them how to correctly dispose of waste so that it does not end up in the sea. To ensure continuous awareness, they decided to leverage their personal social media platforms to create awareness and advocate for life below water



GOAL 5

Gender Equality - Focus on awareness about gender-based violence

- **Team name: Team Justice**
- **Number of Team members: 5**

Project Description

Based on their research, this team learned that beyond physical abuse, a lot of young people are not aware of the other kinds of abuse that can be gender-based. Hence, the team decided to hold various training sessions for students in their school to teach them about preventing and reporting gender-based violence. Participants of the training were also made to recite a pledge affirming that all genders are equal and should be treated with respect and without discrimination. Finally, they gave participants the national domestic violence hotlines to call when needed..



PRACTICAL EXPERIENCE: STUDENT ENTREPRENEURSHIP PROJECT

Summary: In the second term of the school year, SS 3 students are introduced to the concept of entrepreneurship and the importance of creating and receiving value through business enterprises. They are then divided into teams, based on their areas of interest, to carry out market research, develop unique value propositions and business models, create minimum viable products to be tested in the market, and finally, create business proposals and a pitch deck presented to prospective investors. This experience helps all participating students to build relevant skills and gain entrepreneurship experience. After the pitch event, team members can choose to continue to grow their businesses or apply the knowledge to other business opportunities in the future.

Our Impact: Businesses conceptualized by students



TEAM 1

Making and selling delicious plantain snacks that can be sold to students

- **Business name: Friendly Fried Chips**
- **Number of Team members: 4**

Project Description

Having understood that food related business is quite lucrative, especially among students, the team members of this business came up with an idea to produce delicious, healthy and pocket friendly plantain chips to be sold at their school and within their community. The team requested for a sum of 2,500 naira to start their business but raised 10,000 naira and a generous donation of plantain bunches from the panelists and invited guests of the pitch event.



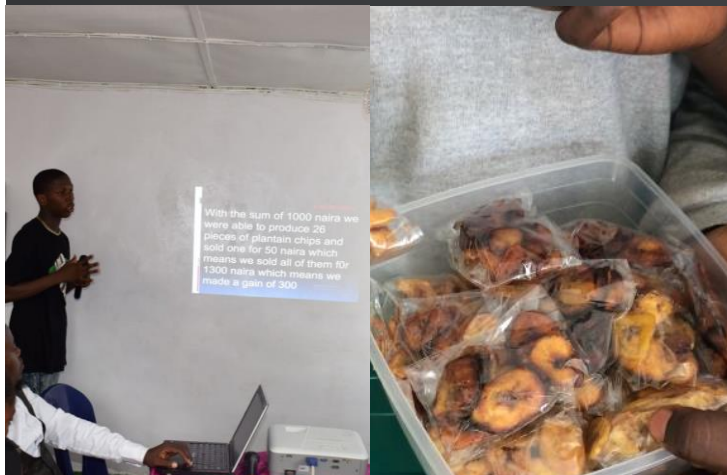
TEAM 2

Upcycling to create and sell pen holders

- **Business name: The Upcyclers**
- **Number of Team members: 5**

Project Description

Team members were concerned about the population of the environment with plastic bottles. Hence, they decided to upcycle plastics and fabric waste from fashion houses to meet the needs of teachers, students and other desk workers who struggle with finding a suitable place to keep writing materials. The team raised 5,000 naira during the pitch event and are dedicated to continuing their business. In addition to making a few sales, they are now working on a website and social media pages to promote their business.





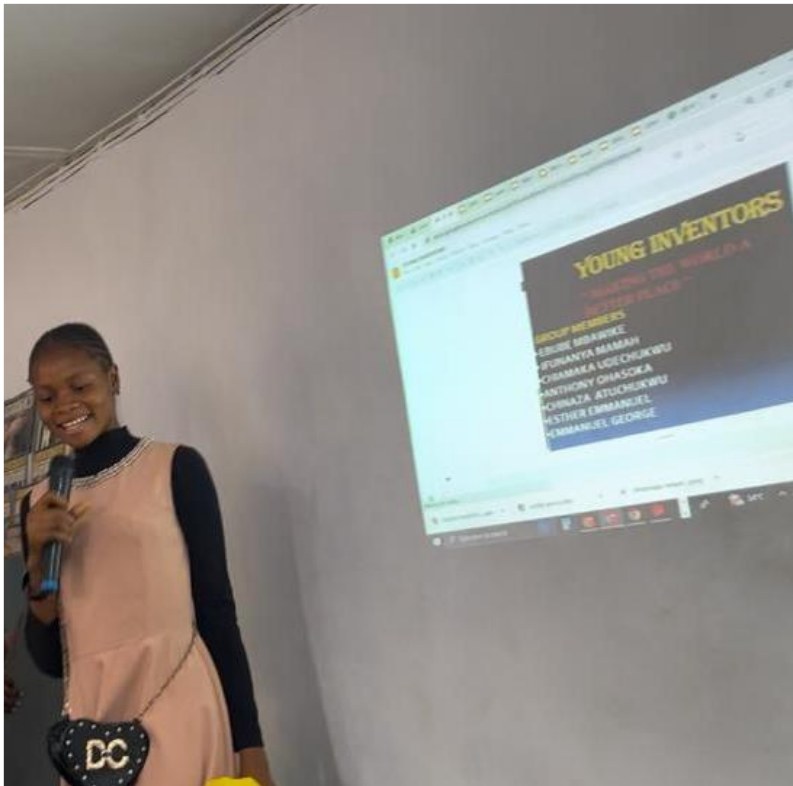
TEAM 3

Recycling materials to make portable desk fans

- *Business name: Team Young Inventors*
- *Number of Team members: 4*

Project Description

The challenge of what to do with e-waste is something that concerned the Young Inventors. The team searched for scrap electronic materials to invent a battery powered portable desk fan with lamp that can be sold at an affordable price. They displayed the prototype during the pitch event and raised a sum of 15,000 naira from investors and guests.











PRACTICAL EXPERIENCE: JOB SHADOWING OPPORTUNITIES

Summary: Crystal Lens' Job Shadowing project is a practical work experience developed for SS 3 students as part of our work based learning program. In SS 1, our students are encouraged to choose 3 career clusters that align with their interest. In SS 2, they choose 3 specific career pathways to research further and in SS 3, they streamline the option by choosing 1 career for their college application. The Job Shadowing project allows our SS 3 students to observe first-hand (physical or virtual) a potential career path, to further help them make informed decisions. The experience often involves a physical or virtual tour of the workplace, a career story and interview segment with the professional, quiet observation and minor tasks to be performed by participating students.

EVALUATION SYSTEM

How we measured impact for this project

Project Objective	Metrics	Tracking Tool
 <p>To provide students with the opportunity to better understand the elements / job functions of a specific career path through first-hand observation</p>	 <p>Participating students should be able to list at least 5 job functions of the understudied career path.</p>	 <p>Report filled at the end of the experience</p>
 <p>To afford the students an opportunity to experience what a day in the life of a professional in their chosen career could feel like and expose them to work environment.</p>	<p>Participating students should have the following:</p> <ol style="list-style-type: none"> 1. Ability to describe the day to day activities of a professional based on their observation. 2. Ability to identify the upside and downside of the profession studied based on interview with a professional. 3. Ability to list 3 distinctive things they noticed about the work environment 	 <p>Report filled at the end of the experience</p>
 <p>To help students understand career pathway options and career progression ladder for a chosen profession</p>	 <p>Participants should be able to:</p> <ol style="list-style-type: none"> 1. List at least 3 pathway options 2. Draw a career progression ladder for a particular profession 	 <p>Report filled at the end of the experience</p>

Other Criteria to measure Project Effectiveness

1. Number of careers that are job-shadowed within the school year
2. Number of organisations reached
3. Organisation's willingness to re-host job shadow experience for our students
4. Number of students participating in the program.
5. Successful completion of program components for each job shadowing experience
6. Ability to successfully implement project objectives with minimal failures.
7. The impact of the experience on the students career decision

Crystal Lens record and feedback form from participating organizations

Our Impact for 2022/2023 School year

- A total of 15 students participated in job-shadowing experiences showing 4 major careers - Law, Medicine, ICT and Fashion designing
- We partnered with four (4) organizations - CISH, White Stone Legal Consultants, Festus Keyamo Chambers and Olan Luxury Fashion House, in addition to a medical and an ICT consultant
- All participating organizations are willing to re-host our students for the next school year in addition to new collaborations we are pursuing
- All participating students were impacted by the experience. A specific success story was a student who decided to specialize in entertainment law after learning about it during the experience.

Pictures from our job shadowing experience & industry visit



PRACTICAL EXPERIENCE: STUDENT LEADER SUMMER INTERNSHIP

Summary: The student leader summer internship is a one month internship project that provides a platform for students transitioning from SS 2 to experience a structured application process, get hired, gain work experience and be paid a stipend for their services. During the internship, selected students facilitate classes for elementary school pupils; attend classes on career development, spiritual formation, leadership, and computer literacy; perform office duties in one of the following departments - digital media, human resource management, and finance management; carry out a community service project; and participate in peer learning to prep for the new school year. At the end of the project, the Student Leaders host an All Colour Day event where all the pupils they taught during the summer holiday will showcase the things they have learnt and participate in various game competitions for a chance to win the golden trophy. The Student Leaders also get to go on a fun trip to mark the end of summer.

EVALUATION SYSTEM

How we measured impact for this project

Project Objective

Metrics

Tracking Tool

Raise servant leaders and provide a platform for them to pay it forward through teaching, mentoring and engaging in community projects.

- Complete at least 75% of Crystal Lens leadership training curriculum
- Display servant leadership through housekeeping activities
- Participate in community development project
- Transfer knowledge to other elementary pupils by leading at least 3 classes
- Identify and lead at least 2 mentoring encounters.

1. Crystal Lens training attendance record
2. HR weekly report sheet (as to who did what).
3. Observation and response in final evaluation survey.
4. Teacher's feedback record during class facilitation (was knowledge transferred?)
5. HR weekly report sheet (questions about mentoring encounter)

Expose participants to the application process and help them to build employability and other soft skills.

1. **Participate in the application processes** (submission of cover letter & resume via email, participated during interview, received offer letters, sent thank you letter).
2. **Communication :**
 - Effective class facilitation.
 - Interpersonal skill throughout the program
3. **Responsibility**
 - In terms of 75% attendance & punctuality.
 - at least 75% of completion of tasks & assignments throughout the program.
4. **Proactiveness / Initiatives:**
 - Preparedness by completing lesson notes and participating in practice sessions before class.
 - Going beyond the curriculum by including creative ideas during the program

1. HR recruitment records
2. Teacher's feedback record (how fluent were they in their communication?), final evaluation survey (students rating themselves on soft skills) and project supervisor's soft skill appraisal.
3. Attendance and HR weekly report.
4. HR weekly report (supervisor's feedback)

Help participants to develop entry level technical skills, and hands-on work experience in relation to their assigned office task

1. Computer skills:
 - Microsoft Office Suite.
 - Google office suites.
 - Communication tools in the workplace.
2. Teaching skills:
 - Research and content creation.
 - Presentation & classroom engagement.
3. Assigned Job specific skills
 - At least 4 out of 5 KPIs based on assigned office tasks.

1. Student report/trainers feedback
2. Completion of the program

Increase student awareness of self, purpose and plans for the future

1. Complete at least 75% of Crystal Lens spiritual formation curriculum
2. Complete at least 75% of Crystal Lens career development curriculum including a completed personality test and career profile.

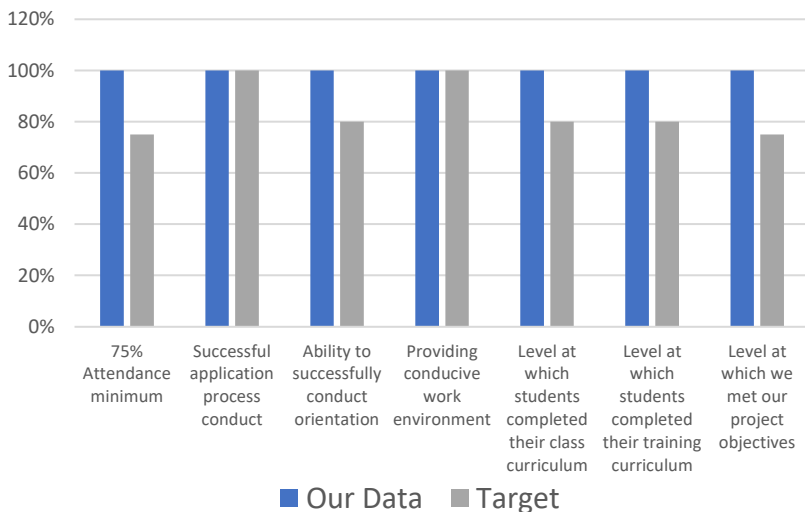
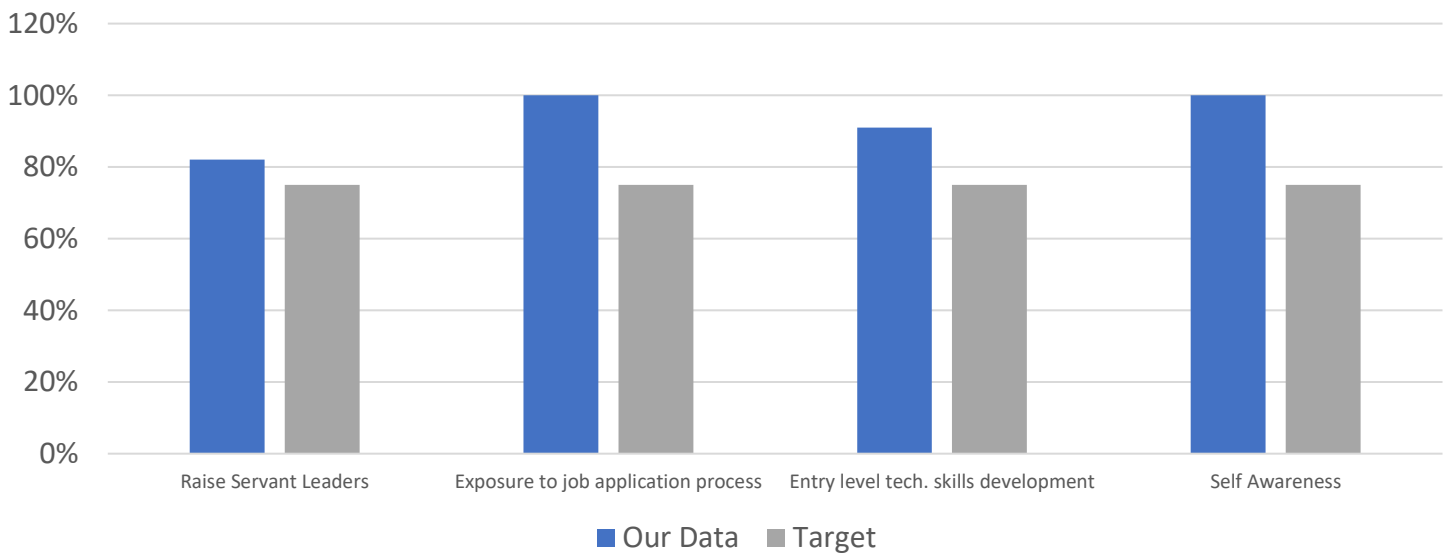
1. Crystal Lens training attendance record.
2. Crystal Lens training attendance record and completed career profile

Project Effectiveness

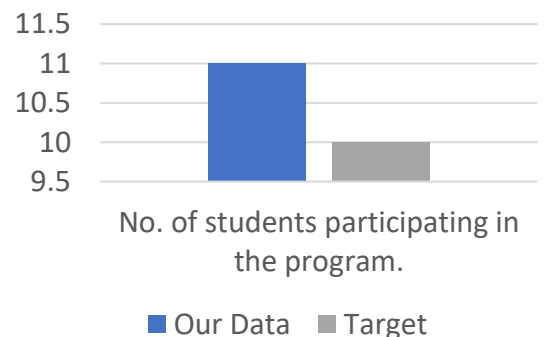
1. Number of students participating in the program.
2. Percentage of students who have at least 75% attendance.
3. Successful conduct of recruitment process.
4. Ability to successfully conduct orientation.
5. Providing conducive work environment
6. Level at which students completed their class curriculum
7. Level at which we completed our training curriculum
8. Number of community projects organized.
9. Number of out-of-school fun experiences
10. Level at which we met our project objectives

1. Crystal Lens record
2. Crystal Lens record
3. Crystal Lens record (4 point rating scale)
4. Final evaluation sheet
5. Final Evaluation sheet
6. Crystal Lens record
7. Crystal Lens record
8. Crystal Lens record
9. Crystal Lens record
10. Evaluation sheet

Our Impact for 2022/2023 School Year - What the numbers say



Number of Participants



Pictures from our 2023 student leader summer internship project





FIELD TRIP: COLLEGE TOUR

Summary: *Beyond classroom experiences, we take our students on field trips to tertiary institutions to expose them to the school environment, learn about the college application process and inspire them to pursue post-secondary education.*

Our Impact

In the last college tour, 35 of our SS 2 and SS 3 students went on a trip to Lagos State University. They visited the faculty of law, faculty of management science, admission office, and the Africa Centre of Excellence For Innovative and Transformative STEM Education. With the help of an assigned tour guide, they also got the opportunity to move around the campus environment. For many of them, it was their first time on a university campus and they were thankful for the opportunity.



EVENT: ANNUAL SPEECH COMPETITION

Summary: The Annual speech competition (#WhenWeSpeak) is focused on creating a platform for graduating students to share researched and personal experiences about a societal challenge and their ideas for potential solutions. The goal of this event is to engage students in discussions about societal challenges, while developing their research, content writing and public speaking skills.

Our Impact for 2022/2023 - Selected Topic: As an advocate for children's health and wellbeing, what would you do to improve water, sanitation and hygiene in your local community?

A total of 100 graduating students were reached across three (3) schools. They were introduced to the concept of water, sanitation and hygiene (WASH) with reference to Ojo Community and underwent training on effective essay writing. A total of 25 students successfully completed the essay application. 15 of them were selected to participate in multiple training and practice sessions on improving their public speaking skills and received participation stipends.

12 finalists were selected to compete on the event day with each of them receiving funds for JAMB form and other consolation prizes. In addition to all the aforementioned prizes, the third prize winner received a 50,000 naira post-secondary education scholarship; the second prize winner went home with a brand new android phone and 50,000 naira post-secondary education scholarship; and the first prize was a brand new laptop and 50,000 naira post-secondary education scholarship.

#WhenWeSpeak3.0



SPOTLIGHT - FEEDBACK FROM SOME OF OUR 2023 GRADUATES



Meet Elizabeth

Elizabeth joined the program in 2020 when she was transitioning to senior secondary school. She participated in the various career development classes from SS 1 through SS 3. She partook in the community development project when she was in SS 2 and went ahead to develop an upcycled pen holder with her team members during the student entrepreneurship project in SS 3. She underwent application process and was selected to participate in the student leader summer internship. She participated in the Crystal Lens annual speech competition and received a brand new laptop and partial scholarship for post-secondary education as the first prize winner. Upon graduation, she won the Crystal Lens Work-based Learning Ambassador award in 2023.

As at the time of this report, Elizabeth is awaiting admission into Olabisi Onabanjo University to study medicine & surgery, having excelled in her examinations. In the meantime, she is running a small business with her entrepreneurship project partner, making and selling up-cycled pen holders.

Brief feedback from Elizabeth:

"...Crystal Lens introduced various career pathways to me and at first, I was confused because I had never heard of such careers. They helped in improving my self-confidence, public speaking, and communication skills which came as a shock to most of my friends because I couldn't even speak boldly in their presence before. I now know about computers, work, and office ethics, writing a resume and cover letter, attending an interview and lots more having had my first work experience with Crystal Lens. I will forever be indebted to Crystal Lens because they've taught, prepared, and showed me what the outside world looks like right from secondary school."



Meet Daniel

Daniel also joined the Crystal Lens work based learning program in 2020, participating in the career development classes, as well as other program activities. He was an active participant in his team's Clean Water and Sanitation Community Project in SS2 and Upcyclers Entrepreneurship Project in SS 3. Daniel was also selected as a finalist for the 2023 Speech Competition. As at the time of this report, Daniel was undergoing a web development training, having won a highly competitive tech scholarship with the stellar academy. Following his passion for technology, he plans to enroll for JAMB examination in 2024 to study computer science at the University of Ibadan, Nigeria. In the meantime, he uses his newly acquired tech skills to build websites while still running his upcycling business with his student entrepreneurship partner.

Feedback from Daniel

"Crystal lens has helped me ascertain the career I would like to pursue and how to work in a team filled with different categories of people"

SPOTLIGHT - FEEDBACK FROM SOME OF OUR 2023 GRADUATES



Meet Frances

In 2020, Frances enlisted in the Crystal Lens Worked-based Learning Program and was an active participant till 2023. In SS1, She won the Crystal Lens Award for the best "Who Am I" project. Frances was at the front line of her team formation and the implementation of the SDG Clean Water and Sanitation community project in SS2. In SS3, she became a founding member of Friendly Fried Chips - an entrepreneurship team that produces healthy plantain chips at affordable rates. She got selected for the 2022 Student Leader Summer Internship Program where she bagged the Student Leader of the Year award at the end of the program. Frances was also a finalist for the 2023 speech competition.

Frances aspires to pursue entrepreneurship in the future. She plans to enroll for JAMB in 2024 to study Business Administration at the Lagos State University (LASU). In the meantime, she intends to learn hair-styling as a vocational skill.

Feedback from Frances

"Crystal Lens has taught me a lot of things that are helping me today. When I needed help, they supported me to pay for my academics. Crystal Lens has helped me in building my career. They brought out the best in me and taught me to have confidence in myself."



Meet Ebube

Ebube is a student whose dominant attributes are curiosity and inquisitiveness. He also joined the work based learning program in 2020 and participated in multiple program activities. In addition to the weekly career development classes, he championed a community development project on Climate Action in SS2. His project focused on preserving the ozone layer by teaching young people to embrace the culture of planting trees. He was also selected for the Crystal Lens Student Leader Summer Internship. His passion for innovation galvanized him into using scrap electronic materials to create a battery powered portable desk fan and lamp, as part of the student entrepreneurship project.

Ebube plans to pursue a career in Artificial Intelligence in the nearest future. He is currently working as he waits for the 2024 JAMB examination.

Feedback from Ebube

"Crystal Lens has impacted me in many ways such as: finding out my personality, discovering more about the outside world while in school, improving my communications, presentation, and computer skills. My highlight will be all field trips outside of school to different types of places to acquire some knowledge and experience."

SPOTLIGHT - FEEDBACK FROM SOME OF OUR 2023 GRADUATES



Meet Kelechi

Kelechi signed up for the work based learning program in 2020 and actively participated till she graduated in 2023. In SS 2, she carried out a community development project on Water Sanitation and Hygiene where she sensitized elementary pupils on the importance of good WASH practices. She was also selected for the Crystal Lens Student Leader Summer Internship. In SS 3, she participated in the student entrepreneurship project and competed as a finalist in the Annual Speech Competition. Kelechi aspires to be a nurse in the future and has recently applied to the Imo State Nursing School.

Feedback from Kelechi

"Since I joined Crystal Lens in SS 1 and all the way to SS 3, I have been greatly impacted. I have never regretted attending any of their classes because they have really impacted me physically, emotionally, and spiritually- in short in all aspects of my life"



Meet Emmanuel

Emmanuel also joined the program in 2020 until his graduation in 2023. He was exposed to the sustainable development goals and carried out a community development project to sensitize his community against lung cancer. He sharpened his employability skill when he applied and was selected as a student leader in SS 2. During this internship program, he won an award for the most punctual student leader. Emmanuel exhibited a passion for graphic design during the work based learning program. Now, he works at a business outfit that renders graphic designs to prospective clients. Emmanuel hopes to study graphic design in tertiary institution when he signs up for the JAMB examination in 2024.

Feedback from Emmanuel

"Crystal lens has helped me to choose a career which I think is the right decision for my life"



Meet Somto

Somto Joined the Crystal Lens Work-Based Learning program in 2020. In SS2, he embarked on a community project and was a part of the student entrepreneurship project in SS 3. Somto was also selected for the student leader summer internship program where he facilitated classes for elementary students in addition to gaining work experience as a part of the digital media work team. In SS 3, he went for a job shadowing experience where got the opportunity to learn more about building a career in ICT. Somto aspires to study computer programming at the university. He successfully passed his 2023 JAMB exam and awaits the outcome of his PUTME exam.

SPOTLIGHT - FEEDBACK FROM SOME OF OUR 2023 GRADUATES



Meet Ifunanya

Ifunanya regularly attended Crystal Lens career development classes from 2020 through 2023. In SS2, she collaboratively executed a Water Sanitation and Hygiene community project. She sailed through the Student Leader Summer Internship Program application process, gained work experience, and emerged as the best Student Leader class facilitator for the summer. She worked with Ebube to create a battery powered portable desk fan and lamp, as part of her student entrepreneurship project in SS3. Ifunanya participated and made it to the top 10 finalists in the Crystal Lens Annual Speech Competition 3.0. and she won various prizes. Ifunanya aspires to study Law at the University of Nigeria. She is currently preparing for the 2024 JAMB examination.

Feedback from Ifunanya

"Crystal Lens program developed my public speaking skills and built my confidence about becoming a lawyer in the future"



Meet Zachariah

Zachariah joined the Crystal Lens Work-Based Learning program in 2020. In SS 2, he led a community development project in alignment with SDG 2, where he trained students on backyard farming to improve their family nutrition. He was also selected as a student leader intern in SS 2, where he participated in a career design workshop and developed various soft skills. Zach also participated in one of the Crystal Lens technical skills workshop series where he was exposed to the basics of web development.

Zachariah aspires to become a computer scientist. He wrote the 2023 JAMB and is awaiting his PUTME results.

Feedback from Zach

"Since I joined Crystal Lens in SS1, I have improved in so many ways including communications. I now know how to express myself in public. Thanks to Crystal Lens, I can draft a cover letter and resume and do many more things"

SPOTLIGHT - FEEDBACK FROM SOME OF OUR 2023 GRADUATES



Meet Victor

Victor joined the Crystal Lens Work Based Learning program in 2020. In SS 2, he executed a community project on clean water and sanitation that focused on how children can maintain good hygiene. He went through a rigorous application process and was selected for the Student Leader Summer Internship Program. During his internship, he participated in a series of career design workshops where he discovered a career that will

help him combine his interest in law and passion for entertainment industry. Having identified this career, he went ahead to participate in a job shadowing experience at Crystal Lens where he met with an entertainment lawyer and learnt more about building a career in this field.

Victor plans to apply for law at Delta State University in 2024, as a step to building his career as an entertainment lawyer. As at the time of this report, he is working to save up more funds to support his education.

Feedback from Victor

"Crystal Lens has impacted my life both mentally and physically. The organization helped me to discover a career that I did not previously know about. They helped me to identify a career that matches my interest and personality. In fact, with the student leader program, I got to understand the basic aspects of life in addition to getting work experience. Thank you Crystal Lens! I will never forget your sustainable impact in my life"

SOME WBL PROGRAM-RELATED LESSONS FROM THE 2022/2023 SCHOOL SESSION/AREAS FOR GROWTH

1. We learnt that there is a need to introduce program guidelines at the beginning of each term that will be read, understood and signed by students and their parents/guardians. . This will be sent out with an enrollment form to ensure active participation and commitment from students, as well as a level of accountability from their parents.
2. We learnt that there is a need for flexibility in the way we conduct weekly assessments and assess students. Some students may understand the concept but struggle with answering questions in writing. For such students, oral assessments can be admitted.
3. To apply the 80/20 principle to improve our training sessions. Instead of trying to emphasize all the points in a single class, it is important to identify the three most important points that we want students to understand and emphasize them throughout the training session.
4. There is a need to partner with more organizations and engage more professionals as guest speakers for the training sessions. In addition to providing more variety to our training sessions, this will also help our students to build and expand their professional network for future opportunities.
5. The need to better collaborate with school teachers to corroborate training and help students to further develop their soft skills.

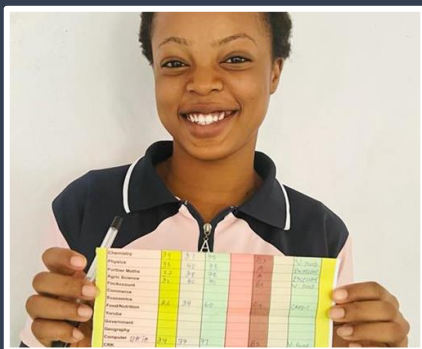


OVERVIEW OF OTHER CRYSTAL LENS SUPPORTING PROGRAMS

ALUMNI NETWORK PROGRAM

The Crystal Lens Alumni Network Program is designed for high school graduates. The goal of the program is to maintain relationships with the alumni students from our programs, while helping them to develop relevant skills and connect to opportunities needed in their journey towards attaining academic career and life success. The Alumni Network activities include a weekly virtual meeting to provide college prep support; a one year paid internship at Crystal Lens called work experience fellowship; and a career mentoring project where we connect our students to professionals in the United States.

AFTERSCHOOL ASSIGNMENT & STUDY CLUB



While several other Crystal Lens projects are geared towards promoting career success, the After-school Assignment and Study Club is focused on helping our students attain academic excellence. The focus of the project is to address the academic performance of students who are struggling with specific subject areas and provide peer learning, tutoring and other forms of support through study club activities that take place after regular school hours.

GIRLS EMPOWERMENT PROGRAM

The Crystal Lens Girls Empowerment Program was initially called Girls Career Acceleration Project, piloted with a WIL fund in 2020 as part of the Crystal Lens Work-Based Learning Program. In 2022, it evolved into a stand-alone program with more emphasis on supporting teenage girls in their journeys through life and helping them gain the right knowledge needed to build self-confidence, independence and be empowered for the future. This is achieved through knowledge sharing via circle meetings, book reviews and individual counseling sessions as needed.





OTHER STAKEHOLDER FEEDBACK



COMMENT FROM THE SCHOOL MANAGEMENT

“As the head teacher of the elementary school, I worked closely with the student leaders as they facilitated classes for my pupils during the summer internship period. The student leaders were professional. I observed how the pupils were always eager to learn. The learning process was also interactive. The student leaders afforded the learners the avenue to participate actively in classroom activities. The lesson content was also very educational and informative. Some of the content was not what the pupils are exposed to in their regular school, so it enabled them to experience another aspect of learning such as career development. The game part was also amazing in the sense that the pupils had fun while learning. I can go on and on...

Personally, Crystal Lens impact on the teaching and learning process of the pupils is highly commendable. I advocate for consistency and innovation on your part as a brand. More creativity and in depth training of your student leaders are also vital. Lastly, I would encourage more engagement with the upper primary school pupils during the school session, even if it is once per term.”

**Chioma Uchenna Ezuke,
Head Teacher, Inestimable Glory School**

COMMENT FROM THE PROGRAM & EVALUATION COMMITTEE OF THE US ADVISORY BOARD

I have been impressed with the number and quality of the initiatives and program elements that Crystal Lens has successfully implemented in the past three years, and the immensely positive impact it has had on the student participants’ lives. I am also impressed with the dedication of the staff to working with the students, and the staff’s commitment to designing and implementing rigorous evaluation measures for all of the program components.

It has been an inspiring and pleasurable experience to be part of the creation and development of this amazing program.”

**Linda Hansell
Educational Consultant and Author
Former Director, Community College of
Philadelphia Education Program**



**OTHER
STAKEHOLDER
FEEDBACK**



COMMENT FROM THE PROGRAM & EVALUATION COMMITTEE OF THE US ADVISORY BOARD

I am honored to be a Crystal Lens Advisory Board member since the March 2020 launch. It is a very comprehensive program providing classroom instruction, OJT and special event activities. It has provided students with an impressive number of personal and professional enrichment opportunities. Given its success, I would love to see the Crystal Lens model implemented at additional schools in Africa as well as see Crystal Lens ideas adopted by programs in the US where I have worked successfully with work-based learning.

Susan B Thomas
HR and Workforce Consultant
Former Director, Industry Partnership
Training

"Evaluation results have shown that the Crystal Lens Work Based Learning program has had a very positive impact on all of those who have participated. Further, I have found it truly inspiring to see how eager the students are to learn from that program, as well as actively engage in all the activities that have been developed by Crystal Lens. The leadership team has paid very close attention to the results of pilot activities and has adapted as needed to make improvements in each component, including the Work Based Learning Program, so that each year it has improved and generated more enthusiasm among students. I would love to see it expanded into other parts of Lagos and Nigeria.

The other thing I would like to say is that the enthusiasm and energy of the leadership team is extraordinary. They are tireless. I have rarely if ever seen this kind of dedication to excellence and commitment to success."

Jeannie Brown,
Former health nonprofit Program
Director, Africa Region

CONCLUSION

In summary, the data presented in this impact report underscores the remarkable achievements and valuable contributions of the Work-based Learning Program. Our dedicated efforts have undeniably left a lasting impact on our target areas, successfully achieving the majority of our intended objectives. We have also drawn insights from this report to improve the model and create greater impact in the next implementation year.

This program has effectively served as a bridge between theoretical knowledge and practical application, leading to enhanced skill development. It has further guided participants in selecting careers that align with who they are. We envisage that the long-term impact of this program will also include positioning participants for successful careers, meaningful employment, and better economic opportunities.

Our program's undeniable success highlights the crucial need to invest in work-based learning initiatives. These efforts are essential for developing a skilled and flexible workforce for the future.

MESSAGE TO PARTNERS, SPONSORS & SUPPORTERS

As the Chairperson and Founder of the Advisory Board for Crystal Lens in the United States, we take great pride in our association with this developing organization in Lagos. Witnessing their remarkable growth over the past three years has been truly inspiring, particularly considering its profound impact on the future prospects of Nigeria's youth. Crystal Lens has admirably tackled the task of preparing Nigerians for their career journeys with enthusiasm and precision. We express our gratitude for the chance to contribute to their efforts in their continuing journey to guide individuals toward meaningful and sustainable employment opportunities.

Laurie Rosard
Development and Partnership Director,
United Way



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