

2025

IMPACT REPORT

Explore More



Empowering lives,
Restoring Hope,
and Bringing Bliss at the End of Every
Story



Organization's Information

 www.blissfortheneedy.org

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Organization's Name:

Bliss For The Needy Foundation

NGO Registration No: 7179585

Date of Incorporation:

13th October 2023

Objectives:

Education

Gender Equality

Women Empowerment

Addresses

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Executive's Summary

Bliss for the Needy Foundation (BFN) has taken decisive strides in 2025 toward its mission of creating a world where every child, regardless of gender, geography, or circumstance, has access to quality education and the support they need to thrive. As a Nigerian civil society organization rooted in education access, child rights, girls' empowerment, and community development, BFN spent 2025 taking that mission from paper into communities, schools, and campuses across Nigeria.

In 2025, BFN delivered a diverse portfolio of programs across its communities. At the school level, the Academic Empowerment Tour reached students in two schools in Edo State, while BFN also sponsored the Intra College Quiz at Igbinedion University, Okada. Through the She Who Builds Campaign in Etche Local Government Area, students across three communities were engaged. On campus, BFN chapters delivered impactful initiatives. At Igbinedion University, Okada, the A Grade 0.1 Academic Excellence Workshop supported student success, alongside community service projects and the launch of The Abled Club, a peer-led safe space for girls navigating trauma, sexual assault, and mental health challenges. At University of Port Harcourt, the Rise & Excel Academic Success Workshop helped struggling students improve outcomes, while a specialized Abled Club chapter supported young women with limb loss and physical disabilities, fostering solidarity and resilience.

Whether through a scholarship that keeps a girl in school, a workshop that turns a failing student into a confident one, or a safe space that tells a survivor she is more than what happened to her, BFN's 2025 programs have catalyzed real, lasting change. Participants gained academic skills, emotional resilience, a sense of belonging, and renewed belief in their own potential.

This Impact Report presents a full account of all programs carried out by Bliss for the Needy Foundation in 2025. It covers program highlights, measured outcomes, challenges encountered, and recommendations, all grounded in BFN's commitment to honest, evidence-informed reporting. It also recognizes the indispensable contribution of the volunteers, community leaders, school administrators, campus leads, and partners whose dedication made every initiative possible. As BFN looks ahead, the foundation remains unwavering in its vision: a world where no child is left behind because of poverty, gender, or geography. The work of 2025 has laid a stronger foundation, in communities, on campuses, and in the lives of the young people BFN exists to serve. What follows in this report is the evidence of that work.



The Academic Empowerment Tour, Edo State, Nigeria

The Academic Empowerment Tour is one of BFN's flagship education access initiatives. In 2025, BFN visited two schools in Edo State: Unique Group of Schools in Okada, and St. Stephen Catholic Church Community School. The tour provided writing materials, textbooks, and scholarships to hundreds of students, prioritizing girls and students demonstrating academic excellence.

Program Highlights:

- Students Reached: 489 students received writing materials, notebooks, pens, and textbooks across both schools.
- Scholarships Awarded: 25 students received scholarships, 20 at Unique Group of Schools (10 fully funded, 10 half-funded) and 5 at St. Stephen's (fully funded).
- Scholarship Coverage: Scholarships covered full or half school fees across multiple academic sessions, from JSS1 through SSS3.
- Additional Support: 5 scholarship recipients at St. Stephen's also received branded backpacks to support their return to school.

Measured Impact:

- Twenty (20) female students at Unique Group of Schools had their education secured across junior and senior secondary levels through full and half funded scholarships.
- Hundreds of students received textbooks and writing materials that directly reduced the out-of-pocket burden on low-income families.

Challenges Encountered:

- Identifying the Most Vulnerable: With hundreds of students across two schools, ensuring the scholarship selection process captured the most academically deserving and financially at-risk students required careful coordination with school leadership.
- Sustaining Scholarships Long-Term: Multi-year scholarship commitments require consistent funding, which remains dependent on grants and donor support.

Recommendations:

- Establish a mentorship follow-up system to monitor scholarship recipients' academic progress each term.
- Partner with local businesses and alumni networks to co-fund scholarships and reduce dependency on a single funding source.

Intra College Quiz, Igbinedion University, Okada, Edo State

BFN partnered with the International Relations and Strategic Studies Student Association at the College of Arts and Social Sciences, Igbinedion University, Okada. BFN sponsored the Intra College Quiz, a student-led academic competition that brought together multiple departments within the college. The initiative reflects BFN's commitment to supporting not just basic education, but academic culture and intellectual engagement at the tertiary level.

Program Highlights:

- **BFN's Contribution:** BFN provided full financial sponsorship covering prize awards, food, and entertainment for the quiz event.
- **Atmosphere:** The event created a lively, competitive, and intellectually stimulating environment for university students.

Measured Impacts:

- Students across multiple departments engaged in structured academic competition, reinforcing a culture of learning beyond the classroom.
- The quiz created a public platform for students to demonstrate intellectual ability and be recognized for academic excellence.

Challenges Encountered:

- **Limited Scope:** The quiz reached only one institution. Academic competitions of this nature could benefit far more students if scaled.
- **Short-Term Engagement:** A one-time sponsorship, while impactful, does not build a sustained culture of academic competition without follow-up programming.

Recommendations:

- Consider making this an annual sponsored event with expanded participation across faculties.
- Explore opportunities to introduce similar quiz competitions in secondary schools as a feeder pipeline for tertiary-level academic engagement.

Testimonial

"When we had this idea, we didn't know how to make it come true until the student representative wrote to BFN and they were very accepting of the idea as it aligns with their."

SHE WHO BUILDS CAMPAIGN



The She Who Builds Campaign — Etche Local Government Area, Rivers State

The She Who Builds Campaign arrived at Community Secondary School Umuzoche as part of the Bliss EmpowerHer Initiative, one of three community visits carried out between 12th and 14th November 2025 in Etche Local Government Area, Rivers State. The campaign brought education access and empowerment directly to girls in this underserved community, combining scholarship support, career pathway mentorship, leadership training, and digital literacy sessions. Community leaders were engaged first to ensure trusted, respected access to the school and the families it serves.

Objectives of the She Who Builds Campaign

- Create a platform where girls could hear that their futures are not limited by their gender, geography, or economic background.
- Equip students with practical knowledge on digital literacy, career planning, and personal leadership.
- Identify and uplift outstanding students through scholarship support and long-term investment in their futures.
- Build trust with community leaders so that BFN's presence in the community can be sustained and deepened over time.
- Affirm the right of every girl in this community to quality education, career ambition, and a future shaped by her own choices.
- Foster a sense of collective identity and solidarity among the girls, so that the impact of the campaign extended beyond the day itself.



Program Structure

SHE WHO BUILDS CAMPAIGN

- **Community Entry and Leader Engagement:** Before entering the school, BFN engaged community leaders to build trust and establish a foundation of cooperation. This community-first approach ensured that the campaign was welcomed rather than treated with suspicion, and that families felt confident in BFN's presence.
- **Career Pathway Mentorship:** Students were introduced to a range of career possibilities, with facilitators drawing on real stories and practical examples to show girls that ambition is achievable regardless of background.

Digital Literacy Sessions

Participants received foundational digital skills content, equipping them with tools increasingly essential for education and employment in today's world.

- **Leadership Training:** Sessions were designed to help girls identify and develop their own leadership qualities, with emphasis on self-confidence, decision-making, and using one's voice constructively.
- **Campaign Materials Distribution:** Branded books and materials were distributed as part of a wider distribution of 300 branded books and 12 branded T-shirts across all three schools. A three-day videography team documented the campaign.

Program Highlights

- **Schools Reached:** Community Secondary School Umuozoché; Annunciation Girls Group of Schools, Umuaturu; Community Secondary School Okehi, all in Etche LGA, Rivers State.
- **Students Reached:** 510 students across the three communities were engaged through the campaign.
- **Examination Support:** 15 students (5 from each school) received financial assistance for WAEC and JAMB examination expenses.

Measured Impact

- 510 young people in three Etche communities received direct exposure to career mentorship, digital literacy, and leadership content.
- Community leaders engaged at the outset became allies, creating a model for sustainable, trust-based program delivery in rural communities.



Challenges Encountered

- **Community Entry:** Gaining the trust of community leaders and families before implementation required significant relationship-building before activities could begin.
- **Logistical Complexity:** Running a three-day campaign across three separate communities demanded intensive coordination in transportation, materials, and personnel.
- **Long-Term Funding Pressure:** The five-year university scholarship and stipend commitments represent a significant financial obligation that must be sustained through ongoing fundraising.

Recommendations

- Formalize community leader partnerships into ongoing advisory relationships that support future program entry and monitoring.
- Develop a She Who Builds alumni network to connect past beneficiaries and create peer mentorship opportunities.
- Explore grant funding specifically to sustain and expand the long-term university scholarship commitments.

Testimonials

“During the She Who Builds campaign, i learnt how to use digital tools, how to build my confidence, and i understood what it really means to be a good leader”

–“I understand now how serious sexual assault is and that we have the right to our bodies and can say no to anyone who touches us in a way we don’t like”



ACADEMIC EXCELLENCE WORKSHOP

A Grade 1.0: Academic Excellence Workshop — IUO

BFN Campus volunteer Lead Chinwendu Onyishi, organized the Academic Excellence Workshop, at Igbinedion University, designed to support 100-level students preparing for their General Studies (GST) examinations. Recognizing that many first-year university students struggle to transition from secondary school learning habits, the workshop provided structured academic guidance, examination strategies, and peer learning structures to help participants achieve their best possible results.

Program Highlights

- **Learning Partner Matching:** Students were paired with learning partners to encourage consistent peer-to-peer study and accountability beyond the workshop setting.
- **Socializing and Community Building:** Participants had structured opportunities to meet each other, reducing the isolation many first-year students experience.
- **Pre-Exam Strategies:** Sessions covered practical tips on time management, answering techniques, and how to approach GST papers for an A grade result.

Measured Impact:

- Participants reported increased confidence in their examination preparation.
- The learning partner system created lasting study relationships that extended beyond the workshop itself.
- Participants recorded higher academic performance, demonstrating that targeted pre-examination support translates directly into improved results.

Challenges Encountered

- **Sustaining Engagement:** Keeping 100-level students consistently engaged outside of formal classes required ongoing motivation and follow-up from the campus team.

Recommendations

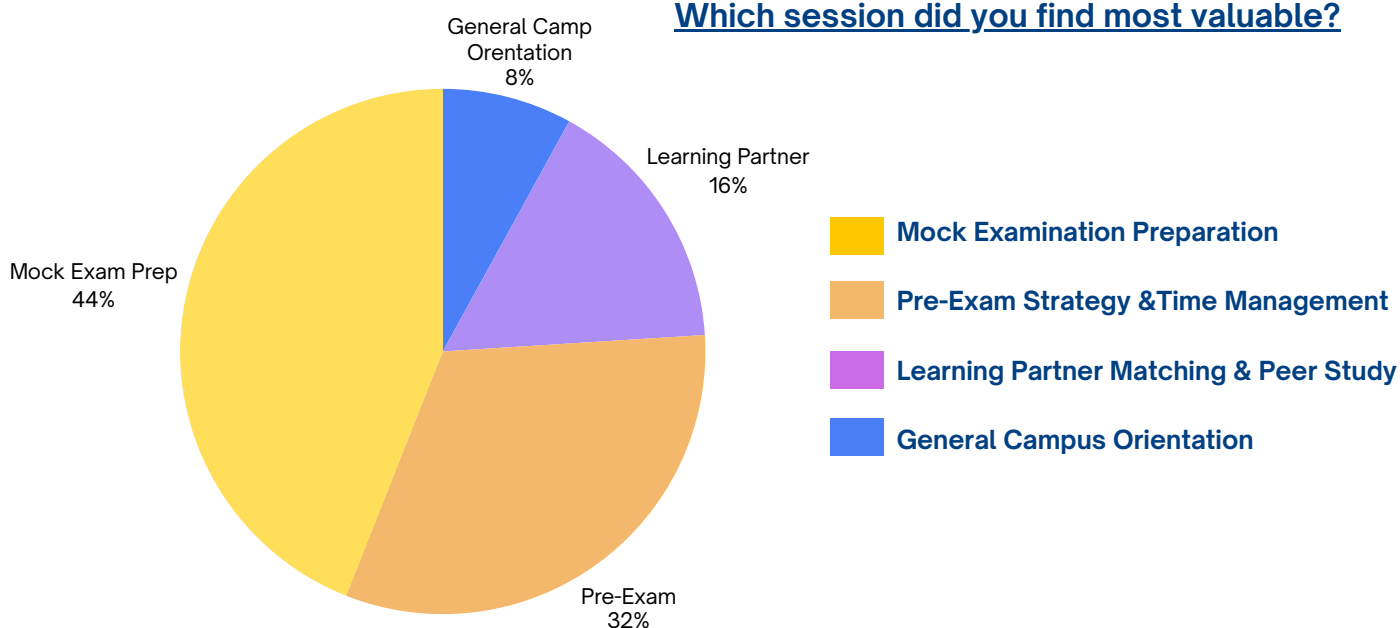
- Run the Academic Excellence Workshop at the start of every academic session so students benefit from support before pressure builds.
- Develop a written A Grade Toolkit, a resource students can refer back to throughout the semester — to complement the live sessions.
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GRADE 1.0 ACADEMIC EXCELLENCE WORKSHOP-IOU

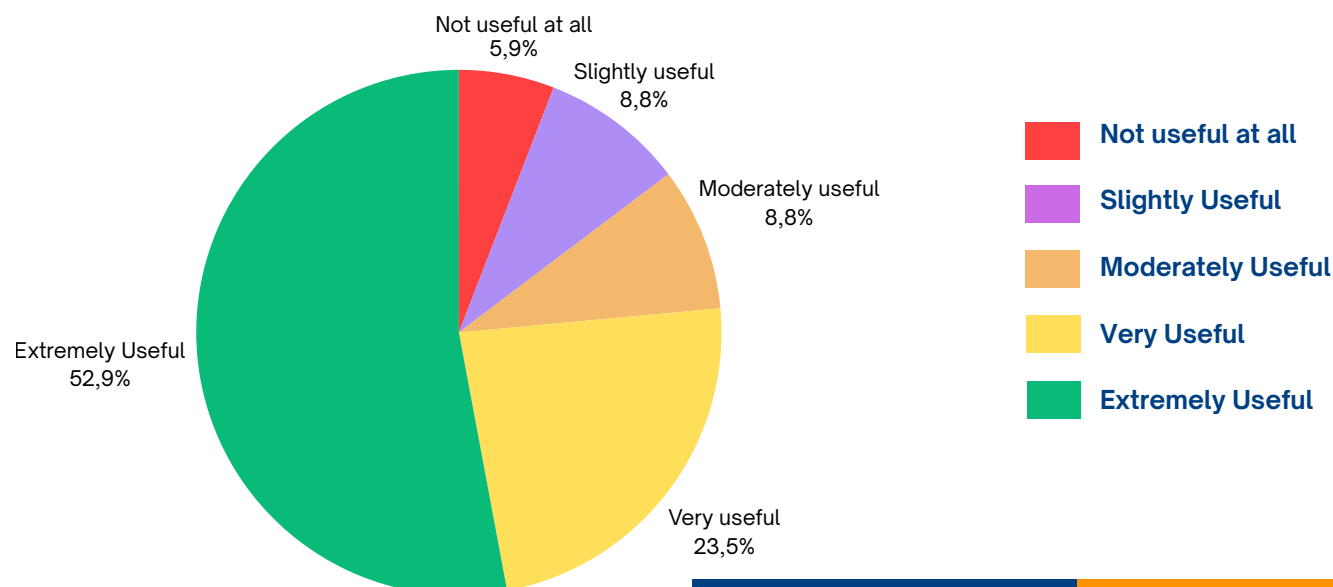
POST-WORKSHOP INSIGHT

Following the Grade 1.0 Academic Excellence Workshop at the Igbinedion University Okada, BFN gathered feedback from participants to understand the impact of the programme and identify areas for improvement. 25 participants completed the post workshop survey, providing insights into their experience course sessions, confidence levels, and sense of academic readiness.

Which session did you find most valuable?



How useful do you find this workshop in preparing you for your GST examination?

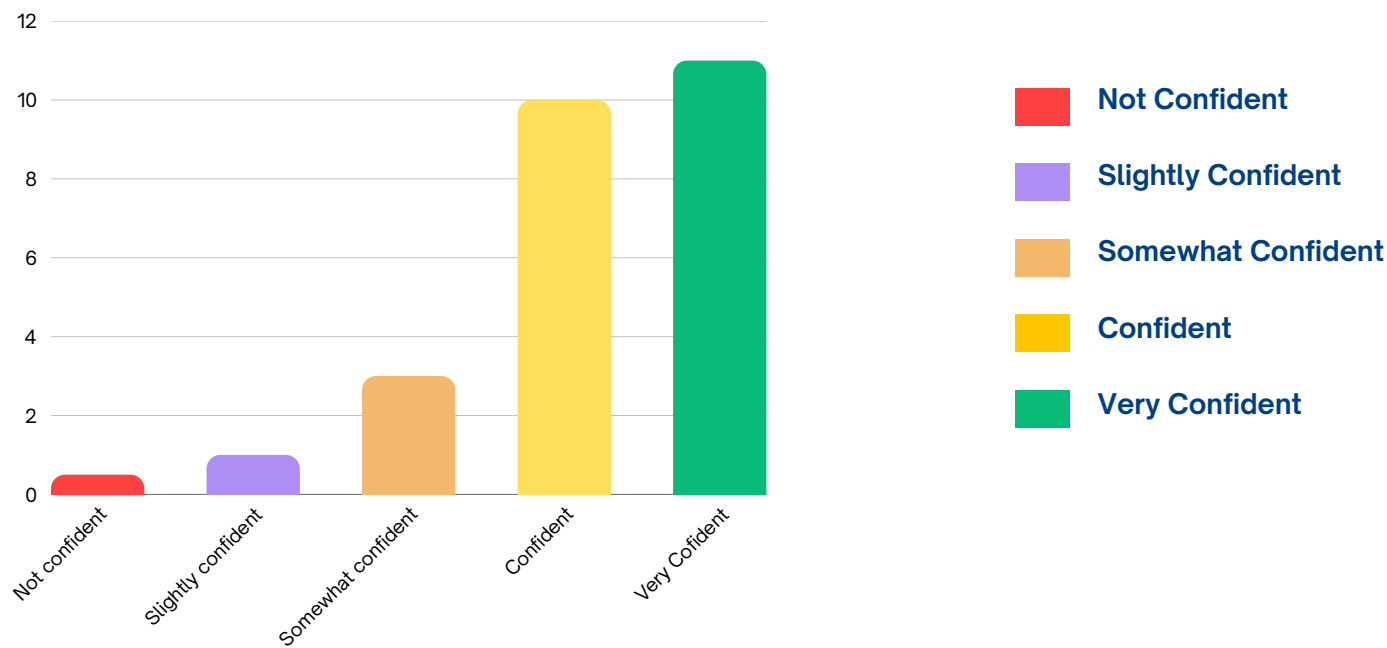


GRADE 1.0 ACADEMIC EXCELLENCE

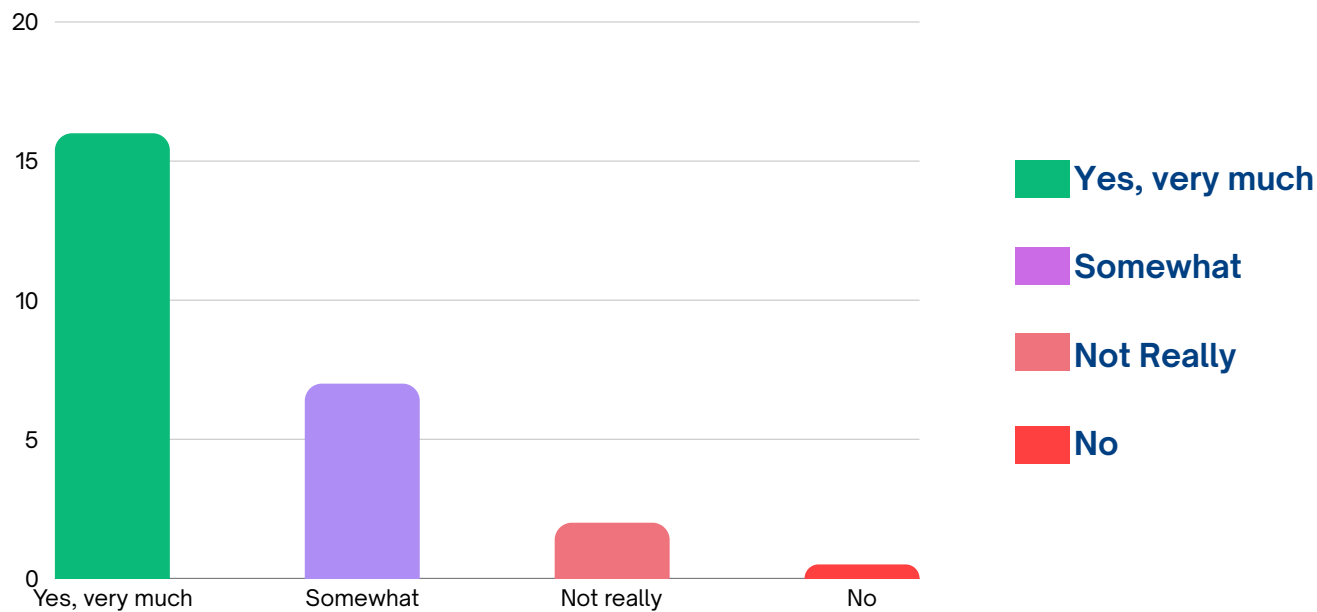
WORKSHOP-IOU

POST-WORKSHOP INSIGHT

On a scale of 1 to 5,how confident do you feel about your academic performance after the workshop?



Did the learning system help you feel more supported in your studies?



THE ABLED CLUB- UNIVERSITY OF PORT HARCOUT CAMPUS

BFN scholarship benefactor, Favour Nwebonyi, started The Abled Club at UNIPORT, a peer safe, support space created for young women living with limb loss and physical disabilities. The club provides a community where members can speak honestly about the daily realities of navigating university life, and life itself, with a physical disability, learn from each other's experiences, and build the resilience and self-belief to thrive on their own terms.

Program Highlights:

- **Safe Peer Community:** The club established a regular gathering space for girls with limb loss and physical disabilities to connect, share, and support one another.
- **Shared Experience Sessions:** Members discussed the personal, social, and academic challenges of living with disability, drawing strength from shared understanding.
- **Inclusion Advocacy:** The club's existence on campus raised quiet but meaningful awareness about the need for disability inclusion in university spaces.

Measured Impact:

- **Members gained access to a peer community** that understood their lived experience, reducing isolation and building emotional resilience.
- **The club created visible representation** for girls with physical disabilities on campus, signaling that their presence and participation matter.
- **Participants reported greater confidence and motivation** in navigating both academic and social spaces at the university.

Challenges Encountered

- **Inconsistent Attendance:** Members frequently faced difficulty attending sessions consistently due to the physical limitations of their conditions, mobility challenges, fatigue, and the logistical barriers of moving around campus.
- **Accessibility Gaps:** Campus infrastructure was not always designed with members' mobility needs in mind, creating practical barriers to participation.

Recommendations

- **Secure an accessible, consistently available meeting space** that removes mobility barriers for members.
- **Explore hybrid or online meeting options** for members unable to attend in person due to physical constraints.
- **Advocate for broader disability inclusion policies** on campus, using The Abled Club's existence as a starting point for institutional conversations.



Key Highlights

Girls' Education Activist, Bliss Celestine convened the She Who Builds Campsign with digital trainer Chidera Dieli Judith with over 30K linkedIn followers, to deliver digital literacy and leadership training.

BFN awarded Ukwuoma Praise Ozioma a fully funded five-year university tuition scholarship with a monthly living stipend.

Nwebonyi Favour Chioma a BFN university scholarship beneficiary, bagged a sponsorship to study at a Chinese Language Academy.

BFN put a total of 789 learning materials directly in the hands of students who would otherwise go without. Every book donated reduces the financial burden on low-income families and keeps children in school.

BFN sponsored the Intra College Quiz at the College of Arts and Social Sciences. Multiple departments competed in a structured academic quiz organized by the International Relations and Strategic Studies Student Association. BFN covered prize awards, food, and entertainment for the event.



SUCCESSSES AND ACHIEVEMENTS

Practical benefits:

More girls are staying in school. Beneficiaries of the scholarship and support interventions have demonstrated improved attendance and academic continuity, reversing trends of dropout within their communities.

Positive Feedback:

Girls who received scholarships and program support have been performing noticeably better in school. Teachers and families have noted increased confidence, participation, and improved results across subjects.

Stronger Community Bonding:

The sessions built a supportive network where individuals felt safe sharing struggles and receiving encouragement. Importantly, community youths have been actively cooperating and contributing through monitoring and whistleblowing efforts.

Transformative Impact:

Community leaders who were once resistant to girls' education and empowerment initiatives have become more accommodating to change.

One scholarship beneficiary shared:

"After losing my leg at 16, I felt hopeless, but the Bliss Empowerment Initiative restored my confidence, supported my education, and showed me I can still dream, just differently abled"

CHALLENGES ENCOUNTERED

Despite the program's success, a number of challenges were encountered that shaped the scope of impact:

Lack of Strategic Partnerships:

The program carried a bigger initiative with significant potential, but without formal partnerships, scaling those initiatives proved difficult.

Lack of Access to Funding and Donations:

Insufficient funding constrained program activities and delayed delivery timelines.

Limited Access to Resources:

The number of students reached exceeded the resources available for distribution. While demand reflected strong community uptake, supply could not match it.

Economic Instability and Inflation:

Nigeria's inconsistent economic climate created real-time challenges during implementation. Prices of materials shifted significantly between planning and execution phases, forcing budget adjustments mid-project and reducing the overall volume of goods and support that could be delivered.

Audience Reach:

While the program has engaged many, reaching a broader audience, remains an ongoing challenge due to infrastructure and mobility constraints.



RECOMMENDATIONS FOR FUTURE GROWTH

Build a Formal Partnership Network:

Actively pursue co-implementation agreements with non-government organisations, and private sector actors. Partnerships will be essential to scaling initiatives that are currently constrained by capacity and funding.

Diversify Funding Sources:

Develop a structured resource mobilization strategy that spans grant applications, corporate social responsibility partnerships, diaspora giving, and online donation platforms to reduce dependency on single funding streams.

Host a Global Virtual Conference:

We plan to host a global virtual conference bringing together advocates, practitioners, policymakers, and community voices from across Nigeria and beyond.



ORGANIZATIONAL THEORY OF CHANGE

BFN's Theory of Change articulate the casual logic, connecting it's programs to long-term impact. It guides what the organization monitors, evaluates, researches and learn.

The Problem BFN Addresses

In Africa, particularly in Nigeria, girls, young women, and children from under served communities, face overlapping barriers, early school dropout driven by gender norms and poverty, lack of access to sexual and productive health information, limited leadership and career pathways for young women harmful practice including including female gentile mutilation (FGM) and a persistent culture that devalues girls' potential .These challenges compound each other leaving a generation of talented young people behind.

Theory Change Statement

If girls , young women and vulnerable children in underserved Nigerian communities receive targeted education support, health empowerment, leadership training, mentorship and access to opportunity and IF families, communities and institutions shift their attitude and practices in favor of gender equality THEN young women and children will complete their education, develop confidence and agency, access economic and leadership pathways, and live free from harmful practice CONTRIBUTING TO a Nigerian Where every girl can reach have full potential and contribute to the development of her community.

Change Pathway

Level	What changes	For whom	How BFN contributes
Inputs	Resources,staff partnerships,funding	BFN programs	Education, opportunities, pad distribution scholarships, workshops, students empowerment materials, trained, facilitators community outreach
Outputs	Direct the deliverables of activities	Beneficiaries reached	Girls strange community switched schools visited scholarship awarded
Short term outcomes	Knowledge skills, Confidence gained	Individual beneficiaries	Girls stay in school girls perform better academically students finish the academic year
Medium term. outcomes	Behavior, and practice. change.	individual,families, institutions	More girls return to school women pick up against FGM community leaders welcome change
Long-term impact	Systematic . transformation.	Communities and society	Reduce gender gap in education, improvements, economy, participation, cultural, no shifts girls understands

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GENERAL IMPACT ASSESSMENT — BFN 2025 PROGRAMS

Program	Reach	Key Outputs	Outcomes & Impact	Status
Academic Empowerment Tour (Edo State)	489 students across 2 schools	Writing materials, textbooks & scholarships distributed to students at Unique Group of Schools and St. Stephen Catholic Church Community School	25 scholarships awarded (10 full, 10 half, 5 full); 20 girls' education secured across JSS1-SSS3; school fee burden reduced for low-income families	Completed
Intra College Quiz (Igbinedion University, Okada)	Multiple departments across the College of Arts and Social Sciences	Full financial sponsorship of quiz event including prize awards, food, and entertainment	Students engaged in structured academic competition; student association empowered to host a well-resourced event; academic excellence publicly recognized	Completed
She Who Builds Campaign (Etche LGA, Rivers State)	510 students across 3 communities	Career mentorship, digital literacy & leadership sessions; 300 books & 12 T-shirts distributed; WAEC/JAMB exam fee support; one fully funded 5-year university scholarship with monthly stipend	510 girls exposed to mentorship & digital tools; 15 girls supported to sit national exams; 1 girl's full university journey secured; community leaders engaged as allies	Active/Ongoing
A Grade 1.0 Academic Excellence Workshop (IUO Campus)	25 100-level students at Igbinedion University, Okada	GST exam preparation sessions, mock questions, learning partner matching, and peer study structures	Increased student confidence in exam preparation; lasting peer study relationships formed; participants recorded higher academic performance in GST examinations	Completed
Community Service 2.0 (IUO Campus)	University campus and surrounding community areas	Voluntary cleaning and sanitation of shared campus and community spaces	Improved campus and community environment; students developed stronger civic responsibility; BFN's values and presence made visible within the university community	Completed
The Abled Club (IUO Campus)	12 Female university students at IUO carrying trauma, sexual assault history, or mental health challenges	Confidential peer-led safe space; storytelling and support sessions; community building and socialization	Members gained an outlet for processing trauma; participants reported feeling less alone and more hopeful; peer-led mental health support model established for replication	Active/Ongoing
Rise & Excel Academic Success Workshop (UniPort Campus)	20 struggling students across multiple departments at the University of Port Harcourt	Study techniques, time management, exam preparation, mock questions, peer learning structures	Students showed improved exam confidence and preparation; peer community around academic excellence created; measurable shifts in student attitude and engagement observed	Completed
The Abled Club (UniPort Campus)	10 female university students at UniPort living with limb loss and physical disabilities	Peer support space; shared experience sessions; empowerment-focused conversations; disability inclusion advocacy	Members reduced isolation and built emotional resilience; visible representation for girls with physical disabilities created on campus; participants reported greater confidence in academic and social spaces	Active/Ongoing

LOOKING AHEAD OF 2026 & BEYOND

The work of 2025 has shown what Bliss for the Needy Foundation is capable of when vision meets action. As we close this chapter, we do so with honest reflection and clear eyes toward what comes next. The scale of need in the communities BFN serves, and the potential we have witnessed in every girl, student, and community we have touched, demands that we grow with intention. The recommendations below represent BFN's strategic priorities for 2026: areas where focused investment, partnership, and institutional development will determine how far and how sustainably we can extend our mission.

1. Appoint Global Volunteers

In 2026, BFN plan to we will open volunteer structure to individuals from across the world. Recruiting global volunteers, spanning various regions will bring diverse skills, networks, and perspectives into BFN's work in ways that a locally limited team cannot.

Global volunteers will contribute across functions including fundraising and donor outreach, advocacy and communications, program design, legal and financial advisory, and digital and technology support.

2. Expand Partnerships and Collaboration

BFN has delivered impact in 2025 largely through its own effort and determination. But sustainable, scaled impact requires a network. In 2026, BFN will take a more structured and proactive approach to building formal partnerships with organisations whose values and objectives align with ours.

Partnerships will be formalized through Memoranda of Understanding, joint program agreements, and co-funding arrangements. BFN will approach collaboration not as a shortcut but as a deliberate strategy: choosing partners carefully, nurturing those relationships over time, and designing joint initiatives that deliver more than either organization could achieve independently.

3. Consult a Fundraising Strategist and Develop a Lasting Fundraising Strategy for 2026

Funding has been one of BFN's most consistent constraints. Many of our most impactful programmes in 2025 operated under financial pressure, and planned components were scaled back or delayed due to insufficient resources. This cannot continue if BFN is to grow with credibility and deliver on the commitments it makes to the communities it serves.

In 2026, BFN will engage a professional fundraising strategist to conduct an organizational funding audit, assess our current donor base and funding gaps, and develop a comprehensive, multi-year fundraising strategy.

4. Enhance Community Engagement Across Africa

Nigeria remains the heart of our work. But the challenges BFN addresses, girls pushed out of school by poverty, communities without access to quality education, young women carrying trauma without support, are not uniquely Nigerian. They are African realities, shared by millions of girls across the continent.

In 2026, BFN will begin a deliberate expansion of its community engagement footprint to other African countries. This will involve mapping communities in target countries where BFN's program model can be meaningfully applied, building relationships with local organisations and community leaders who can anchor BFN's presence on the ground, and designing programmes that respect local context while advancing the same core commitments: girls in school, women empowered, communities invested in their own futures.

5. Appoint New Board Members

BFN's governance structure must evolve to match the organization's growing ambition and responsibility. In 2026, BFN will undertake a formal board development process, identifying and appointing new board members who bring the expertise, networks, and strategic leadership that BFN needs at this stage of its growth.

6. Develop BFN Communities in More Campuses

The BFN campus community model, demonstrated through the IUO and UniPort chapters in 2025, has proven to be one of the most effective and cost-efficient vehicles for reaching young people with academic support, peer mentorship, and empowerment programming.

In 2026, BFN will expand its campus footprint by establishing new chapters in additional universities across Nigeria, and potentially in universities in other African countries. Each new chapter will be anchored by a trained and supported campus lead, equipped with program templates, coordination tools, and access to BFN's national and global volunteer network.

7. BFN Annual Women Empowerment Conference

In 2026, BFN will launch its Annual Women Empowerment Conference: a flagship recurring convening that brings together girls, young women, advocates, practitioners, policymakers, community leaders, and funders around a shared agenda of women's rights, girls' education, and gender equity.



Looking Ahead: 2026 Priorities and Future Recommendations

2026 PROJECTS

1. GLOBAL VIRTUAL WOMEN EMPOWERMENT CONFERENCE, (DREAM WITHOUT LIMITS)

2. SHE WHO BUILDS SKILLS EMPOWERMENT PROJECT (EMPOWERING GIRLS WITH EMPLOYABLE SKILLS)

3. MOBILITY AND PROSTHETICS SUPPORT PROGRAMS (NIGERIA)

4. FEMALE HEALTH, DIGNITY AND PROTECTION PROJECT(SOUTH SUDAN)

5. EDUCATION ACCESS AND COMMUNITY SCHOOL SUPPORT PROGRAM

6. BFN EMPOWERMENT CONFERENCE & AWARDS

- **SHE WHO BUILDS**
- **AWARD PRESENTATION NIGHT (NOMINATION BEFORE)**



ACKNOWLEDGING OUR SPONSORS AND PARTNERS

We extend heartfelt appreciation to our sponsors and partners whose generous financial, material, and logistical support contributed to the success of BFN's 2025 initiatives, enabling us to deliver impactful programs and reach more young people and underrepresented girls.

Key Partners:

Nonwells City Projects Ltd:

For their continuous support and donations towards BFN's youth empowerment projects. Their commitment to creating opportunities for young people is deeply appreciated.

Igbinedion University Student Association:

For supporting girls' education in Okada and providing transportation for volunteers during BFN's Academic Tour Program, ensuring a smooth experience.

Private Donors and Volunteers:

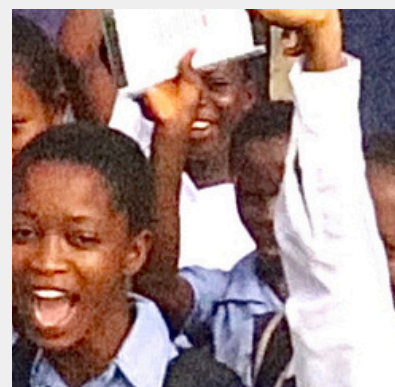
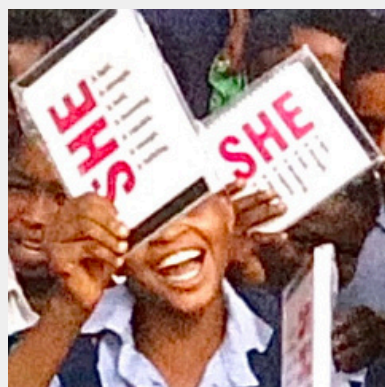
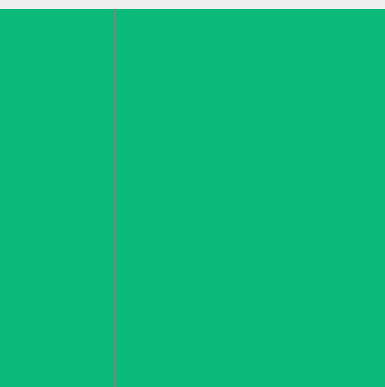
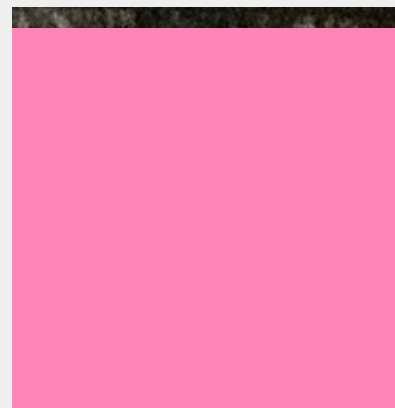
BFN's impact reflects the generosity of donors, volunteers, and community partners whose continued support empowers young people, especially underrepresented girls, and drives meaningful change across communities.

THANK YOU TO ALL OUR PARTNERS



**Ar-Rahman Technical
Services Nig. Limited**





Thank You



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