

Final Report

SOMA x I am Principe Pilot Project



2024/25 Pilot Project
Project funded by HBD



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1. General Information

- Organization: SOMA Surf Association
- Project Location: Príncipe Island
- Execution Period: October 28, 2024 to June 22, 2025
- Duration: 8 months

2. Introduction

SOMA is a Non-Governmental Organization for Development (NGOD) with the mission of mitigating social exclusion among young women in São Tomé and Príncipe. Through an innovative surf-therapy approach, SOMA strengthens physical and mental well-being, promoting gender equality. Our vision is to inspire the next generation of independent and self-sustainable African women, capable of "surfing infinite waves" of opportunity, well-being, and equality.

Since our founding, we are proud to have already worked with **over 150 direct beneficiaries** (aged between 10 and 17). Our successes include creating the 1st generation of female surfers in São Tomé, the participation of the first Santomean surfer in an international competition (in Liberia), and the organization of the 1st national surf championship with female participation, broadcast live on RTP. These achievements were reached with the support of several key partners such as the International Olympic Committee, the Portuguese Cooperation for Development, and the Australian Embassy.

The SOMA project on Príncipe Island was born from our need and interest to **expand and increase our impact**. While other initiatives on the island directly or indirectly address female empowerment and the prevention of early pregnancies, our analysis revealed that there is no other program with such a long and in-depth intervention as SOMA, particularly regarding mental health and sport for development. Therefore, we saw a clear opportunity to introduce our surf-therapy model, which we adapted here for SUP-therapy (Stand Up Paddle) given the local sea conditions. This strategy was aligned with the social responsibility goals of HBD Príncipe - Sustainable Tourism, who invited us to expand our operations to the island in 2024.

With this partnership, we launched a promising pilot project in October 2024 with the objective of mentoring 30 girls throughout the school year. Our on-the-ground intervention is structured around three fundamental pillars:

- Swimming and Stand Up Paddle (SUP) classes
- Academic support classes
- Psycho-empowerment classes

This report aims to provide a clear overview of the results achieved during this period, key learnings, successes, obstacles faced, and identified areas for improvement, with the objective of continuous project enhancement.



3. Project Objectives

The objectives of the SOMA x Príncipe Pilot Project, as defined in the partnership agreement, guided our on-the-ground work. These can be divided into general and specific objectives, all aligned with SOMA's principles.

General Objectives

The project's primary goal was to ensure gender equality on Príncipe Island. To this end, we set the following targets:

- Empower women and girls by deconstructing gender stereotypes and roles in the community.
- Reduce instances of violence and female discrimination, by equipping girls to identify and understand the causes, types, and dynamics of violence. This included identifying support associations and institutions and understanding the concept of sexual consent.
- Reduce the rate of early pregnancy and prevent risky sexual behaviors by identifying the changes associated with the transition to adolescence and equipping girls with knowledge about their reproductive cycle.
- Reduce the school dropout rate and improve academic results through academic support and guidance.

Specific Objectives

To achieve the general objectives, we focused on the following specific goals:

- Create a significant number of female swimmers on Príncipe Island.
- Develop the beneficiaries' aquatic skills and safety.
- Foster marine environmental awareness among the participating girls.



4. Project Methodology and Activities Developed

Beneficiary Profile

The project supported a total of **30 beneficiaries**, from the communities of Hospital Velho, Unitel, and São João. The beneficiaries were divided into two groups, according to their age and school grade, for a more focused and adapted approach:

- **Gliders Group:** 15 beneficiaries aged 10 to 13, attending the 5th and 6th grades at Santo António II Elementary School.
- **Riders Group:** 15 beneficiaries aged 14 to 16, attending the 7th, 8th, and 9th grades at the Standard School.

Class Structure

During the project implementation, the following weekly sessions were held:

- **Swimming and SUP Classes:** Two weekly sessions, with a total duration of 180 minutes each, of which 60 minutes were dedicated to in-water activities. The swimming lessons, which took place from **October to mid-February**, aimed to teach the beneficiaries how to swim before moving on to SUP instruction. The beneficiaries learned breathing, balance, and flotation exercises, and later, swimming strokes (breaststroke, crawl, and backstroke). In **mid-February**, with the arrival of the 7 SUP boards, the classes were divided into two groups that alternated every 10 minutes: one group practiced SUP and the other performed balance and muscle-strengthening exercises (especially core) to improve posture and prevent falls. The lessons always included games, challenges, fun activities, and obstacle courses to make them more dynamic. All classes began with a SUP Therapy Dynamic (personal development and awareness and/or group cohesion) lasting about 20 minutes, followed by a mandatory warm-up and a breathing exercise. At the end of the classes, the beneficiaries received a snack, usually bread with chorizo, ham, or another filling, accompanied by water or juice.
- **Psycho-Empowerment Classes:** One weekly 90-minute session, conducted in a circle while sitting on the floor on a mat to promote intimate sharing and strengthen group cohesion. Based on a manual developed by mental health professionals and nurses, these classes used tools such as children's stories, visual materials, myths and facts, board games, and drawing as a form of expression. The curriculum covered essential topics like emotions, sexuality and adolescence, body discovery, menstruation, menstrual cycle, consent, STIs and contraception, dating violence, internet dangers, gender stereotypes, and representation. The goal was to develop the beneficiaries' autonomy, self-esteem, and emotional regulation skills, as well as to prevent early pregnancies, promote sexual and



reproductive health, prevent risky behaviors, and deconstruct gender stereotypes, fostering healthy relationships, conscious choices, and equality.

- **Academic Support Classes:** Held twice a week for 90 minutes each, these sessions offered structured support to beneficiaries with homework, reviewing material, and preparing for tests. The main objective was to enhance academic performance, increase attendance, and prevent school dropout. When they finished their tasks early, beneficiaries participated in activities such as educational games or manual crafts, which stimulated reasoning and creativity.

SOMA SCHEDULE

	SEGUNDA-FEIRA	TERÇA-FEIRA	QUARTA-FEIRA	QUINTA-FEIRA	SEXTA-FEIRA
7H - 7h30		Material prep.		Material prep.	
7H30 - 08h30	Briefing 7h30 - 9h30	SUP 7h30 - 10h30	Mentor sessions	SUP 7h30 - 10h30	
8H30-9H30					
9H30-10H30					
10H30-11H	Education 10h30 - 12h00		Education 10h30 - 12h00		Psycho-Emp 10h30 - 12h00
11H30 - 12H00					
12H30-13H					
13H30-14H		SUP 13h30 - 16h30		SUP 13h30 - 16h30	De-briefing 13h30 - 15h00
14H30-15H					
15H30-16H	Education 15h - 16h30		Education 15h - 16h30		Psycho-Emp 15h - 16h30
16h30 - 17h00	Freestyle	Arrangement of beach equipment	Freestyle	Arrangement of beach equipment	
17H30-18H					

	Activities for beneficiaries
	Team activities



Work Structure and Individualized Support

SOMA follows a holistic development approach, starting with the girls, involving families and schools, and extending to the community, which builds a solid foundation for lasting impact.

- **Mentoring and Home Visits:** Each beneficiary is more closely supported outside of SOMA's activity hours by a member of the on-the-ground team through bi-weekly home visits. The goal is to involve parents/guardians, explain the activities and teachings, highlight the daughters' strengths, collect feedback and suggestions, work together on the girls' education, growth, and development, and jointly define an action plan to address deviant or less positive behaviors if needed. It was also an opportunity to understand the family ambience and living conditions and flag any more critical cases of alcoholism or aggression to the supporting psychologist or other local NGOs working on those issues.
- **Reports and Performance Analysis:** Class reports documented successful exercises, main difficulties, effective strategies applied, and relevant observations about the beneficiaries' behavior. The goal was to share learnings, identify challenges in this edition, and contribute to more creative and effective strategies in future interventions.
- **Weekly Briefing Meetings:** Work weeks began with a briefing meeting where each team member presented their lesson plans for that week. This selection of lesson content was defined by the mentor with the support of the respective SOMA module manager. The mentor would list the necessary materials, and together with the team, tasks would be distributed, the duration of each exercise would be defined, and a Plan B would be set for scenarios like rain, rough seas, or the possibility of not having enough beneficiaries in the classroom, among others.

Team and Personnel Management

The on-the-ground team was composed of a combination of mentors, buddies, a local collaborator, and a Project Manager.

1. **Project Manager:** Responsible for coordinating and overseeing the project's implementation from start to finish. She distributes tasks, leads the on-the-ground team, manages the budget and expenses, prepares monthly progress reports, and manages the relationship with the local partner and the Government of Príncipe. She evaluates results, seeks to overcome obstacles, and ensures an increasingly profound and transformative impact. In addition to coordination functions, she also mentors 10 beneficiaries, teaches swimming classes, facilitates academic support sessions, and leads community swimming



classes.

2. **Managers (2):**

- **Psycho-Empowerment and Surf Therapy (psychological support and psychosocial dynamics):** They developed the educational manuals for the modules, tailored to the needs, and supported the project remotely throughout the year. They maintain communication with the mentors to assist with session planning and adapt specific activities for each session's objective, with the necessary materials, etc. By reading reports and sharing with the team, they advise on approaches adapted to emerging needs.

3. **Mentors (Long-term project: 5 to 6 months):**

- **Psycho-Empowerment Mentor:** Responsible for teaching the psycho-empowerment module. They plan classes based on the SOMA manual, define exercises and dynamics, prepare materials, and adapt content to the reality of Príncipe and the beneficiaries' lived experiences. They mentor 10 mentees, conduct family visits, record attendance, and prepare reports on their sessions. They also teach swimming classes and facilitate academic support sessions.
- **Swimming/SUP Mentor:** Responsible for teaching the swimming and stand-up paddle module, they plan exercises, the duration of each lesson phase, and the necessary materials. In coordination with the manager, they define the SUP therapy dynamic to be applied before entering the sea. During classes, they demonstrate exercises to the group and divide the beneficiaries into subgroups, allocating each group to a member of the on-the-ground team who guides the exercise execution. Beneficiaries with greater difficulties are identified and integrated into the group directly mentored by the mentor, ensuring they receive closer support. They also mentor 10 beneficiaries, conduct home visits, record attendance, and prepare reports on their sessions. They also facilitate academic support sessions.

4. **Buddies (Short-term intervention: 2 months):** Volunteers responsible for:

- Logistical support (preparing materials, snacks, etc.)
- Facilitating Swimming/SUP classes and community swimming classes
- Leading the academic support module
- Recording attendance and preparing reports on the study sessions

5. **Local Collaborator:** A fundamental team member to ensure the cultural relevance of the intervention. They support logistics, ensure good behavior among beneficiaries, and help adapt communication and situational interpretation to the São Tomé reality. They are the only one who directly supports the psycho-empowerment mentor during classes, helping to



create a safe space and ensuring that topics—including the most sensitive ones—are well understood.

- **1st Semester:** The team consisted of 2 mentors, 1 local collaborator, and the Project Manager. Everyone participated in the swimming classes. For the psycho-empowerment sessions, only the module mentor and the local collaborator were present, whose presence was crucial for facilitating the discussion of "taboo" subjects. Academic support sessions were rotated among the entire team, with a minimum of 3 teachers per session, and buddies were always present.
- **2nd Semester:** In January, the team welcomed its first buddy. At that time, the local collaborator left the project to start a scholarship in Portugal, and despite efforts, it was not possible to find someone with the right profile. SOMA chose to hire a local swimming mentor, a strategy aligned with its goals of capacity building and community involvement. In March, two more buddies arrived. The final team, which remained until the project's conclusion, was composed of 1 local swimming mentor, 1 psycho-empowerment mentor, 2 buddies, and 1 Project Manager.



Activities

Community Swimming Pilot Project

At the request of HBD, we developed an additional pilot project of community swimming lessons. The goal was to teach 10 women from the surrounding communities, aged 20 to 45, how to swim. Classes were held once a week for 60 minutes in the sea. This class took place while the SOMA psycho-empowerment class was being held.

Freestyle

Freestyle was designed as an informal community space, with two weekly 30-minute sessions dedicated to free games and play with children and young people from neighboring neighborhoods. The main goal was to promote interaction between girls and boys in a safe, supervised environment, encouraging mutual respect, coexistence, and the deconstruction of gender norms through play. Despite the transformative potential of the activity, it was not possible to implement it in the pilot project due to a lack of human resources and the existing team's workload.



5. Impact Measurement and Results

5.1. Results: Methodology

This section of the report is dedicated to analyzing the results obtained from the pilot project's impact measurement. To evaluate our intervention, we implemented a data collection methodology by applying questionnaires at two distinct moments: **pre-intervention** and **post-intervention**.

All beneficiaries were informed that there were no right or wrong answers, and that our objective was to gather their opinions and perspectives. To ensure a reliable evaluation, each volunteer individually administered the tests to each student, recording their responses. The collection and interpretation of this data were crucial for understanding the participants' context, measuring acquired knowledge and the evolution of their perspectives, allowing us to adjust future interventions.

Evaluation Instruments

We used the following tests to measure impact in various project areas:

- **Registration and Context Data:** A survey focused on the sociodemographic profile and living conditions of the 30 beneficiaries. This survey was administered once, during their registration for the SOMA project.
- **Psychoeducation:** A questionnaire on the identification of emotions, regulation mechanisms, autonomy, self-esteem, and positive relationships.
- **Empowerment (Gliders and Riders Versions):** A test on topics such as sexuality, menstruation, contraception, gender equality, and support systems.
- **SUP:** A questionnaire about their relationship with the sea.
- **Aquatic Skills:** An observational test that evaluates performance in floating, breathing, and swimming.

Evaluation Moments

1. **Pre-Intervention:** The registration and context, psychoeducation, and empowerment tests were applied in the week the beneficiaries were selected, during the session where they received their school kits. The aquatic skills observation test was conducted by the swimming mentor on the first day of classes at the sea.
2. **Post-Intervention:** On the last day of the project, the same tests were applied to analyze the evolution of the beneficiaries' thinking and attitudes. Due to unfavorable sea conditions throughout June, the evaluation was conducted under poor conditions, but as the performance was measured on a simple three-point scale (cannot do, can do, can do very well) for exercises like floating, etc it was possible to ensure an objective evaluation.



5.2 Results: Registration and Context

a. Household Size

SOMA beneficiaries live, on average, with **7 people at home**. This large household size is a cultural and economic norm on Príncipe Island, where a lack of adequate housing and family traditions often lead to shared spaces among multiple generations. The number of people they live with directly impacts privacy, study space, rest, and even health. This means the physical space of the home may not be a sanctuary of tranquility or privacy, making spaces provided by initiatives like SOMA even more vital.

b. Accommodation and Rest Conditions

76.7% share a bed. The majority share a bed with female siblings, with some cases of sharing with babies and other family members. However, no bed-sharing with adult men or boys was reported.

25 beneficiaries sleep on mattresses, and only 5 report sleeping on the floor, on a board, or on a mat.

Bed-sharing affects sleep quality and, consequently, academic performance. The beneficiaries' housing conditions were also characterized by considerable instability, with some records of temporary moves to relatives' homes (such as godmothers, aunts), or changes in family dynamics. The SOMA team played an active role in monitoring these transitions, aiming to ensure the safety and stability of the girls and keeping parents/guardians informed about their performance. This scenario reinforces the importance of a supportive environment outside the home, such as that provided by SOMA, to compensate for these deficiencies/instabilities.

c. Sources of Income

The beneficiaries' households' means of subsistence reveal a community that lives predominantly from informal activities, with great economic vulnerability.

- **Fishermen: 56.3% of families** rely on fishing and selling fish or crab for their livelihood.
- **Formal and Stable Employment: 30.3%** of the parents/guardians were masons, HBD drivers, an accountant, an elementary school secretary, a firefighter, customs workers, and female guardians.
- **Cooks: 13.3%** earn their living as cooks, either with their own business or for others.

Living from fishing is a traditional and vital economic activity on the island. This dependence on natural resources and the informal economy highlights **significant economic vulnerability**, subject to environmental fluctuations (climate, tides) and the market. This number also points to a limited penetration of formal and stable employment in the community, increasing its vulnerability.

d. Access to Essential Infrastructure

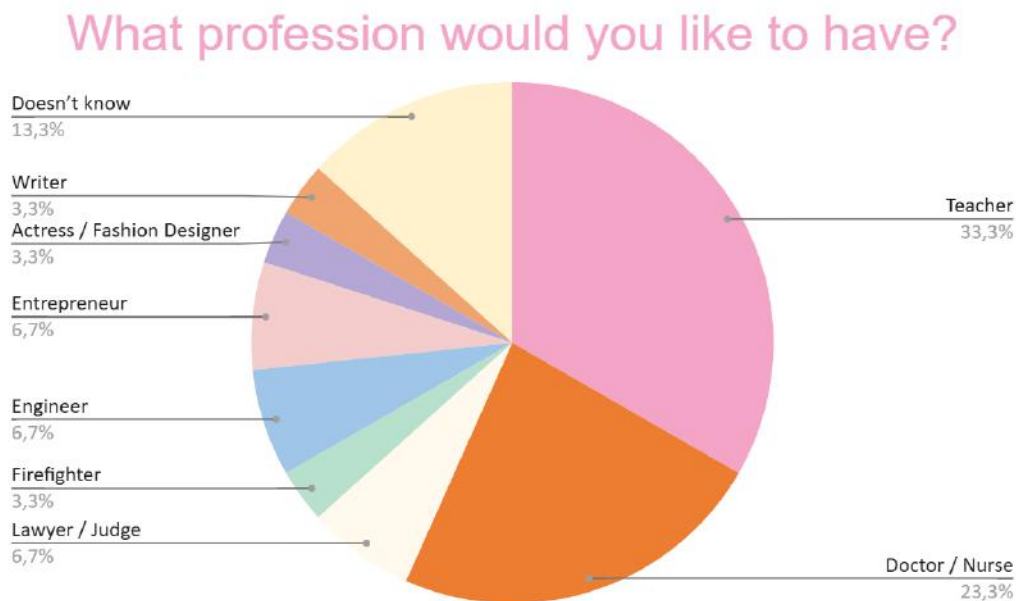
Access to basic services reflects the community's living and development conditions.

- **Piped Water: Only 1 of the 30 beneficiaries has access to piped water at home.** This is a harsh reality and one of the biggest challenges in the lives of these girls on Príncipe Island. Many families depend on community sources, wells, or rainwater collection, which requires daily time and effort from the girls for transportation and storage.
- **Electricity:** Regarding access to electricity, **all 30 beneficiaries had it at home.**

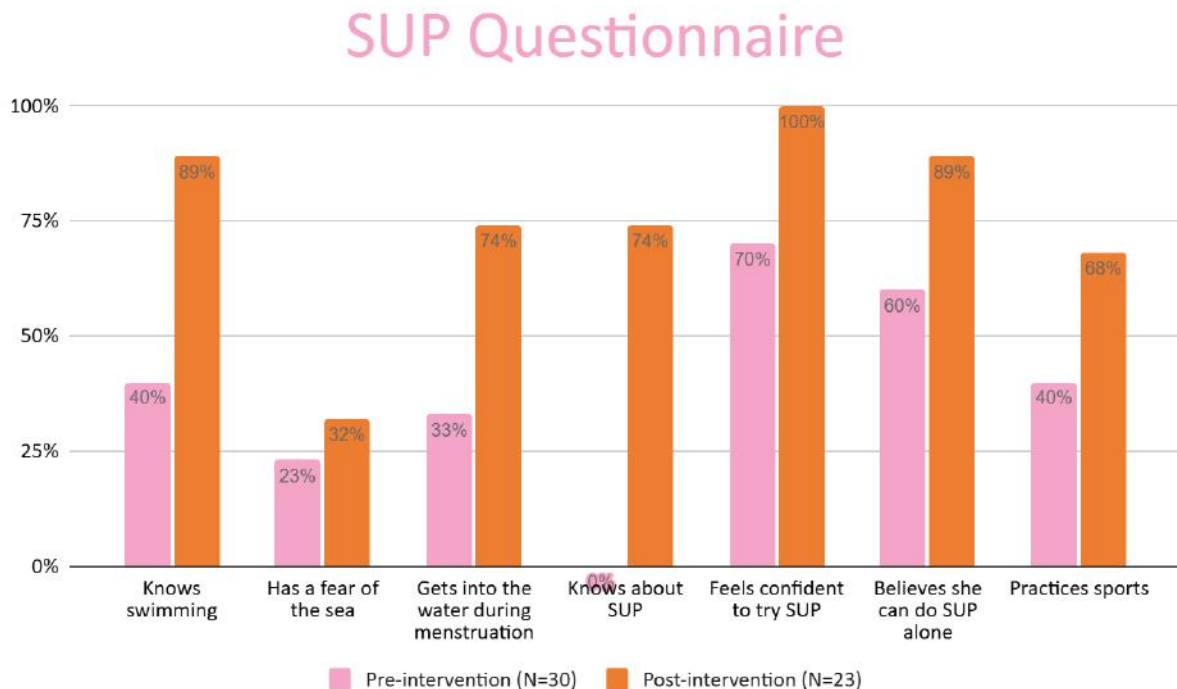
e. Educational Background and Aspirations

36.7% have failed a year at some point. Unfortunately, this is not uncommon in contexts with socio-economic challenges, lack of school resources, low levels of education among parents/guardians, or inadequate nutrition. This data underscores the need for academic and pedagogical support programs.

A notable result is that an **overwhelming majority of 96.7% aspire to attend university.** This is a remarkable testament to the ambition and hope that these young women hold, despite their circumstances. It is a clear indicator that they are aware of the importance of education as a path to social and economic advancement.



5.3 Results: SUP - Relationship with the Sea



The results show a marked evolution in the beneficiaries' relationship with the sea and with sports practice. After the intervention, they know how to swim, have learned about the sport, and feel capable of practicing SUP - even doing it on their own, demonstrating greater autonomy and confidence. The cultural and personal change in attitude towards menstruation is also noteworthy, with more participants now entering the sea during this period. There was also an increase in overall sports practice, reinforcing more active and healthy lifestyle habits.

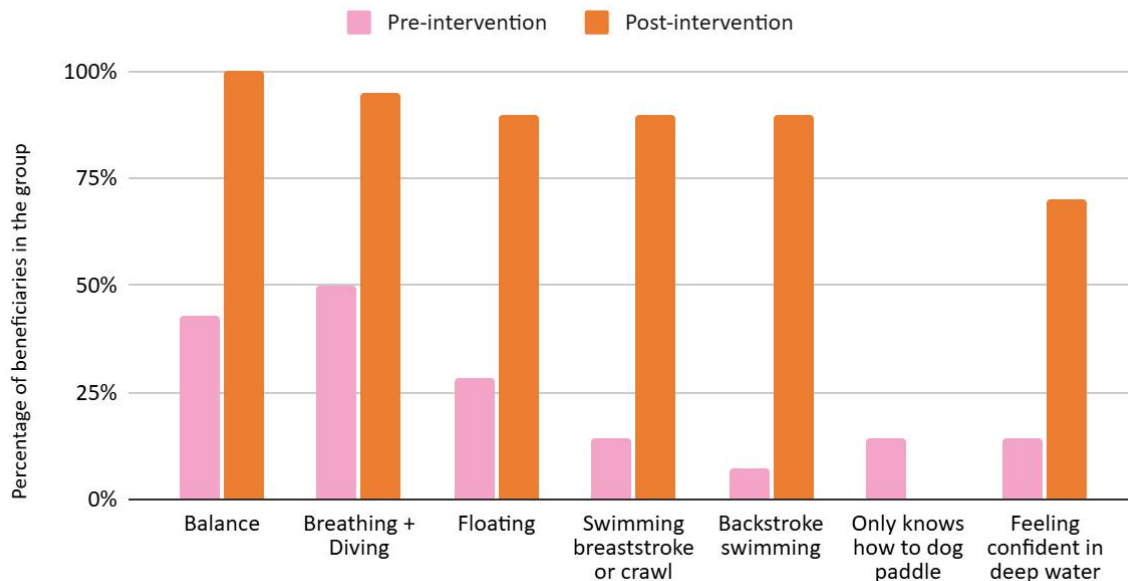
5.4 Results: Aquatic Skills

The *Gliders'* Evolution in the Sea (10-13 years)

This section of the report describes the remarkable evolution of the 15 youngest beneficiaries of our project. The data presented comes from direct observations of their aquatic skills, conducted before and after our intervention. An important note about the post-intervention measurement is that, on the day of the impact evaluation in June, the sea conditions were

particularly adverse, with significant waves, a lot of agitation, and a lot of sand, which did not allow the beneficiaries to demonstrate their full progress, so their real evolution may be even more impactful than these numbers can reflect.

Gliders (10 to 13 years old)

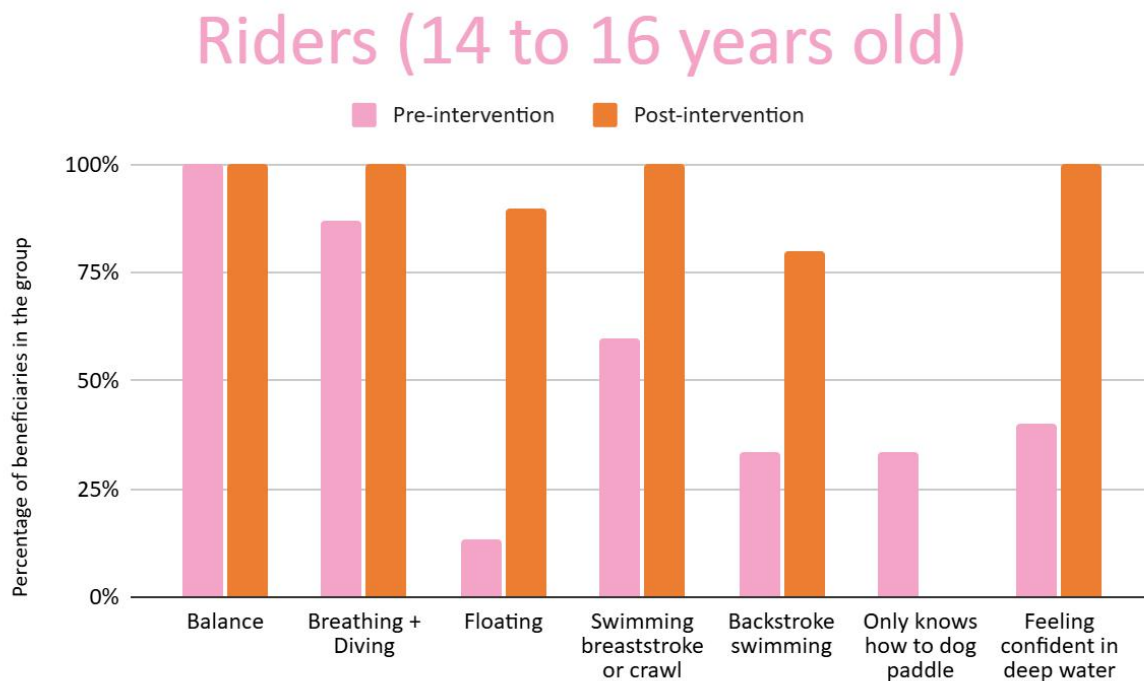


Our *Gliders* showed a remarkable and inspiring evolution in their aquatic skills. We saw impressive progress in crucial areas like **balance in the water** and the ability to **breathe and dive**, showing that the beneficiaries now feel comfortable and in control underwater. Equally notable was the progress in **floating**, an essential technique for physical and psychological safety and for reducing anxiety in the water.

When it comes to swimming techniques, the results are outstanding. Whether swimming breaststroke or front crawl, or swimming on their backs, our *Gliders* have shown an incredible ability to learn, mastering more efficient and safer styles. They have moved away from “dog paddling” towards more suitable and effective techniques.

Their confidence in deeper water is a direct reflection of the autonomy they have gained and the reduction in fear when facing greater depths.

The Evolution of the *Riders* in the Sea (14–16 years)



Our *Riders* have shown remarkable progress in their knowledge and comfort in the water. Regarding balance in the water, this group had already achieved full mastery before the intervention. Water balance was assessed through the ability to stand on one leg – a simple exercise that immediately reveals confidence in the water without the fear of falling and not being able to get back up. Having this solid foundation allowed us to move more quickly towards teaching other skills.

The most significant progress for the *Riders* was floating – a fundamental skill for safety and for the feeling of control in the water, representing a major breakthrough in overcoming an initial gap.

By the end of the project, all participants felt confident in deep water, had mastered breathing and diving techniques (inhaling/exhaling underwater without the risk of choking), and could swim breaststroke, with almost all of them able to swim on their backs. In the project, we do not aim to teach professional swimming styles; the goal is for the participants to feel comfortable swimming in different ways, if needed.



Overall Analysis – Swimming/SUP with the Gliders and Riders

More than numbers, what we have witnessed here is a genuine transformation in the spirit and abilities of each girl – an impact that goes beyond learning a skill and touches their autonomy and psychological well-being.

The technical data – impressive in itself, with mastery of balance, breathing and diving, floating, and confidence in deep water – forms the foundation for far greater gains. For these young women, who live in communities connected to the sea, learning to float and to have control in the water is not just a skill, but a liberation from fear – a survival tool that brings peace of mind and a new sense of safety in their own environment.

The journey over the past 10 months shows that, beyond physical ability, these young women have developed remarkable emotional resilience. The sea, which once represented a barrier and a source of fear, is now a space of freedom and personal power.

In a context where domestic responsibilities and living conditions can often limit access to leisure and rest, mastering the water gives them a new and vital dimension. The ability to move and feel safe in the water becomes a source of intrinsic motivation, pure fun, and a space where they can be truly free. Overcoming fears and acquiring such tangible skills in the water translates directly into a boost in self-esteem and belief in their own abilities – radiating into other areas of their lives. They learn that they are capable, that they can overcome challenges if they persist until they reach the point where they can enjoy their achievements.

In summary, SOMA's intervention is a powerful empowerment program. We teach these girls essential tools for their safety, but above all, we open the door to a new source of joy, a renewed sense of confidence, and lasting motivation that will equip them to face life's challenges with greater resilience. It is a testament to how sport, when well-directed and contextualised, can transform the sea – from a potential danger into a field of empowerment, fun, and self-discovery for each one of them.



5.5 Results: Psychoeducation of all the participants

This analysis of the group (Gliders and Riders) reflects the outcomes of the psychoeducation component of our psycho-empowerment classes.

	Pre-intervention	Post-intervention
Emotions	Only 3% of the students could name 5 different emotions	67% of the students can now name at least 5 different emotions, while 9% can name up to 10 emotions
Emotional Regulation	Have no strategies to regulate their own emotions, or would regulate them in a non-positive way (e.g., “Taking it out on my brother”)	They now use appropriate ways to regulate emotions, such as breathing control, talking to someone, engaging in physical activity, or asking for help
Self Confidence	Only 52% of the students trusted themselves to achieve their goals	81% now trust themselves and believe that if they truly want something, they will be able to achieve it
	52% of the girls felt they were “not good” when they failed to do something 33% of the students felt inferior to other girls	Only 24% now feel “not good” when they do not achieve a goal Only 24% now feel inferior to other girls
Problem Solving	24% of the students could not think of solutions to their problems	90% now feel capable of thinking of solutions to their problems

In the area of Emotions, the progress is remarkable. By the end of the project, most beneficiaries were able to name at least five distinct emotions. This shows that they began developing an emotional vocabulary — a key foundation for emotional intelligence — learning to recognize and name what they feel, and to better understand their own inner world as well as that of others. Some are already showing an advanced level of understanding.

Regarding Emotional Regulation, the shift from negative strategies to constructive ones (such as breathing, talking, physical activity, or asking for help) is rewarding to see. For girls living in challenging environments with few safe ways to express or manage frustrations, giving them these tools means giving them autonomy over their own reactions and decisions. It’s the difference between reacting impulsively and responding consciously — a vital skill for their futures.

After joining SOMA, the beneficiaries began to **trust themselves more** when working towards their goals. They learned to believe in their ability to “make things happen.” The significant drop in feelings of “not being good enough” when they couldn’t achieve something — and in devaluing themselves compared to other girls — shows that they are developing stronger self-esteem, less dependent on failures or comparisons. They are internalizing a healthier perspective on mistakes and personal worth, which is both transformative and empowering.

Finally, in **problem-solving**, the vast majority of these young women, who before often felt stuck or directionless when faced with a challenge, now believe in themselves and activate critical and creative thinking to find solutions. This is a cross-cutting skill that equips them to navigate everyday obstacles — whether at school, at home, or in their social interactions.

5.6 Results: Empowerment



The Evolution of the *Gliders*

SOMA's intervention with the *Gliders* (girls aged 10 to 13) brought a clear and significant change in their development and perceptions.

One of the most notable impacts was in their knowledge about **puberty**. Before the intervention, most did not understand the changes that occur during adolescence. By the end, they were able to list the changes they will experience in their bodies when that time comes. This is a fundamental transformation that gives them greater security and self-confidence.

In terms of gender equality, the breaking of old paradigms was evident. The belief that a woman must obey her husband unconditionally lost strength. They now recognize that a woman does not have to obey her husband unconditionally and believe that women's opinions should carry the same weight as men's.

Finally, in **problem-solving** — an area where most beneficiaries previously did not know how to react or find solutions to real-life situations — after the intervention, all beneficiaries were able to present at least one solution, think about it, and reflect on it.

The Evolution of the *Riders*

The analysis of pre- and post-intervention data shows the following progress among the older group of girls:

One of the most impressive aspects was their knowledge about **puberty and sexual health**. By the end of the intervention, all beneficiaries understood the changes of puberty and could identify the different changes that occur during adolescence. In addition, they were able to name at least three different contraceptive methods. This is a crucial element for reproductive autonomy and health.

In the area of **gender equality**, the shift in perception regarding the voice and value of women was a strong outcome. By the end, all stated that women's opinions should carry equal weight.

Regarding the belief that a woman must obey her husband unconditionally, the *Riders'* results remained unchanged from pre- to post-intervention. While the majority already had a more progressive view, this specific belief proved to be more deeply rooted and resistant to change.

Another significant change was the increase in professional ambition and the breaking of gender stereotypes, with a more open and equal perspective on careers. There was also a universal improvement in problem-solving skills, with all beneficiaries now able to propose solutions, reflect on them, and demonstrate stronger critical thinking.

What Changed?



Psycho-Empowerment (Education and Empowerment)

The work carried out in the psycho-empowerment module has a deep and lasting impact on the lives of our girls. The results of our intervention show a transformation where knowledge translates into autonomy, and the breaking of social barriers reflects a broader and more promising future for each girl.

The girls gain self-confidence by understanding their own bodies and the changes of adolescence. This knowledge not only reduces fears and uncertainties but also prepares them to go through this stage with more calm and security, feeling in control of their own development.

Comprehensive knowledge about puberty and contraceptive methods is vital at this age. It allows them to make informed decisions about their bodies and sexuality, reducing risks, preventing early pregnancies and sexually transmitted infections. This knowledge empowers them to choose and take control over their reproductive future and overall health — a key element for their autonomy.

The conviction that their opinion is as important as a man's is a catalyst for a more active social role and stronger self-esteem. At this age, they are shaping their identity and interacting more actively with society. Feeling that their voice matters enables them to participate more assertively in all contexts — at school, at home, or in social groups — becoming active agents of change. This learning is crucial for their autonomy, allowing them to make conscious choices and resist pressures that might limit them.

The psycho-empowerment module also broadens their horizons and ambitions. By breaking down gender stereotypes, especially regarding careers, the girls now explore a much wider range of options for their future. They begin to dream bigger, without feeling limited by preconceived ideas about “women's jobs” or “men's jobs,” enabling them to create life paths more aligned with their talents and passions, free from gender restrictions.

Perhaps the most powerful impact lies in problem-solving. Where before there was uncertainty and a lack of solutions, there is now a universal ability to think critically, generate ideas, and reflect on them. All the girls show a willingness to face challenges with creativity and thought. This is the core of psychosocial resilience, transforming them from passive recipients of circumstances into active agents in their own lives. They not only find solutions but also reflect on them — a sign of maturing critical thinking.

In short, these girls finish the year equipped with knowledge and, more importantly, with the confidence and tools to become autonomous women, with their own voice, capable of shaping their destiny and contributing to a more just and equal society.



6. Greatest Achievements and Greatest Challenges

6.1. Greatest Achievements:

The pilot edition of SOMA in Príncipe brought truly inspiring results, demonstrating how the project's dedication and methodology transformed the lives of its beneficiaries, exceeding the initial expectations. These remarkable achievements are a testament to the tireless effort of the team and, most importantly, to the incredible ability of the girls to grow, evolve, and overcome challenges.

The success achieved is the result of several factors that complemented each other, creating a fertile environment for the holistic development of the beneficiaries:

The main driving force of the project was the beneficiaries' intrinsic passion for the water and the sea. The opportunity to learn to swim, to feel safe on an island surrounded by the ocean, and even to dream of becoming the first surfers in Príncipe, proved to be a powerful motivation. This inner drive translated into remarkable commitment: many beneficiaries, for example, showed exceptional discipline by waking up earlier and completing household chores to ensure they could attend swimming lessons. This dedication, fuelled by fun and personal ambition, became a powerful engine for their commitment. The high attendance rate in SUP classes (over 85%) is undeniable proof that this activity was the perfect "hook."

The variety of extracurricular activities worked exceptionally well in filling the beneficiaries' free time in an enriching way. SOMA did not offer just classes, but rather a space for fun, learning, and new friendships, providing a positive alternative to their daily routines and household chores, which contributed significantly to their overall well-being.

The project established itself as a true safe haven for the girls. This environment of trust and mutual support was crucial for them to feel comfortable exploring new skills and sharing their experiences.

With the aim of supporting families and boosting the local economy, we decided to invest the budget initially allocated for a special weekly snack directly into the families of the beneficiaries. During home visits, we identified parents who were willing and interested in preparing something within the set budget, and, through a rotating system, we began purchasing these snacks from them. This measure generated additional sources of income for the families, valuing their work. It was also a way to strengthen bonds, foster pride in contributing to the community, and show that SOMA is not limited to supporting the beneficiaries but strives, whenever possible, to extend this positive impact to their entire family unit.

The contact with people from different cultures (SOMA volunteers) and the inspiration drawn from empowered women proved extremely effective. These interactions broadened the beneficiaries' horizons, helping them dream bigger, believe in their own power, and see that



they can break down limitations. This factor was fundamental for female empowerment and for building a future without barriers.

The beneficiaries' commitment to the project and the remarkably low dropout rate are clear evidence of what worked well. The ability to keep the vast majority of the beneficiaries engaged until the end of the school year, despite the heavy load of household and school tasks they faced, demonstrates that SOMA succeeded in creating a strong and meaningful bond with each of them. The feedback from parents, who noticed their daughters becoming more motivated, happier, and more confident, is the strongest validation that SOMA's model is having a positive and lasting impact.

As a sports-based empowerment program, it is natural that the physical component – swimming and SUP lessons – tends to be more “captivating” and motivating, which was reflected in higher attendance rates. The sea and the board offer a playful and sensory experience that, at times, the learning of socio-emotional skills (equally vital, but perhaps less obviously fun in the moment) cannot replicate in quite the same way. This difference in attendance rates² leads to an important reflection: the results we celebrate today are already incredible, showing a deep impact, but if we can increase attendance in the other sessions – perhaps by finding even more innovative and interactive ways to deliver the content – we firmly believe our impact will be even greater. The potential for transformation is immense, and the consolidation of these psychological tools would be even more robust, equipping them for a future with greater autonomy and resilience.



6.2. Greatest Obstacles and Challenges

Attendance proved to be one of the most persistent challenges. Although the condition that a girl's absences should not exceed 20% per term was respected in Swimming/SUP classes, this limit was often surpassed in the psycho-empowerment and academic support sessions. Our attempts to communicate with parents or guardians did not always produce lasting results, and the lack of mobile phones or the parents' absence from home – leaving the children alone – often led to delays and absences, with the girls losing track of time. Punctuality among the *Gliders* was a constant challenge; even measures such as not distributing snacks to anyone arriving in the last 20 minutes of a 90-minute class were not enough to reverse this trend.

In the case of Academic Support, demotivation – particularly among the *Gliders* – was a notable factor. The knowledge level of some beneficiaries was so low that it made it extremely difficult for them to keep up with the lessons or complete their homework, which in turn reduced their motivation to attend. The rotation of Buddies every two months in this module also caused breaks in pedagogical continuity, impacting the consistency of the support provided.

Although results showed high university aspirations, we identified a paradox: attendance rates at SOMA's study support classes were low. This suggests that motivation to study was more “ideological” (the desire to go to university) than “real” (commitment to the daily effort of studying and making use of the support available). This challenge highlights that, although the alignment between the girls' aspirations and SOMA's mission (through study support) is a major strength and has the potential to be the crucial bridge between wanting to go to university and making it happen – regardless of socioeconomic barriers – it is essential to develop strategies that strengthen discipline and daily commitment to learning.

Another important and challenging aspect was that we found school subject matter being taught incorrectly to the beneficiaries in their schools, which placed us in a very delicate position. Although we know how to teach the content correctly, the beneficiaries often resisted learning it differently from the way it had been taught to them. Ultimately, in their school tests they would be assessed according to the incorrect version they had learned. In addition, the very short notice we received about the beneficiaries' tests—usually only one week in advance—made our preparation much more difficult.

Outside the project, we discovered that some girls were using SOMA as an excuse to be away from home, when in reality they were missing our classes. This highlighted the importance of monitoring attendance and sharing it with parents during home visits. In one case, a father of three SOMA beneficiaries withdrew them from the program as a punishment for poor behaviour, later reporting that their grades had dropped and that they were spending time on the streets instead of attending SOMA. At an age when relationships and boyfriends start to appear, this type of supervision becomes even more important.

Environmental and logistical conditions also presented obstacles. Sea conditions in June proved



to be a recurring challenge, with strong waves and suspended sand making swimming and SUP practice unsafe. In that month, we only entered the water twice. We have therefore decided that in future editions, sea swimming/SUP activities should end in May, and in June – if the sea allows – we will focus on other beach sports or relevant workshops. At the end of May, there was a traumatic incident where the *Gliders* and teachers were caught by strong waves and currents in the break zone, becoming “trapped” for some time. Although frightening, this was addressed the following day with a session dedicated entirely to sharing the experience, reinforcing correct procedures, and praising the way they reacted. Gradually, we managed to reverse much of the negative impact and rebuild confidence. The absence of a professional lifeguard at Bom Bom beach remains a major concern. This incident highlighted the critical need for a trained aquatic rescue professional to ensure the safety of both tourists and beneficiaries, especially during months with adverse sea conditions.

Managing the dynamics among the girls also presented complex challenges. We faced situations of bullying, conflicts, and the formation of cliques. We addressed these cases individually with those involved and then in group sessions, using various techniques to promote cooperation, empathy, and a sense of unity, while constantly reinforcing acceptable and unacceptable behaviours at SOMA. We were clear in explaining that, although not our goal, continued problematic behaviour could lead to suspension and, in more serious cases, expulsion. Over time, these interventions fostered stronger and more genuine friendships and a greater sense of mutual respect. We also faced challenging behaviour from a group of beneficiaries who initially tested the authority of new Buddies and the mentor by refusing to follow instructions and putting themselves at risk. We understood this as a way of testing the new volunteers and asserting their independence. This was a stressful situation for the volunteers, which we promptly addressed through individual conversations, clear communication about unacceptable behaviours, apologies from the girls, and the joint definition of SOMA's rules. This situation did not recur for the remainder of the project.

Resource limitations were another obstacle. The shortage of SUP boards (6 for 12 beneficiaries) required more teachers in the water and creativity in organizing the classes, alternating between SUP practice and strength and balance exercises. In Academic Support, the presence of beneficiaries without homework often disrupted those who needed help, as they wanted to chat and distract their peers. We realized that many times they said they had no homework, but after seeing their classmates working, some admitted they actually did. It was also common for them to claim they had not brought their notebook, which prevented them from doing anything. This suggests that the ‘trauma’ of feeling that they don’t know enough, or that they are inferior to their classmates because they don’t understand the material, leads them to avoid facing the situation. As the years go by, these girls reach the age of 12 still in the 5th grade with serious difficulties in knowing the alphabet or reading. Because they are often mocked by other beneficiaries, they prefer not to come at all—choosing to avoid embarrassment instead of benefiting from SOMA's support and learning. It would be extremely valuable to have more teachers on the ground and different classrooms, so that we could separate the



beneficiaries: one room for homework, another for individual sessions to properly teach the basics (alphabet and arithmetic), and another for creative activities and crafts (decorations for SOMA, and gifts for Father's Day, Mother's Day, Easter, among others).

SOMA also faced great difficulty in finding local collaborators who were available, energetic, committed to SOMA's mission, and genuinely interested in joining the team. Our goal is to build a local team that can ensure the continuity of activities and play an active role both within and beyond SOMA, but the lack of young people with a secondary school diploma (12th grade) available has proven to be a significant challenge.

We had 7 beneficiaries cancel their enrollment and, although we wanted to introduce new girls to fill these vacancies, we realized this would only have been possible during the first month of SOMA's intervention. After careful consideration, we understood that, at this advanced stage of the program—with such strong cohesion and friendships already formed among the beneficiaries—it would be both unfeasible and unfair to introduce new participants. Not only would they struggle to keep up with the pace and understand half of the classes, but they would also face difficulties integrating into a group that is already so united. For this reason, we decided to focus our support on the current participants and preserve the integrity of the program.

Monthly meetings with parents and guardians were initially planned at SOMA, with the aim of fostering a sense of community among families and involving them in shaping SOMA as a space where they could clarify doubts, share concerns about their daughters, suggest relevant topics to be addressed, and collectively think of solutions to maximize the project's impact. However, the two meetings held registered very low attendance, which led us to shift these conversations to the context of home visits. Although weekly home visits were originally planned, we realized that this frequency was excessive for both families and the field team. Therefore, we opted for a biweekly schedule, allowing for a more balanced and effective approach.



7. Project Financial Management

HBD funded SOMA's pilot project in Príncipe in the total amount of €32,962.80, which included the project budget of €25,255.08 and additional support to SOMA to launch the pilot, including headquarters resources. The total cost of the project was higher than the budget at €28,635.70.

The expenses incurred were distributed across the following categories:

Human Resources:

- Local team
- Project Manager
- SUP Mentor

Project Manager travel expenses:

- International flights
- Domestic flights
- Visas

Intervention:

- School-related costs and materials (tuition, tests, supplies, and school kits)
- Food expenses (daily meals)
- Activity materials (SUP, swimming, medical, educational, and technological supplies)
- Local transport for volunteers within the project
- Birthday cake for beneficiaries
- Parents' meeting
- Cleaning supplies
- Opening event
- Graduation ceremony
- Christmas party
- Impact assessment

Administrative costs:



- Transportation of materials between Portugal and Príncipe Island (including team travel, packaging, and vehicle rental)
- Acquisition of a means of transport for a local staff member
- Other miscellaneous costs

The largest share of expenses corresponded to Human Resources (60%), followed by Intervention (23%), Travel expenses (15%), and finally Administrative costs (2%).

Comparative Analysis

Type of Expense	Actual Expenses	Budgeted	Variance (€)	Variance (%)
Human Resources	17 119,14 €	17 125,00 €	5,86 €	0,03%
Travel Expenses	4 297,39 €	4 100,08 €	-197,31 €	-4,81%
Intervention	6 519,72 €	3 730,00 €	-2 789,72 €	-74,79%
Administrative Expenses	699,45 €	300,00 €	-399,45 €	-133,15%
Total	28 635,70 €	25 255,08 €	-3 380,62 €	-13,39%

The actual costs of Human Resources were almost equal to the budgeted amount, making this the only category without a significant variance. The remaining categories recorded negative variances, reflecting higher-than-expected expenses. Overall, the project showed a total variance of -€3,380.62 (-13.39%).

The main variances were due to, in order of impact: Activity materials, school materials and costs, domestic flights, graduation ceremony, and administrative expenses.

The funding provided by HBD Príncipe included a contribution margin to support the operational sustainability of other SOMA Surf projects, which, according to the initial budget, would have amounted to €6,859 (20.81%). However, since the actual cost of this project reached €28,635.70, the contribution margin was reduced to €4,327.10, representing 13.13% of total funding. This difference resulted from direct project costs that showed negative variances, exceeding the budgeted amounts.

In conclusion, although the project was successfully implemented, actual expenses exceeded the planned budget in some key areas. This reduced the amount available to cover the NGO's operational costs. This analysis will help in planning future budgets with a more realistic margin for both direct and operational expenses.



8. Recommendations and Improvements for 2025/2026

Based on the valuable learnings from this pilot edition – from the achievements reached to the challenges faced – SOMA identifies key areas to optimize the project and ensure its continuity and expansion. The goal is for SOMA to serve its beneficiaries even better and to consolidate its positive impact on Príncipe Island.

8.1. Programmatic and Pedagogical Optimization

To continue maximizing the beneficiaries' potential, SOMA plans to optimize its activities, making them even more effective and tailored to their needs.

The beneficiaries' passion for the sea must remain the main driver of the project. It is crucial to keep swimming and SUP activities as the cornerstone of motivation, ensuring that the girls enjoy themselves and continue to dream of becoming the first surfers of Príncipe. However, it is advisable that sea activities end in May, with June dedicated to other sports on the beach or relevant workshops if sea conditions are unfavorable. This adjustment reflects the flexibility needed to maintain engagement.

In the Psycho-Empowerment Module, SOMA will continue focusing on self-esteem, women's active voice, and breaking gender stereotypes, areas where notable progress was observed. The issue of unconditional obedience, which proved more resistant to change among some beneficiaries, suggests the need for a deeper and more continuous approach, perhaps through debates and activities that explicitly explore power dynamics in relationships. It is also important to continuously develop the beneficiaries' problem-solving skills, as they are essential tools for their lives.

Academic Support requires careful restructuring to increase its impact. SOMA will test a new classroom organization by creating three different zones: one dedicated to homework, another for individual sessions focusing on the basics (such as the alphabet and arithmetic for the most challenged beneficiaries), and a third for manual and creative activities. This structure will allow better support for beneficiaries at different levels of knowledge and motivation, reduce the disruption caused by those who do not bring homework, and at the same time, provide space for artistic expression and playful learning. To keep beneficiaries without homework productive, a short "check-in" could be introduced at the start of the session, where the volunteer proposes a brief activity in basic review, reading, or writing. For this to be possible, it will be essential to increase the number of volunteers available for Academic Support.

To maintain a bond with beneficiaries from previous editions and promote continuity in their development, SOMA plans to introduce a monthly SUP session for former beneficiaries. This initiative aims to strengthen the SOMA community and allow past participants to continue benefiting from the organization's support and safe harbor.



The pilot project of community swimming classes for women proved to be a significant challenge. We never reached the 10 participants initially expected, not even in the first class, which pointed to very low adherence and motivation. Attendance varied between 5 and 7 participants, representing a considerable investment of time, energy, staff, and class preparation for a very limited return. The wide age range (with participants from 16 to 45) created large discrepancies, forming two distinct groups: younger girls, who were often distracted and disruptive, and older women, calmer and needing more attention. Despite delays and logistical difficulties, such as several 5-minute stops at each pick-up point that reduced effective class time, the participants who did attend enjoyed it and learned to float and take their first steps in breaststroke. However, the difficulty in grasping basic concepts like separating inhalation and exhalation, even with simplified language, highlighted the complexity of teaching. The results and low participation suggest that repeating this type of class in its current format would not make sense. For such initiatives to succeed, more qualified staff and a longer intervention period than the two months available would be necessary.

8.2. Strengthening Management and Infrastructure

The obstacles faced in this edition provided valuable lessons that will shape the next phases of the project, with a focus on strengthening management and infrastructure.

Attendance and understanding the value of SOMA are intrinsically linked to family involvement. It is crucial to develop more effective strategies to communicate with parents and guardians, explaining the importance of beneficiaries' attendance and, when possible, involving families in addressing challenges such as punctuality and consistency. Establishing regular and proactive communication with parents—ideally every two days—will help track and report absences, reducing their impact. The lack of home support for punctuality among younger girls also requires a deeper approach.

On the other hand, situations where SOMA was used as a pretext to be away from home, especially among the *Riders* group, highlight the need for frequent communication with parents to report absences and remain attentive to the girls' dynamics, including relationships and family expectations, in order to maintain purpose and protect beneficiaries.

Conflict management and social dynamics should be a continuous and proactive component of the Psycho-Empowerment Module, not only a reactive one. The success in resolving group coexistence issues demonstrates the importance of fostering empathy and respect from an early age.

The limitation of volunteers and equipment, such as SUP boards, reinforces the importance of creative planning and pedagogical adaptation to ensure participation for all, even with limited resources.

The incident at sea underlined the need for robust safety protocols and post-incident



psychological support strategies to rebuild confidence. The absence of a professional lifeguard on the beaches where activities take place is a significant gap. For the future, it is essential to explore the possibility of ensuring the presence of a qualified lifeguard or training local staff members in this area, to guarantee maximum safety for both beneficiaries and the team during sea sessions.

Another aspect to be improved is the space provided behind the Bom Bom shed, used both for rinsing the beneficiaries and for cleaning equipment. While this space has been extremely useful and helpful, its continued use—for rinsing and washing boards and paddles—has turned the dirt floor into a muddy, unsanitary area that attracts mosquitoes.

The search for local collaborators should be a joint effort between SOMA and HBD, which can help identify interested individuals. Improving the headquarters' infrastructure, particularly the quality of the internet, is fundamental for the efficiency of the team's work and for holding meetings and planning sessions.

"Free style" moments will be eliminated in future editions due to the team's size and the already full schedule of activities and logistics.

In summary, the challenges of this edition were also opportunities for growth, enabling SOMA to refine its strategies, optimize its intervention, and strengthen its commitment to the beneficiaries' holistic development—learning to navigate not only the ocean waves, but also the complex social and family dynamics.



9. Collaboration with HBD Príncipe and Príncipe Collection

The collaboration with HBD and Príncipe Collection (referred to as HBD in this document) was crucial for optimizing resources and addressing logistical challenges, such as the transport of materials and accommodation planning, ensuring that the project could run effectively.

The success of SOMA in this edition is closely connected to the support of our partner, HBD. Their commitment and collaboration were essential, allowing SOMA to stay focused on its core mission while providing the best possible conditions for beneficiaries and volunteers. We are deeply grateful for this partnership, as many of the achievements reached were only possible thanks to HBD's involvement.

HBD played an important role in several areas, beginning with institutional coordination. They arranged a meeting with the Secretary for Social Affairs, which enabled SOMA to present the project and define the procedures to follow on Príncipe Island in sensitive situations beyond our direct scope of intervention. More than a starting point, this connection has become a key relationship for building a stronger support network and ensuring that the project can operate in a more integrated and collaborative way on the island.

HBD's logistical support was invaluable. The help of Magalhães, Transport Supervisor, of Midrael and of Hélder Lopes, Chief Operations Officer, on the daily transportation of beneficiaries to and from the beach was essential to guarantee their participation in activities. The management of Hotel Bom Bom in the persons of João Conceição, General Manager, and Maria Elisa Vaz, Director of Hotel Operations provided SOMA with a storage space for beach equipment, access to rinse the gear, and even offered to wash and dry the girls' towels and swimsuits. They also granted the use of their beach club for our graduation ceremony. This support greatly simplified operations and made a meaningful difference. In addition, transporting goods and materials purchased by SOMA from Portugal to Príncipe was key to the success of the lessons. The possibility for volunteers to bring an extra bag on the boat was also a small but impactful gesture, allowing them to carry essential items and a few comforts that made their stay more manageable, especially for those traveling through STP with strict baggage limits.

The continuous availability of Emma Tuzinkiewicz, Sustainability Director, and Carla Lavres, Sustainability Officer at HBD, was vital for the project's implementation on the ground. They supported the mapping of communities with greater needs, facilitated contact with local partners to secure SOMA's headquarters, provided housing for volunteers, and ensured basic living and working conditions. They also helped identify potential local candidates to join the team and promoted the recruitment of a swimming mentor. Their support was consistent and always accessible.

HBD also contributed to the well-being and motivation of the volunteers. Welcome dinners created opportunities to bond with the team, better understand HBD's role, and feel recognized for their voluntary work. The housing managed by Tiago Beirolas ensured good living



conditions, reducing logistical concerns that might otherwise have distracted from the mission. Allowing the volunteers to use HBD transport to visit concessioned beaches during weekends was also meaningful for emotional balance, giving the team a chance to explore the island and recharge—something essential in a place with limited leisure options.

Finally, the photographic coverage by Camila Paraíso, Cinematographer and Content Producer at HBD, during her visits to SOMA, was an important contribution. Her work provided high-quality content showcasing SOMA's activities, which is now essential for communication on social media and for attracting new members to the field team.

In summary, the partnership with HBD went far beyond conventional support. HBD was a true pillar for SOMA, enabling the project to take root smoothly and effectively, and ensuring that both beneficiaries and volunteers had the best possible conditions to grow and thrive.



10. Conclusion

Throughout this first year of implementation, the SOMA Surf project in Príncipe proved to be much more than a SUP-therapy program—it became a space of transformation, trust, and the discovery of potential. The beneficiaries showed visible progress in key areas such as autonomy in the sea, engagement with new sports, overcoming cultural and gender barriers, and strengthening critical thinking and problem-solving skills.

Despite the challenges faced, adaptation and resilience allowed us to maintain the quality of the intervention and achieve consistent results. The experience gained in this pilot project also highlighted areas for improvement, such as strengthening local partnerships, increasing human resources, and creating a more integrated support network capable of addressing sensitive situations and enhancing the project's social impact.

The results achieved reinforce the importance of continuing this initiative—not only to consolidate the gains already made but also to expand the reach and depth of the intervention, promoting a more inclusive, healthy, and confident future for the girls of the island.

SOMA expresses its deep gratitude to all beneficiaries, families, partners, collaborators, and volunteers who, through their commitment and dedication, made this journey possible. Together, we have proven that the sea is much more than a physical space: it is a catalyst for change, hope, and empowerment.

272 snacks given

192h of **swimming** lessons

150h of **paddle** lessons

58 **psycho-empowerment** classes

150h of **academic support** sessions

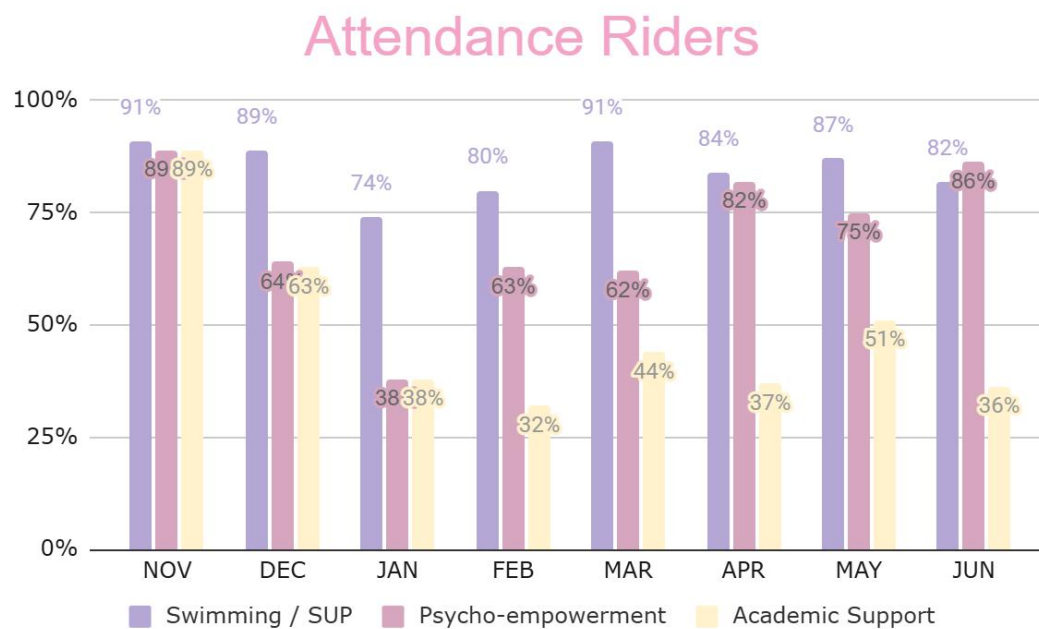
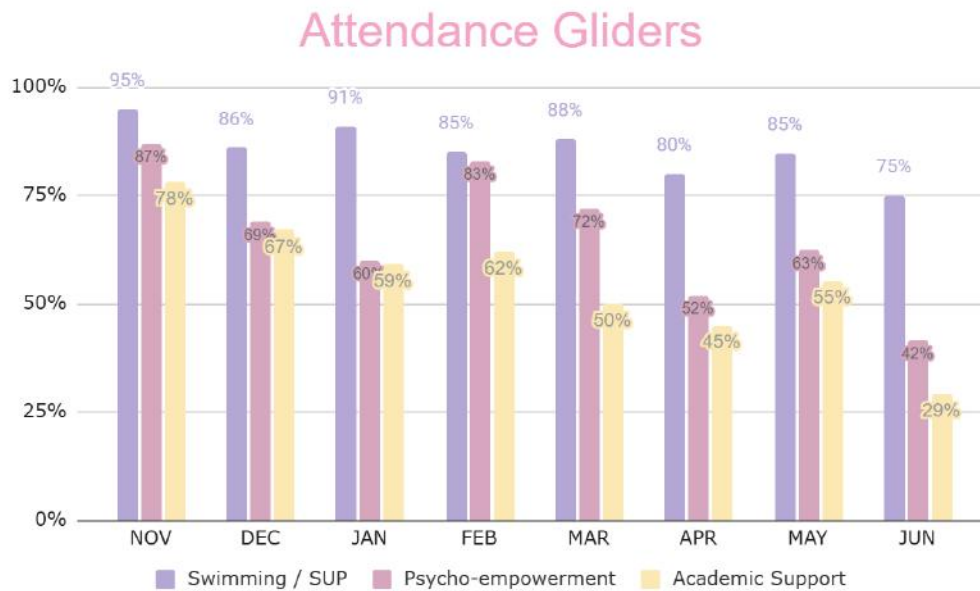
13.440 **sanitary pads** offered

400 home **visits**

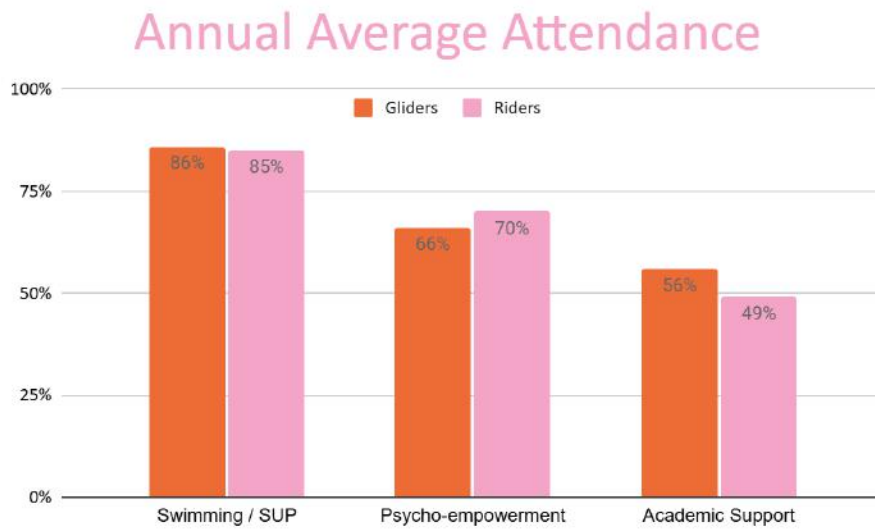


11. Appendices

- Beneficiary monthly attendance



- Annual attendance



- Beneficiary monthly drop-outs

Drop-outs

	Gliders	Riders
NOV	0	0
DEC	1	0
JAN	1	2
FEB	1	2
MAR	0	0
APR	0	0
MAY	0	0
JUN	0	0
Total	12	11

- Lesson plans

SOMA SCHEDULE

	SEGUNDA-FEIRA	TERÇA-FEIRA	QUARTA-FEIRA	QUINTA-FEIRA	SEXTA-FEIRA
7H - 7h30		Material prep.		Material prep.	
7H30 - 08h30	Briefing 7h30 - 9h30	SUP 7h30 - 10h30	Mentor sessions	SUP 7h30 - 10h30	
8H30-9H30					
9H30-10H30					
10H30-11H	Education 10h30 - 12h00		Education 10h30 - 12h00		Psycho-Emp 10h30 - 12h00
11H30 - 12H00					
12H30-13H					
13H30-14H		SUP 13h30 - 16h30		SUP 13h30 - 16h30	De-briefing 13h30 - 15h00
14H30-15H					
15H30-16H	Education 15h - 16h30		Education 15h - 16h30		Psycho-Emp 15h - 16h30
16h30 - 17h00	Freestyle	Arrangement of beach equipment	Freestyle	Arrangement of beach equipment	
17H30-18H					

	Activities for beneficiaries
	Team activities

-

- Relevant project photos



Riders with the boards for swimming instruction



SUP Swimming teacher



Gliders in the SUP class



SUP therapy dynamics - Riders



Psycho-empowerment Classes - Gliders





Community swimming classes