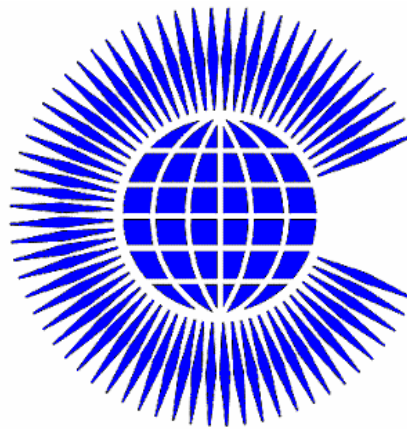


Regional Youth Caucus (RYC) Innovative Projects Award (RIPA) REPORT



WINDOW A (2008)

INCREASING YOUTH PARTICIPATION IN POLICY PROCESSES AND DEMOCRATIC GOVERNANCE: CAMEROON

INTER- SCHOOL PEACE BUILDING AND FIGHTING TRIBALISM: KENYA

REDUCING THE BURDEN OF HIV/AIDS AMONGST OUT OF SCHOOL YOUTH IN T/A KALUMBU LILONGWE: MALAWI

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BACKGROUND

The Regional Youth Caucus (RYC) Innovative Projects Award (RIPA) is an initiative that addresses some of the resource limitations that hinder young people's effective contribution to youth and national development processes. Following conclusions at the 2008 RYC Capacity building workshop, 13 – 16 February 2008, attended by 16 RYC representatives in the region, the RIPA concept was discussed and its implementation launched in March 2008.

The RIPA helps young people realize their full potential by implementing their own youth led projects. The recipients of the RIPA Window A (2008) were three Regional Youth Caucus Representatives from Cameroon, Kenya and Malawi.

This report covers the activities implemented by the recipients of the RIPA Window A and its impact on young people in respective areas of implementation.

Sanyi Emanuel Sanyi, Cameroon Commonwealth Youth Representative reports that despite being the most populous group, making up for close to 60% of the total population, youth participation in processes of public policy design, implementation and evaluation is relatively low, with little input or influence in decision-making processes that affect them. In his project themed "INCREASING YOUTH PARTICIPATION IN POLICY PROCESSES AND DEMOCRATIC GOVERNANCE," Emanuel addresses the issue of youth participation in developmental processes and further explains how Youths from vulnerable groups can be empowered and engaged in decision making processes of the country.

"REDUCING THE BURDEN OF HIV/AIDS AMONGST OUT OF SCHOOL YOUTH IN T/A KALUMBURU LILONGWE MALAWI" is a project report submitted by Thembi Thadzi, Malawi Commonwealth Youth Representative. "Since there are limited opportunities for economic activities that young people can engage in, young women have resorted to commercial sex while young men to crime and drug abuse" Thembi explains. In her project, Thembi demonstrates on a small scale what can be done to address the HIV/AIDS challenge in Malawi. She suggests that empowering young people with skills will enable them generate income whilst in their rural set up thereby reducing their levels of poverty, urban migration as well as their vulnerability of getting HIV and AIDS and other sexually transmitted infections.

"INTER- SCHOOL PEACE BUILDING AND FIGHTING TRIBALISM" is a project that involves university students working with secondary school students across all tribes to foster peaceful coexistence; not just as members of different tribes, but also as the young people of Kenya whose future is threatened by the ethnic division. Mike Mburu, Commonwealth Youth Representative, Kenya stresses the need to put in place deliberate efforts especially in Africa to break the barriers of tribes and unleash the potential of young people in development and democracy.

INCREASING YOUTH PARTICIPATION IN POLICY PROCESSES AND DEMOCRATIC GOVERNANCE: CAMEROON by Sanyi Emmanuel Sanyi

Young people constitute a major force within the framework of socio- economic and political life of the Cameroonian society. Despite being the most populous group, making up for close to 60% of the total population, youth participation in processes of public policy design, implementation and evaluation is relatively low, with little input or influence in decision-making processes that affect them.

The situation is more challenging when we take the case of young women and other vulnerable groups of young people such as the physically handicapped. This situation of low or no participation by these groups gives room for the creation of a second class of citizenry and opens avenues for marginalisation thereby promoting under-development. These marginalized groups face several disadvantages, including living in psychological confinements, high rates of unemployment, social exclusion and discrimination, and lack of information.

Over the years, governmental structures and programmes to take care of development have been created with little consideration given to the aspirations of young people. Examples of such are; the Poverty Reduction Strategy Paper for Cameroon, the National Governance Programme which rarely speaks of youth as an important fraction for consideration within the governance process of the country. In 2004, the President of the Republic took a very important step towards young people as he created the Ministry of Youth Affairs. Within four years of existence, the Ministry though making considerable effort to bring empowerment to young Cameroonians is yet to fully design and implement actions that would alleviate their situation in terms of effective participation in processes that facilitate their total integration and the consideration of their opinions and aspirations as citizens to the development of the Nation.

What is it that hinders youth participation in processes of decision making in Cameroon? What impedes young Cameroonians from understanding their rights and obligations as citizens of the nation and contribute in consequence to its development? The December 19, 1990 law No: 90/053 on the liberty of association and expression in Cameroon has permitted young people to form themselves into Movements, Associations and NGOs to work for the common interest of their communities. These structures continue to provide empowerment while creating opportunities for young Cameroonians to learn skills and competences necessary for them to effectively take part in nation building. Government departments and other International Organisations are also steaming up work to make youth voices heard within development circles of the Cameroonian Nation.

PROJECT BACKGROUND

In September 2007, the World Bank Office Paris, in partnership with UNESCO Cameroon, and the Organization International de la Francophonie organized a Capacity building workshop for youth leaders on participation in public policies. During this training which LOYOC Cameroon actively took part in, it was noticed that young people have the will to make meaningful contributions to the development of public policies favoring local communities such as the PRSP, the National Governance Programme, the National Development Plan, and the National Youth Policy.

Besides the above initiative to provide training for young people supported by development partners, young Cameroonians continue to take action at different levels to ensure that their voices are heard and that they effectively participate in decision making processes. We can count in thousands, the number of youth Associations created and led by young people to address different development concerns of their communities. Their efforts impacts on the way policy issues are handled in Cameroon no matter how small the influence, though dispersed due to the absence of a structure to capitalize on these competences and actions such as the National Youth Council.

Faced with the above challenges and the fact that Cameroon validated its National Youth Policy document in October 2006, a document which defines strategic orientations for the socio-economic empowerment and development of the youth, and is in the process of creating the National Youth Council, the Local Youth Corner Cameroon (LOYOC) in a bid to enhance the capacities of young people to make meaningful contributions therein proposed the 'Youth Action Project'. This project sought to bring training and information to young people in a bid to prepare them for greater participation in national policy development processes that concerns them and local communities. The project engages young people and decision makers in training and dialogue for greater involvement; the later in processes that favour development.

Supported by the World Bank through its Country Civil Society Support Fund and the Commonwealth Youth Programme Africa Centre, RYC innovative Project Awards schemes this project falls in line with the Local Youth Corner Cameroon Civic Engagement and Youth participation programme and the partner Organisations' interest to support actions that promote young people's participation in processes favouring development. Within the project, three advocacy training workshops were held and a good number of advocacy meetings with partners of youth.

Goal

To promote effective youth participation in civic engagement action and increase the capacity of young people to effectively contribute to community and national development efforts.

General Objective of the Project

To develop the capacities of youth leaders to formulate, undertake, monitor and evaluate advocacy strategies and actions favouring development at community and national level.

Specific Objectives

Specifically, the project sought to achieve the following:

- Imbibe leadership and advocacy actions skills
- Build the capacity of youth leaders in civic engagement and community mobilization
- Engage young people in discussions around effective participation in public policy formulation, implementation and M&E
- Increase youth awareness on democratic governance and policy processes
- Build consensus of young people and effectively undertake advocacy towards concerned stakeholders on identified policy.

Profile of Participants

The training and advocacy action sessions in Yaounde, Bamenda and Kumba brought together 85 leaders of youth Associations aged 18 – 35, spread in groups of 30 within the three towns of Cameroon.

These youth leaders came from the following youth sector;

- Youth Associations
- Youth with disabilities
- Religious youth movements
- Formal and Non-formal education communities such as colleges, Universities and professional training centres.

Towns of Implementation

May 16 – 17, 2008 Yaoundé (Centre Province)

May 22 – 23, 2008 Bamenda (Northwest Province)

May 27 – 28, 2008 Kumba (Southwest Province)

Project Content

The following issues will be addressed during the execution of the training and advocacy phases of the project:

- ❖ Understanding advocacy
- ❖ Identification of an advocacy area of focus
- ❖ Tools for effective Advocacy
- ❖ Elaboration of an advocacy strategy
- ❖ Execute an advocacy
- ❖ Monitor and evaluate an advocacy action
- ❖ Communication and leadership
- ❖ Youth dialogues with community and other opinion leaders.

Expected Outcomes

- 90 young people representing young women, handicaps and leaders of youth associations from the towns of Yaoundé, Bamenda and Kumba, Cameroon were expected to be trained;
- They identify strategies to help resolve some of the problems of youth participation within their communities and Cameroon in general;
- Youths from vulnerable groups be empowered with skills brought to them by the representatives from their respective Associations;
- A youth advocacy group for greater participation in policy and development action within these communities and Cameroon be created at the end of the pilot phase of the project.
- Trainees engage decision makers, community leaders and other stakeholders in advocacy dialogues.

Participants Expectations and Fears

During the training phase of the project, participants expressed their expectation as captured below;

- ❖ Inability to understand and transmit knowledge learnt
- ❖ That they be able to acquire knowledge and skills necessary for intervention on advocacy
- ❖ The capacity to sensitisation other young people and youth organisations
- ❖ Participants will gain leadership skills
- ❖ Know the rights of youths and how to become a leader
- ❖ Learn how to communicate skills
- ❖ Know what advocacy is all about
- ❖ Learn how to write projects, manage engagements and group crisis
- ❖ Learn strategies on how to create employment
- ❖ Learn how to associate with the society and decision makers
- ❖ Contribute to the success of the training in terms of participation

They equally expressed fears captured as follows;

- ❖ Time will not be respected
- ❖ The participants at the training may not be able to sensitise the masses
- ❖ Participants will not be able to transmit the knowledge acquired during the training to their peers
- ❖ That resolutions and actions proposed may not be implemented
- ❖ Participants will not benefit from the training
- ❖ The management/organisation of the training workshop will not be well done
- ❖ Participants will not be able to serve as models
- ❖ Participants may not see the importance of the workshop

Methodology Used in Project

The working methods of the training were to facilitate the sharing of information and understanding for the development of new competences in advocacy and civic engagement by participants. The training session consisted of plenary sessions and working/reflection groups. Trainers also built on the experiences of the youth leaders during the trainings to open conversations and dialogue through focus group discussions, facilitated dialogue and role plays which contributed to the learning and the sharing.

Execution of the Project

A total of 85 youth leaders were trained in the three towns; Yaounde, Bamenda and Kumba. The training in each town took two days beginning from 8.30 am – 5.30 pm for the two days.

The youth action project was facilitated by the following resource persons;

Levy Herve M. Oyono, has worked in the field of youth development for over ten years now. He is a Consultant on development currently attached to the Ministry of Youth Affairs Cameroon as, Head of Division of Training on the Support Programme for Rural and Urban Youths (PAJER-U). This programme aims at providing young people with training and financing for the creation of micro enterprises.

Ndikintum George Wanyu, is a junior development consultant and holds a Masters Degree in Development and Projects Management. He has worked for over four years as Programme Officer for Local Youth Corner Cameroon. For two years today he has been consulting with Development Capacity Building Centre (DCBC) a Management Consulting Firm situated at Rue Ceper, Quartiere Elig Essono, Yaounde.

Sanyi Emmanuel Sanyi, currently serves as National Coordinator for Local Youth Corner Cameroon. He is a Consultant on youth development and has worked on a wide range of projects with Government departments in Cameroon especially the Ministry of Youth Affairs to develop programmes and policies favouring youth participation. He also serves as Commonwealth Youth Caucus Representative for Cameroon.

These Resource persons animated the training sessions and at the end of these participants agreed on some advocacy themes that would be used in the second phase of the project being executed on a rolling bases and involves meeting public opinion holders and decision makers.

The closing ceremonies of the trainings were presided over by different officials of the Ministry of Youth Affairs who lauded the efforts of the organizers and trainers. In Yaounde, **Mrs Mua Epo Anne**, Research Officer No 1 at the Ministry of Youth Affairs closed the training, while **Mr Neba Otto Che**, Provincial Delegate for Youth Affairs for the Northwest Province closed the training for Bamenda. **Mr Tankwa Festus**, Divisional Delegate for Youth Affairs for Meme, Kumba closed the training in Kumba South West Province. They all called on participants to make use of the knowledge acquired during the training to build more peaceful communities and country while advocating for greater involvement of young people in processes of decision making. They expressed their readiness to encourage such initiatives. Certificates of participation were handed to participants.

Outcomes of the Project

As per the expectation of the training workshops, participants reflected and agreed to engage different stakeholder in effective advocacy on the following themes which directly affect them as young people and in function of the project;

- The professionalisation of the education of youths
- Citizenship and youth participation
- Corruption and good governance

The concept of the Youth Development and Peace Network was also shared to the young people of the different towns. In Bamenda, Mr. Ignatius Kukwa Kombe of Local Youth Corner Bamenda branch was entrusted with the responsibility of organizing follow-up activities concerning the project in terms of advocacy meetings and other actions as regards the YDP. Mr. Ngala Elvis Tawe, Coordinator of Students Forum for Peace Kumba was equally entrusted with the responsibility for the town of Kumba.

Initially planned for Yaounde at the end of the training, the Press Conference to mark the end of the training and start of the advocacy phase, rather took place in Kumba at the end of the training workshop considering the timing of execution by the donors. This Press Conference brought together Media people from the following Media Organisations; Cameroon Radio Television (CRTV), The Herald Newspaper, The Post Newspaper, Eden Newspaper, Cameroon Express Newspaper, Ocean City Radio covering the Southwest and Littoral provinces, and Lakeside Radio covering the Southwest Province. Engagement with Journalist of these Media Organs was part of the advocacy strategy to attract public opinion on the plights and aspirations of young people as regards their participation in decision making processes in Cameroon.

In the end, participants attested to have learned about the following;

- ✓ The rights and responsibilities of young people
- ✓ How to become leaders and taking active part in community building as a civic responsibility
- ✓ How to communicate within the framework of advocacies
- ✓ How to manage situations in terms of conflict and other forms of crisis within groups and more especially crisis emerging as a result of youth participation and advocacy
- ✓ What advocacy is all about including skills and competences needed to effectively undertake one
- ✓ Understanding on how funding for advocacy and other youth projects work and how to mobilize these funds
- ✓ How to mobilize young people and other opinion holders to support a cause of right as regards influencing public policy processes as a young person
- ✓ How to draw the attention of young people to engage in civic actions that gives value to their existence, education and lives
- ✓ How to effectively contribute to the development of their communities.

Plans for further learning and knowledge sharing

Participants equally agreed to work on an initiative titled “**YA Platform 2015**” which shall seek to develop more advocacy and lobbying actions in a bit to increase youth involvement in public policy development and governance processes in Cameroon.

This platform shall also be used for continuous learning and sharing of knowledge, information and experiences on Youth Civic Engagement Actions.

Challenges Encountered

The major challenge faced in the implementation of the project was the late disbursement of funds which retarded the smooth implementation of the project. This late disbursement of funds also caused major alterations in the initial plans of execution of the project that is; the advocacy action phase had to be implemented immediately after the project with participants meeting public authorities on dates clearly negotiated in advance. This was not possible as most public authorities were not available to engage with participants during the moments of the training. Thus advocacy engagement encounters will only take place later on after the project.

Proposals for further Action

The major proposal for further action is that funding be made available in due time for Organisations to effectively execute funded projects as planned in the project proposal submitted during application.

Financial Balance Sheet

The Youth Action Project was executed with joint funding from the World Bank Civil Society Support Fund, the Commonwealth Youth Programme through the RYC Innovative Project Awards Scheme, and the Local Youth Corner Cameroon. The financial balance sheet presents accounts as expended during the execution of the project and highlights on contributions made by each partner as a function of funding received.

MODULE I: ADVOCACY

Title **What is an advocacy?**

Objectives

- Define advocacy
- Identify the activities of an advocacy
- Determine the steps of a successful advocacy

Plan

- Definition of advocacy
- Aim of advocacy
- Activities of advocacy
- Fundamental elements of advocacy
- Steps of an advocacy

Methodology

Throughout this module plenary presentations, brainstorming, input and focus group work was principally used as the learning method. The following questions guided the discussions...

- ... What is an advocacy?
- ... What is usually meant by advocacy?
- ... What are the different meanings you give to advocacy?

Participants

An idea one has to influence another person's idea in the right direction.

Definition

Bold steps of corrective measure to improve upon a situation.

Actions undertaken by a man or woman to better up the society.

Image



These questions guided the reflection on the picture presentation

- what do the following images signify?
- What actions can be taken to improve on the situation they depict?
- Who are those to carry on these actions?
- What are we going to do for those concerned to do it

Image 1

In the first image the participants see an abandoned child with no clothing, a refugee of war, poor living conditions and an underdeveloped environment, a victim of disaster, misery and an underprivileged child, malnutrition and a less developed country.

Image 2

In the second image they see a local market, someone selling plantains, poverty and famine, self-employment, fight for survival, a woman in action with farm to market products.

Having situated participants within the framework of advocacy, the facilitator introduced the following definitions of advocacy.

Defining Advocacy

- Advocacy is an action aimed at changing the policies, opinions or programmes of an institution, what ever it may be.
- Advocacy means to argue in order to defend or recommend an idea in front of other people.
- Advocacy means to take the floor, capture the attention of a community on a crucial question and direct decision makers toward a solution.
- Advocacy means to work with other people and organisations in order to make a difference.
- Advocacy means to put a problem on the agenda, map out a solution to that problem and put in place a support to act on the problem and on the solution
- Advocacy can regroup a number of specific ac Advocacy consist in different strategies aimed at influencing decision making at local, provincial, national and international levels.
- Advocacy is the action of people, taking part in the process of decision making that influence their life.
- Activities in a short term in order to

Advocacy diagram

Influencing a situation

Find solution

Identify problem

Change of policies and programmes

Purpose of advocacy

A successful advocacy aims at influencing decision making and policies implementation through :

- Informing and/or training leaders, decision makers and those who implement policies ;
- Reforming policies, laws, existing budgets, and setting up new programmes ;
- Making structures and process of decision making more democratic, open and 'responsible'.

Advocacy Activities

Advocacy covers the implementation of three independent and/or complementary activities :

- **Opinion campaigns**

- **Lobbying**
- **Participating in local, national or international events**
- Opinion campaigns are done through information, education and communication (IEC) activities, social marketing, etc.
- Lobbying concerns activities to persuade decision makers

In a participatory sharing session participants sort to better understand how to carry on an opinion campaign and what lobbying meant. At the end of the session participants were given the fundamental elements of advocacy.

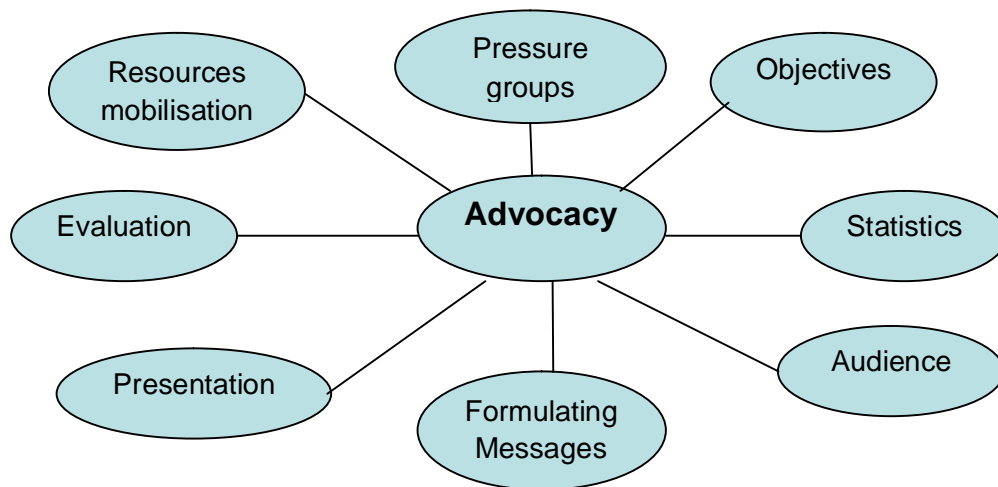
Fundamental elements of advocacy Participants were made to understand that to advocate things must be done in a systematic manner. The facilitator introduced the various steps of advocacy which would constitute the content of the proceeding sessions.

See figure below

Advocacy steps Advocacy follows five mains steps :

1. Identifying the issues ;
2. Formulating and selecting solution(s) and strategies ;
3. Formulating messages ;
4. Implementing strategies ;
5. Evaluation.

Fundamental elements of advocacy



MODULE II: IDENTIFYING ADVOCACY THEMES

Title Identifying Advocacy Themes

- Objectives** The objectives of this session were that participants be able to:
- Use quantitative and qualitative data to evaluate a social, cultural or economic situation;
 - Identify problems and needs in the perspective of an advocacy;
 - Choose one or many advocacy themes.

- Plan** The plan for this session included:
1. Analyzing the situation
 2. Identifying problems and needs in the perspective of an advocacy ;
 3. Choosing one or many advocacy themes.

The facilitator started by making recourse to the images used during the images used during the first session. This was for participants to know that before proceeding to a situational analysis one must be conversant with the situation, able to identify problems and needs, present them with clear facts and in a convincing manner. After presenting the factors that can facilitate the use and misuse of data, there was a question and answer session to show participants understanding of the topic.

In a brief discussion exercise enabled participants to define or describe situational analysis as;

An examination or scrutiny of a particular state of affairs or condition.

- Methodology** During this module, presentations, brainstorming and Focus Group Discussions were used in the learning and the sharing of experiences.

- Analysing the situation** Situational analyses takes place with the help of quantitative or qualitative data. Data can be used to:

- Identify themes for actions as concerns policies ;
- Widen the range of possible solutions to a problem ;
- Influence what one deems changeable or doable in the process or formulating policies ;
- Influence directly decision makers (the main target audience of an advocacy programme) ;
- Inform media, the public or any other person who indirectly influence decision makers (secondary target audience) ;
- Quantitative data are presented as statistics and indicators that can be objectively verified (eg: unemployment rate, school level, vaccination coverage, etc.)
- Qualitative data are presented as appreciations of a situation or an environment.

- Factors that facilitate the use of data** *The following factors were explored;*

- The information need of decision makers are taken into account during the conception of the study.
- Research is done by an organisation which decision makers deem credible and reliable.

Factors that hinder data use

- Research concentrates on some questions which can be answered.
- Results are presented on formats adapted to respond to the needs of each public.
- Results are disseminated to many audiences through different channels. Audiences receive the same message from different sources.
- In presenting results to decision makers there is need to insist on important lessons earlier learned on the need to make advanced research.
- Questions and results are not relevant decision when it comes to policies.
- This is the bad moment: research evaluated questions or programme of yesterday.
- Research is carried on or presented by an organisation or an individual who was not deemed credible by decision makers.
- Results are not conclusive or subjected to totally different interpretations.
- Results are not welcomed because they are negative and/or not presented with good solutions at the level of policies.
- Results can not be generalised
- Results are presented in long, technical reports, full of jargon.
- Results are not widely disseminated.

Identifying problems for advocacy

After having identified problems and need expressed in the preceding analysis phase, the question is now to determine who can be subjected to advocacy.

This identification is done by appreciating each problem. Normally, any problem can be subject to advocacy. This appreciation enables one to organise and choose among the various problems one important and urgent problem to address.

Choosing an advocacy theme

We choose a theme according to the importance we recognise in it. Priority is given on the bases of evaluation according to criteria we deem relevant. These criteria can be:

- The scale of the problem to solve, based on an idea one has of the extent of the problem in terms of demographic and/or geographic importance ;
- The seriousness of the problem to solve, based on an idea one has of the extent of the problem in terms of its importance to the population concerned or for the society in general ;
- The opportunity in terms of funding ;
- The concordance between the theme and national or local priorities (policies and strategies) ;
- The relevance of the theme for the development of the target.

At the end of this module participants in all towns had a practical session during which they identified the following areas for advocacy action for young people, these areas include;

The unemployment of youths in Bamenda

The problem of Francophone teachers in Anglophone schools

Most children in Bamenda do not go to primary school

MODULE III: FORMULATING AND SELECTING SOLUTION(S) AND STRATEGIES

Title	Formulating and selecting solution(s) and strategies
Objective	<ul style="list-style-type: none"> • Define objectives • Define solutions to problems being subject to advocacy ; • Choose strategies and activities • Identify advocacy targets
Plan	<ol style="list-style-type: none"> 1. Defining goals and objectives 2. Choosing solutions 3. Identifying strategies and activities 4. Identifying targets <p>This was purely an input session to enable the participants understand how to define objectives, identify solutions, choose strategies and identify target audiences for their advocacy themes:</p> <p>It was facilitated by questions and answers from the participants and the facilitator. The answer session was participatory for participants were motivated to give answers to the questions that arouse and the facilitator only came in to throw more light.</p>
Methodology	During this module, presentations, brainstorming and Focus Group Discussions were used in the learning and the sharing of experiences.
Goals and objectives	Generally, it is better to focus on a number of objectives we can realistically achieve. The goal of our subject is our advocacy effort. This means what we hope to achieve in the next 10 or 20 years. Advocacy goal can be general. For example 'reducing children malnutrition for better children health' or 'offering a sure and efficient family planning to all families wishing to prevent a pregnancy'. Our goal can be our vision.
Objectives of Advocacy	of An advocacy objective aims at changing policies and programmes of governments, institutions, communities or organisations. Our advocacy objective is what we want to change, how and when. Generally, the deadline for an advocacy objective will be 1 to 3 years. An objective is a progressive and realistic step towards the achievement of a more general goal or a vision. It is not a general goal itself (e.g: increase the use of

family planning in couples). The objective should focus more on a specific measure that an institution can take.

When you define your objective, you should be as clear as possible in order to put in place an efficient strategy to achieve your goal at the level of policies change. You should know the target institution and the decision maker concerned in order to set up a convincing communication plan and see how you can influence the process of decision making. The advocacy objective should be specific and measurable for you to know if you have achieved it within the deadline you planned /time you fixed for yourself.

Criteria to validate objectives

What is a criterion?

- A criterion is the set of questions and/or norms used to choose a goal or to compare objectives.
- Are there qualitative or quantitative data proving that we can reach an objective; a situation will really be improved on?
- Can an objective be reached even when it faces opposition?
- Is the goal/objective backed/supported by many people? Do people care enough about this goal/objective before undertaking action?
- Will you be able to get funding or other resources to support your work on the goal/objective? Can you clearly identify key decision makers? What are their names or positions?
- Is the goal/objective easy to understand?
- Is the deadline to reach the advocacy objective clearly set up and realistic?
- Do you have solid connection with the necessary key people or organisations that will help you reach your objective?
- How will the objective help create new connections with other NGOs, leaders or parties involved?
- When trying to reach the objective, will people have the opportunity to better know the process of decision making and better take part in it?

Choosing solutions

Here, you should choose activities and operations that will better meet up with the achievement of the objectives. This choice depends on the relevance of these activities, on their efficiency to reach the results and on their effectiveness.

Identifying audiences: Primary and secondary audience

What is a primary audience (I)?

- The primary audience includes decision makers who have the necessary authority to influence directly the result of your objective.
- They are the people who actually approve policy change.
- These decision makers are the primary 'targets' of an advocacy strategy; without them, there will be no change.

What is a secondary audience (II)?

- Secondary audiences are people (individuals and/or

groups) who can influence decision makers (primary audience).

- The opinions and actions of these groups of 'influential people' are important in order to achieve the advocacy objective in the sense that the affect opinions, will and actions of decision makers.

- Your secondary audience can contain resistance and even opposition forces to your objective. In this case, it is extremely important to add these groups on your list, learn more about them, and take it into account when mapping out your strategy.

Criteria to control targets

- The exact role of the audience in decision making,
- Facility to reach the audience,
- Available time.

Method to study audiences

- Observation
- Study/surveys
- Group discussions
- Interviews

In order to test the understanding of the audience on the choice of primary and secondary target, the theme: **Most children in Bamenda do not attend primary school.** As *primary audience* we had: traditional authorities and *secondary audiences* included parents and the children.

MODULE IV: FORMULATING MESSAGES

Title 4. Formulating messages

Objective The objectives of this session were that at the end, participants should be able to:

- Formulate messages to pass on during advocacy.
- Identify key elements of a message.
- Choosing presentation modalities of a message according to the target.

Plan

1. Defining a message.
2. Key elements of a message.
3. Basis of messages in terms of advocacy.
4. Presentation modalities of a message in relation to the target.

Methodology During this module, presentations, brainstorming and Focus Group Discussions were used in the learning and the sharing of experiences.

Defining message

a The participants through brainstorming defined a message as:

A piece of information from a speaker to a listener; an idea to pass through; a group of words that bring out an idea; information from an encoder to a decoder who has to make meaning out of it; expression of feelings.

This was complemented by the facilitator for a clear understanding that;

- A «message» is a succinct and convincing idea on your advocacy topic which clearly expresses what you want to achieve,

why and how.

- A message therefore expresses :
 - ✓ What you want to achieve ;
 - ✓ Why you want to achieve it (positive results of an action undertaken and/or negative consequence of inaction) ;
 - ✓ How you suggest it should be achieved ;
 - ✓ The action you would like the target audience undertake

With that understanding, the facilitator continued by presenting the key elements of a message.

Key elements of a message

The effective content itself is only part of a message. Other non linguistic factors, like the person presenting the message, the place where the message is being presented, the moment when the message is being presented on are equally important, or more important the content alone. In addition, it happens sometimes that what is not said conveys a stronger message than what is said. Thus, the key elements of a message involve:

- Content/ideas: what ideas do you want to communicate? What are the arguments you will use to convince your audience?
- Language: which words will you choose to clearly and effectively pass on your message? Are there words you should not use or words that should not be used?
- Source/messenger: whom will the audience answer to; will it find him/her credible?
- Modality : which are the occasions during which you will present the message in order to have a maximum impact: a meeting, a letter, a flyer or radio/TV broadcast
- Time and place: when is the best moment to pass on your message? Is there a place you could pass on your message to increase its credibility or give it more political weight?
- Present an invariant message constantly to the target audience through various channels for a long period.
- Check if the message is passed through a source a specific target audience deems credible or authentic.
- Create a message the audience will understand. In other words use the 'language' of the target audience.

Three pieces of advice to formulate and present messages

Proposed forms to present a message for organisations in charge of advocacy

- Meeting with organisations leaders and personnel
- Fact sheets that are easy to use
- Tables and illustrations
- Brief computer assisted presentation
- Information meeting for advocacy organisations

Proposed forms to present a message for decision makers and influential people

- Face to face formal or informal meeting
- Informal conversation during social religious, political or commercial gatherings
- Letters : personal, organisational or coalition
- Support groups
- Field visits
- Fact sheets

Proposed forms to present the message in Media

- Booklets or brochures
- Tables or illustrations
- Brief video presentations
- Computer assisted presentations
- Computer assisted Interactive programmes for designing
- Presentations with slides
- articles in newspapers or advert
- Commentaries or reporting over the radio or TV
- Press releases
- Press conference or media event
- presentation for journalists
- Tables or illustrations
- Fact sheets or general data
- pocket/press kit
- Letters to the editorial staff

Proposed forms to present the message to a wider audience

- promotional Articles (eg: Pens, Pencils, Hand Bands, etc)
- Banners
- Presentations during meetings or community gatherings
- brochures, flyers
- Announcements or articles in newspapers
- Fact sheets
- Radio talks
- TV talk shows or news
- Community report review

MODULE V: IMPLEMENTING STRATEGIES

Title

Implementing Strategies

Objective

- Enable participants understand and influence the process of decision making.
- Plan advocacy activities.

Plan

1. Understanding the process of decision making.
2. Plan advocacy actions.

Methodology

During this module, presentations, brainstorming and Focus Group Discussions were used in the learning and the sharing of experiences.

Strategy and Understanding Decision making processes

In a discussion exercise a strategy was defined as:

- ❖ A Way/steps followed to achieve a set objective.
- ❖ It is the method/system adopted to solve a problem.
- ❖ It is a plan of action.

In like manner through brainstorming, participants gave their understanding of the decision making process as;

- ❖ A procedure you take to arrive at a result.
- ❖ Process you take to achieve what you want.
- ❖ Life span of matters/issues affecting the lives of persons either decision makers or others.
- ❖ A road to achievement of set objectives.
- ❖ Collection of ideas to come out with solutions.

- ❖ Debate the collection of wants.

This was complemented by the facilitator who referred to the decision making process as:

It is the overall steps through which decisions are taken. It appears under two forms: the formal process and the informal process

- The formal process is the official procedure of decision making, as stipulated by the law, procedure documents or organizational policies.
- The informal process involves activities and procedures that happen simultaneously with the formal process but that are not requested by law, politics or organizational procedure. It is therefore a process that entirely takes place out of the official process.

After the participants must have understood the decision making process, they would know the various stages they need to follow in order to influence policy making. To this therefore, they were introduced to the steps of the decision making process.

The steps of the decision making process	<ol style="list-style-type: none"> 1. Set up policies ideas and proposition in decision making entities. 2. Formally introduce the policy proposal in the decision making process. 3. Examine and deliberate. 4. Decision making. 5. Decision follow up: this means implementing the policy or going back to the previous step.
Plan actions	From the actions identified and adopted as the ones to be taken when identifying themes, it is therefore appropriate to programme them, mobilise all resources to realise them and to take all disposition for this.

Table 12: The process of decision making of policies

MODULE VI: EVALUATION OF ADVOCACY

Title	Evaluation of advocacy	
Module Objectives	The objectives of this session were that at the end, participants should be able to:	
	<ul style="list-style-type: none"> • the relevance, effectiveness, efficiency and coherence of actions. • which extent the objectives have been reached • most adequate and appropriate objectives and actions. 	<p style="text-align: right;">Appreciate</p> <p style="text-align: right;">Assess to</p> <p style="text-align: right;">Identify the</p>
Plan	The session consisted in;	
	<ol style="list-style-type: none"> 1. evaluation. 	Defining

2. Set up an evaluation framework.

3. The steps of evaluation.

4. Using evaluation data to improve on one's advocacy projects.

Methodology During this module, presentations, brainstorming and Focus Group Discussions were used in the learning and the sharing of experiences.

Defining Evaluation The following questions guided the brainstorming exercise to let the participants remain within context.

- ...what is evaluation, in general?
 - ...what is an advocacy evaluation all about?
- To the participants evaluation meant;
- ❖ An assessment.
 - ❖ A re-examination – negative/positive
 - ❖ To cross check something
 - ❖ A critical look at something.

Setting up an evaluation framework

- The evaluation framework is the platform from which we shall prove or justify that our actions rightly took place and that we reached our implicit and explicit objectives.
- Consequently there are two types of evaluation frameworks: an evaluation framework for activities and an evaluation framework for objectives/results.
- These frameworks go sometimes with evaluation structures that give more details on the evaluation process.

The steps of evaluation An advocacy evaluation, like any other credible evaluation includes 4 main steps:


- Planning consist in setting up a framework and a chronogram of evaluation activities
- Data collection and analysis are the heart of the evaluation because during these phases, information that enable appreciation are produced and treated
- Reporting means to produce and present evaluation reports
- Retroaction aims at introducing in future advocacies, lessons drawn from the advocacy evaluated


Training Evaluation

The following questionnaire guided the evaluation of the training workshops.

1. What are your impressions at the end of this training workshop?


2. How can you evaluate this training workshop?

 **General organization:** Excellent Very good Good Average Poor

 **Content:** Excellent Very good Good Average Poor

 **Methodology used:** Excellent Very good Good Average Poor

 **The training team:** Excellent Very good Good Average Poor

 **Working sessions/group work:** Excellent Very good Good Average Poor

 **Participation of participants:** Pro-active Active Passive


 **Interaction within the training:** Excellent Very good Good Average Poor


3. How relevant is this training to your work as a youth leader?

4. How do you intend to use the knowledge acquired during this training?

5. What did you particularly like during the training?

6. What did you not like?

7. How could we improve on:
 The content of the training?

 The training team?

 The general organization of the training?









8. What strategy can we adopt to keep us working together within this project?

Evaluation outcomes

At the end of the training workshop, analysis of evaluation results of the project indicates that participants:

- Developed new skills in advocacy,
- They also developed new communication and leadership skills in function of the objectives of the project
- They developed new competences and aptitude required to positively engage public authorities especially those in decision making positions
- They gained skills required to transfer and/or share knowledge acquired through the training
- Most of the youth leaders were attending a training workshop on advocacy directly targeting the participation of young people in decision making processes
- For most of them, it was now clearer, the difference between rioting and effectively advocating.

Besides the general evaluation, they equally agreed that:

-  General organization: was very good
-  Content: Excellent
-  Methodology used: Excellent
-  Delivery of the training: Very good
-  The training team: Very good
-  Working sessions/group work: Good
-  Participation of participants: Pro-active
-  Interaction within the training team: Very good

The participants and training team made the following proposals for the future:

- That more time be allocated for practical exercises to be carried in order to deepen understanding
- That some opinion leaders directly concerned with pushing the youth participation agenda be invited to have a direct interaction with youth leaders at the training grounds

About our Organisation

Local Youth Corner Cameroon (LOYOC) is a national, non-governmental, non profit making, youth centered organization working with young people between the ages of 15 and 35. We are an Organization formed as a response to the increased frustration and alienation of the Cameroonian youth, who find themselves at the crossroads of decision making. These young people are equally plagued by the low level of participation in processes favoring national development such as policy formulation, implementation and support, coupled with the high level of unemployment and the increase in diseases especially the HIV/AIDS pandemic.

Created on January 10 2002, LOYOC Cameroon's programmes on youth development span from the running of non-formal peer-to-peer trainings, intervention and support on HIV/AIDS, Human Rights and Peace-building. It also seeks to provide sustainable livelihoods for young people especially those from disadvantage and vulnerable groups. It operates an orientation and counseling service and youth development library. Over the years, the organization has developed its capacities to be able to train young people and communities to take active part in community and national development processes.

LOYOC Cameroon is part of a good number of networks in Cameroon composed of national youth associations and movements, whose objectives are to influence public policy and decision making process favoring youth empowerment, participation and national development. Examples of these networks are;

- Youth Development and Peace Network (YDP) of the World Bank Cameroon Office where its National Coordinator actually serves as Cameroon Chapter of the network,
- LOYOC-Youth-School Network for the fight against HIV/AIDS,
- PRSP-Youth National Network for the advocacy on youth Employment and Vocational training in Cameroon (PRSP-YOUTH).
- International Students Conference on AIDS and the UNMDGS-Cameroon Chapter (ISCaids).
- Global Youth Action Network (GYAN).

While developing its capacity to be able to generate income destined for programme delivery, LOYOC Cameroon continues to depend on partner funding to run its programmes. The Organization is committed to meeting the youth where they have need. It strives to improve upon youth socio-economic, health and educational standards. It operates five branches in four provinces of the Republic of Cameroon and empowers the youth to live and act as partners in development.

APPENDIX 3: PHOTO GALLERY OF THE PROJECT

Mrs Mua Epo Anne, Research Officer No 1 at the DEPCO, Ministry of Youth Affairs Cameroon and Participants pose for a photo at the end of Training 1 in Yaounde. Mr Tankwa Festus, Divisional Delegate of Youth Affairs Meme and Participants at the end of training 3 in Kumba





Mr Neba Otto, Provincial Delegate for Youth Affairs, Northwest Province pose for a photo with participants at the end of training 2 in Bamenda Participants showcase their certificates and express determination to take action for change within their communities.

Participants brainstorming in session

Certificate of Participation at the YAP



APPENDIX 4: Cuttings of Press reports from different Press Organs on the Project



BACKGROUND INFORMATION

This project was a product of several brilliant inputs from the Kenya RYC, the CYP staff, the Ministry of Youth staff, the Regional Youth caucus and students from Kenyatta University (KU).

The project initially started as a partnership with the Kenyatta University Peace Week which was a very successful activity held in the week starting 11th March. Though the RYC did not contribute any financial support to the initiative, his contribution in ideas and serving in the funds mobilization committee not only made him actively involved but also refined his ideas of an intervention project.

During the RYC capacity building workshop in Zambia in February 2008, immediately after the 2007 Kenya post election violence, the idea to seek intervention in the face of a total collapse of peace and stability in Kenya enjoyed a major boost in ideas from the think tank of the Commonwealth Regional Youth Caucus of the Africa region.



Members of the university team championing anti tribalism in secondary schools pose with the Kenya RYC (far left standing)

The caucus brainstormed on the most effective measures to be undertaken to reach out to the youth who were the most affected group in the violence. The following pointers were clear

- Most of the rioters who were shot down by the police were young men
- The police force, mainly comprised of youth men, also lost some members to angry youth protestors.
- Most of the people hacked, out of the 1,333 who lost their lives, were dominantly young men
- The inciters and funders of the violence were certainly old politicians
- The youth were distinctly divided not necessarily along political lines but on purely tribal basis.

These factors prompted the need for urgent intervention measures targeted at young people. With a clear strategy of fighting negative ethnicity even after chaos had cooled down following a political power sharing agreement, the RYC mobilized funds from the Commonwealth Secretariat to undertake peace building activities.

The central focus of the project was young people in secondary schools to act as peace ambassadors in their respective communities and also transform their tribal attitudes.

Why the Secondary school students?

The education system in Kenya is a contributing factor to negative ethnicity. Students upon completion of primary school join the secondary school closest to their home; as a matter of policy. They join District, Provincial or National school in that order (the form 1 selection quota system).

The result is that the student finds him or herself in the very same environment throughout the school life which is the most crucial stage in terms of social development. This is a prerequisite for tribalism as the students do not learn how to interact with other tribes; not even in inter- school activities.

The school offers the platform to meet young people from diverse backgrounds even within the same ethnic group. For example, a school with predominantly students from the Luo community which is to the furthest west of Kenya will have students with diverse background and attitudes. Reaching out to them within the school setting and having peace building forums with university students from all over the republic representing different tribes will have an impact on the way they perceive other tribes.

The appeal is usually to pass on the anti tribalism message to those in their respective societies whom we can possibly not easily have access to.

Closing the gap:

There exists a gap between the rural and the urban youth. Generally across all tribes, the people in the rural areas tend to be more tribally inclined than their urban counterparts. I have researched without success to get a good Understanding of why all the 8 provinces in Kenya are predominantly one tribe inhabited (save for Nairobi).



The Kenya RYC stressing a point to the students

Rift Valley:	the Kalenjin
Central Province:	the Agikuyu
Western:	the Abaluhya
Nyanza:	the Luo
Eastern:	the Akamba
Coast:	the Mijikenda

North Eastern: the Somali.

That notwithstanding, the gap between the two groups of young people can only be closed through education. That explains why the project brought on board academic matters; the university students are well placed to encourage the youth to go for higher opportunities in education.

Building a team:

To have a national outlook and be more effective, the RYC identified and trained 12 young people from the university (Kenyatta University) to assist in pushing forward the peace agenda. Most of the tribes and provinces are represented and this gives a good link to any of the provinces in reaching out to the youth.

Having been identified, the youth had to be made well versed with the CYP programmes and its role as an inter-governmental agency in conflict resolution and peace building.

The RIPA initiative:

The RYC Innovative Projects Award could not have come at a better time.

This is a financial resource set aside by the Commonwealth Youth Programme that is dedicated to supporting RYC initiatives at the country level. This resource boosted the peace campaign project by injecting an initial piloting budget of £500. This money was used in building a team and implementing the first school visit at Gatanga Girls High School.

A) THE SECONDARY SCHOOL'S PROJECT:

This is basically school visits around the country reaching out to school going students across the tribes. The school offers the platform to meet organized youth and transform them into peace ambassadors in their communities.

a) Main Aim:

The main aim of this project is to eradicate tribalism among the young people.

b) Specific objectives:

- To absorb the shock and trauma of the 2007 post election violence
- To make young people appreciate the diversity in Kenya; politically, ethnically, socially, culturally, and religiously.
- To encourage young people to pursue higher education.
- To popularize CYP and its agenda.

c) Intervention measures:

- i) Holding forums in the area of peace building and conflict resolution. This enables the young people to express what they feel should be done to avert future crisis that are tribal based and move their suggestions to the next level.
- ii) Starting peace clubs in secondary schools
- iii) Disseminating CYP information to build more youth networks at the grassroots level.

- iv) Sensitizing the youth on the educational opportunities available to them after secondary school
- v) Making the students feel that they own the project and therefore they share information with their friends at home.

C. IMPLEMENTATION:

The university action team set out to visit the first school which was Gatanga Girls Secondary School in Thika, central province on With the set objectives and expected outcomes, the team interacted with the girls for a whole day with very good cooperation from the school administration.

The activities that were carried out included:

- A plenary session was open for interaction on the post election violence. Several girls who were affected shared their ordeals (though some opted privately) and they outlined what they felt would work to avert future tribal conflicts.
- Presentation from the university students on the courses offered in higher institutions of learning as well as academic entry requirements.
- Question and answer sessions on the CYP and its activities.
- Issuing CYP brochures
- Building networks with the girls for more effective outreach to the grassroots.

a) Challenges

- i) The discussion on post election violence became rather emotional especially when it came to sharing experiences.
- ii) Time was not sufficient to answer all the questions and some questions and concerns were not attended to.
- iii) Due to the inclusion of University students from the host district the budget was strained

d) Lessons learnt/recommendations

- i) The current education system in Kenya promotes tribalism.
- ii) There should be more inter-school and inter-tribal exposure through music, games, drama and debates to encourage cultural interaction.
- iii) There should be inter-school and inter-tribal exchanges to kill negative ethnicity.
- iv) There should be introduced a subject on good citizenship and civic education at all levels of education.
- v) The students/ the youth are influenced to the extreme negative ethnicity by the politics of the day.

d) Success indicators

- i) Most of the students in Gatanga Girls High School have told the RYC that they have visited the CYP website at least once since the visit
- ii) Some of the students who completed their course in the year 2008 have expressed the interest to join this initiative to reach out to more of their age mates. This is an encouraging spirit of volunteerism and being ambassadors.
- iii) The school administration has contacted the team for another invitation.
- iv) Most girls call the RYC to ask on how the project is going on during their holidays.

e) Sustainability and the way forward:

More funds will be mobilized to visit many other schools across Kenya; from CYP and the Ministry of Youth.

The lessons learnt from the first school will be used to improve on future visits for better outreach. One major strategy as the way forward is to establish peace clubs in the schools we visit as a way of inter school networking. These clubs will be students-driven and open to all the students in that school.

From there, these clubs will be the avenues for inter tribal student exchanges among different tribes cutting across provincial borders. This will give the students inter tribal exposure while at the same time cost effective since the visiting students will use the facilities of the hosting school.

It is worth noting that the peace clubs concept is also outlined in the Ministry plan of action on peace building and it can be a fertile area of partnership.

The next school that was identified in the project was Bishop Sulumeti Secondary School in Teso District of Western Province.

d) Evaluation and Monitoring:

With the contacts of the school administrator, the RYC makes follow-up calls and visits to establish whether the project is having impact on the school so far reached.

In Gatanga Girls High School, there is felt impact especially going by the response of the girls in follow-up calls to the RYC and requesting for more information on university education, CYP and the progress of the project.

REDUCING THE BURDEN OF HIV/AIDS AMONGST OUT OF SCHOOL YOUTH IN T/A KALUMBU LILONGWE, MALAWI: MALAWI by Thembi Thadzi



(Levi and Steven) beneficiaries of the project in Group village Head Man mning'a leaning the pigs

Introduction/Background

HIV situation is very high amongst young people in Malawi. This is as a result of several factors, which include poverty and unemployment. Prostitution, lack of information.

Since there are limited opportunities for economic activities that young people can do in the communities as well as negative community perception.

At times selling sex is seen to be the best option for young women while among young men crime and drug abuse is on an increase.

Currently there has been an increase in number of young women aged between 13 -25 indulging into commercial sex work in the area. This puts them at high risk of catching the virus.

However, realising that behaviour is not changed by knowledge alone but also through skills that can be put into practice. This project therefore enables the group get livestock and skills that will enable them generate income whilst in their rural set up thereby reducing their levels of poverty, urban migration as well as their vulnerability of getting HIV and AIDS and other sexually transmitted infections.

This report therefore covers activities implemented during the period of June 08- February 09

1. Activities Accomplished

1. Understanding the underlying issues of poverty and community interface

These were village level meetings and assessment on poverty and HIV amongst out of school youth in T/A Kalumbu as well as sampling villages and identifying primary beneficiaries, the villages were sampled by based on the number young people dropping out of school each year. During the meeting it was noted that the four selected

villages had a high number of schools drop out due to poverty, responsibilities to take care of sick family members this was mainly among the girls and lack of parental guidance and care, the Format took three key areas as follows:

Focus group discussions with target groups

Interviews with key informant

Village social mapping

Key informants

4 Traditional leaders were interviewed as key informant

3 teachers

2 Traditional counselors

2 agriculture extension workers

FGDs

8FGDS held in 1 the T/As involving the target groups and some selected community members

Community interface mobilization meetings

The community mobilization were done in the following four areas Nthesa, Funachina, mwachilolo and Mnig'a, with the aim of mobilizing targeted communities Group Village Headmen as well as community members to understand the concept of the project so that they should be able to moral support to the beneficiaries. The mobilization activities took place in July 08

The activities in the mobilization included village level meetings in identified villages, and use of drama as part of mobilization

The meetings also involved agriculture extension workers in the targeted areas as well as teachers

Recommendations from the meetings

All the meetings agreed that there was a need of having an independent committees in each group village headmen which will be helping in the supervision of the project in terms of ensuring that the pigs are being well taken care of as well as when the pigs reproduce the gift has to be passed on to the next beneficiaries

The composition of the committee includes 1 traditional leader, 3 community members, 1 teacher, 3 independent young people and the Agriculture extension worker.

Identification of beneficiaries

6 young people have been identified as primary beneficiaries and these young people who are out of school some of them who dropped out of school but are willing to go back to school

These beneficiaries were identified at village level meetings after looking at deserving out of school young people in terms of how they can manage the production of the livestock's as well as the long term benefit.



Training in livestock's

The trainings were done at GVH level with the aim of imparting skills on livestock production and management of business after production

The trainings imparted the beneficiaries with skills on how to build a kraal, to feed the livestock's with locally available feeds and its production and prevention of livestock diseases.

The target group during these training was strictly beneficiaries of the project and after the trainings they came up with a time plan to prepare the kraals for the livestock to be procured and disbursement.

Provision of live stocks and purchase

The beneficiaries identified the livestock's, which were procured, with the help of the agriculture extension worker; these livestock's were pigs,

A total of 12 pigs were purchased and distributed to 6 beneficiaries each beneficiary received 2 pigs. This happened because the ministry did not provide the support it pledged towards the project

Challenges during the implementation period

- ✓ Poor roads to project sites especially during this period when the rains are heavy.
- ✓ Huge demand on the project
- ✓ scarcity of maize husk which is used to feed the pigs especially this season due to hunger which has hit most of the communities
- ✓ Increase in fuel price and commodities within the implementation period
- ✓ Too much expectation from community members on things outside the project
- ✓ Scarcity of livestock's due to un bleeding season
- ✓ Lack of beneficiaries' capacity to build kraals using cement and iron roofing
- ✓ Lack of commitment by the ministry of youth to fulfill its pledge towards the project

Lesson learnt

- The main lesson learnt that has been learnt is that theirs need to have adequate follow up with the targets who are also beneficiaries and communities to have a great bond in terms of results.
- It is surprisingly to note that what we consider to be very little can make a difference in the lives of young people

Recommendation

- ✓ There's need to Increase the number of beneficiaries to ensure that large number of young people are benefiting form the livelihood project
- ✓ Expand the project by mobilizing young people to form cooperatives where they would rear livestock's in groups
- ✓ There's need to establish girls only clubs that would encourage participation of girls in youth development programmes

Monitoring and evaluation

The monitoring was done by myself and the committees that was established at village level in November last year and January this year

Below is the list of the primary beneficiaries

- ✓ Stelia Mangwere
- ✓ Levison Lepiyala
- ✓ Judith Jose
- ✓ Steven Kalulu
- ✓ Rocati Batchala
- ✓ Gladys Dzimbiri

