

# *Hope for Children International*



## *Our Frame-Work*

*Accelerating Youth Empowerment for a successful Development and Transition  
into Responsible Adults and Community Builders*

## *Purpose*

Youths ages 10 - 35 in Cameroon will grow up and develop into healthy, responsible, and educated community members.

### *Goal 1: Promoting healthy lifestyles and life skills.*

Youths in Cameroon will lead healthy and responsible lifestyles.

#### *Objective 1.1: Promoting life skills and leadership.*

By 2020, youths will demonstrate improvement in at least 3 out of 5 key life skills areas including positive identity, communication, decision making, goal setting skills, and leadership.

#### *Activities:*

Each year, HOCl will facilitate learning for at least 200 youths on topics relating to life skills and leadership through formal and non-formal activities using arts, sports, drama, cultural activities, youth clubs, camps, school clubs, focus group discussions, round tables, etc., with an emphasis on young girls.

#### *Output indicators:*

- Number of youth participating in extra-curricular activities that promote healthy lifestyles.
- Number of girls participating in extra-curricular activities that promote healthy lifestyles.
- Number of youths taking on leadership positions.
- Number of girls taking on leadership positions.
- Number of youth clubs established.
- Number of youths who have completed Life Skills training.

#### *Outcome indicators:*

- **Life Skills: positive identity & self-esteem** - Number of youths, out of the total number of youths assisted, who demonstrate an improved sense of self-esteem or self-worth by describing three or more of their personal strengths or assets.
- **Life Skills-positive identity & self-esteem:** Number of girls, out of total number of girls assisted, who demonstrate an improved sense of self-esteem or self-worth by describing three or more of their personal strengths or assets.

- **Life Skills: positive communication-** Number of youths, out of the total number of youths assisted, who demonstrate new positive communication or relational skills in one or more of the following ways: active, reflective listening with empathy, summarizing or paraphrasing others' words; assertive negotiation skills; expressing needs and wants clearly; resisting opportunities or pressure to engage in risky behavior; resolving conflict appropriately without resorting to violence or combative behavior.
- **Life Skills: positive communication-** Number of girls, out of the total number of girls assisted, who demonstrate new positive communication or relational skills in one or more of the following ways: active, reflective listening with empathy, summarizing or paraphrasing others' words; assertive negotiation skills; expressing needs and wants clearly; resisting opportunities or pressure to engage in risky behavior; resolving conflict appropriately without resorting to violence or combative behavior.
- **Life Skills: decision making and critical thinking-** Number of youths, out of the total number of youths assisted, who demonstrate improved decision making, critical thinking, and problem solving skills by one or more of the following: developing creative solutions; analyzing pros and cons; seeking counsel and additional information; making decisions consistent with personal values; articulating potential consequences of various choices.
- **Life Skills: decision making and critical thinking-** Number of girls, out of the total number of girls assisted, who demonstrate improved decision making, critical thinking, and problem solving skills by one or more of the following: developing creative solutions; analyzing pros and cons; seeking counsel and additional information; making decisions consistent with personal values; articulating potential consequences of various choices.
- **Life Skills: goal setting-** Number of youths, out of the total number of youths assisted, who demonstrate goal setting behavior by identifying three or more realistic steps towards achieving their long term goals.
- **Life Skills: goal setting-** Number of girls, out of the total number of girls assisted, who demonstrate goal setting behavior by identifying three or more realistic steps towards achieving their long term goals.
- **Leadership:** Number of youths, out of the total number of youths assisted, who demonstrate new leadership behaviors including two or more of the following traits: visionary, drive to see things through, effective communication, motivator, planner, creative thinker, sets an example for others.
- **Leadership:** Number of girls, out of the total number of girls assisted, who demonstrate new leadership behaviors including two or more of the following traits: visionary, drive to see things through, effective communication, motivator, planner, creative thinker, sets an example for others.

***Objective 1.2: HIV/AIDS prevention and support for youths living with HIV/AIDS***

By 2020, youths will demonstrate knowledge regarding HIV/AIDS transmission and methods of prevention, and youths will know their HIV status and be involved in PLWHA support groups and/or other HIV/AIDS awareness activities.

***Activities:***

Each year, Peer Advocates for Life Skills (PALS) and their community partners each work with youths in HIV/AIDS prevention, education activities and support for youths living with HIV/AIDS, including life skills, peer education, sports, art, theater, clubs, camps, support groups etc., with an emphasis on young girls.

***Output indicators:***

1. Number of youths participating in clubs/groups or in activities that promote HIV/AIDS awareness
2. Number of youths actively participating in PLWHA support groups
1. Number of girls actively participating in PLWHA support groups
2. Number of community service providers promoting HIV/AIDS awareness among youth

***Outcome indicators***

1. Number of youths that can describe at least three ways to live a healthy and positive lifestyle with HIV/AIDS
2. Number of youths who are aware of their HIV status
3. Number of HIV+ youths serving in leadership positions
4. Number of youths who explained at least three modes of HIV/AIDS transmission
5. Number of youths who correctly identified at least three ways to prevent the transmission of HIV/AIDS.

### ***Objective 1.3: Sexual reproductive health education***

By 2020, youths will use their new knowledge of sexual and reproductive health to make healthy and informed decisions about their health and sexual well-being.

#### ***Activities:***

Each year, Peer Advocates for Life Skills (PALS) and their community partners will each work with youths in training, workshops, clubs, or youth groups on topics related to life skills, sexual reproductive health, relationship, negotiation, and assertiveness skills, puberty and related physical and emotion changes, personal hygiene and gender equity.

#### ***Output indicators***

- Number of youths trained in sexual and reproductive health topics.
- Number of adult service providers engaged in dialogue with youths about sexual and reproductive health
- Number of parents and guardians engaged in dialogue with youths about sexual and reproductive health

#### ***Outcome indicators***

- Number of youths who can identify three STIs and give at least two symptoms of each
- Number of youths participating in clubs, workshops, and activities related to sexual and reproductive health
- Number of girls participating in clubs, workshops, and activities related to sexual and reproductive health
- Number of youths who demonstrate basic knowledge of male and female reproductive anatomy and physiology
- Number of youths who demonstrate correct male and female condom use on a model
- Number of youths who demonstrate at least three methods to prevent unwanted pregnancies
- Number of youths who can identify at least one new resource available to them to support their reproductive or sexual health, including clinics, pharmacies, educators, or Peer Advocates for Life Skills.
- Number of youths who demonstrate understanding of puberty and personal hygiene.

***Goal 2: Building community support for youth development and education.***

Families and community members will support education and engage in positive youth development.

***Objective 2.1: Increasing family support.***

By 2020, parents/guardians will demonstrate active support for positive youth development, children's rights, and education, with an emphasis on girl's education.

***Activities:***

Each year, Peer Advocates for Life Skills (PALS) and their community members will sensitize parents and family members on the importance of education and children's rights, with an emphasis on girls, using door-to-door campaigns, association meetings, workshops, community forums etc.

***Output Indicators:***

- Number of parents/guardians participating in PTAs or Womens' Associations.
- Number of parents/guardians reached in door-to-door sensitizations.
- Number of parents/guardians involved in youth-related activities and advocacy.

***Outcome Indicators:***

- Number of families sending all eligible children to school.
- Number of parents who can identify at least three rights of the child.
- Number of parents/guardians who can explain at least three benefits of positive youth development approaches.
- Number of parents/guardians who can explain at least three benefits of girls' education.

***Objective 2.2: Building networks for youth development.***

By 2020, service provider organizations will demonstrate expanded networks and support for positive youth development.

***Activities:***

Each year, Peer Advocates for Life Skills (PALS) and their community members will collaborate and connect with service providers (schools, hospitals, NGOs, IGOs, associations, peer

educators) in positive youth development activities, such as workshops, monitoring and evaluation, Training of Trainers, Program Design Management etc.

### ***Output indicators***

- Number of service providers sensitized to HOCl approaches and activities.
- Number of new collaborations between service providers focusing on youths.
- Number of service providers trained in Project Design & Management.
- Number of Peer Advocates for Life Skills (PALS) trained.
- Number of service providers completing TOT focused on youth issues.

### ***Outcome indicators***

- Number of service providers who can explain at least three benefits of positive youth development approaches.
- Number of service providers who use one or more of these new positive youth development strategies in their work: allowing youths to assess, plan, lead, or evaluate youth activities or programs, increasing youth participation and involvement in organizations which support them, supporting youth voice or leadership in the community.
- Number of service providers implementing new Project Design Management approaches.
- Number of service providers, including Peer Advocates for Life Skills, conducting sensitizations on youth-related topics.
- Number of internships, apprenticeships, and leadership opportunities for youths created by service providers.

### ***Objective 2.3: Engaging the support of community leaders.***

By 2020, community leaders will actively participate in youth events focused on positive youth development and girl's education.

### ***Activities:***

Each year, Peer Advocates for Life Skills (PALS) and their community partners will seek to involve or increase the involvement of community members (individuals, religious and traditional leaders, authorities and association members) in positive youth development activities, such as cultural activities, community events, round-table discussions, debates, forums, and public mass-media involvement etc.

### *Output indicators*

- Number of community leaders sensitized on youth development approaches and the benefits thereof.
- Number of community leaders sensitized on the importance of girls' education.

### *Outcome indicators*

- Number of community leaders participating in youth-related activities and advocacy.
  - Number of community leaders participating in girls' education-related activities and advocacy.
  - Number of community leaders who can explain at least three benefits of positive youth development approaches.
  - Number of community leaders who use one or more of these new positive Youth Development strategies in their work: allowing youths to assess, plan, lead, or evaluate youth activities or programs, increasing youth participation and involvement in organizations which support them, supporting youth voice or leadership in the community.
  - Number of youth-related community events organized and/or supported by community leaders.
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*Our Youths are not a problem to be solved, but a resource that we can build on for a positive youth development.*