NARRATIVE REPORT

“Civic-Care Project
Voice-Out, Step-Up, Take Action”

Youth Civic Engagement

BY

Ulti-Leaf Foundation, Ghana

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ACKNOWLEDGMENT

On behalf of the Ulti-Leaf Foundation; a youth-led organization based in Ghana, the project team expresses our appreciation to UNESCO Multi-purpose Regional Office, Abuja and UNESCO Ghana Office for your unshakable support (i.e. technical and financial). It is essential to state that, your support has been extremely empowering to us and we will forever be grateful to the Regional Director – Mr. Ydo Yao and Country Director- Mr Abdourahamane Diallo : your officers (Hugue Ngandeu, Carl Ampah) and to the bigger UNESCO family. We believe your organization has succeeded in tapping into the energy and creativity of the youth.

The project also collaborated with multi- stakeholders at the local, regional and national levels. This led to greater buy-in and future collaborations to sustain gains made. On this note, we are grateful to the Ghana National Commission for UNESCO, National Youth Authority, National Commission on Civic Education, youth-led and youth-focused organizations, schools, universities, media, UN System in Ghana, creative-arts and cultural industry, and community leaders among others in Ghana.

To the young people of Ghana (in-school and out-of-school) aged 15-35 years; your active participation in your project –‘Civic-Care’ shows that ‘’You’re never too young to lead and never too old to learn”, as espoused by the late UN Secretary-General Busumuru Kofi Annan.

This project has also benefited a lot from youthful professionals, volunteers and youth mentors; thank you for your participation, creativity, analytical skills, civic actions and innovative ideas.

Akwasi Sarpong

Executive Director &
Civic-Care Project Manager
EXECUTIVE SUMMARY

Civic actions are entry points for sustainable development if young people in Ghana are actively engaged in their communities and to ensure this, the ‘Civic-Care’ project was designed, as an opportunity for young women and men to connect and engage through civic-skills acquisition, designated space, and the use of knowledge products, mobile phone, and social media to participate actively in the development of communities. As a groundbreaking youth initiative for young people aged 15-35 years (in-school and out-of-school) to voice-out, step-up and take civic actions in communities. This project won the maiden edition of the UNESCO Youth Civic Engagement Contest in Anglophone West Africa, 2019, suited within the UNESCO Operational Strategy on Youth (2014-2021) under the UNESCO Regional Office, Abuja and aligned to the National Youth Policy of Ghana, Africa Youth Charter, UN Youth Strategy (2030), Sustainable Development Goals, UN Resolution 2250 on Youth, Peace and Security, UN Security Council Resolution 2419 for Increasing Role of Youth in Negotiating, Implementing Peace Agreements among others.

Following the findings from the youth-action research that was undertaken by Ulti-Leaf Foundation (2019) on “Youth Civic Engagement in Ghana: Issues, Needs and Opportunities with Use of Mobile phone and Social Media”, the project was premised on three major outcomes and led to;

- Increased Civic-Skills and Competence among Youth and Youth Organizations,
- Designated friendly and safer space for Youth in communities and online platforms (i.e. Civic-chats, Community-Youth Dialogues, Youthprenuers)
- Tailored knowledge –products developed through Young People’s Expo dubbed ‘Civic-Knowledge Products’.

From the project activities and its results in four months, the project served as inclusion of young people as active members of a society. And through safer spaces created and civic –skills provided in collaboration with them (young people), it enabled them to develop civic knowledge products individually and collectively to voice –out, step-up and led to the development of innovative civic-actions aimed at addressing inequalities and towards achieving sustainable development in communities.
These results are in tandem with the statement by the Director-General of UNESCO, Her Excellency Irina Bokova in 2016: ‘‘To empower young women and men in decisions that affect their future, is to open opportunities for them to lead. This means nurturing young people as peacemakers, as activists, as entrepreneurs’, as change-makers’’

To this end, scaling up of the project is a commitment required from all stakeholders to sustain gains made. The project has also shown that civic engagement is an effective tool for youth empowerment and participation in the development process of communities (i.e. rural and urban). The project recommended these action steps:

- A designated ‘Youth Civic Actions Trust Fund’ should be established. This will augment the work of youth organizations to scale-up youth civic engagements initiatives, due to its double benefits and cross-cutting approach.

- A publication dubbed ‘Youth Civic Knowledge Products’ should be developed and institutionalized as part of the annual work of the UNESCO and disseminated in collaboration with youth organizations and national bodies.

- Youth in Civic Actions Fellowships and award scheme should be introduced by the UNESCO. The proposed fellowship scheme should be known as ‘’ UNESCO Youth Civic Fellows’’.

- UNESCO and other stakeholders should adopt ‘Civic-chats’, as a safer space for youth engagements.

- Youth Civic-pledge should be institutionalized as part of the human resource guidelines for staff and in the programmes of UNESCO and other stakeholders

- At the country level, UNESCO in collaboration with stakeholders (including youth) should create ‘UNESCO WhatsApp’ page to ensure effective engagement and easy accessibility to majority of young people.

It is essential to mention that, time constraints could not hold the project back from achieving its objectives and so the number one public health enemy coronavirus (#COVID19) failed in that regard. These challenges were triumphed due to the project design, operating model and greater-buy-in from young people, youth organizations, national institutions, development partners, media and other relevant stakeholders on the project. Also, the project results offered innovative quality standards and efficient implementation approach for future activities on youth civic engagement in Ghana, Africa and to the Global community.
CHAPTER ONE

INTRODUCTION TO CIVIC-CARE PROJECT

1.1 Background to the Project

In 2012, an operational youth strategy was developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO)\(^1\) due to its longstanding commitment to youth. The main objective of this strategy states;

“UNESCO will act towards ensuring that young women and men are engaged in policies and programmes affecting them and lead action to promote peace and sustainable development in their countries and communities”.

Subsequently, a Youth Civic Engagement Cooperation was designed to engage young men and women, youth-led organizations. Through this cooperation in 2018, the UNESCO Regional Office in Abuja launched the maiden edition of the Youth Civic Engagement initiative.

The initiative aimed at promoting youth-led production of knowledge, design and implementation of innovative solutions to instill youth active participation in decision making at the local, national and regional levels, for inclusive and peace societies.

As a sequel to the call for applications from youth-led organizations operating in any of the Anglophone West Africa countries under the Abuja office, Ulti-Leaf Foundation submitted a proposal and was selected to participate in this novelty youth program. This was followed by training of trainers’ workshop that was organized by the UNESCO and held in Abuja on 16th -20th October, 2018, for all selected youth-led organizations including Ulti-Leaf.

After the workshop, participating youth-led organizations received technical and financial support from the UNESCO Regional Office to undertake a youth-led action research in their respective

countries. It is in this regard that, the Ulti-Leaf Foundation carried-out a baseline study on the topic- ‘‘Youth Civic Engagement in Ghana: Issues, Needs and Opportunities with Use of Mobile phone and Social Media’’.

Findings from this action-research informed the design and implementation of the ‘‘Civic-Care Project. And in October, 2019, the current project emerged as the best proposal from the call/contest for the Anglophone West Africa countries. Therefore, Civic-Care is evidence-based project and has been implemented from November, 2019 to April, 2020 in Ghana.

1.2 Problem Statement of the Project

Today, there are more young people (constitute of 34% of the population) in Ghana than ever before, creating unprecedented engagement space. However, this space is yet to equip the youth with civic skills and training, comprehensive knowledge, tools and opportunities for their interactive participation and involvement in the development of their communities using civic initiatives as entry points.

Following the youth-action study conducted by the Ulti-Leaf Foundation (2019) with support from UNESCO Regional Office, Abuja, it showed that the youth considered civic skills training as a perquisite need for any young people to enable him/her to interactively participate in any civic engagement initiative at the local and national level. Also, they requested civic mentors in their communities. These mentors could be experienced adult or young person with civic skills to help coach and counsel them towards developing leadership skills, connecting them to opportunities and to provide them with a listening space for their views or voices on issues.

The youth are a community’s asset, yet young people (in age group 18-35 years) according to Ghana’s National Youth Policy (2010) are faced with major challenges. For instance, there is lack of opportunities for youth interactive participation in decision-making and to demand accountability at the community level. Whereas youth civic rights are guaranteed by the 1992 Constitution of Ghana Article 1 of 1st Chapter and Article 36(5) (d).

The Ministry of Local Government and Rural Development (MLGRD) Review in 2009 also confirms that the lack of young men and women participation has increased their social exclusion
in local governance activities in Ghana. The Review adds that ‘participation’ has largely being limited to soliciting citizen opinions in Ghana. For instance, youth activism in civil engagement is usually high and characterized by involvement in violent conflicts for political, social and ethnic reasons during elections within political parties, and at districts and national level elections. After elections youth apathy set in and with low participation till another election season. One striking feature of this situation is that the youth are often either perpetrators or victims.

Clearly, civil strife and conflict threaten good governance and nation building. For example, the violent and criminal activities associated with political party militias (‘vigilantes’), who are mostly young people has become a national security threat in Ghana, and led to a Presidential Commission of Enquiry in February, 2019. Conversely, an Act of Parliament has been passed to criminalize and ban these youth militias and extremism.

In reality, the youth are excluded from key structures of the local governance system. There is lack of dialogue initiatives to engage and involve them as partners and interest group at the local level, using technologies. For example, young women and other vulnerable groups in particular are left behind with no representation or voice on the districts assemblies committees and sub-committees such as District Security Committee, Town Councils and Zonal Councils. Likewise the District Youth Committee mandated by National Youth Policy (2010) to be set-up also does not exist in most districts and in districts, it has been formed, they are not functioning.

From the Foundation’s youth engagement since 2015, it shows a majority of young people do not have access to tools, awareness on their rights and responsibilities, evidence-based training and dialogue platforms in their communities to voice out, step-up, take on leadership roles and initiate actions that benefits their communities. Also, stakeholders are not leveraging on social media and mobile phone in communities to engage the youth in civic activities.

### 1.3 Objectives of Project

This project aimed at enhancing youth voice, space and initiating actions for development of young people and their communities. And with the use of mobile phone, social media, tools, dialogue platforms, evidence-based training and empowering youth in communities.
Specific Objectives included

- To increase civic knowledge among the youth, visibility of civic initiatives and opportunities for youth involvement and participation in civic activities.
- To develop youth civic specific knowledge products

1.4 Description of Project Components

The project was designed with two engagement platforms; i) physical engagement, and ii) electronic/online engagement. Simply put ‘Civic-Care’ as youth-oriented project focused on physical space for engaging the youth in communities as well as connecting with them via appropriate platforms (online and offline) and tools for civic initiatives in Ghana. The project has direct actions focusing on three components below;

1.4.1 Voice-Out: This refers to the youth expressing their views, aggregating their interests, needs, acting individually and collectively, and influencing public policy, social developments. It can take the form of raising civic awareness, advocating for an issue, monitoring a political process, organizing debates, voting based on issues, participating in peace building process and assisting in conflict resolution process in their communities. For youth voice to be effective, they: 1) will need civic skills, information, space and; 2) will need knowledge to make decisions about policy choices and the proper use of authority and other relevant collaborations; and 3) must possess the skills to channel demands to different stakeholders (including public officials, community leaders,) and to promote accountability using knowledge products.

1.4.2 Step-Up: This focuses on the avenues and opportunities or entry points that exist for youth to be involved and enabled them to express their voice and influence processes and outcomes as members of leadership and management committees on issues and development needs of their communities. It also includes youth taking up leadership roles and representing their communities.

1.4.3 Take-Action: This refers to individual and collective civic actions initiated by the youth in collaboration with other youth and stakeholders to prevent and resolve the challenges/issues faced by their communities and in the country. This includes budget monitoring to prevent corrupt acts based on knowledge products and via online/offline tools, youth entrepreneurship, volunteering or community service on sanitation and clean environment, campaign to end violence against
women, girls and discrimination against persons with disability. It also includes any civic initiatives by the youth to contribute towards the development objectives of a community and a country.

1.5 Monitoring and Evaluation of Project

A Project Management Team (PMT) was formed to oversee the effective and timely implementation of major activities. As part of project implementation and monitoring plan, a midway internal review was carried out to examine project progress during which the necessary changes for the achievement of project objectives and outputs were made.

At the end of the project, a self-evaluation was undertaken based on the monitoring sheet and project indicators. The project team in collaboration with some selected target beneficiaries of Civic-Care held an online engagement on 16th April, 2020 due to the pandemic coronavirus -19 and lockdown in Ghana. Therefore the online engagement served as knowledge sharing discussion to disseminate the success stories of the project and future actions aimed at sustaining the gains made.

1.6 Project Ethical Adherence and Considerations

This project followed ethical guidelines on working with young people and ensured that the rights of target beneficiaries were safeguard and protected from abuse. Participation in the project was at no cost (free) to any young person. Seeking consent directly from the young people was intended to recognise them as active and competent social agents due to the participatory approach of this project. Also, in the implementation process, any activity (i.e. physical and online engagement activities) that was undertaken before, during and after, was voluntary without any form coercion, stigma and discrimination. Photo, images and videos recorded also followed guidelines on informed consent and copy right release form (refer to Appendix).
CHAPTER TWO

PROJECT ACTIVITIES AND RESULTS

2.1 Youth Action-Study on the Project

The project intervention was premised on the findings from the baseline study that was undertaken by the project team on issues, needs and opportunities with the use of mobile phone and social media for youth civic engagement in Ghana, 2019\(^2\). The study provided reliable data on major areas to achieve results-based outcomes and ensured effective implementation. These are as follows;

- Typology of young people to be engaged
- Mapped stakeholders to collaborate on the project
- Major activities based on the needs of young people and groups to implement and how to implement these activities
- Guidelines on how to engage young people through social media and mobile phone

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\(^2\) Ulti-Leaf Foundation (2019), 'Youth Civic Engagement in Ghana: Issues, Needs and Opportunities with Use of Mobile phone and Social Media”, Accra-Ghana
2.2 Target Beneficiaries of Project

The primary target beneficiaries of the project were; i) young people aged 15-35 years, ii) youth-led organizations (i.e. youth groups led by young people aged 15-35 years) and iii) youth-focused organizations (institutions led adults working with young people and focusing on youth) in communities. These three target groups were the direct beneficiaries of the project.

From the figure above, young people aged 15-35 years constituted 60% of the total beneficiaries that were engaged (through designated spaces in communities and online platforms). It included the following categories of young people (aged 15-35 years);

- Male and Female
- Rural and Urban
- In-school (students) and out-of-school (graduates)
- Physically challenged, Persons living with disabilities and with special needs
- Educated and uneducated
- Skilled and unskilled.

The above breakdown of the youth had varied characteristics, needs and diverse opportunities which informed the type of engagements used and activities that were undertaken to benefit them.
Also, youth-led and youth-focused organizations formed 30% with each representing 15% of the total number of beneficiaries that were engaged.

Indirect beneficiaries of the project included staff, and other network organizations of the above-mentioned direct beneficiaries in rural and urban communities.

At the end of March, 2020, a total of five thousand, two hundred and eleven (5,211) young people aged 15-35 were engaged, with fifty-five percentage (55%) representing males and forty-five representing females. Also, young people in urban communities represented 60% as well as those in rural communities constituted 40%.

2.3 Outcomes and Outputs of Project

In achieving the overall objectives of this project and fostering youth ownership, and sustainability, strategies and tools were put in place to arrive at these major outcomes;

- Increased Civic-Skills and Competence among Youth and Youth Organizations,
- Designated friendly and safer space for Youth in communities and online platforms (as per baseline study of the project),
- Tailored knowledge – products dubbed ‘Civic-Knowledge Products’.

Also the main tools for implementation of this project have been:

- Advocacy and sensitization programmes on youth and civic engagements and designated space for youth participation in development process; among youth groups’ leaders, activists and other relevant stakeholders. These included government institutions, young people in communities, in schools, development partners, youth organizations and corporate bodies (private sector).

- Youth-led Participatory Physical Engagement on Civic skills and Competence development (capacity building) through;
- Civic Skills Training for young people in-school and out-of-school in rural and urban communities
- Civic Training of trainers for youth organizations in selected communities.
- Development of Civic-Skills action plans for downstream training and sensitization in communities by trained youth civic-skills ambassadors.

- Daily Online Engagement on Civic-Care to connect young people and promote youth voice via the use of mobile phone and social media platform that were identified by the Uli-leaf Foundation (2019) study on youth civic engagement in Ghana; notably WhatsApp, Facebook, Twitter and Instagram.
- Community Youth Civic Dialogue as a safer space for youth active participation through voice –out, step-up and take civic-actions that benefits them and their communities on a weekly basis.
- Knowledge products on specific issues and innovative ideas that promote youth civic engagement in their communities and in a country.

The aforementioned key outcomes were implemented through these major activities/outputs:

2.4 Project Activities and Results

The aforementioned key outcomes were implemented through these major activities/outputs:

2.4.1 Civic Skills and Competence Training Workshops for Youth and Youth Organizations

Tailored civic skills and competence training workshops were conducted in selected communities, for young people (per their categories and needs), youth organizations and other relevant stakeholders. The project team adopted the UNESCO (2017) ‘’Training Tool on Youth Civic Engagement: Guidance and Training for Cross-Sectors Actors interested in Youth Civic Engagement ‘’ . Also other tools such as mentorship, design-thinking, policy formulation, analysis, participatory gender audit, skills development checklist, leadership checklist, and social media petition and advocacy were employed in these training workshops.
Prior to training, pre-test exercises and engagement were carried-out among the youth in a particular community or in –school. These pre-tests led to the design of tailored hands-on workshop to meet the needs of each target beneficiary.

For example, the prior engagement and during the training workshops with two schools namely Dzorwulu Special School (for young people with special needs and living with Down Syndrome among others), and Akropong School for the Blind (for young people living with disabilities); it revealed different skills set by these persons and how they can participate in their communities using civic initiatives they have developed. They also expressed their views on a number of issues and provided solutions to these issues through ‘civic-chats’ platform –one of the safer spaces for the youth created by this project.

**Pre- training engagement with students and tutors by Project Team**

A female Down Syndrome student (aged 19years) who displayed number of specular beads, noted that

‘’I can design anything with beads including necklace, wrist beads and more, I see beads-making as my civic-action; I can use to empower other young people in community to be entrepreneurs and reduce youth in violent activities, sexual violence and crime’’

Also, two female young blind students using news-reading as an advocacy tool, they highlighted issues in their communities and called to action- solutions to issue identified;
“...I and my sister are newscasters in this community though we cannot see, we’ll continue to voice-out on issues that affect us since our ability(voice) can draw attention of community leaders to create more space for us to be held as Civic-Care is doing”

The project also introduced civic-skills to students in Junior and Senior High Schools in selected communities. This formed the foundation for engaging young people early in their lives and developing young minds for civic actions in their communities. Two tutors in each school benefited from the civic-skills training. It equipped tutors with tools on civic skills and enabled them to undertake downstream civic-skills training among students in the school.

For example, a senior high school male student who participated in one of the civic-skill and competency workshops, engaged the project team through ‘Civic-Chats’ and proposed;

“I have observed that in my community there’s no space for young people to contribute to peace and security, so I started developing a warning signal and system to alert my community on security threats and educate other youth on extremism”

Cross section group photo of students & tutors during Civic-Skill Training

Using participatory approach and visual presentations on comprehensive youth knowledge on international regulations, strategies national laws on youth, youth policy, sector- plans on youth and civic action related to youth, two thousand and five hundred (2,500) young people were
mobilized and trained (i.e. physical and online engagements) on civic-skills in communities. These youth have started civic-actions in their communities using the tools and information received from the project. Examples of photos from civic-skill training workshops;

This participatory approach adopted by training facilitators led to appropriate transfer of civic-skills to participants.

“I came here empty and now I am leaving well-informed on how I can use my mobile phone to monitor what’s happening in community, identify issues, how to advocate on issues, and whom to engage. I can now use my mobile phone and WhatsApp to get other people to participate in my civic actions that I’m doing”, Female participant from Abrantie College, Ghana

**Hands-on Civic-Skills Engagement with students and community youth**

The project also introduced a unique after civic-skills training activity aimed at promoting downstream training and civic actions by trained youth, youth organizations and other youth-allies/stakeholders. This is known as “**CIVIC-PLEDGE**”- any civic action by a trained young person, youth-ally and other stakeholders to share skills acquired, information and tools received from the project with other youth and partners by stating specific actions he/she will undertake and how it will benefit young people in communities. This pledge strengthened capacity of trained stakeholders and received a number of civic commitments from stakeholders on the project during follow-up activities with them. The following are examples of ‘Civic-Pledge’ by stakeholders;
‘‘I pledge to put the Civic-Care information (basic training and banner) in braille so that the visually impaired persons can also read what is written’’, Female Tutor from Akropong School for the Blind

‘‘Support young people; mentor them through civic education using what I learnt today’’. A female Senior Officer from National Commission on Civic Education (NCCE)

**NCCE senior official pledges to support young people using civic-skill components from the project**

‘‘I pledge to provide information and create space for young men and women through what I do’’

A male Senior Programme Officer from UN System Ghana
UNESCO Official shows commitment to youth through Civic-Care project

As patron of the Civic Club of Tema Secondary School, I pledge to challenge Club members to be more community oriented to respond to the challenges of their community.” A male Tutor from Tema Senior High School

As the principal of Abrantie College do pledge that I will ensure the fashion students do not dispose-off the cut pieces of cloth during their cutting classes. This will be recycled for several designs to reduce waste in the community. Learning from the how the Civic-Care project team recycled waste items as banner for the Young People’s Expo. A female Principal from Abrantie College.

Civic Skills Interactive Session with Students from Different Universities
2.4.2 A Designated Friendly and Safer Space for the Youth in Selected Communities and Online Platforms

Having a designated friendly and safe space for youth civic engagement in Ghana has been the core of this project. The call for a civic space for youth engagement was supported by evidence from the Ulti-Leaf Foundation (2019) study on youth civic-engagement conducted in Ghana. A significant number of young people, youth groups and other stakeholders welcomed the creation of a civic-space in this regard. The study also revealed that on the average the youth spent three
(3) hours daily on social media using their mobile phones. This provided another opportunity to leverage on.

To this end, a weekly Civic-Care Dialogue Series were organized for young men, women, persons with disability and other vulnerable groups using mobile phone and social media platforms, video & audio recording, and community networks/engagements. These series of dialogues were implemented through three safer spaces created by the project as follows;

CIVIC-CHATS: refer to a safer space with physical and online (on WhatsApp) opportunities for individual or group dialogue and video recordings (of five to eight minutes) by a young person to voice-out on issues and provide solutions to issues identified in his/her community. Through this platform, a significant number of youth and youth organizations were engaged and they initiated civic-actions in communities. Also through the ‘Civic-Chats’, the project engaged directly 3,482 young men and women on WhatsApp to discuss comprehensive sexuality education in Ghana, violence against women and girls, human rights, peace building and conflict resolution and climate change. These WhatsApp discussions have been instrumental in generating innovative ideas to develop a number of recommendations and community civic initiatives. For instance, through the ‘Civic-Chat’ the project team issued a press statement and petition to the President of Ghana on 8th March, 2020 during the International Women’s Day. Find below press statement and petition developed based on daily civic-chats in this regard;
A CALL TO ACTION: END ILLEGAL PAYMENT OF MEDICAL FEES AT HEALTH FACILITIES BY SURVIVORS/VICTIMS OF DOMESTIC AND GENDER-BASED VIOLENCE IN GHANA

Using WhatsApp as the first social media platform preferred by majority of youth based on evidence from the project’s baseline study in 2019; the project team created a WhatsApp group page with trained youth on civic-skills as focal points and administrators page. These focal points and leaders also created a cluster of other young people on another WhatsApp page to engage other young people to share weekly common features and images with information developed by the project team on individual statues and group pages of all trained members of the project. For instance, ten focal points on WhatsApp with at least hundred contacts list of young people represented thousand direct engagements for a chat. These chats were also linked to Facebook accounts of each focal person on WhatsApp. The project team organized weekly discussions with young people on all individual WhatsApp status and groups pages. Young people were able to chat with any trained member by WhatsApp messaging, voice or video-recording.

Find examples of WhatsApp statues and Civic-chats that were used and support from stakeholders received on actions were undertaken via WhatsApp, Twitter among others;
A senior economist with UNDP Ghana Expressed support to IWD, 2020 petition.

A winner of 2019 Presidential Pitch for youth becomes a community civic-care ambassador.

**YOUTHPRENEURS:** refers to a designated space for any young person with innovative idea, creative skills and community solutions to pitch to the project team, submit a five-minute video and a summary of idea on social developments related to any of the Sustainable Development Goals (SDGs) and on how promote to UN Resolution 2250 in his/her community. The project has received game-changing ideas from young people in-school and out of school.

The following are examples of innovative actions-taking by young people in communities to create safer spaces and platforms:
A 21-years old female final-year university student initiated a civic-action dubbed ‘2Faced’- a safer space in urban and rural communities for the youth and children who are mostly victims and survivors of gender-based violence to heal and receive counselling support among other services. It also offers preventive and training on GBV to the youth via social media platforms.

A male young professional using civic-skills acquired from the project formed a youth-led think-tank known as ‘AfricaLearn’- a platform to stimulate continuous learning and research among young people to acquire hands-on skills for active participation in community and global development through training in risks, peace, security and ethics.

Through collective-action by youth professionals (aged 20-32 years) they included civic-skills into a project titled ‘Word on the Pitch (WORDOP)’- a sports platform aimed at using football and other disciplines to engage young athletes for community work in deprived communities. This is also a dialogue space for young male and females to have fun whiles engaging community stakeholders with their skills, talents and impact through social developments.

A young professional using creative-arts and civic-skills acquired from the Civic-Care project developed a platform known as ‘VisitGhana’- create a gallery on tourism sites in communities as a safe space to promote discussion of cultural heritage among young people for development.

A young female professional using civic-skill in rural communities created a life changing program known as ‘Solar 4 Girls’- provides solar lamps for persons with disabilities in village and school girls to learn and participate in community space dubbed environmental club.
COMMUNITY YOUTH DIALOGUE/TALK: At the community level, between five to ten young people (that have been trained as part of the project civic skill workshops) were assisted to form a ‘Community –Youth Ambassadors’ to engage other young people, share experiences, skills and to initiate civic actions in their community. This served as physical designated space in communities for subsequent civic engagement and self-mobilization among the youth and other community actors at the local level. Thirty (30) urban and rural communities were engaged and two thousand eight hundred (2,800) youth and other community leaders were mobilized. For example, the project engaged 201 youth in rural community named ‘Opeikum’ located in the Central Region of Ghana. Through this community space, it provided the youth in Opeikum community an opportunity to voice-out on issues affecting them and led to community solutions aimed at addressing these issues. Youth in this community are now using their mobile phones to raise awareness on how to end teenage pregnancies, fix community roads, acquire skills to start a business and monitor development projects in their community. Also, the youth held advocacy high-level meeting with the community and district assembly leadership on issues identified and presented their solutions for joint community project. From our last monitoring visit to the community, the youth have started a self-help project on water and identified a local community development partner to address the lack of portable drinking water in the community and a youth campaign to reduce teenage pregnancies.
Find below community youth dialogue held at Opeikum community in photos;

A cross-section of youth at Opeikum

Sample of community water displayed by youth

Youth discuss community solutions

Project team member share experiences

Male young person speaks on his civic action

A young lady step-up with her civic skills
2.4.3 Development and Production of Tailored Knowledge – Products

The project developed and produced various youth civic information known as “’Civic Knowledge Products’” on different themes. These action-taking products allowed young males and females, youth organizations and other adult-allies to engage effectively with each other. It also galvanized a creative dialogue on civic-actions in communities among the youth.

A novelty youth tailored civic product initiative was launched by the project dubbed “YOUNG PEOPLE’S EXPO AND DRAMA CONTEST”. The Expo provided the youth a space and opportunity to voice-out, step-up and take actions on pertinent issues through the creativity of visual arts, paintings, drama (stage-plays) creative writings the use of culture to promote development. A Google form was created for participants of the Expo to complete with relevant information and their civic actions in communities. (Refer to appendix for detailed guidelines and flyer on Expo)

Through a two-month call for submissions of arts, paintings, animations, creative writings, stage-plays manuscripts among others on any of the four themes of the Young People’s Expo, young people developed and submitted a significant number of ideas and works per the guidelines of the Expo. Themes of the Expo included;

- Using culture to promote One or more of the 17 Sustainable Development Goals(SDGs) of the United Nations
- UN Resolution 2250 on Youth, Peace and Security (including upcoming 2020 General Elections in Ghana)
- Sanitation, Pollution and Climate Change
- Inequalities related to; i) Persons with Disabilities
  ii) Breaking Silence and Secrecy to prevent/end and report on violence and abuse against women, girls and boys, and promoting women’s rights in communities
  iii) Migrants and Refugees in Ghana.

Information-sessions on the Expo were organized for two target age groups (15 -17 years and 18-35years) to participate and each target group submitted ideas and works through the Young-Creatives, Drama Contest and the Young Visual Arts Call;
A) **Young Creatives Competition** (aged 15 – 17 years); comprised visual art and creative writing from Senior High School Students and other young people in communities within the age bracket.

B) **Young Visual Arts and Creatives Call** (aged 18- 35 years); comprised visual art and creative writing from young people in-school and out-of-school in Ghana.

C) **Drama Contest (Stage-plays)**; young people in-school (Senior High School Drama Groups) and out-of-school (Community youth) aged 15 -18 years to participate and each target group would submitted manuscripts (based on any of the themes of the call) and stage a play.

The project team in collaboration with creative-arts youth professionals and adult-allies organized pre-submission trainings on the three categories of the Expo in selected schools and communities for targeted young people. Students were introduced to civic-skills and themes of the call using activities, videos and mock-exercises on the Expo.

Photos from pre-submissions training on the Young People’s Expo;

![Students Drama Group & some members of Civic-Care Team & Stakeholders in play-like display at pre-submission training](image)

Also the project team in consultation with UNESCO Ghana Office, Ghana National Commission for UNESCO (NATCOM), National Theatre, National Commission on Civic Education, youth professionals and other relevant stakeholders; an evaluation panel was formed on works submitted
by young people participating in the Expo. A physical grand exhibition was scheduled to take place at the end of March, 2020 to showcase the various works from the Young People’s Expo, and information sharing on project results to close the Civic-Care project, however, this was postponed due to ban on all physical and social meetings/gathering during the outbreak of coronavirus in Ghana by the state. Online information sharing on project results was held with selected stakeholders in this regard.

**PROJECT TEAM ARTISTIC DESIGN OF CIVIC-CARE AND YOUNG PEOPLE’S EXPO BANNER:** At Ulti-Leaf Foundation, we represent what we do; hence the project team introduced a new concept on banner design for Civic-Care and Young People’s Expo. The following items were used by the project team to design a first-ever waste re-use and cultural creative-art banner as example of what team expected from young people participating in the project and themes of the Expo. They included;

- Used and discarded bottled water tops were collected from garbage centers in communities. These bottled water tops (i.e. 1,500 tops) after being washed with disinfectant and dried, the project team arranged to form Young People’s Expo and glued them on a two–yards of grave-bat fabric. These re-use bottled water tops represented waste can be turned into valuable product as well as serves as opportunity for young people to contribute towards better sanitation in communities. The colors of the bottled tops also represented major stakeholders on the project –UNESCO, Ulti-Leaf and others.
- Local Beads made in Ghana were soured from beads-producing communities made by local women. These beads sown on the grave-bat fabric to form Civic-Care, UNESCO and Ulti-Leaf. These local beads also represented cultural heritage and women empowerment in communities. It also highlighted the urgent need to pay attention to safety and health conditions of these women producing local beads in communities with no safety measures to protect them and safeguard their human rights.
- Grave-bat fabric served as cloth on which beads and re-use bottled water tops collected were placed.
- A long stick used to hold the grave-bat with Civic-Care, UNESCO and Ulti-Leaf (made from local beads), and re-use bottled water tops arranged and glued on the grave-bat fabric as Young People’s Expo when displayed.
The self-made Civic- Care and Young People’s Expo Artistic Banner by the project team highlighted two purposes for the project; i) Civic-action using communities local items and systems to bring about positive change and promote youth engagement, and ii) Civic products - using knowledge products(i.e. visual arts, creative writing and drama among others) for youth civic engagement in community development.

The banner was officially unveiled by the UNESCO Ghana, with support from the National Commission on Civic Education, young people and the project team. Subsequently, it was also outdoor at all civic-skills training workshops and information sessions on other activities of the project.

Images of Artistic Design of Civic-Care and Young People’s Expo Banner;
Project Team designing banner with items; beads, re-use bottled water tops, grave-bat fabric

Official Unveiling of the Project Artistic Banner by UNESCO Ghana & NCCE
This banner generated higher interests among young people and other stakeholders and led to significant number of young people participation in the project. It also became the ‘’high drop-back for most photos taken by young people.

**Civic-Care Artistic Banner Thrills Youth**

The following civic-knowledge products were developed based on works from young people submitted through the Young People’s Expo. The call received submission of works from young males and females, youth organizations and schools as per the categories of the Expo
In a civic campaign dubbed “Ghana is one Big Tree” by a young artist. He uses this artwork to promote peace ahead of 2020 General Elections, and to rally other young people to join him in doing so. In this art, the different parts of a tree; stem, branches, leaves (represent youth, children aged) and fruits (represent leaders), each part of the tree is expected to undertake actions and perform roles towards the survival of the tree. Therefore, in case one part of the tree fights with others, it affects the whole tree. This means young people as members of society should ensure the survival and growth of society before, during and after elections 2020 using their civic actions.
In a dialogue among youth (male, female and persons with disability) in a community, they identified an urgent issue. And in a collective action they voice-out and step-up by mobilizing others to engage the local authority to end insanitary waste disposal. In affirmative, they initiate a community action involving them and other stakeholders to resolve this problem. The animated illustration below represents “Together We Can” by two-female young persons on the Civic-Care project.
A 24-year-old male uses this artwork to raise awareness on substance abuse and its consequences so as to discourage abusive users of tramadol. Tramadol is one of the most abused drugs by urban youth to undertake vandalism and other-related violence activities in Ghana. The artwork represents a group of sickly men become stranded as they struggle to reach for the small remaining tramadol liquid as a result of their craving, which would eventually kill them.

A teenager male in Junior High School in pencil art illustrates electoral violence in his community and its effects on lives and property. He recounts how electoral violence prevented him from going school and created a sense of insecurity in his community. ‘As you view my art, it means let’s electoral violence’.”
In an art labeled as ‘Narrow Way’, a young artist takes action to break and report cases of violence against children in his community. His work illustrates a girl forced to take the narrow path by her parents who intend to give her out to a perpetrator (adult) for money. He uses his art to voice-out on children in community who are denied their right to education and freedom of choice. The art highlights those involved in child trafficking in his community; the process starts with the people they (children) trust, their parents or relatives. With this art, he step-up to prevent and report anyone engaged in child trafficking by sketching them in art forms for local authorities to deal with them.

A 19-years old male student using this art civic-action focused on sanitation, pollution and climate change. It reveals how people in his densely-populated community dispose waste and how it pollutes the environment and contributes to climate change. The white droppings found in the art
is call to action; the need for behavior change among members in the community on the effects of insanitary disposable through massive educational campaigns on sanitation for a positive change and development.

A young female artist in a landscape painting captures a plastic management and disposal site in her community with several designated areas(depicted on the painting by dark colors) for waste disposal but the people still dump refuse anywhere that they want. Also a stream in her community which serves as water for livestock has been turned into ‘opened toilet’ with flies. She uses this painting to educate and call to end this harmful practice to avoid an outbreak of infectious diseases.

A 20-years old male portrays a young girl with two children on both side of her; a weak and feeble child on one hand and another child breastfeeding. His art depicts a human right violation of the girl child rights. Child marriage is being done on a vast scale in his community. He initiated an action to work with other young people to prevent, report cases and undertake a campaign- ‘’ THEY ARE GIRLS NOT BRIDE. SAY NO TO CHILD MARRIAGE, IT MUST STOP NOW."
A 23-years old young lady turns waste products in her community into arts pieces, to tell stories as well as to confront the ills in the community. This art, she uses scratch-cards (used airtime paper-cards from different Telecoms), and used African cloth and cut-off pieces collected from her community to show different ethnic groups and socio-cultural backgrounds living together harmoniously. The art promotes the culture of peace and tolerance among young people, adults, refugees and migrants. It offers children the opportunity to learn bits of many languages in her community.
No action is little according to 15 years old student, in a unique drawing, he shared his actions to promote personal hygiene and stop spread of diseases in his school and at home. In this art, it shows how flies spread diseases and the need to prevent germs from reaching children and young people in a community. This support theme of his action ‘preventive measures against diseases spread by insects’.

In this artwork illustrated below, it depicts a young teenaged boy picking rubber products in the community to sell to recycle companies and also help to keep the environment clean. At the back of him is unlawful waste burning which can cause bush burning. This also pollutes the air in the environment and causes climate change as well.
The two artworks represent green environment and turned into dumping sites due to littering in most urban communities. The young artist uses second art as a campaign to stop littering in our communities.
A 23-years old community male youth in this art work voice-out on the unheard stories of boys and men trapped in abusive relationships and domestic violence in his community, he highlights the need to extend social support to boys and men in similar situation faced by most women, who are usually are the victims of domestic violence.

A visually impaired (blind) male student artist uses a pair scissors to design and cuts plastics into different shapes of animals, and curves woods into environmental friendly items. He is passionate about protecting wildlife and empowering other people in his community through what he does as a civic-action.
The following manuscripts (stage play) were received from student drama groups and community youth on the project:

- **‘Peace Not Pieces’** - a short play by students aged 15-18 years old. It focuses on the role of young people in ensuring a peaceful elections and acting as part of community security committee against violence activities.

- **‘Never Underestimate’** – a stage play by students aged 15-18 years old. This highlights the abilities suited in persons with special needs and living with disabilities when they are provided with the space to learn and showcase their talents in communities.

- **‘Who Am I’** – a stage play by all female cast aged 15-18 years old. A practical behavior change on sanitation using civic-actions to address common chronic societal problem in all communities.

- **‘Equality: the hallmark of Traditional Leader’**- a cultural stage play by all male cast aged 15-18 years old. This play leverages on the elements in a community that serve as a safer space for young people to engage and contribute towards community development through culture.

- **‘Visual-impaired Pregnancy’**- first-ever stage play by visually impaired students on the effects of teenage pregnancy among persons with disabilities. It highlights issues of HIV & AIDS, Comprehensive Sexuality Education, Gender-Based Violence linked to teenage pregnancy among persons living with disability and what can be done to end the increasing rate in a community.

- **‘Every Child Matters’**- a visually impaired students stage play on the success stories of persons living with disabilities in their little corners without social support as compare with other young people in most communities. The play focuses on the accomplishments of these persons on their own.

- **‘Silent Screams’**- a community youth stage-play on inequality and social injustices of three individuals of different cultural, religious and economic incidence. Based on their stories, it shows they have one thing in common, systematic abuse violence against women (i.e. emotional and physical abuse), Also, it highlights the place of culture and religion as contributing factors to this inequality and injustices of the three individuals.
Other submissions on civic-knowledge on the following creative writings (included poems, story stories, feature- article, and spoken word among others) were received as part of the Expo. Summaries of these civic-action knowledge products as follow;

- **‘A Walk In Accra’** – a poem on sanitation with a unique character of a mentally ill man living on the street, helping to keep the city clean and collecting waste disposed by healthy people. It ends with a poetic question; ‘I can’t help but wonder how many people have this condition, at this rate. I’m forced to think, a hug of a madman is safer than stroke of the sane people’.

- **‘Cultural Practice’**- a poem on human rights violations of young people and children in the name of culture. It concludes with a poetic civic-action ; ‘ But what happens if a child is seized from learning, children forced into drug abusing and prostitution, the practice of breast ironing, harassment, abduction, forced impregnation, dedication of children to temples, LET US STOP’.

- **‘His Untold Truth’**- a poem on domestic violence faced by boys and men in communities, with call to support them to recover and use them as advocates on gender-based violence.

- **‘Effects of A.I.R.’** – a poem on African Indigenous Religions on Deforestation (A.I.R). It highlights how some cultural elements can help to end deforestation in communities.

- **‘I Hear them Say’**- a poem on inequalities related to persons living with disability in communities and what can done to end inequalities faced by them.

- **‘The Girl Who Broke Myth’**- a short story aimed at promoting women rights in communities against unhealthy practice and stigmatization. It highlights how a school girl was ridiculed at school and had her first mensuration in a class as she was called to answer a question by her teacher. This made her go back home to take a bath, changed into another uniform and returned to class on same day. On her return to school, she was prevented from crossing a river in a community because she was considered ‘unclean’. This made her to ask ‘Ma, if one can urinate in this river and go home unscathed, how can I whose blood flows not down my thighs, nor to the ground, and not even into the river die by just passing by?’ With that, she crossed the river and returned to class safe and healthy.

- **‘Puppet Master’** – a poem on breaking silence on domestic violence, with an action to end and prevent it.
• ‘Child Marriage’- a concise article on child marriage stifles the development of girls in communities and a call to act now.
• ‘The Voice of Enough’- a poem on ending violence against women and girls in communities.
• ‘Dear Woman’- prose poetry to young people to step-up and take action on women empowerment in communities.
• ‘A Piece Stolen’ – spoken word poetry on gender-based violence in schools with an action call on ‘Women have suffered abuse and succumbed for far too long. We need to report, expose, export and dispose those who pose these threats. We are no longer vulnerable. We are venerable’.
• ‘Journal at Age Thirty’- a short story on child trafficking experienced by a teenager girl and pushed her into sex slavery and domestic violence. It is also a call to ‘punish present and future perpetrators of gendered violence’
• ‘Mama’s Silence’- an intriguing short fiction of a young lady who became her father’s imposed lover, her mother could not save her and she gave birth to a boy in house of father’s hammer. It advocates for the introduction of comprehensive sexuality education among the youth to build their confidence on prevention and reporting of gender-based violence.
• Animated video with young people taking actions in their communities to end insanitary disposal waste as a major pull factor to flooding and infectious diseases in their communities.

2.5 Civic-Care Respond to Coronavirus Pandemic (#COVID-19) in Ghana

Prior to the first two confirmed coronavirus (#COVID19) cases on 12th March, 2020 in Ghana and subsequent lockdown, the project team during its physical and online engagements shared relevant information adopted from the World Health Organization(WHO) on immediate precautionary measures to stop the spread of coronavirus among the project’s target beneficiaries. These included no hand shake and frequent hand washing with running water and soap.

Subsequently, the project team on 14th March, 2020, developed a flyer with content on how to wash properly using eleven steps based on the WHO hand-washing guidelines. It worthy to
mention that, during Ebola Virus Diseases (EVD) outbreak in 2014, members of the project team received training on hand washing against infectious diseases and conducted sensitization programs among young workers in then ten regions of Ghana, as part of the national preparedness plan on EVD. Also, the team had previously worked on stigma and discrimination against persons living with HIV & AIDS in Ghana. This enhanced the transfer of previous knowledge and skills on public health education, behavior change communication and hand-washing related to #COVID19 among the youth in Ghana. It also positioned the project to share #COVID19 messages in a way that captivated and compelled young people to stay safe till date.

To this end, a Civic-Care Hand-washing Steps flyer on COVID19 dubbed ‘’Stay Safe’’ was developed and one thousand copies (1,000) were distributed before major cities went into three weeks lockdown, imposed by the State in Ghana. Also, in some selected communities hand-washing demonstrations were undertaken by the project team targeting young people and some adult-allies. As part of a public health awareness engagement with young people (aged 15-35 years) to demonstrate how to wash hands properly, a 23-years young man expressed his appreciation to the project team;

‘’I am grateful to you, for helping me to know how to wash my hands properly; this is a life-changing experience gift from you to me’’;

Also, through collaborations, the Civic-Care project had the opportunity to place content on #COVID19 developed by the team and other #COVID19 messages developed by relevant partners in Ghana and from other countries across platforms (i.e. physical and online) through;

- Civic-Chats on WhatsApp statues for young people to know and re-share; hand washing flyer, stop fear and disinformation, stigma and discrimination related to victims of #COVID19 family members (including young people and children) and survivors after recovery.
- Community- Youth vintage points and market places
- Young People’s Expo online engagement (i.e. on Twitter and Facebook of Ulti-leaf)
Stay safe!

HANDWASHING

Stay safe against the Coronavirus #COVID-19 and other infectious diseases

PROTECT YOURSELF BY:

- Washing your hands with soap and water regularly
- Using alcohol-based handrub if you don’t have immediate access to soap and water.

HOW DO I WASH MY HANDS PROPERLY?
Washing your hands properly takes as long as singing “Happy Birthday” twice with the steps below.

1. Wet hands with water
2. Apply enough soap to cover all hand surfaces
3. Rub hands palm to palm
4. Rinse hands with water
5. Right palm over left dorsum with interlaced fingers and vice versa
6. Dry thoroughly with a single use towel
7. Palm to palm with fingers interlaced
8. Use towel to turn off faucet
9. Back of fingers to opposing palms with fingers interlocked

... and your hands are safe!

Source: https://www.who.int/gpsc/clean_hands_protection/en/

CIVIC-CARE PROJECT

Twitter: @ULLeaf Facebook: UlLeafFoundation, Instagram: @ul_leafFoundation, WhatsApp: 08436859665/0733058409/0705435861
Website: www.ul-leaf.org  Send Email: info@ul-leaf.org
Civic-Care Stay Safe flyer - #SafeHands on WhatsApp statutes of young people & re-shared on other platforms

Acting UN Ghana Resident Coordinator & IOM Chief of Mission Ghana shares Civic-Care hand-washing flyer on Twitter

A copy of Civic-Care #COVID19 Hand-washing flyer posted on community food vendor outlet patronized by young people in Accra
On the 15th April, 2020, a special art work (using sticks, flowers and light) was made by the project leader to mark the World Arts Day during his stay safe at home due to the lockdown in Ghana. As part of the #StaySafe campaign, the art work dubbed ‘My Art Form as I Stay Home Against #COVID19- Sticks on the Wall”, encouraged young people to stay at home since there is no friend like art in challenging times. The art had some words of kindness and hope to all young people. Worthy to note that, #COVID19 lockdown in Ghana was a lifetime experience to majority of young people (including the Civic-Care Project Leader) and children to be placed under restricted movements in their communities. The art was shared on WhatsApp and Twitter platforms. (Refer to details on artwork attached as appendix)

On 20th April, 2020, when the three weeks lockdown due to #COVID19 was ended following a decision of the President of Ghana. The project team in a civic-analysis of the decision of the President to end three weeks lockdown presented a ten-point analysis based on national updates on #COVID19. The team leader wrote an article and was published on 22nd April, 2020 in a nation-wide newspaper known as Business and Financial Times (in print and online). The article generated further dialogue on the project’s civic-chat platform among young people.
Civic-Care Project Leader (Akwasi Sarpong) Article on President’s Decision to End #COVID19 Lockdown in Ghana- My Civic-Analysis

Ten-points on decision to lift ban of COVID-19 lockdown in Ghana:
My Civic-Analysis

One thing I know now and with my previous experience in the city of Ghana was wearing safe at home and working. This was supposed to end under an imposition by the president through presidential directive backed by law on me. While at it, I had a conviction that, one day I’ll be a success. Today I’m not again. Since 30th, April 2020 with full movements in Ghana has been limited for another two weeks, I don’t know what to do with my life. The government of Ghana has launched a fun and engaging photo challenge for young people in Ghana on wearing of masks. The photo challenge seeks to encourage a significant number of young males and females to put on their masks at all times to help stop the spread of #COVID19 and share photos with the Foundation via its social media platforms. As most young people are not used to the wearing of masks every day, this photo challenge serves as a public health promotion against our public health enemy now- #COVID19, and as behavior change awareness campaign to stop the spread of #COVID19.

This article can also be accessed on the Business & Financial Times online portal; https://thebftonline.com/2020/features/ten-points-on-decision-to-lift-ban-covid-19-lockdown-in-ghana-my-civic-analysis

WEAR-YOUR-MASK PHOTO CHALLENGE
(#WearUrMask Photo Challenge on #COVID): Following the national directives on #COVID19 after the three weeks lockdown, on mandatory wearing of mask in Ghana, Ulti-Leaf Foundation has launched a fun and engaging photo challenge for young people in Ghana on wearing of masks. The photo challenge seeks to encourage a significant number of young males and females to put on their masks at all times to help stop the spread of #COVID19 and share photos with the Foundation via its social media platforms. As most young people are not used to the wearing of masks every day, this photo challenge serves as a public health promotion against our public health enemy now- #COVID19, and as behavior change awareness campaign to stop the spread of #COVID19.
The Foundation will share basic tips on types of masks to wear against #COVID19, in particular the re-usable masks (used by most young people), due to its cost-effectiveness in Ghana. Through this hashtag #WearUrMask Photo Challenge, the Foundation seeks to provide young people with relevant information on the Ministry of Health guidelines on the wearing of masks, production of masks (re-usable) and washing of re-usable masks on; 

- How to wear masks and how long at a time a mask can be worn?
- Types of homemade masks that have been approved for production
- Do’s and Don’ts when masks are worn
- How to remove mask without infection and to avoid touching front of the mask?
- How to wash reusable mask?

To participate in this photo challenge, a young person in his/her mask, takes photo with mask on and shares with the Foundation on Twitter, Facebook, and Instagram and through WhatsApp. At the end of each week, an electronic album (with photos from young people) will be published on the Foundation’s online and social media platforms. Also, there are prizes for participating youth including #COVID19 community youth agent and designed masks from the Foundation.

**Project Team in #WearUrMask Photo Challenge**

**#WearUrMask Photo Challenge Flyer**
The #WearUrMask Photo Challenge has been embraced by both young people, UN System in Ghana, national bodies, global institutions and adult-allies on social media platforms (WhatsApp, Twitter, Facebook, and Instagram).

Images from Online Engagement on the Challenge:

Royal Commonwealth Society Africa Office shared challenge

UNESCO Ghana Director Retweeted Challenge
Ghana National Commission for UNESCO
Shared #WearUrMask Photo Challenge

UNESCO Ghana Director Shared

Akwasi Sarpong @SarpongAk... 6h
I know wearing mask every day, is difficult but now you have to wear to save our world from number one public health enemy #COVID19, participate in #WearUrMask Photo Challenge to flatten the curve, More on Flyer & tag @UltiLeaf @UNYouthEnvoy @aunyouthenvoy... @antonioguterres

UNESCO @UNESCO 1d
633 million students live in countries that have announced a date for the...
Interim UN Ghana Resident Coordinator – Sylvia Lopez-Ekra Shared “WearUrMask” Photo Challenge on #COVID19
### 2.6 Results- Based Performance Assessment

<table>
<thead>
<tr>
<th>Outcome 1.0 Increased Civic-Skills and Competence among Youth and Youth Organizations</th>
<th>Achieved Indicator Targets</th>
<th>Reasons for Variance with Planned Target (if any)</th>
<th>Source of Verification</th>
</tr>
</thead>
</table>
| Output 1.1 A well-informed youth and stakeholders on civic skills | - 2,500 young people trained (1100 females and 1,400 males)  
- 24 youth related organizations trained and reached information on Civic skills  
- 120 youth and adults-allies undertaking civic actions based on civic-pledges with increased knowledge and tools on civic skills | The intervention received greater-buy-in by young people and youth organizations | - Training Reports  
- Training Reports/Monitoring Data Tracking Tables  
- Training and Follow-up Reports |

| Outcome 2.0 Designated friendly and safer space for Youth in communities and online platforms strengthened | - 3 Safe-spaces for youth civic actions created via online and community platform (Civic-chats, 30 Community –Youth dialogues held and Youthpreneurs)  
- 7 Youth-initiated civic platforms created after civic-skills trained  
- 3,482 youth reached via social media platforms (Civic-chats on WhatsApp, Facebook, | The intervention received greater-buy-in by young people and youth organizations | - Physical and online engagement matrix/reports  
- Advocacy reports, social media messages and reports/articles on constituents |
<table>
<thead>
<tr>
<th>Outcome 3.0 Tailored Civic-Knowledge Products among youth enhanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 3.1 Youth-led civic products through Young People’s Expo developed</td>
</tr>
<tr>
<td>Indicators: Number of youth-related civic action products developed and in-use by youth</td>
</tr>
<tr>
<td>Number of project-specific products developed by project team and distributed</td>
</tr>
<tr>
<td>Baseline: 5 Planned Target: 1000 youth to be mobilized and 10 civic knowledge products to be developed</td>
</tr>
<tr>
<td>- 2,800 youth mobilized and reached with civic-knowledge products (40% in rural and 60% in urban communities)</td>
</tr>
<tr>
<td>- 25 selected visual arts/paintings on youth civic actions in communities developed and in-use by youth</td>
</tr>
<tr>
<td>- 7 stage-plays manuscripts with civic-actions developed for scale-up production</td>
</tr>
<tr>
<td>- 15 selected creative writings (poems, shorty stories, articles, animated dialogue) on inequalities to persons with disabilities, Peace and security, sanitation, Gender-based violence, and culture</td>
</tr>
<tr>
<td>- 2 Pull-up banners, 2,500 flyers on Young People’s Expo distributed, 1,000 flyers on Safe Hands Hand Washing Steps on #COVID19 distributed, Project Artistic Banner, 518 civic-skills handouts for training &amp; articles</td>
</tr>
<tr>
<td>Creative- writing and other civic action products submitted through the Young People’s Expo by participating youth.</td>
</tr>
<tr>
<td>- Young People’s Expo Checklist</td>
</tr>
<tr>
<td>- Evaluation Matrix on Civic Knowledge Products</td>
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<tr>
<td>- Reports on materials</td>
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</tbody>
</table>

| Instagram) |
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<tbody>
<tr>
<td>Output 3.1 Youth-led civic products through Young People’s Expo developed</td>
</tr>
<tr>
<td>Indicators: Number of youth-related civic action products developed and in-use by youth</td>
</tr>
<tr>
<td>Number of project-specific products developed by project team and distributed</td>
</tr>
<tr>
<td>Baseline: 5 Planned Target: 1000 youth to be mobilized and 10 civic knowledge products to be developed</td>
</tr>
<tr>
<td>- 2,800 youth mobilized and reached with civic-knowledge products (40% in rural and 60% in urban communities)</td>
</tr>
<tr>
<td>- 25 selected visual arts/paintings on youth civic actions in communities developed and in-use by youth</td>
</tr>
<tr>
<td>- 7 stage-plays manuscripts with civic-actions developed for scale-up production</td>
</tr>
<tr>
<td>- 15 selected creative writings (poems, shorty stories, articles, animated dialogue) on inequalities to persons with disabilities, Peace and security, sanitation, Gender-based violence, and culture</td>
</tr>
<tr>
<td>- 2 Pull-up banners, 2,500 flyers on Young People’s Expo distributed, 1,000 flyers on Safe Hands Hand Washing Steps on #COVID19 distributed, Project Artistic Banner, 518 civic-skills handouts for training &amp; articles</td>
</tr>
<tr>
<td>Creative- writing and other civic action products submitted through the Young People’s Expo by participating youth.</td>
</tr>
<tr>
<td>- Young People’s Expo Checklist</td>
</tr>
<tr>
<td>- Evaluation Matrix on Civic Knowledge Products</td>
</tr>
<tr>
<td>- Reports on materials</td>
</tr>
</tbody>
</table>
CHAPTER THREE

PROJECT’S SUBSTAINBILITY AND COLLABORATIONS

3.1 Strategic Collaborations

The project objectives were aligned with the visions of stakeholders based on the quality of activities and innovative platforms on physical and online civic youth engagement associated with the project. This strengthened collaborations among young people and adult-allies.

The youth-led action research that was undertaken before the project’s implementation created a strategic avenue for the beneficiaries of this project to voice-out, step–up and initiate civic actions through diverse opportunities and space. This also contributed to the acceptance of the project and led to greater-buy in from young people, youth groups and other relevant stakeholders. It increased participation in all activities of the project beyond planned targets. For example, the project team received undivided support and participation within the short implementation calendar.

To this end, the project was able to court strategic partnerships of national and local organizations in Ghana. It also included development partners (including the UN System in Ghana), private sector (companies), media and a network of youth organizations in communities, and in schools. For example, major activities of the project were placed on stakeholders online platforms at no cost to the project. They also encouraged their staff, youth and youth groups to participate actively in the physical and online engagements of the project. It is essential to add that, they (stakeholders) became the mouth piece of the project unique initiatives notably; Civic-chats, Young People’s Expo, Civic-Pledge, Civic-skills among others.

Another case example, with support from the UNESCO Ghana office, the project team leader introduced Civic-Care project to UN Ghana Country Team during the celebration of the World Human Rights Day (on the 10th December, 2019) in Ghana by the UN System. This was the
maiden youth encounter (seven selected youth leaders) with Heads of UN Agencies in Ghana. From the interactive session with the heads of agencies, the project team’s suggestion on the establishment of a ‘Joint UN Youth Group’ was accepted and adopted by the UN System for implementation (this suggestion was based on the findings of action research on the project undertaken by the project team in 2019). This was published on 15th December, 2019 in a state-owned newspaper known as Ghanaian Times below;

Also, the project leader (Akwasi Sarpong) noted that civic engagement was the most effective tool to collaborate with young people and make them development partners in communities. He also raised concerns on the UN Human Rights Council, African Human Rights Commission and Ghana’s National Peace Council and Districts Security Committee without a youth representative. And he added that there are young people with relevant skills when given the opportunity and space will able to galvanized innovative actions for the double benefits of society and its members. The Interim UN Resident Coordinator in Ghana – Ms. Sylvia Lopez-Ekra in response to the suggestion from the Civic-Care project stated;

“Beginning next year(2020), UN System in Ghana would set-up a Joint Youth Group to include various youth organizations that would champion change in their respective area of activism’’
In addition, the overwhelming interests among the youth on the project through various civic-actions attracted the attention of private sector stakeholders and other partners at the local level. For instance, after civic-skills engagement with students of Dzorwulu Special School, the project beneficiaries in this school received an incredible support from a private company known as Texstyles Ghana Limited. This support to students became a reality with the support of Mr. Carl Ampah (UNESCO Ghana Office) and which forms part of his civic-pledge to the youth. Texstyles Ghana Limited located in Accra-Ghana approved the request made through the project, to supply free fabrics to young students for the production of various items. A copy of request and approved minutes received below;
The project team also mobilized young people and participated in the first-ever youth street march and vigil as part of the 16 Days of Activism on violence against young people and girls. This was organized by the UN Population Fund (UNFPA) Youth Fellows Ghana on 10\textsuperscript{th} December, 2020. The march on the major streets in Ghana to raise awareness related to effects on Gender-Based Violence (GBV) among young people ended with a vigil, through which the project team shared tips on how to voice-out, step-up and take actions on school Gender-Based Violence (GBV) in communities. It led to a pool of youth volunteers and youth mentors who joined the project team and supported the implementation of major activities of the Civic-Care project in particular the online engagement.

Images of Project Team, Youth and other Stakeholders from Street March and Vigil
The project collaborated with the following key partners/beneficiaries’;

- Ghana National Commission for UNESCO
- National Commission on Civic Education
- National Youth Authority
- National Theater
- National Union of Ghanaian Students (NUGS) and six Blocs (namely; University Students Association of Ghana, Graduate Students Association of Ghana, Ghana Union of Professional Students, National Health Students Association, Teacher Trainees Association of Ghana and Regional Student Representative Councils), and the students in various Senior High Schools in the 16 Regions of Ghana.
- UN Youth Association Ghana
- Ghana International Model United Nations
- Achwek Construction Limited
- UNFPA Ghana Youth Fellows
- Internet of Things Network Hub Africa
- Cassava Talia Limited
- MakersPlace GH
- Heritage of Africa
- Youth Organizations in communities and at national level

### 3.2 Project Sustainability

The project recognized synergy of youth organizations and other stakeholders’ working together to sustain gains made in the four months of implementation. Therefore, a major step in ensuring sustainability of the project’s outcomes and outputs has been on the mind of the implementation team since inception of the project.
The involvement of key project users/beneficiaries and stakeholders who have the same goals and affected by similar challenges (i.e. lack of funding) related to youth civic engagement in Ghana, led to developing supportive services with minimal resources. The overwhelming interests among stakeholders informed the project team’s decision to institutionalize major activities as part of the Ulti-Leaf Foundation annually programs in collaboration with strategic partners.

Also, in-kind support from relevant stakeholders (by leveraging on each other strength) has been a core part of the project’s sustainability. This includes continuous collaborations with stakeholders to scale-up the project in their annual programs and develop or undertake a joint youth civic actions.

On this note, the project team will continue to organize civic-skills using the innovative tools and platforms that have been developed (where appropriate through online platforms) for selected officers of the following organizations; National Commission for Civic Education, UN Youth Association Ghana, National Youth Authority and extended to other youth organizations and development partners in Ghana.

The project team has also prepared to share and communicate the results and lessons learnt from the project with national and global stakeholders/organization with support from the UNESCO and other organizations aimed at raising funds to scale-up the project.

A scale-up of the Civic-Care project will give teeth to the statement by Her Excellency Irina Bokova, the Director-General of UNESCO in 2016 that

‘’Young women and men are shaping the world- we must recognize this and support it’’

Ulti-Leaf Foundation has also launched second call for submissions on the Young People’s Expo as majority of young people are now at home due to #COVID19 in Ghana. The second call is among major activities to be organized annually for young people in Ghana.

The project team will continue to engage UNESCO, other stakeholders and private sector partners to augment its budget constraints through fundraising balls and donations.
CHAPTER FOUR

FINANCIAL NARRATIVE

4.1 Project Budget and Expenditure

The project was developed with a total budget of Thirteen thousand, five hundred and thirty USD ($13,530). Out of the total budget, the project received financial support of Ten thousand USD ($10,000) from the UNESCO Regional Office, Abuja. In this financial narrative, it focused on total budget of support received from the UNESCO Regional Office and actual expenses made.

Budget lines for major activities and other related activities were created to ensure that expenditures do not overrun. The project team followed these budget lines in the implementation of activities using financial monitoring tracker on actual expenses. The project was successfully implemented within its budget as planned. Financial records of actual expenditures made were documented and receipts in this regard kept.

Actual expenditures made covered the major budget lines and based on the project workplan;

- Civic-Skills Training Workshops expended USD $3,330
- Designated Friendly and Safer Spaces covered USD $2,870
- Project Visibility, Printing and Stationery & Documentary was USD $2,000
- Civic-Knowledge Products (Training, Development & Production) on Young People’s Expo spent USD $1,800

A cumulative expenditure for implementation of activities was USD Ten thousand ($10,000) with no interest credited on the funding amount till date. This was as results of short timeframe for implementation and the nature of project online and physical engagements in communities as well as schedule on transfer of funds to the Ulti-Leaf Foundation. Funds were withdrawn and cheques issued to avoid delays in payments of services procured and budget over-run.
CHAPTER FIVE

RECOMMENDATIONS, LESSONS LEARNT AND CONCLUSION

5.1 Recommendations

The project team recommend the following innovative action-oriented steps to be taken into consideration and in collaboration with relevant stakeholders towards consolidating the gains made from the current project;

- A designated ‘Youth Civic Actions Trust Fund’ should be established. The results and other innovative components of the Civic-Care project should allow the UNESCO to engage major stakeholders in particular development partners on a joint trust fund. This will augment the work of youth organizations to scale-up youth civic engagements initiatives, due to its double benefits and cross-cutting approach.

- A publication dubbed ‘Youth Civic Knowledge Products’ should be developed and institutionalized as part of the annual work of the UNESCO and disseminated in collaboration with youth organizations and national bodies. The publication will serve as one-stop portal that houses civic action and materials developed by young people in communities, at the national and global level. Example of civic knowledge products by the youth will include artworks, creating writings and stage-plays with civic actions on specific themes as revealed by the Young People’s Expo.

- Youth in Civic Actions Fellowships and Award scheme should be introduced by the UNESCO. The proposed fellowship scheme should be known as ‘’ UNESCO Youth Civic Fellows’’. The scheme will serve as a safe space at the UNESCO Institute and at the country level, young people will be provided with a mentoring space in the UNESCO offices to undertake six-month civic actions or join a civic initiative in their communities for six-months. The fellowship should also incorporate the good practices from the existing UNESCO Fellowships such as Young Scientist Fellowship and Women in Science Fellowship. Also, an award scheme should be designed to recognize and institutionalize contributions in civic initiatives or actions from all young people age 15 -
35 years in communities, at national and global level annually. Recognizing the civic contributions of the youth at the highest level will serve as positive reinforcement and bedrock for next leaders and activists in different sectors, in developing countries.

- UNESCO and other stakeholders should adopt ‘Civic-chats’, as a safer space for youth engagements. It will create an essay and convenient avenue for youth expressions on stakeholders’ programmes and enhance visibility of youth civic actions.

- Youth Civic-pledge should be institutionalized as part of the human resource guidelines for staff and in the programmes of UNESCO and other stakeholders. This will require staff and organizations to report annually (through performance appraisal for staff and key performance indicators for organizations) on opportunities, space and other relevant support systems that have been provided to young people to enable them (young people) contribute based on their experiences, skills and situations towards the achievement of community, national and global development agenda. For instance, a staff will be require to sign a youth civic-pledge and state specific actions she/he will undertake to empower the youth. To this end, UNESCO should add youth civic-pledge as a component in the award of future contracts and development assistance framework.

- At the country level, UNESCO in collaboration with stakeholders (including youth) should create ‘UNESCO WhatsApp’ page to ensure effective engagement and easy accessibility to majority of young people. The current project benefited from this approach and based on findings from the project’s action-research undertaken in 2019; it revealed that on the average there are more young people on WhatsApp than any other social media platforms in Ghana. And on the average a young person spent three hours daily using his/her mobile phone browsing online. A case example on how WhatsApp works in developing countries was World Health Organization WhatsApp platform that was launched during the #COVID19 pandemic.

- UNESCO should leverage on its human rights programmes to advocate among its member states for the inclusion of young people (aged 18-35) with experience as members of the UN Human Rights Council and African Union Human Rights Commission. In Ghana, Ulti-Leaf Foundation has initiated a campaign to mobilize young people to sign a petition
on the inclusion of young people as members of the National Peace Council as well as nominated to join the regional and district security committees.

5.2 Lessons Learnt

Among lessons learned included the following:

- Use of different training materials (such as videos, visual presentations, demonstrations and civic-pledge initiative) enhanced young people, youth organizations and other stakeholders’ civic-skills and competence for subsequent civic actions that were developed.

- The two engagement components (i.e. physical and online-use of mobile phones and social media platform) associated with the project activities designed prior to the #COVID19 pandemic enabled the effective implementation of activities as ban on physical meetings/gathering as well as lockdown of cities was imposed by the state.

- Use of creative writings, visual arts, painting, animation, digital installation among others through the Young People’s Expo led to young people adopting the Expo and developing civic-knowledge products on specific themes. And in challenging times due to #COVID19, with majority of young people at home, the creatives became the only friend to most young people. Hence, the second call for submissions on the Young People’s Expo and the Wear-Your-Mask (#WearUrMask) Photo Challenge to help stop the spread of #COVID19 was added, as part of initiatives to sustain the gains made.

- Civic-chats accepted by young people as a reliable tool and safer space for building youth-adults partnerships, and initiating civic actions in communities, based on the project results.

- Through the ‘Youthpreneurs’ as a safer space, young people with innovative ideas leveraged on civic skills to developed civic-actionable project to address communities problems.
5.3 Conclusion

In the words of the Director-General of UNESCO, Her Excellency Irina Bokova in 2016; ‘‘Sustainable development is unthinkable while young people face exclusion and inequality’’. With this statement in mind, the Civic–Care project implemented in Ghana (in four months) served as inclusion of young people as active members of a society. And through safer spaces and civic –skills created in collaboration with them (young people), it enabled them to develop civic knowledge products individually and collectively to voice –out, step-up and led to the development of innovative civic-actions aimed at addressing inequalities and towards achieving sustainable development in communities.

Time constraints could not hold the project back from achieving its objectives and so the number one public health enemy coronavirus (#COVID19) failed in that regard. These challenges were triumphed due to the project design, operating model and greater-buy-in from young people, youth organizations, national institutions, development partners, media and other relevant stakeholders on the project. To this end, scaling up of the project is a commitment required from all stakeholders to sustain gains made. The project has also shown that civic engagement is an effective tool for youth empowerment and participation in the development process of communities (i.e. rural and urban).

The project results offered innovative quality standards and efficient implementation approach for future activities on youth civic engagement in Ghana, Africa and to the Global community.

‘‘As Civic-Care as a project closes, but it is more awake in the hearts and civic actions initiated by young people, as well as in the programmes of youth organizations and major stakeholders in Ghana’’. 
PROJECT PHOTO GALLERY

Official Launch of Project

Project member engages Visual Impaired artist

Group work during Civic-Skills Training

Group photo with stakeholders & students

Cultural Display by Visual impaired students

Project members with partners during Drama training

UNESCO Official interacts with students & partners

Madam Sen–Gen. of Ghana NATCOM
**PROJECT PHOTO GALLERY**

- Civic-skills training with youth organizations
- Students civic-chat with stakeholders through music
- Students, youth mentors and project members interactive fun after workshop
- UNESCO, Project Team, NCCE Group Photo
- Students, Tutors briefed on artistic banner
- UNCT Ghana engages youth including Project Leader
- Project Team Leader
TOOLS, DOCUMENTS AND OTHER MATERIALS USED/CONSULTED


Ulti-Leaf Foundation (2019). 'Youth Civic Engagement in Ghana: Issues, Needs and Opportunities with Use of Mobile phone and Social Media”, Accra-Ghana


UNESCO (2017). 'Training Tool on Youth Civic Engagement: Guidance and Training for Cross-Sectors Actors interested in Youth Civic Engagement ‘. Paris, France

UNESCO (2017). ‘Youth and Violent Extremism on Social Media, Paris, France


**APPENDIX**

**APPENDIX ONE: PROJECT WORKPLAN**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target, Stakeholder</th>
<th>Responsibility</th>
<th>Support/material required</th>
<th>Timeline</th>
<th>Status/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY 1.0</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold half day round-table discussion with project team</td>
<td>Ulti-Leaf Foundation’s team</td>
<td>Team Leader</td>
<td>Study Report, Project Document, Project Contract, UNESCO Tool on Youth, Youth Policy</td>
<td>20th Nov.2019</td>
<td>Completed</td>
</tr>
<tr>
<td>Hold a half-day meeting to launch project</td>
<td>Young people, stakeholders, UNESCO focal point in Ghana</td>
<td>Project Team</td>
<td>Roll-up banners, photo-presentation on project</td>
<td>27th Nov.2019</td>
<td>Completed</td>
</tr>
<tr>
<td>Organize a month-long online engagement with youth on project- Civic Care ; project’s visibility and youth participation</td>
<td>Young people in-school &amp; out-of-school</td>
<td>Project Team</td>
<td>Internet, laptop, brief on project</td>
<td>30th Nov.2019</td>
<td>Completed</td>
</tr>
<tr>
<td>Engage (by official visits) officials at policy level, communities leaders and youth leaders</td>
<td>National Youth Authority, Communities leaders, Youth leaders (SRC from schools, )</td>
<td>Project Team, ( with support from UNESCO focal point in Ghana)</td>
<td>UNESCO Youth Civic Engagement Learning Journey Tool, Flip charts &amp; training materials</td>
<td>30th Nov.2019</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>ACTIVITY 2.0</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Undertake Civic- skills and competence training workshops for youth</td>
<td>Young people (15-35 years) in and out-of-school</td>
<td>Project Team</td>
<td>Policy documents, laws, UNESCO Tool on Youth Civic Engagement, Foundation’s study findings</td>
<td></td>
<td>Completed</td>
</tr>
<tr>
<td>Conduct Training of Trainers (ToT) Workshops on Civic-skills and competence for youth organizations</td>
<td>youth organizations per Foundation’s study , selected stakeholders</td>
<td>Project Team</td>
<td>Mapping matrix, data from Foundation’s study findings, UNESCO Youth Tool</td>
<td></td>
<td>Completed</td>
</tr>
<tr>
<td>Domesticate and disseminate</td>
<td>Stakeholders in urban and rural communities</td>
<td>Project Team</td>
<td>UNESCO Tool on Youth Civic Engagement,</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNESCO Tool Youth Civic Engagement and Other Relevant Tools in 16 Regions of Ghana</strong></td>
<td></td>
<td>Foundation’s study findings</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up on trained youth and youth organizations in communities</th>
<th>Trained stakeholders</th>
<th>Project Team</th>
<th>Monitoring sheets on project</th>
<th>Completed</th>
</tr>
</thead>
</table>

**ACTIVITY 3.0**  
**Designated Friendly and Safer Space in Communities**

<table>
<thead>
<tr>
<th>Organize a weekly civic care dialogue series (at district levels and in communities)</th>
<th>Youth in Urban &amp; Rural Communities, communities leaders</th>
<th>Project Team</th>
<th>Policy documents, laws, UNESCO Tool on Youth Civic Engagement, Foundation’s study findings</th>
<th>Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Hold a youth dialogues civic actions in communities</th>
<th>Youth in Urban &amp; Rural Communities</th>
<th>Project Team</th>
<th>Policy documents, laws, UNESCO Tool on Youth Civic Engagement, Foundation’s study findings</th>
<th>Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Civic-Chats online and physical engagement</th>
<th>Young people (15-35 years) in and out-of-school</th>
<th>Project Team</th>
<th>Foundation’s youth tools, flip charts</th>
<th>Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Organize Youth-Adult Civic Encounter through online platforms</th>
<th>Youth and policy-stakeholders</th>
<th>Project Team</th>
<th>Project Progress Report</th>
<th></th>
</tr>
</thead>
</table>

**ACTIVITY 4.0**  
**Development and Production of Tailored Knowledge Products (Civic Knowledge Products)**

<table>
<thead>
<tr>
<th>Develop a fact sheet on research findings into Youth Civic Data</th>
<th>Youth and policy-stakeholders</th>
<th>Project Team</th>
<th>Major Findings from Foundation’s study</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Develop and Produce Youth Civic Action</th>
<th>Youth and policy-stakeholders</th>
<th>Project Team</th>
<th>Major Findings from Foundation’s study</th>
<th>Completed</th>
</tr>
</thead>
</table>

<p>| Write and publish articles, action briefs in Newspapers, online portal, youth related journals and | Project Team | Major Findings from Foundation’s study | 5th Dec.2019 | Completed |</p>
<table>
<thead>
<tr>
<th>print and electronic media</th>
<th>civic journals</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop manuscripts on stage play (drama) on specific themes for scale up of project</td>
<td>Youth and policy stakeholders</td>
<td>Project Team in collaboration with students, GES, School of Performing Arts - University of Ghana. National Theater</td>
<td>Script developed based on project objectives and study findings</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**ACTIVITY 5.0**  
**Project Documentation, Visibility and Reporting**

| Document best practices of the project | - | Project Team | Final Research Report, PPT on findings and action briefs | Completed |
| Develop and produce Videos on Project’s Activities and Impact | Youth, Policy makers, Youth Organizations, Media, Private Sector, DPs & All stakeholders | Project Team | Fact sheet, articles, action briefs, video pops with messages by stakeholders | Completed |
| Print and Distribute IEC materials developed from project | Youth and policy stakeholders | Project Team | articles, action brief, video pops with messages by stakeholders | Completed |

**ACTIVITY 6.0**  
**Field Monitoring and End of Project Meeting with Youth and other relevant Stakeholders**

| Undertake Field work travels and monitoring visits to communities | Engaged stakeholders at policy-level, in communities and trained youth | Project Team | Monitoring sheets | Completed |
| Hold a half-day end of project stakeholders meeting and knowledge-sharing (on project success stories) | Young people, stakeholders, UNESCO focal point in Ghana | Project Team | Roll-up banners, photo-presentation on project, video documentary and stage play, IEC materials | Complete |
APPENDIX TWO: FLYER ON YOUNG PEOPLE’S EXPO AND GUIDELINES

CALL FOR SUBMISSIONS

YOUNG PEOPLE’S EXPO

The maiden edition of the Young People’s Expo, as part of the UNESCO Youth Engagement: Civic-Care Project, being implemented by Uti-Leaf Foundation, aims at giving space and opportunity to Young to voice-out, step-up and take actions on pertinent issues in their society, through the creativity of visual art, drama and creative writing.

YOUNG CREATIVES’ COMPETITION (15 - 17 YEARS)
Visual arts (Painting, Pencil art, Sculpture, Mixed Media, Installation art, Digital Arts, Photography) and Creative writing competition, and Drama (Stage-play)

YP EXPO CALL FOR SUBMISSION (18 - 35 YEARS)
Visual arts (Painting, Pencil art, Sculpture, Mixed Media, Installation art, Digital Arts, Photography) and Creative writing

All shortlisted works would be featured or exhibited at the upcoming Young People’s Expo and on several platforms including Uti-Leaf UNESCO and other UN agencies. Announcing prizes, exposure and opportunities await winners of the competitions.

DEADLINE FOR SUBMISSION
Submission for all literary works (Creative writing and drama script): 20th March, 2020 06:00hrs
Submission for all artworks: 10th March, 2020, 00:00hrs

ADDITIONAL INFORMATION
Find out more on Twitter @UtiLeaf
Facebook: UtiLeaf Foundation, WhatsApp on 0243513666/0243512611/0243512689
Website: www.uti-leaf.org
Send Email: info@uti-leaf.org
CALL FOR STAGE PLAYS

YOUNG PEOPLE’S DRAMA CONTEST

The maiden edition of the Young People’s Drama Contest, as part of the UNESCO Youth Engagement Civic-Care Project being implemented by Uli Leaf Foundation, aims at giving a space and opportunity to youth to voice out, step-up and take actions on pertinent issues in their society, through the creativity of drama.

This opportunity targets young people in-school (Senior High School Drama Groups) and out-of-school (Community youth) aged 15 - 18 years. Each target group would be required to;

- Submit Manuscripts; based on any of the themes outlined in the guidelines
- Stage a Play; upon submission of manuscripts, participants/groups shall be required to stage a play based on manuscript submitted.

All shortlisted works would be showcased at the upcoming Young People’s Expo and on several platforms of Uli Leaf Foundation, UNESCO and other UN agencies.

DEADLINE FOR SUBMISSION
10th March, 2020, 00:00hrs

ADDITIONAL INFORMATION
For more information, WhatsApp on 0243835966/0261452611 or 0735220389
Twitter: @UliLeaf , Facebook: Uli Leaf Foundation
Website: www.uli-leaf.org or
Send Email: info@uli-leaf.org
APPENDIX THREE: COPY OF CONSENT AND RELEASE OF COPY RIGHT FORM

CONSENT AND COPY RIGHT RELEASE FORM

TO WHOM IT MAY CONCERN: By receipt of this form, I, [Name], the original copyright owner of photos and images, do hereby consent, release and grant permission to the Ulti-Leaf Foundation and its partners (including United Nations Educational, Scientific and Cultural Organization- UNESCO) the right to use photos, images and videos for programmes, reports and other related activities of the Ulti-Leaf Foundation and UNESCO.

Also, I grant permission to reproduce photos, images and videos by any printing service of Ulti-Leaf Foundation’s and UNESCO’s choice for prints, enlargements and any type of product or service to advertise and to promote their activities.

This includes Internet or commercial printing services. In addition, this consent and release allows the use of photos, images and videos to be used on the Ulti-Leaf Foundation’s and UNESCO’s website, and any social media platforms of their choice, for visibility, advertisements and promotions.

FROM: [Signature]
ADDRESS: [Full Address]
PHONE NUMBER: [0244 331 421, 0267 408 040]
EMAIL: [ash@outlook.com]
SIGNATURE: [Signature]
DATE: 12/03/2020
APPENDIX FOUR: PROJECT PRESS STATEMENT ON VIOLENCE AGAINST WOMEN AND GIRLS ON WOMEN’S DAY, 2020

INTERNATIONAL WOMEN’S DAY, 2020
A CALL TO ACTION: END ILLEGAL PAYMENT OF MEDICAL FEES AT HEALTH FACILITIES BY SURVIVORS/VICTIMS OF DOMESTIC AND GENDER-BASED VIOLENCE IN GHANA

‘Since 2012 till date (eight years), as a young man, I’ve followed and read reports (court proceedings and newspapers reportage from courts judgements) on violence against women, girls, boys and children in Ghana. In each week, about five young women, girls and children are physically abused, raped, defiled, killed and assaulted in communities across the country. In all cases, survivors paid their own medical fees in state health facilities’” - Akwasi Sarpong, Executive Director of Ulti-Leaf Foundation

On the occasion of the International Women’s Day, 2020, focusing on Women’s rights and gender equality with the theme “I am Generation Equality; Realising Women’s Rights”. It is appropriate to ask ourselves the following questions with respect to the human rights of young women and children;

- Are survivors/victims of domestic and gender-based violence still made to pay their medical fees (bills) at health facilities, in view of the provisions stipulated in Ghana’s Domestic Violence Act (732) Section 8(3)?
- Do we have majority of few reported cases on violence against women and children, withdrawn and settled out of Domestic and Victims Support Units (DOVSU) in our communities?
- What actions are young people in communities taking to prevent, protect and end gender-based violence in Ghana?

We at Ulti-Leaf Foundation believe that Ghana’s Domestic Violence (DV) Act, 2007(Act, 732) was enacted to make the rights of women and children work. However, from our on-going “Civic-Care” project for young men and women in communities, it became evident through a dialogue dubbed “Civic-Chat” ; i) Survivors/Victims of gender-based violence are made to pay medical fees when they report to health facilities (public & private) throughout Ghana. This is in contrast with section eight (8), sub-section (3) which states “A victim of domestic violence who is
assisted by the police to obtain medical treatment under subsection (1) (c) is entitled to free medical treatment from the State”.

Also we found that; ii) Most survivors/victims(young people) are not aware of their rights as guaranteed by the DV Act(732) to free medical treatment.

We also observed that a significant number of the few reported cases on violence against women (VAW) in communities are withdrawn from the DOVSU offices in rural communities and settled at the family level. This unhealthy situation has created and strengthened the culture of ‘‘non-report’’ on VAW in urban and rural communities in Ghana.

It is pathetic to state that, violence against women, girls and children has become an airplane with passengers crushing and killing all passengers on board every five minutes in Ghana. And VAW has continued to thrive insidiously under the aegis of silence and secrecy particularly in the Ghanaians society for too long.

We cannot continue to allow VAW to define the future of our young women, girls and children, and hold them back from realizing their dreams and contributions towards the development of their communities.

At Ulti-Leaf, #Each4Equality is a call to young men and women in each community of Ghana, to voice-out and step-up to prevent, protect and safeguard the rights of young women, girls and children.

We respectfully, draw the attention of His Excellency President Nana Addo Danquah Akuffo Addo to take the following actions as we mark IWD, 2020;

- Issue a Presidential Directive to end this illegal and unlawful payment of medical fees by survivors/ victims of VAW and GBV in communities. This directive should be made public in the newspapers, and posted on social media accounts of the President, as well as on social media platforms of agencies and departments of the state. We humbly request His Excellency to add a sanction regime on the directive.
- Establish a special ‘’Presidential Commission on VAW and GBV’’ to collaborate with youth-led organizations aimed at ending VAW in communities using youth strategies and civic-actions.
- Hold a ‘Presidential Ball’ in collaboration with other stakeholders to raise funds for the Domestic Violence Support Fund (stated in DV Act732).
- Direct the Ministers of Health, Gender, Children and Social Protection to ensure that hospital social welfare and counselling units in all public health facilities are well-resourced to provide counselling services and other related support to young women and children who are victims of VAW.
- Direct the Ministers of Justice, and Interior to report quarterly to His Excellency on VAW cases, reported through agencies and departments under these ministries.

With these presidential actions when taken, we firmly believe would enable Ghana to design a future that allows young women and children to realize their rights and aspirations, devoid of gender-based violence in their communities.
Ulti-Leaf Foundation is youth-led organization, based in Ghana, implementing the Civic-Care project; an opportunity and space for every young person to connect and engage through civic-skills acquisition, designated space, and the use of knowledge products, mobile phone, mobile apps and social media to participate actively in the development of his/her community. The project is a groundbreaking youth initiative for young people (in-school and out-of-school) aged 15-35 years to voice-out, step-up and take civic actions in communities. This current project won the maiden edition of the UNESCO Youth Civic Engagement Contest in Anglophone West Africa, 2019, which is suited within the UNESCO Operational Strategy on Youth (2014-2021) and aligned to the National Youth Policy of Ghana, Africa Youth Charter, UN Youth Strategy (2030), Sustainable Development Goals, UN Resolution 2250 on Youth, Peace and Security, UN Security Council Resolution 2419 for Increasing Role of Youth in Negotiating, Implementing Peace Agreements among others.

WE NEED TO ACT NOW; WHAT AFFECTS WOMEN AND CHILDREN, AFFECTS US ALL

#EACH4EQUALITY

SIGNED

Akwasi Sarpong
Executive Director  +233-243833966  Twitter: @UltiLeaf  Email :info@ulti-leaf.org
APPENDIX FIVE:

ARTWORK FROM PROJECT ON WORLD ARTS DAY

DURING #COVID19 LOCKDOWN

MY ART FORM AS I STAY SAFE AT HOME AGAINST #COVID-19

What Arts mean, as I stay safe at Home to celebrate the World Arts Day on 15th April, 2020

Every waste in a community can be re-use by tapping into our culture and nature

Putting together sticks from our environment left to waste and decay

Colored these sticks, re-shaped and placed on wall;

AN ART FORM OF A HOME OF RECOVERY AND GROWTH;

To bring hope, end despair, disinformation and fear

Our world is not done yet; #COVID-19 shall pass, as THE HOME designed on this wall with sticks, flowers and a light (lamp). Presented as “Art Form of StayAtHome”
STICKS

We are individual sticks staying at a physical distance but with a socio-cultural connection, therefore Social Distance is Not Social Isolation; Arts connect us to who we are, where we have come from and our next destination;

We are Nature’s Arts on Earth and Our Colors show our cultural diversity and unifying elements needed for a unique mixture of beauty. Let’s avoid disinformation on #COVID-19, stigma, and discrimination against survivors of #COVID-19 in days ahead. #Sticks-Together-Wins.

FLOWERS

Our recovery lies in how we turn these challenging times into seeds of growth to come. One Day, our lives are threaten together by a virus, Next Day; we shall overcome and recover together. A flower of hope to you at home.

LIGHT

Right now, we are at home, all is not lost. Let’s make the most out of it. One day, we’ll be out again, because at the end of the tunnel, we’re light, so stay at home and shine through arts to the world. There is no friend as AN ART in challenging times

HAPPY WORLD ARTS DAY, 2020

By Akwasi Sarpong
@SarpangaKwasi1 (Twitter)
Nanasarpong2005@yahoo.co.uk
## APPENDIX SIX: PROJECT MONITORING AND REPORTING MATRIX

**CIVIC-CARE PROJECT – Ghana**

**Monitoring Reporting Matrix**

### Summary of Activities and Outputs – <insert reporting period>

<table>
<thead>
<tr>
<th>Project Area</th>
<th>Expected Activities</th>
<th>Achieved</th>
<th>Output</th>
<th>Indicators Measured* (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic-Skills Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designated friendly safer safes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone and Social Media Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic –Knowledge Products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project’s Sustainability/Scale-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M &amp; E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Indicators Measured – This refers to indicators listed in the programme results framework

### Collaboration with other Stakeholders (Youth Partners)

<table>
<thead>
<tr>
<th>Agency</th>
<th>Area of Collaboration / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth-led Organization</td>
<td></td>
</tr>
<tr>
<td>Youth-focused Organization</td>
<td></td>
</tr>
<tr>
<td>National bodies and others</td>
<td></td>
</tr>
<tr>
<td>Private-sector, Media</td>
<td></td>
</tr>
<tr>
<td>Development partners</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Information

<table>
<thead>
<tr>
<th>Reports or Supporting Documents Attached</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges, Delays, Lessons Learnt</td>
<td></td>
</tr>
<tr>
<td>Program Revisions</td>
<td></td>
</tr>
<tr>
<td>Upcoming Events (for possible other ministries invitation)</td>
<td></td>
</tr>
</tbody>
</table>

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# APPENDIX SEVEN: COPY OF PROJECT WEEKLY CALENDAR OF ACTIVITIES

**Calendar of Activities – CIVIC-CARE PROJECT**

28th February – 8th March, 2020

**GHANA**

<table>
<thead>
<tr>
<th></th>
<th>DATES</th>
<th>ACTIVITY/ LOCATION</th>
<th>SUPPORT REQUIRED</th>
<th>ATTENDEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28th Feb. (Friday)</td>
<td>Osu Presbyterian Senior High School Brief Engagement &amp; Training on Civic-Care and Stage Play with students, at Osu Presby SHS campus : 10AM- 10:30AM</td>
<td>Activity handouts</td>
<td>All members of CC</td>
</tr>
<tr>
<td>2</td>
<td>28th Feb. (Friday)</td>
<td>La Presbyterian SHS Brief Engagement &amp; Training on Civic-Care and Stage Play with students, at La Presby SHS campus : 11:00AM-11:30AM</td>
<td>Activity handouts</td>
<td>All members of CC</td>
</tr>
<tr>
<td>3</td>
<td>28th Feb. (Friday)</td>
<td>Labone Presbyterian SHS Brief Engagement &amp; Training on Civic-Care and Stage Play with students, Labone Presby SHS campus :12:00noon-12:30</td>
<td>Activity handouts</td>
<td>All members of CC</td>
</tr>
<tr>
<td>4</td>
<td>29th Feb. (Saturday)</td>
<td>Civic-Care Project Members Zoom Meeting, via Zoom App Link : 16:00-18:00PM</td>
<td>Link to Zoom app meeting</td>
<td>All members of CC</td>
</tr>
<tr>
<td>5</td>
<td>2nd March (Monday)</td>
<td>Dzorwulu Special School Engagement on Civic-Care and Mini-Workshop, Dzorwulu Special School campus : 8:30AM -11:30AM</td>
<td>Pull-ups on Civic-Care, Activity handouts</td>
<td>All members of CC</td>
</tr>
<tr>
<td>6</td>
<td>3rd March (Tuesday)</td>
<td>Akropong School for Blind Engagement on Civic-Care and Mini-Workshop, at Akropong School for campus: 8:30AM-11:30AM</td>
<td>Pull-ups on Civic-Care, Activity handouts</td>
<td>All members of CC</td>
</tr>
</tbody>
</table>
## Calendar of Activities – CIVIC-CARE PROJECT
### 28th February – 8th March, 2020

**GHANA**

<table>
<thead>
<tr>
<th></th>
<th>DATES</th>
<th>ACTIVITY/ LOCATION</th>
<th>SUPPORT REQUIRED</th>
<th>ATTENDEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4th March (Wednesday)</td>
<td>Tema Secondary School Engagement on Civic-Care and Mini-Workshop, at TEMASCO campus: 8:30AM-11:30AM</td>
<td>Pull-ups on Civic-Care, Activity handouts</td>
<td>All members of CC</td>
</tr>
<tr>
<td>8</td>
<td>5th March (Thursday)</td>
<td>Accra Technical Training Centre Engagement &amp; Training on Civic-Care and Mini-Workshop, at ATTC campus : 8:30AM-11:30AM</td>
<td>Pull-ups on Civic-Care, Activity handouts</td>
<td>All members of CC</td>
</tr>
<tr>
<td>9</td>
<td>7th March (Saturday)</td>
<td>Civic-Care Project Members Zoom Meeting, via Zoom App Link : 16:00-18:00PM</td>
<td>Link to Zoom app meeting</td>
<td>All members of CC</td>
</tr>
<tr>
<td>10</td>
<td>8th March (Sunday)</td>
<td>Using mobile phone to promote Women and Girls Rights through Civic-Chats via Online &amp; Social Media to Mark INTERNATIONAL WOMEN’S DAY,2020 , at all social media &amp; other online portals using Ulti-Leaf handles and Hashtags on IWD &amp; Civic-Care Project</td>
<td>Using mobile phones to engage on WhatsApp, Facebook, IG, Twitter, Personal &amp; Group Dialogue</td>
<td>All members of CC</td>
</tr>
</tbody>
</table>

**SUBMITTED BY: AKWASI SARPONG, 26/02/2020**
### APPENDIX EIGHT: EVALUATION CHECKLIST FOR YOUNG PEOPLE’S EXPO SUBMISSIONS (CIVIC-KNOWLEDGE PRODUCTS)

**YOUNG PEOPLE’S EXPO**

_Evaluation Grid for submitted literary works_

<table>
<thead>
<tr>
<th>1. Content; How work relates to any of the selected themes</th>
<th>Not at all (0) <em>(Such works should be noted)</em></th>
<th>Vaguely (1)</th>
<th>Fairly well (2)</th>
<th>Very well (3)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Content; Development of ideas</th>
<th>Ideas mentioned but not developed (1)</th>
<th>Ideas fairly developed (2)</th>
<th>Well-developed ideas (with vivid elaborations where necessary) (3)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Organisation; Structure of work; correct format used for work (with all required features)</th>
<th>Poorly structured work (1)</th>
<th>Well structured (2)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Expression; Vocabulary</th>
<th>Poor (1)</th>
<th>Average (2)</th>
<th>Excellent (3)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5. Expression; Use of literary devices; metaphors, idioms etc.</th>
<th>No significant use of literary devices (0)</th>
<th>Used sparingly (1)</th>
<th>Used with moderately good control (2)</th>
<th>Used with great finesse and sophistication (3)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Accuracy; Grammar, Punctuation and spelling</th>
<th>More than 10 errors (2)</th>
<th>8-10 Errors (2)</th>
<th>5-8 Errors (3)</th>
<th>0-5 Errors (4)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Creativity and Originality of Ideas</th>
<th>(0-2)</th>
</tr>
</thead>
</table>

**Name of Evaluator:**

**Comments:**
Guidelines and Checklist for initial review of literary works for Young people’s Expo

Submitted literary works must meet the following requirements;

- Work should be related to at least one of the given themes
- Work should be no longer than 750 words
- Participant should have filled online Google forms and provided all necessary information requested (Cover page with contact information)
- Work should be in a legible font; A standard serif or sans-serif font
- Works should in no way be offensive or derogatory; racial slurs, sexist remarks, offensive remarks against persons with disabilities or migrants.
- Works containing parts of other works should have been appropriately cited (No plagiarism)

Works that do not adhere to the above shall be disqualified.

- Selected works should be written in clear expressive language and devoid of basic grammatical errors; (basic spelling mistakes, poor concord,

- Precedence will be given to works that are rich in expression and style; with appropriate use of literary devices; like rhyme (for poetry and prose poetry), metaphor, alliteration, imagery etc.

- Satirical works should have the finesse that draws the line between healthy criticisms and offensiveness.

Checklist
1) Can part(s) or aspects of work be revised as per any of the four themes of the Expo?
   Yes ( ) No ( )

2) If Yes, What aspects of the submitted work can be improved? ............

3) Are there specific areas of work submitted that can be used to promote Civic-Care Project & Expo?
   Yes ( ) No ( )

4) If Yes, Quote part(s) of work submitted that can be used for purposes of promotion and visibility of the Civic-Care Project

5) Are there any learning opportunities from work submitted that Civic-Care Project can scale-up and share? Yes ( ) No ( )

6) If yes, bullet learning opportunities identified for Civic-Care Project

7) As a reviewer, do you have any specific comment(s) on work submitted?
   Yes ( ) No ( )

8) If yes, state comment(s)
CIVIC-CARE PROJECT

UNESCO YOUTH CIVIC ENGAGEMENT INITIATIVE

OPPORTUNITY AND SPACE FOR YOUTH (15-35 YEARS) IN-SCHOOL AND OUT-OF-SCHOOL IN GHANA TO #VOICE-OUT, STEP-UP AND #TAKE-ACTIONS IN COMMUNITIES

ADDITIONAL INFORMATION
Find out more information on WhatsApp: (0244)393-06/6233220-0389, Facebook: Util-Leaf Foundation, Twitter: @UtilLeaf, Instagram: UtilLeaf.
Send Email: info@utilleaf.org. Website: www.utilleaf.org
Civic-Care
Voice-Out, Step-UP & Take-Action

UNESCO YOUTH CIVIC ENGAGEMENT INITIATIVE

VOICE-OUT: Youth expressing their views, aggregating their interests, needs, acting individually and collectively to influence public policy, and contribute to developments in their communities.

STEP-UP: Spaces and opportunities or entry points that exist for youth to be involved and to express their voices, influence processes, and outcomes as active members on issues and development needs of their communities. This includes youth in leadership roles and representing their communities.

TAKE-ACTION: Individual and collective actions initiated by the youth in collaboration with other stakeholders to prevent, safeguard, and resolve challenges, issues faced by their communities.

ADDITIONAL INFORMATION
Find out more information on WhatsApp (0243833956/0235220389), Facebook: UKI-Leaf Foundation, Twitter: @UltiLeaf, Instagram: UltiLeaf, Send Email: info@ulti-leaf.org, Website: www.ulti-leaf.org