

ANNUAL REPORT 2021



Vision in Action Cameroon

VIAC

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*"A community in which reproductive and health
rights are recognised for all"*



Executive Director

Peter FONGEH

Dear Friends,

I'm delighted to present VIAC's Annual report. Last year, we focus on expanding SRHR services and building a new team. This year, we focus on implementing a new community outreach model, expanding health services, measuring impact and establishing research collaborations which has yielded positive results. We tripled our number of Adolescent girls and young women reached through our programs, we launched our research team which generates quality evidence that will bring us new data insights to help us better understand and improve adolescent girls and young women SRH. In 2021, we continue our momentum by embracing our local roots and developing holistic programming based on what our community needs, we are developing a three-year strategic plan that will incorporate lessons learned from both our successes and challenges. We will build and expand upon our existing partnerships with the MAMA network, Inroads, Youth Excel, UNESCO, HER voice fund and affiliated entities. We hope to share our expertise and insights with other organizations as we expand our geographic reach. Thank you for wholeheartedly being a part of Vision in Action Cameroon. There is much to celebrate as we walk together to a brighter future.

Peter NGUAFAC



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VISION IN ACTION CAMEROON

www.viacame.org

About Us



Vision in Action Cameroon (VIAC) is a youth-led not-for-profit organization that supports and enables adolescent girls and young women (AGYW) and communities in programs and influences change in the areas of Research (Evidence Generation), Advocacy (community mobilization), information & communication.

Through advocacy, creative activism, research, and development, VIAC is committed to feminist principles, using gender transformative and rights-based approaches.

About Vision in Action Cameroon

Our behaviors and decisions reflect our core principles:

- ❑ **We put people first:** the communities we serve come first in our decision-making and programming.
- ❑ **We are brave:** we have great ambition and are willing to explore new things and take risks to achieve our goals.
- ❑ **We operate collectively:** we leverage the value of working as a community based organisation, sharing risk and resources and learning together.
- ❑ **We are inclusive:** we see the value in diverse perspectives and work to remove the barriers that prevent voices being heard.
- ❑ **We are open:** we work transparently and with integrity, building mutual trust in all levels of our work from governance to programming.



Vision In Action Cameroon

OUR VISION

To improve sexual and reproductive health rights for adolescent girls and young women in Cameroon through a cohesive program of empowerment, advocacy, creative activism, research and development



OUR MISSION

A community in which reproductive and health rights are recognized for all irrespective of sexual orientation and gender identity and gender expression.



OUR GOAL

To improve knowledge and understanding of Sexual Reproductive Health and Rights among young people.



OUR AIM

To empower young people with the knowledge and skills on Reproductive Health and Rights to enhance their health rewarding behaviors as well as safety.



Our Values



Integrity

Ensuring accountability to the communities we serve, partners we work with and ourselves. Expected behavior, Honesty, reliability, responsibility, transparency and accountability.



Inclusion

Embracing diversity, actively including differences in culture, race, sex, age, etc. Expected behavior. Treating people equally and with respect including vulnerable populations.



Teamwork

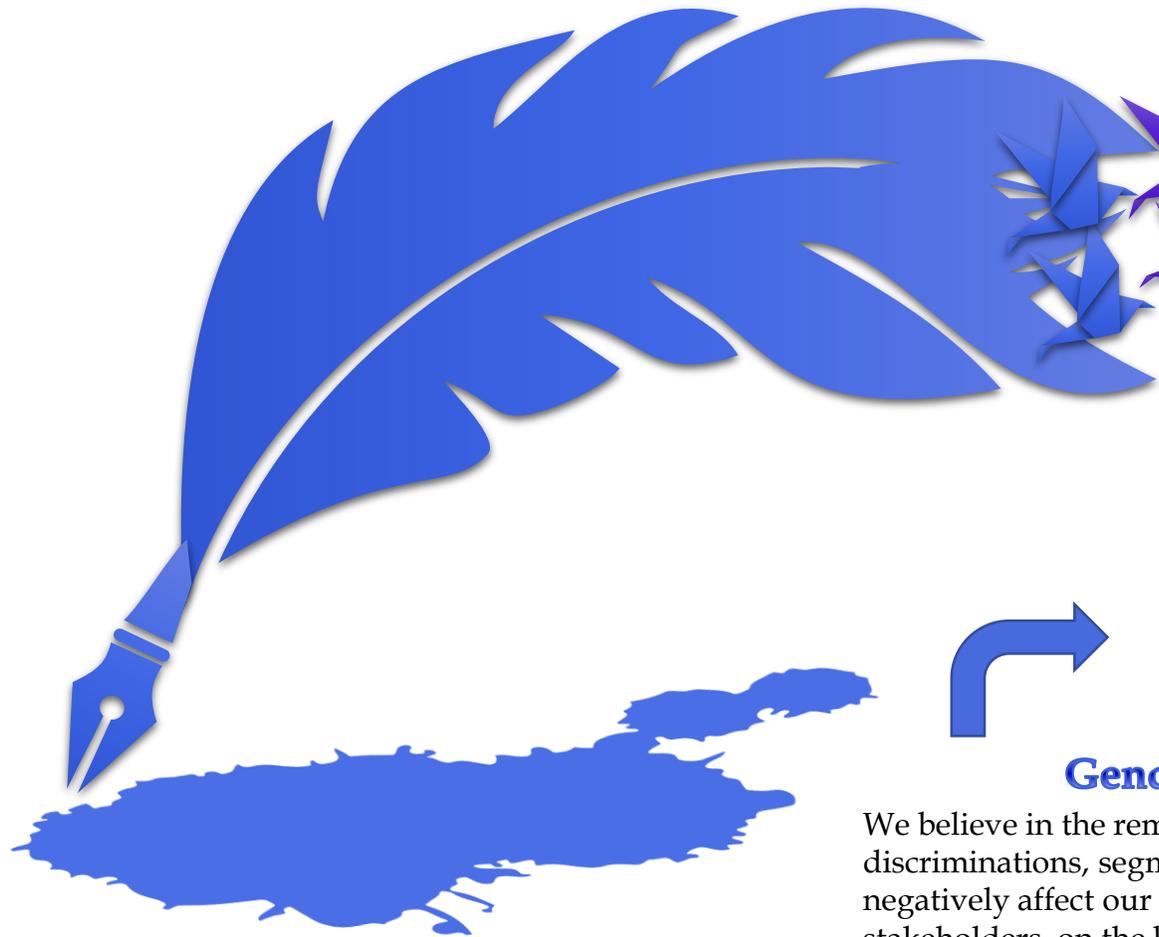
Working together with mutual respect & tolerance to achieve desired results. Expected behavior. Sharing knowledge, skills, wisdom, experiences and successes, supportive of each other's efforts through mentoring, coaching and counseling.



Communication

The act of interacting with and reaching out to communities, development partners and ourselves; seeking understanding and being understood. Expected behavior. Proactive communication: active listening; receiving and giving complete and constructive feedback.

GUIDING PRINCIPLES



Humility (UBUNTU)

We will respect the community and will not be confrontational in all our work.

Respect for Human Rights

The respect for human rights is held at the top of our priorities as servants of development work

Gender-Sensitive

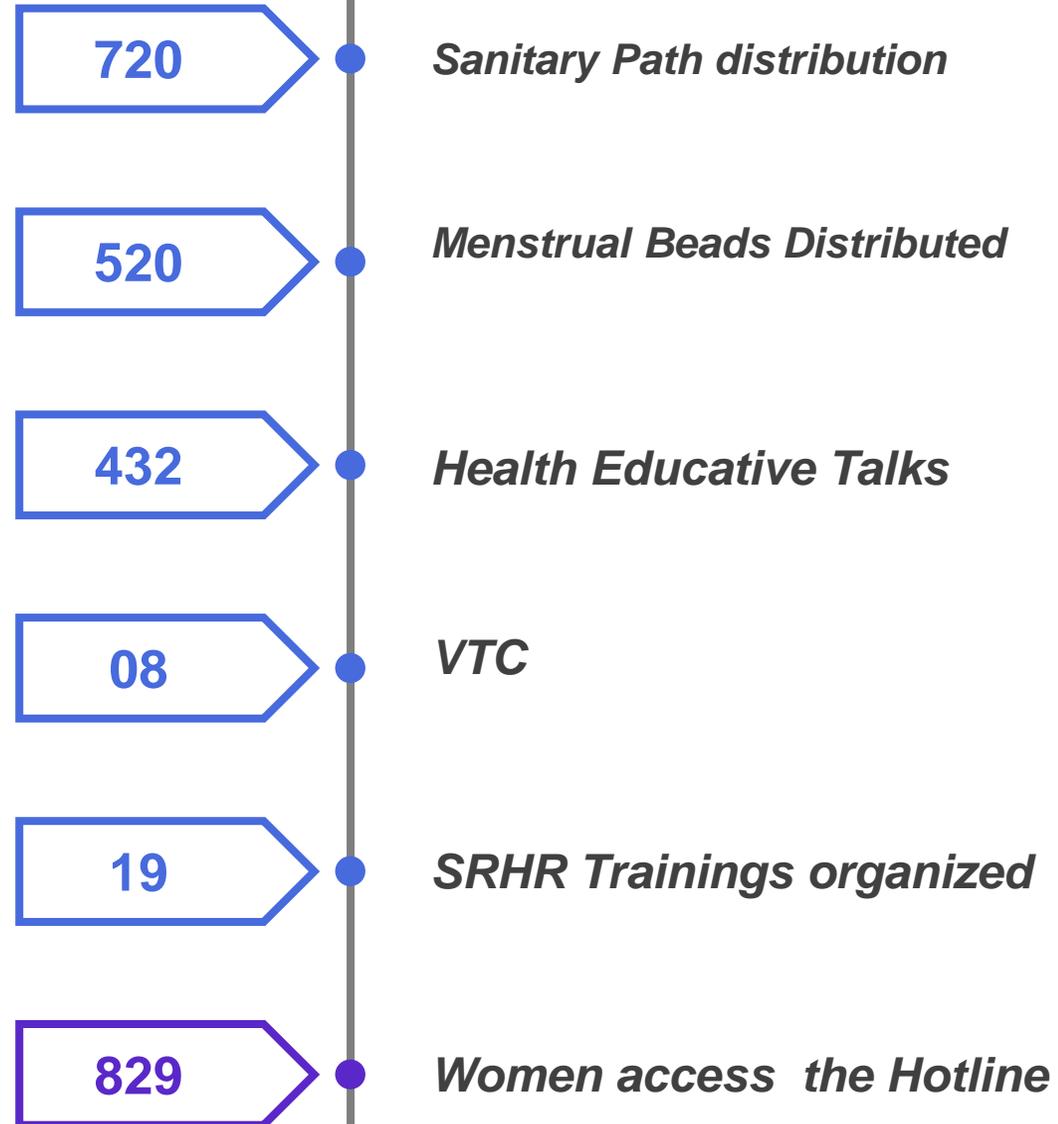
We believe in the removal of all types of discriminations, segmentations and stereotypes that negatively affect our staff, members and other stakeholders, on the basis of their sex.



**VIAC
IMPACT REPORT**

TIMELINE

TIMELINE ACTIVITIES FOR THE YEAR





VIAC

IMPACT REPORT

**MENTRUAL HYGIENE MANAGEMENT
PROJECT**



EMPOWERING GIRLS WITH THE MENSTRUAL HYGIENE MANAGEMENT EDUCATION



Menstrual hygiene management (MHM) is a major health issue affecting women and girls of reproductive age worldwide; despite the statistics pointing to the fact that 52% of the female population is of reproductive age at any given time¹. The transition into reproductive age for some girls is often met with fear and anxiety due to a lack of proper education on menstruation and resources on the changes they are undergoing.

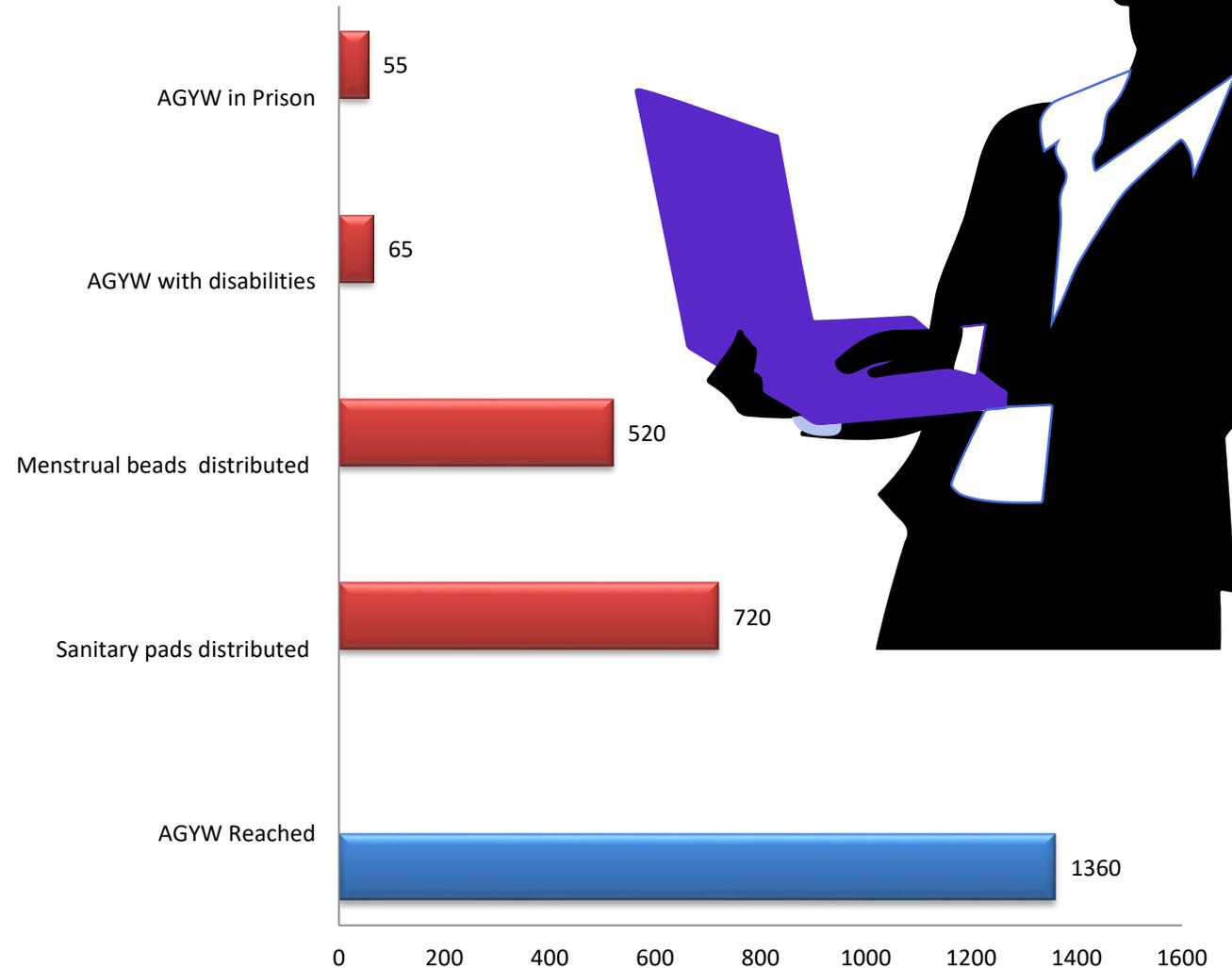
School-aged girls in marginalized communities face the largest barriers to MHM, as many schools do not have the necessary facilities, supplies, knowledge, and understanding to appropriately support girls during menstruation. This negatively impacts their education and ability to stay in school.

Furthermore, schools often have inadequate water and sanitation available, making menstrual hygiene almost impossible to maintain, and causing stress and embarrassment for female students. Also, communities often hold local cultural beliefs or taboos related to menstruation that can threaten a girl's physical and/or emotional well-being.

MHM Reach

Expected outcomes of the intervention

- I. Adolescent girls and boys demonstrate knowledge and best practices on improved personal hygiene and menstrual hygiene management;
- II. Boys and girls are empowered to talk about menstrual hygiene management and best practices to other peers;
- III. Myths and misconception associated with menstruation are eliminated; Lessons learnt
 - A. During our safe spaces and trainings, we learnt that the AGYW are still shy to discuss menstruation issues openly.
 - B. The schools lack adequate sanitary facilities for girls.
E.g., A private wash room or changing rooms for girls
 - C. The teachers also had inadequate knowledge on menstrual hygiene management package.
 - D. We also learnt that some of the teachers have inadequate knowledge on counseling and good communication skills to the pupils.
 - E. We further learnt that pupils learnt best with peer to peer training. This was observed when we engage them in a short recap.



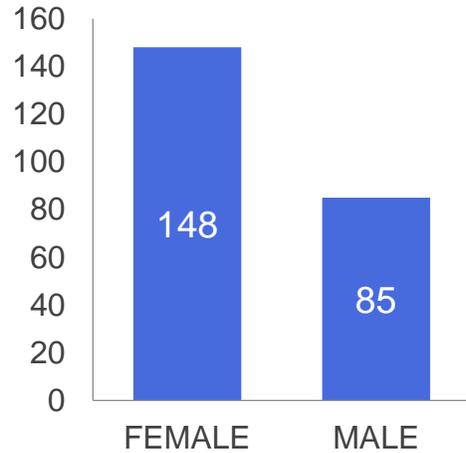


**VIAC
IMPACT REPORT**

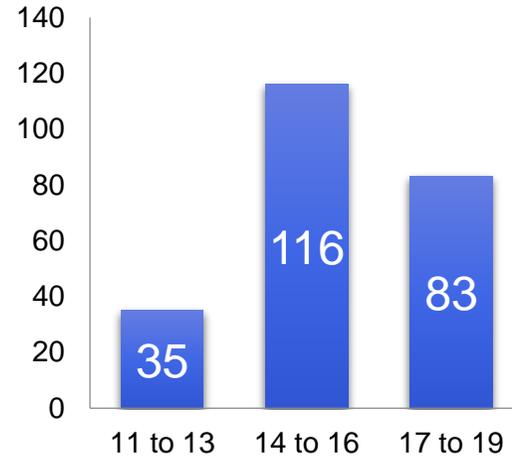
RESEARCH TO CHANGE PROJECT

About R2C Project

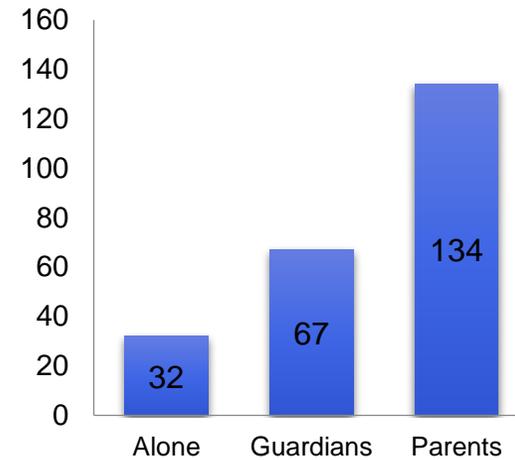
Demographics with a total of 233 adolescence secondary school students



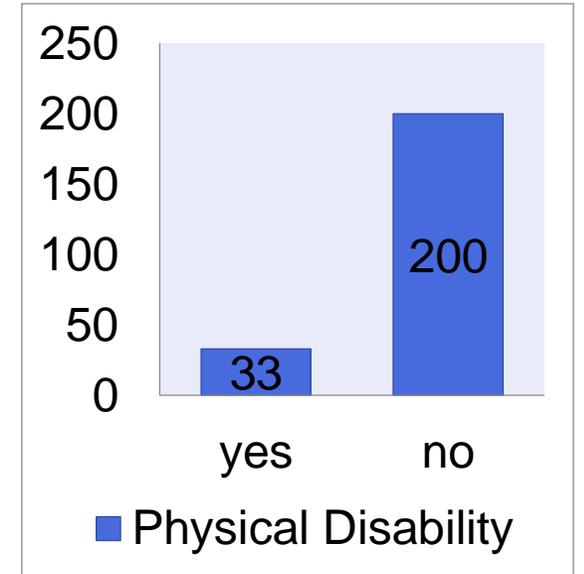
■ GENDER



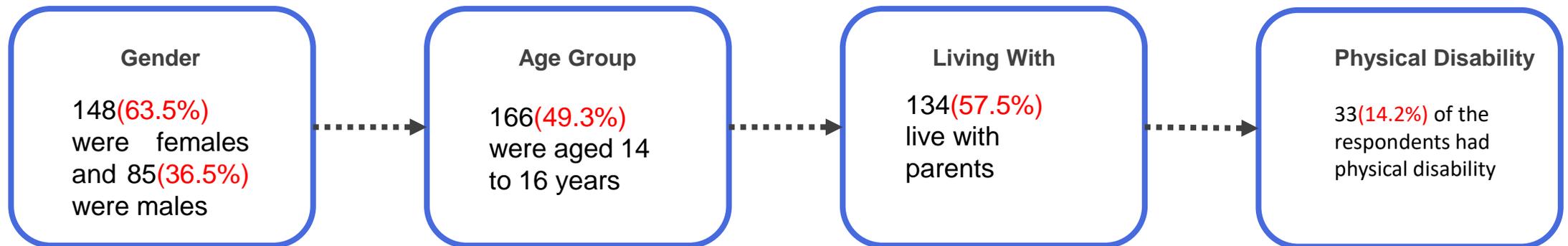
■ Age Group



■ Living with

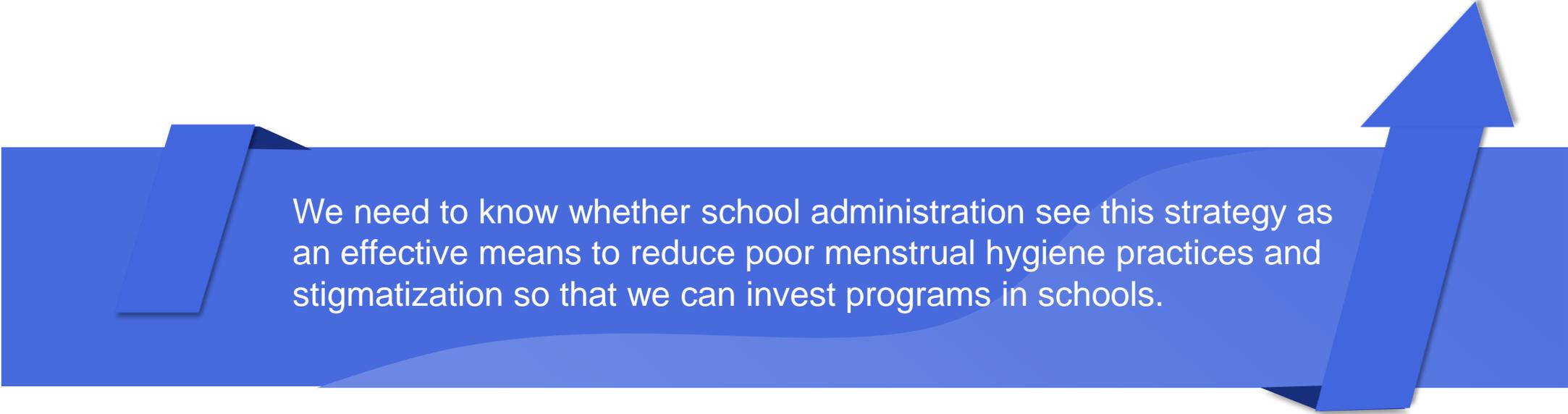


■ Physical Disability



See the learning Goal

Learning Goal 1



We need to know whether school administration see this strategy as an effective means to reduce poor menstrual hygiene practices and stigmatization so that we can invest programs in schools.

Observations Learning Goal 1

Observation 1

All school administrators who voluntarily participated in this study said that poor menstrual hygiene and stigmatization could pose problems for their students especially for the younger students aged 11 – 15 years and that's why they try to talk about menstrual hygiene and stigma to help their students and provide facilities to help manage menstruation when in school.

Observation 2

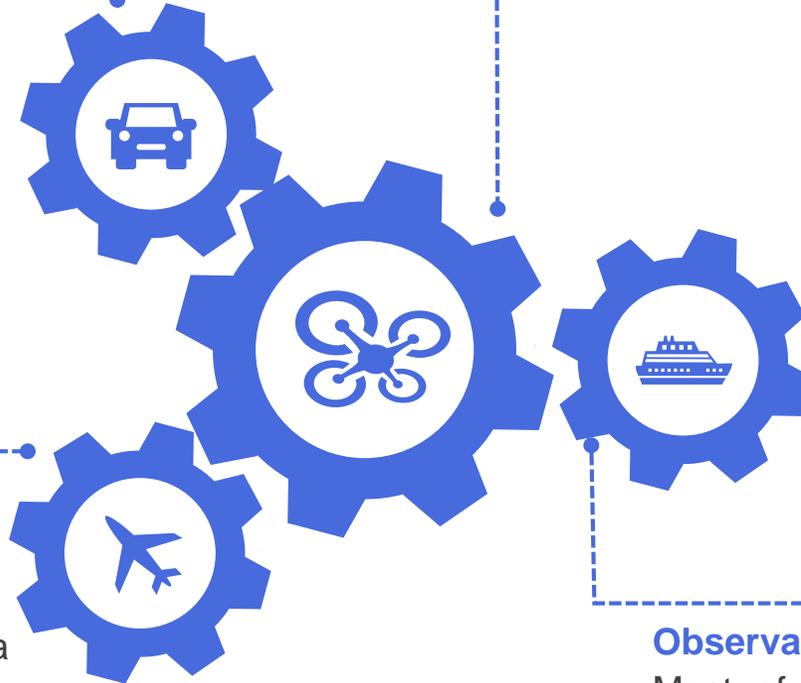
Most of the participants for the focus group discussions think that poor support for menstrual hygiene practices and stigmatization is a problem to adolescent girls in their school a few of the male participants think that stigmatization is not a problem.

Observation 3

All school administrators said that their school has a menstrual hygiene management strategy. Most of the schools said they have toilets with water, medication for menstrual cramps and sending girls with have menstrual accidents home. Just a few had clean separate toilets with constant water flow, sick bay, supporting girls with pads during menstrual accident and educating girls on menstruation outside of school curriculum.

Observation 4

Most of the participants of the FGDs said that their school had a menstrual hygiene strategy with most stating the availability of separate toilets, constant running water and sick bay with a few stating separate toilets, constant running water, and sick bay with a nurse to attend to students, provision of pads by the school, educative talks on MHMP.



Responds

A total of 233 students answered the questionnaires on Multiples responds

■ Existing Facilities ■ None



36.8%

Separated flushed orbit Toilet

138 (36.8%) of the students said that they are provided with separate toilets for boys and girls



24.4%

Constant flow of water

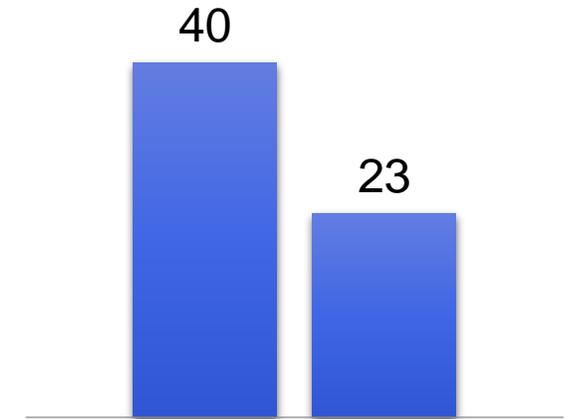
91 (24.3%) of the students said that they have constant flow of water



9.1%

Changing rooms for girls

34 (9.1%) of the students reported that there are changing rooms for girls



Available facilities

Respond on Available Facilities

40 (10.7%) of the students said that they have all of the above facility while 23 (6.1%) of the students said they do not have any of these facilities mentioned.



Observations

Remarks

01

Remark 1

In respect to menstrual accidents in school most of the administrators said they will help the girl involved clean up and send her home, because they do not want the other students to notice and laugh at the girl who had the menstrual accident.

02

Remark 2

Most of the participants of the FGDs say that during menstrual accidents students are laughed at by boys and in few ceases teachers, most teachers send the victim home and some teachers give her pad to clean up and educate her on menstruation.

Management of menstrual accidents in school

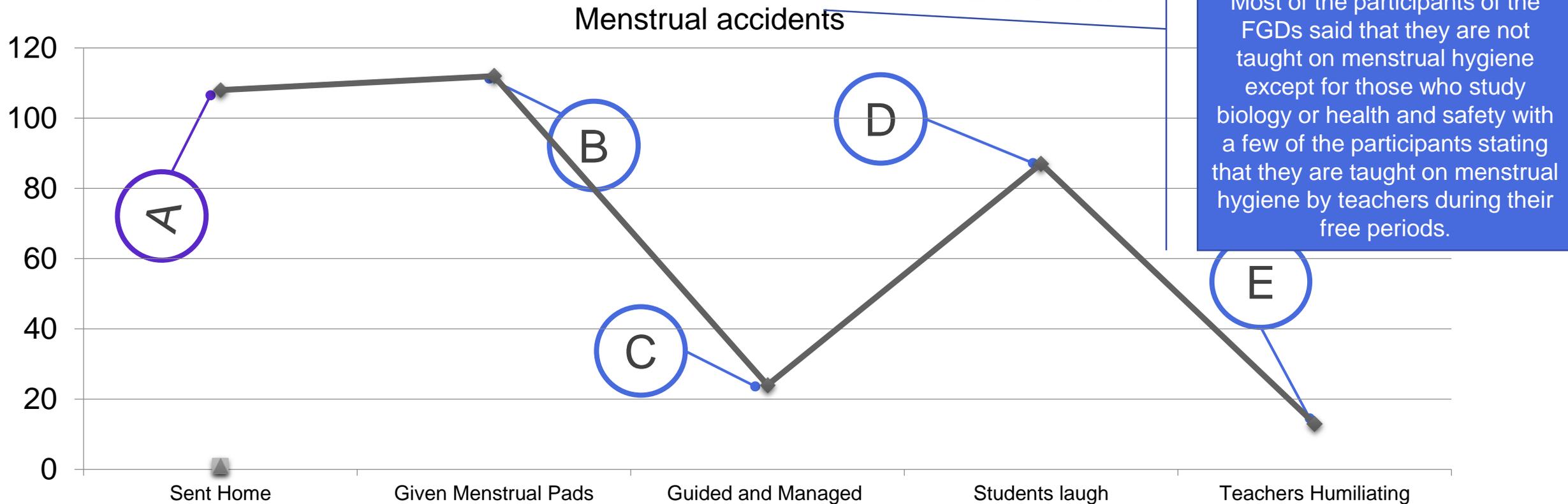
Option A
102(30%)
responded that
the student is
sent home

Option B
112(33%)
responded that
students are given
menstrual pads

Option C
24(7%) of the students
responded that peers
laugh at students who
have a menstrual
accident.

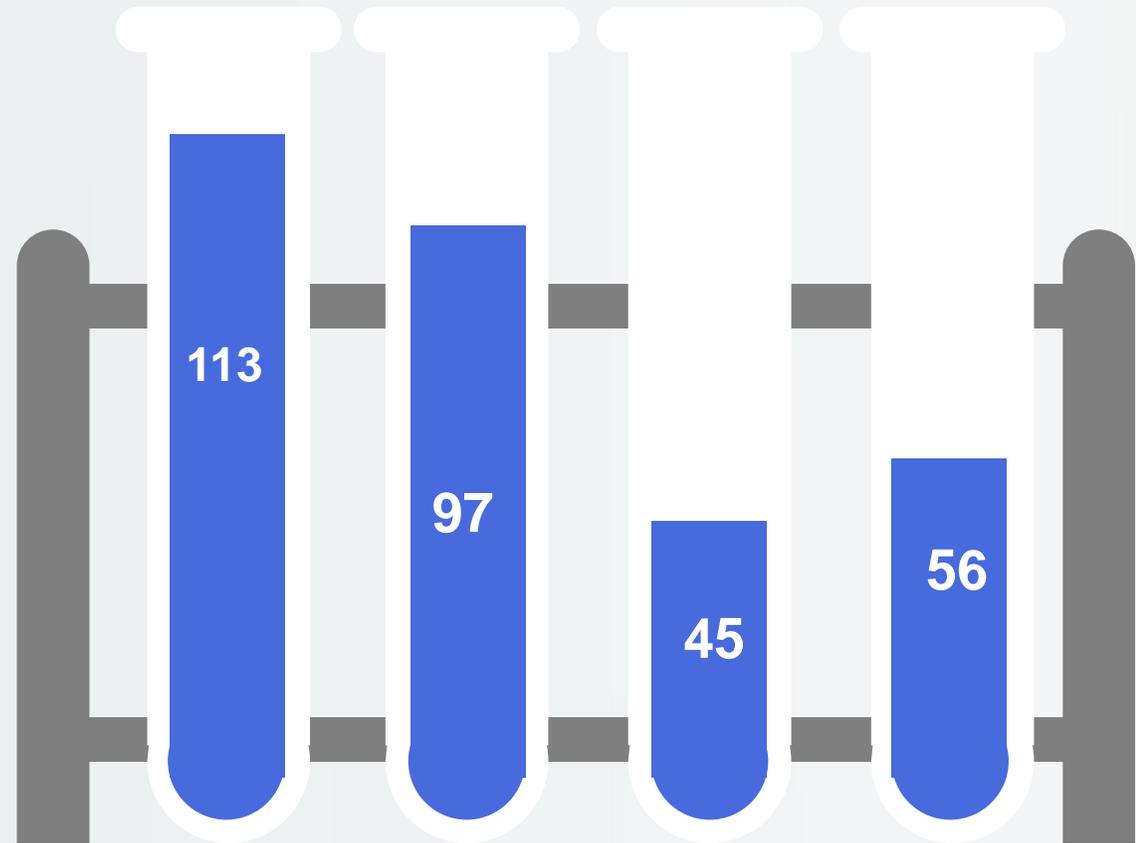
Option D
87(26%) responded
that students who
have menstrual
accidents are
guided on how to
better manage
menstruation

Option E
13(4%) of the students
responded that teachers
humiliates the student
who has the menstrual
accident



Aspects of MHMP taught in schools

- 24.4%** 113(24.9%) of the students responded that they are taught on the female reproductive system
- 21.4%** 97(21.4%) responded that they are taught about the menstrual cycle
- 9.9%** 45(9.9%) of the students responded that they are taught on the what absorbent materials to use during menstruation
- 12.4%** 56(12.4%) of the student said that they are taught on how to care for menstrual materials



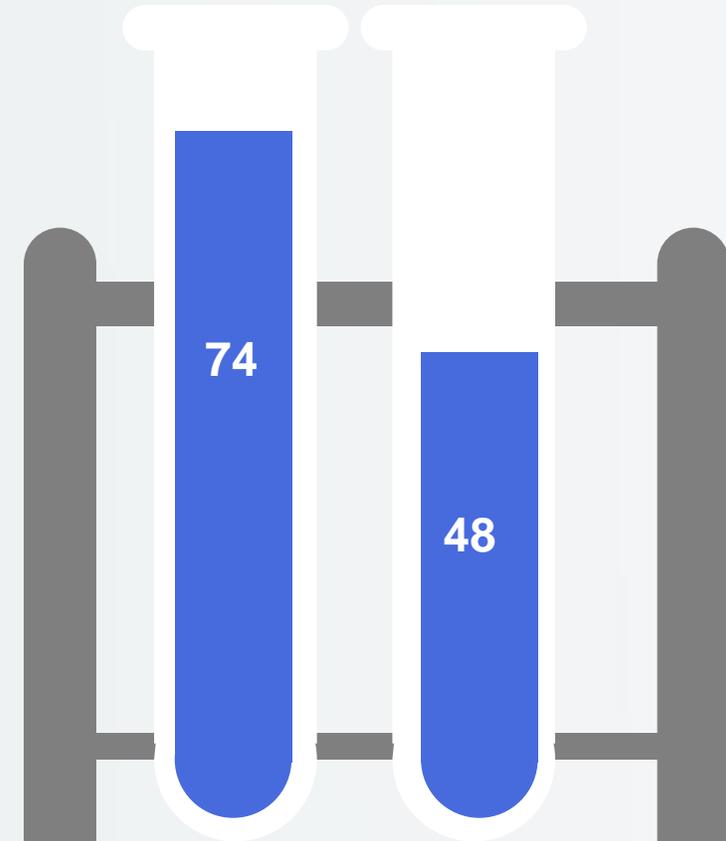
Aspects of MHMP taught in schools

16.3%

74(16.3%) of the students responded that they are taught on how often to take a bath during menstruation

10.6%

48(10.6%) of the students responded that they are taught on what materials to use when cleaning the genitals during menstruation



Remarks

1

Remark

A few schools said they have never used comic books. While most of the schools said they have used comic books in teaching.

2

Remark

Most of the school administrators say using comic has been a success with a few stating that the success was to the extent they had wish to have..

3

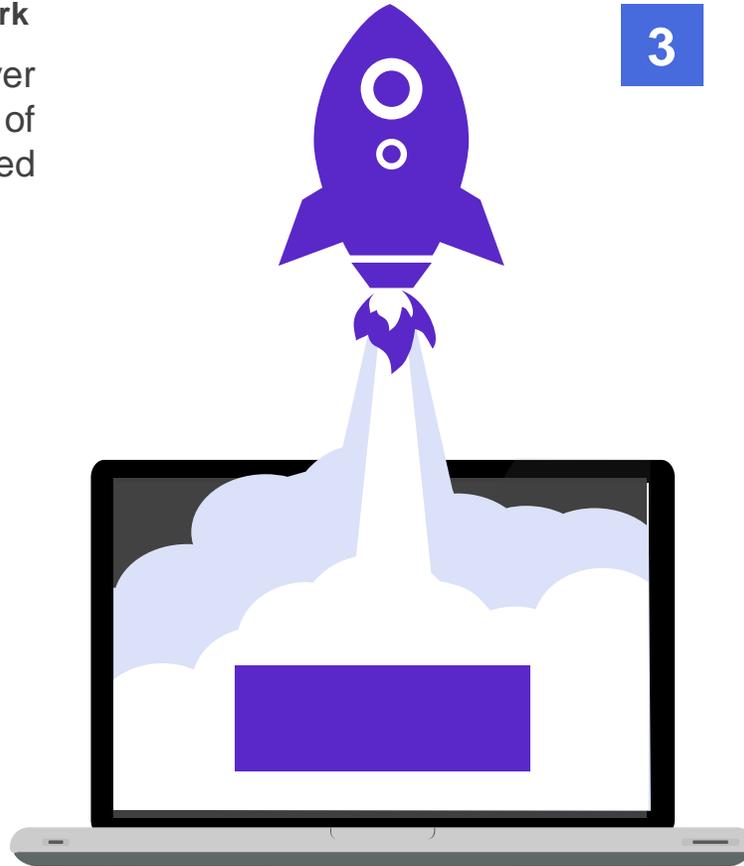
Remark

Most of the school administrators think that using comic books to educate students on menstrual hygiene is a good idea but a few stated that using talks with the student will be more effective.

4

Remark

Most of the school administrators are willing to use comic books for informative proposes with just a few think that the opinion of other administrators should be considered in other to say if the school will be willing to use comic books for educative proposes.



Learning Goal 2



We need to know whether school administration see this strategy as an effective means to reduce poor menstrual hygiene practices and stigmatization so that we can invest programs in schools.

Observations Learning Goal 2

Observation 1

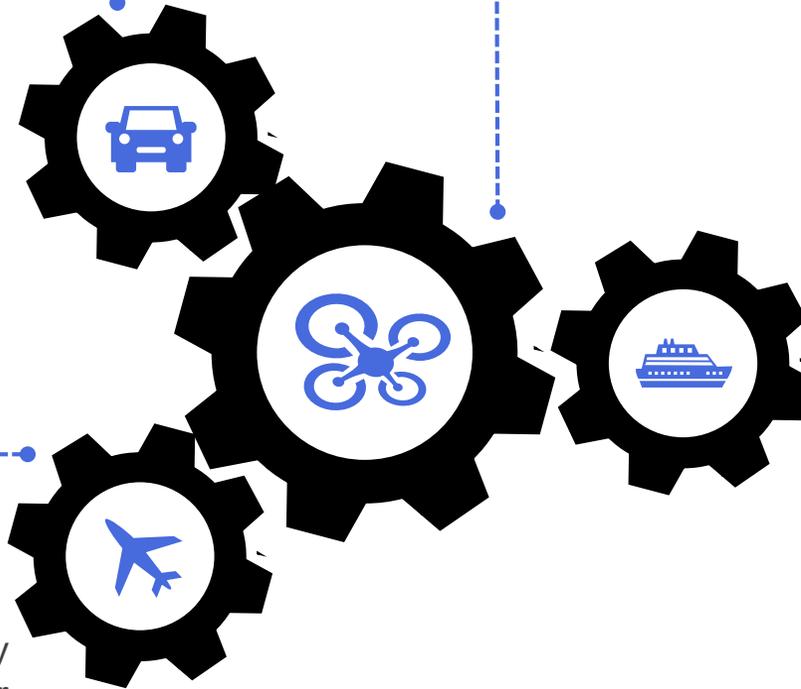
All of the school administrators said their school has an extracurricular activity which involves schools clubs but these activities are not effective due to COVID 19 pandemic and current insecurity in the country.

Observation 2

Most clubs do not include aspects of MHMP in their activities.

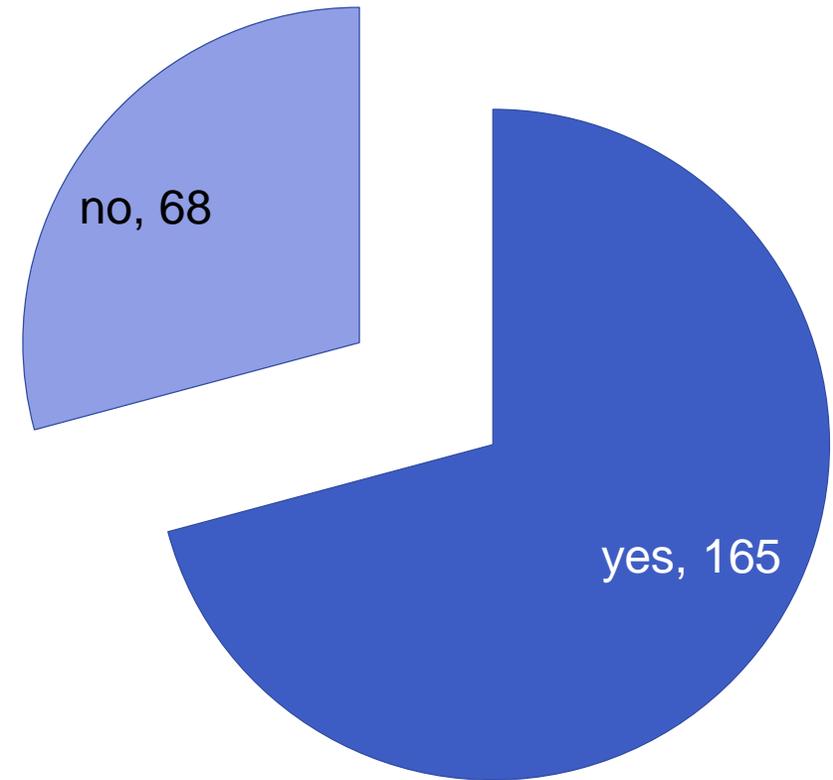
Observation 3

Most of the participants from the FGDs said that they have extracurricular activities in their schools but for some time they have been inactive. Most of the activities included school clubs like health clubs, choir dancing and other academic clubs.



Proportion of students who have extracurricular activities in school

A total of 233(100%) of students responded to carrying out extracurricular activities in school. 165(71%) of the student responded that they have extracurricular activities in school and 68(29%) of the students responded that they do not have extracurricular activities in their school.



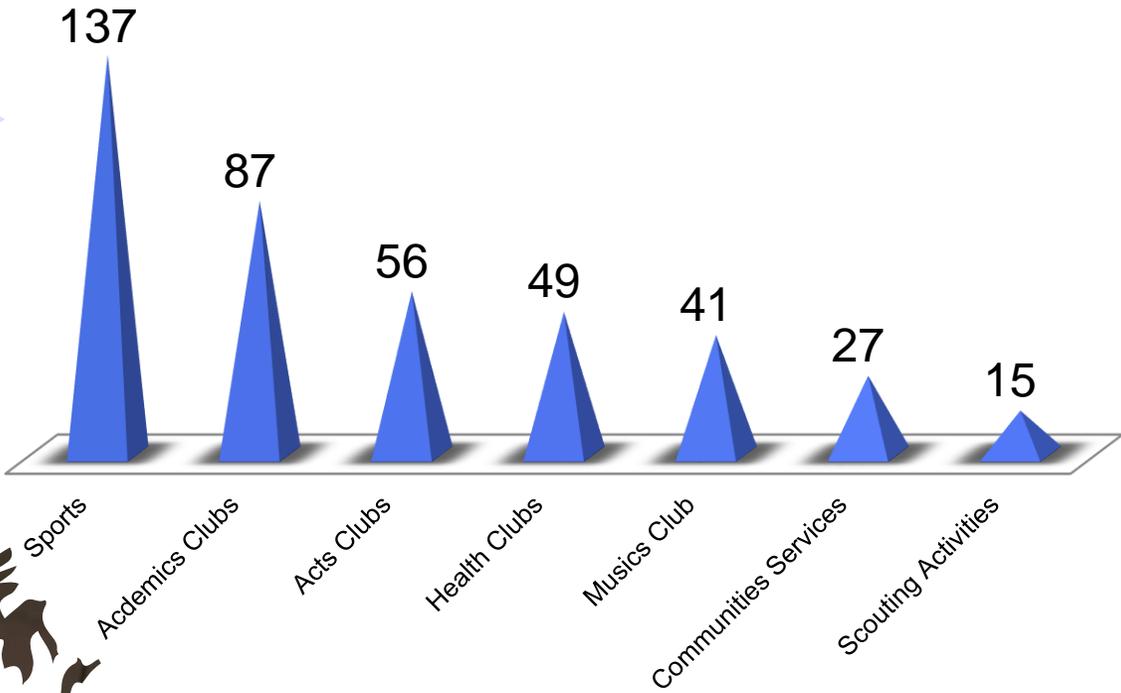
Extracurricular activities carryout in schools



137(33%) of the respondents responded that they have sports, 87(21%) said that they have academic clubs, 56(14%) of the respondents responded that they have performing acts clubs, 49(12%) respondents responded that they have health clubs, 41(10%) of the respondents responded that they have music clubs, 27(6%) of the respondents responded that they have community services and 15(4%) of the respondents reopened that they have scouting activities.

Extracurricular Activities

■ Extracurricular Activities



Remarks Extracurricular activities

01

Remark 1

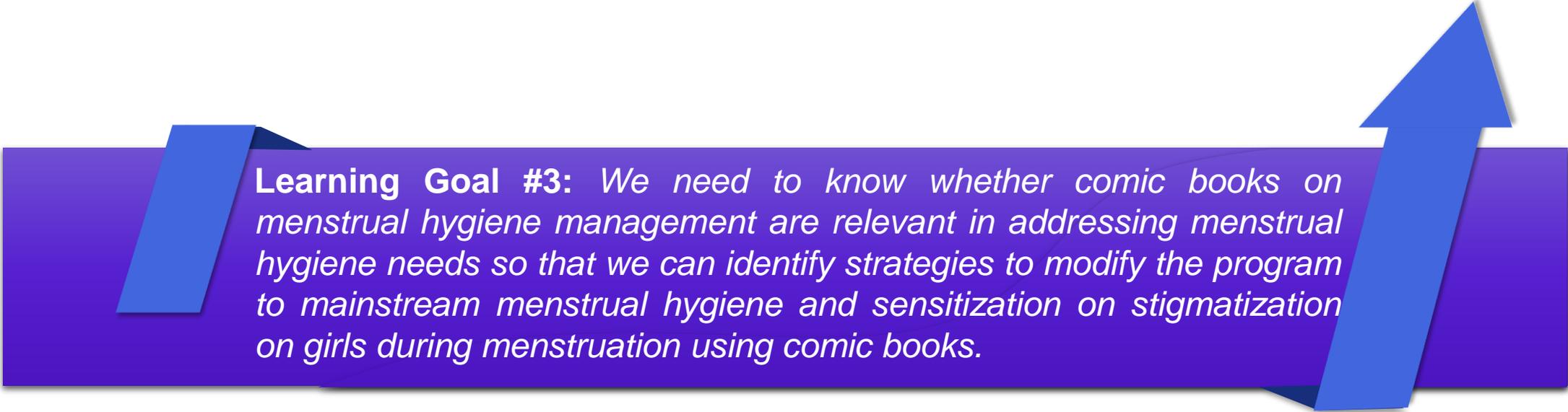
Most of the participants said that these activities involves both girls and boys with very few saying that some activates do not involve girls.

02

Remark 2

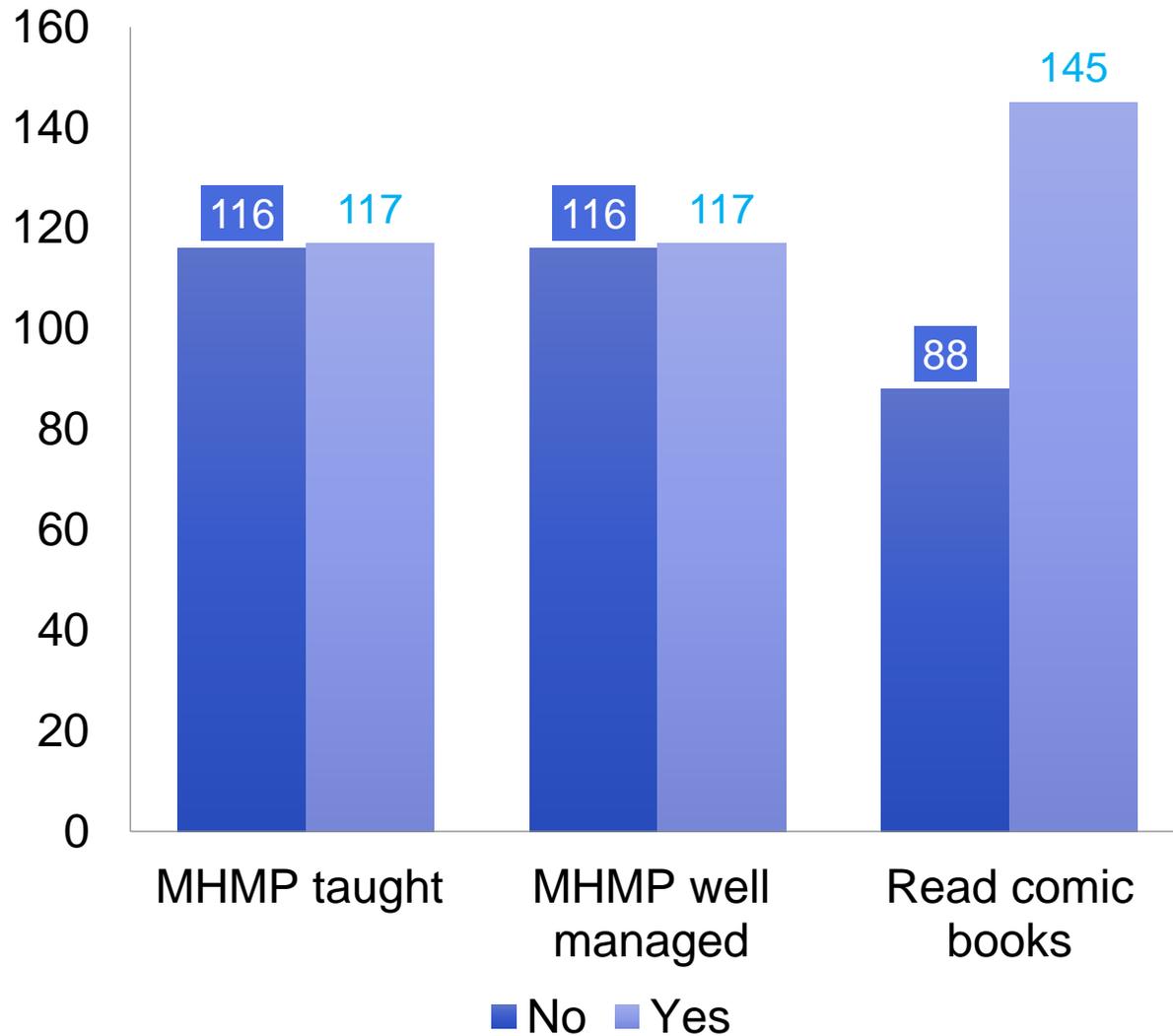
Most of the participants said that Menstrual Hygiene Management Practice isn't taught in the different extracurricular activities with a few saying it is taught in health clubs before clubs were suspended.

Learning Goal 3

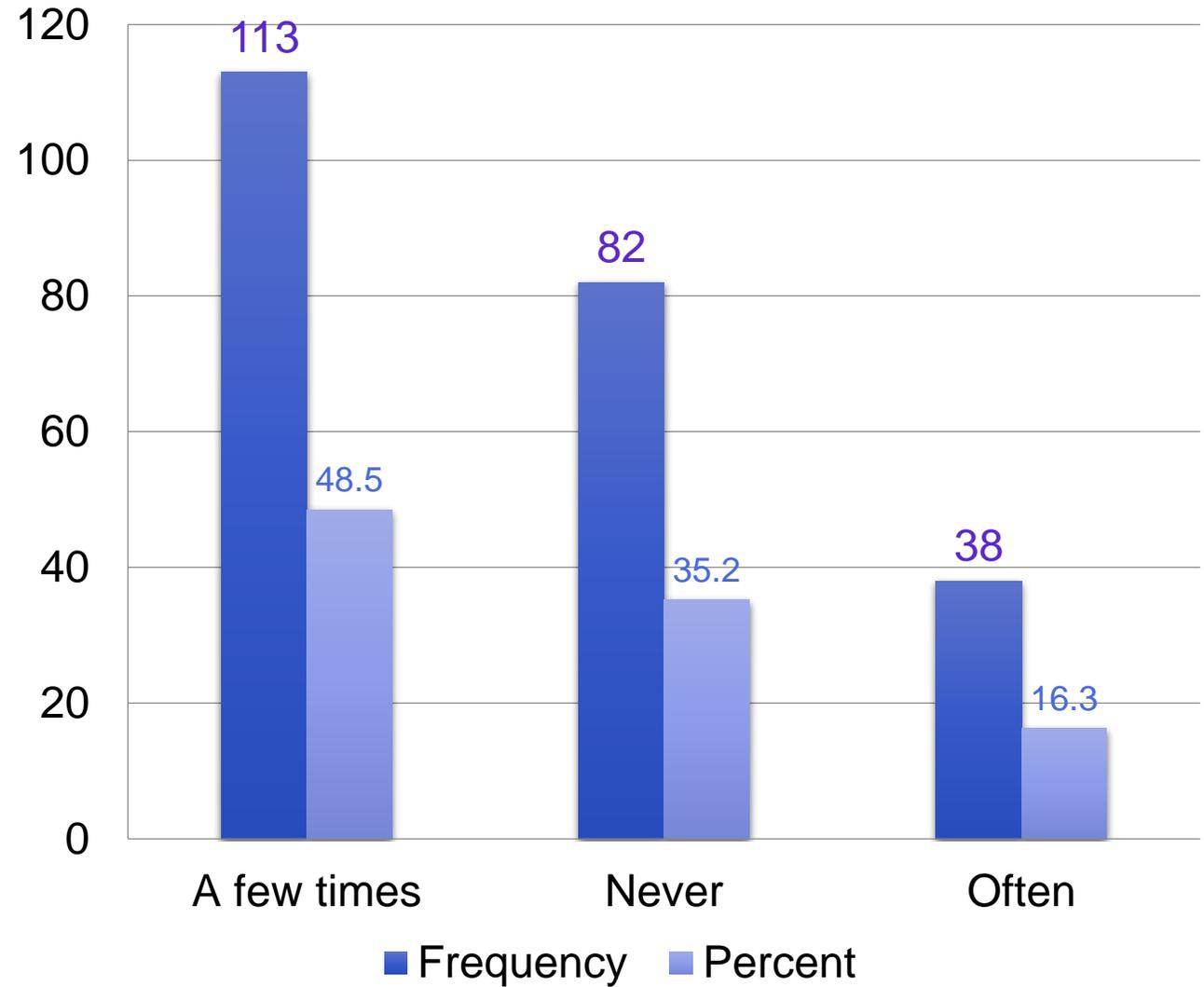


Learning Goal #3: *We need to know whether comic books on menstrual hygiene management are relevant in addressing menstrual hygiene needs so that we can identify strategies to modify the program to mainstream menstrual hygiene and sensitization on stigmatization on girls during menstruation using comic books.*

ASPECTS OF MHMP TAUGHT DURING EXTRACURRICULAR ACTIVITIES



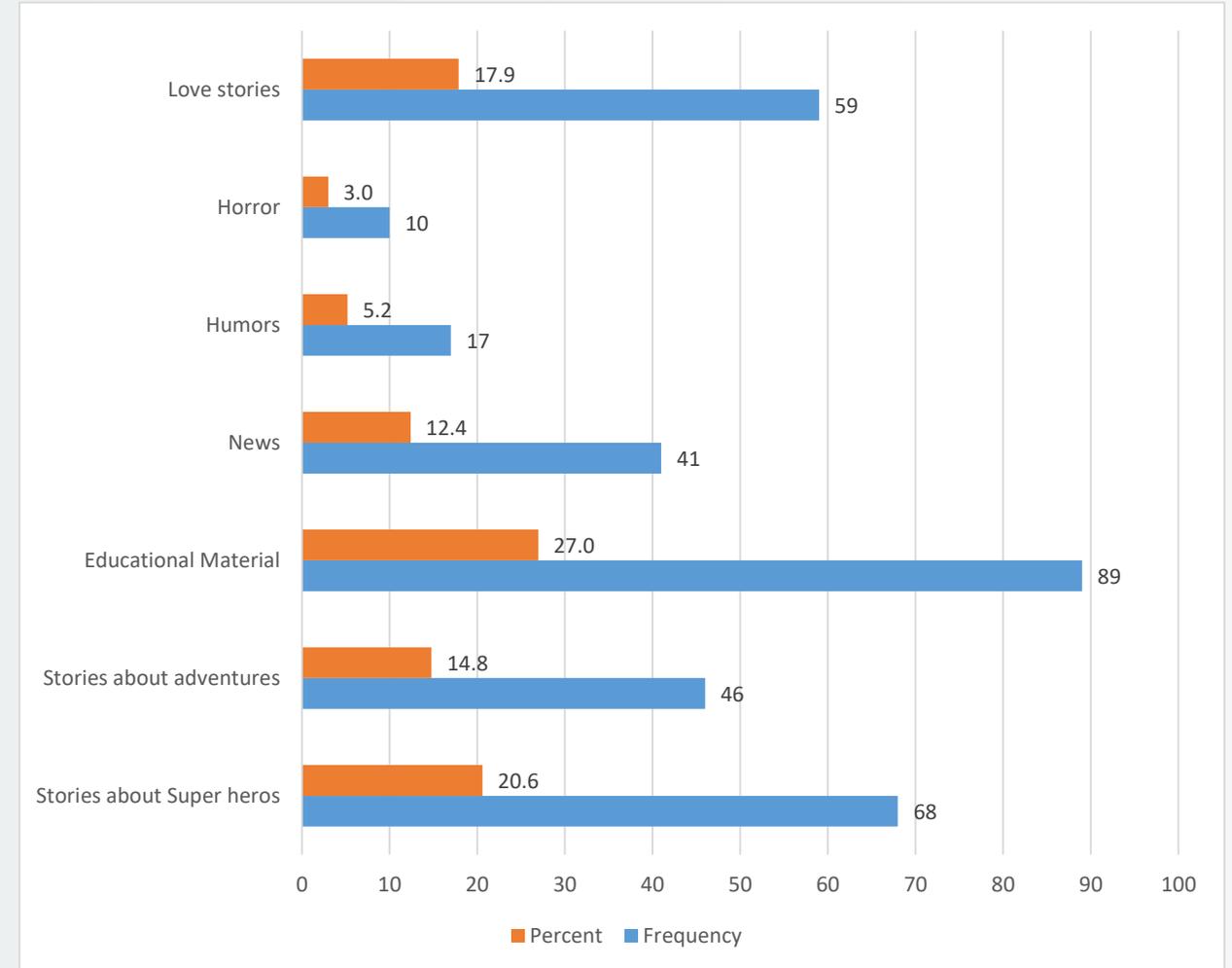
MHMP well managed during extracurricular activities



Information students get from comic books

➤ A total of 233(100%) of the students responded to the type of information they get for comic books. 89(27%) students responded that they get educational materials from reading comic books, 68(20.6%) students responded that they read stories about upper heroes, 59(17.9%) students responded that they read love stories from comic books and 17(5.2%) students responded that they get humor stories from comic books.

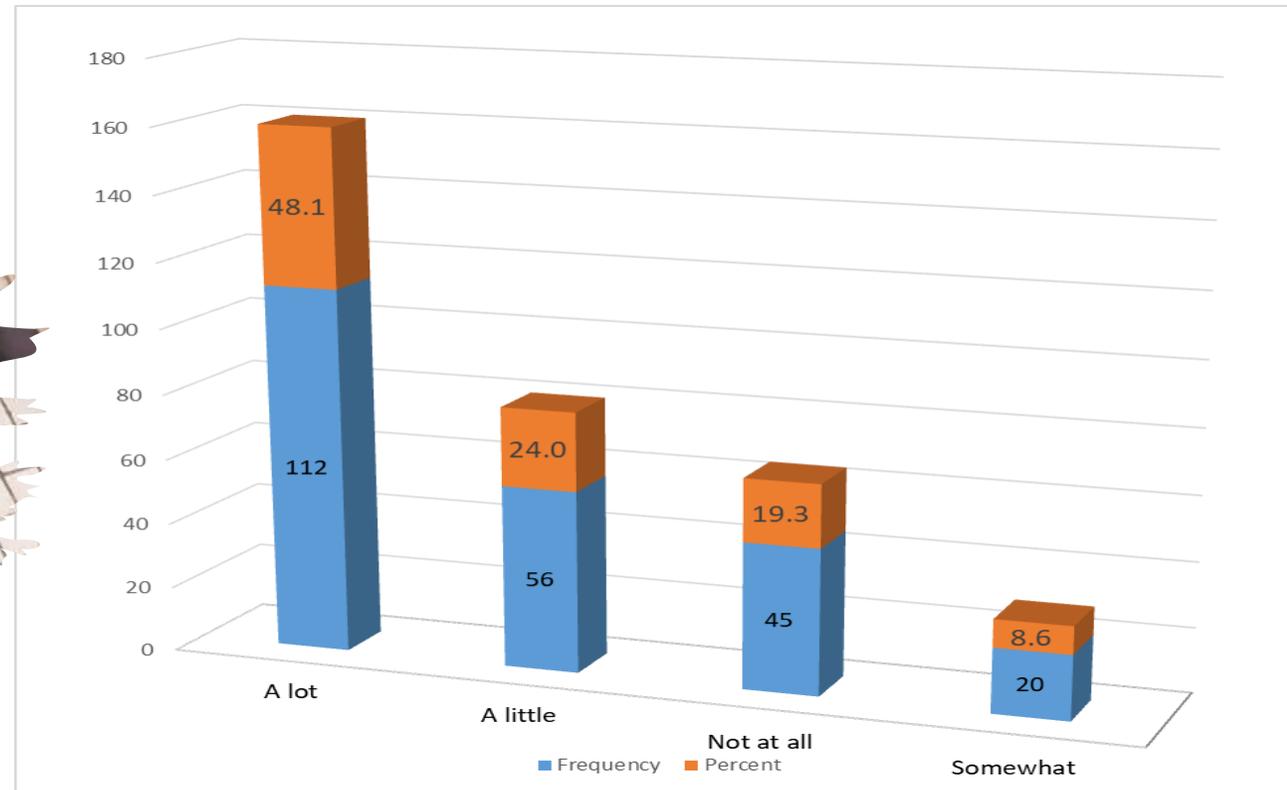
☐ All of the participants think that comic books are relevant in the communication of educative information to students with reasons being it is easy to understand, it is entertaining and good for people who don't like reading and also good for girls whose parents do not educate them or are shy talking about MHMP.



Relevance of comic books in communicating educative information



A total of 233(100%) of the students responded to the relevance of comic books in communicating educative information. 112(48.1%) students responded that comic books a lot relevant in communicating educative information, 56(24.0) of the students responded that comic books are a little relevant in communicating educative information, 20(8.6%) students responded that comic books are somewhat relevant in communicating educative information and 45(19.3%) students think that comic books are not at all relevant in communicating educative information.



Implication of key findings from the survey

Learning Goal #1



We need to know whether school administration see this strategy as an effective means to reduce poor menstrual hygiene practices and stigmatization so that we can invest programs in schools.

School administrators see poor MHMP and stigmatization as a problem. Secondary schools have tried to put in some measures and facilities to help manage menstruation in school ranging from separate toilets, sick bay, changing rooms, nurse, provision of disposable pads and counselors. These measures and facilities are effective and available in some schools while others have poor measures and facilities to manage menstruation in schools.

Most schools and most students 102(30%) say students who have menstrual accidents home. Meaning that she misses out on school activities because schools are not able to properly manage menstrual accidents with a 13(4%) and 24(7%) of students laughed by teachers and male students respectively for having a menstrual accident. This shows that there are still aspects of stigmatization of girls because of menstruation. This is also noticed during the FGDs where a few boys mentioned that stigmatizing a girl because of menstruation is to make her have better practices.

Various aspects of MHMP are thought of as a school mostly during biology or health and safety classes leaving a portion of students who do not take these classes ignorant on menstruation. From the findings most of the secondary schools have used comic books for educative purposes and they all show willingness of using comic books to educate their students on MHMP with reasons being that it is easy for students to understand and entertaining at the same time.

We need to know whether extracurricular activities in schools are relevant in addressing menstrual hygiene needs so that we can identify strategies to modify the program to mainstream menstrual hygiene and sensitization on stigmatization on girls during menstruation.

Both school administrators and students said that they have extracurricular in their schools but they haven't been very effective due to the COVID 19 pandemic and insecurity which has made students to miss out on school, the school administrators focus more on academics. 116(49.7%) of the students say that aspects of MHMP not are taught during extracurricular activities and that MHMP are poor managed during these activities.

School administrators and most of the students said that aspects of MHMP are taught in some clubs like health clubs. Students who do not belong to such clubs miss out on information on MHMP.

From these findings extracurricular activities are not separate for sexes. Using already existing clubs like the health clubs that educate students on menstruation and other existing clubs will be relevant in mainstream menstrual hygiene and sensitization on stigmatization on girls during menstruation.

Learning Goal #3:



We need to know whether comic books on menstrual hygiene management are relevant in addressing menstrual hygiene needs so that we can identify strategies to modify the program to mainstream menstrual hygiene and sensitization on stigmatization on girls during menstruation using comic books.

38(16.3%) of students say that they read comic books often and 133 (48.5%) of students say that they read comic books a few times. Meaning that a good number of students are likely to read comic books.

112(48.1%) students responded that comic books a lot relevant in communicating educative information and 56(24.0) of the students responded that comic books are a little relevant in communicating educative information. Most of the students from the FGDs said that comic books are relevant in communicating educative information and Most students in the FGDs said they use comic books for educative proposes and most of the students 89(27%) said they use comic books for educative proposes. Therefore, using comic in addressing menstrual hygiene will be very relevant as both students and school administrators are willing to use this strategy.





**VIAC
IMPACT REPORT**

**Sexual Reproductive Health Rights
program for out-of-school
young people**

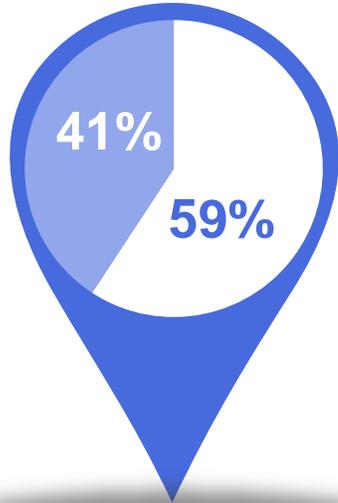
SRHR program for out-of-school young people.



As young people pass through puberty and adolescence, health needs related to sexual and reproductive health arise. Adolescents and youth have been perceived to have few health needs and little income to access to health services⁹ . As a result, they have generally been neglected by the health system though all need information on reproductive health and some need targeted services¹⁰ . The health system should provide information on sexuality, pregnancy prevention, and prevention of HIV/AIDS and other sexually transmitted infections by providing information and skill-based approaches such as life planning that can lead to favorable reproductive health outcomes. Adverse SRH outcomes among adolescents and youth include unintended pregnancy, early childbirth, abortion, early marriage, and sexually transmitted infections including HIV¹¹ . The results of risky behaviors include early sexual debut, substance abuse, sexual and gender violence, multiple sexual partners, and inadequate access to and use of contraceptives including condoms for dual protection. These negative outcomes curtail young people's ability to achieve their economic and social goals, which in turn affect the country's long-term development.

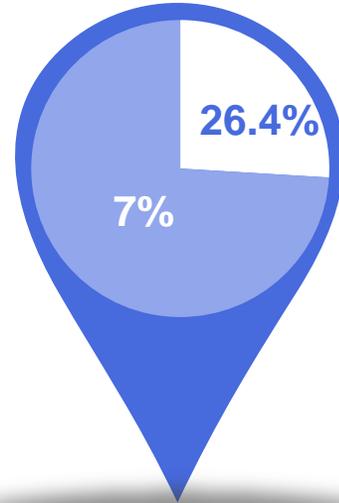


SRHR PROGRAM REACH.



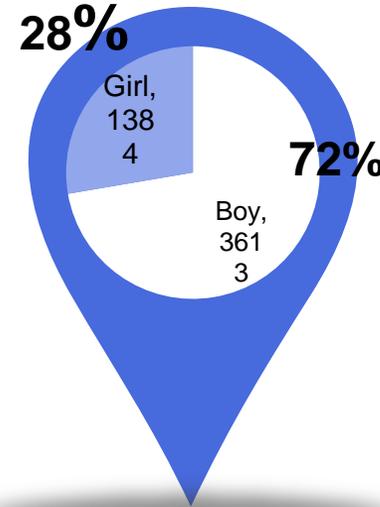
Peer Education

Through the peer to peer strategy, we reached out to 819 persons amongst which 767 were boys and 528 are girls.



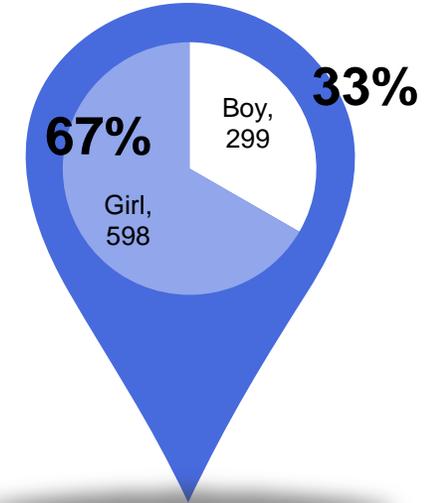
STI & Treatment

In our STI test and treatment strategy, a total of 104 persons were reached with 77 being girls, and 27 boys.



Condom distributions

A total of 5000 condoms were distributed within this program (3616 male, 1384 female condoms)



VCT Testing & Referrals

A total of three HIV campaigns were carried out this year, reaching out to 598 girls, and 299 Boys.



**VIAC
IMPACT REPORT**

Communication and Advocacy Training

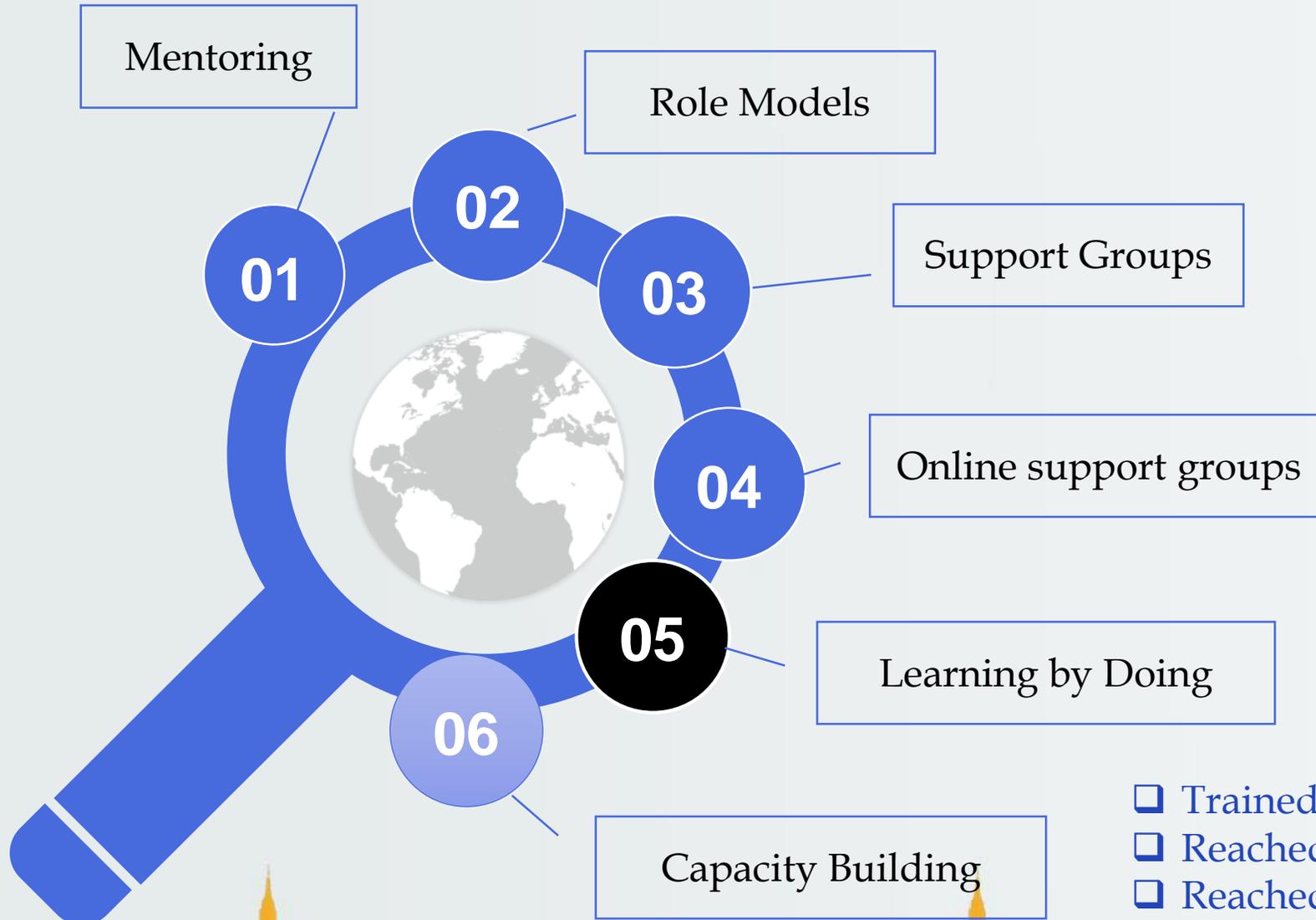
Communication and Advocacy Training



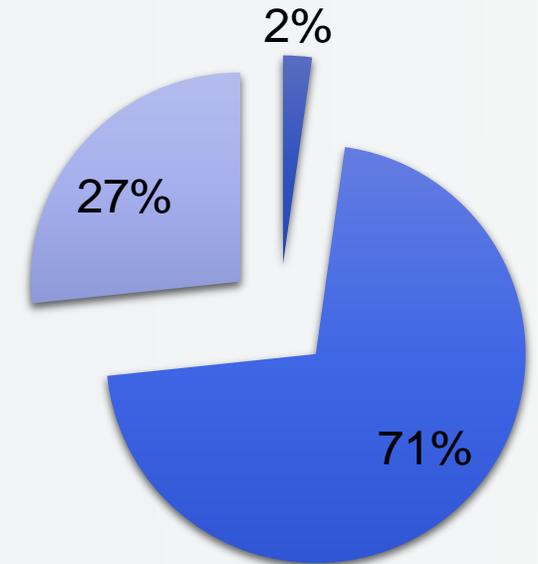
Vision in Action Cameroon trained 20 adolescent girls and young women in Buea, Cameroon during a two days capacity building. This is a program supported by the HER-VOICE-FUND, with aim to build the capacity of seventeen adolescents' girls and young women with disabilities in communication and advocacy skills and techniques as well as identify policy gaps in established national HIV policies and prevention procedures for girls with a disability. Throughout the 2021, we identified specific approaches that we consider over the time to be effective for our advocacy and creative activism with persons with disabilities in Cameroon.



OUR STRATEGIES INCLUDE



■ Trained on Com & Adv ■ SRHR services ■ Sanitary Distributed



- Trained on communication and advocacy =20
- Reached with SRHR services =640
- Reached with sanitary pads = 240

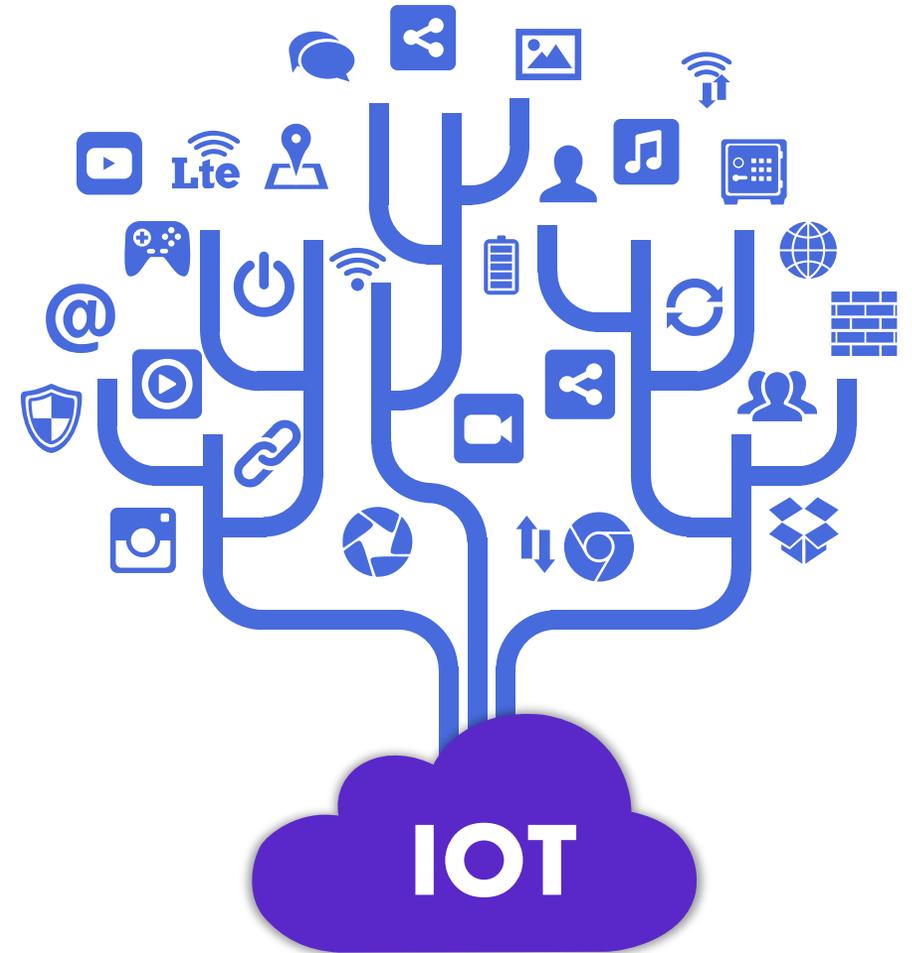


**VIAC
IMPACT REPORT**

Communication and Advocacy Training

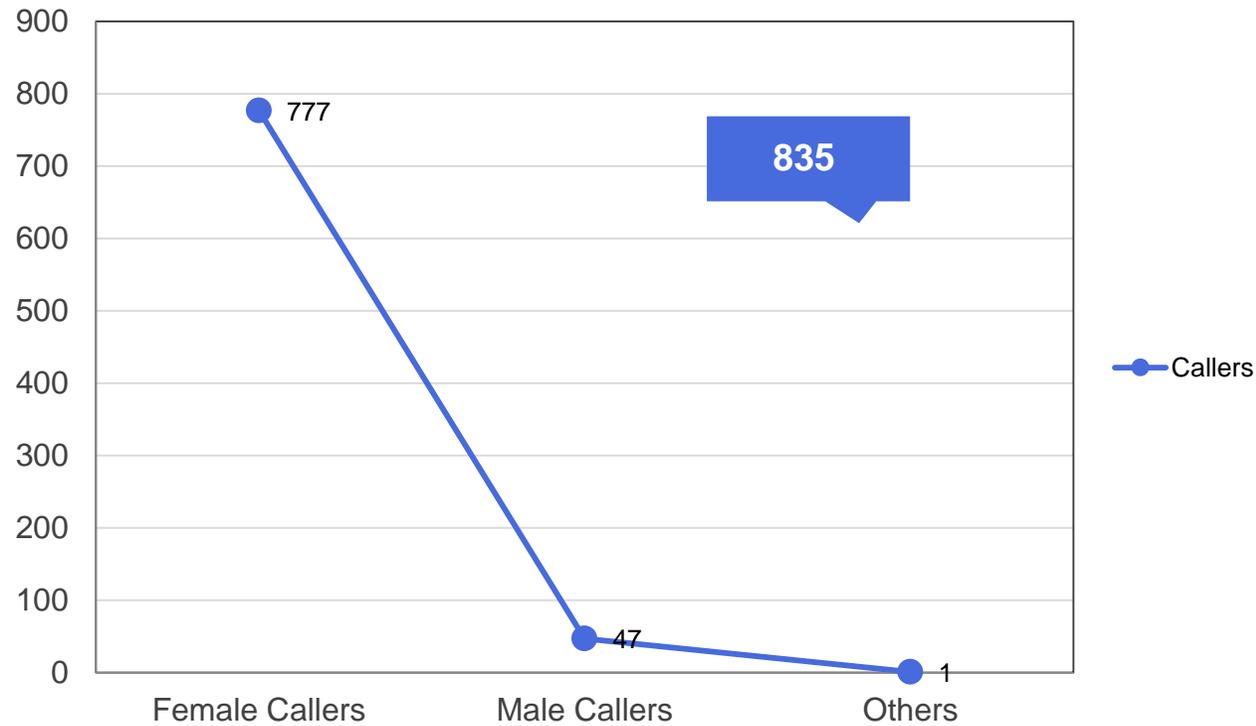
THE HOTLINE PROJECT:

Vision in Action Cameroon operates a hotline known as Aunty Queen Hotline. It is a sexual reproductive health information service that provides safe, reliable and confidential information on sexual and reproductive health to young girls and women in Cameroon by telephone. The Aunty Queen's hotline gives reliable information about women's Health and Rights to reduce stigma and discrimination women encounter when seeking SRHR services, exceptionally safe abortion services. Our main purpose is to promote self-managed (medical abortion) using pills and provide information on contraception, unplanned pregnancy, sexually transmissible infections (STIs), menstruation and menstrual hygiene practices, mental health support and referrals to a network of trained service providers in the communities.



Access the Hotline

Chart Title
Callers



Callers

835

Access the
hotline



Female

777

Male

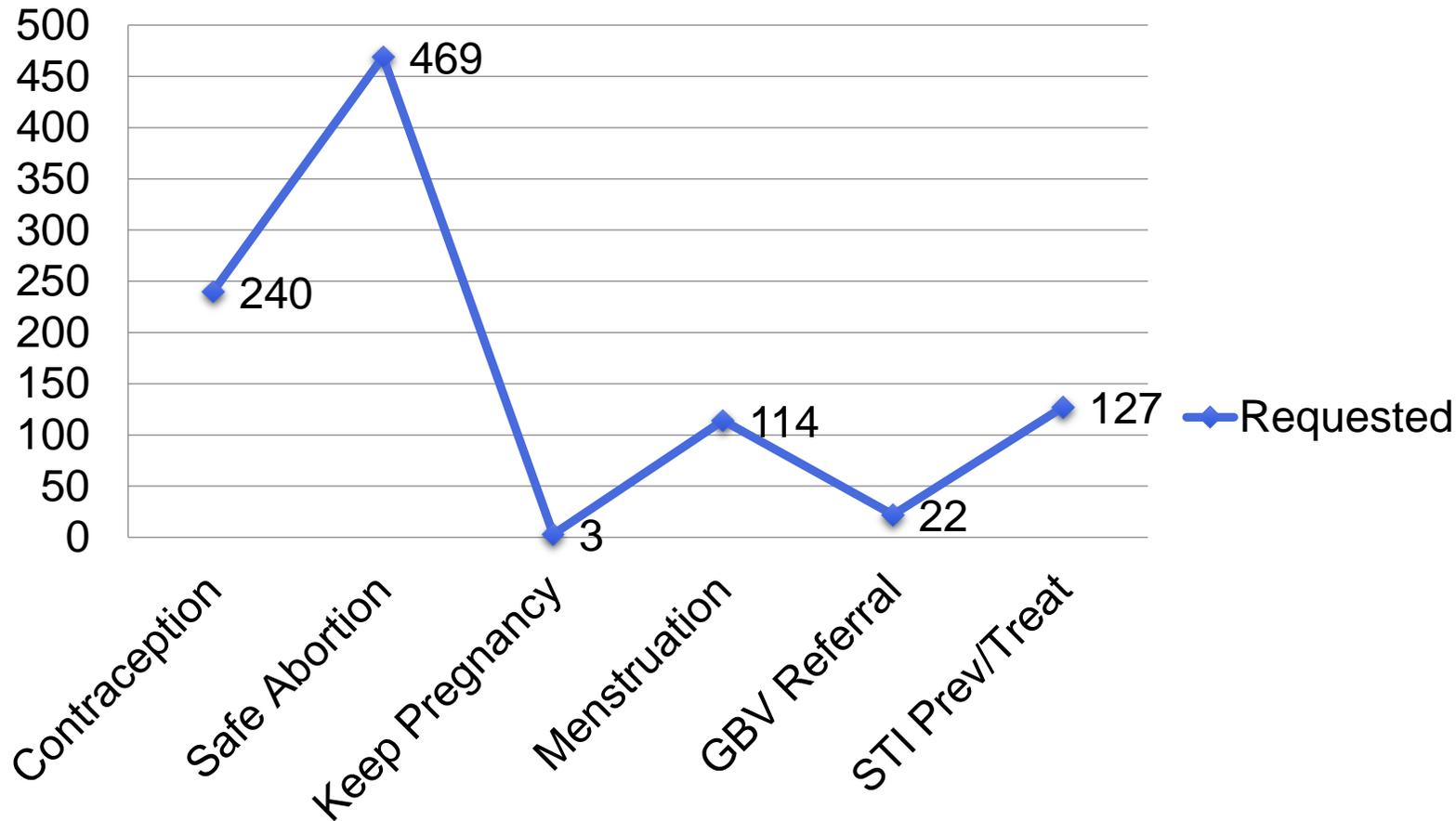
47

others

01

Access the Hotline

Requested

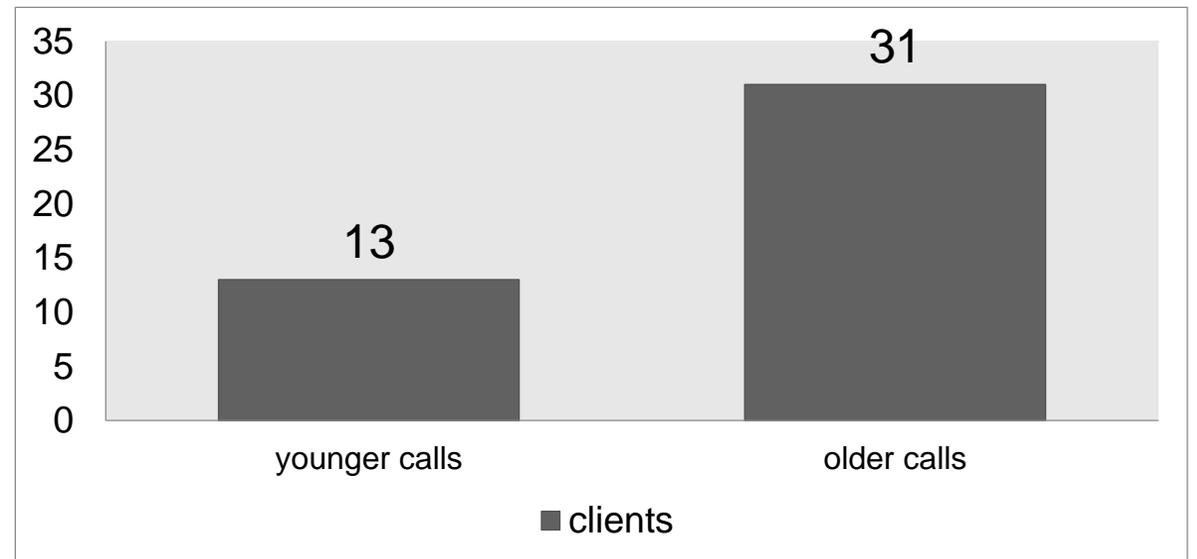
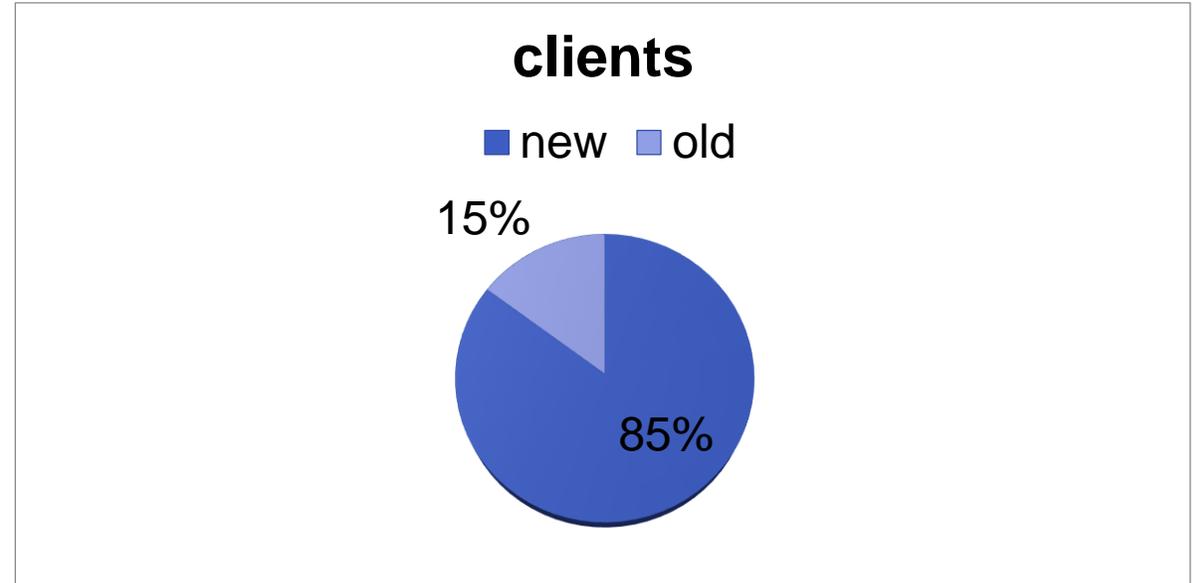


Information Requested

Access the hotline 

	Requested
Contraception	240
Safe Abortion	469
Keep Pregnancy	3
Menstruation	114
GBV Referral	22
STI Prev/Treat	127

Type of clients





**VIAC
IMPACT REPORT**

Regional Lab on Youth Development



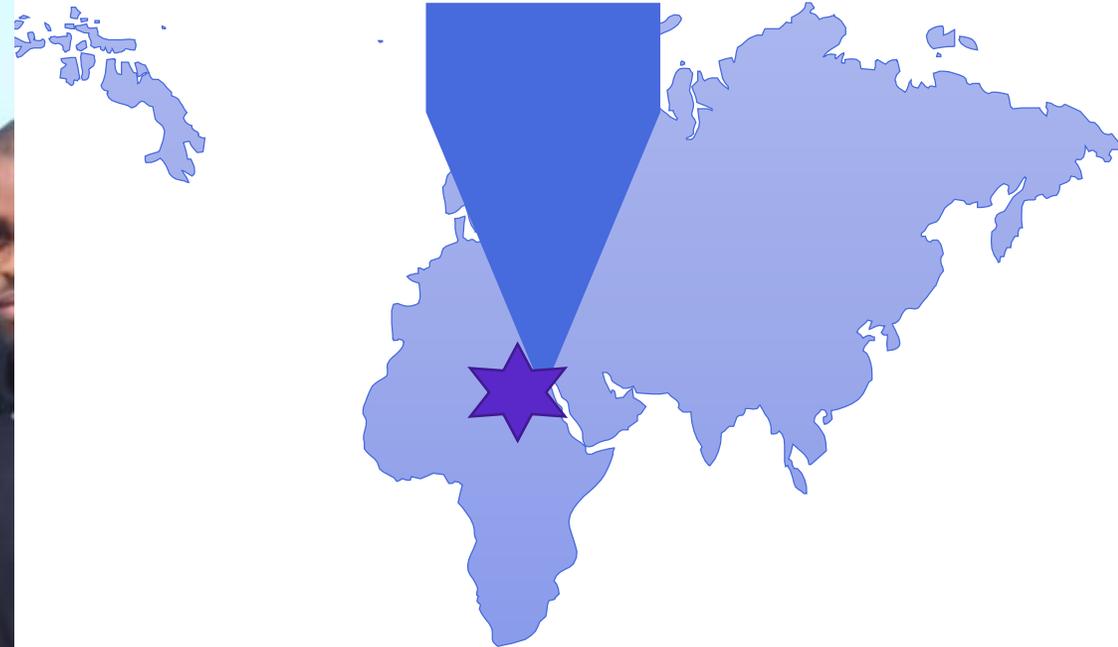
REGIONAL LEARNING LAB
ON YOUTH DEVELOPMENT

AND

VALIDATION EXERCISE OF
THE ALTERNATIVE
YOUTH AGENDA



THE VALIDATION OF THE ALTERNATIVE YOUTH AGENDA IN NAIROBI, KENYA.



Alternative youth agenda objectives



- ❑ To build the capacity of youth, youth led and youth-focused organizations from **Burundi, Burkina Faso, Cameroon, Ethiopia and Sudan** in understanding the nexus between youth policy and practice (SDG, Agenda 2063, African Youth Charter ETC)
- ❑ To strengthen the youth, youth led and youth-focused organizations from the 5 countries on partnership building and Resourcing Strategies for youth-led organizations.
- ❑ To prepare young people to intentionally participate in the Governance and policy making process in their countries
- ❑ At the end of this program, participants will be better positioned to envision and deliver an Alternative Youth Agenda which will shape a more inclusive and prosperous future for African Youth.



A three days Regional Learning Lab on Youth Development hosted by **YouthHubAfrica**. *From Wednesday October 7th-Saturday October 10th 2021*, five African nations met to elucidate on the political transition of their governments as well as charting the way forward for youth's engagement and participation in governance and policy making. **Cameroon, Burkina Faso, Burundi, Sudan and Ethiopia** were selected due to their unique ongoing political transitions. Represented by Cameroon, Vision in Action Cameroon contributed immensely to justifications of the socio-political and economic context of youths in Cameroon. For three days, Nigeria's consultant, **Ibraheem Sanusi** presented in details on the strategic components of youths involvement in the developmental process and political advancement in Africa. In recent times, all five African nations have experienced political upheavals championed by youths. This clearly explains the massive contributions youths can play in advancing development.

Sequel to an extensive research and analyzing of data collected, it was presented that the role of youths in governance and policy making cannot be over emphasized. Youths who are active participants in the political arena can better represent their plights and work for their collective emancipation. Each day was thrilled by exceptional lectures on diverse strategies youths can employ to negotiate with their governments and reach mutually acceptable resolutions. **Ibraheem Sanusi** made constant emphasis on an evidence based youth programming, design and innovation. This reiterates on the necessity of researched projects whose failures are effectively mitigated.

VALIDATION EXERCISE OF THE ALTERNATIVE YOUTH AGENDA

The last day of the event was graced by a validation exercise of the Alternative Youth Agenda which is expected to be adopted by all participants during the sessions as well as subsequent implementation at the local and national levels in their respective home countries. Unarguably, most African nations already had existing National Youth Policies however, their levels of implementation is questionable. While the laws only but exist on clean sheets of papers, their effective practice is what makes the difference. Cameroon has the 2006 National Youth Policy as well as Ministries that are designed and instituted to suit the context of the youths. Reasons such as institutional malpractices, bribery and corruption are held accountable for why these policies and government institutions and malfunctioning

Critical reflections were made by all participants and they all agreed that an alternative youth agenda was an idle innovation to get the youths on board and set the pace for effective political representation and influence of public policy and governance. At the level of Cameroon, three innovative alternative agenda were highlighted;

- Synthesization of youth policy initiatives
- Independence from political interest
- Monitoring and evaluation systems

The alternative youth agenda for each country was exclusively examined and the proportion of being realistic and achievable was ascertained. In the end, all nations who answered present during the exercise validated and endorsed the alternative youth agenda



THE WAY FORWARD FOR VISION IN ACTION CAMEROON AS A YOUTH LED ORGANISATION.

Taking cognizance of the already existing National Youth Policy of 2006 in Cameroon, Vision in Action Cameroon will be implementing the new alternative youth agenda scrupulously. It shall be doing this by working with youths and other youth-led organizations in Cameroon through working sessions, seminars and workshops to disseminate acquired knowledge in Nairobi from **YouthHubAfrica** as well as strengthen their capacities for better participation in governance and policy making.





VIAC IMPACT REPORT

**Engaging Men and Boys for Gender Equality
and Sexual and Reproductive Health and Rights**



Engagement

Our engagement with men and boys was deliberate in increasing and advancing gender equity and equality particularly in the arenas of violence, health, sexuality, and masculinities.

It is necessary not only for the empowerment of women and girls, but also to transform the social and gender norms that reinforce patriarchy and inequality and harm women/girls, men/boys and people of other genders. We targeted four secondary schools organizing one focus group discussion in each of the secondary schools with 12 participants in each of the schools. Despite the potential for huge transformation, the education sector remains underutilized as a platform for meaningful male engagement in gender equality.

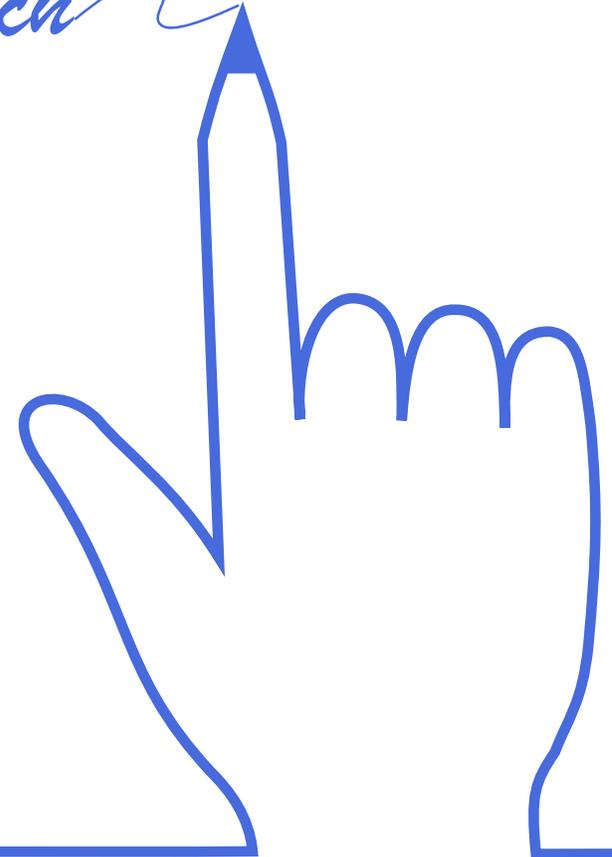


Aim:

- Encourage reflection on Gender norms and equality, thereby creating an equal space for girls, boys and non-binary students to learn.
- The program seeks to guide participants to understand and adapt new attitudes and behaviors and changed gender norms,

Our approach

- ❑ Work on masculinities: such as helping men/boys to reflect on how their conceptions of masculinity, and thus their lives, are influenced by unequal gender norms and encourages men/boys to move from harmful to positive definitions of what it means to be a man, such as being involved in care-giving and other domestic work.
- ❑ Pictural presentation and discussion: through promoting positive, nurturing and collaborative images of men and boys as fathers or supportive brothers.
- ❑ Positive masculinities: promoting emotional expressiveness and encouraging non-violent relationships. Several participants noted that it is not just men and boys who internalize harmful gender norms. It is equally important to bring in other gender (women and Girls), to challenge women's and girls' preconceptions of masculinity and femininity, particularly with female teachers, administrators and parents who can also reinforce harmful gender norms.



STRATEGIC PLAN 2022 - 2024

Be smart



VIAC Values & Guiding Principles

Integrity

Ensuring accountability to the communities we serve, partners we work with and ourselves. Expected behavior, Honesty, reliability, responsibility, transparency and accountability.

Gender-Sensitive

We believe in the removal of all types of discriminations, segmentations and stereotypes that negatively affect our staff, members and other stakeholders, on the basis of their sex.

Inclusion

Embracing diversity, actively including differences in culture, race, sex, age, etc. Expected behavior. Treating people equally and with respect including vulnerable populations.

Respect for Human Rights

The respect for human rights is held at the top of our priorities as servants of development work

Teamwork

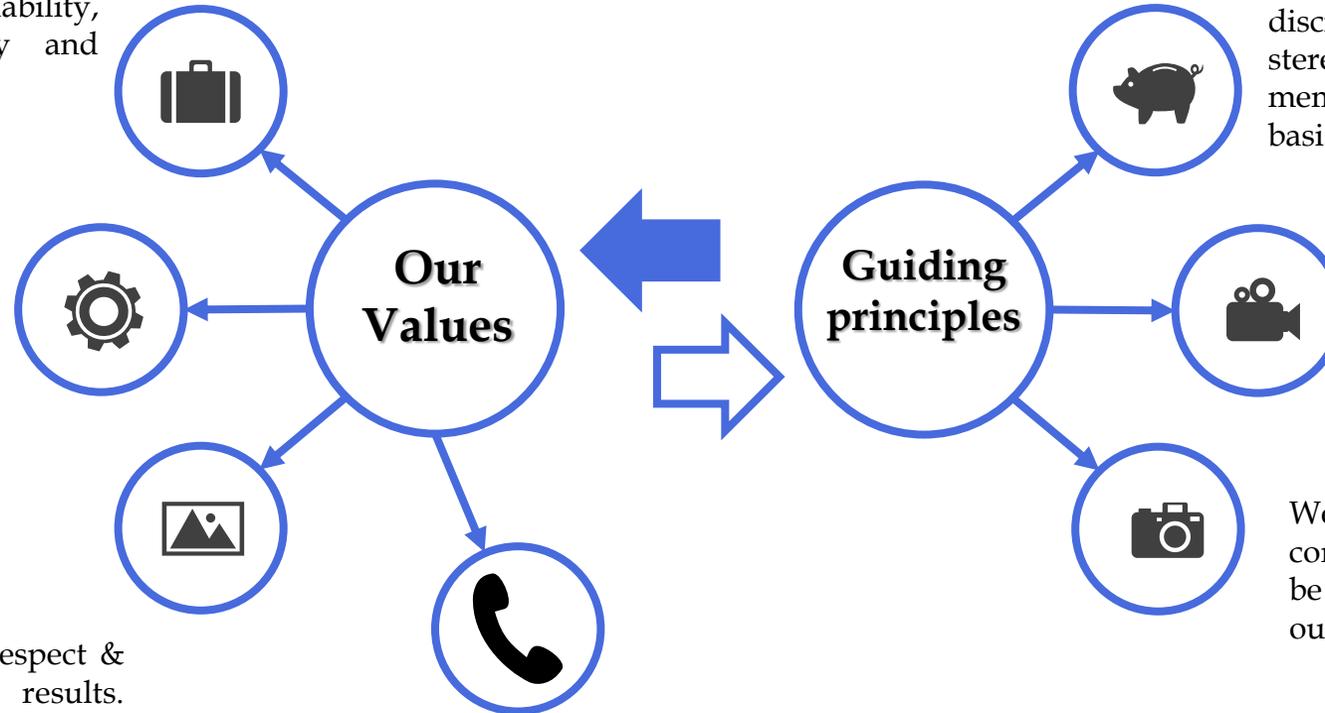
working together with mutual respect & tolerance to achieve desired results. Expected behavior. Sharing knowledge, skills, wisdom, experiences and successes, supportive of each other's efforts through mentoring, coaching and counseling.

Communication

the act of interacting with and reaching out to communities, development partners and ourselves; seeking understanding and being understood. Expected behavior. Proactive communication: active listening; receiving and giving complete and constructive feedback.

Humility (UBUNTU)

We will respect the community and will not be confrontational in all our work.



Pillar one

To improve sexual reproductive health and rights status among young people, woman and marginalised population

	OUTCOMES	ACTIVITIES	INDICATORS
1	Increased demand, uptake and utilisation of SRH Services(including family planning, HIV Treatment, STI management and safe abortion services) that meet human rights standard for equality of care and equity in access	<ul style="list-style-type: none"> Provision of SRH Services Media and social campaigns Support community sensitization Development and dissemination of IEC materials 	<ul style="list-style-type: none"> Number of target groups reached through the various methods Quantity and quality of IEC materials disseminated.
2	Strengthen capacity of health system to deliver SRH services to young people, women and marginalized groups.	<ul style="list-style-type: none"> Training of Health Workers, community Health volunteers and peers educators Strengthen of referral systems Training on Data collection, developing data collection tools 	<ul style="list-style-type: none"> Number of HW, CHV, and PE trained Referral tools developed and follow up done Number of people trained
3	Increase capacity of young people, women and marginalized groups to make informed decisions and choices.	<ul style="list-style-type: none"> Support delivery of CSE to target groups Build capacity of resource persons in CSE Provision of SRHR information and education to target group Organise community dialogue outreach Development and dissemination of IEC materials 	<ul style="list-style-type: none"> Level of success achieve in implementation of CSE curriculum Number of resource persons trained Number of persons reached Quantity and quality of IEC materials disseminated
4	Sexual and gender based violence (SGBV) integrated into programming of broader SRH interventions.	<ul style="list-style-type: none"> Implement intervention to advocate against SGBV 	<ul style="list-style-type: none"> Number of SGBV intervention successfully implemented

ADVOCACY TO IMPROVE ENABLING ENVIRONMENT

Pillar two

To advocate for policies and legislations that promote access to SRHR at district, regional and national levels

OUTCOMES

Improved quality of SRHR of young people, woman and marginalised groups

ACTIVITIES

- Reviews and advocate for modification of laws and policies or enactment of new laws.
- Advocate for access of SRH information, services and commodities for the targets groups.
- Monitor implementation of existing policies

INDICATORS

- Laws and policies successfully influences and implemented
- Advocacy forums conducted or participated in
- Levels of increase to information and services





VIAC IMPACT REPORT

Quotations



Vision in Action Cameroon (VIAC) is a community-based organization that supports and enables adolescent girls and young women to create programs and influence change in the areas of Sexuality, Gender, Health and Education from a Human Rights approach. Working with VIAC Cameroon has made me gained unexpected experiences.

KIEN VERA FON

“Leadership Skills. Normally, when you work with a team in an NGO, you are often given a chance to lead a group of people. Managing a group might sound easy but it's not. There are decisions you need to take in everyone's favour and which are right for everyone. How To Calculate Percentage Of Marks, Check Tips And Tricks For Calculating Percentages At the same time, you need to consider everyone's opinion without hurting their sentiments. For taking care of these things altogether, you need to be unbiased and fair, which is a skill that could be precious to possess, I have experienced this in VIAC Cameroon. Interactive Skills , Working in a team demands you to talk with different types of people with varied natures and behaviours. Dealing with everyone with humbleness and not losing your temper is a quality which can only be learned by spending time with people who are working together. This develops great interactive skills which could be fruitful in all walks of life ,all these, I've experienced in, VIAC Cameroon. Working With An Unselfish Attitude . NGOs are basically non-profit organizations whose main focus is providing service to the society instead of making money just like VIAC Cameroon.. Resultantly, they either pay you very less money or no money, which helped me develop a sense of unselfishness. Once this quality is developed, you won't always work for profit but for a purpose which is beneficial for others.

THANKS VIAC CAMEROON



ENOW-ETA OJONG

Account Officer

“

Volunteering with Vision In Action has redefined my view about life because they are very efficient and effective in every project they carry out and their impact is being felt after time.

Working with them for this short and going out on outreach programs, I could see how the people were excited to receive us and learn because of the past programs they had with them and it made me so proud working with such an amazing organization.

Working with VIAC has given me a push full spirit to learn and improve in myself because they believe in me and the ability of every Girl regardless of your ability or disability.

”



My experience working with Vision in Action Cameroon (VIAC) over the last 6 months have been fantastic. It is a great work experience where people are given the opportunity to explore themselves, be productive and genuinely happy being there. Not only do I feel comfortable with the line of work as I have gained some new skills, but also with the people I work with. The team work, respect, and kindness make the environment conducive for work.

MOLINGE Herdrine

Advocacy Officer



Working with Vision In Action Cameron as a volunteer has been a great lifetime opportunity for me. VIAC is a place to be, as it influence change in the area of Advocate, Research, Trainings and communication. This organization has not only helped me but many young people most especially Adolescent girls and young women to empower them on their knowledge on sexual and reproductive health and rights to enhance their health.

I do not remember when I learned how to write but I do remember when I joined the VIAC team, I came across people from different cultures, sex and race and People with different talents and skills. I was given the menstrual beads project to handle with assistance of some team members. At first it was some how challenging to me but now i have gain a lot , like confidence in myself when talking to the public and issues related to menstruation and menstrual hygiene management. Many people think books can teach a person everything but VIAC has taught me a lot not only in books but the practicality of community service , how it should be carried out and the importance of reaching out to people in the community, knowing their problems and putting strategies on how to help contribute solutions to their problems as a team with transparency and accountability. Working with young girls and women has been a dream come through for me with VIAC caring out projects in secondary schools to educate young girls on their sexual health and rights along side does in the communities . The only way to keep moving forward is to focus on the results. I am committed to adding value and contributing to a great and successful future of VIAC. All thanks to the boss and the team. I remain hardworking, loyal and humble to start working from the bottom and gradually work my way up.

Nyingka Sighan Hariette

Volunteer



**VIAC
IMPACT REPORT**

OUR TEAM



OUR TEAM

We recognize that our people are our strength and the diverse talents they bring to our global workforce are directly linked to our success. We are an equal opportunity employer and place a high value on diversity and inclusion at our company. We do not discriminate on the basis of any protected attribute, including race, religion, color, national origin, gender, sexual orientation, gender identity, gender expression, age, marital or veteran status, pregnancy or disability, or any other basis protected under applicable law. In accordance with applicable law, we make reasonable accommodations for applicants' and employees' religious practices and beliefs, as well as any mental health or physical disability needs.



[See More](#)

Our Team



Peter FONGEH

Executive Director



ELONG Carine

Program Officer



Schneider NFORMI

Coordinator



ENOW-ETA OJONG

Account Officer



Our Team



ASONGWED Gilly

Account Officer



BONÈ Welisane

Communication Officer



MOLINGE Herdrine

Advocacy Officer



Che Loveline

M & E Officer



Our Team



MANYI Alice

Communication Officer



AMBE Bathsheba

Peer Educator



NYINGKA Harriett

Project Assistant



TIEMENKEH Louriana

Peer Educator

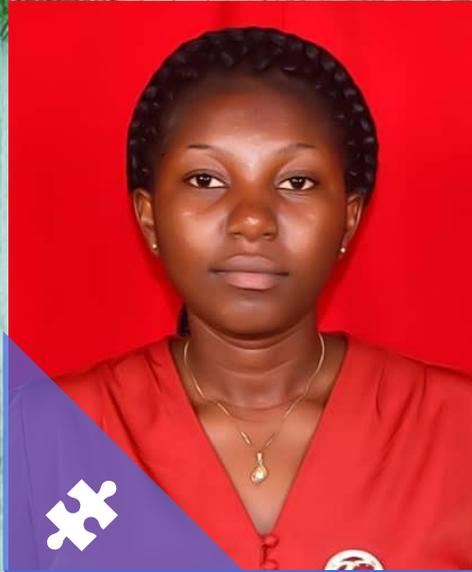


Our Team Style



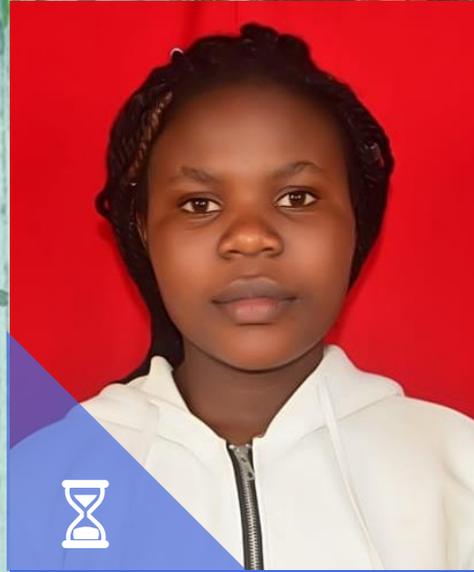
AMOMBI Stephanie

Peer Educator



KIEN Vera

Peer Educator



Claudine BIH

Peer Educator



NGU Audrey

Peer Educator





VIAC
IMPACT REPORT
OUR FINANCIAL REPORT



FINANCIAL REPORT

DETAILS

In Frs CFA



Donors	Income	Expenditures	
		Administration	Services & Programs
IRES	33,715,420	16,907,000	16,808,420
UNESCO	16,024,550	2,774,550	13,250,000
GIWYN	945,000	504,000	441,000
HERVOICE FUNDS	3,150,000	630,000	2,520,000
PRESS JAUNE			
INROAD	2,650,000		



THANK YOU