

## **ABOUT US**

Youth Empowerment for Self Reliance (YEFOSR) is registered as a refugee youth led Community-Based organization with Obongi Local Government with Reg. No. **ODLG/CBO/913-2023-038**).

YEFOSR was founded on 28<sup>th</sup> June 2019 to address challenges rural communities, vulnerable and marginalized youths face such as poverty, unemployment, tribal conflicts and cultural intolerance. YEFOSR through community led innovation aim to empower rural women, girls, vulnerable and marginalized youths with tools to build resilience, rebuild their livelihoods, and participate actively in leadership, decision making, peace building, environmental protection and developmental projects.

**Vision:** Improve the livelihood and health of rural community and vulnerable youth through the provision of integrated services.

**Mission:** To work with the rural community, marginalized and vulnerable youth to improve their quality of life and socio-economic status through provision of integrated services.

### **Core values**

1. Voluntarism.
2. Inclusiveness.
3. Accountability.
4. Hard work.

### **YEFOSR thematic areas of operation are:**

- *Education: skills development and education advocacy.*
- *Livelihood: Youth Skilling, VSLA, PSN Services.*
- *Environmental Protection (waste management and greening campaigns)*
- *Protection: Peace building, SGBV prevention, psychosocial support and sports.*

## STAFF.

S/ N	Name In Full	Position	SEX	Qualification	Nat	Contact
1	Tunda Alex	ED	M	Graduate	SS D	0772253415
2	Bonsuk Viola Soma	P. Manager	F	Graduate	UG	0786020972
3	Gunga Benaiah	P. Officer	M	Graduate	SS D	0779012430
4	Leju Santos	P. Officer	M	Certificate	SS D	0771191726
5	Mono James	P.L Officer	M	Graduate	SS D	0775685808
6	Loguya John	F. Officer	M	Graduate	SS D	0784475388
8	Guo Beatrice	HR & Admin	F	Diploma	SS D	0777481001
9	Maneno Reida	ME Officer	F	Graduate	SS D	0761329440
10	Lomuja Evan	Security Officer	M	-	SS D	0773361073

YEFOSR staffs undergo a series of training:

- Development of advocacy strategy.
- Finance, Grant and compliance.
- Education in Emergencies.
- Leadership and management.
- Development of business Development strategy.

## Chapter: EDUCATION ADVOCACY

**Community participation and engagement in gender sensitive and inclusive education increased.**



YEFOSR conducted **23 community-level enrolment** and advocacy campaigns with more focus on girls education (includes community dialogues with local leaders).

The Advocacy and enrollment campaigns were aim to interest parents, guardian, and spouse to allow girls to enroll to the AEP.

As a result **749 out of school** youths have enroll in AEP in 2023 and 2024

### **Participants reach during Outreach:**

- ❖ **917** youths reach during advocacy and awareness session for the BTVET scholarships.
- ❖ **117** successfully completed their training in June 2023
- ❖ **117** others have been enroll for BTVET training in September 2024
- ❖ **2,819** people reach during community enrolment and advocacy campaigns conducted by the CECs and YECs for the AEP program.

## AEP ENROLLMENT 2023

AEP CENTRE	Level 1			Level 2		
	R	H	Total	R	H	Total
KALI	55	07	62	16	18	34
ITULA	20	03	23	15	07	22
DAEGUN	21	22	43	-	-	
LURU	51	04	55	-	-	
OBONGI	01	65	66	-	-	
TOTAL	148	101	249	31	25	56

## ENROLLMENT STATUS 2024

SCHOOL	Target	LEVEL ONE				LEVEL TWO				
		REFUGEE		HOST		REFUGEES		NATIONAL		Total
	YOUTH	F	M	F	M	F	M	F	M	
KALI	150	74	52	1	0	11	6	1	6	151
ITULA	150	31	9	0	0	19	8	2	1	70
LURU	150	48	13	1	2	22	10	1	3	100
DAEGUN	150	3	6	4	3	8	12	6	2	44
OBONGI	150	0	0	19	28	1	0	26	25	99
TOTAL	750	156	80	25	33	61	36	36	37	4

NOTE:

1. Significant increase in the number of youth enrolls from **305** to **464 learners**. With the highest enrollment recorded in Kali Hills **151 learners**, meanwhile Palorinya lag behind in terms of number enrolling only **44 learners**.
2. The number of nationals enroll is still low. Only 131 learners in 2024.

## Chapter 2: Capacity building for community structures.

### 1. Mother-to-Mother support group



M2M member offering PSS to AEP learners of Itula AEP Center

- 📌 YEFOSR establish 5 mother to mother support groups.
- 📌 Train the M2M support group members in advocacy.
- 📌 Conducted 23 sessions of M2M to increase girl child education and retention rate among girls enroll in AEP.
- 📌 YEFOSR train the M2M support group with guidance and counseling skills.



*Group photo of the M2M support group members*



## 2. **Community Education Committees and Youth Education Committees.**

CECs and YECs were trained on how to conduct community mobilization.

Through their community engagement YEFOSR able to

reach **2,819** people.



*Training of CEC on Community Mobilization.*



*CECs of Itula AEP center after their orientation*



- ❖ Establish 5 CECs & YECs.
- ❖ The CEC & YEC conducted 15 advocacy and enrollment campaigns particularly to increase the enrollment of the girl child in the Accelerated Education Program.

❖ YEC train on making Reusable pads

### 3. Establish of school-based STEM and Entrepreneurship clubs



YEFOSR establish **5 school-based STEM** and entrepreneurship clubs to further strengthen work readiness, Transferable and entrepreneurship skills beyond the classrooms (including for BTVET).

Through the STEM clubs, the learners were able to pass on skills to each other through sharing in the club.

The STEM clubs also help in the learners in building on their interpersonal skills.



A photo taken during a STEM club meeting at Daegun Palorinya AEP centre.



#### 4. Youth Skilling

In the BRIDGE project, YEFOSR was mandated to mobilized youths for work base and instant learning training by CEFORD. Thus;

- ✚ *YEFOSR mobilized 60 youths for the work base skills training,*
- ✚ *Mobilized 60 youths for instant learning*
- ✚ *Mobilize 20 youths for the Upshift methodology, trained by (CEFORD)*
- ✚ *YEFOSR received 817 applications by 29<sup>th</sup> November 2023 for the 117 of BTVET scholarships.*



The RWC III Palorinya handing over a pair of OX-plough donated by CEFORD to one of the youth group engages in farming.

## 5. \$TAKEHOLDER\$ ENGAGEMENT

### Bi-Annual Coordination meetings; between Community .Education

YEFOSR conducted 10 bi-annual coordination meetings. The Bi-annual meetings engage stakeholders such as DEO, Schools BoG, PTA, UNHCR, OPM, HM, implementing partners and community structures such as CECs, YECs, M2M, VEC, Education secretaries and RWCs to give feedback on progress made in the implementation of the BRIDGE Project and also get feedback from stakeholders



*Mr. Odda Anthony the SA-CAO, Itula Sub-county emphasizing the importance of Education to the stakeholders during the bi-annual meeting of Kali Hills SS on 15<sup>th</sup> Feb 2024*



*The head teacher Kali Hills responding to some of the concerns raised during the Bi-annual coordination meeting.*



## 5. PEACEBUILDING

YEFOSR with funding from FADRA implemented the project "Support Youths and Women Groups to actively engage their community members on constructive coping mechanism and Occupational Therapy activities among the refugees and Host Community in Palorinya Settlement.



*YEFOSR engaging Refugee and Host community youths in Peace building and coexistent activities.*

*YEFOSR conduct **4 peace dialogue** targeting different groups.*

- a. Refugee and Host Community leaders.*
- b. Refugee and Host community youths.*
- c. Women leaders in both Host and Refugee communities.*
- d. RLOs led organizations within Palorinya.*



*ED-YEFOSR engaging women on positive Coping Mechanisms by building on their skill as peace ambassadors at YEFOSR office in Belameling*

## **Challenges facing youth in Palorinya Refugee Settlement.**

- Inadequate support for operation cost to organize youth groups like the Refugee led organizations.
- Inadequate Consultation of youth structures like RLOs by stakeholders when making decision.
- Lack of opportunities to participate, be engaged or access decision makers.
- Lack of empowerment and engagement opportunities as factors that limit youth involvement in decision-making. They have few opportunities to analyze issues, devise solutions, share their ideas with decision makers and be heard.
- Lack of information about asylum, refugee rights and available services i.e. lack of relevant, honesty and transparent information about the asylum process, refugee rights, available services, and the society and culture of their country of asylum.

## RECOMMENDATION

- Humanitarian actors must recognize and build upon young refugees' existing knowledge, skills, capacities, and qualifications; support access to quality and inclusive learning opportunities including formal and non-formal education, skills building, and jobs training; and facilitate employment, and livelihoods opportunities.
- Engaging with RLOs as substantive actors in collecting and disseminating information related to refugee protection, durable solutions, the protection environment, and services relevant for youth and their communities.
- Providing young refugees with access to formal employment and training through recognition of qualifications, provision of work permits, and through linking them with entrepreneurs and businesses to provide skills training and employment opportunities.
- Humanitarian actors must work to empower young refugees by facilitating opportunities for youth to voice their ideas, engage in decision-making processes, and develop their leadership potential.
- Supporting collaborative approaches that bring together refugee youth with other actors to develop, review, and implement policies and practices on issues of importance to youth
- Humanitarian actors must facilitate two-way sharing of accurate, honest, age appropriate, and context specific information with and among young refugees through channels and structures that are easily accessible.



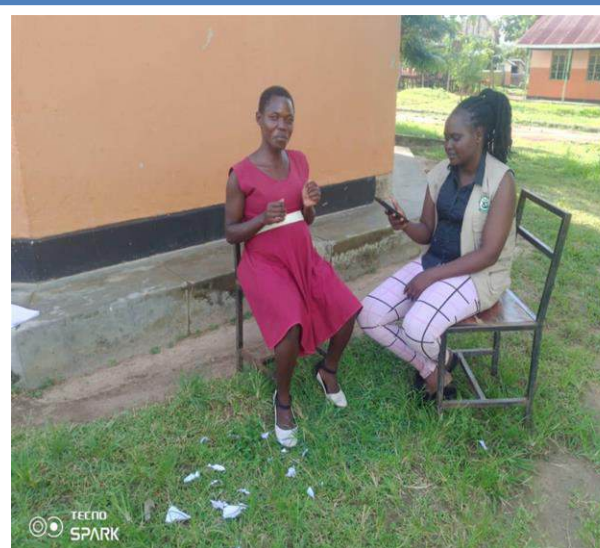
## QUOTES FROM AEP LEARNERS



Savior an A-level scholarship beneficiary at Itula SS, after successfully completing level 2 in the AEP in 2023, talking to YEFOSR MEAL Officer

***"Before this program of AEP I was desperate of continuing with my education, life was so much stressful since I have to look for school fees, scholastic material through fishing and bod-boda riding during holidays, since my parents were not able to support me I had to drop out of school in S3, I became idle at home and I thought it was the end of my education journey, but God has plan for me through the BRIDGE Project, I have regained peace within me and the entire family as there is no more stress in my academic journey since my education needs are catered for by the program. Thank to Youth Empowerment for Self-Reliance, War Child Canada and Mastercard foundation for this program. Today, I Savior stands as a testimony to the programs impact, with an impressive set of achievement and a bright future ahead. I am now in A-level at Itula Secondary School through the A-level Scholarship provided by war child Canada.***

***"It was a stressing moment for me when I conceive before completing my education, I thought it was the end of my education journey since there was no one who was willing to support me to return to school and complete my education. I heard about the AEP program through a CEC member, I joined immediately though it wasn't easy for me to balance school, pregnancy, and home responsibilities. Through the support of the Teachers and YEFOSR staffs through constant guidance and encouragement, I am now settling and I believe I will be able to complete my education no matter the challenges". Victoria, a 22years AEP learner at Luru AEP Center.***



## YEFSR PARTNERS



## **PARTNER WITH US**

*We have;*

1. Excellent and highly professional staffs and volunteers who graduated from different fields of academic.
2. Registered with the local authorities.
3. Deeply rooted in community and have good reputation.
4. Excellent accountability.