

**Report on The HarDDA Initiative Program Design Workshop for  
a campus based approach to disseminating information on the  
Demographic Dividend Agenda of Africa**

**THE  
Har  
INITIATIVE**

**DDA**



**Chineme Ozumba**  
10/22/2015

**Report on the The HarDDA Initiative**

**(Harnessing the Demographic Dividend of Africa)**

**Program Design Workshop for a campus based approach to disseminating information on the  
Demographic Dividend Agenda of Africa**

**By**

**Chineme Ozumba**

**22<sup>nd</sup> October 2015**

**Contents**

Workshop organisers .....	3
Acknowledgements.....	4
Executive summary .....	5
Context: About the workshop, participants and sessions .....	6
Workshop Planning.....	6
Program of events.....	6
Participants .....	6
Sessions.....	7
Introduction .....	7
Session 1 - The DD game.....	7
Session 2 - DD video.....	8
Session 3 - The HarDDA Initiative program components.....	8
Session 4 - Youth programmes in UNFPA ESARO .....	8
Concluding activities: .....	8
Findings from the sessions.....	9
Session 1- the DD game .....	9
Session 2: the DD video .....	9
Session 3: Disseminating DD information.....	9
Session 4: ideas for the campus based programme .....	9
Lessons learned.....	10
Coordinator’s observations: .....	10
Participant observations: .....	10
Conclusions .....	11
Recommendations .....	11
Annex 1: workshop program booklet .....	12
Annex 2: List of Participants.....	17
Annex 3 Workshop Slides.....	18
Annex 4: The workshop in pictures.....	27

## **Workshop organisers**

### **Chineme Ozumba (Initiator and coordinator)**

MA Development Studies, MA Demography and Population Studies, PGD Business Administration, Advanced Diploma in Health Education, BSc Biochemistry.

Sessional Lecturer, Department of Public Health, School of Health Sciences Monash South Africa

And

### **Red Drop Monash (Workshop support service)**



Public Health club of Monash South Africa

## Acknowledgements

The organisers would also like to thank the following organisations and groups of people whose contributions made the workshop successful



**UNFPA East and Southern Africa Regional Office (ESARO):** for providing technical support, assistance with facilitating group discussions and moral support.

**Monash South Africa:** for



the use of the school facilities



**BITT3-11media:** for providing expert support in the design and production of the logo, program of events, presentation slides and workshop report.

**Students of School of Health Sciences and School of Social Sciences Monash South Africa:** for volunteering and active participation

**Chill Out :** for efficient service with the snacks

*Funding for this workshop was provided solely by the initiator and coordinator of The HarDDA Initiative **Chineme Ozumba**.*

### Executive summary

This pilot of the HarDDA Initiative program design workshop provided an opportunity for a culturally diverse group of university students in Africa to brainstorm on the idea of a campus based program for disseminating information on the Demographic Dividend (DD) agenda of Africa.

The participants were students of Monash SA, the South African campus of Monash University Australia. The objective was to try and generate ideas around components of a campus based program and to assess the elements of the preliminary workshop. They were 42 participants in all representing 12 African countries. There were also representatives from UNFPA East and Southern Africa Regional office (ESARO). They were Dr. Adebayo Fayoyin Regional communications advisor, Dr. Mady Biaye, technical adviser population Data and data for development policy, Ms. Lindsay Barnes communications Analyst and Ms. Selaam Mano an AU volunteer to UNFPA-ESARO.

The workshop took place on the campus of Monash SA on the 16<sup>th</sup> of October 2015. It was scheduled to hold between the hours of 3-5pm, however the time was overshot by about 30minutes. The workshop was made up of four main sessions. Each session comprised of an introduction by a speaker followed by an idea collection session through questionnaire and discussions. The sessions were as follows: the DD game, the DD video session, the DD information dissemination among young people and the HarDDA program components session. In order to take fully explore the gamut of ideas, most of the presentations were brief, and the focus of the day was on completion of questionnaire and group discussions.

The findings of the workshop indicated areas of improvement for the workshop as a whole and the elements therein. There were suggestions of how to improve the DD game with regards to content, process and timing. Suggestions for the DD video included making it shorter, more country and youth specific, in addition to introducing animations and background music. With regard to disseminating information about the DD, inclusion in the school curriculum, social media, TV adverts, interactive videos and video games were some of the suggestions that were generated. Recommendations for The HarDDA Initiative program components included talent shows, dramas, debates and seminars.

Some of the lessons learnt by observation and through the workshop evaluation include the following: improved time management, having more icebreakers, reducing the length of presentations, including opportunities for questions and answers and providing healthier food options.

Based on the findings of the report, recommendations include: production of more formats of DD videos reflecting the suggestions of the participants; establishing an internet and social media presence; improving the workshop and repeating with a wider participant pool at the same campus; developing a programme based on the findings of the workshops; running the pilot in the same campus and two other campuses prior to a full launch.

To conclude, a campus based program such as The HarDDA Initiative, has the potential to generate a paradigm shift resulting in a 'DD mind-set' among young people in Africa. However, at the scale at which it is currently being implemented, this vision cannot be achieved. Therefore, adoption of The HarDDA initiative by the UNFPA ESARO is highly recommended.

## **Context: About the workshop, participants and sessions**

### **Workshop Planning**

The workshop was planned and coordinated by Mrs. Chineme Ozumba a sessional lecturer in Public Health at Monash SA. All necessary ethical conditions were adhered to. General ethical requirements of informed consent and anonymity were observed with specific compliance to the Monash SA ethics.

### **Program of events**

A program of events was drawn up for the workshop and included in the HarDDA initiative design workshop program booklet (attached as Annex 1) as follows:

1. Registration
2. Welcome, introductions and brief overview of the workshop by Chineme Ozumba (Coordinator) – 3mins
3. Pre-test-5mins
4. Brief overview of Demographic Dividend (UNFPA ESARO staff)- 5-10mins
5. The DD game -10mins
6. Brainstorming on DD game-15mins
7. Video session (from the Population Reference Bureau)-17 mins
8. Brainstorming on DD video-15mins
9. Presentation of ongoing social media campaign by (UNFPA ESARO Staff)-5 -10mins
10. Brainstorming on dissemination of DD-15mins
11. Overview of the HarDDA program by Chineme Ozumba-5mins
12. Brainstorming session on the HarDDA program components -15mins
13. Post-test and Program evaluation-5 mins
14. Collection of booklets
15. Vote of thanks by Chineme Ozumba and the Imisioluwa Johnson (President of the Red Drop Monash club)
16. Pictures
17. Refreshments

### **Participants**

46 students of the school of Health Sciences and the School of Social Sciences of Monash SA were invited for the program. 42 of these students attended the workshop and 38 participated fully while four students left before the end of the workshop. These participants represent 12 countries on the African continent. The participant list is attached as Annex 2.

Representatives from UNFPA–ESARO were as follows: Dr. Adebayo Fayoyin Regional communications advisor, Dr. Mady Biaye Technical Adviser, Population Data and Data for Development Policy, Ms. Lindsay Barnes communications Analyst and Ms. Selaam Mano AU volunteer.

Ms Imisioluwa Johnson, the president of the Red Drop Monash assisted the coordinator in organising the student volunteers.

## Sessions

Registration began 15 minutes before the workshop started. Participants were already seated in groups thereby reducing the time that would have been used in splitting into groups during the workshop.

## Introduction

The workshop was opened with an introductory session by the initiator/coordinator welcoming the workshop participants, introducing the UNFPA ESARO representatives and giving a background to the vision behind the workshop. The coordinator, based on her training in Development studies and Demography and Population Studies, had nurtured an interest in harnessing the demographic dividend of Africa since 2012. On assuming duties as a sessional lecturer in Public health at Monash SA, she observed the rich cultural composition of the campus, which represents several African nations. She identified the potential for initiating a movement that could impact the whole of Africa through a campus based program. However, this idea was not acted upon until she began collaborating with UNFPA –ESARO staff and realised that they shared a common view in this regard. The idea began as a single workshop to educate students about the DD concept as applied to Africa. After the introductory session, the DD game was played.

### Session 1 - The DD game:

The game served as an icebreaker and consisted of two parts with 10 players. The players were named as follows: Mama Africa, ignorance, disease, poverty, bad governance, Education, employment, health, good governance and economy.

Method: In the first part of the game, Mama Africa tries to guide a floating balloon which represents the youth population of Africa along a distance within 3 minutes (1 minute for each decade within which the demographic dividend can be achieved), in order for the economy to hand her a demographic dividend (a jar of chocolates!). However, she must get past her attackers: ignorance, poverty, disease and bad governance to collect the dividend. If any of these touched the balloon she had to go back to the beginning and try again until the time elapses.

In the second part of the game, Mama Africa has helpers (employment, education, health and good governance) who block the attackers. She still needed to guide the balloon to the finish line in time to receive the demographic dividend, which she did successfully.

The game was quite energetic and at the end the population shared the 'demographic dividend' with good cheer.

DD game brainstorming session: After the game the participants did the pre-test and recorded their thoughts on the game in the section provided in the programme booklet. Thereafter, a discussion was held in each group to further generate ideas. The method aimed to tap into the strengths of the questionnaire as a data collection tool as well as the focus group discussion. Dr. Fayoyin, Ms Lindsay Barnes helped to facilitate brainstorming sessions.



**Session 2 - DD video:**

A 17 minute video presentation on harnessing the demographic dividend was watched by the participants. After which they filled in the relevant questionnaire in the booklet and discussed their ideas. Dr. Fayoyin, Ms Lindsay Barnes and Ms. Selaam Mano helped to facilitate the brainstorming session.

The discussions were immediately followed by a presentation on the Demographic Dividend Agenda for Africa by Dr. Mady Biaye. The presentation was long at which time some of the participants left due to time constraints.

**Session 3 - The HarDDA Initiative program components:**

The presentation was followed immediately by an overview of the programme components by the coordinator. The potential components were outlined as a preliminary workshop, an innovation expo, campus mobilization, social media campaigns and community outreach.

Due to shortness of time, participants then recorded their ideas for programme components, communication strategies, post-test and programme evaluation.

**Session 4 - Youth programmes in UNFPA ESARO:**

A brief presentation of on-going youth programmes in UNFPA ESARO by Dr, Fayoyin and Ms. Barnes who explained existing youth programs. These programs include Safeguarding Young People and African Youth and Adolescents Network (AfriYAN). Social media activities of UNFPA-ESARO such as the twitter and show your selfie campaign were also explained.

**Concluding activities:**

Appreciations were expressed by Imisioluwa Johnson (President, Red Drop Monash) and Chineme Ozumba, who also announced the order of group photographs, immediately after the photographs, there were refreshments and mingling.

### Findings from the sessions

Due to time constraints, only session 1 and 2 were carried out as planned by filling questionnaire first to collect information from individuals before having a group discussion. For Sessions 3 and 4, the participants were told to fill in the questionnaire only.

#### Session 1- the DD game

The game was described with the terms: a good ice-breaker, an eye opener, innovative, thought provoking and enlightening. However, suggestions were given for improvement such as: increasing the time, addressing cultural issues, being more realistic, done in an open space. Variants suggested included a tug of war between the positive and negative determinants and a play sketch. It was also observed that the game needed to engage more with the audience, while the struggle during the game drew more of the attention than the main message.

#### Session 2: the DD video

The video was described as informative. However, many felt it should be shorter and made more appealing to young people with animations, humour and music. There were also suggestions for more simplification, splitting into subsections, culturally relevant and country specific information. Other suggestions include involving celebrities, roleplaying, and developing videos according to age groups and literacy levels.

#### Session 3: Disseminating DD information

Suggested formats for communicating DD information included cartoons, animations, plays and graphics, cultural music and music video, inclusion in school curriculum and video games.

TV, social media, adverts, billboards, emails, sms, interactive videos and games, and video games were the media suggested for dissemination.

Facebook, twitter, instagram and whatsapp were the social media mentioned by participants as being popular amongst them and their circle of friends.

Videos, jokes, pictures, debates and quizzes were the social media posts which participants found most engaging.

#### Session 4: ideas for the campus based programme

Suggested ideas include: plays during school events such as open day, talent shows, video shows, seminars, dedicated DD awareness days, debates, open mic. Video conferencing with other universities was suggested in order to generate a sense of involvement in driving change on the continent. Other ideas mentioned include gala festivals, poetry, campus campaign, real life examples of DD impacts, word of mouth, flyers, visual booklets, engaging and controversial posters around the campus, utilizing the campus radio station, flash dances and campus concerts using student talents.

**Lessons learned:****Coordinator's observations:**

- **Lead time in planning**

In order for efficiency in workshop implementation, there needs to be enough lead time to ensure that all stakeholders contribute to proper planning and smooth implementation

- **Time management:**

Time was saved by having the participants register and seated in their discussion groups before time. However, the workshop extended beyond the allocated time of 2 hours which led to some of the participants leaving before time. The reasons for overshooting the time can be attributed to the following:

1. The coordinator not setting up completely before the program began
2. Not allocating time to account for unforeseen events
3. Late arrival of one of the main speakers leading to late set up
4. The coordinator did not confirm the time allocated to the main speaker thereby leading to overshooting of time by the speaker

- **Pre and post test**

There was no need for a pre and post-test since the essence of the workshop was for participants to contribute to designing a program and not to undergo training. Also more than 97% of the participants made up of 3<sup>rd</sup> year public health students already had heard of DD through class activity

- **Length of workshop:**

The workshop should be minimum a day long to allow adequate time for focus group discussion, breaks and icebreakers in between sessions

- **Refreshments:**

The promise of refreshments was a major attraction for the workshop participants, however future workshops can include healthier options.

**Participant observations:**

- Shorter presentation time for the DD agenda of Africa, fewer slides, better composition of slides (less cluttering, improved design and use of other presentation software such as Prezi)
- More ice breakers
- Improved time management
- Including opportunities for questions and answers
- Providing healthier food options.
- Expanding the total time allotment to a full day programme

## Conclusions

In conclusion, the program design workshop was relevant and successful. All the elements used in the workshop contributed to its success. The workshop had a number of key elements and features which served to generate considerable amount of positive outcomes at the end. Such elements include the programme booklet, the logo, the UNFPA presence, the Red Drop Monash involvement, the DD game and the workshop slides. On a scale of 1-10, the workshop would be rated at 8 considering the time and financial constraints. The success can be attributed mainly to efficient project management of the workshop. A lot of effort was put into the design, planning and organising, to leverage available resources maximally. For example, creating the HarDDA logo required the input of an expert in media production, which was provided at no cost by Bitt3-11 media. Also, involvement of the participants in organising the workshop gave a sense of ownership and provided useful skills at no cost. For instance photographs were taken in a sequence by the HarDDA Initiative volunteers. For each session two volunteers took pictures each from different angles. This ensured rich coverage while ensuring full participation. Moreover, one of the participants, Nicola Nkoma, had professional photography experience and equipment which she dedicated to the workshop at no cost. UNFPA involvement gave a lot of credibility and sense of global relevance to the participants.

## Recommendations

In the preceding sections the outcomes of the sessions have been stated. Analysis of the outcomes have been used to generate recommendations as follows:

1. New formats of the Demographic dividend videos should be produced. The videos should be shorter, more youth friendly and country specific, reflecting the recommendations of participants.
2. It is essential for an internet presence to be established for the HarDDA Initiative such as a programme website, a Facebook page, Twitter, Instagram and Whatsapp accounts.
3. The program design workshop should be restructured, based on lessons learnt from the inaugural workshop, with input from UNFPA technical staff, prior to another pilot in the institution.
4. It should then be repeated with wider participation within the same University for further refinement and generation of ideas from participants in other cognate disciplines.
5. A sample HarDDA initiative programme should be drawn up.
6. The programme should be tested within the same environment and lessons learnt should be used for refinement.
7. The programme should afterwards, be further tested in two other campuses situated in an urban and rural area respectively. Following this, it can then be launched formally at the provincial level and eventually country and regional levels.
8. The programme has the potential of growing beyond ESARO to other regions of Africa and beyond. However, at the level which it is being implemented presently, it is bound to become moribund due to financial and human capital constraints. Therefore, in order to ensure success in achieving the vision of this programme, it is highly recommended that the programme be adopted by UNFPA –ESARO.

Annex 1: Workshop program booklet



The HarDDA Initiative  
(Harnessing the Demographic Dividend of Africa)

By  
Chineme Ozumba

Program Design Workshop for a campus based approach to disseminating information on the  
demographic dividend Agenda of Africa

A pilot focused on Monash South Africa

In collaboration with Red Drop Monash SA



With support from UNFPA-ESARO



Date: 16<sup>th</sup> October 2015

Venue: Building F Seminar room 5 -Monash South Africa

Time: 3-5pm

Participant number e.g. A1, B5, D10: \_\_\_\_\_

*Note: Each participant belongs to a group: A to E that is made up of maximum of 10 participants  
Please write your participant number on top of each page.*

**Do not write your name Program of events**

1. Registration
2. Welcome, introductions and brief overview of the workshop by Chineme Ozumba (Coordinator) – 3mins
3. Pre-test-5mins
4. Brief overview of Demographic Dividend (UNFPA ESARO staff)- 5-10mins
5. The DD game -10mins
6. Brainstorming on DD game-15mins
7. Video session (from the Population Reference Bureau)-17 mins
8. Brainstorming on DD video-15mins
9. Presentation of ongoing social media campaign by (UNFPA ESARO Staff)-5 -10mins
10. Brainstorming on dissemination of DD-15mins
11. Overview of the HarDDA program by Chineme Ozumba-5mins
12. Brainstorming session on the HarDDA program components -15mins
13. Post-test and Program evaluation-5 mins
14. Collection of booklets
15. Vote of thanks by Chineme Ozumba and the Imisioluwa Johnson (President of the Red Drop Monash club)
16. Pictures
17. Refreshments

#### Pre-test Questions

1. What is Demographic Dividend (DD)?	
2. What conditions could lead to a potential DD?	
3. What conditions facilitate reaping a DD?	
4. What could inhibit reaping a DD?	
5. How long does it take to gain the DD?	
6. Is it permanent? Yes/No	
7. What could happen if DD is not reaped?	
8. Is it possible in Africa? Yes/No	
9. On a scale of 1-10 where is Africa with regards to reaping DD	
10. Whose responsibility is it? Governments /organisations /Individuals/All	

**Brainstorming Session 1- The DD Game**

1. Do you like the DD Game? Yes/No	
2. Is it informative enough? Yes/No	
3. Is the timing okay? Yes/No	
4. Should the timing be longer/ shorter?	
5. What other variations could suggest?	
6. What other game ideas do you have with regard to DD?	
7. Is there anything else you would like to say about the game?	

**Brainstorming Session 2- The Video presentation**

1. Do you like the video presentation?	
2. Is it informative enough?	
3. Is the timing okay?	
4. Would it be very appealing to young people?	
5. What else would you like to see in a video that is targeted at young people?	
6. Is there any other idea that you have about communicating DD information using video format	

**Brainstorming Session 3**  
**Disseminating the information on Demographic Dividend to young people**  
**(University students)**

1. In your opinion what formats could be used to communicate DD information effectively to young people?	
2. What types of media would you recommend for disseminating DD information to young people?	
3. Which are the most popular social media for you and within your circle of friends?	
4. What types of posts engage you the most e.g. texts, pictures, videos, debates, quizzes, jokes etc.?	
5. What terminologies (words, slangs, lingo, riders, slogans) readily come to your mind to use in communicating the program?	
6. Is there anything else you would like to say about how DD information can be disseminated among students in higher institutions?	

**Brainstorming Session 4- components of a campus based program**

Beyond the workshop what other activities do you think would be suitable for sensitizing and engaging a campus community in the DD agenda?



**Post-test**

1. What is Demographic Dividend (DD)?	
2. What conditions could lead to a potential DD?	
3. What conditions facilitate reaping a DD?	
4. What could inhibit reaping a DD?	
5. How long does it take to gain the DD?	
6. Is it permanent? Yes/No	
7. What could happen if DD is not reaped?	
8. On a scale of 1-10 where is Africa with regards to reaping DD	
9. Is it possible in Africa? Yes/No	
10. Whose responsibility is it? Governments /organisations/ Individuals/All	

**Workshop Evaluation**

1. What was your favourite part of the workshop and why?	
2. What did you not like in the workshop and why?	
3. What do you feel should be included in the workshop and why?	
4. What do you feel should be removed or reduced and why?	
5. Is there anything else you would like to say about the workshop?	

## Annex 2: List of Participants

		
First Name	Surname	Country of Origin
1. MANDIPHIWE	BANGO	SOUTH AFRICA
2. CLAIREECE CARISE	BEILING	SOUTH AFRICA
3. CHAMA	BONZO	ZAMBIA
4. EFUA ANU KEITUMETSE	BORTSIE	BOTSWANA
5. BEVERLY MESHACK	CHIWANGA	TANZANIA
6. HENRY ONYEDIKACHI	ECHEFU	NIGERIA
7. JOEL BRUNO MICHEL	EDMOND	SEYCHELLES
8. LAKIN IMELDA COURTNEY	EESON	ZIMBABWE
9. MICHELLE	FOK	SOUTH AFRICA
10. SHARON RUMBIDZAI	GOSTINO	ZIMBABWE
11. IMORU	HEPHZIBAH	NIGERIA
12. KABUYA MADA	IBAJI	DRC
13. IMISIOLUWA TIWATOPE OPEYEMI	JOHNSON	NIGERIA
14. YVONNE FADZAI	JONGWE	ZIMBABWE
15. ZAHRA NAZIR	KABA	TANZANIA
16. FAITH TSITSI	KADIWA	ZIMBABWE
17. LYDIA TIYANJANE	KADZAKUMANJA	MALAWI
18. THERESO PLEASURE	KANYANE	SOUTH AFRICAN
19. KEITUMETSE	LEBELO	SOUTH AFRICA
20. THELMA ALICE PAIDAMOYO	MAHAPA	ZIMBABWE
21. YAMURAI	MASINIRE	ZIMBABWE
22. THEMBISILE LUCILLE	MKHABELA	SOUTH AFRICA
23. PALESA	MOJAKI	SOUTH AFRICA
24. KEIKANETSWE	MORAKE	BOTSWANA
25. ODIRILE VICTORIA	MORAKE	SOUTH AFRICA
26. BANDZILE SENZO	MTHETHWA	SWAZILAND
27. TASHINGA CAROLINA	MUDEREDZWA	ZIMBABWE
28. NANDI SISASENKOSI	MWASE	ZAMBIA
29. DARLYNTINA	NDUBUISI	NIGERIA
30. LUMETA VICTORIA	NGALANDE	ZAMBIA
31. NICOLA	NKOMA	MALAWI
32. BUSISIWE	NKOMO	SOUTH AFRICA
33. TINASHE CHIDO	NYAMATANGA	ZIMBABWE
34. CHINELO JANE	OHAZURUME AGBAEZE	NIGERIA
35. OLUWABUKOLA OLUWAPELUMI	OLADOKUN	NIGERIA
36. MIRACLE	OSALUMESE- OJIAKE	NIGERIA
37. JONATHAN MUGAMBI	RAMODIKE	TANZANIA
38. OJOMA JEMIMA	SHABA	NIGERIA
39. LOYDA KYARIKUNDA	TWINOMUJUNI	UGANDA
40. SEMIRA	YASIN	ETHIOPIA
41. JESSICA ANN LAI	YUN	SOUTH AFRICA
42. KUDAKWASHE GRACIOUS	ZINYEMBA	ZIMBABWE

Annex 3 Workshop Slides

**THE HarDDA INITIATIVE**

# Welcome

UNFPA

RED DROP - MONASH

16<sup>th</sup> October 2015 – Monash South Africa

# What is The HarDDA Initiative?

**Mrs. Chineme Ozumba**  
Initiator/Coordinator HarDDA Initiative  
Sessional Lecturer Monash South Africa

THE HarDDA INITIATIVE



## Program

1. Pre-test
2. Overview of Demographic Dividend
3. The DD game
4. Brainstorming session 1
5. Video session
6. Brainstorming session 2
7. Overview of ongoing social media campaign
8. Brainstorming session 3
9. The HarDDA initiative program components
10. Brainstorming session 4
11. Post-test and Program evaluation
12. Collection of booklets
13. Appreciation
14. Order of Photographs
15. Refreshments



# The Demographic Dividend Agenda



**Dr. Mady Biaye**

Technical Adviser  
Population data & data for Development Policy  
UNFPA –ESARO



# The DD Game!



Mrs CHINEME OZUMBA – Monash South Africa



# Let's Brainstorm!



Mrs CHINEME OZUMBA – Monash South Africa



# A DD Video!



Mrs CHINEME OZUMBA – Monash South Africa



# Let's Brainstorm!



Mrs CHINEME OZUMBA – Monash South Africa



## UNFPA Social Media Campaigns

---



**Dr. Adebayo Fayoyin**  
Regional Communications Advisor  
UNFPA –ESARO



# Let's Brainstorm!



Mrs CHINEME OZUMBA – Monash South Africa



## The HarDDA Initiative Program Components

---



**Mrs. Chineme Ozumba**  
Initiator/Coordinator of The HarDDA Initiative  
Sessional Lecturer Monash South Africa



# Let's Brainstorm!




Mrs CHINEME OZUMBA – Monash South Africa



- Post-test
- Program evaluation
- Collection of booklets
- Appreciations
- Order of photographs
- Refreshments

Mrs CHINEME OZUMBA – Monash South Africa



## Appreciations






**Chillout**  
**HarDDA volunteers**  
**Public Health Students**  
**And**



## ORDER OF PHOTOGRAPHS

1. The coordinator and Red Drop president with UNFPA staff
  
2. The coordinator and Red drop executives with UNFPA Staff
  
3. All



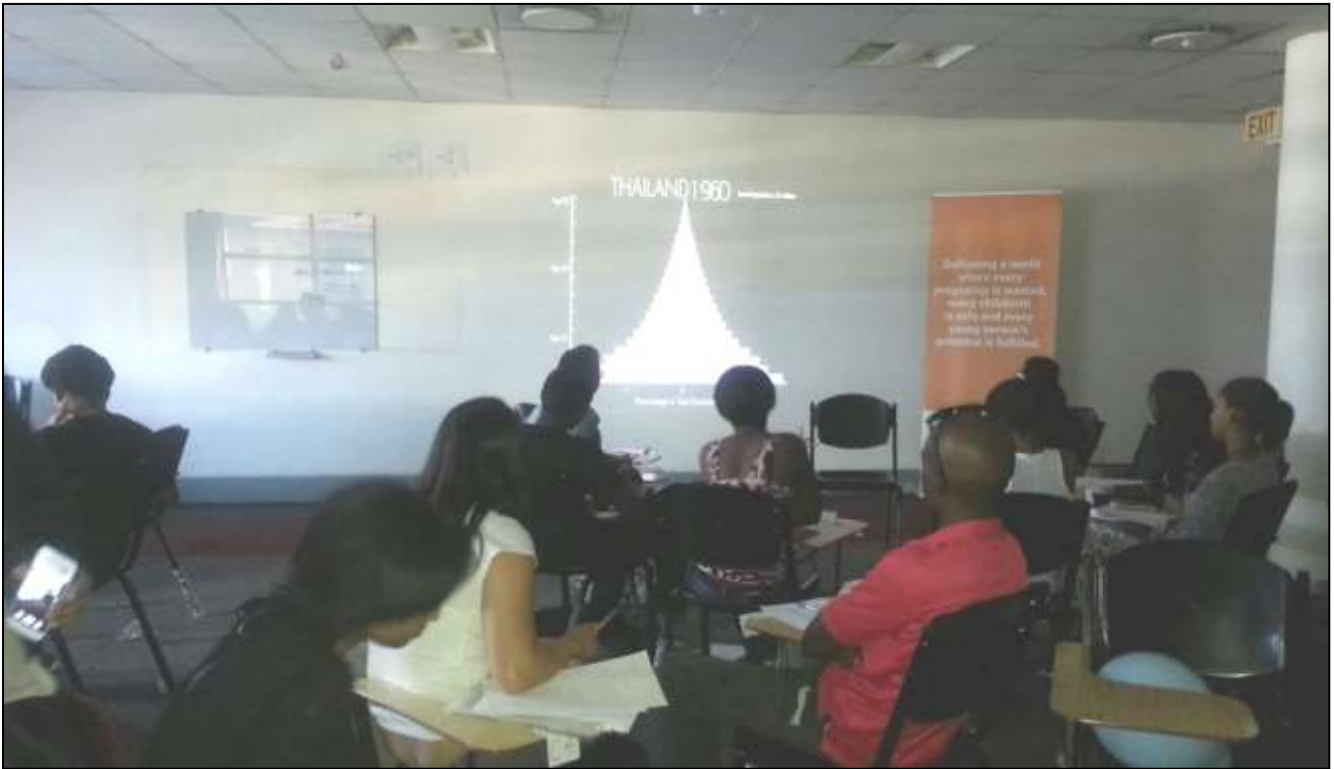


Annex 4: The workshop in pictures





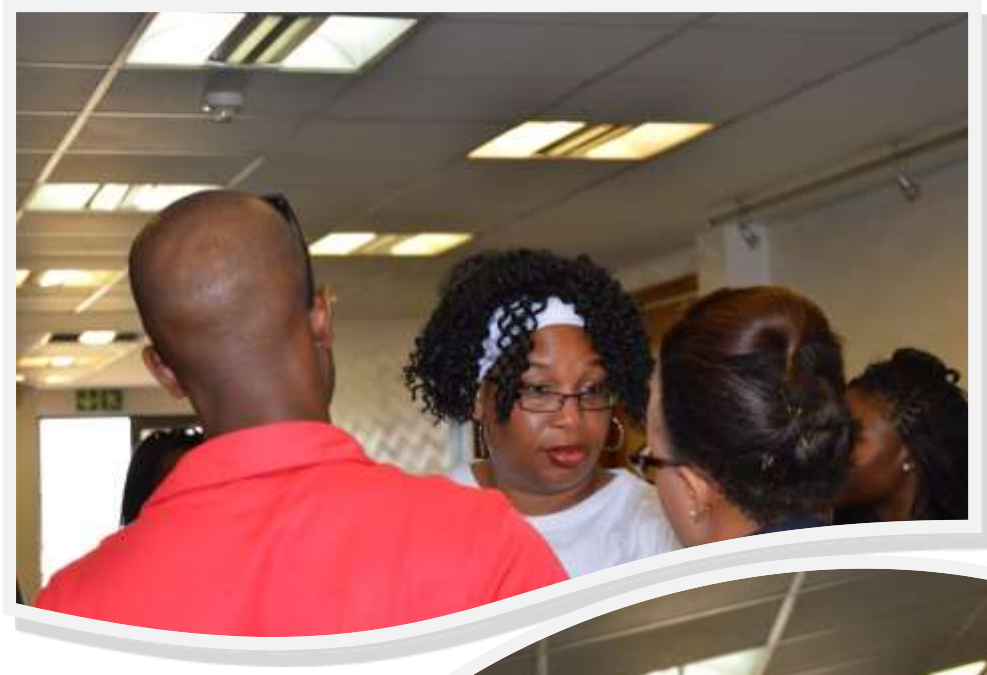






















*Let's HarDDA together*

