



# AHIP INSTITUTE FOR HUMAN DEVELOPMENT



**Institute for Human development:** is the capacity development unit of AHIP. It comprises the leadership training, Livelihood skills/vocational training, the day-care, and the continuing learning unit.

**Continuing Learning.** The continuing learning initiative is a new addition to the training center activities. It is a one year remedial class for students, who finished secondary, school but were not able to make their papers.

**Leadership Training.** Are organized and conducted for different categories of leaders: Moslem and Christian religious leaders; youth leaders, health professionals, students, traditional leaders and married adolescents. Topics addressed differ from training to training. Topics for the leaders' training includes Pre-Test; RH Concept & Components; Reproductive Anatomy, and Physiology. Stages Of Development/Safe Motherhood; Sex and Sexuality; Reproductive Rights; Child Spacing And Contraception are some topics. It also includes Child Rearing And Social Implication; Sexually Transmitted Diseases/HIV-AIDS; HIV/AIDS, Drug Abuse, and Social Implications; Leadership Roles and Styles. Leadership and Reproductive Health; Team Building and Problem Solving; Team Building and Problem Solving; Gender-based Violence; Communication; Advocacy; Managing Change; Managing social change; Mobilization & Networking; Social Mobilization And Networking; Planning; Action Planning; Post-Test; Evaluation.

**Day Care Centre Unit.** The day-care unit, which was meant to serve as kindergarten for AHIP's staff, has expanded to accommodate children from nearby working-class mothers' children. The unit was equipped, and additional Posters and teaching aids provided for the teacher in the center to facilitate teaching.

### Training professionals and community-based health workers

Systematic training in community development and management skills conducted for health professionals and those who supervise the operational level, health workers whose responsibility it is to mobilize communities to form committees and to support their functioning and most importantly, for the committee members. Emphasis is given to equity and quality of care issues with particular reference to the health needs of vulnerable groups, such as mothers and young children, who are presently under-served with essential health care.

**The AHIP Livelihood Skill Training School expanded its activities to include entrepreneur skills** Empowering young people with life planning and livelihood skills can help in preventing HIV among young people. The socio-economic vulnerability of young people; particularly those marginalized by gender recognized as causes of the conditions that put young people at risk of HIV/AIDS. Although governments are desirous of creating jobs for young people, the mechanism to do so has been elusive. AHIP established a livelihood skill acquisition center and integrated peer health, HIV and STI education into the livelihood skills acquisition program of the Institute for human development. The program trains over two thousand and five hundred young people each year. The young people trained are then encouraged to train three young people each. The various trades are ICT; Photography; Video coverage; tailoring; knitting; tie and dye; soap making, pomade making; typing; bags and other crafts of interest; health management; home management; funds management and small business management. The center also engages in advocacy, production, and promotion of sales of the center's products. The livelihood skill acquisition center produces bed sheets; quilts; veils, cardigans, baby shawls, shawls and some mufflers for children, young people and adults. AHIP through its Institute for human development is recruiting a technical team of experts to work out a model for an NGO-government-private sector partnership and collaboration on livelihood options and job opportunities for youths in Jigawa and Kano states.

The center holds her graduation ceremony once every year and attended by partners from ministries of Health, Women Affairs, Education and the Directorate of Youth Development. The student graduated with



entrepreneurial/small-scale business skills; Video program management; tailoring; knitting; basic computer operation skills; basic literacy; soap and pomade making; tie and dye.



### **Traditional Leaders and Reproductive Health**

The training of traditional leaders and their wives was one of the evolving strategies, which AHIP as partner organization adopted. Traditional leaders regarded as the custodians of culture and traditions. They, therefore, function as gatekeepers to communities, a necessary step to legitimize community programs and interventions. Their wives are at the helm of leadership for women in the communities. Their houses are seen as a rallying point for the whole community. Council members are subordinates of the traditional leaders, who in turn cover different constituencies. The idea of training the traditional leaders and their wives as advocates for reproductive health in the ten selected project states was conceived by the partner organization to reach the grassroots level more efficiently and effectively.



### **Training Livelihood development:**

The training on integrated livelihood skills development conducted, and 41 participants trained. Topics addressed at the training were Sustainable livelihood development for young people; the rationale for such intervention; Livelihood framework, Building human capital; Building social capital, financial capital, physical capital, Natural capital, Developmental assets and capacity of local service providers. Also included are Assets (external and internal), Challenges, Possible outcome, Strategies, 40 developmental assets. **External assets** are support, empowerment, Boundaries, expectations, and constructive use of time. **Internal assets** are commitment to learning, positive values, social competencies and positive identity, Livelihood skills development, Factor conditions, Understanding external context, Conditions to enable livelihood skills opportunities, Demand conditions, Institutional conditions, Industry conditions,



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