

GENDER-BASED VIOLENCE PROJECT

QUARTERLY REPORT

1. Recipient Organization/Institution: Help & Shelter

2. Project reporting period: October – December 2012

3. Person preparing report: Danuta Radzik

4. Project objectives:

- **To increase knowledge & understanding of GBV and the relationship between boys and girls, men & women, placing emphasis on male norms and behaviours**
- **To raise awareness of the relevant legislation and the roles and functions of existing agencies working towards the reduction of GBV**
- **To identify the linkages between GBV & HIV/AIDS and the effect of GBV on the spread of HIV/AIDS**
- **To encourage beneficiaries to adapt to non-violent behaviour and to encourage peaceful means of resolving conflict and stimulating healthy lifestyles**
- **To build the capacity of students, teachers, PTA members and community leaders to raise awareness of and respond to GBV and to advocate for GBV prevention within their respective organizations and peer groups, thereby leading to the sustainability of GBV prevention**
- **To introduce age appropriate and culturally sensitive training & educational materials**

5. Activities over the last three months:

- **Holding of a 2 day training and orientation workshop for project facilitators and key team members**
- **Development of training manuals for ISY and community groups**
- **School based assessment of students knowledge and attitudes to gender/ gender roles, GBV, child abuse, HIV/STIs, child rights etc at 4 schools -Uitvlugt Primary (Grade 6) & Secondary (Form 4,) Stewartville Primary (Grade 5) & Secondary (Form 3)**

- Community mapping of Uitvlugt & Stewartville
- Implementation of School Programme at Uitvlugt Primary (2 classes- Grade 6); Uitvlugt Secondary(3 classes-Form 4); Stewartville Primary (2 classes-Grade 5); Stewartville Secondary (6 classes-Form 3); Modules -Setting & Achieving Goals. Gender & Gender Roles
- Awareness sessions with FBOs – Stewartville Church of Christ; Stewartville heavenly Light Full Gospel Church

6. Key results achieved over the period:

A school based assessment was done with 110 students, 55 girls and 55 boys to find out knowledge, attitudes and behaviours on issues related to gender/ GBV/HIV/STI/child abuse/child rights etc. Some key findings revealed that students in the 2 primary schools for the most part had not heard of the word gender, while a few defined gender as male and female. The majority of primary school students also did not know what the term GBV actually meant Responses from students indicated that most of them had witnessed DV among family members or in the community itself. Similarly students were also exposure to or knew of incidents of child abuse within their communities. A few students also seemed to be experiencing child abuse or other form of violence. Frequency of DV within communities where students lived was reported as very high. While some students had a fair understanding of HIV/AIDS there was still some misinformation and myths expressed. Secondary school students had a better understanding of many of the issues but there was still some confusion as to gender, Responses from secondary students also revealed some confusion about the differences between child abuse and DV, how children are affected by DV and about categories of person who are affected by DV. Frequency of DV was also described as high in student communities. Students did not know the age of consent and there were gaps in accurate knowledge about HIV/AIDS. Both Primary and Secondary students said that violence was occurring in their schools among students and by teachers.

A total of 244 students, 138 girls and 106 boys benefited from awareness sessions on setting & achieving goals; Identifying talents and how these relate to personal goals; defining self-esteem; identifying talents of peers and how personal qualities can help students support each other; Defining what is a goal/ identifying short and long term goals/ linking talents and dreams to goal achievements and challenges that come with goal setting; introduction to gender and gender roles

Feedback from student indicated that they have gained new information particularly on self - esteem; they felt good that they were able to talk about their talents. Students disclosed that their parents tell them more negative than positive things about themselves. 80% of the students said they were never told "I Love You" by either of their parents, while the other 20% said they only hear it from their mothers. Students said the sessions taught them how to support school mates by showing respect, helping them and telling persons good things about themselves. The also understood the importance of liking yourself. Students believed that recognition of their talents and abilities and

encouragement from others including teachers and parents and even their peers would cause them to do much better (one child indicated that she loves singing but her mother would tell her she can't sing and that she should stop). She however mentioned that singing makes her feel very good about herself. The students also stated that sometimes sexual and social activities, money problems, family problems and cultural stereotyping can get in the way of achieving goals. They also collectively agreed that they needed to work hard, prepare and work with others to achieve their goals. Both boys and girls needed to work with commitment to achieve their individual goals because they all have some type of challenge to deal with at times. Students felt there was not much difference between the talents of boys and girls except that the way each approaches it is different. Students felt the activities were good and appreciated the opportunity to be able to present in front of the class, students liked that they had to act out what they would like to achieve.

Feedback from the session on gender & gender roles disclosed that many of the boys had no problems with males performing household chores such as cleaning and childcare but they felt this should be done to assist women and not as a male duty. About 10% of males were against women working outside the home as they felt this would encourage women to seek other men. This view was strongly held by the group. Boys and some girls also felt it was not OK for a man to like another man. Sessions at schools with students of the targeted age group are greeted with great enthusiasm and the other forms are also anxious to get an opportunity to be involved.

A total of 28 members, 19 females and 9 males from 2 FBOs benefited from sessions on Defining self / different dimensions of self / self esteem / what contributes to positive self concept. Participants were also briefed on the purpose and objectives of the project and were given an opportunity to ask questions and clarify any misconceptions. Several participants said that this was the first time they had ever taken the time to think and speak about their in-depth feelings on the topics of self. .One participant stated that he never think about himself much so he actually just lives "day to day"; while another participant stated that she never realized how angry she was at her siblings for their attitude towards her. One church member also stated that she never realized that she had low tolerance for persons who did not accept the faith as she did. One of the FBOs expressed recognition of the value of the project within the community and the notable opportunity for knowledge expansion and awareness

7. Difficulties/Issues Encountered:

- School sessions on a number of occasions had to be re-scheduled due to clashes with other school activities
- Students and facilitators have been challenged by the allotted time for school sessions
- Lack of punctuality by some students has affect the time allotted for sessions on

some occasions

- Power outage affected both the time available for one of the FBO awareness sessions as well as the number of person who turned out for the session

Describe the program monitoring indicators and data sources/means of verification for measuring program effectiveness. See below:

8. Program Monitoring Indicators:

P12.1.D	Male Norms and Behaviors: Number of people reached by an individual, small-group, or community-level interventions or service that explicitly addressed norms about masculinity related to HIV/AIDS	Data Source/Means of Verification
	<i>By sex: Male</i>	
	<i>By sex: Female</i>	
	<i>By age: <15</i>	
	<i>By age: 15-24</i>	
P12.2.D	Gender-Based Violence and Coercion: Number of people reached by an individual, small-group, or community-level interventions or service that explicitly addresses gender-based violence and coercion related to HIV/AIDS	
	<i>By sex: Male</i>	
	<i>By sex: Female</i>	
	<i>By age: <15</i>	
	<i>By age: 15-24</i>	
	<i>By age: 25+</i>	

Signature: Danuta Radzik

Date: 1 January 2013