

HELP & SHELTER

USAID-FUNDED GENDER-BASED VIOLENCE PROJECT **FINAL REPORT**

1. **PROJECT TITLE:** Enhancing the awareness of gender-based violence and its effect through community-based awareness work
2. **RECIPIENT ORGANIZATION:** Help & Shelter
3. **CONTACT PERSON:** Josephine Whitehea/Margaret Kertzious E-MAIL: hands@networksgy.com
4. **INTERMEDIARY ORGANIZATION** (if any): N/A
5. **OBJECTIVES OF PROJECT:**
 - To increase knowledge & understanding of gender-based violence (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
6. **DESCRIPTION OF THE PROJECT:**

The purpose of the project was to enhance the awareness of gender-based violence and its effects by conducting awareness and training activities in two communities in Region 3, namely Stewartville and Uitvlugt, with primary and secondary school students, teachers, PTA members, out of school youth, members of FBOs, CBOs, youth and sports clubs, etc.

This was to be achieved by: a series of 10 sessions of one hour each with 16 classes in 4 schools (one primary and one secondary in each of the two communities) with students in grade 6 at the primary level and form 4 at the secondary level; community awareness work with out of school youth, members of FBOs, CBOs, youth groups and sports clubs in the two identified communities; a two day peer educator

training workshop for 32 students, a two day peer educator training/facilitator workshop for 20 teachers and 4 PTA members and a two day community leaders workshop for 16 leaders from the 2 communities.

7. DESCRIBE THE PROJECT'S RESULTS/AND OR ACHIEVEMENTS. (WHAT CHANGES WERE MADE AS A RESULT OF USAID'S ASSISTANCE)

School Programme

The school programme was implemented in 4 schools with Grade 6, Primary classes and Forms 3 & 4 Secondary classes. Topics presented included goal setting and identifying talents; sex, gender and gender roles; male norms and practices and links to HIVvulnerability; myths and facts about HIV/AIDS & STIs; GBV types, forms, effects, consequences and prevention; datingviolence, puberty and adolescence.

School Based Assessment

A school based assessment done at the start of the project with 110 students, 55 girls and 55 boys to ascertain knowledge, attitudes and behaviours on issues related to gender/ GBV/HIV/STI/child abuse/child rights, revealed that most students in the 2 primary schools had not heard of the word gender and did not know what the term GBV meant. Most students had witnessed domestic violence within their family or in the community and had been exposed to or knew of incidents of child abuse also within their communities. While some students had a fair understanding of HIV/AIDS there was still mis-information and myths expressed. Secondary school students had a better understanding of many of the issues but there was still some confusion as to gender, 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. By the end of the project students gained accurate knowledge and increased their understanding of these topics as seen below.

Gender & Gender Roles

Attitudes towards gender and gender roles from the first sessions revealedthatstudents views were greatly influenced by what they heard and saw within the home and community and these views and roles were very stereotypical both for males and females. By the end of the sessions the more extreme attitudes were modified as they were able to see the links between gender roles and socializations and gender based violence and other social problems such as the spread of STIs and HIV. In discussing gender roles it was found 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 one of the small groups. Other views expressed included thatgender roles acceptance is taught very early at home and is very hard to break these molds as adults, men need to recognize that women can achieve equally to men, male and female have different roles and act differently but males and females enjoy and, take part equally in some areas and tasks and often think alike but are expected to act differently. Students also felt that males or females should be free to associate and should not be judged by others, they felt that girls should not be quiet because men will take advantage of them, that relationships should be a 50/50 partnership,no man should feel he is boss because of culture or expectation, it doesn't have girl work or boy work we should share the work. Students were enthusiastic and enjoyed the participatory activities used to discuss these topics, for most of them this was the first time they were exposed to discussing issues such as gender, gender roles and socialization.

Adolescence & Puberty

The sessions on adolescence and puberty revealed that many of the students had received little or no information on this topic before. Male students disclosed that most of what they knew, whether true or false, came from the males in their families, male friends or other males in the community. For some girls puberty was seen as very uncomfortable and confusing time, some were embarrassed by the physical changes brought about by puberty while others did not know that these changes were normal. Students felt parents did not understand the period of adolescence and puberty and because of this communication can be difficult and parent/child relationships strained resulting in lasting feelings of insecurity and low self-esteem. The sessions on puberty and adolescence gave students the opportunity to discuss sensitive issues and learn about the physical and psychological changes which take place in girls as well as boys during this period in an atmosphere of trust and support.

Male Norms & Behaviours

Sessions on male norms and behaviours revealed that because of the socialization at home and within the community, males are expected to be aggressive and rigid and un-submissive. Students were able to identify that the fear of being seen as “soft” influenced men to act in aggressive ways to show they are masculine and even though more males are wearing ear rings, they still feel the urge to be respected as being “hard core”. Also discussed was how boys learn at the very early stages that being masculine means power and control and this leads to violence in the home and community. Students spoke of how males would stigmatize other males who don’t act in ways they feel can be labeled “manly”. Some of the labels attached to masculinity are “real man”, “rude boy”, “Thug”, “big man”. Many men feel they don’t have the same rights as women and use violence because they feel like it’s the only way to get attention. According to one student, he never knew that the way we are socialized, culture and expectation could influence behavior to be either negative or positive.

Sessions helped students also to understand how male norms & behaviours can impact the spread of HIV/AIDS. Students at the end of the sessions were able to identify the ways in which negative behaviours and norms such as rape or forced sex, unprotected sex, multiple partners, early sexual activity and drug and alcohol use and abuse could put persons at risk of HIV. By the end of the sessions, students were able to list precautions such as abstinence, condom use, faithfulness of both male and female partners, delaying first sexual encounter until they are mature enough to be in a stable relationship, avoidance of drug and alcohol abuse and not yielding to peer pressure to engage in early and risky sexual encounters. Students were also informed about the different ways in which HIV is transmitted including mother to child transmission.

It was interesting to note that only 50% of the students had been exposed to some types of information on HIV previous to this school programme and none of them had ever been exposed to the link between the spread of HIV /AIDS and male norms, attitudes and behaviours which made individuals vulnerable to the virus and subject to other health risks. Dispelling myths and lack of knowledge on HIV/AIDS such as believing that HIV could have spread through kissing, or from swimming in a pool in which an HIV person had swum, understanding the term, blood to blood contact, what the letters HIV and AIDS meant, clarifying that there was still no cure for HIV/AIDS and believing that getting tested was a way of protecting oneself from HIV infection, were important results of the project.

Gender-Based Violence

At the end of the sessions on gender-based violence, students were better and more accurately informed on causes, forms and responses to GBV including services available and the negative effects of violence on individuals and families. Sessions in which students performed role plays and acted out skits on domestic violence, displayed accurately what is actually taking place in our society today. Students

were able to capture every aspect of physical violence, the reasons why women are hit such as for not preparing the meals on time, consumption of alcohol and not taking home money as a source of conflict, men cursing women in front of the children, father disowning their children and women not being allowed to use the phone or visit their family etc. Ways in which children are affected and respond to domestic violence in the home were also depicted such as; children hiding from the abuse against their mother, defending mothers by getting into the fight and hitting the father, calling the nearest police station and ambulance services for the injured or calling neighbours for help. For the students who acted out fighting to save their mothers, they said even though they knew they could have been seriously injured or killed they felt they had to stand up for their mother as the constant abuse was unbearable.

One student stated that his father beats him sometimes very severely, while 2 other students commented that at their neighbor's house the children are beaten constantly and sometimes have physical bruises to show. Students also depicted scenarios where the woman was the abuser inflicting blows on the children. Students also spoke about the prevalence of drugs and alcohol in homes where domestic violence takes place. It was clear that most of the students have been exposed to some forms of domestic violence. Students spoke about the violence they witness in their homes and disclosed when their parents fight they are left without food as no money is brought home. Some students also said that their mother beats them whenever she and daddy quarrel or fight.

Through the use of drawings students were able to identify all the various types of violence they were aware of. Suicide was depicted as a result of sexual and psychological violence. Students were able to identify those women and children who were most affected directly by violence in the home and community while a few males were also victims of violent abuse in the home. The boys in particular drew scenes of gang violence where robbery was the motive and the choice of weapon, were guns, knives, cutlase, pieces of wood etc. Sexual violence images were also very prevalent in the drawing of students, many of them depicting sexual abuse of children by adults. Domestic violence and child abuse were the most prevalent types of violence drawn, with parents beating children as the most recurring aspect of violence expressed. Students were able to make the connection on how one can become HIV infected when one is suffering from domestic violence and other forms of exploitation.

Students identified types of punishment inflicted at school as a form of violence. Thirteen students stated that they have experienced violence at the hand of a teacher. They also related that there were 2 incidents of a student acting violent towards a teacher. Students also reported, being slapped and knuckled by teachers. They also intimated that they consider having to kneel down for hours as a form of reprimand for something they might have done in class as a form of emotional abuse. They said they would much prefer to be given a physical task as a form of punishment instead of being put to kneel down on the floor. Student to student physical as well as verbal abuse was also identified as a form of violence experienced by some students as well as teachers embarrassing them and beating them at school.

Connecting and linking HIV/AIDS to dating violence ensured that students were able to understand that peer pressure can lead to risky behaviours which in turn can lead to serious consequences including contracting STI, HIV or becoming pregnant as a teenager.

Students were very enthusiastic about the school programme and looked forward to the days scheduled for sessions. They wanted their teachers and parents to also receive the same information and felt that the information was important in helping them in their relationships with their parents. Other students from other form and grade levels also frequently asked why they also could not benefit.

Peer Educator Workshop for Students

Successful peer educator workshop was held for 35 selected students from the 4 project schools.

Students said that as a result of the workshops they would share the information they learnt for their personal development and to educate peers and community. They said that the 2 day workshops helped them to gain new knowledge about self, child abuse including child sexual abuse, peer education the dangers of alcohol and drug abuse, how to control anger, about peer pressure, more about gender, healthy relationships including delaying sex until they have completed their studies.. Students expressed their commitment to transmit what they learnt to their peers in school, in the community and to inform parents and children about different types of child abuse. They all wanted Help & Shelter to continue their work in schools as they felt this was really helping them to develop and grow in the right way.

Teachers

Even though there was some initial apprehension on the part of school administration before the start of the programme in schools, by the end of the project there was buy in and support as teachers saw benefits such as improvements in behavior of students. Some teachers also chose to sit in on sessions. Schools also took advantage of on site counseling which was not part of the project but facilitators and other project staff from Help & Shelter intervened on behalf of students in need of help and for issues such as fighting, chronic lateness and disruptive behavior in classrooms etc.

Training Workshops for Teachers

Teachers found the 2 day training workshop very useful especially topics such as the Sexual Offences & Domestic Violence Acts, discipline vs punishment, information on STIs, qualities of an ideal teacher, domestic violence including web of abuse and entrapment. The session on self was found to be very useful for some participants especially the different facets of self such as the open, blind, unknown and hidden, while group exercises and schoolwork plan were others activities which teachers found useful. Teachers evaluated the workshops as helping them to be better individuals, teachers, partners and to be good listeners; better equipped to deal with issues of abuse affecting students, increased awareness of gender and gender stereotypes, causes of domestic violence and tips on classroom management. Other teachers said they learnt about where and why domestic violence takes place and what can be done to help; other teachers felt they gained a better understanding of how students exposed to domestic violence are affected and how this can cause them to act out inappropriately in school. Teachers also had some myths and mis-information about HIV/AIDS cleared up.

Teachers committed to sharing information learnt through educating colleagues on issues covered by the workshop and improving their performance in managing classrooms issues and problems. Other teachers said they would share this information with their children, family members and community. For some teachers applying what they learnt for self-improvement and putting into practice knowledge gained would be focused on. The last activity of the workshop saw teacher going into school groups and coming up with an action plan on issue/issues they would want to address in the new school year.

One primary school identified absenteeism as their issue and their planned actions would be home visits, parent conferences, PTA meetings and collaborating with school welfare officers, target groups would be parents, guardians and pupils and this would be done in the new school year. The other Primary School identified indiscipline of pupils as the issues they wanted to address, their target groups were parents, children, teachers and the community and their plan of action was to hold a workshop to inform parents about the behaviours of pupils and the negative impact this will have on their children. Secondary schools identified issues of lateness, indiscipline, classroom management, dress code and defacement of school property, membership and behaviour of students in gangs as issues they wanted to focus on, target groups were students, teachers, parents and teachers, actions would be carried out by Heads of Schools, staff and resource persons, success would be measured by change of attitudes of

students, improved punctuality and attendance, students better attired, facelift to school such as re-painting and better upkeep of school buildings, improved behavior of students

Community Programme

The community programme was implemented with 12 different organizations including 6 FBOs. 2 health centres, Nursery school parents, Uitvlugt Sugar Estate management and staff including office and field workers, a barbershop and through house to house community visits. Topics addressed included self; sex, gender and gender roles; male norms, socialization, masculinities and vulnerability to HIV/AIDS; GBV causes, forms, effects and prevention and links to HIV; health 7 unhealthy relationships; myths and facts about HIV/AIDS & STIs, DVA etc.

Faith-Based Organisations

There was a general passion in some of the churches leaders to have their membersexposed to information on gender, gender roles & socialization and gender based violencesince they recognized that some members of their congregation have many social challengesthat are related to violence and dysfunction in the home.

Awareness of gender based violence and domestic violence was increased in all the community groups, faith based organizations and workplaces targeted; Muslim women during a session revealed they had witnessed violence but were unaware of the term 'domestic violence', the effects, the illegality of it and forms such as psychological abuse, emotional abuse and intimidation

A youth leader of the church thanked the facilitators for availing themselves to be able to conduct the session. She posited that the session on GBV was long awaited and although they recognize that the project exit is approaching they asked that a follow up session be conducted at some later time

A senior leader of the Seven Days Adventist Baptist Church thanked the facilitators for availing themselves to be able to conduct sessions on definitions, causes and effects of GBV. She was of the opinion that many of the members of the congregation would benefit especially from the GBV sessions and she would be making contact as soon as possible to have a follow up sessions conducted

A member of a FBO congregation remarked that this was the first he was exposed to such information; he was visiting from the Pomeroon area and was absolutely sure that the community needed to be exposed to sessions such as these, because of the level of violence seen and experienced by the residents there.

On the topic of GBV and male norms with the Stewartville Church of Christ members felt that the session was excellent and this information should be shared with as many persons as possible and in particular young people which they committed to doing themselves.. The SDA youth group felt that sessions on the same topic were very good and even though some persons had been exposed to training in these areas previously, they still learnt something new. Many persons indicated the need to examine the way they socialized their children and to make adjustments where necessary. The information was seen as useful in counseling persons preparing for marriage and will be used for this purpose.

Generally, FBOs recognized the importance of spouses and partners discussing values and expectations with each other, increased awareness was created on gender and on the nexus between HIV and gender based violence. Myths about HIV were cleared up for quite a few Church members. The topics of male norms, masculinities, societal expectations of men made quite an impact as Church members kept

talking about the presentations afterwards which prompted female members of the same congregations to request to be at such presentations.

Leonora Health Centre

Session at the Leonora health centre helped women to understand that they should seek help as early as possible for abuse, that it's Ok to leave an abusive relationship, the need to report abuse and agencies they can access to get help. Women agreed that telling someone to go back in an abusive relationship is usually not worth and if abuse was happening in their community they would try to intervene and give guidance. Women at one sessions indicated that they had all experienced physical abuse at least once, while others have faced continuous emotional abuse. They disclosed that parents, sometimes, would tell them that you are married for better or worse therefore you should not leave. Women disclosed that memories of how they were treated throughout their lives often cause them to want commit suicide. The head nurse also encouraged women to report abuse. On the topic of myths and facts about HIV/AIDS & STIs, participants said that the information received was an eye opener to them as they had heard about the HIV/AIDS & STIs but it had not been explained in the way it was by the facilitator and previously had not paid too much attention, but now that they understand the seriousness of these issues they will have to get more involved in prevention

Uitvlugt Sugar Estate

Uitvlugt Sugar Estate General Manager registered his appreciation on behalf of the company and staff for a very informative and interactive session and gave his commitment to accommodate further sessions and indicated how pleased he was to be a part of this first session for senior staff. He said that the company recognized the importance of session such as these because they lose man hours due to domestic violence situations that attract a response from law enforcement. Productivity is also linked to the emotional and physical health of workers and staff and when this is affected by domestic violence situations the company is affected. The GM also stressed that such information on gender, gender based violence and its link to male norms has mainstream significance for the company who depend on family and community support for long term sustenance of the work force at all levels

Domestic Violence, Forms, Types, Effects, & Consequences including HIV/AIDS was discussed with 23 female field workers from Uitvlugt Estate Participants were initially reluctant to share personal experiences of domestic violence but as they were made to feel more comfortable and confidentiality was stressed, person opened up and shared domestic violence incidents which they witnessed or knew about in their community. Some participants felt that for some women there was nowhere to go and no financial support available if they wanted to leave violent partners or husbands. Some participants also said that if they reported DV to the police whenever their partner was released further violence would be inflicted, maybe even worse than what they has originally endured. The majority of participants had never heard of the Domestic Violence Act and none of them except for one person knew how the DVA worked. Participants were grateful for this new information on the Sexual Offences Act. They were also very interested in health effects & consequences of STIs & HIV as a result of domestic violence and forced or consensual sex.

Uitvlugt Health Centre

The Medex from the Uitvlugt health centre expressed thanks for the sessions and encouraged the facilitators to come more often as she believes that the information is helping the men, who indicated that the information given was indeed useful and beneficial as it gave them a better understanding on domestic violence since some of them were never exposed to such information before and many men view the Laws on domestic violence as just for women and in favour of women, The view was also expressed that alcohol plays a major role in GBV and many more men need to get an opportunity to

review this information.. At a further follow up session at the health centre, participants did not have knowledge of symptoms associated with STI's. The facilitator was able to display a chart of STI infections showing what they look like, how they are transmitted, signs and symptoms and treatment available. Participants also discussed the linkages between domestic violence and HIV and STI transmission. They were encouraged to share the information they received with family and friends. Participants felt that the information was very beneficial, particularly as it relates to STI's, persons were now more aware of treatment available and where and how they can access this. Participants also shared stories relevant to the topics that they know about in their communities and about 50% of the participants indicated that they have had an HIV test in the last year. On the topic of male norms and masculinities participants found the session was very interesting as they were able to hear about and discuss topics that they had never had the opportunity of discussing beforehand such as masculinity, male attitudes and behaviours and, male characteristics. For some it was an eye opener to review how the way boys are socialized and how this impacts and influences how they grow into and assume their masculine roles as adults.

Stewartville Barber Shop

One of the achievements of the project was giving men the space and opportunity to engage in discussion about males norms & socialization, masculinities and the role of men in society. At the Stewartville Barber Shop it was felt that men endure tumultuous relationships with women because they are taught that men should be tough from the early stages of their youth and as a result do not express their true feelings about the challenges they face. As a result men tend to blame women for most of their problems, but make no conscious effort to engage them to find common shared solutions. The men also disclosed that though sex is always touted as a major problem that affects the masculine gender, it is not always the real reason for problems men truly face. Men also feel inadequate in many situations but continue to put up a façade to maintain the masculine status quo and it was also felt that there is an exceptionally high expectation of the role the male is supposed to play but there is hardly any support mechanism to boost the frail psychological state some men find themselves in. There was agreement that sometimes adult males send the wrong signals and models to the youths who are in the process of assuming masculine roles and practices. By the end of the discussion it was felt that there was hope for men and they needed to support each other.

Stewartville Community

Interaction with the Stewartville community took place through a series of house-to-house visits and community meetings. As result of the visits, residents said they have been seeing improvement in behavior and lifestyles of residents who were previously engaging in activities such as alcohol abuse, domestic violence, child neglect etc. A resident who was being abused and suffering from financial abuse found her situation improved as a result of Help & Shelter's intervention, she now has a job doing half day domestic work for 2- 3 days a week, her husband is bringing home money now and it is a month now since he has stopped drinking.

A single father of 4 children also reported that his children's mother is now visiting and calls to speak to the children on the phone. This mother had deserted the father and her 4 children about 3 months ago. The single father is providing for his 4 children on his own without financial assistance from the mother. Two other males who had been drinking heavily, have not used alcohol for 1 month and are now working regularly. Another female resident who has 2 children and an abusive husband, is now able to work as the neighbor is caring for the baby while her other child is attending school.

Community Workshop for Peer Educators

The 2 day workshop was attended by 16 community leaders from faith based organizations, Leonora Police and Fire Stations, representative from anti-littering/ environmental clean up committees. Participants in their evaluation of the workshop indicated that they learnt about the different forms and types of domestic abuse, who is affected and how they are affected including how person become entrapped in violent situations and difficulties they face in trying to leave, they learnt about the Sexual Offences Act, how to manage anger and conflict so that these can be solved amicably; about children rights and laws for the protection of children which state that the rights of children should not be trampled upon by those entrusted to their care, persons also said the workshop helped them to rethink and relearn how to better take care of their family and to be good persons and as community leaders to recognize that they have a responsibility to help to make their community violent free or 'violent less'. Community work plans included incorporating messages and distributing flyers on workshop topics in a Walk-a Thon being planned by the Stewartville anti-littering group; At another event planned at the Region's Monument Site, community members planned to give a short presentation; conducting session on child sexual abuse for youth by an FBO; organizing FBO workshops on topics covered by the project workshop and facilitating sessions for congregations and community were some of the other activities planned. Most of the events are scheduled to take place in September and October 2013.

Educational Materials

Project facilitator training manuals were developed for students and community groups and organisations. These proved useful in the delivery of the school-based programme and community programme so that there was uniformity of teaching materials and content was appropriate to the age, school level, sex of students and were culturally appropriate. Peer educator and facilitator manuals designed individually for students, teachers and community leaders were distributed to all students, teachers and community leaders at the end of the three (2) day peer educator workshops. Once again a lot of time and effort was put into the development of these manuals to ensure that the material was relevant, appropriate and incorporated key information material on topics set out in a format which lends itself to participatory teaching methodologies.

8. WHAT DIFFICULTIES WERE ENCOUNTERED AND HOW WERE THEY SOLVED?

- **Challenge:** School sessions on a number of occasions had to be re-scheduled due to clashes with other school activities

Solution: Commitment to the project and flexibility of facilitators allowed for a minimum of dislocation due to these un-scheduled cancellations. Head teachers were usually very helpful in trying to ensure that cancelled classes were re-scheduled to another date

- **Challenge:** Students and facilitators have been challenged by the allotted time for school sessions and lack of punctuality by some students also affected the time allotted for sessions

Solution: Preparation, flexibility and expanding some topics to more than 1 sessions helped to make sure that key information was focused on and delivered

- **Challenge:** Noise & activities from adjoining classes, where there are open plan classrooms divided up by blackboards were distracting for students and facilitators

Solution: Facilitators did their best to work in these challenging circumstances. This was however only the case at one school with some classes

- **Challenge:** Some community organizations were unresponsive to the project. They either did not schedule activities or kept promising to get back to project staff which never materialized.

Solution: Project staff continued to interact and express their willingness to work with the organizations

- **Challenge:** Community based activities had to be rescheduled on a few occasions and at some planned community activities person invited did not attend

Solution: Project facilitators worked with community organizations and community members to accommodate project activities at their convenience

- **Challenge:** Sessions at health centres tended to have new people at each visit so it was challenging to implement a programme of awareness sessions with a continuity of persons

Solution: Skills and flexibility of facilitators were able to incorporate key programme topics so that community members were able to benefit from session they attended as they had little control over scheduling of visits or who would be there

- **Challenge:** The sugar estate had a strike, so attendance was low at some sessions

Solution: There was no solution to this but it did affect scheduling of sessions with this group

- **Challenge:** Heavy rains affected turn out to some sessions in the community

Solution: This was an act of God and project staff was respectful of the right of community organizations to accommodate project activities at their convenience

- **Challenge:** When project staff were advised by USAID to restrict new activities and disbursements were delayed, this led to a slow down and cancellations of some scheduled project activities in the final quarter which affected momentum built up particularly among FBO and other community groups and uncertainty on the part of project staff about being able to meet target and complete programme schedules

Solution: Project facilitators and other project staff continued to work without fee payments and transportation costs, sometimes at great inconvenience and without formal communication that this would be honoured, to complete project activities

9. PROJECT SCHEDULE/TIMELINE:

Activity	Start Date	End Date
2 day facilitating training	October 2012	October 2012
Introduction to communities by facilitators	October 2012	October 2012
Community mapping	October 2012	October 2012
Community work	October 2012	June 2013
Development, production and dissemination of training and education materials	October 2012	June 2013
Schools assessment (focus groups)	October 2012	October 2012

Programme delivery in schools	October 2012	June 2013
Peer educator training	March 2013	March 2013
Teachers/PTA workshop	April 2013	April 2013
Community leaders workshop	May 2013	May 2013

10. EXPLAIN ANY CHANGES WITH RESPECT TO THE ORIGINAL PLAN (BUDGET, DURATION).

No changes were made to the budget but to the project schedule such as the following:

- 1) Community work – completed on 19th July 2013
- 2) Development, production and dissemination of training and education materials – completed at end of project period 31st July 2013
- 3) Teachers/PTA workshop – conducted on 26th & 27th June 2013 (completed)
- 4) Peer educators with pupils and students – conducted on 2nd & 4th July 2013 (completed)
- 5) Community leaders workshop – conducted on 18th & 19th July 2013 (completed)

11. WERE THE OBJECTIVES ACHIEVED? Project objectives were achieved entirely.

12. LIST ANY UNPLANNED BENEFITS OF THE PROJECT.

- Counselling sessions were conducted with students at Stewartville and Uitvlugt Secondary schools.
 - Forty-four students were counseled at Stewartville Secondary school 18 boys and 26 girls between the ages of 12 to 16
 - Thirty students were counseled at Uitvlugt Secondary School,;12 boys and 18 girls between the ages of 12 to 16.
- Home visits and direct counseling were conducted with parents and students.
- Parents were referred to Help & Shelter for counselling and students were referred to Childcare & Protection Agency (CPA) and the Ministry of Human Services.

13. COST:

1. What were the original project costs?

United States Agency for International Development Contribution	Recipient's Contribution In kind	Others (Specify)	Total
G\$5,682,000	G\$299,053		G\$,981,053

14. WAS THE PROJECT COMPLETED WITHIN THE LIMITS OF THE ANTICIPATED COSTS?
Yes

15. DID YOU LEARN ANYTHING ON YOUR PROJECT THAT COULD BE USED FOR THE BENEFIT OF OTHER PROJECTS?

- The need to have counsellors as part of the project team to address problems and issues affecting students at school and in the community
- The need for continued funding and support for community-based projects for a period of time is necessary for sustained action leading to behavior change to be realized and capacity building for target groups to be assimilated and implemented

16. COMMENTS/OBSERVATIONS: (IS THERE ANYTHING THAT COULD HAVE BEEN DONE DIFFERENTLY)

From experiences gained through the implementation of project activities visits must be done to the homes of students who have expressed their concerns about what is happening in the home as it relates to domestic and gender-based violence. The heads/deputy heads would call in the parents of students who experience conflict with the school's policies and procedures and in most instances these parents do not respond to the calls.

Please report on the below indicators which are relevant to your project, disaggregated by age and sex.

Program Monitoring Indicators		Achievement	Data Source/ Means of Verification
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		
	By sex: Male - 495		
	By age: <15 - 162		
	By age: 15-24 - 95		
	By age: 25+ - 238		
	By sex: Female 583		
	By age: <15 - 176		
	By age: 15-24 - 218		
	By age: 25+ - 189		
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		
	By sex: Male - 495		
	By age: <15 - 162		
	By age: 15-24 - 95		
	By age: 25+ - 238		
	By sex: Female 583		

Program Monitoring Indicators			Achievement	Data Source/ Means of Verification
		<i>By age: <15 - 176</i>		
		<i>By age: 15-24 - 218</i>		
		<i>By age: 25+ - 189</i>		

Report prepared by: Project Coordinator, Margaret Kertzious & M&E Officer, Danuta Radzik

Date: July 31, 2013