



COUNTERPART
INTERNATIONAL



Youth and Citizens' Participation Program (YCP)

Report

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Submitted to: Counterpart International

Submitted by: Help & Shelter Org.

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List of Acronyms

AI	Appreciative Inquiry
AIDS	Acquired Immune Deficiency Syndrome
CBO	Community Based Organization
CSO	Civil Society Organization
GNYC	Guyana National Youth Council
H&S	Help and Shelter
LGBTI	Lesbian, Gay, Bisexual, Transsexual and Intersex
LGE	Local Government Elections
NDC	Neighborhood Democratic Councils
NGO	Non-Governmental Organization
OD	Organizational Development
PMEP	Project Monitoring and Evaluation Plan
TOT	Training of Trainers
USAID	U.S. Agency for International Development
YCP	Youth and Citizens' Participation project

I. Executive Summary

Two Social Cohesion dialogue sessions were conducted for all 5 of the target communities. In Region 3 the communities were Belle West, Uitvlugt and Stewartville. In Region 4 the communities were Sophia and Good Hope.

The topics dialogue agenda included the following topics and activities:

- Presenting Self
- Defining Social Cohesion – Group discussion and reporting back
- Creating a poster model of social cohesion – Group work
- Core & flex values – group discussion
- Social Exclusion – The in-group / out-group concept discussion
- ROLA – Reflection on local arts (Guyanese poem)
- Appreciative Inquiry
- Mediation / conflict resolving – Role play by groups
- Mural branding – an experience in “togetherness”
- Restorative Circle

In the process of discussions and interactive activities the participants who represented a cross section of the communities, were encouraged to review the practices which reinforced social exclusion and to work and promote the concepts which embrace participation especially that of youth and women.

In the context of community cohesion participants were also given the opportunity to brainstorm a community –based project which can seed the atmosphere of inclusivity and participation.

II. Analysis

Some basic lessons were learned in the group activities which required participants to how to foster an atmosphere of inclusion and focus on the end result which utilized a cohesive approach.

Poster building for a model of social Cohesion with groups using little, meager or abundant availability of materials resulted in the ingenious use of ideas and talents from each group member to produce something they were all proud of. Each community produced 3 posters from varying sets of materials which had been provided.

AI , system Blindness and the in-group / out-group phenomena were concepts and activities explored in a most interactive and self-assessing manner which help the participants to build solid understanding internal and external factors which support integrated approaches at building relationships or even structural edifices in communities.

Human resources management and engagements which were highlighted in mediation / conflict resolution topic provided insightful and sometimes simplistic approaches for creating environments where differences can breed dynamism and growth at the community level. Artistic expressions (poetry) were also used to foster dialogue and diversity of opinions and ideas when addressing one single issue, once participation is encouraged.

The dynamism of cohesive practices were also embodied in the restorative circle and culminated in the “Mural branding” which was packaged as an exercise in togetherness in all 5 communities.

The skill exchange programmes rolled out in the 3 target communities of Sophia, Good Hope and Belle West further strengthens the communities' to provide relevant skills especially to the youths who will bridge the unemployment gap among youth and women also as the higher percentage of participant in the skills training are young women.

The media training workshop session is meant to galvanize the members from the 5 communities to tap into the grassroots media platforms which can help community groups' manage innovative and change oriented campaigns and also be used as a platform for advocacy at the community level.

III. Summary of Activities

Milestone 4

Objective1: Conduct 2 sensitization sessions in 5 communities

Activity 1.1: Facilitate Social Cohesion Dialogue in Belle West / Uitvlugt / Stewartville / Good Hope and Sophia

The communities of Stewartville, Uitvlugt, Belle West, Sophia and Good Hope were engaged in a series of interactive and participation driven workshop session which utilized the exploration of topics and activities that deepen the awareness of the participants on the drivers and concepts which result in genuine social inclusion practices, void of innuendo and distrust.

Through role play, expressions of the arts, reviewing of cultural practices, political persuasions and myopic thinking the workshop participants discussed and dissected social concepts and norms which reinforced social exclusion, while opening the discussions to validate more voices which were sometimes not given attention, though they share the same space, whether it is family, community or society.

Communities were given tools to deal with social issues and situations which encourage social exclusion, while they explored topics and were involved in activities which enhanced their understanding of the benefits of community cohesion and participator practices at the community level.

Objective 2: Launch Skill Exchange Programmes in 3 communities

Activity 2.1:

- Computer Training Course
- Food Preparation Course
- Music Training Course

The communities of Belle west launched a Computer training course, the community of Sophia launched a music training course and Good Hope launched a course in food preparation. The participants commenced the acquisition of skills which build capacity and strengthen their income generation abilities.

All of the participants were chosen youthfulness except for the music course which has seen a reduction of youths and inclusion of a few adults who are already involved in the arts.

All these skill areas once managed prudently can contribute to the community's entrepreneurial focus especially for youths seeking to be gainfully self-employed. It also gives an opportunity for skills to be transferred from adults to youths in a sustainable way.

Objective 3: Build 5 community murals

Activity: 3:1 Building, branding and placing community murals created by the 5 target community.

At the culmination of the series of social cohesion dialogue sessions in the communities of Belle West, Sophia, Uitvlugt, Good Hope and Stewartville the project team realized that was an opportune time to have the participants 'brand' their community mural. This was conducted as an activity to highlight the benefits of participatory action and to reemphasize the benefits of togetherness in communities.

The communities have begun to display the murals in public places, and the feedback is positive as the mural are now seen as an icon of community togetherness.

V. Monitoring and Evaluation

Engaged in Social Cohesion Dialogue Sessions

No.	Community	Women	Youth	Men
1	Stewartville	11	3 F	1
2	Belle West	22	2M	1
3	Good Hope	23	4F	
4	Sophia	6	11 F / 2M	5
5	Uitvlugt	23	10 F / 1M	1

Media Training

No.	Community	No. of persons Attended
1	Sophia	2
2	Belle West	6
3	Good Hope	5
4	Stewartville	4
5	Uitvlugt	6

Skill Exchange Programmes

No.	Community	No. of persons Attending
1	Sophia	10
2	Belle West	15
3	Good Hope	15

Achievements

- **Socials Cohesion Dialogue Activities completed in 5 Communities**
- **Skills Exchange Training Launched in all 3 targeted communities**
- **Community Murals created (this is a Milestone 5 deliverable)**
- **Counseling and Psychosocial support provided to members of 3 of 5 communities.**
- **Social Media page continues expand reach by over 10,300.**
- **Media Training workshop for grassroots publisher for 5 communities completed**

VII. Challenges

Levels of problems/concerns	Problems encountered	Actions taken (what, when)
Community Level	▪ Persons confirming to be in attendance at activity , however not showing up ▪ One activity was re-scheduled 2 times and ended up being confirmed holiday. This also affected attendance	A summary of the activity was still verbally submitted to those persons who we felt should have been there but for some reason could not have attended. This was to ensure they felt a sense of inclusive
Project level (including partners, staff etc.)	Because of the rigidly set time frames for activities, some staff also were finding it difficult to be in attendance or to keep abreast of the actions even though a work plan was circulated. Some staff felt that Counterpart and not Help & Shelter was actually running the project and we just had to “keep up” with the activities Some staff and project team members expressed lack of understanding of the reporting and / deliverables and	Regular updates were sent out via email Staff was advised to keep checking the Work Plan for timely updates Some queries were directed to the project Managers at Counterpart Int., but this did not completely satisfy one particular staff member. The staff members who fully understood the workings of the project kept engaging in efforts to minimize exclusion or feeling of transparency

	disbursement of funds as outline in the contract for implementation. Staff being on part-time contracts also exacerbated some conditions for delays in reports as they were unavailable week ends and after hours.	
Management level (including donor, project office, etc.)	There was the opinion among staff and project team that many aspects of the project was not clear and more clarification was needed	

VII. Programming Priorities

- Conduct a micro-grant training Workshop for 5 communities
- Conduct Capacity Building Workshop for 5 communities
- Develop 5 newsletters for 5 communities

IX. Annexes

Annex 1

Help & Shelter/ Counterpart Participants Evaluation Form – Community Cohesion Dialogue (1)

Communities: Uitvlugt

Date: September 17, 2016

Venue: Uitvlugt Secondary School

Total # of completed evaluation forms submitted =16

Circle the number that best describes how you rate this session:	4 = excellent 3 = good 2 = fair 1 = poor				
	4	3	2	1	Nil
1. Overall, the <u>usefulness</u> of the session was:	11/68%	4/25%			1/6%*
2. Overall, the <u>methods</u> used (activities, presentations, group work, etc.) were:	14/87%	2/12%			
3. The <u>materials</u> (presentations, hand-outs, etc.) were:	8/50%	7/43%	1/6%		
4. <u>Knowledge</u> and <u>presentation of issues/topics</u> by facilitators were:	12/75%	4/25%			
5. The <u>timing</u> and <u>length</u> of session was:	8/50%	7/43%	1/6%		
6. My <u>understanding</u> of the topic(s) is :	9/56%	5/31%	2/12%		

7. Interaction with facilitator and other participants was:	8/50%	6/37%	2/12%		
8. The venue & learning environment was:	10/62%	4/25%	2/12%		

***More than 1 option selected**

What did participants find most useful?

- ▶ Social cohesion (3 persons)
- ▶ The topics (4 persons)
- ▶ Group work
- ▶ "The in group and out group (because I can apply it to my life)"
- ▶ "The process of nurturing and community relationships in building Guyana"
- ▶ Everything
- ▶ We learnt helpful things about the community

What participants found least useful?

- ▶ Out group
- ▶ Timing to start the workshop
- ▶ The topic with Amerindian, African and East Indian

Three things participants learnt at this session:

1. Social cohesion (8 persons)
2. System blindness (5 persons)
3. To cooperate with different religions/community/elderly (6 persons)
4. Learning about other peoples' cultures/ethnicity/religion (4 persons)
5. Social/system inclusion (3 persons)
6. Cultural intelligence
7. Social media campaign
8. Capacity building
9. Planning with different groups
10. In group/out group

Three things participants plan to do as a result of what they learned at this session:

1. Educate/share/tell youth, Church members, Sunday school class/ family, older people/community/school students about what was learnt (8 persons)
2. Co-operate more in community activities/mix with each other more/go about doing different things for the community/building a relationship in community/clean up drains and community (6 persons)
3. Help/advise other people in the community- the elderly, youth/ help community to develop (5 persons)

4. Hold a community meeting/get youth to come out and learn/bring person into in group/ plan with others to do things for community (5 persons)
5. Invite person to next help & Shelter session/meeting (3 persons)
6. Work hard to bring back social cohesion (2 persons)

Annex 2

Help & Shelter/ Counterpart Participants Evaluation Form – Community Cohesion Dialogue (1)

Communities: Sophia

Date: September 12, 2016

Venue: Patterson Community Centre, Greater Georgetown, Region 4

Total # of completed evaluation forms submitted =13

Circle the number that best describes how you rate this session:	4 = excellent	3 = good	2 = fair	1 = poor	
	4	3	2	1	Nil
9. Overall, the <u>usefulness</u> of the session was:	9/69%	4/30%			
10. Overall, the <u>methods</u> used (activities, presentations, group work, etc.) were:	11/85%	1/7%			1/7%
11. The <u>materials</u> (presentations, hand-outs, etc.) were:	5/38%	8/61%			
12. <u>Knowledge</u> and <u>presentation of issues/topics</u> by facilitators were:	9/69%	4/30%			
13. The <u>timing</u> and <u>length</u> of session was:	2/15%	6/46%	4/30%		1/7%*
14. My <u>understanding</u> of the topic(s) is :	5/38%	8/61%			
15. <u>Interaction</u> with facilitator and other participants was:	7/53%	6/46%			

16. The venue & learning environment was:	3/23%	9/69%			1/7%*
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***More than 1 option selected; *Not sure written instead of option**

What did participants find most useful?

- ▶ Group work/team work (3 persons)
- ▶ Hand-outs/information (3 persons)
- ▶ Valuable human resources of Sophia (2 persons)
- ▶ Learning about value and self-worth (1 persons)
- ▶ Appreciative Inquiry (1 person)
- ▶ Use of knowledge & discussion also opposite views (1 person)
- ▶ Taking time out to learn so much (1 person)

What participants found least useful?

- ▶ More time was needed
- ▶ The video presentation
- ▶ Appreciative Inquiry
- ▶ Cultural intelligence
- ▶ Negatives being main objectives
- ▶ The things we can't have access to
- ▶ Lengthy discussion leading off topic, excessive story telling

Three things participants learnt at this session:

11. Social Cohesion – what it is/more about/ its importance/absence of exclusion/ how to get things done in unity as a group (10 persons)
12. Values, no one has more value than the other and everyone has values, core & flex values, morals & values (5 persons)
13. Appreciative Inquiry, the 4D cycle, how to address matters positively (4 persons)
14. Self- - Reliance -use what you have, don't be dependent on others, depend on yourself not others, be a leader not a follower (4 persons)
15. Mediation - benefits, how to resolve conflict, (3 persons)
16. Other themes/concepts - cultural intelligence, system blindness, youth involvement

Three things participants plan to do as a result of what they learned at this session:

7. Share information - with my community, facilitate sessions, share knowledge, teach my community, share information with friends and family (6 persons)
8. Engage in Community Activism -Play a more active role in my community, work collaboratively to make a difference, work together with community for betterment, take part in community

activities, cooperate with community activities, help in development of my community, support my community

(7 persons)

9. Engagement in Appreciative Inquiry & Mediation -work through conflict amicably, be a guidance for fellow youth, implement the 4D cycle with my students, try and resolve prolong issue, promote cohesion, be a role model for youth, help youth and elderly (7 persons)

Annexes

1. Full (verbatim) list of 3 things participants learned at session

More about cultural intelligence, cohesion, exclusion	The types of system blindness	The benefits of mediation to better the community
To use what you have	To stop judging people	To give a positive advice in a negative situation
That younger can learn from the older	Youths can realize that they are the community	Community cohesion is always so important
Appreciative inquiry – the 4 'D' cycle	No one has more value(s) than the other everyone has values	A better understanding of social cohesion
Everyone has values	Make use of what you have and not depend on who say they will help	We need to encourage the youths and not talk them down
To be brave	Learn to interact	Learn what is social cohesion
How to get things done in unity as a group	How to depend on yourself and not others	How to make use of what you have and be a leader and not a follower
To share my views and listen to others	Togetherness and oneness	The way to deal with matters when it arises
Appreciative Inquiry	How to interact	What is social cohesion
There is no social cohesion with exclusion	Everyone has values	Everyone has core and flex values
Cohesion	Value and morals	Reflections
Importance of cohesion	Saw cohesion at work	Mediation
Effectiveness of group work- how you can get much done	Appreciative Inquiry- How to address matters positively	Mediation and how to resolve conflict

2. Full (verbatim) list of 3 things participants planned to do as a result of what they learnt

How to work collaboratively with what you have to make a difference	How you can address things positively	How you can work through conflicts amicably and in a confidential way
Promote cohesion	Create linkages	Facilitate such sessions
Do more art work	Look at a person from their point of view	Don't judge someone before getting to know them
Share my knowledge with others	Advocate for social cohesion	Play a more active role in my community
Pass it on	Share with others	Practice what was taught
Share to my community to see different action	Change my actions...the way I act	Teach my community the correct way to go
Help in the development of the community	Be a guidance for my fellow youth	Pay more attention to the needs of other villagers
I have learnt a new way to deal with children		
Take part in community activities	Be a role model for the youth	Try and resolve issues than prolong for a long time
Promote social cohesion	Share the information with friends & family through socialization	Help my students realize a better future by implementing 4D Cycle
Identify the Dos and Don'ts of community	Do what I can to support my community	Keep mentoring youth that I encountered time to time
Help the youth and elderly when needed	Don't ask why but what they like	Work together with my community members for the better
Expand my knowledge and share with others	Be more open minded and cooperative of community activities	

Annex 3

Help & Shelter/ Counterpart Participants Evaluation Form – Community Cohesion Dialogue (1)

Communities: Bell West

Date: September 21, 2016

Venue: Bell West Multi-Purpose Centre

Total # of completed evaluation forms submitted =21

Circle the number that best describes how you rate this session:	4 = excellent	3 = good	2 = fair	1 = poor	
	4	3	2	1	Nil
17. Overall, the <u>usefulness</u> of the session was:	18/85%	3/14%			
18. Overall, the <u>methods</u> used (activities, presentations, group work, etc.) were:	12/57%	6/28%	3/14%		
19. The <u>materials</u> (presentations, hand-outs, etc.) were:	13/62%	7/33%	1/4%		
20. <u>Knowledge</u> and <u>presentation of issues/topics</u> by facilitators were:	16/76%	4/19%	1/4%		
21. The <u>timing</u> and <u>length</u> of session was:	11/52%	8/38%	2/9%		
22. My <u>understanding</u> of the topic(s) is :	14/66%	5/23%	14%		1/4%
23. <u>Interaction</u> with facilitator and other participants was:	13/62%	8/38%			

24. The <u>venue & learning environment</u> was:	11/52%	10/47%			
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What did participants find most useful?

- ▶ Garbage Collection (4 persons)
- ▶ People sharing their ideas/points of view/ discussions (4 persons)
- ▶ Cleaning the community
- ▶ People coming together to be involved/to work/to help build community (3 persons)
- ▶ Interaction of all participants & facilitators
- ▶ Topic about line & phone
- ▶ Everything

What participants found least useful?

- ▶ Persons not showing up when there is discussions about the community and that is hampering the community
- ▶ Cleaning the garbage
- ▶ Community excellence
- ▶ People not looking at serious points

Three things participants learnt at this session:

17. Keeping the community clean (5 persons)
18. Communication/methods/ talking/sharing/communicating with people/how to talk to youth/how to interact with others (7 persons)
19. Need more street light/phone lines/drainage/police presence in community
20. Helping young people
21. Community safety
22. Learnt about togetherness

Three things participants plan to do as a result of what they learned at this session:

10. Share information with others/friends/neighbors/family/educate other people (3 persons)
11. Form a group to clean up/ clean the area that I live/clean the community (3 persons)
12. Be more active in my community/get the youth involved/plan to join with community in any way/help more (4 persons)
13. Drainage/ street lights

Annex 4

Help & Shelter/ Counterpart Participants Evaluation Form – Community Cohesion Dialogue (1)

Communities: Stewartville

Date: September 17, 2016

Venue: Stewartville Secondary School

Total # of completed evaluation forms submitted =13

Circle the number that best describes how you rate this session:	4 = excellent	3 = good	2 = fair	1 = poor		
	4	3	2	1	Nil	
25. Overall, the <u>usefulness</u> of the session was:	10/77%	2/15%	1/7%			
26. Overall, the <u>methods</u> used (activities, presentations, group work, etc.) were:	8/61%	5/38%				
27. The <u>materials</u> (presentations, hand-outs, etc.) were:	8/61%	3/23%	2/15%			
28. <u>Knowledge</u> and <u>presentation of issues/topics</u> by facilitators were:	11/84%	2/15%				
29. The <u>timing</u> and <u>length</u> of session was:	6/46%	6/26%	1/7%			
30. My <u>understanding</u> of the topic(s) is :	9/69%	4/30%				
31. <u>Interaction</u> with facilitator and other participants was:	8/61%	5/38%				

32. The <u>venue & learning environment</u> was:	9/69%	4/30%			
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What did participants find most useful?

- ▶ Social Cohesion
- ▶ Presentations
- ▶ Information
- ▶ Group work
- ▶ Interaction of the 2 different communities
- ▶ Participants/materials
- ▶ The facilitator
- ▶ Don't think you're the best (poster activity –all are good)
- ▶ everything

What participants found least useful?

- ▶ System blindness
- ▶ In group/out group

Three things participants learnt at this session:

- 23. Social Cohesion/ what it is/social togetherness (10 persons)
- 24. Cultural intelligence (3 persons)
- 25. Social inclusion/in group/out group/uniqueness of other races (6 persons)
- 26. How to work with each other/how to develop my community/who needs to be involved (4 persons)
- 27. Core & flex values
- 28. System blindness

Three things participants plan to do as a result of what they learned at this session:

- 14. Share information with others/show people what we wrote about social cohesion/take it back to the community/share my knowledge/tell others/make others conscious/speak to groups and individuals about what I have learnt/share with friends, family and community (10 persons)
- 15. I plan to become a social worker (3 persons)
- 16. Work with other in the community/form a cohesive leadership group/do an activity/work in the community/
Plan a Social Cohesion Fun Day/encourage others to co-operate (9 persons)
- 17. Plan to come out of system blindness
- 18. Be a team player

- 19. Put what I have learnt into practice**
- 20. Build on what I have previously learnt**
