Type of Report	Year	Period of coverage	Deadline for submission	Selected Language
Progress Report	Year 1	15/01/2016 - 14/07/2016	15/08/2016	English

Project Summary

Name of Organization	Help & Shelter
Organization Initials	HS
Organization Type	Civil Society Organization
Project Title	Preventing violence through creating safer schools and communities
Project Status	Active
Project Closure Date	N/A
Cycle	19
Year of Grant Award	2016
Project ID	1_19_10215
Project Duration	3 years
Start Date (dd/mm/yyyy)	15/01/2016
End Date (dd/mm/yyyy)	14/01/2019
Co-implementing Partners	Help & Shelter, UN Women
Focus Area	Support implementation
Regional Level	Single Country Project
Region of Implementation	Americas & the Caribbean
Sub-region of Implementation	Caribbean
Country of Implementation	Guyana
Total Grant Amount	$ 99,950
Contribution by Grantee	$ 6,341
Total Project Budget	$ 106,291
Annual Budget Year 1	$ 40,334
Annual Budget Year 2	$ 28,308
Annual Budget Year 3	$ 31,308

I. Financial Report
ii: Financial Report – Basic Information

Basic Information	
Local Currency	GYD
UN Exchange rate of current report [Y1 Q1-Q2]	207.2
UN Exchange rate for last tranche disbursed	207.19998
UN Exchange Rate for unspent amount [Y1 Q1-Q2]	
Opening Balance from last tranche (USD) [ER = 207.19998]	0.00
Last tranche disbursed (USD) [Tranche No. 1]	29,168.00
Total Available Funds (USD)	29,168.00
Report Expenditures (USD) [Y1 Q1-Q2]	9,599.67
Closing balance (USD)	19,568.33
Project Delivery Rate: Cumulative exp/Total Disbursed	32.91 %
Period Delivery Rate: Report Expenditure/Total Available Funds	32.91 %

iii: Financial Report – Expenditure per Project Activity

Selected currency for financial reporting	GYD

		Key Project Activity	Responsible Party	Budget Category	Description	Year 1 Annual Budget in Local Currency	Year 1 Annual Budget in USD	Year 1 Q1-Q2 Expenditure in Local Currency	Year 1 Q1-Q2 Expenditure in USD	Balance in Local Currency	Balance in USD
Outcome 1	Output 1.1	**Key Activity 1.1.1:** Implement a creative arts programme for in and out of school youths	Help & Shelter	Contractual Services – Companies	Creative arts training in drama/poetry/music/dance .	594,249.54	2,868.00	0.00	0.00	594,249.54	2,868.00
		Sub-total for Key Activity 1.1.1				594,249.54	2,868.00	0.00	0.00	594,249.54	2,868.00
		Key Activity 1.1.2: Development and dissemination of creative arts programme IEC products	Help & Shelter	Travel	trainer (1) x 8 months x US$24 Cost includes transport of equipment.	40,404.00	195.00	0.00	0.00	40,404.00	195.00
			Help & Shelter	Audio Visual and Printing Production Cost	Creating posters	40,404.00	195.00	0.00	0.00	40,404.00	195.00
			Help & Shelter	Audio Visual and Printing Production Cost	Printing Posters	151,670.39	732.00	0.00	0.00	151,670.39	732.00
			Help & Shelter	Materials and Goods	Prepare SGBV Kits	26,314.40	127.00	0.00	0.00	26,314.40	127.00
		Sub-total for Key Activity 1.1.2				258,792.78	1,249.00	0.00	0.00	258,792.78	1,249.00
		Sub Total for Output 1.1				853,042.32	4,117.00	0.00	0.00	853,042.32	4,117.00
	Output 1.2	**Key Activity 1.2.1:** Development of modules and pre & Post test instruments to measure impact of project activities	Help & Shelter	Materials and Goods	printing leaflets/booklets/ brochures	60,709.59	293.00	0.00	0.00	60,709.59	293.00
			Help & Shelter	Materials and Goods	Printing of pre and pos test survey materials	40,404.00	195.00	0.00	0.00	40,404.00	195.00
			Help & Shelter	Materials and Goods	Student module will be use for the sensitization sessions delivered in schools.	60,709.59	293.00	4,600.00	22.20	56,109.59	270.80
		Sub-total for Key Activity 1.2.1				161,823.18	781.00	4,600.00	22.20	157,223.18	758.80
		Key Activity 1.2.2: Conduct programme of sensitization, awareness and modeling protected behaviors and strategies for school students.	Help & Shelter	Others	Fee for 2 part- time facilitators.	1,212,948.68	5,854.00	550,000.00	2,654.44	662,948.68	3,199.56
			Help & Shelter	Travel	Two (2) facilitators x 10 trips per mth x US $ 73	363,843.16	1,756.00	75,000.00	361.97	288,843.16	1,394.03
			Help & Shelter	Travel	Project coordinator's travel for implementation of project activities in communities.	121,211.99	585.00	40,000.00	193.05	81,211.99	391.95
		Sub-total for Key Activity 1.2.2				1,698,003.84	8,195.00	665,000.00	3,209.46	1,033,003.84	4,985.54
		Sub Total for Output 1.2				1,859,827.02	8,976.00	669,600.00	3,231.66	1,190,227.02	5,744.34
	Output 1.3	**Key Activity 1.3.1:** Conduct capacity building training workshop for project personnel	Help & Shelter	Local Consultants	In-house Training for staff implementing project.	29,215.20	141.00	26,946.56	130.05	2,268.64	10.95
		Sub-total for Key Activity 1.3.1				29,215.20	141.00	26,946.56	130.05	2,268.64	10.95
		Key Activity 1.3.2: Develop an implementation plan of action and timeline for role out of project activities	Help & Shelter	Others	No Budget cost	0.00	0.00	0.00	0.00	0.00	0.00
		Sub-total for Key Activity 1.3.2				0.00	0.00	0.00	0.00	0.00	0.00
		Sub Total for Output 1.3				29,215.20	141.00	26,946.56	130.05	2,268.64	10.95
	Sub-total for Outcome 1					2,742,084.54	13,234.00	696,546.56	3,361.71	2,045,537.98	9,872.29
Outcome 2		**Key Project Activity**	**Responsible Party**	**Budget Category**	**Description**	**Year 1 Annual Budget in Local Currency**	**Year 1 Annual Budget in USD**	**Year 1 Q1-Q2 Expenditure in Local Currency**	**Year 1 Q1-Q2 Expenditure in USD**	**Balance in Local Currency**	**Balance in USD**
	Output 2.1	**Key Activity 2.1.1:** Development of training modules.	Help & Shelter	Materials and Goods	Copies (30) of training modules for each participants at tending the community workshop.	60,709.59	293.00	0.00	0.00	60,709.59	293.00
		Sub-total for Key Activity 2.1.1				60,709.59	293.00	0.00	0.00	60,709.59	293.00
		Key Activity 2.1.2: Conduct training workshops	Help & Shelter	Local Consultants	3 x 2 days community training workshop for 30 persons.	197,047.18	951.00	0.00	0.00	197,047.18	951.00
		Sub-total for Key Activity 2.1.2				197,047.18	951.00	0.00	0.00	197,047.18	951.00
		Key Activity 2.1.3: Preparation of action plans for SGBV response	Help & Shelter	Others	No Budget cost	0.00	0.00	0.00	0.00	0.00	0.00
		Sub-total for Key Activity 2.1.3				0.00	0.00	0.00	0.00	0.00	0.00
		Sub Total for Output 2.1				257,756.78	1,244.00	0.00	0.00	257,756.78	1,244.00
	Output 2.2	**Key Activity 2.2.1:** Provision of on-site counseling support	Help & Shelter	Local Consultants	Fee for 1 part-time Psychosocial support counsellor.	711,939.13	3,436.00	322,795.00	1,557.89	389,144.13	1,878.11

		Help & Shelter	Travel	counselor 1 x 5 trips x US$ 5 per mth	60,709.59	293.00	20,000.00	96.53	40,709.59	196.47
	Sub-total for Key Activity 2.2.1				772,648.73	3,729.00	342,795.00	1,654.42	429,853.73	2,074.58
	Key Activity 2.2.2: Implement referral mechanism for follow up services	Help & Shelter	Others	No budget cost	0.00	0.00	0.00	0.00	0.00	0.00
	Sub-total for Key Activity 2.2.2				0.00	0.00	0.00	0.00	0.00	0.00
	Sub Total for Output 2.2				772,648.73	3,729.00	342,795.00	1,654.42	429,853.73	2,074.58
Output 2.3	**Key Activity 2.3.1:** Develop training modules	Help & Shelter	Materials and Goods	Copies (30) of training modules for teachers attending workshop.	60,709.59	293.00	0.00	0.00	60,709.59	293.00
	Sub-total for Key Activity 2.3.1				60,709.59	293.00	0.00	0.00	60,709.59	293.00
	Key Activity 2.3.2: Conduct training workshop	Help & Shelter	Local Consultants	3 x 2 days teachers training workshop for 30 persons.	197,047.18	951.00	27,411.00	132.29	169,636.18	818.71
	Sub-total for Key Activity 2.3.2				197,047.18	951.00	27,411.00	132.29	169,636.18	818.71
	Key Activity 2.3.3: Revision of HFLE module to include SGBV.	Help & Shelter	Others	No budget cost	0.00	0.00	0.00	0.00	0.00	0.00
	Sub-total for Key Activity 2.3.3				0.00	0.00	0.00	0.00	0.00	0.00
	Key Activity 2.3.4: Preparation of protocol and procedure guidelines to respond to SGBV in schools	Help & Shelter	Others	No Budget Cost	0.00	0.00	0.00	0.00	0.00	0.00
	Sub-total for Key Activity 2.3.4				0.00	0.00	0.00	0.00	0.00	0.00
	Sub Total for Output 2.3				257,756.78	1,244.00	27,411.00	132.29	230,345.78	1,111.71
Sub-total for Outcome 2					1,288,162.28	6,217.00	370,206.00	1,786.71	917,956.28	4,430.29

iv: Financial Report - Expenditure per M&E, Audit and Management

	Key Project Activity	**Responsible Party**	**Budget Category**	**Description**	**Year 1 Annual Budget in Local Currency**	**Year 1 Annual Budget in USD**	**Year 1 Q1-Q2 Expenditure in Local Currency**	**Year 1 Q1-Q2 Expenditure in USD**	**Balance in Local Currency**	**Balance in USD**
M&E	**Key M&E Activity 1:** Conduct a final external project evaluation	Help & Shelter	Local Consultants	External evaluator fee	0.00	0.00	0.00	0.00	0.00	0.00
	Sub-total for M&E Activity 1				0.00	0.00	0.00	0.00	0.00	0.00
	Key M&E Activity 2: Collection and an alysis of monitoring data on results (outputs, outcomes and project goal)	Help & Shelter	Local Consultants	Bas eline and Endline study and developing and printingsurvey materials	39,782.40	192.00	18,900.00	91.22	20,882.40	9.57
	Sub-total for M&E Activity 2				39,782.40	192.00	18,900.00	91.22	20,882.40	9.57
	Key M&E Activity 3: Monitoring of project activities through field visits	Help & Shelter	Others	Fee for Part time M & E Officer	362,807.16	1,751.00	165,000.00	796.33	197,807.16	158.34
		Help & Shelter	Travel	M & E Officer Travel	72,727.19	351.00	24,500.00	118.24	48,227.19	114.51
	Sub-total for M&E Activity 3				435,534.36	2,102.00	189,500.00	914.58	246,034.36	272.85
	Key M&E Activity 4: Annual review meeting with key stakeholders and beneficiaries	Help & Shelter	Local Consultants	Cost for conducting review meeting once every 6 mths.	33,359.20	161.00	0.00	0.00	33,359.20	161.00
	Sub-total for M&E Activity 4				33,359.20	161.00	0.00	0.00	33,359.20	161.00
	Key M&E Activity 5: Mid- term project review	Help & Shelter	Others	Project review	0.00	0.00	0.00	0.00	0.00	0.00
	Sub-total for M&E Activity 5				0.00	0.00	0.00	0.00	0.00	0.00
	Sub Total for M&E				508,675.95	2,455.00	208,400.00	1,005.79	300,275.95	443.42
Audit	**Key Audit Actitivity 1:** Conduct a final project audit	UN Women	Audit	Financial audit	0.00	0.00	0.00	0.00	0.00	0.00
	Sub-total for Audit Activity 1				0.00	0.00	0.00	0.00	0.00	0.00
	Sub Total for Audit				0.00	0.00	0.00	0.00	0.00	0.00
Personnel		Help & Shelter	Salary for Project Staff	Project Coordinator fee (50%)	849,105.52	4,098.00	385,000.00	1,858.11	464,105.52	381.78
	Management	Help & Shelter	Salary for Project Staff	Office Assistant (45%)	242,631.18	1,171.00	110,000.00	530.89	132,631.18	109.22
		Help & Shelter	Salary for Project Staff	voluntary services	0.00	0.00	0.00	0.00	0.00	0.00
	Sub Total for Personnel				1,091,736.69	5,269.00	495,000.00	2,389.00	596,736.69	491.01
Equipment	Management	Help & Shelter	Communications and Audio Visual Equipment	Projector and flip chart stand	171,768.78	829.00	0.00	0.00	171,768.78	829.00
	Sub Total for Equipment				171,768.78	829.00	0.00	0.00	171,768.78	829.00
UNTF Workshop	Participate in a Capacity Development Workshop organized by the UN Trust Fund	UN Women	UN Trust Fund Capacity Development Workshop	Travel tickets, DSA, etc.	2,071,999.80	10,000.00	0.00	0.00	2,071,999.80	10,000.00
	Sub Total for UNTF Workshop				2,071,999.80	10,000.00	0.00	0.00	2,071,999.80	10,000.00
Indirect Cost	Management	Help & Shelter	Indirect cost and Administrative Cost	Financial Management	482,775.95	2,330.00	218,900.00	1,056.47	263,875.95	217.07
	Sub Total for Indirect Cost				482,775.95	2,330.00	218,900.00	1,056.47	263,875.95	217.07
Total for M&E, Audit and Management					4,326,957.18	20,883.00	922,300.00	4,451.25	3,404,657.18	11,980.49

v: Financial Report – Expenditure Summary A

Outcomes	Outputs	Activities	Year 1 Annual Budget (Local Currency)	Year 1 Annual Budget (USD)	Year 1 Total Expenditure (Local Currency)	Year 1 Q1-Q2 Expenditure (USD)	Balance (Local Currency)	**Balance (USD)**	Delivery Rate (%)
Outcome 1calloutnotchOutcome 1: Female adolescents in three (3) schools improve attitudes, norms, practices & behaviours to SGBV	Output 1.1calloutnotch1. In and out of school youth are agents of change and peer educators in prevention of SGBV	Activity 1.1.1calloutnotchImplement a creative arts programme for in and out of school youths	594,249.54	2,868.00	0.00	0.00	594,249.54	2,868.00	0.00 %
		Activity 1.1.2calloutnotchDevelopment and dissemination of creative arts programme IEC products	258,792.78	1,249.00	0.00	0.00	258,792.78	1,249.00	0.00 %
		Sub-total for Output 1.1	853,042.32	4,117.00	0.00	0.00	853,042.32	4,117.00	0.00 %
	Output 1.2calloutnotch2. Students are able to recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision making skills to prevent and respond to SGBV	Activity 1.2.1calloutnotchDevelopment of modules and pre & Post test instruments to measure impact of project activities	161,823.18	781.00	4,600.00	22.20	157,223.18	758.80	2.84 %
		Activity 1.2.2calloutnotchConduct programme of sensitization, awareness and modeling protected behaviors and strategies for school students.	1,698,003.84	8,195.00	665,000.00	3,209.46	1,033,003.84	4,985.54	39.16 %
		Sub-total for Output 1.2	1,859,827.02	8,976.00	669,600.00	3,231.66	1,190,227.02	5,744.34	36.00 %
	Output 1.3calloutnotchProject personnel increase their skills, knowledge and competencies to deliver project components, achieve project outcomes for female adolescents in 3 schools	Activity 1.3.1calloutnotchConduct capacity building training workshop for project personnel	29,215.20	141.00	26,946.56	130.05	2,268.64	10.95	92.23 %
		Activity 1.3.2calloutnotchDevelop an implementation plan of action and timeline for role out of project activities	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
		Sub-total for Output 1.3	29,215.20	141.00	26,946.56	130.05	2,268.64	10.95	92.23 %
	Sub-total for Outcome 1		2,742,084.54	13,234.00	696,546.56	3,361.71	2,045,537.98	9,872.29	25.40 %
Outcome 2calloutnotchEducation professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students	Output 2.1calloutnotchService providers, CBOS, FBOS and other relevant stakeholders increase their knowledge, competencies, skills and best practices for prevention and response to SGBV.	Activity 2.1.1calloutnotchDevelopment of training modules.	60,709.59	293.00	0.00	0.00	60,709.59	293.00	0.00 %
		Activity 2.1.2calloutnotchConduct training workshops	197,047.18	951.00	0.00	0.00	197,047.18	951.00	0.00 %
		Activity 2.1.3calloutnotchPreparation of action plans for SGBV response	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
		Sub-total for Output 2.1	257,756.78	1,244.00	0.00	0.00	257,756.78	1,244.00	0.00 %
	Output 2.2calloutnotchStudents who are victims of SGBV receive quicker, better quality referrals and better targeted responses from an integrated and functioning school based system	Activity 2.2.1calloutnotchProvision of on-site counseling support	772,648.73	3,729.00	342,795.00	1,654.42	429,853.73	2,074.58	44.37 %
		Activity 2.2.2calloutnotchImplement referral mechanism for follow up services	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
		Sub-total for Output 2.2	772,648.73	3,729.00	342,795.00	1,654.42	429,853.73	2,074.58	44.37 %
	Output 2.3calloutnotchTeachers respond effectively to students	Activity 2.3.1calloutnotchDevelop training modules	60,709.59	293.00	0.00	0.00	60,709.59	293.00	0.00 %

		Activity 2.3.2calloutnotchConduct training workshop	197,047.18	951.00	27,411.00	132.29	169,636.18	818.71	13.91 %
	experiencing SGBV through direct support and the use of referral and reporting systems	Activity 2.3.3calloutnotchRevision of HFLE module to include SGBV.	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
		Activity 2.3.4calloutnotchPreparation of protocol and procedure guidelines to respond to SGBV in schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
		Sub-total for Output 2.3	257,756.78	1,244.00	27,411.00	132.29	230,345.78	1,111.71	10.63 %
	Sub-total for Outcome 2		1,288,162.28	6,217.00	370,206.00	1,786.71	917,956.28	4,430.29	28.74 %
Sub-total for Project Activities under Outcomes			4,030,246.81	19,451.00	1,066,752.56	5,148.42	2,963,494.25	14,302.58	26.47 %
Cross Cutting	M&E	M&E Activities	508,675.95	2,455.00	208,400.00	1,005.79	300,275.95	1,449.21	40.97 %
		Audit	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
	Management	Personnel	1,091,736.69	5,269.00	495,000.00	2,389.00	596,736.69	2,880.00	45.34 %
		Equipment	171,768.78	829.00	0.00	0.00	171,768.78	829.00	0.00 %
		UN Trust Fund Capacity Development Workshop	2,071,999.80	10,000.00	0.00	0.00	2,071,999.80	10,000.00	0.00 %
		Indirect Cost	482,775.95	2,330.00	218,900.00	1,056.47	263,875.95	1,273.53	45.34 %
Sub-total for M&E/Audit/Management Cost			4,326,957.18	20,883.00	922,300.00	4,451.25	3,404,657.18	16,431.75	21.32 %
Total			8,357,203.99	40,334.00	1,989,052.56	9,599.67	6,368,151.43	30,734.33	23.80 %

vi: Financial Report – Expenditure Summary B

Responsible parties / Implementing agencies	Budget Category	Year 1 Annual Budget (Local Currency)	Year 1 Annual Budget (USD)	Year 1 Total Expenditure (Local Currency)	Year 1 Q1-Q2 Expenditure (USD)	Balance (Local Currency)	Balance (USD)	Delivery Rate (%)
Help & Shelter	Project Activities	4,030,246.81	19,451.00	1,066,752.56	5,148.42	2,963,494.25	14,302.58	26.47 %
	M&E/Audit/Management	2,254,957.38	10,883.00	922,300.00	4,451.25	1,332,657.38	6,431.75	40.90 %
	Sub-total Help & Shelter	6,285,204.19	30,334.00	1,989,052.56	9,599.67	4,296,151.63	20,734.33	31.65 %
UN Women	Project Activities	0.00	0.00	0.00	0.00	0.00	0.00	0.00 %
	M&E/Audit/Management	2,071,999.80	10,000.00	0.00	0.00	2,071,999.80	10,000.00	0.00 %
	Sub-total UN Women	2,071,999.80	10,000.00	0.00	0.00	2,071,999.80	10,000.00	0.00 %
Total		8,357,203.99	40,334.00	1,989,052.56	9,599.67	6,368,151.43	30,734.33	23.80 %

vii: Financial Report – Narrative Summary

Please describe about the expenditure to date since last report:

Please describe about the expenditure to date since last report:

1) Reasons for both over and under expenditures in the budget amount allocated; and

2) Any active steps being undertaken to close the gap where you are behind planned expenditures. Please also provide information on constraints and/or other issues affecting the financial management of the project.

Key Activity 1.1.1 The creative arts programme for in and out of school youth and programme of sensitization and awareness the for students scheduled to start in the 2nd quarter were not implemented due to:

- Replacement of one educational institution, Guyana School of Agriculture with another Primary School, Mon Repos Primary and the additional administrative procedures which necessitated this change
- Length of time it took to ensure that the ethical and safety measures for surveying children were followed re class meetings and one on one meetings at schools with parents and guardians re having consent forms signed by parents/guardians and then students were followed
- Scheduling by schools for self-administered baseline questionnaires to be completed at the 2 schools on same day

Key Activity 1.2.1: Expenditures for - Development of modules and pre & post test instruments to measure impact of project activities are on track as reflected in the budget line items expenditure. Additional copies of training modules (manual) for students' sensitization and awareness programme will be printed for facilitators and project staff use in time for start of sessions in September, as will additional leaflets, booklets, brochures, flyers in keeping with topics covered in sensitization and awareness programme for Year 1. Only the first pre-test was done for students' awareness & sensitization programme, post- test (1) and completion of pre-test and post- test (1) topics to be completed by end of Year 1.

Key Activity 1.2.2: Expenditures for conducting programme of sensitization, awareness and modeling protected behaviors and strategies for school students did not officially start in first 6 months, but facilitators were active in setting the stage for start- up of sensitization & awareness programme re baseline completion and drafting of training manual. They facilitated meetings with school officials, parents, guardians and students to ensure ethical and safety measures and consent forms for surveying children for baseline were effected, supervised students in completing their self-administered questionnaires, read questions to students and were there to answer student queries and concerns before, during and after baseline survey.

Key Activities 2.1.1 & 2.1.2; 2.1.3: Development of training modules; Conduct training workshops; Preparation of action plans for SGBV response. These are all scheduled to be implemented before the end of Year 1

Key Activity 2.2.1: Provision of on-site counseling support, this is on track as counselling has started for students and parents as needs be, we expect numbers to increase when sensitization and awareness programme start up.

Key Activity 2.3.1 & 2.3.2: Develop training modules; Conduct training workshop. Training workshops for education professional is on track to be conducted in August. Expenditures reflect stationary materials purchased for the educational professionals (teachers) workshop in August 2016.

Key M&E Activity 2: Collection and an analysis of monitoring data on results (outputs, outcomes and project goal) Expenditures are on track, baseline questionnaires, pre and post tests and monthly counselling reporting format were developed, tested reviewed by UNTF and baseline and first pre-test completed and counselling form is in use for on- site counselling.

Key M&E Activity 3: Expenditures for monitoring of project activities through field visits are on track. M&E Officer made multiple visits to schools with facilitators to meet with PTA, parents & guardians to explain ethical and safety measure for baseline, methodology, content and security of data. M&E officer was also present during signing of parent/guardian and student consent forms and when students were filling out their self-administered baseline questionnaires to answer any questions or queries before, during or after completion.
M&E Officer was also present at one of the schools' pre-test sessions.

viii: Financial Report – Supporting Documents

Number of Annexure	Title of Document	Upload a document as annex of financial report
Annexure 1		
Annexure 2		
Annexure 3		

II. Result and Activity Report

i. Results Chain

Project Goal			Project Goal			
		Outcome 1			Outcome 2	
Outcomes	Output 1.1	Output 1.2	Output 1.3	Output 2.1	Output 2.2	Output 2.3

Outputs

Outcome 1: Outcome 1: Female adolescents in three (3) schools improve attitudes, norms, practices & behaviours to SGBV	**Output 1.1:** 1. In and out of school youth are agents of change and peer educators in prevention of SGBV	Activity 1.1.1: Implement a creative arts programme for in and out of school youths Activity 1.1.2: Development and dissemination of creative arts programme IEC products
	Output 1.2: 2. Students are able to recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision making skills to prevent and respond to SGBV	Activity 1.2.1: Development of modules and pre & Post test instruments to measure impact of project activities Activity 1.2.2: Conduct programme of sensitization, awareness and modeling protected behaviors and strategies for school students.
	Output 1.3: Project personnel increase their skills, knowledge and competencies to deliver project components, achieve project outcomes for female adolescents in 3 schools	Activity 1.3.1: Conduct capacity building training workshop for project personnel Activity 1.3.2: Develop an implementation plan of action and timeline for role out of project activities
Outcome 2: Education professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students	**Output 2.1:** Service providers, CBOS, FBOS and other relevant stakeholders increase their knowledge, competencies, skills and best practices for prevention and response to SGBV.	Activity 2.1.1: Development of training modules. Activity 2.1.2: Conduct training workshops Activity 2.1.3: Preparation of action plans for SGBV response
	Output 2.2: Students who are victims of SGBV receive quicker, better quality referrals and better targeted responses from an integrated and functioning school based system	Activity 2.2.1: Provision of on-site counseling support Activity 2.2.2: Implement referral mechanism for follow up services
	Output 2.3: Teachers respond effectively to students experiencing SGBV through direct support and the use of referral and reporting systems	Activity 2.3.1: Develop training modules Activity 2.3.2: Conduct training workshop Activity 2.3.3: Revision of HFLE module to include SGBV. Activity 2.3.4: Preparation of protocol and procedure guidelines to respond to SGBV in schools

ii: Result and Activity Report - Project Goal

Project Project Goal: Female adolescents (10-19 years) in 3 schools in 2 communities of BV/Triumph in Guyana feel safer from SGBV by December 2018

Goal **Overall Progress towards the project goal**

Two project staff training sessions were completed based on final RRF and UNTF capacity building training workshop held in New York. Meetings were held with regional education officers, Headmistresses, parents, teachers and students of schools to introduce project and baseline survey process, methodology and ethical and safety measures. Based on results from baseline survey and first pre-test we had a clearer picture of the present situation of students re SGBV and the need for improving the safety of girls and achieving goal of our project. Forty four (44) students, 33 girls and 11 boys between the ages of 10-17 completed baseline survey questionnaires. Results of baseline showed that between 37% to 15% of girls and 54%- 36% of boys witnessed the use of drugs, alcohol, and verbal and physical abuse in homes among as well as neighbourhood violence. Between a third to a quarter of girls and between two thirds and a third of boys personally experienced verbal abuse, physical abuse and threats from family members in the past year. At school between 70% and 34% of girls experienced verbal as well as physical abuse from other students while half of all girl students also experienced name calling, insults and corporal punishment (permitted in schools in Guyana) from some teachers. Two female students received counselling at their school from H&S counsellor on exposure to DV in the home which they found to be particularly traumatizing and one of these parents also benefitted from counselling in relation to DV.

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Goal Indicators

Indicator 1: Perspectives of female adolescents concerning their safety from SGBV in their schools and communities by Dec 2018

Baseline per	**Data collection methods**	**Target**	**Actual Data**

Baseline per project goal indicator	Data collection methods	Target Number	Target Qualitative information	Actual number	Actual Qualitative information(Maximum 50 words)
	Baseline and endline structured/semi structured self-administered questionnaires (questionnaires will include quantitative of questions i.e. structured and semi structured questions qualitative where students will write individual responses)	0		44	Nothing to report

Indicator 2: Number of female adolescents survivors of SGBV who received effective psycho-social services by Dec 2018

Baseline per project goal indicator	Data collection methods	Target Number	Target Qualitative information	Actual Data Actual number	Actual Data Qualitative information(Maximum 50 words)
	Monthly record reviews of in school female adolescent survivors of SGBV receiving psycho-social services from Help & Shelter counsellor, client exit interviews of female adolescent survivors of SGBV receiving psycho-social services	0		2	Two female students received counselling from H & S counsellor about their exposure to DV occurring among family members in their homes and how this was affecting them. One students counselled had written "please help me" on her baseline form and given her name and address which was followed up.

Beneficiary	Expected No	Has your project reached the targeted beneficiary groups during the reporting period?	Age range	Number of beneficiaries reached
Women and girls in general	375	Yes	Female - Adolescents: age 10-19	174
Women/girls survivors of violence	60	Yes	Female - Adolescents: age 10-19	2
			Female - Adults: age 25-59	1
Primary Beneficiary Other	45	Yes	Female - Adults: age 25-59	1

Beneficiaries at the project goal level Whose lives are expected to be changed and improved through the project goal?

Expected and Current situation of beneficiaries

Women and girls in general

Expected situation by the end of project (from RRF): Would be aware of issues and risks associated with SGBV, can identify types, forms, behavior and effects.
Know how and where to access services for protection of SGBV
Knowledge of relevant laws relating to SGBV such as DVA, SOA and Protection of Children's Act
Changes in the lives of beneficiaries during the reporting period.
Nothing to report
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Women/ girls survivors of violence

Expected situation by the end of project (from RRF): Would be aware of issues and risks associated with SGBV, can identify types, forms, behavior and effects.
Know how and where to access services for protection of SGBV
Knowledge of relevant laws relating to SGBV such as DVA, SOA and Protection of Children's Act
Changes in the lives of beneficiaries during the reporting period.
Nothing to Report
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Primary Beneficiary Other

Expected situation by the end of project (from RRF): Would receive psychosocial support along with their children affected by GBV
Changes in the lives of beneficiaries during the reporting period.
Nothing to report
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iii: Result and Activity Report – Outcomes

Outcome 1

Outcome 1: Outcome 1: Female adolescents in three (3) schools improve attitudes, norms, practices & behaviours to SGBV

Year 1 Annual Budget for the Outcome (USD): 13,234.00 **Expenditure for the Outcome (USD)**: 3,361.71 **Expenditure (%)**: 25.40

Current status of outcome
Outcome is on track and expected to be achieved by project's end

Overall Progress: Baseline survey and first pre -test completed, sensitization sessions to commence first week of September 2016.
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Outcome Indicator

Indicator 1: Perspectives of female adolescents in 3 schools regarding their behaviours and practices towards SGBV

Baseline per project outcome indicator	Data collection methods	Target Number	Target Qualitative information	Actual Data Actual number	Actual Data Qualitative information (Maximum 50 words)
	Semi structured interviews every 6 months starting from Dec 2016	0		0	Nothing to report

Indicator 2: Percentage of trained adolescents in 3 schools who show changes in attitude, tolerance and acceptance towards SGBV

Baseline per project outcome indicator	Data collection methods	Target Number	Target Qualitative information	Actual Data Actual number	Actual Data Qualitative information (Maximum 50 words)
	Pre & post surveys done on school based awareness program for students once a term	0		0	Results from pre test showed that students were unable to identify examples of high or low self esteem did not understand what gender is, showed gender biases in identifying jobs men can do, while more than half of students were unable to identify forms or effects of GBV

Indicator 3: Number of adolescents in 3 schools knowledge of available services for addressing SGBV

Baseline per project outcome indicator	Data collection methods	Target Number	Target Qualitative information	Actual Data Actual number	Actual Data Qualitative information (Maximum 50 words)
	Pre & post surveys done once a term	0		0	Nothing to report

Beneficiaries at the project outcome level	Situation of Beneficiaries before project started (from RRF)	Targeted number of beneficiaries by the end of project (from RRF): Estimated no. of institutions	Estimated no. of individuals	Actual Number of beneficiaries reached: Has your project reached the targeted beneficiary groups during the reporting period?	Institutional level: Number reached	Individual level: Female/male and age range (dropdown menu)	Number reached
Beneficiary 1 Women/girls survivors of violence	There also exists a high tolerance for violence including SGBV within home, school and communities. Service providers including teachers lack knowledge and training to adequately address SGBV within school and community environment Limited services available to survivors of violence for prevention, response and prosecution of SGBV		60	Yes	1	Female - Adolescents: age 10-19	2
						Female - Adults: age 25-59	1
							0

Expected situation of targeted beneficiaries at project's end
Awareness of women/girls improved so that they will be able to recognize signs, attitudes and behaviours associated with SGBV.

Survivors of SGBV benefitted from psychosocial support and are leading productive violence free lives.
Changes in behavior/actions of beneficiaries (narrative)
Nothing to report

Beneficiary 2 Secondary Beneficiary Other	There also exists a high tolerance for violence including SGBV within home, school and communities. Service providers including teachers lack knowledge and training to adequately address SGBV within school and community environment Limited services available to survivors of violence for prevention, response and prosecution of SGBV There exists a need for extra curricular activities to engage youths within the community.	4	375	Yes	3	Female - Adolescents: age 10-19	72
						Male - Adolescents: age 10-19	81
							0

Expected situation of targeted beneficiaries at project's end
Awareness of women/girls improved so that they will be able to recognize signs, attitudes and behaviours associated with SGBV.

Survivors of SGBV benefitted from psychosocial support and are leading productive violence free lives.
Changes in behavior/actions of beneficiaries (narrative)
There was an additional 20 adolescents reached who did not indicated their sex as such we were unable to make the distinctions. This will be address when school reopens in September

Beneficiary 3 Women/girls victims of trafficking	There also exists a high tolerance for violence including SGBV within home,		45	No			

school and communities. Service providers including teachers lack knowledge and training to adequately address SGBV within school and community environment Limited services available to survivors of violence for prevention, response and prosecution of SGBV

Expected situation of targeted beneficiaries at project's end

Awareness of women/girls improved so that they will be able to recognize signs, attitudes and behaviours associated with SGBV.

Survivors of SGBV benefitted from psychosocial support and are leading productive violence free lives.

Changes in behavior/actions of beneficiaries (narrative)

Nothing to report

Outcome 2: Education professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students

Year 1 Annual Budget for the Outcome (USD): 6,217.00 **Expenditure for the Outcome (USD)**: 1,786.71 **Expenditure (%)**: 28.74

Current status of outcome

Outcome is on track and expected to be achieved by project's end

Overall Progress: The first training workshop for education professionals has been organized and is scheduled for the fourth week of August 2015.

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Outcome Indicator

Indicator 4: Number of student SGBV cases reported to education professionals and community service providers utilizing new protocols and procedure guidelines

Baseline per project outcome indicator	Data collection methods	Target: Number	Target: Qualitative information	Actual Data: Actual number	Actual Data: Qualitative information (Maximum 50 words)
	Protocol and procedures checklist	0		0	Nothing to report

Indicator 5: NA

Baseline per project outcome indicator	Data collection methods	Target: Number	Target: Qualitative information	Actual Data: Actual number	Actual Data: Qualitative information (Maximum 50 words)
	NA	0		0	Nothing to report

Indicator 6: NA

Baseline per project outcome indicator	Data collection methods	Target: Number	Target: Qualitative information	Actual Data: Actual number	Actual Data: Qualitative information (Maximum 50 words)
	NA	0		0	Nothing to report

	Beneficiaries at the project outcome level	Situation of Beneficiaries before project started (from RRF)	Targeted number of beneficiaries by the end of project (from RRF): Estimated no. of institutions	Estimated no. of individuals	Actual Number of beneficiaries reached: Has your project reached the targeted beneficiary groups during the reporting period?	Institutional level: Number reached	Individual level: Female/male and age range (dropdown menu)	Number reached
Outcome 2	**Beneficiary 1** Educational professionals (i.e. teachers, educators)	Limited capacity to respond to acts/threats of SGBV, perpetrated against female students. Health and family life education modules as relates to SGBV do not presently exist	3	75	No			

Expected situation of targeted beneficiaries at project's end

Improved knowledge and competencies in the area of laws, policies and skills based on best practices for prevention and response to SGBV.

Revised Ministry of Education's Health & Family Life Education Programme (HFLE) includes SGBV module.

Schools better equipped to respond to SGBV experienced by or affecting student populations through established protocol guidelines and on-site psycho-social support.

Changes in behavior/actions of beneficiaries (narrative)

Nothing to report

Beneficiary	Situation before project	Institutions	Individuals	Reached?
Beneficiary 2 Community-based groups/members	Beneficiaries are not adequately informed about SGBV and its effects on the individual and family. There is a lack of awareness of accessible services and most are powerless and uninformed of approaches in responding to survivors of SGBV	2	60	No

Expected situation of targeted beneficiaries at project's end

Survivors of SGBV within schools benefit from on- site and more accessible protection services and community-based psychosocial support

Improved knowledge and competencies in the area of laws, policies and skills based on best practices for prevention and response to SGBV.

Changes in behavior/actions of beneficiaries (narrative)

Nothing to report

Beneficiary	Situation before project	Institutions	Individuals	Reached?
Beneficiary 3 Men and/or boys	Negative attitudes towards gender equality and lack of knowledge of SGBV	4	300	No

Expected situation of targeted beneficiaries at project's end

Male attitudes and behaviors related to SGBV are improved at school and community levels, leading to healthier relationships rooted in gender equality and non-violence

Changes in behavior/actions of beneficiaries (narrative)

Nothing to report

iv: Result and Activity Report – Outputs

Outcome 1: Outcome 1: Female adolescents in three (3) schools improve attitudes, norms, practices & behaviours to SGBV

Output 1.1: 1. In and out of school youth are agents of change and peer educators in prevention of SGBV

Year 1 Annual budget (USD): 4,117.00 **Expenditure (USD):** 0.00 **Expenditure (%):** 0.00

Current status of output

Off track with delays

Overall Progress Commencement of creative arts program was delayed due to exams and other activities within the schools. This will commence in the third quarter.

Annual Targets and Actual for each output indicator — Year 1

Output 1.1	Output Indicators (maximum of 3 indicators to measure the output)	Baseline per output indicator	Year 1 Annual Target: Number	Year 1 Annual Target: Qualitative information	Year 1 Actual: Actual number (Year 1 Q1-Q2)	Qualitative information (Year 1 Q1-Q2)
	Perspectives of female adolescents in 3 schools regarding their behaviours and practices towards SGBV	NA	10	NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report

Output 1.2: 2. Students are able to recognize signs, risks, effects, attitudes and behaviors and enhance coping, conflict management and decision making skills to prevent and respond to SGBV

Year 1 Annual budget (USD): 8,976.00 **Expenditure (USD):** 3,231.66 **Expenditure (%):** 36.00

Current status of output

On track to be achieved

Overall Progress Sensitization and awareness program to commence in September 2016

Annual Targets and Actual for each output indicator — Year 1

Output 1.2	Output Indicators (maximum of 3 indicators to measure the output)	Baseline per output indicator	Year 1 Annual Target: Number	Year 1 Annual Target: Qualitative information	Year 1 Actual: Actual number (Year 1 Q1-Q2)	Qualitative information (Year 1 Q1-Q2)
	Percentage of trained adolescents in 3 schools who show changes in attitudes towards SGBV	NA	120	NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report

Output 1.3: Project personnel increase their skills, knowledge and competencies to deliver project components, achieve project outcomes for female adolescents in 3 schools

Year 1 Annual budget (USD): 141.00 **Expenditure (USD):** 130.05 **Expenditure (%):** 92.23

Current status of output

On track to be achieved

Overall Progress Two project staff training sessions were completed based on final RRF and UNTF capacity building training workshop held in New York. Nine persons participated in the training. M & E tools were developed in collaboration with project staff. Results of baseline study and pre test was disseminated to project staff through one day session and will be used to address issues raised by students which need urgent attention. Project meetings (once monthly) are ongoing to monitor project activities.

Annual Targets and Actual for each output indicator — Year 1

Output 1.3	Output Indicators (maximum of 3 indicators to measure the output)	Baseline per output indicator	Year 1 Annual Target: Number	Year 1 Annual Target: Qualitative information	Year 1 Actual: Actual number (Year 1 Q1-Q2)	Qualitative information (Year 1 Q1-Q2)
	Number of adolescents in 3 schools with knowledge of available services for addressing SGBV	4	10	NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report

Outcome 2: Education professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students

Output 2.1: Service providers, CBOS, FBOS and other relevant stakeholders increase their knowledge, competencies, skills and best practices for prevention and response to SGBV.

Year 1 Annual budget (USD): 1,244.00 **Expenditure (USD):** 0.00 **Expenditure (%):** 0.00

Current status of output
On track to be achieved
Overall Progress Nothing to report

Output 2.1	Output Indicators (maximum of 3 indicators to measure the output)	Baseline per output indicator	Annual Targets and Actual for each output indicator Year 1 – Year 1 Annual Target: Number	Qualitative information	Year 1 Actual: Actual number (Year 1 Q1-Q2)	Qualitative information (Year 1 Q1-Q2)
	Number of trained teachers and community service providers who qualify to participate in SGBV school based prevention and response system	NA	25	NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report

Output 2.2: Students who are victims of SGBV receive quicker, better quality referrals and better targeted responses from an integrated and functioning school based system
Year 1 Annual budget (USD): 3,729.00 **Expenditure (USD):** 1,654.42 **Expenditure (%):** 44.37

Current status of output
On track to be achieved
Overall Progress Nothing to report

Output 2.2	Output Indicators (maximum of 3 indicators to measure the output)	Baseline per output indicator	Annual Targets and Actual for each output indicator Year 1 – Year 1 Annual Target: Number	Qualitative information	Year 1 Actual: Actual number (Year 1 Q1-Q2)	Qualitative information (Year 1 Q1-Q2)
	Perspectives of students exposed to SGBV who feel empowered by the integrated school based response system	NA	20	NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report

Output 2.3: Teachers respond effectively to students experiencing SGBV through direct support and the use of referral and reporting systems
Year 1 Annual budget (USD): 1,244.00 **Expenditure (USD):** 132.29 **Expenditure (%):** 10.63

Current status of output
On track to be achieved
Overall Progress Nothing to report

Output 2.3	Output Indicators (maximum of 3 indicators to measure the output)	Baseline per output indicator	Annual Targets and Actual for each output indicator Year 1 – Year 1 Annual Target: Number	Qualitative information	Year 1 Actual: Actual number (Year 1 Q1-Q2)	Qualitative information (Year 1 Q1-Q2)
	Number of students now receiving psycho-social support and appropriate referrals from teachers in keeping with new school based guidelines	NA	25	NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report
	NA	NA		NA	0	Nothing to report

v: Result and Activity Report - Project Activities

	Key Activities	Responsible Party	Annual Budget in USD	Expenditure in USD	Expenditure %	Timeframe: Year 1 PQ 1 PQ 2 PQ 3 PQ 4, Year 2 PQ 1 PQ 2 PQ 3 PQ 4, Year 3 PQ 1 PQ 2 PQ 3 PQ 4	Implementation status
Output 1.1	**Key Project Activity 1.1.1:** Implement a creative arts programme for in and out of school youths	Help & Shelter	2,868.00	0.00	0.00		Off track
		Description The creative arts programme for in and out of school youth and programme of sensitization and awareness the for students scheduled to start in the 2nd quarter were not implemented due to: - Replacement of one educational institution, Guyana School of Agriculture with another Primary School, Mon Repos Primary and the additional administrative procedures which necessitated this change - Length of time it took to ensure that the ethical and safety measures for surveying children were followed re class meetings and one on one meetings at schools with parents and guardians re having consent forms signed by parents/guardians and then students were followed - Scheduling by schools for self-administered baseline questionnaires to be completed at the 2 schools on same day					
	Key Project Activity 1.1.2: Development and dissemination of creative arts programme IEC products	Help & Shelter	1,249.00	0.00	0.00		On track to be completed within the planned timeframe
		Description Nothing to report					
Output 1.2	**Key Project Activity 1.2.1:** Development of modules and pre & Post test instruments to measure impact of project activities	Help & Shelter	781.00	22.20	2.84		On track to be completed within the planned timeframe
		Description Expenditures for - Development of modules and pre & post test instruments to measure impact of project activities are on track as reflected in the budget line items expenditure. Additional copies of training modules (manual) for students' sensitization and awareness programme will be printed for facilitators and project staff use in time for start of sessions in September, as will additional leaflets, booklets, brochures, flyers in keeping with topics covered in sensitization and awareness programme for Year 1. Only the first pre-test was done for students' awareness & sensitization programme, post- test (1) and completion of pre-test and post- test (1) topics to be completed by end of Year 1.					
	Key Project Activity 1.2.2: Conduct programme of sensitization, awareness and modeling protected behaviors and strategies for school students.	Help & Shelter	8,195.00	3,209.46	39.16		On track to be completed within the planned timeframe
		Description Expenditures for conducting programme of sensitization, awareness and modeling protected behaviors and strategies for school students did not officially start in first 6 months, but facilitators were active in setting the stage for start- up of sensitization & awareness programme re baseline completion and drafting of training manual. They facilitated meetings with school officials, parents, guardians and students to ensure ethical and safety measures and consent forms for surveying children for baseline were effected, supervised students in completing their self-administered questionnaires, read questions to students and were there to answer student queries and concerns before, during and after baseline survey.					
Output 1.3	**Key Project Activity 1.3.1:** Conduct capacity building training workshop for project personnel	Help & Shelter	141.00	130.05	92.23		Fully completed
		Description Two project staff training sessions were completed based on final RRF and UNTF capacity building training workshop held in New York. Nine persons participated in the training. M & E tools were developed in collaboration with project staff. Results of baseline study and pre test was disseminated to project staff through one day session and will be used to address issues raised by students which need urgent attention					
	Key Project Activity 1.3.2: Develop an implementation plan of action and timeline for role out of project activities	Help & Shelter	0.00	0.00	0.00		On track to be completed within the planned timeframe
		Description Work plan prepared by the project coordinator and implemented as planned with some delays as expressed in the narrative					
	Total under Outcome 1		13,234.00	3,361.71	25.40		

	Key Activities	Responsible Party	Annual Budget in USD	Expenditure in USD	Expenditure %	Timeframe: Year 1 PQ 1 PQ 2 PQ 3 PQ 4, Year 2 PQ 1 PQ 2 PQ 3 PQ 4, Year 3 PQ 1 PQ 2 PQ 3 PQ 4	Implementation status
Output 2.1	**Key Project Activity 2.1.1:** Development of training modules.	Help & Shelter	293.00	0.00	0.00		On track to be completed within the planned timeframe
		Description In Progress					
	Key Project Activity 2.1.2: Conduct training workshops	Help & Shelter	951.00	0.00	0.00		On track to be completed within the planned timeframe
		Description Nothing to report					
	Key Project Activity 2.1.3: Preparation of action plans for SGBV response	Help & Shelter	0.00	0.00	0.00		On track to be completed within the planned timeframe
		Description Nothing to report					
Output 2.2	**Key Project Activity 2.2.1:** Provision of on-site counseling support	Help & Shelter	3,729.00	1,654.42	44.37		On track to be completed within the planned

						timeframe
		Description Provision of on-site counseling support, this is on track as counselling has started for students and parents as needs be, we expect numbers to increase when sensitization and awareness programme start up.				
	Key Project Activity 2.2.2: Implement referral mechanism for follow up services	Help & Shelter	0.00	0.00	0.00	On track to be completed within the planned timeframe
		Description Nothing to report				
Output 2.3	**Key Project Activity 2.3.1:** Develop training modules	Help & Shelter	293.00	0.00	0.00	On track to be completed within the planned timeframe
		Description Training modules to be completed in August. Expenditures reflect stationary materials purchased for the educational professionals (teachers) workshop in August 2016.				
	Key Project Activity 2.3.2: Conduct training workshop	Help & Shelter	951.00	132.29	13.91	On track to be completed within the planned timeframe
		Description Training workshops for education professional is on track to be conducted in August. Expenditures reflect stationary materials purchased for the educational professionals (teachers) workshop in August 2016.				
	Key Project Activity 2.3.3: Revision of HFLE module to include SGBV.	Help & Shelter	0.00	0.00	0.00	On track to be completed within the planned timeframe
		Description Nothing to report				
	Key Project Activity 2.3.4: Preparation of protocol and procedure guidelines to respond to SGBV in schools	Help & Shelter	0.00	0.00	0.00	On track to be completed within the planned timeframe
		Description Nothing to report				
	Total under Outcome 2		6,217.00	1,786.71	28.74	

vi: Result and Activity Report - M&E and Audit Activities

	Key Activities	Responsible Party	Annual Budget in USD	Expenditure in USD	Expenditure %	Timeframe Year 1 PQ 1	PQ 2	PQ 3	PQ 4	Year 2 PQ 1	PQ 2	PQ 3	PQ 4	Year 3 PQ 1	PQ 2	PQ 3	PQ 4	Implementation status
M&E	**Key M&E Activity 1:** Conduct a final external project evaluation	Help & Shelter	0.00	0.00	0.00													
		Description																
	Key M&E Activity 2: Collection and an alysis of monitoring data on results (outputs, outcomes and project goal)	Help & Shelter	192.00	91.22	47.51													On track to be completed within the planned timeframe
		Description Collection and an analysis of monitoring data on results (outputs, outcomes and project goal) Expenditures are on track, baseline questionnaires, pre and post tests and monthly counselling reporting format were developed, tested reviewed by UNTF and baseline and first pre-test completed and counselling form is in use for on- site counselling.																
	Key M&E Activity 3: Monitoring of project activities through field visits	Help & Shelter	2,102.00	914.58	43.51													On track to be completed within the planned timeframe
		Description Expenditures for monitoring of project activities through field visits are on track. M&E Officer made multiple visits to schools with facilitators to meet with PTA, parents & guardians to explain ethical and safety measure for baseline, methodology, content and security of data. M&E officer was also present during signing of parent/guardian and student consent forms and when students were filling out their self-administered baseline questionnaires to answer any questions or queries before, during or after completion. M&E Officer was also present at one of the schools' pre-test sessions.																
	Key M&E Activity 4: Annual review meeting with key stakeholders and beneficiaries	Help & Shelter	161.00	0.00	0.00													On track to be completed within the planned timeframe
		Description Nothing to report																
	Key M&E Activity 5: Mid- term project review	Help & Shelter	0.00	0.00	0.00													
		Description																
Audit	**Key Audit Actitivity 1:** Conduct a final project audit	Help & Shelter, UN Women	0.00	0.00	0.00													
		Description																
	Total for M&E and Audit		2,455.00	1,005.79	40.97													

III: Narrative Report

ii: Narrative Report - Project Context, Progress Summary and Lessons Learned

3.1 Project Context

Please provide a short description of any change in context during the reporting period, specifically linked to the project.

Nothing to Report

3.2 Progress Summary

What progress has the project made during the reporting period towards achieving the outcome(s) and the project goal? For whom (specific beneficiaries)? How? Provide concrete evidence if possible. Feel free to include large successes, as well as unexpected and/or incremental changes.

During the first 6 months of the project 2 project staff training sessions were completed based on Help & Shelter's RRF and the UNTF capacity building training workshop held in New York.

Baseline survey

Meetings were held with regional education officers, headmistresses of schools, parents, teachers and students of schools to introduce project and baseline survey methodology, confidentiality of information, reason for baseline and how it will be used , in keeping with required ethical and safety concerns for surveying children. Baseline questionnaires, consent forms for parents and children were developed, tested and reviewed by UNTF before use by students. Students participating in baseline survey had consent forms signed by parents/guardians and themselves prior to completing questionnaires and safety and ethical standards were communicated to students before the start of the survey. At one school girls and boys used separate classrooms for completing baseline questionnaires, at the other school, students were assigned to one room and students separated into groups based on sex.

Baseline survey -School Equality

The baseline survey found some traditional female roles, responsibilities and norms being replicated in school classrooms as 74% of girls and 60% of boys agreed that girls spent more time doing chores such as tidying, sweeping, and cleaning classrooms than boys. Boys were shown as participating more in sport and girls as participating more in class. Girls, were unsure who felt safer at school while most boys felt both sexes were equally safe, only 16% of girls felt safer. 53% of girls and 46% of boys did not know who experienced more threats/risks on their way to and from school. Overall boys were identified as dropping out of school most frequently.

Gender equitable norms

While there were encouraging responses re gender equitable norms by both girls and boys in regards to equal treatment for girls and boys in school, family and community, equal access to education for all school subjects and girls' right to education even if they get married and have children after leaving school. There was also majority agreement that physical violence by boyfriend towards girlfriend was unacceptable even though less girls and boys found this unacceptable by girlfriend to boyfriend, and agreement that girls were not responsible for unwanted attention from male students.

Not so encouraging was the majority of girls 80% and boys 73% who agreed that adolescent/teenage girls should not be able to return to school after giving birth, while fewer girls 61% than boys 55% agreed that male students who impregnate female students should have to leave school, indicating gender disparity in attitudes towards pregnancy and schooling.

In relation to gender roles three quarters of girls and boys agreed that girls needed to find a good husband and boys a good job, while more girls 42% than boys 36% also agreed that house work and child care were not a man's job. In relation to women's suitability for jobs as managers, presidents and chief executives almost half of all boys 46%, agreed that such jobs were not suitable for women while only 34%, of girls agreed.

Student exposure to violence in and around the home among adult family members

A third of girls 32% and more than half of all boys 54% witnessed someone in the home during the past year or in previous years using drugs and or alcohol and behaving in a way that made them feel afraid. A third of girls and more than half of boys were exposed to shouting, yelling or loud arguing by adults in the home sometimes or many times during the past year, while 15% of girls and 36% of boys witnessed physical violence among family members in the home within the past year or in recent times. 73% of girls and 54% of boys also reported neighbourhood violence where they lived in the past year or previous year.

Students' exposure to verbal/emotional/physical violence in the home

More than a third of girls, 36% and more than half of boys, 54%, were shouted at by family members living in the home sometimes or many times during the past year, while more than a quarter of all girls, 26%, and a third of all boys 36% reported experiencing name calling, insults or being cursed during the past year. Almost a third of girls, 30%, reported experiencing threats of abandonment during the past year from family members living in the home.

Overall more than a quarter of girls 27% and 64% of boys experienced physical violence by hand, belt or other object from a family member living in the home during the past year. More than a third of all girls and boys experienced having their hair pulled, being pinched or having their ears twisted in the past year, while one third of all girls 33% and a little less than one third of boys 30% experienced threats sometimes or many times during the past year from family members in the home

Student experiences with SGBV in school

A majority of girls 70%, and 50% of boys experienced name calling, cursing and insults from other students in their class or school sometimes or many times during the past year while 12% of girls and 18% of boys said they received threats. Overall one third of all girls 34%, and a little more than a quarter of boys 27%, experienced being hit, cuffed, pushed or physically hurt sometimes or many times during the past year by students at school and 15% of girls said they had been called sexual names sometimes or many times in the past year while 6% said they had been shown sexual photos, pictures or received sexual texts. For boys 10% said they had been shown sexual photos, pictures or videos sometimes during the past year.

Depression/suicidal thoughts

50% of girls and 50% of boys felt sad or depressed sometimes or many times while 12% of girls and 30% of boys said they experienced suicidal thoughts many times.

Teachers

Overall half of all girls and a third of all boys said that they had experienced name calling or insults by some teachers at school. A further 58% of girls and 50% of boys said that girl students were hit sometimes or many times by teachers to get them to behave or discipline them and 84% of girls and 67% of boys said that boy students were similarly hit by teachers, indicating high levels of physical punishment in schools due to the permitted use of corporal punishment.

55% of girls and 58% of boys said teachers did not treat students differently based on race, religion, income, disability, while 15% of girls and 17% of boys disagreed and 30% of girls and 25% of boys did not know. Additionally 31% of girls and 70% of boys felt teachers did not treat students unfairly, while 25% of girls and 30% of boys felt they did and 44% of girls did not know.
71% of girls and 70% of boys agreed that teachers who have a sexual relationship with a student should be dismissed and not allowed to teach again. Less girls 58% and boys 50% however agreed that teachers who impregnate a student should be dismissed and not allowed to teach again.

Knowledge of services, child rights, HFLE programme
49% of girls and 30% of boys said they knew to get help if they were abused at home and identifed H&S, police, family members and teachers as places/persons for help. 71% of girls and 50% of boys also said they knew where to go to if abused at school, but fewer were able to identify places/ persons i.e. MOE, Headmistresses and teachers. 50% of girls and 80% of boys had not heard of child rights. More girls, 85% than boys 50% said HFLE was taught in their class, the disparity in this response, was noted and warrants more investigation.

Pre Test for sensitization & awareness programme for students
Results from first pre-test showed that 83% of students were unable to identify any examples of high or low self esteem, 71% identified correctly that sexual organs were what biologically identified the sex of girl or boy, but had some difficulty in understanding the difference between sex and gender. Students in identifying jobs only men can do chose traditional male dominated types of work such as mechanics, electricians or soldier over jobs traditionally performed by women. More than half of all student, 61%, were unable to identify any forms of GBV and of the 37% who gave examples, these were incorrect or not applicable. 72% of students were unable to identify any effects of GBV, with boys at Mon Repos Primary unable to identify any effects of GBV whatsoever. (1483)

Counselling
Two female students received on site counselling from H & S counsellor about their exposure to DV occurring among family members in their homes and how this was affecting them. One students counselled had written “please help me” on her baseline form and given her name and address which was followed up.

3.3 Lessons learned
What are the main lessons learned so far? Please describe what worked well and what did not work well and explain why. Highlight key lessons that can feed into learning and planning of new projects/initiatives. Please do not hesitate to highlight how mistakes might have led to new approaches, ideas and/or results.
The results of the baseline survey has helped Help & Shelter to have a clearer picture of the present situation of students in relation to attitudes and perception to some gender equitable norms and some aspects of equality in schools. Significantly it captured student experiences and exposure to verbal, emotional, physical and sexual violence and abuse in homes, community and in schools among students and in teacher/student interactions. It gave insight into students’ knowledge and perceptions of who or which services they could access for prevention and protection from SGBV or other types of abuse in the home or school, revealed students’ knowledge of child rights, laws for protection of children and if the Health & Family Life Education programme was being taught in their schools. The Baseline also captured views and students’ perceptions if students could put an end to bullying and mistreatment in schools and their willingness to participate in activities/ programmes to help change practices/norms that allow abuse, bullying or mistreatment of students (59% of girls and 64% of boys said yes to participating).

Results of the baseline survey, outlined in the progress summary above, showed clearly the need for increased students safety from SGBV in their schools and homes, and communities, as the survey found worrying levels of verbal, psychological and physical abuse experienced by students in homes, between family members at home, among students in schools and from some teachers in schools. Experiences of sexual abuse among students surveyed was low but we would have expected that and would have expected possible under-reporting due to the sensitive nature of this issue and other SGBV issues. The baseline also revealed some unexpected responses to gender equitable norms especially re the majority of students agreeing that schoolgirls who become pregnant should not be allowed to return to school after giving birth, and acceptance of division of labour and traditional gender roles for women re survey statement women need to find a good husband and boys a good job. It was clear also that issues around equality and some gender equitable norms need further conversations and investigation such as the disparity in tolerance re boys right to hit their girlfriends and girls right to hit their boyfriends. In a few instances responses from boys were more gender equitable than those by girls, except in the area of non- traditional jobs for women such as CEOs, managers, presidents etc. even though this may have to do with smaller number of boys participating in the survey than girls. Girls were generally less confident in giving responses and scoring themselves high in relation to ……………….. and tended to use don’t know more than boys. On knowledge of services, child rights and HFLE programme in schools girls outperformed boys in being able to give examples. The significantly large percentage of boys 30% experiencing suicidal thoughts is cause for concern as Guyana has the highest number of suicides per population in the world with a significant number of these, teen suicides. (501)

The baseline survey confirmed and reinforced the need for focusing on SGBV in schools and among girls as our project goal. Our sensitization and awareness programme manual (1) for students in schools in the first year focuses on key areas covered in the baseline survey including a module on depression and suicide prevention and our pre and post tests are and will be based on manual modules in order to track if accurate knowledge is being received, understood and assimilated by students.

As it relates to outcome 2, Education professionals and community service providers in the 3 schools have capacities to enhance prevention and provide adequate response to SGBV for students, dates for our first teacher training workshop have been fixed for August and we will be placing increased emphasis on teacher/student communication, school punishment vs discipline and other perceptions of shared by students in the baseline.
iii: Narrative Report - Innovative and Existing Methodologies
3.4 Innovative methodologies
Is your project using any new/innovative methodology?
○ Yes ◉ No

3.5 Existing methodologies
Is your project replicating and/ or scaling up any existing methodologies?
◉ Yes ○ No

The project will be up-scaling:
i. Capacity building training for service providers, teachers, PTAs, school welfare officers, CBOs, FBOs, support groups for increased knowledge transfer, improved competencies and skills and best practices for prevention and response to GBV etc.
ii. Sensitization sessions for men and boys on gender, male norms, attitudes and behaviours related to GBV.
iv: Narrative Report - Issues, Challenges and Next Steps
3.6 Issues and challenges
Was there any issues and/or challenges that have affected project implementation during the reporting period?
◉ Yes ○ No
Please describe the key issues and/or challenges that have affected project implementation during the reporting period. For each issue and challenge identified, please provide the action(s) taken to manage the issues and/or challenges.

Issues/ Challenges	Actions taken
Original plan to use 1 Grade 5 class at Primary School and 1 Grade 9 class at Secondary Level as a representative sample for baseline did not work, as it was difficult to reach adequate numbers of parent(s), guardians from these classes to explain process/ methodology, ethical and safety concerns as regard children’s participation in the baseline survey and have them sign the individual parent/guardian consent forms. We originally envisioned between 40- 50 students participating.	Plan was revised and we used a number of different strategies in order to get a representative sample of students for the baseline survey such as: - Having special class meetings with parents of all the 3 Grade 5 classes at Mon Repos Primary School, ethical and safety concerns were communicated to parents attending meeting - Meeting with students from Grade 7 and Grade 9 classes at BV Secondary School to inform them about baseline and the need for individual consent forms to be filled out by their parents giving permission for them to participate in survey and for those students who parents had signed consent forms to fill out their own signed consent forms also agreeing to participate in survey. Children were asked to inform their parents about above. Students at the secondary school were enthusiastic about participating in survey at the class meetings. Ethical and safety measures were communicated to students - Times were fixed for parents to come in individually to schools, as their scheduled allowed, to meet Help & Shelter facilitators receive information on baseline and sign consent forms if they so wished. Safety & ethical standards were communicated to each parent before signing consent forms or not. - Help & Shelter information sheets on baseline and safety and security measures and consent sheets were given to Mon Repos Primary students to take to their parents in case they were interested in agreeing to have their children participate. In the end we received 47 signed parent consent forms, 28 from BV Secondary school and 19 from Mon Repos Primary School and 46 signed consent forms, 20 from BV Secondary students and 21 from Mon Repos Primary students. 98% of parent consent forms were signed at class or individual meeting with Help & Shelter facilitators and parents at schools. As mentioned 44 students from both schools completed baseline survey questionnaires.
Help & Shelter’s project had initially identified The Guyana School of Agriculture (GSA) as one the project schools but we encountered difficulties in finalizing agreement for their participation.	We looked at other available schools in the area and identified Mon Repos Primary as the best option taking into consideration that its location was in the same community as the GSA, it is one of the larger schools in the areas with a good mix of both girls and boys, (the other primary school, BV Primary had more boys than girls on its register), and permission was given from the Regional Education Officer and Headmistress to be one of the project schools
Complying with the safety and ethical measures for surveying children took much longer than expected and so time lines for starting other project activities as below could not be started: - Conduct programme of sensitization, awareness and modeling protected behaviors and strategies for school students. - Implement a creative arts programme for in and out of school youths - Provision of on-site counseling support	Activities identified will start in the upcoming September-December term. Provision of on-site counselling support will start effectively when the programme of sensitization and awareness starts in schools.
Administrative formalities in respect to gaining access to school by Help & Shelter was also responsible for delays in achieving project time-line as was frequent rescheduling of meetings with students and parents re-baseline and term and national Grade 6 examinations	Meeting held with Regional Education Officer re approval for access to schools Project activities have to be rescheduled but we on track to be achieved

3.7 Next steps
Please highlight key anticipated milestones over the next six months of the project implementation.
Over the next 6 months we anticipate as outlined in our RRF to start implementation of the following activities :
- Programme of sensitization, awareness and modeling protected behaviors and strategies for school students.
- Creative arts programme for in and out of school youths
- Develop training modules and conduct training workshops for education professional
- Preparation of action plans for SGBV response in schools
- Provision of on-site counseling support
- Preparation of protocol and procedure guidelines to respond to SGBV in schools
- Revision of HFLE module to include SGBV
- Continue development of data collection tools to measure output indicators

v: Narrative Report - Sustainability and Voices from the Field
3.9 Voices from the field
Changes achieved by the project are best reflected in grantees’ and beneficiaries’ own words. Do you have any quote, testimony or human interest story collected during the reporting period? Please provide those in the text box below.

Has informed consent been obtained by beneficiary/grantee to have the above-content publicized?
○ Yes ◉ No
vi. Narrative Report - Knowledge and Communication Products
3.10 Knowledge and Communication Products
Has your project generated any knowledge or communication product that can be shared with others?
◉ Yes ○ No

#	Title of Product	Type of Product	Upload a knowledge/communication product
1	GENDER BASED VIOLENCE - Student's Sensitization Manual	Manual/Handbook, Manual/Handbook	UNTF Student Manual 1st year.pdf
2			
3			

If you have other types of products, such as audio, video, film, website, web portal, and/or something else that is too big and heavy to be uploaded here, please provide the title of the product, the type of product and the URL/website address where we can see these products (ex. YouTube).

#	Title of Product	Type of Product	URL / Website Address
1	Help & Shelter resources	Others , Others (brochures, manuals, booklets, etc)	www.hands.org.gy

2
3

vii: Narrative Report – Photos, Awards, Special Recognition and Media Coverage

3.11 Photos

Is there any photo that illustrates the change generated by the project?

○ Yes ◉ No

3.12 Awards, special recognition and/or media coverage

Has the project been awarded any prize or received any special recognition during the reported period?

○ Yes ◉ No

viii: Narrative Report - Supporting Documents and List of Acronyms

3.13 Supporting Documents

Number of Annexure	Title of document	Upload a document
Annexure 1	H & S/UN Trust Fund Baseline Survey Report - Beterverwagting Secondary & Mon Repos Primary Schools	H&S UNTF Results of Baseline Survey may 2016 (1).pdf
Annexure 2	H & S/ UN Trust Fund Pre- Test Report BV Secondary, BV Primary and Mon	H&S UNTF Summary Findings Pre Test (1).pdf
Annexure 3		
Annexure 4		
Annexure 5		

3.14 List of acronyms

Please list the acronyms used through the report.

List of acronyms	Description