

END OF PROJECT EVALUATION

Title:

**CELL PHONES AGAINST SEXUAL VIOLENCE: USING MOBILE TECHNOLOGY
TO PROMOTE SAFER SCHOOLS**

FINAL REPORT

SUBMITTED TO

**THE GENDER STUDIES AND HUMAN RIGHTS DOCUMENTATION CENTRE
(GENDER CENTRE)**

BY

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Abbreviations

GSHRDC -	Gender Studies and Human Rights Documentation Centre (Gender Centre)
GBV -	Gender-based violence
COMBATs -	Community Based Action Teams
CBO –	Community Based Organizations
NGO –	Non-Governmental Organizations
CSO –	Civil Society Organizations
HIV –	Human Immune Virus

Executive Summary

Background

Gender-based violence, manifested in various forms, continue to persist despite international and national efforts to eliminate its occurrence. It is seen in the forms of physical, sexual and psychological/emotional abuse in the domestic, work and other spaces such as schools. Recent incidence of intimate partner violence resulting in extreme physical harm and deaths have raised concerns and the need to enhance action at not just curtailing such violence but address the root causes which tend to provide justifications and safe places for would be abusers.

The Gender Studies and Human Rights Documentation Centre (Gender Centre) in January 2016, in collaboration with VIAMO commenced the implementation of a project titled “Cell phones against sexual violence: Using Mobile technology to promote safer schools” in 40 schools within 5 districts in the Greater Accra and Brong Ahafo Regions of Ghana. The selected districts include Kintampo North, Nkoranza North, Ada East districts and Ledzokuku Krowor Municipal and Wenchi Municipal. The first and second phases of the project were implemented from 2016-2019. A number of changes were made for the third and final phase of the project. In this phase, the project excluded the Ledzokuku Krowor Municipal in addition to the cancellation of the partnership with VIAMO. The project continued in 30 schools and 26 communities within four districts from March 2020 to March 2022. The goal was to use school and community-based strategies to transform behaviours with a transformative impact on gender-based norms and traditions through enhanced access to information and resources on sexual and reproductive health and rights.

The evaluation was undertaken to establish and analyze the results achieved in the last two years (March 2020 – March 2022) of implementation of the project and the resultant impact (both intended and unintended changes) on the target beneficiaries. It was also meant to ascertain how this will be sustained once the funding ends and what lessons can be learnt

Methods

Mixed methods were employed to gather data from key project stakeholders in the four districts. The quantitative aspect of the study comprised of pupils from beneficiary schools, who are gender club members. The total sample for the quantitative study was 229 gender club members randomly selected across the four districts. This comprised 45 pupils from 3 schools in Kintampo North, 46 pupils from 3 schools in Nkoranza North, 62 pupils from 4 schools in Wenchi Municipal and 76 pupils from 5 schools in Ada East.

The qualitative segment comprised focus group discussion (FGDs) and interviews with key stakeholders. A total of 16 FGDs were conducted. This comprised 4 FGDs with Gender Club members (1 in each district), 4 FGDs with community members (1 in each district), 4 FGDs with community leaders (1 in each district), and 4 FGDs with COMBATs (1 in each district). Additional interviews were conducted with 4 project counsellors and 4 GES Girl Child Programme

Coordinators, 2 state agencies (DOVVSU and CHRAJ), and 4 project implementing partners (one from each district).

The quantitative data were analysed using tables and charts while the qualitative data were coded and analysed along the major themes of the study. Some relevant direct quotations were used to support the qualitative results.

Key Findings

Overall, the project has had significant impacts on individuals and the communities through its strategic innovation of the Gender Clubs in the schools and the COMBATs. The work of the two structures are catalyzed by the effective partnership structures including community based organizations and state agencies. These partnerships offered a sound basis for the strategic implementation of project goals.

One of the key impacts of the project is the extent to which the project has increased awareness of sexual and reproductive health and rights, different forms of abuses and rights violation, and channels for reporting and seeking justice for the abused. This has been achieved through training, public education and sensitization. The gender clubs using the peer educators continue to shape values of students in schools. The COMBATs have also worked effectively to provide a safe environment in communities through empowering education on rights and liberties

Access to information on sexual and reproductive rights have improved tremendously. The gender clubs, COMBATs, Traditional leaders and Religious leaders constitute important knowledge hubs. Members of implementing communities through the activities of the COMBATs have an improved understanding of women's empowerment, the need for females to take up leadership roles, legal marriage, gendered roles and abuses as well as the family laws that protect women and children from abuses among others.

The project had significant influence on social norms and practices in the communities and districts of implementation. The evaluation clearly points to an overwhelming consensus among all beneficiaries and partners that the project has had an enormous impact on social norms, tradition and customs. The changes relate to gender relations, management of the domestic space and the dominance of men over women and the general negotiation over every life in the communities. Strongly held norms and traditions are seeing gradual relaxation. These include the role of women in decision making, early marriages and widowhood rites.

Recommendations

Taking into account the important role the Gender Clubs are playing in the lives of young people, the innovation could be extended through the instrumentalities of the Ghana Education Service to expand to all basic and secondary schools to harness its transformative impacts. In expanding, the clubs sustainability should be a core consideration to ensure its continued impact. Parent Teacher Associations can provide financial assistance to the clubs to finance their activities.

Strengthening the economic capacity of COMBATs members in the communities must be considered as a matter of priority to maintain high levels of enthusiasm and integrity in the execution of their mandate. Technical and Vocational training to help them improve their economic conditions will enable them assist others as well as limit their susceptibility to influence from potential perpetrators of domestic and sexual abuses.

Increased education for traditional and community leaders and appointing them as key advocates of rights will lead to a swift transformation of harmful and stifling cultural practices. Committing community leaders and traditional leaders to securing and safeguarding the interests and wellbeing of all will potentially curtail the incidence of abuses which are backed by culture and norms.

1.0 Background to the Study

Gender-based violence manifested in various forms continue to persist despite international and national efforts to eliminate its occurrence. It is seen in the forms of physical, sexual and psychological/emotional abuse in the domestic, work and other spaces such as schools. Recent incidence of intimate partner violence resulting in extreme physical harm and deaths have raised concerns and the need to enhance action at not just curtailing such violence but addressing the root causes which tend to provide justifications and safe places for would be abusers.

According to the statistics available at the Accra Regional Office of the Domestic Violence and Victims Support Unit (DOVVSU), as of August 2020, 31.9% of Ghanaian women have faced at least one form of domestic violence - physical, economic, psychological, social or sexual. Ajayi and Soyinka-Airewele (2018)¹ have observed that, alcoholism, patriarchal social structures, financial subjugation and male response to women's growing economic independence constitute key triggers of domestic violence. Young and adolescent girls face a greater risk of violence of all forms not just in the domestic space but also in the community and especially at school both from their male peers and teachers.

The Gender Studies and Human Rights Documentation Centre (Gender Centre), a national women's rights advocacy organisation since its establishment in 1995 has worked to integrate women's perspectives into the growing number of mainstream programmes addressing social and development issues in Ghana. The gender Centre has worked with women, children, community members and relevant organisations, to provide technical support, raise awareness, advocacy and provided training in areas such as gender, governance, leadership and human rights. The Gender Centre through its programming has focused principally on violence against women and children, governance, education and health (HIV).

In keeping with its core focus, the Gender Studies and Human Rights Documentation Centre (Gender Centre) in January 2016, in collaboration with VIAMO commenced the implementation of a project titled "Cell phones against sexual violence: Using Mobile technology to promote safer schools" in 40 schools within 5 districts in the Greater Accra and Brong Ahafo² Regions of Ghana. The selected districts include Kintampo North, Nkoranza North, Ledzokuku Krowor Municipal, Ada East and Wenchi Municipal. The first and second phases of the project was implemented from 2016-2019 after which a number of changes were made for the third and final phase of the project. The third phase of the project excluded the Ledzokuku Krowor Municipal in addition to the cancellation of the partnership with VIAMO.

¹ Ajayi, L. A., & Soyinka-Airewele, P. (2018). Key Triggers of domestic violence in Ghana: A victim centered analysis. *African Population Studies*, 32(1).

² The Brong Ahafo Region has been split into three separate regions since 2018. The new regions created are the Bono East, Ahafo and Brong Ahafo regions. The districts selected for the projects are all currently located in the Bono East Region

Thus the project was implemented in 30 schools and 26 communities within four districts from March 2020 and March 2022. The project sought to use both school and community based approaches to transform behaviours which will have a transformative impact on gender based norms and traditions through enhanced access to information and resources on Sexual and Reproductive Health Rights.

1.1 Project Objective

The overall objective of the project is to increase awareness of and access to information and resources on Sexual and Reproductive Health and Rights as well as to change social norms.

1.2 The Evaluation

This evaluation is therefore undertaken to establish and analyze the results that have been achieved in the last two years (March 2020 – March 2022) of implementation; the resultant impact (both intended and unintended changes) on the target beneficiaries; how this will be sustained once the funding ends and what lessons can be learnt.

Specifically, the evaluation is designed to address the following issues and provide specific, actionable and practical recommendations for future programming:

- i. Assess the project objectives and outcomes by measuring performance against each performance outcome indicator under each result area.
- ii. Analyze key determinants that, positively or negatively, were critical for obtaining these results
- iii. Provide recommendations on future project design
- iv. Assess the level of sustainability (financial, institutional and social) of the project components, and identify critical areas that may affect sustainability.

On the whole, it is expected that the final evaluation contributes to determining:

- i. The efficiency of the management of resources within the project as part of the project processes to achieve the expected outcomes
- ii. Results achieved under the project
- iii. The sustainability of the project
- iv. The innovative aspects of the project
- v. Lessons learned on the project

2.0 Method

This section discusses the approach, sampling, data collection tools and techniques as well as the analytical approach to undertaking the study.

2.1 Overview of the Approach

To enhance the robustness of the study, a concurrent mixed method was used. The use of mixed method (i.e. quantitative and qualitative methods complementing each other) was considered the most appropriate approach in collecting information that can be triangulated to enhance the quality of the findings. The qualitative segment provided an in-depth information to the issue. A survey method was used for the quantitative component while the qualitative component comprised focus group discussions, in-depth interviews and key informant interviews.

2.1.1 Quantitative Approach

The quantitative aspect of the study mainly comprised of students, who are gender club members. The project is implemented in four districts: Kintampo North, Nkoranza North, Wenchi Municipal, and Ada East. Of the five beneficiary schools in Kintampo North and Nkoranza North, three of them were randomly selected in each district. Four schools were selected in Wenchi Municipal while five schools were selected in Ada East. The names of the selected schools are presented in Table 1. In each school, 15 of the gender club members were selected. During the data collection, the enumerators interviewed one additional respondent in Nkoranza and Ada East and two in Wenchi Municipal as shown in Table 1. The total sample was therefore 229.

Table 1: Sample Schools and Sample Size for the Survey

District	Selected Schools	Sample
Kintampo North	Babatokuma D/A Basic, Kawampe M/A Basic, and Kadelso M/A Basic	45
Nkoranza North	Dromankese Islamic Basic, Timiabubu D/A Basic and Busunya R/C Basic	46
Wenchi Municipal	Akrobi M/A, Boadan Presby Basic School, Beposo R/C, and Amponsakrom M/A	62
Ada East	Big Ada Presby JHS, Ocanseykope D.A. Basic JHS, Ada-Foah Methodist Basic, Gorm Basic JHS, and Anyakpor R/C Basic JHS	76
Total	15 schools	229

2.1.2 Qualitative Approach

In each district, four FGDs were conducted: gender club members, selected COMBATs members, community members, and community stakeholders. In each district, the FGD with the gender club members was conducted in one of the schools. The FGD was meant to gather information on their

shared experiences to augment the data they provided from the survey. In each district, two representatives (one male and one female) of the Community Based Action Teams (COMBATs) in each district were selected and brought together for the FGD.

The a priori expectation was that the activities of COMBATs in raising awareness and sensitisation programmes in the various communities to educate community members on violence, adolescent sexual reproductive health rights issues, and family laws that sanction GBV would have positively impacted the entire community. Some of the community members (with equal number of males and females) were selected in one of the communities for a focus group discussion.

The project also works with key stakeholders who are community leaders, religious and traditional leaders. In each community, the project involved the Assemblymen, Chief Imans, representatives from the local council of churches, chief and the queen mother. A stakeholder engagement was conducted with all these stakeholders in each district. Two stakeholders were drawn from each community to ensure a representation of all the stakeholders in the meeting.

In-depth interviews were conducted with 9 gender club patrons and 10 headmasters who were selected randomly from some of the sampled schools. Additional interviews were conducted with 4 project counsellors and 4 GES Girl Child Programme Coordinators, two state agencies (DOVVSU and CHRAJ), and 4 project implementing partners (one from each district). The project implementing partners are AACOMMAID (Ada East), Progressive Movement for Development Foundation (PMDf) (Wenchi Municipal), Needy Voices Foundation (Nkoranza North) and Community Youth Development Foundation (CYDeF) (Kintampo North). As shown in Table 2, the total qualitative sample for this study was 49.

Table 2: FGDs, In-depth-Interviews and Key Informant Interviews

Method	Nkoranza North	Kintampo North	Wenchi	Ada East	Total
A. Focus Group Discussion					
School Children (Gender Club Members)	1	1	1	1	4
Community, Religious and Traditional Leaders	1	1	1	1	4
Stakeholder engagement					
COMBATs	1	1	1	1	4
Community Members	1	1	1	1	4
B. Key Informant and In-depth Interviews					
Gender Club Patrons	2	1	2	4	9

Head masters	2	2	2	4	10
GES Counsellor	1	1	1	1	4
GES Girl Child Programme Coordinator	1	1	1	1	4
State Agency (DOVVSU/Police, CHRAJ)				2	2
Implementing Partners	1	1	1	1	4
TOTAL	11	10	11	17	49

2.2 Description of Proposed Field Work Operations for the Quantitative Survey

The survey data was collected through Computer Assisted Personal Interviewing (CAPI) system. The CAPI allows interviewers to conduct face-to-face interviews using the computer. CAPI has a number of advantages including eliminating the need for a separate data entry step. We relied on the Institute of Statistical, Social and Economic Research (ISSER's) Measurement, Learning and Evaluation (MLE) Unit to provide the operational services relating to the CAPI data collection and storage process.

2.2.1 Recruitment of Fieldworkers

The survey fieldwork was undertaken by a number of experienced enumerators who have had past experience in conducting national surveys. ISSER has a vast pool of highly-motivated enumerators across all the regions in Ghana, who are well versed in all the local languages and able to engage respondents on the field effectively. Since the same team of enumerators collected both the qualitative and quantitative data, experienced enumerators who are familiar with the local languages of the study areas were specifically selected from the pool of field workers at ISSER. The enumerators were trained on the survey questionnaires, interview guides, general interviewing techniques and field protocols.

2.2.2 Data Collection Approach

Before commencing any interview, enumerators read out the purpose of the study to the respondents and sought their consent to continue the survey. For the FGD, a verbal consent was sought from the individual/group after an overview and aim of the study have been read to the participant(s).

The data collection was done in-person. During the data collection, the enumerators ensured that all the COVID-19 protocols before and during the data collection process were observed. Participants at the FGD were socially distanced and each participant was given a disposable nose mask, which was worn throughout the exercises. Similarly, enumerators ensured that the participants wore their nose mask before an interview session began. For the qualitative sessions,

the permissions of the participant(s) were sought to record and take pictures during the interview session.

2.3 Data Analysis

Both quantitative and qualitative methods were employed in the analysis of the data.

2.3.1 Quantitative Data Analysis

As mentioned earlier, CAPI was used in conducting the quantitative surveys. Collated and converted datasets were analyzed with STATA 14 software. The data were analyzed using well-established quantitative statistical tools/methods and computer software to compute descriptive statistics such as frequency, counts, percentages, and cross tabulations.

2.3.2 Qualitative Data Analysis

We developed an excel template for field workers to capture key responses from the IDI, KII and FGD. We reviewed these responses in tandem with the transcripts as we code the responses into themes to allow for the drawing of effective and meaningful patterns. Direct quotations were also used to support the analysis.

3.0 Project Description

The Gender Studies and Human Rights Documentation Centre (Gender Centre) in January 2016, in collaboration with VIAMO commenced the implementation of a project titled “Cell phones against sexual violence: Using Mobile technology to promote safer schools” in 40 schools within 5 districts in the Greater Accra and Brong Ahafo³ Regions of Ghana. The selected districts include Kintampo North, Nkoranza North, Ledzokuku Krowor Municipal, Ada East and Wenchi Municipal.

The first and second phase of the project ended in 2017 and 2019 respectively. The third phase ended in March 2022. The third phase of the project excluded the Ledzokuku Krowor Municipal and the partnership with VIAMO was also cancelled, hence the project was implemented in 30 schools and 26 communities within four districts. Training of Community Based Action Teams (COMBATs) was introduced as part of the third phase.

The project set out to reduce sexual violence against adolescent girls in the selected schools and communities. The project targeted adolescent boys and girls, women, men, traditional / religious leaders, opinion leaders, district assembly, personnel of state agencies including the Commission on Human Rights and Administrative Justice (CHRAJ), Social Welfare, the Domestic Violence and Victim Support Unit (DOVVSU) of the Ghana Police Service, the Ghana Education Service (GES), and Ghana Health Service (GHS) and Civil Society Organizations.

Strategies/approaches used in the implementation of the project included capacity building for selected students as Peer Educators, selected community members known as COMBATs, personnel of state agencies (CHRAJ, Social Welfare, GES, and Police) and other non – traditional allies.

Gender clubs were established in each school to serve as a learning and information sharing platform. Peer educators were trained on various topics such as gender, gender-based violence (GBV), children’s rights and adolescent reproductive rights among others. These peer educators, working in tandem with their patrons carry out sensitization activities in both schools and communities to share the knowledge gained with other students and friends.

Community Based Action Teams (COMBATs) were also selected from the project communities and trained on gender, violence, five selected family laws, counselling and mediation to undertake awareness raising and sensitisation programmes in their various communities to educate community members on violence, adolescent sexual reproductive health rights issues, family laws that sanction GBV. The COMBATs also provide counselling and mediation and support victims to access justice and other services in collaboration with the state agencies the project worked with.

³ The Brong Ahafo Region has been split into three separate regions since 2018. The new regions created are the Bono East, Ahafo and Bono Regions. The districts selected for the projects are all currently located in the Bono East Region and Bono Regions

The COMBATs in collaboration with the Gender Centre also undertake advocacy activities on identified harmful social norms and cultural practices and other social vices.

Selected counsellors (from GES, GHS and the District Assembly) were also trained to provide psychosocial support to students from the project schools and other schools within the jurisdiction of the Guidance and Counselling Coordinators.

The project also brought on board implementing partners in the form of CBO/NGO to support with the implementation of the project in the last year. They worked with and monitored the activities of the Gender Clubs and the COMBATs; providing guidance and support.

Overall the project established Gender Clubs in ten (10) schools in Ada East and Wenchi Municipal and 5 each in Nkoranza North and Kintampo North during the third phase. The Gender Clubs across the four districts had a total membership of 1967 with 54% constituting females. Training was provided for 150 Peer Educators in the schools (5 PEs per school) and 107 COMBATs to facilitate the mandate of the project and beyond at the school and community levels. Details of the distribution of beneficiaries are provided in Table 1

Table 3: Categories of Beneficiaries [Disaggregated by Sex]

Beneficiary Category	District				Total
	Ada East	NKZ North	Kintampo	Wenchi	
Gender Club	592	384	424	567	1967
Female	386	189	201	294	1070
Male	206	195	223	273	897
Peer Educators	50	25	25	50	150
Female	30	15	15	30	90
Male	20	10	10	20	60
COMBATs	31	21	21	34	107
Female	18	10	10	17	55
Male	13	11	11	17	52

Source: Amplify Project Quarterly Reports, 2021

The activities of the COMBATs and Gender Clubs such as community education and sensitization have reached a large number of school children and members of implementing communities. The COMBATs through their community based activities reached a total of 9,456 people through personal contacts and education. Additionally, public education through the community information centres reached an estimated listenership of 84,667 people. The use of information centre and radio for sensitisation enhanced the ability of COMBATs to reach a wider segment of their communities compared to one-on-one engagement and gatherings. The reach of the information centres sometimes extended to neighbouring communities ensuring that sensitization activities reaches more people.

The Gender Clubs through the Peer Educators also continue to make significant strides in the lives of young people within the schools and in the communities. A total of 6000 school children are estimated to have been reached through Peer Educators sensitization on Sexual and Reproduction Health Rights.

The empowerment education of the COMBATs and Peer Educators have improved access to knowledge and use of the knowledge to seek support and assistance when the need arise. Overall, 300 individual exposed to the activities of the project accessed support services including counselling. The abilities to overcome social and cultural prohibitions and seek such support is indicative of growing empowerment of people in the communities to claim their rights.

3.1 Project design and Relevance

The pervasive and incipient nature of domestic and sexual abuse requires tact and innovativeness to spot and address it. As such any effort or intervention planned to address ought to be designed and planned with the goal of whipping up community interest and engendering deep community buy-in and participation of all stakeholders and interested parties. The design of the project clearly indicated a structural focus to use existing systems at the state and community levels in addition to innovative introduction of project specific structures to catalyze the achievement of the project objective.

The use of community systems such as the traditional governance systems through the chieftaincy system, religious leaders, state institutions and agencies as well as the schools guarantees permanence to the innovative introduction of the Gender Clubs and the COMBATs. This constitutes an excellent exit strategy established from the onset of the project.

The facilitation approach adopted in the implementation of the project encouraged deep participation and community ownership of innovations introduced. Giving free hand to the schools to manage the gender Clubs through patrons who receive support from the District Counsellors and Gender Officers.

Besides the assistance of the patrons and project counsellors in the running of the gender clubs, the project introduced a system of the peer educators who work with the patrons in the schools to manage and carry the club. A patron in Ada East stressed that:

...the assistants [Peer Educators have organized training sessions for the peer educators.... As of now I have other two front-liners who I'm working with. I give them the opportunity. I put them on to do some of the gender exposition education I have been asked to do. We give them the topic as to what to do and then we supervise.

Additionally, as a means of keeping relevance, the clubs broaden their focus to other areas to remain relevant and position themselves for continued relevance beyond the project life span.

....as a club we saw the need to do a cleanup exercise in our surroundings so we did it. Another is the health and sanitation week. And all the international

awareness days we did. World water day and all. The need to keep the environment clean. We lead it as a club-led one involving other student body.

The gender clubs have become the centers of excellence for young people within the schools where they are provided with relevant contemporary information on managing themselves and ensuring that they remain sexually and socially responsible. Beyond their main focus of helping young people to deal with and prevent sexual abuse and related behaviours, members of the clubs were aided to develop other attitudes which are socially desirable. The students themselves admitted the value of the Gender Club in Table 4 and 5.

Table 4: Impact on Individual

Impacts	Kintampo North	Nkoranza North	Ada East	Wenchi Municipal	Total
Built confidence	33.3	39.1	72.4	71.0	57.6
Stopped associating with friends that influenced me wrongly friends	68.9	84.8	50.0	80.7	69.0
Stopped going to wild parties	42.2	15.2	21.1	27.4	25.8
Dress more decently	68.9	63.0	57.9	82.3	67.7
Changed attitudes towards gender roles	60.0	21.7	52.6	40.3	44.5
Speak out and/or stop unwanted sexual advances	46.7	39.1	48.7	33.9	42.4
Able to take leadership role	24.4	8.7	32.9	30.7	25.8
Able to abstain from sex	95.6	63.0	67.1	90.3	78.2
Improved personal hygiene	73.3	65.2	63.2	80.7	70.3
Reduce social vices	24.4	45.7	31.6	24.2	31.0
Other	4.4	23.9	14.5	16.1	14.9

Source: Evaluation Study, 2022.

Table 5: Effect of GC Activities on Improving Members Ability

Variable	Very High	High	Moderate	Low	Very Low
Report any form of abuse against you	49.8	31.9	11.8	5.2	1.3
Report any form of abuse against someone else (esp. girls) in this community	39.3	40.6	12.7	4.8	2.6
Stand up for your right	46.7	38.9	12.2	2.2	
Abstain from unprotected sex	57.2	36.2	5.3	0.9	0.4
Handle your menstrual cycle (on females)	40.2	27.5	3.5	7	21.8

Set goals for yourself and work purposively to achieve it	43.2	41.9	13.1	1.3	0.4
Maintain good personal hygiene	48	46.3	5.7		
Stop associating with friends that influenced me wrongly	56.3	36.2	3.5	3.5	0.5
Take up leadership roles	42.4	40.2	11.8	4.8	0.9

Source: Evaluation Study, 2022

Details of Table 4 highlights personal improvements students have experienced through their engagement with the Gender Clubs in their school. Some of these improvements include, self-confidence, imbibing of leadership qualities, improved personal hygiene and most important changes in the company their associate with.

The ratings of these abilities indicated that, cumulatively students recognize these changes to be highly attributable to their association or involvement in the Gender Clubs. The structuring of the clubs to imbue students with such skills makes the project relevant to the 21st century skills of the students.

The enthusiasm of the students towards the gender clubs is clearly demonstrated in the testimonies of heads of schools and patrons. The Head Teacher of Timiabu in the Nkoranza North District emphasized:

Participation has been very good. At least. They're always interested in going for the meeting. Especially when this Accra people come, at least they motivate them with some refreshment.

Expression of enthusiasm by students in the activities of the clubs is displayed in the forms of transformation shown in their attitudes and behaviours observed by parents and people in the community. In the focus group discussion a number of parents clearly noted these changes:

Parent one: My child wasn't doing well in school before becoming a member of this gender club but through the gender club they educated them on the dangers of having sexual affair at a tender age and the importance of schooling so now my child has become more studious.

Parent two: My child was very stubborn before joining the club but I noticed some changes in the behaviour a month later after my child joined the club and he educated me on certain issues that were being taught in the club.

Parent three: My child didn't like attending school before he became a member of the club but through gender club, I saw a change in his attitude towards school that made me know that the club will be very helpful if it continues.

Even students who are not members of the clubs are positively affected or influenced by the clubs activities in and around the school. One parent poignantly made the following observation:

... my child isn't a member and he used to go to wild parties at night but through the education from one of his friends who's a member, he has stopped.

The DOVVSU Coordinator for the Ada East district in confirming the importance of the Gender Clubs as a main design strategy stressed:

The Gender Clubs has come to empower women especially girls in school to be able to identify all forms of crime and abuses against them. Who to report crimes to when I occurs. It is also to build confidence in women to be assertive.

The important role of the state agencies in providing support for the project at the school and community levels represent a solid back bone to achieving the goals of the projects. Alignment with the Domestic Violence and Victim Support Unit of the Police and the Ghana health Service ensures that abuses reported are addressed in a timely manner. Additionally the constant availability of the Girl Child Education Officers, Gender Officers and Counsellors ensures that challenges of young persons within the school are identified, addressed and finality is brought to issues before they fester. The DOVVSU Coordinator in the Ada East District noted that:

...DOVVSU together with the COMBATs organized sensitization and awareness programmes in the communities featuring traditional and religious leaders. COMBATs always contact us upon occurrence of any abuse case. They sometimes come with them where they give victims directions on what to do. For example when there is a sexual abuse case we advise and direct victims to get medical attention, possibly getting some test run for evidence. Our job is evidence based. We arrest and prosecute offenders when necessary. It is mandatory for us to enforce the law. When there is a case of parental neglect, we invite involved parents to the office with the aid of COMBATs for justice to prevail.

As hinted by the DOVVSU coordinators, the COMBATs and Traditional/Religious Leaders are hugely important for the realization of the goals of the programme due to the intermediary role they play between all the actors and beneficiaries in the project.

COMBATs serve as intermediary between we and the community, CHRAJ, Teachers, Social Welfare, NCCE, Counseling unit from the Education office....

The Gender Clubs and COMBATs and their collaboration with state institutions and other community based systems and organizations constituted a sound basis for social reproduction of activists to champion rights-based causes. This facilitates an easy transformation of project structures into strong communal systems to consolidate gains made by the project.

The built in exit strategy was excellent especially as it engenders a sound community based implementation strategies which promote sustainability through ownership of project structures by all parties.

3.2 Efficiency and Effectiveness of Project Implementation

Making use of resources available to achieve a given aim is very important in any intervention implementation. The use of resources was found to be efficiently used. The need to minimise cost while increasing or enhancing benefits is emphasized by the Economist Jeremy Bentham. He stressed that due to the rational need of all humans to avoid pain, there is a strong desire to maximize utility. This was strongly demonstrated in the execution of the strategies and achievement of outcomes.

Resources allocation and mobilization of beneficiaries for programmes such as sensitization and awareness creation was in line with the principle of facilitation. In this way, the structure of funding was meant to provide the most essential resources, prevent creating the impression of giving out freebies or inducing participants with money to programmes and channeling resources to the aspects of the programme that delivers most results or outcomes. Resources allocation were thus limited to the provision of essential logistics such as transportation for district based programmes, literature and training manuals and refreshments. This was clearly emphasized by the programmes manager of the Gender Centre who stated thus:

We don't pay them. We only provide transport and small logistics to enable them carry out their duties.

This apt response was given when asked about the need to motivate COMBATs members for providing assistance in the mobilization of beneficiaries and partners for the evaluation studies. Though the strict adherence to such principles has the potential to create disaffection and demotivation, the implementation strategy of making effective use of existing community and state structures as the main execution hubs of the project as well as the social benefits of the projects helped to maintain motivations.

Resource persons were largely drawn from partner organizations such as community based organizations and non-governmental organizations as well as state agencies. The process served as a means to disincentivize aid dependence through the use of internal/community-based resources. Significant proportion of resources were used to build capacities of beneficiaries of partners and stakeholders through periodic trainings and engagements. These activities ensured that incremental gains were made regarding key performance indicators of the project.

Furthermore, allowing the patrons to take full charge of the clubs in school with the support of GES officials such as the Girl Child Coordinator and the Counselors, ensured that the project does not have to use its scarce resources to maintain coordinators directly recruited by the project. This ensured that resources were freed up to be used where they are needed. Indeed some patrons' only

motivation for remaining on the project were the certificates given by the project and the value placed on participation in the project. A patron in Beposo RC in Wenchi had stated the following:

Actually I felt good to be a patron of the Gender Club because I have heard about some books they brought to the school and they encourage the student to learn hard among other stuff that's why I accepted to be the patron of the Gender Club.... Actually, I learnt previously that they give the patron certificate and with the certificate it can also improve on your promotion for personal professional development and I also learnt they use to help the children especially the female ones among them and I said to myself it's a really nice programme so why not accept it.

Such strong partnership with non-material inducements such as exposure and enhancement of personal and corporate capital enhance strong and robust commitment to the partnership.

Inter beneficiary and stakeholder partnerships through agenda setting and execution of duties was very effective in the project. The link established between the gender clubs, the COMBATs, GES, DOVVSU and GHS ensure a swift response to issues in the school and the communities.

The Court takes up reported cases referred from the DOVVSU and COMBATs

Though sometime resources presented challenges to addressing abuses and reported cases

Resource has been a challenge. One challenge facing our unit currently is that we have no vehicle to aid our movement when it comes to going into the communities for sensitization

3.3 COVID-19 and its Impact on the Project Implementation

The project implementation did not escape the ubiquitous impact of COVID-19. The ban on social gathering and the subsequent closure of all schools in the country for nearly a year impacted on the ability of the school based programmes to be organized. This negatively affected the functioning of the Gender Clubs and the influence of the Peer Educators in the lives of school children. Beyond the school, households took a heavy hit across board due to loss of jobs and loss of livelihoods activities.

A report conducted to assess the impact of the COVID-19 pandemic on SRHR beneficiaries in Ghana, particularly on general livelihoods clearly indicated that the pandemic has caused job losses in almost half (44.2%) of the households of the students. Most job losses were recorded in Nkoranza North (73.3%) and Kintampo North (65%) whereas just about a quarter (24.2%) of households in Ada reported such COVID-19 related job losses. In general, almost all job losses (96.2%), according to the students, were directly linked to the pandemic.

The pandemic therefore brought severe hardship to households with very direct impact on children in those households. The report further noted that majority of students in Ada (95%) and Wenchi (81.7%) agree or strongly agree of the hardship due to the COVID-19 pandemic compared to 61.7 percent in Kintampo North.

An important finding of the commissioned study was the increased incidence of abuse towards adolescent children by at least 18% for all students who have been abused previously for any reason by their parents, guardian or relative for any reason. This represented a threat to gains made by the project pre-pandemic. This is against the backdrop of parental neglect since the commencement of COVID-19 induced lockdowns. The report indicated that parental neglect was on the rise since the lockdown began in Ada (39.2%) and Wenchi (28.3) compared to seemingly low levels in Nkoranza North (10%) and Kintampo North (5%).

4.0 Achievement of Objectives

The extent to which the project has achieved the three core objectives are explained below.

4.1 Outcome 1: Increased awareness of community members and stakeholders on Sexual and Reproductive Health and Rights.

One of the key impacts of the project is the extent to which it has increased awareness of the sexual and reproductive health and rights, different forms of abuses and rights violation, and channels for reporting and seeking justice for the abused. The community members have also been aware of the laws and punishments associated with gender abuses among others. The results show that various stakeholder engagements, community education and sensitization programmes, and the activities of the gender club meetings as well as the involvement of state agencies and partners have all contributed to increasing awareness of community members on sexual and reproductive health and rights. Some of the adults explained that through the activities of COMBATs and the feedback from the children, who are members of the Gender Clubs, they have come to appreciate the importance of girl child education, the need to protect the girl child against abuse, the need for communal support to seek justice for the weak, respecting the rights of women, as well as the awareness of the laws that protect women's rights in Ghana.

Some of the views expressed by the community leaders in Wenchi reflect their current level of awareness on gender issues:

Gender Centre has really sensitized the rights of others. They went to the schools, churches, community gatherings and used all avenues available to them to educate the people. It has helped us to realize how to refrain from abusing others especially children. Formerly, some of our traditional practices were against the rights of women like the widowhood rites and system of inheritance. This programme has made us know that there are laws that protect women's right and cater for their inheritance.

Another participant added that:

For ages, we know the moment you marry a woman she is all yours. So, you can abuse her in any way including sexual abuse. Through the activities of the COMBATs members, we have realised that women have their sexual rights and when you abuse them, you can be taken to court.

On the part of the students who are members of the Gender Clubs, students from the different focus group discussions indicated improved awareness of Sexual and reproductive Health Rights.

Participant 1: We have gained more knowledge on menstruation and personal hygiene. Now I have an in-depth knowledge on how to keep myself clean.

Participant 2: *On of the most important things I learnt was the need to prevent anyone from taking sexual advantage of me. I am also empowered to be able resist any attempt to rape me.*

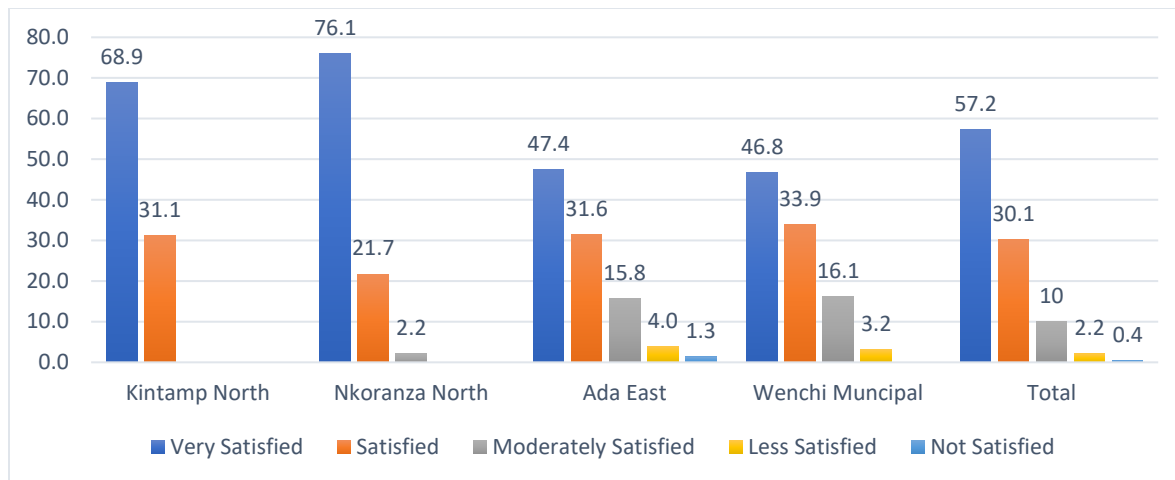
4.2 Outcome 2: Increased access to Sexual and Reproductive Health Rights resources and information

The gender club members, community members as well as the traditional leaders indicated that through the programme, they have been well educated on sexual and reproductive health and rights. The gender club members received information on issues such as fundamental human rights, contraceptive use, sexual harassment, puberty, goal setting and how to achieve them, and stereotyping among others.

On the part of the community members, through the activities of the COMBATs, they have increased their understanding on the need for females to take up leadership roles, legal marriage, gendered roles, and abuses as well as the family laws that protect women and children from abuses among other. The increased access to information on sexual and reproductive health and rights is as a result of the diverse media that the Project adopted to enhance community education and awareness. The sensitization and education were done through community information centres, community gathering, and ‘house to house’ campaigns. Many of the churches also provided COMBATs members with the avenue to share information on sexual and reproductive health and rights with their congregation. All these have contributed to the increased knowledge and understanding of community members on sexual and reproductive health and rights.

Following the understanding the people have obtained on sexual and reproductive health and rights, they have been able to share the information to other colleagues, friends and community members. The peer educators have been successful in sharing the issues they have been trained on with their colleagues. The gender club members attested to the fact that the peer educators have been very active in sharing sexual and reproductive health and rights with other peers. From the Survey, majority of the gender club members were satisfied with the activities of the peer educators. As shown in Figure 1, a total of 87.3% of the gender club members were satisfied (57.2% were very satisfied and 30.1% were satisfied) with the teachings and activities of the peer educators. Comparatively, the level of satisfaction with the activities of the gender club peer educators in sharing sexual and reproductive health and rights information was high in Kintampo North (100%), and Nkoranza North (97.8%) as compared to Wenchi Municipal (80.7%) and Ada East (79%).

Figure 1: Satisfaction with the teachings and activities of Peer Educators



The impact of the increased access to information on sexual and reproductive health and rights is manifested in the respect other pupil have for women and girls, reduction in teenage pregnancies, empowerment of females to voice out issues and the community embracement of women or girls as equal to that of men or boys. One of the participants in the FGD with community members explained how the ward, who is not a member of the gender club, has been impacted positively by the education from a gender club member as:

My child isn't a member and he used to go to wild parties at night but through the education from one of his friends who's a member, he has stopped (FGD with community members, Nkoranza North).

Within the community, the results show that the activities of the COMBATs as well as the gender club members have increased the understanding of community members on the sexual and reproductive health and rights. Some of the female participants in the FGD noted that the prevalence of domestic violence (especially physical violence) has reduced drastically since the inception of the project. This was confirmed by the DOVVSU and CHRAJ, who indicated that the number of domestic violence cases they have recorded over the last couple of years is relatively low as compared to periods before the commencement of the project.

The extract below from the FGD with the traditional leaders in Ada East shows the impact of the increased access to information on the lives of children as well as community members:

In addition, the said above, girl children attendance to school has also increased immensely. Even pregnant students do not feel shy attending school until they are due to put to birth. Times of old they feel so shy to go to school.

Divorce has reduced. Property ownership especially by women has increased. Social vices and violence against children and women have reduced owing to the

fact that children are taught about the use of phones in school and communities and in reporting abuses against them.

Marriages of today are properly entered into. It has opened the eyes of females who once defined marriage as a relationship that begins once a woman has a child with the man. The education on marriage and intestate laws has helped. Here women are taught to ensure they are properly married at the court and even traditionally.

More ladies are now into leadership. Ada East's member of parliament is a woman. We have few women taking up assembly membership roles. Issues about men only as leaders is dead and gone. Also, both girls and boys perform domestic chores together. Men have much respect for women.

Traditional leaders FGD, Ada East

At Wenchi, the story was not different:

One of the most important impact the Gender Centre project brought relate to sexual violence. They educated our traditional and opinion leaders to allow the laws on sexual violence to work. The COMBATs team also worked in most of the areas ensuring that some rape cases are sent to DOVVSU for the laws to work. So, it created some fear in the men in abusing women which helped to increase girl child enrolment (Community Leaders FGD, Wenchi).

4.3 Outcome 3: Transforming Social Norms

The project had significant influence on social norms and practices in the districts of implementation. Information received during the evaluation clearly point to an overwhelming consensus among all beneficiaries and partners that the project has had an enormous impact on social norms, tradition and customs. The changes relate to gender relations, management of the domestic space and the dominance of men over women and the general negotiation over every life in the communities.

An important issue noted was the gradual relaxation of norms and traditions on the role of women in decision making. In almost all the focus group discussions with community members and traditional leaders, it was noted that due to trainings and workshops more women are now being given the opportunity to partake in decision making. This is demonstrated in the openness of people to accept women as political leaders in the district which until recently was a preserve of men. In the Ada East District, it was noted that a female District Chief Executive nominee was confirmed without any rancor due to a reorientation of minds on the importance of women in decision making. They noted:

First of all, I would say this is the first time Ada has had a woman DCE. We now have more assembly women in the district. They have come to understand women

can do what men do. So when it comes to leadership and leading, the trend is changing drastically. Women empowerment through intense sensitization has made it possible for women to take leadership challenges favourably and are doing so well.

The opportunity for women to enter into the leadership space was not limited to public offices that is characterized by tokenism but also within the homes and the traditional council. It was noted that previously when most queen mothers and female elders simply sit in meetings to support men is changing. Queen Mothers and other women leaders are taking centre stage in decision making and symbolizes a source of influence.

Closely related to decision making is the ability to independently engage in an economic activity and control ones income. This has enabled most women in the communities to acquire both landed and other forms of properties such as farmlands, motor bikes and tricycles.

Further more women now own property. The order of women being for reproduction and men for production is dying out. There are a growing number of women who own their own farms and employ men to work on it. others have bought “motor king” [tricycle] and it is working for them.

The recognition that women have the right to own properties and contribute to the making of collective properties with their spouses is beginning to influence significant alterations in outmoded customs and rights such as wife inheritance and seizure of a man’s properties once he passes on thereby dispossessing or disinheriting the widow. It was acknowledged that intense sensitization on legal provisions such as PNDC Law 111 and the rights of women have led to sweeping changes in practices.

Intense education about intestate law and inheritance has also made women now own properties. A couple dies and family taking all the property has reduced. The Court takes up reported cases referred from the DOVVSU and COMBATs. Justice now prevails. Such sensitization incorporated exposure to human rights as well the corresponding punishments. This enlightenment has got everyone on guard where the harmful aspects of widowhood rites like drinking waste bath water used to bathe dead bodies, sleeping in the same room with the dead overnight, sitting and or sleeping on hard black stones in the form have been taken out and reduced into non-abusing ones. Female Genital Mutilations is over, dead and gone in the Ada land.

Another also noted that:

In our churches we were educated on how to share someone's properties after his or her demise. In time past, many widows were denied of inheritance of their

deceased husband's properties. The gender club programme has taught us there are several ways of ensuring inheritance are shared whether or not the deceased had a will.

An important fact that was noted is the ability of men to now muster the courage to report abuse. This according to the participants in the evaluation represented a shift from the macho presentation of men who should be unfeeling and free of weakness.

... with my experience over the year, women are always reporters of domestic crimes, today the project has made few men also begun to report cases

Though the numbers of men reporting abuse remains low compared to women, it provides proof that the sensitization and awareness creation programmes in the communities are yielding real results which can be sustained.

Again, it was noted that there is a growing cadre of men actively engaging in domestic chores. This represents a deviation from the norm since in most of the communities the kitchen is largely viewed as “no place for a man”. It was noted that men are beginning to view their support in the homestead as a responsibility that is shared with their partners. This was aptly presented by one male COMBAT member in Kintampo North

Then when it comes to cooking and performing house chores all hands are on deck. Both men and women do.

An important change which was noted especially in the Ada East district is the gradual elimination of child pawning practices among fishing communities. This practices facilitates child trafficking, child labour and in some cases child prostitution. It was noted that:

Child labour, child trafficking, and child prostitution are reducing drastically since there are community based by-laws to check them. They are big offences here. The new trend of children finishing school early has also helped reducing child labour and trafficking. Imagine a 15 year old child in primary four. Even in situations where they are sent to fishing at Akosombo, they return at a certain age to focus on their education.

Though it was acknowledged that children must support their parents at home, the need to ensure they receive education has been strongly drummed into the consciousness of members of the community through the activities of the programme. Participants noted that children participation in work are only done at times when it will not interfere with their education.

Physical abuse and sexual abuse which were reported to be very rampant has seen a significant reduction to the point of fading in the communities. This has had an impact on the reduction in the prevalence of child (early and forced) marriages and teenage pregnancies in the communities. Participants in the focus group discussions indicated that the community based sensitization and awareness creation programmes have largely accounted for the changes observed.

Overall, communities are witnessing the relaxation and transformation of strongly held norms that tend to constraint progress and development. These changes in the view of the traditional leaders will help create better communities with empowered people for growth.

5.0 Factors that, positively or negatively, were critical for obtaining the impact

Several factors positively contributed to the achievement of the project outcomes and a few negative factors also negatively affected the degree of project impact.

5.1 Factors that positively impacted project outcomes

At the gender club level, some of the factors that positively impacted the project outcomes include the training of the gender club members on key issues relating to gender and sexual and reproductive health and rights, and the good collaboration with and support from schools (headmasters), community stakeholders (especially parents and community leaders) and state institutions. According to some participants, the training offered to the stakeholders by the Gender Centre also contributed to enhancing their high-level commitment and support to the programme.

It is all about the education. We are able to educate them to know the right thing to do. When we go to the community, most of the time, we educate them on violence and we also advise them not to stay in abusive marriage because they can die in it. We have also taught the children that what they should do when someone tries to rape them (Patron, Wenchi)

The hard work and periodic motivation from the gender club patrons and the commitment of the gender club members were also cited as factors that contributed positively to achieving the project impacts. Some of the gender club activities such as engagement with resources persons and mentors, provision of counselling services to them, the provision of material resources such as sanitary pads and sometimes refreshment from the coordinators all motivated the members to be active in club meetings.

At the community level, the effectiveness of the COMBATs activities raised the community level awareness on the sexual and reproductive health and rights. Specifically, the content of the sensitization and community engagement, especially, those relating to issues such as gendered roles and norms, early marriage, sexual abuse, child labour, widowhood rites, channels for reporting crimes and abuses among others increased the level of awareness and impacted the communities. The use of the community information centres and other radio programmes as well as the feedback from the gender club members contributed to increasing the level of awareness. The feedback from the gender club members also contributed to raising the level of awareness. More importantly, the programme gained community-wide acceptance and support partly due to the engagement with the community leaders.

5.2 Factors that negatively impacted project outcomes

On the other hand, participants outlined some factors that negatively impacted on the project outcomes. The respondents indicated that the lack of funds to support the gender clubs limited the ability of the club executives, patrons and head teachers to take the club members for outdoor

programmes such as excursions. The lack of outdoor programmes denied the children the needed exposure to further enhance their commitment to the club. Additionally, in many schools, the patrons and children added that “*no specific period was designated for club meetings*”. This affected their meetings. It was further added that some of the members were negatively influenced by their peers, while others were perpetrators of the abuse and harassment. The inadequacy or absence of materials (such as t-shirts and books), lack of refreshment during meetings and inadequate resource persons to engage club members were all cited as factors that negatively impacted the project. The inability of the GC project to reach all communities and schools within the district limited the impact and outreach of the project.

Well, I think the project coverage is low so some of the communities are not seeing the changes the gender project is affecting in the towns they are implemented (GES Girls Education Programme Coordinator, Kintampo).

At the community level, some of the factors that negatively affected the impact of the project were inadequate funding to remunerate/motivate COMBAT members and partners, inadequate logistics to undertake outreach programmes, and nepotism (“Nyekobi” and “Tsekobi” as expressed in Ada language). The case of nepotism as leveled against the issues are addressed in the community by community leaders and COMBATs. Some of the respondents added they lost confidence in the criminal justice institutions because “*cases referred to the Department of Social Welfare were not followed up*” and “*the police covered up some perpetrators*”. The lack of funds to support victims to participate in the criminal justice proceedings from start to finish disincentivize some of the victims to report cases even though they have been educated about it. In some instance, some of the victims delayed in reporting the cases. Some also considered the project to be risky because of religious stigmatization especially in Muslim communities and the fear of being attacked by community members for reporting a perpetrator who either has many relatives, has many followers or is a community leader. Thus, in some communities, some of the community members and even some leaders did not support the idea of reporting perpetrators to be punished by the law.

At Kintampo, the COMBATs executives raised the issue of lack of adequate collaboration with other agencies in the community sensitization exercise. This may have affected project outcomes. They explained that:

We go to churches, mosques, and meet associations to teach them on counselling, marital issues, importance of making a will, child abuse as well as registering your marriage. We do not collaborate with anyone; we just implement what we are asked to do and what we have been taught.

6.0 Efficiency and Effectiveness of the Partnership

The project had very strong network of partnerships with state institutions, community based and non-governmental organizations, traditional leaders and religious leaders. The state agencies partnered include Ghana Education Service, Ghana Health Service, Ghana Police Service through the Domestic Violence and Victim Support Unit (DOVVSU), the Commission on Human Rights and Administrative Justice (CHRAJ).

For most of the formal organizations the project reach an agreement of collaboration in the implementation of the project. Beyond the agreements, the project further signed a memorandum of understanding (MoU) with four partner organizations in the Ada East and Wenchi Municipals as well as The Nkoranza North and Kintampo North Districts. This was highlighted by the coordinator of needy voices in the Nkoranza north district.

There was memorandum of understanding between us & the Gender Centre... we signed a contract and also set rules, roles & objectives that needed to be achieved so basically, we served as mediator for the project objectives to be met. Also, there were maximum cooperation of all stakeholders in case referral cases and the other.

There was deep collaboration between all the partners of the project. The partnerships were maximized in such a ways that work from one actor dovetails into another actor's. For instance, in a conversation with the coordinator of DOVVSU he highlighted how the gender clubs through their patrons and members are linked directly to the COMBATs in the communities who in turn refer cases of abuse to the police to make arrest or intervention. Some of the police investigations are referred to the court to adjudicate.

COMBATs always contact us upon occurrence of any abuse case. They sometimes come with them where they give victims directions on what to do. For example when there is a sexual abuse case we advise and direct victims to get medical attention possibly getting some test run for evidence. The Court takes up reported cases referred from the DOVVSU and COMBATs.

Beyond the work of the COMBATs, partner organization team up to undertake community mobilization. A partner organization noted that:

We had a cordial relationship with them [other partners and community leaders], anytime we go for sensitization we inform them and involve them in every activity that was done. They were very active, in the case of Kawampe, when the woman was chased by the husband that she has reported him to the Combat people that he has defiled his 2 children. They ran to the chief and the chief said per the sensitization of Gender Centre, this issue is beyond him and referred them to the appropriate agencies. Unlike first, it would have been resolved in the house.

[It was noted that, the man was charged on 2 counts of incest and defilement and was jailed 40 years: 20 years for each offence to be carried out concurrently]

The high degree of collaboration between community and institutional level actors have ensured high levels of visibility of the project's work and therefore impacts made are felt directly by all. To enhance collaboration, the partners indicated that, the Gender Centre arranged periodic meetings to evaluate the progress made and assess the degree to which things can be improved. The partner noted:

We were invited for a review meeting in Accra and every partner presented progress reports and some of the challenges were identified on our rounds. They [the Gender Centre] said they were going to factor it into their next project. This was due to the fact that the project currently being implemented did not make provisions for such suggestion in its proposal and planning. We are assured that since the challenges and recommendations been made, they [the Gender Centre] are going to infuse it into their proposal for a future programme with similar goals.

In rating the extent to which expectations were met relating to the effectiveness of the collaborations, the Project Coordinator of CYDeF in Kintampo noted his extreme satisfaction with the way things have been done. He stated thus:

If am rating I will say 9/10 because those cases that were recorded and were referred to the duty bearers to take action, they all did their best in assisting to make sure those things are done. Even the local people, their capacity were built at the grassroot level and seeing rape case in their community they didn't sit on it but rather they made the COMBATs people aware and the case was referred

Similar assessment was made by other partners in the other district. The level of satisfaction in the outcomes of partnership reflects strongly the effectiveness of partnerships.

7.0 General Impact of the Project

It has really helped especially Muslim communities. At least I know that our chief Imam's daughter has completed secondary school due to the gender club programme. Now the Muslim girls are not engaged in any early marriages as compared to when the gender club programme was not introduced. Due to the introduction of the gender club, early and forced marriage cases has reduced. The community as a whole has gained a lot of impact especially, marital and the intestate succession law [FGD Participant, Wenchi].

The quotation above clearly shows the level of impact the project through its different strategies have made on the lives of the people in the communities of implementation. The impact will be discussed at the gender clubs and Community levels.

7.1 Gender Club/School level impact:

The clearest impact is on students' enhancement of knowledge on sexual and reproductive issues and rights. The enhanced knowledge has translated into the cultivation of desirable social and moral behaviours. The students clearly indicated that the impacts on them include improved appreciation of the need to attend school and take it serious, eschewing anti-social behaviours and vices, respect for each other especially among the sexes, improved personal confidence, and maintenance of personal hygiene and reduced incidence of physical abuse or violence in school and in their communities. The most important of these impacts with the school is the reduction in the incidence of teenage pregnancies. This was highlighted by 87.7% of the respondents as highlighted in table 5.

At the individual levels, 78.2% of the members of the Gender Clubs noted they have been able to abstain from sex due to their lessons and programmes of the club. Improvement of personal hygiene features strongly with 70.3% of the student indicating they have been influenced to take better care of themselves and their bodies. Decent dressing was reported by 67.7% of students. The acquisition of the good values and behaviours was not in a vacuum. A large proportion of the students indicated that they stopped associating with friends they consider to have the potential to influence them negatively. This group constituted 96% of all gender club members interviewed. Details are provided in Table 6.

Table 6: Impact on Individual

Impacts	Kintampo North	Nkoranza North	Ada East	Wenchi Municipa l	Tota l
Built confidence	33.3	39.1	72.4	71.0	57.6
stopped associating with friends that influenced me wrongly friends	68.9	84.8	50.0	80.7	69.0
stopped going to wild parties	42.2	15.2	21.1	27.4	25.8
dress more decently	68.9	63.0	57.9	82.3	67.7
changed attitudes towards gender roles	60.0	21.7	52.6	40.3	44.5
speak out and/or stop unwanted sexual advances	46.7	39.1	48.7	33.9	42.4
Able to take leadership role	24.4	8.7	32.9	30.7	25.8
Able to abstain from sex	95.6	63.0	67.1	90.3	78.2
Improved personal hygiene	73.3	65.2	63.2	80.7	70.3
Reduce social vices	24.4	45.7	31.6	24.2	31.0
Other	4.4	23.9	14.5	16.1	14.9

Source: Evaluation Study, 2022

Table 7: Impact of GC Activities on School

Impact	Kintampo North	NKZ North	Ada East	Wenchi	Total
Improved school attendance	62.2	76.1	53.3	90.3	69.7
Reduced social vices	44.4	76.1	52.0	80.7	63.2
Pupils have stopped disobeying teachers	77.8	71.7	40.0	59.7	59.2
Pupil have become more studious	40.0	50.0	49.3	74.2	54.4
Boys respect girls	48.9	32.6	34.7	30.7	36.0
Reduced teenage pregnancies	84.4	95.7	84.0	88.7	87.7
Change attitude towards gender	46.7	17.4	53.3	25.8	37.3
Improve students dressing	66.7	41.3	48.0	67.7	55.7
Build students confidence	31.1	28.3	58.7	37.1	41.2
Improve personal hygiene	73.3	56.5	62.7	66.1	64.5
Reduced sexual abuse against girls	64.4	28.3	46.7	71.0	53.1

Reduced physical abuse against girls	22.2	32.6	32.0	24.2	28.1
Other	2.2	4.4	10.7	4.8	6.1

Source: Evaluation Study, 2022

7.2 Impact on community

The key to the project influence is in two folds. First through the members of the gender clubs who may have influences on young people in their communities and second through the direct advocacy campaigns of the COMBATS. As intimated by a community member:

The 'COMBATS' group has helped all parents to know their rights and responsibilities. Cases of teenage pregnancy has also reduced. The gender club has helped drug abuse in schools to reduce. It has motivated students to go higher in terms of education. In the township, it has helped boost religious commitment. Again, people now know to consult the 'COMBATS' when they are faced with any form of domestic abuse. Also, Teenage pregnancy has reduced. [FGD Participant,, Nkoranza North]

Education and sensitization programmes have led to so many impacts. Parents have become more aware of their roles and responsibilities and the punishments that may follow on their irresponsible behaviors. The project has engendered community participation in a social cause by all relevant actors. As noted by a member of a community FGD:

....Project organizers went from one community to another to make public awareness, education and sensitization. It has been gathering that feature community folks, traditional leaders, religious leaders, other opinion leaders, parents and other state institutions as witnesses and enforcers. [FGD Participant, Ada East]

The skills acquired through the education and sensitizations have led to the transformation of behaviours. There has also been an observed reduction in the incidence of social vices and harmful cultural practices that tend to harm the entire society. Additionally the project has led to the cultivation of a keen sense of awareness in community members leading to heightened levels of consciousness and sensitive to crime and harmful acts in society.

Also, community members are able to detect crimes and are confident about reporting. Not just reporting to the wrong person but understands the hierarchy of communication should there be any occurrence. Here, women especially are now empowered to report any form of violence (sexual and physical) and its related issues. Therefore, such crimes or abuses are reducing drastically. [COMBATS member, Kintampo North]

The empowerment of women has had a profound effect on their willingness and ability to engage power structures through their deepened role in societal organization, decision making and

governance. It was noted that more and more women are beginning to venture into leadership position which hitherto was uncommon.

Beyond the community, the project has had profound impact on partner organizations. The project has led to the expansion of partner organizations to focus on other issue that hitherto were either sidelined or peripheral to their work. A partner organization noted the massive difference association with project has brought to their organization.

Community youth development foundation, we used to have only 3 women working with us as staff and one lady as a volunteer but since we got to know Gender Centre, we have 30 women as volunteers from the communities that help us with our sensitizations, one on one small group and large group. Out of this 30 I can tell you that we now have 10 instead of 3 and I think there is an improvement coupled with that because of the experience we have gotten with Gender Centre even though when we are going for our programs like malaria and TB and HIV we integrate gender based violence issues into the program and by so doing we see that it is impacting.

Quiet apart from that our capacity was built. Two staff were selected from our organization here to Accra and spent two good weeks there and was taught about domestic violence, family laws, guidance and counselling as well

8.0 Potential for Replication or Good Practice / Sustainability

All the participants desire the project to be sustained and replicated when it officially ends. However, the major anticipated challenge is the funds and commitment from key stakeholders to keep the project running when it officially ends. Various suggestions were raised to help sustain the project.

8.1 Financial Sustainability

At both the school (GC level) and the community levels, the major concern of all the stakeholders is the ability to sustain the project financially when it formally ends.

It will be very difficult for us to maintain the project due to lack of adequate finance, which may lead to the collapse of the project (Patron, Kintampo North Patron).

To sustain the Gender clubs, the headmasters and patrons suggest that schools should rely on the PTA to financially support the gender clubs. In addition to the PTA support, the school authorities should support the gender clubs financially to continue their activities. Due to the enormous contribution of the gender clubs to the school administration, participants suggested that school authorities should recognize and integrate the gender club activities into the school administration. Community leaders, the district assemblies and members of parliament in the project area should also support the Gender Club financially. Participants also added that religious institutions should raise funds to support the GC activities in their operational areas. Below are some supporting statements:

I remember the last meeting we had when they said the programme has officially come to end. After, I was speaking with the girl child coordinator and I was suggesting that if, maybe the directorate should contact the Assembly to maybe continue with some kind of support so that the activities of the club can continue to run (Headteacher, Nkoranza).

Within the school, you know we all have interest in it so that is why we have the peer educators. So, what we have done is that even if there is no workshop for us, every year, we take a decision to elect another peer educators so the old ones will teach the new ones so that they also become peer educators. So, it is just like we are passing on the knowledge from one generation to generation. We can also volunteer, let's say if we want to have a funfair, to encourage others that are not in the school to join. We can ask them bring some items like sacks, lemon, and needles and they will be bringing all these things (Patron, Wenchi)

Financial support from parent, community leaders as well as from the religious leadership (Community leaders FGD, Ada East).

8.2 Institutional and Social Sustainability

Participants believe that the institutions should collaborate efforts to sustain the project. The community leaders, traditional leaders, project partners (NGOs), and state institutions should collaborate with the Ghana Educational Service to continue the community level sensitization programmes through community durbars and other fora. The partnerships should be extended to religious organizations, youth activist groups, women groups, farmer-based organizations and other relevant groups within the communities to support the education and sensitization of their members. This serves as one of the cost-effective ways for community sensitization and education. The official from DOVVSU in Ada East explained that:

I will begin by saying knowledge is power. Once we have gotten these people in the communities knowledgeable to the extent of seeing the impacts, they can now be facilitators of the change. We can rely on them for their financial strengths and aid to keep the project going. This is because the funding cannot be there all the time. The project has brought lots of changes and must be sustained. We can also take advantage of the religious leaders and church meetings. We should always look out for opportunities to continue sensitization and education. We are ready to act as facilitators in all these projects since it is part of our mandates as Police.

Some of the participants also suggested that the project implementers can capitalize on the good will and already existing good relationship with the state institutions and the school to continue to support the gender clubs. The students, headmaster and patrons suggested for periodic motivation from external resource persons, stakeholders and agencies to keep the pupils active in the gender club meetings as well as encourage others to join. They also suggested for frequent visit from GSHRDC Coordinators to interact with the pupil even after the end of the programme.

Hmmmm, it will actually be difficult to sustain the project once the funding ends because, in most of our visits, the people expect you to give them something like refreshments, etc. So, what we will do is to continue with our normal visits and try to collaborate with other stakeholders or NGOs to help us sustain this life changing project (GES Girl Child Education Programme Coordinator, Kintampo North).

8.3 Critical issues that may affect Sustainability

Several factors were outlined which can possibly affect the sustainability of the project. At the gender club levels, the major factor perceived to potentially affect the sustainability of the clubs is the gradual disengagement of members. There is a concern and fear that after the end of the project, some of the members may become less committed to club meetings and activities. The headmasters and patrons also added logistical constraints, lack of motivation from the patrons and other stakeholders, absence of field/educational trips, lack of parental support, and inadequate patrons as some of the factors that can affect the sustainability of the project in the medium to long run.

At the community level, the respondents indicated that financial constraints, low level of state agencies commitment, and the inability of poor victims to report cases to the criminal justice institutions (such as police) and participate in the criminal justice proceedings are some of the factors that can affect the sustainability of the project. Additional factors are family intervention and inference, lack of trust in the project leaders to act fairly, lack of commitment of community members to continue implementing the lessons acquired, and little or no logistics. Some also added that the sustainability of the project may be threatened by the lack of motivation of COMBATS members to undertake their activities.

9.0 Lessons Learnt

The project has been successful in increasing the level of awareness and understanding of community members and key stakeholders on sexual and reproductive health and rights. The increased access to information on sexual and reproductive health and rights has positively impacted on the educational outcomes of the children by increasing school attendance, making pupil studious, reducing the level of truancy and making pupil agents of change for good moral values. Enrollment has increased, deviancy has reduced among the pupil, and there is an increased level of commitment among parents and teachers to support the children.

These impacts were not achieved in vacuum. The strong collaboration with key stakeholders such as GES and other state institutions, headmasters, community leaders, COMBATs and other project partners positively contributed to the achievement of the impact.

Notwithstanding all these impacts, the sustainability of the project, especially, the gender clubs is shrouded in uncertainty mainly due to the lack of finance to provide logistical support to enhance the vibrancy and activeness of the club as well as continued training of new peer educators. The lessons of the project have well been disseminated throughout the community. The fear among the key stakeholders is that if the COMBATs teams become dormant, many people may not have the courage to report abuses.

One of the most important lessons learned was the fact that community buy-in is possible if the implementation structure of any project encourage deep community participation and ownership. This is premised on the design of the project which ceded control and organization to a large extent to partner organization, Gender Clubs and COMBATs. This ensured that the project was viewed as a system to keep and sustain. This is more especially with the engagement of traditional and community leaders in sensitization and education programme.

The use of the facilitation approach in the implementation of the project represented an excellent exit strategy integrated into the formulation of the project from its on-set. Channeling resources to building capacity and keeping a thin project staff conferred enormous responsibilities on all beneficiary groups and partners to ensure that the project does not fail. A clear outcome is a built-in sustainability structure to keep the initiative going far beyond the close-out of the project. The gender clubs and COMBATs have become a legacy that can self-sustain themselves through community fund raising and mobilization to renew its membership.

The forms of partnerships forged by a project is vitally important to the success and sustainability of a project and its initiative. The connection with the right state institution and using the existing structures ensured that planned implementation models worked seamlessly. The use of the Counsellors from the Ghana Education Service provided a sure conduit to the Gender Clubs to receive advice and address school based issues concerning abuses of all forms. The close connections created between the COMBATs and the Domestic Violence and Victim Support Unit of the Police ensured that community based abuses when spotted will be channeled to the appropriate authorities to be addressed.

10.0 Recommendations

A number of recommendations are made for consideration.

First the gender clubs in the schools have been found to be very useful and vital in shaping behaviours, attitude and moral grounding of students through the training it provides for young people in basic schools. It is, thus, recommended that this initiative is extended to all schools across the country. Such expansions can be facilitated by the GES through the combined efforts of Parent Teacher Associations and Counsellors who were trained by the project as part of its exit strategy and sustainability beyond the project life.

In addition to expanding the clubs to all schools, sources of funding should be worked out to ensure continued funding of programmes and activities of the clubs. A means to sustain funding is through school subventions or a system of dues payment introduced. This must be thought through to ensure that students are not overburdened which can be a potential drawback to the growth and survival of the clubs.

Whiles expanding the gender clubs to the schools, attention should be paid to the recruitment and training of more peer educators whose services and work can extend beyond their immediate schools and communities. These persons can be progressively graduated as ambassadors for human rights.

Seconds communities as a matter of importance must provide a means of motivation to COMBATs members to ensure they keep focus and work in the interest of the communities. The absence of a means of motivation over extended period may disincentivize COMBATs members whose financial situations are weak. The lack of resources may result in compromising some COMBATs members when dealing with cases of abuse referred to them. Keeping the COMBATs resources to execute their duties must be prioritized.

Life skills and vocational training can be provided to COMBATs members who are not engaged in secured income generating ventures. This will ensure that they are able to take care of their needs and that of their families thereby having the financial muscle to provide support to other community members when the need arise. It will also insulate them from interferences and attempts at compromising their integrity.

The gains made through the project can be sustained through the provision of more education to community and traditional leaders to become champions of human rights and elimination of harmful gender norms and practices. Committing community leaders and traditional leaders to securing and safeguarding the interest and wellbeing of all will curtail the incidence of abuses which are backed by culture and norms.

Appendices

QUESTIONNAIRE FOR GENDER CLUB MEMBERS

Characteristics of Respondent

1. District: 1. Kintampo North 2. Nkoranza North 3. Ada East 4. Wenchi Municipal
2. Name of School: ____
3. Sex 1. Male 2. Female
4. Age _____
5. Class: 1. Form 1 2. Form 2 3. Form 3

Club Information (*Reference Period: 2020 – March 2022*)

6. How long have you been a member of the gender club?
7. How many times do you hold gender club meeting in a month? _____
8. How many peer educators do you have in this school? _____
9. Rate your level of participation in gender club meetings and/or activities
 1. High 2. Moderate 3. Low
10. To what extent has your expectations been met after joining the club?
 1. To a large extent 2. To a moderate extent
 3. To a small extent 4. Not at All

Impact

11. How has the activities of the gender club as a whole impacted your life? [*Multiple Response*]
 - i. Built confidence
 - ii. stopped associating with friends that influenced me wrongly
 - iii. stopped going to wild parties,
 - iv. dress more decently,
 - v. changed attitudes towards gender roles
 - vi. speak out and/or stop unwanted sexual advances.
 - vii. Able to take leadership role
 - viii. Able to abstain from sex
 - ix. Improved personal hygiene
 - x. Reduce social vices such as alcoholism, drug abuse and gambling
 - xi. Other (specify____)

12. Rate your ability to

	Very High	High	Moderate	Low	Very Low
Report any form of abuse against you					
Report any form of abuse against someone else (esp. girls) in this community					
Stand up for your right					
Abstain from unprotected sex					
Handle your menstrual cycle (on females)					
Set goals for yourself and work purposively to achieve it					
Maintain good personal hygiene					
Stop associating with friends that influenced me wrongly					
Take up leadership roles					

13. How has the activities of the gender club as a whole impacted your school? [*Multiple Response*]

- i. Improved school attendance
- ii. Reduced social vices such as alcoholism, drug abuse, gambling
- iii. pupils have stopped disobeying teachers
- iv. pupil have become more studious
- v. boys respect girls
- vi. reduced teenage pregnancies.
- vii. Change attitude towards gender
- viii. Improve students dressing
- ix. Build students confidence
- x. Improve personal hygiene
- xi. Reduced sexual abuse against girls
- xii. Reduced physical abuse against girls
- xiii. Other (specify_____)

14. How has the activities of the gender club as a whole impacted the community as whole? [*Multiple Response*]

- i. Improved community awareness about women/girls' rights
- ii. Reduce social vices such as alcoholism, drug abuse and gambling
- iii. Reduced teenage pregnancies
- iv. Improved school attendance
- v. Improved good personal hygiene practices

- vi. Improved confidence of adolescent to report abuses
- vii. Reduced sexual abuse against girls
- viii. Reduced physical abuse against girls
- ix. Other (specify) _____

15. How satisfied are you with the teachings from the peer educators?

- 1. Very satisfied 2. Satisfied 3. Moderately satisfied
- 4. Less Satisfied 5. Not Satisfied

16. Between 2020 and March 2022, did you speak to a counsellor? 1. Yes 2. No

17. If yes, what was your level of satisfaction with the services of the counsellor?

- 1. Very satisfied 2. Satisfied 3. Moderately satisfied
- 2. Less Satisfied 5. Not Satisfied

18. If No in Q16, why didn't you speak to a counsellor?

- 1. I didn't have any issue
- 2. I don't feel comfortable sharing my problems with someone else
- 3. The counsellor is not friendly
- 4. I didn't know how to approach the counsellor
- 5. I don't trust him/her to keep confidential information
- 6. I am still processing the issue before I approach him/her
- 7. I was advised by someone not to tell him
- 8. It will make no difference
- 9. Other (specify _____)

Change in Social Norms

19. To what extent has the activities of the gender club changed the expected roles and responsibilities of young women?

- 1. Very Much 2. Moderate 3. Less

20. To what extent has gendered roles changed in your household.

- 1. Very Much 2. Moderate 3. Less

21. Indicate your previous and current perceptions about gendered roles and responsibilities

Perceptions	Before joining the club		After joining the club	
	Yes	No	Yes	No

Women/girls are supposed to cook and do house chores				
Men/boys are tough but women/girls are weaker vessels				
Men/boys are supposed to be leaders/heads while women/girls are supposed to be followers				
Men are responsible primarily for productive work while women are responsible for reproductive work like child care				
Highly paid professions such as doctors, lawyers and similar professions are the reserve for men but not women				
Women/girls cannot do everything that men/boys can do				

Support/Resources

22. Have you received any financial resources/assistance through the facilitation of the gender club?

1. Yes 2. No

23. If yes, what was the main purpose for the financial resource received? (*Multiple response*)

- i. Pay school fees
- ii. Pay for educational materials such as books
- iii. Pay for medical bills
- iv. Other (specify) _____

24. Have you received any material resources/assistance through the facilitation of the gender club?

1. Yes 2. No

25. If yes, what type of materials resources did you receive? (*Multiple response*)

- i. Stationeries
- ii. School desk
- iii. Clothing
- iv. Other (specify) _____

Challenges

26. What challenges do you face as a club? (*Multiple Response*)

- i. Lateness of members to meeting
- ii. Lack of resources to undertake outdoor programmes
- iii. Small number of peer educators
- iv. Less commitment from members

- v. No refreshment during meetings
- vi. Long time during meetings
- vii. Lack of proper meeting place
- viii. Low mentorship
- ix. Noise making
- x. Other (specify) _____

FOCUS GROUP DISCUSSION AND INTERVIEW GUIDES

Focus Group Discussion Guide for Gender Club Members

Characteristics

- i. Date of FGD
- ii. District
- iii. Community/Communities
- iv. School(s)
- v. Number of Participants: Total _____ Males _____ Females _____
- vi. Start time:
- vii. End Time:
- viii. Facilitator
- ix. Note Taker(s)

Expectation and Knowledge

1. What were your expectations for joining the gender club?
2. What knowledge did you acquire from the gender club?

Impact

3. Which aspect of the gender club activities positively impacted your life? (**Guide:** *After listing all the activities that have positively impacted their lives, let them rank them from the activities, using a voting system. Each participant will be given 3 pebbles/stones to vote on each of the activity listed. You can put a disposable cup on each activity list. For each of the activities, the participant is to put in all the 3 pebbles in the disposable cup if they consider it to be a highly important activity that positively impacted their lives; put 2 if they consider it to be a moderately important activity that positively impacted their lives; put in 1 pebble if it is consider a least important activity that positively impacted their lives; and refrain from voting if it is not an activity that positively impacted their lives. The facilitator will count up the votes and then list the activities in descending order according to the votes received. The list will be read out to everyone and people can be asked to comment. If the whole group thinks that there is a serious mistake in the*

ranking, it can be adjusted (but make sure that the more vocal / influential people do not overrule others). Afterwards, ask them to explain how each of the activities positively impacted their lives).

4. Which aspect did not have impact on your life? And why?
5. In what ways has participation in the gender club activities impacted your life?
6. What impact do you think the gender club has had on the school?
7. What impact do you think the gender club has had on the community at large?
 - a. Specifically on gendered roles and responsibilities, what were some of the gendered norms that were existing in this community? (*Probe for the expected roles and responsibilities for men/boys); and the roles and responsibilities for women/girls).*
 - b. How have they been changed?
8. How has the project impacted on harmful sociocultural practices against women (*Probe for issues such as early child marriage, female Genital mutilation, corporal punishment, widowhood rites, physical and sexual abuse of women, forced marriage, child labour, child prostitution/sex slavery, child trafficking, forced labour etc.*)
9. What type of assistance/support did you receive from:
 - a. Patrons of gender club
 - b. Counsellors (GES, GHS, and District Assembly)
 - c. Headmasters
 - d. State Institutions (DOVVSU/Police, Social Welfare, CHRAJ)
 - e. CBO/NGO (partners)
10. What factors positively influenced the achievement of the project results/gender club? (**GUIDE:** *use the approach in Q3 to rank the factors*)
11. What challenges do you face in your club? (**GUIDE:** *use the approach in Q3 to rank the challenges*).

Section 4: Sustainability

12. How would the activities of the gender club be sustained once the funding ends (*Probe for how they will get money to sustain the club, the institutional support that will be required to sustain the club, and what other social support will be required to sustain the clubs such as support from parents, society and even pupil*)
13. What potential constraints are likely to impede the sustainability of this project? (**GUIDE:** *use the approach in Q3 to rank the constraints*)

14. How would these constraints be mitigated to ensure sustainability?

Recommendations

15. Suppose the funder [those who support the club] decides to expand this programme, which areas or issues would you want the project implementers to prioritize (and why?).

(Guide to Facilitator: *The aim of this question is to identify the most important issues/areas future projects should focus. After listing all the recommendations, let the participants rank them from the most important to the least important).*

16. What would be your recommendations in designing similar projects in the future?

Key Informant Interviews for Gender Club Patrons

Section 1: Bio-graphics and Information on School

1. Name of Respondent
2. Name of School
3. How long have you been a patron for the gender club?
4. Why did you decide to join the club as a patron? [*Probe: Motivations and Expectations*]
5. What forms of training did you receive to become a patron of the club? [**Probe:** *Nature of training (One-off or Periodic); Issues discussed (Contents and subjects of focus)*]
6. How many students are in the clubs?

No	Year	2020	2021	Jan-March 2022
A	Total Membership			
B	Number of Males			
C	Number of Females			
D	Number of members who are active and regular to meetings			
E	Number of members who are inactive and irregular to meetings			

7. If there were some inactive members, what accounted for the inactiveness?

Section 2: Activities and Support Received

8. What form of programmes have you organized from 2020 to March 2022?

9. What factors influence the forms of programmes organized?
10. How do you organize your programmes and activities? [**Probe:** *Support received and source: Resources persons, Financial, Logistics etc.*]
11. How did you ensure the achievement of the project goals through the clubs? [**Explore:** *Key objective of the club and Project*]
12. What type of assistance/support did you receive from:
 - a. Patrons of gender club
 - b. Counsellors (GES, GHS, and District Assembly)
 - c. Headmasters
 - d. State Institutions (DOVVVSU/Police, Social Welfare, CHRAJ)
 - e. CBO/NGO (partners)

Section 3: Impacts and Changes

13. What has been the main impact of the clubs in the school?
14. What forms of changes have you observed with the members of the club and students in general? [**Probe:** *Attitude and behaviour regarding sexual relation; Respect for each other; Abusive tendencies etc.*]
15. How do parents and community leaders view the clubs in the school? [**Guides:** *Willing to allow children participation; Provision of support to clubs programmes; Use of club members in community programmes*]
16. What impact do you think the gender centre project has had in your community?
 - a. Specifically on gendered roles and responsibilities, what were some of the gendered norms that were existing in your community? (*Probe for the expected roles and responsibilities for men/boys); and the roles and responsibilities for women/girls).*
 - b. How have they been changed?
17. How has the project impacted on harmful sociocultural practices against women in your community? (*Probe for issues such as early child marriage, female Genital mutilation, corporal punishment, widowhood rites, physical and sexual of abuse of women, forced marriage, child labour, child prostitution/sex slavery, child trafficking, forced labour etc.*)
18. What factors have/many have:
 - a. positively influenced the outcomes of the gender centre project?
 - b. negatively influenced the outcomes of the gender centre project?

Section 4: Sustainability

19. How would the activities of the project be maintained once the funding ends? [*Probe for the financial sustainability of the project, the institutional support that will be required to sustain the project, and what other social support from other stakeholders like parents, traditional leaders, state agencies that will be required to sustain the project*]
20. What potential constraints are likely to impede your effort in sustaining this project?
21. How would these constraints be mitigated to ensure sustainability?

Section 5: Recommendations

22. Suppose the funder [those who support the club] decides to expand this programme, which areas or issues would you want the project implementers to prioritize (and why?).
23. What would be your recommendations in designing similar projects in the future?

Key Informant Interview Guide for Head of School

Section 1: Characteristics of School and Respondents

1. Name of Respondent
2. Name of School
3. How long have you been a head teacher for this school?

Section 2: Knowledge on Programme/Project

4. What do you know about the Gender Club project?
Probe for:
 - Project objective
 - Their activities in schools and communities
 - Who are involved in the organization and execution of the programmes and activities?
 - How was the project implemented? (*Find out if they are aware of all the mediums used: Gender Clubs; Counsellors etc.*)

Section 3: Impact

5. What is the level of participation of your students in the Gender Club?
6. What has been the main impact of the clubs in the school?
7. What forms of changes have you observed in the members of the club and students in general? [**Probe:** *members of the club first then the entire students body*]

8. How do parents and community leaders view the clubs in the school? [**Guides:** *Willing to allow children participation; Provision of support to clubs programmes; Use of club members in community programmes*]
9. What impact do you think the gender centre project has had in your community?
 - a. Specifically on gendered roles and responsibilities, what were some of the gendered norms that were existing in your community? (*Probe for the expected roles and responsibilities for men/boys); and the roles and responsibilities for women/girls*).
 - b. How have they been changed?
10. How has the project impacted on harmful sociocultural practices against women in your community? (*Probe for issues such as early child marriage, female Genital mutilation, corporal punishment, widowhood rites, physical and sexual abuse of women, forced marriage, child labour, child prostitution/sex slavery, child trafficking, forced labour etc.*)
11. What factors have/many have:
 - a. positively influenced the outcomes of the gender centre project?
 - b. negatively influenced the outcomes of the gender centre project?

Section 4: Sustainability

12. How would the activities of the project be maintained once the funding ends? [*Probe for the financial sustainability of the project, the institutional support that will be required to sustain the project, and what other social support from other stakeholders like parents, traditional leaders, state agencies that will be required to sustain the project*]
13. What potential constraints are likely to impede your effort in sustaining this project?
14. How would these constraints be mitigated to ensure sustainability?

Section 5: Recommendations

15. Suppose the funder [those who support the club] decides to expand this programme, which areas or issues would you want the project implementers to prioritize (and why?).
16. What would be your recommendations in designing similar projects in the future?

FGD Guide for Traditional Leaders

Characteristics

- i. Date of FGD
- ii. District

- iii. Community/Communities
- iv. Number of Participants: Total _____ Males _____ Females _____
- v. Start time:
- vi. End Time:

Section 1: Knowledge on Programme/Project

1. What do you know about the Gender Centre's project?
Probe for:
 - project objective
 - their activities in schools and communities
 - who are involved in the organization and execution of the programmes and activities?
 - how is the project implemented? (*Find out if they are aware of all the mediums used: Gender Clubs; Counsellors etc.*)
2. How would you describe the quality of collaboration between the traditional leaders and the project?

Section 3: Impact

[For question 4 to 6, ask each community rep for these views]

3. What impact do you think the gender centre project has had in your community? (**Guide:** Let participants rank the impact).
 - a. Specifically on gendered roles and responsibilities, what were some of the gendered norms that were existing in your community? (*Probe for the expected roles and responsibilities for men/boys); and the roles and responsibilities for women/girls).*
 - b. How have they been changed?
4. How has the project impacted on harmful sociocultural practices against women in your community? (*Probe for issues such as early child marriage, female Genital mutilation, corporal punishment, widowhood rites, physical and sexual of abuse of women, forced marriage, child labour, child prostitution/sex slavery, child trafficking, forced labour etc.*)
5. What factors have/many have:

- a. positively influenced the outcomes of the gender centre project?
- b. negatively influenced the outcomes of the gender centre project?

Section 4: Sustainability

6. How would the activities of the project be maintained once the funding ends? [*Probe for the financial sustainability of the project, the institutional support that will be required to sustain the project, and what other social support from other stakeholders like parents, traditional leaders, state agencies that will be required to sustain the project*]
7. What potential constraints are likely to impede your effort in sustaining this project?
8. How would these constraints be mitigated to ensure sustainability?

Section 5: Recommendations

9. Suppose the funder [those who support the project] decides to expand this programme, which areas or issues would you want the project implementers to prioritize (and why?).
(**Guide to Facilitator:** *The aim of this question is to identify the most important issues/areas future projects should focus. After listing all the recommendations, let the participants rank them from the most important to the least important*).
10. What would be your recommendations in designing similar projects in the future?

FGD Guide for COMBATS Members

Section 1: Information

- i. District
- ii. Name of Respondent
- iii. Position
- iv. How long have you been working on this project?

Section 2: Activities undertaken

1. What form of support did you receive from Gender Centre on the project (probe for finance, logistics, training etc?)
2. What kinds of activities have you undertaken between 2020 and March 2022?

3. What forms of collaborations/partnerships exist in the execution of programmes?
[**Explore:** Local, Government Agencies, CSOs, CBOs, School etc.]

Section 3: Impact of activities

4. What is the response of the community to the activities undertaken? [**Focus:** Link to the different activities undertaken].
5. What forms of changes have you observed between 2020 and March 2022? [**Probes:** *violence against women/intimate partner violence, cultural attitudes and practices, gender relations, reporting of abuse by the young people, attitude towards sexual relations etc.*]
6. How are leaders of the community engaging with you? [**Probe in relation to:** *Issues engaged in, forms of engagements etc.*]
7. Specifically on gendered roles and responsibilities, what were some of the gendered norms that were existing in your community? (*Probe for the expected roles and responsibilities for men/boys); and the roles and responsibilities for women/girls).*
 - a. How have they been changed?
8. How has the project impacted on harmful sociocultural practices against women in your community? (*Probe for issues such as early child marriage, female Genital mutilation, corporal punishment, widowhood rites, physical and sexual of abuse of women, forced marriage, child labour, child prostitution/sex slavery, child trafficking, forced labour etc.*)
9. What factors have/many have:
 - a. positively influenced the outcomes of the gender centre project?
 - b. negatively influenced the outcomes of the gender centre project?

Section 4: Sustainability

10. How would the activities of the project be maintained once the funding ends? [*Probe for the financial sustainability of the project, the institutional support that will be required to sustain the project, and what other social support from other stakeholders like parents, traditional leaders, state agencies that will be required to sustain the project*]
11. What potential constraints are likely to impede your effort in sustaining this project?
12. How would these constraints be mitigated to ensure sustainability?

Section 5: Recommendations

13. Suppose the funder [those who support the club] decides to expand this programme, which areas or issues would you want the project implementers to prioritize (and why?).
(**Guide to Facilitator:** *The aim of this question is to identify the most important issues/areas future projects should focus. After listing all the recommendations, let the participants rank them from the most important to the least important*).
14. What would be your recommendations in designing similar projects in the future?

FGD Guide for Community Members

Characteristics

- i. Date of FGD
- ii. District
- iii. Community
- iv. Number of Participants: Total _____ Males _____ Females _____
- v. Start time:
- vi. End Time:

Section 1: Knowledge on Programme/Project

1. How many of you had children who attended the school or are still in school? (*Refer to the list of beneficiary school from the training manual*)
2. What do you know about the Gender Centre's project? (*Question can be directed at those whose children had attended or are attending school*)

Probe for:

- project objective
 - their activities in schools and communities
 - who are involved in the organization and execution of the programmes and activities?
 - how is the project implemented? (*Find out if they are aware of all the mediums used: Gender **Clubs**; Counsellors etc.*)
3. How many of you have your children been members of the gender club? (*Record the number of participants whose children are members and those whose children are not*)
 - a. Why did you allow your children to participate in the gender club?

- b. What changes have you seen in the children since they joined the club?
 - c. For those whose children are not members (if any), why are they not members?
- 4. What do you know about COMBATS?
- 5. What knowledge have you acquired through the activities of the COMBATS?

Section 3: Impact

- 6. How has the knowledge acquired from COMBATS sensitization programmes impacted your life? (**Guide:** *Let participant rank the impact*).
- 7. What impact do you think the gender centre project has had in your community?
 - a. Specifically on gendered roles and responsibilities, what were some of the gendered norms that were existing in your community? (*Probe for the expected roles and responsibilities for men/boys; and the roles and responsibilities for women/girls*).
 - b. How have they been changed?
- 8. How has the project impacted on harmful sociocultural practices against women in your community? (*Probe for issues such as early child marriage, female Genital mutilation, corporal punishment, widowhood rites, physical and sexual abuse of women, forced marriage, child labour, child prostitution/sex slavery, child trafficking, forced labour etc.*)
- 9. What factors have/many have:
 - a. positively influenced the outcomes of the gender centre project?
 - b. negatively influenced the outcomes of the gender centre project?

Section 4: Sustainability

- 10. How would the activities of the project be maintained once the funding ends? [*Probe for the financial sustainability of the project, the institutional support that will be required to sustain the project, and what other social support from other stakeholders like parents, traditional leaders, state agencies that will be required to sustain the project*]
- 11. What potential constraints are likely to impede your effort in sustaining this project?
- 12. How would these constraints be mitigated to ensure sustainability?

Section 5: Recommendations

- 13. Suppose the funder [those who support the club] decides to expand this programme, which areas or issues would you want the project implementers to prioritize (and why?).

(Guide to Facilitator: *The aim of this question is to identify the most important issues/areas future projects should focus. After listing all the recommendations, let the participants rank them from the most important to the least important).*

14. What would be your recommendations in designing similar projects in the future?

KII Guide for State Agencies/District Counsellors and CSOs/CBOs]

Section 1: Information

- i. Name of respondent
- ii. Organization
- iii. Position
- iv. How long have you worked with the project?

Knowledge

1. What do you know about the Gender Club project?

Probe for:

- project objective
- their activities in schools and communities
- who are involved in the organization and execution of the programmes and activities?
- how is the project implemented? (*Find out if they are aware of all the mediums used: Gender Clubs; Counsellors etc.*)

2. Were you given any form of training to be part of the project? (If yes, what form/type of training did you receive, issues discussed)

Section 2: Roles and Activities

3. How did you support the project?
4. Which institutions/organization did you work/collaborate with?
5. What was the nature of collaboration? [**Probe:** *Types of Activities, target groups; Resourcing; capacity building for some personnel etc.*]
6. Overall, to what extent did the role(s) your organization played contribute to the achievement of the project objectives? [**Probe:** *Specific Contributions*]

Section 3: Impact

7. How has the project impacted the lives of children in the beneficiary communities?
(*Probe for any observed changes since the start of this project*)
8. What impact do you think the gender centre project has had in your community?
 - a. Specifically on gendered roles and responsibilities, what were some of the gendered norms that were existing in your community? (*Probe for the expected roles and responsibilities for men/boys); and the roles and responsibilities for women/girls*).
 - b. How have they been changed?
9. How has the project impacted on harmful sociocultural practices against women in your community? (*Probe for issues such as early child marriage, female Genital mutilation, corporal punishment, widowhood rites, physical and sexual abuse of women, forced marriage, child labour, child prostitution/sex slavery, child trafficking, forced labour etc.*)
10. What factors have/many have:
 - a. positively influenced the outcomes of the gender centre project?
 - b. negatively influenced the outcomes of the gender centre project?

Section 4: Sustainability

11. How would the activities of the project be maintained once the funding ends? [*Probe for the financial sustainability of the project, the institutional support that will be required to sustain the project, and what other social support from other stakeholders like parents, traditional leaders, state agencies that will be required to sustain the project*]
12. What potential constraints are likely to impede your effort in sustaining this project?
13. How would these constraints be mitigated to ensure sustainability?

Section 5: Recommendations

14. Suppose the funder [those who support the club] decides to expand this programme, which areas or issues would you want the project implementers to prioritize (and why?).
(**Guide to Facilitator:** *The aim of this question is to identify the most important issues/areas future projects should focus. After listing all the recommendations, let the participants rank them from the most important to the least important*).
15. What would be your recommendations in designing similar projects in the future?

KII Guide for Partners

Section 1: Information

- i. District
- ii. Name of partner (AACOMMAID, P.M.D. F, Needy Voices Foundation, CYDeF).
- iii. Name of Respondent
- iv. Position
- v. How long have you worked on the Gender Centre project as a partner?

Section 2: Knowledge

1. What do you know about the Gender Centre project?

Probe for:

- project objective
- their activities in schools and communities
- who are involved in the organization and execution of the programmes and activities?
- how is the project implemented? (*Find out if they are aware of all the mediums used: Cell Phone; Gender Clubs; Counsellors etc.*)

Section 2: Effectiveness and Efficiency of Partnership

2. What were your expectations of becoming a partner on the project?
 - a. To what extent has your expectations been met? (*Probe for explanations*)
3. What was the nature of the partnership between you and project implementer (GSHRDC)? (*Probe to find out if there is partnership with one the GC, or multiple partnerships have been created between all stakeholders. Also, whether they were active or passive partners etc.*)
4. What activities have you collaborated with the Gender Centre to undertake between 2020 and March 2022?
5. How has working on this project impacted your organization? (*Probe for both positive and negative impacts*).
6. What interventions were put in place to strengthen the collaboration between the partners?
7. Overall, how will you rate the level of effectiveness of your partnership on the Gender Centre project? (*Probe for reasons*)
8. Overall, how will you rate the level of efficiency (getting value for money) of your partnership on the Gender Centre project? (*Probe for reasons*)
9. Which aspects of the project were implemented to your satisfaction and why?
 - a. And which aspects were not implemented to your satisfaction and why?

10. What factors constrained your level of effectiveness as a partner on this project?

Section 3: Impact

11. How has the project impacted the lives of children in this community? (Probe for any observed changes since the start of this project)

12. What impact do you think the gender centre project has had in your community?

- a. Specifically on gendered roles and responsibilities, what were some of the gendered norms that were existing in your community? (*Probe for the expected roles and responsibilities for men/boys); and the roles and responsibilities for women/girls).*
- b. How have they been changed?

13. How has the project impacted on harmful sociocultural practices against women in your community? (*Probe for issues such as early child marriage, female Genital mutilation, corporal punishment, widowhood rites, physical and sexual abuse of women, forced marriage, child labour, child prostitution/sex slavery, child trafficking, forced labour etc.)*

14. What factors have/many have:

- a. positively influenced the outcomes of the gender centre project?
- b. negatively influenced the outcomes of the gender centre project?

Section 4: Sustainability

15. How would the activities of the project be maintained once the funding ends? [*Probe for the financial sustainability of the project, the institutional support that will be required to sustain the project, and what other social support from other stakeholders like parents, traditional leaders, state agencies that will be required to sustain the project*]

16. What potential constraints are likely to impede your effort in sustaining this project?

17. How would these constraints be mitigated to ensure sustainability?

Section 5: Recommendations

18. Suppose the funder [those who support the club] decides to expand this programme, which areas or issues would you want the project implementers to prioritize (and why?). (**Guide to Facilitator:** *The aim of this question is to identify the most important issues/areas future projects should focus. After listing all the recommendations, let the participants rank them from the most important to the least important).*

19. What would be your recommendations in designing similar projects in the future?