

FOUNDATIONS OPERATIONAL MANUAL AND PROCEDURAL GUIDELINES

STRENGTHENING PREVENTION APPROACHES
TO ADDRESS GENDER-BASED
VIOLENCE IN THE CARIBBEAN



The Maria Holder  Memorial Trust



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FOREWORD & ACKNOWLEDGEMENT

CARICOM estimates that young people under thirty years of age account for sixty-three per cent of the population of CARICOM countries. The investment of resources, time and energy in our young women and men is therefore crucial to the region's achievement of the sustainable development goals.

The economic, political and creative potential and resilience of Caribbean societies is intricately tied to our young women and men. Real possibility for change in negative social and cultural norms and values from one generation to the next also rests with our young people as architects of the future.

Gender-Based violence can create significant negative outcomes for young women and men. Experiencing and witnessing domestic violence can for example have a direct impact on the health, well-being and educational outcomes of young women and men. Sexual and Gender-Based violence experienced by young women and girls not only represents a serious violation of their human rights but impacts the resilience and life-long potential of women and girls.

The Foundations Programme aimed at contributing to and strengthening prevention approaches to addressing Gender-Based Violence in the Caribbean, is an important tool within UN Women's overall strategy to address Gender-Based violence and its most prevalent form Violence Against Women and Girls in the Caribbean Region.

This strategy which focuses on prevention and response: including the provision of quality essential services and access to justice for survivors, is anchored to the transformation of cultural and social norms, values, attitudes and beliefs which support the perpetuation of Gender-Based discrimination, gender inequality and Gender-Based violence.

Education is an important driver of social and cultural change. The application of human rights-based, participatory and youth centered approaches which also take on board feminist pedagogical practice are indispensable to efforts towards Gender-Based violence prevention.

The Foundations programme is developed primarily for a Caribbean audience, but its themes and content are applicable globally. This programme through its focus on youth and on addressing the gender-power relations which are at the root of Gender-Based discrimination and Gender-Based violence, is intended to make a signal contribution to the fields of Gender-Based violence prevention education but also to the areas of youth development in the Caribbean.

The programme includes step by step guidance on the implementation of each session of the twelve week programme for young women and men (13 to 24 years of age), a manual for the training of facilitators to deliver this programme, as well as operational guidance and a monitoring and evaluation framework for organisations and institutions wishing to adopt or implement the programme with young persons whom they serve.

UN Women MCO Caribbean would like to thank the Maria Holders Memorial Trust for their contribution to the development and piloting of this programme as well as the Governments of Antigua and Barbuda, Dominica and Grenada and the Legal Aid and Counselling Clinic in Grenada who also supported the piloting and testing of various elements of the curriculum and facilitators training manual.

UN Women MCO Caribbean would also like to thank the team of experts who worked on putting all the components of this programme together along with peer reviewers, members of our Civil Society Advisory Group and UN Women's Training Centre for their invaluable contribution to the substantive content of this programme and to making this programme a reality.

We encourage our partners across the Caribbean region and the globe to adopt and implement this programme and to join UN Women in our efforts to STEP IT UP to end Gender-Based Violence once and for all.



Mary Alison McLean

Representative UN Women MCO Caribbean

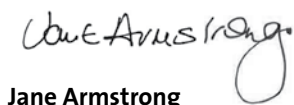
The Maria Holder Memorial Trust is a registered Charity in Barbados founded in 2007 by Christopher Holder and Chesterfield Brewster in memory of Maria Holder, following her untimely death in 2004. Maria Holder was of Swiss nationality and made Barbados her home for over thirty years. She was committed to charitable work and gave generously to many Organisations. The Maria Holder Memorial Trust proudly carries her name and continues that legacy, particularly in Barbados, in the areas of Education and Training, Health, Poverty Alleviation, Culture and the Arts and Emergency/Disaster Relief. We have a small, dedicated Project Management Team who work tirelessly to carry out the work of the Trust. Within our sectors, we work with children and youth, the elderly and those in vulnerable circumstances. Although our primary focus is in Barbados, we do have some projects in Antigua, British Virgin Islands, Dominica, Grenada and St. Vincent and the Grenadines.

Education and training is of utmost importance to us and continues to be our biggest sector in terms of the provision of assistance. This encompasses the provision of infrastructure as well as social development programmes. The partnership and funding for this programme in collaboration with UN Women was no different as Gender-Based Violence continues to be a serious problem for the safety and wellbeing of women and families throughout the region.

Programmes such as these seek to empower girls to help them be less vulnerable to violence and will aid in their personal development. We hope that those trained with the use of these manuals will internalise what is taught and also share the information with others in the home and community as well.

The Maria Holder Memorial Trust has also had the pleasure of partnering with some other agencies to impart prevention education as it relates to Gender-Based Violence and we are very pleased with the results and impact that we have seen to date. Of importance is the fact that there appears that more work needs to be done and such initiatives need to be expanded so we urge everyone to make use of the manuals that will be available and seek to educate our young people as much as possible.

We join our Partners at UN Women to reiterate the need for the all agencies across the Caribbean to implement this programme and do all in their power to end Gender-Based Violence.



Jane Armstrong

Chief Project Manager

The Maria Holder Memorial Trust

ABOUT THIS MANUAL

Throughout the past 10 years, UN Women Multi-Country Office - Caribbean has supported the development of initiatives that seek to promote gender equality and to address gender-based violence. UN Women's commitment has been responsive to key evidence-based reports which demonstrate the persistence of gender inequalities and gender-based discrimination in the Caribbean. Violence against women and girls remains the most pervasive and severe form of gender-based violence and gender-based discrimination in the region. Within the context of UN Women's prevention framework and with the view to developing and supporting sustainable and measurable prevention initiatives in the Caribbean region, UN Women Multi-Country Office - Caribbean sought to develop a programme to meet the increasing calls for the development and scaling up of gender-responsive violence prevention programmes which target young people. **The Foundations Programme** was conceived to address the gendered causes and consequences of violence, including gender socialisation, harmful and stereotypical gender roles and gender inequality.

The Foundations Programme is a flexible 12-module programme, designed for participants aged 13 to 24. It is to be delivered by a cadre of advanced trained male and female facilitators. These facilitators will have varying degrees of experience working with youth in both school and community-settings. Community-based settings may include a variety of naturally occurring clusters such as schools, faith-based groups and other social or recreational clubs.

The Foundations Programme is based on the premise that violence is intentional, and that abusive behaviours are chosen methods for gaining control over persons and situations. The programme demonstrates how GBV is derived from socially and culturally bound concepts of gender, gender hierarchy and patriarchy, which rationalises and legitimises violence against women and girls in particular and all forms of GBV generally. It is based on teaching concepts and techniques that help to challenge harmful and hierarchical gender norms, values and attitudes and encourage the adoption of social and cultural norms and values which emulate gender equality, respect, justice, fairness, open communication and healthy relationships.

The Foundations Programme recognises that young people have expert knowledge about the realities of the social conditions they face in their everyday lives. Potential participants for this programme are therefore seen as competent, knowing persons who are in the best position to speak about how they live and experience gender constructions.

The Programme is participant-centered and invites young people to engage in 'thinking through' concepts such as gender, gender socialisation, gender hierarchies and constructions of masculinity, femininity, sexuality and their impact on relationships with themselves and others.

The specific objectives of **The Foundations Programme** are to:

- 1 Empower young people to understand GBV and its genesis in gender inequalities and gender-based discrimination.
- 2 Promote an understanding of the consequences of GBV to partner(s), children, communities and societies in general.

- 3 Endow young people with knowledge, skills and attitudes for addressing conflict and responding to stress and stressors that arise in relationships.
- 4 Establish and model an atmosphere of respect within group relations among and between young people.
- 5 Promote self-sufficiency among young people in taking steps towards improving their relationships and their lives.
- 6 Create a network of young people who will advocate for non-violent relationships.

The purpose of the **OPERATIONAL MANUAL AND PROCEDURAL GUIDELINES** is to provide support and guidance in the implementation of **The Foundations Programme**. This manual seeks to give a step-by-step guide to operationalising the programme and handling specific situations that may arise during the course of its implementation. It draws on lessons learned during the piloting of the programme in Grenada, Antigua and Barbuda, Dominica and Trinidad and Tobago and gives a pragmatic roadmap to the planning, implementation and evaluation of the programme. **It is critical that implementing agencies follow THE OPERATIONAL MANUAL AND PROCEDURAL GUIDELINES to ensure programme fidelity.**

AN OVERVIEW

The audience for this manual are donor agencies, coordinating agencies, advisory boards, facilitators and any other national stakeholders and partners with an interest in the implementation of **The Foundations Programme**. The manual is divided into 3 main sections; Pre-implementation, Implementation and Post-implementation.

The Manual commences with guidance for coordinating agencies invested in the roll out of **The Foundations Programme** in their countries. The first section of this manual addresses critical steps in building the support system that is essential for successful roll out. For example, it gives detailed guidance for the contracting of a dedicated programme coordinator, with a clear scope of work and the capacity to secure buy-in from key local, national and international stakeholders. Additional areas addressed in this pre-implementation phase are the recruitment of trainers as well as facilitators and programme participants. Comprehensive procedures for guidance in this phase also include essential components for youth programming, such as parental consent.

The second section of this manual details implementation components such as logistics coordination, module delivery and facilitation supervision for the roll out of **The Foundations Programme**. Continued engagement of the coordinating agency and key stakeholders is imperative during the implementation of this programme.

The final section of the manual covers procedures for closing the programme. These include but are not limited to reporting guidelines, referrals and measures for building sustainable programmes. The core evaluation tools for use in intervention are also herein referenced, however it must be noted that the tools are included in the **Monitoring and Evaluation Framework** which forms one of the components of **The Foundations Programme**.





SECTION 1



PRE- IMPLEMENTATION

PROGRAMME MANAGEMENT

COORDINATION

The implementation of *The Foundations Programme* will be led by a coordinating agency. This agency may be a governmental or non-governmental agency and may operate in school-based or community based settings. The coordinating agency is responsible for securing sufficient resources for the implementation of the programme, stakeholder engagement as well as overseeing all administrative and monitoring and evaluation components related to the roll out of the programme. The coordinating agency will assign an individual responsibility for the coordination of the programme. This individual is hereafter referred to as the programme coordinator.

The programme coordinator provides supervision and leadership for all personnel involved in the roll out of the programme, such as trainers and facilitators, assures programme fidelity and will be responsible for the administration of formative, process and summative evaluation tools. It is important that this individual has the support of the agency to dedicate attention to the following work areas.

SECURING SUFFICIENT RESOURCES AND FINANCIAL MANAGEMENT

Resources will be needed to support activities throughout all phases of programme implementation. During pre-implementation, resources will be necessary to support stakeholder engagement meetings, logistical arrangements for the training of facilitators, professional fees for trainers and an independent evaluator as well as fees or stipends for facilitators if they are not seconded or working within aligned agencies such as schools or government agencies. The programme coordinator will be responsible for ensuring that all resource needs are met for the duration of the programme and this may include seeking funding from local, national (government), and international bodies to support the programme elements. The programme coordinator will be responsible for the creation of a budget that includes the aforementioned line items.

STAKEHOLDER ENGAGEMENT

The programme coordinator will actively work towards garnering community support and buy-in from key partners to implement **The Foundations Programme**. The programme coordinator will seek to:

- Garner support by informing stakeholders of the overall programme objectives, methodology and timelines, as well as gain feedback related to programme implementation.
- Receive input on proposed programme logistics, including suitability of potential facilitators, appropriate characteristics of potential participants, acceptable programme-related materials and any other relevant information.
- Identify and engage stakeholders to create an advisory group that will provide stewardship throughout the entire implementation period.
- Gather information from community members or school personnel and other stakeholders to support the successful implementation of **The Foundations Programme**.

This is a key element of building sustainable programming and strengthening the reach of the programme in school and community settings. In school settings, stakeholders will include members of parent-teacher associations or networks, school administrative personnel and any other faith based or community based organisations that regularly partner with the school. In community settings, stakeholders will include service providers, faith leaders, community organisers and or activists and community members who are involved or willing to become involved in community-based work.

The programme coordinator will lead, maintain and coordinate ongoing consultations with an advisory group.

THE ADVISORY GROUP

The advisory group will provide support to the coordinating agency in the person of the programme coordinator. The advisory group acts in a resource and consultative capacity, assisting in the implementation of the programme and in making the programme sustainable. The advisory group also acts as a sounding board for the programme coordinator to manage a range of issues and challenges. The responsibilities of the advisory group include but are not limited to:

- Partnering with the coordinating agency to seek funding from local, national and international bodies.
- Supporting the programme coordinator in his/her role, adhering to ethical and legal frameworks associated with youth- focused programming.
- Maintaining core principles and values related to the achievement of gender equality.
- Assisting with the establishment of relationships between the coordinating agency and school or community groups from which participants will be recruited.
- Providing support for the continuity and sustainability of the programme.
- Motivating and engaging other stakeholders in the community and school system to support the program.

MINISTRIES OF EDUCATION AND OR CHILD AND YOUTH DEVELOPMENT AGENCIES

The programme coordinator will also be responsible for facilitating programme implementation in school settings by establishing working relationships with the appropriate government agencies or school boards. These stakeholders will assist by endorsing schools which they determine may be best suited for and or in need of **The Foundations Programme**. They will also recommend appropriate school personnel with whom the programme coordinator will be able to liaise. Relationships with these stakeholders will also be leveraged to create opportunities for the programme coordinator to convene meetings and make presentations to administrative personnel, such as principals and school boards, to garner support and programme buy-in.

PARTNERING WITH A COMMUNITY LIAISON

In school settings, principals, deans and teachers are key gatekeepers and can support programme buy-in from parents, students and other teachers. Negotiating community environments can however be a complicated and nuanced experience. It is therefore recommended that the programme coordinator create an alliance with a community liaison who is able to leverage community relationships to support the roll out of the programme. It is strongly suggested that community liaisons are issued stipends in recognition of their contribution in all phases of project implementation. Partnering with a community liaison is the initial step to accessing community spaces.

COMMUNICATING INFORMATION ABOUT THE FOUNDATIONS PROGRAMME

The programme coordinator will be responsible for communicating information about the objectives, content and operation of **The Foundations programme** to a number of key stakeholders. Information about the programme should be taken from **The Foundations Programme** information and objectives outlined in the first section of this **operational manual and procedural guidelines** as well as from module 1 (Getting Started- Welcome and Introductions) of the actual curriculum.

Gender is often a misunderstood topic and in the Caribbean context can often be conflated with topics such as sexual orientation, gay rights and fears related to female “over-achievement” “over-empowerment” or female domination. The programme coordinator or other representative designated to provide information about **The Foundations Programme** should ensure that information presented about the programme addresses and clarifies these issues, and gives a clear explanation of how gender and gender-based violence are addressed within the context of **The Foundations Programme**.

EXPLAINING THE PROGRAMME TO PARENTS AND GUARDIANS

Parents and guardians of young participants have a vested interest in the content of the programme and should be presented with clear information on the objectives of the programme. Guidance outlined in the section above should be used when communicating to parents and guardians about the programme. This information can be presented to parents at parent-teacher association meetings or other similar events.

The implementing agency may also consider hosting programme sample sessions for parents and guardians. These sessions can be taken from **The Foundations Curriculum** for delivery to parents and guardians. Activities from modules 2 and 8 of **The Foundations Curriculum** are recommended sample sessions for delivery to parents and guardians.

PREPARING FOR ROLL OUT OF THE FOUNDATIONS PROGRAMME

Once the foundational work of garnering support of community and school-based stakeholders is completed, the programme coordinator will initiate the recruitment and training of key personnel to deliver the curriculum. The programme coordinator will be responsible for identifying, recruiting and screening facilitators as well as youth participants. The first task will be contracting trainers for the training of facilitators' workshop, followed by recruiting facilitators and conducting their training, followed by finalising the recruitment of youth participants.

RECRUITING TRAINERS

Facilitators will undergo formal training as detailed in the ***Training of Facilitators Manual*** which is one of the components of ***The Foundations Programme***. The Facilitators Training Workshop is a five-day intensive course which prepares facilitators to deliver the curriculum content and simultaneously offers an experiential gender workshop. **It is recommended that persons identified to train facilitators have professional training and certification in the areas of social work, psychology, psycho-therapy, Counselling, Adult Education, Gender Studies, Youth Development, Public Health or another related field.** Trainers should also have an adequate level of experience and competency in running workshops or conducting trainings. **Potential trainers can be recruited from the Caribbean region, with preference given to trainers who are familiar with approaches to promoting gender justice and addressing gender-based discrimination.** It is strongly recommended that a male-female team of trainers is recruited to implement the training of facilitators. Given that the **Foundations Curriculum** is designed to be implemented by a pair of facilitators, the Facilitators Training Workshop presents an opportunity to model power sharing, gender equality and other key gender sensitivities that can arise in co-facilitation of this nature. Hence, the trainers' partnership is a teaching mechanism.

Once the trainers are selected, the programme coordinator will make ***The Foundations Programme*** documents available to them and begin to plan for the implementation of the facilitator training. All administrative and logistical responsibilities for the facilitator training will be carried out by the coordinating agency in the person of the programme coordinator.

IDENTIFICATION OF FACILITATORS

The coordinating agency will screen facilitators via in-person interviews. Facilitators will have previous experience with group work and facilitation in either school or community based settings. Additionally, preferred facilitators will have a minimum of a first degree in Social Work, Counselling, Psychology, Adult Education, Youth Development, Gender Studies, Human Development, Mental Health, Education or related field.

Groups of male **participants** are best served by the partnership of a male and female facilitator. This configuration facilitates modelling of constructive male-female partnerships and gender equality. Young men will benefit from

witnessing men and women working together as a team, resolving and mediating conflicts as well as co-leading and engaging in tabooed discussions about gender issues. This type of modelling is important as boys and young men do not often see this positive modelling taking place within familial relationship dynamics. This also allows the facilitators to observe and capture group dynamics.

The female participant groups should be facilitated by a pair of female facilitators only. This facilitator arrangement is highly recommended because of the high rates of violence against women and girls in the Caribbean region in which the perpetrator is often male. There is a high probability that at least one female participant will be a survivor of physical or sexual violence. Intense emotions may be triggered by the psycho-educational sessions which form part of this programme and it is critical that, as safe and comfortable an environment as possible, is created. It is also helpful when a co-facilitator who is not leading, can observe verbal and non-verbal communication and group dynamics. If one participant experiences intense emotions, one co-facilitator can exit the workshop space with the said participant and provide one on one attention.

FACILITATORS' ROLES AND COMPETENCIES

Facilitators will also be committed to upgrading their competencies in the field of gender and development. They are expected to read additional resources and manuals on the topics of gender and development, engagement of young people in gender-based violence programming, positive youth development and comprehensive sexuality education. The following competencies are also expected of facilitators:

- Ability to work effectively with a co-facilitator to manage the delivery of **The Foundations Curriculum** to participants.
- Engaging participants with participatory, youth-led methodologies instead of using traditional teaching/ didactic approaches
- Managing conflict and tension in groups
- Addressing disruptive and disrespectful behaviours
- Co-developing ground rules and engaging and encouraging participants to adhere to these rules.
- Ensuring that all educational and creative materials are available for the group
- Analysis and evaluation of group dynamics and performance during the process of delivery of **The Foundations Curriculum** with the view to supporting the adaptation of sessions of the Curriculum as deemed necessary during implementation.

During the screening process, the coordinating agency will assess the capacity of potential facilitators to fulfil these roles.

SECURING AN APPROPRIATE WORKSHOP SPACE

Gendered beliefs and values are key components of socialisation, and as such, interrogating core understandings of gender equality and its implications for gender-based violence requires questioning core personal values. Successfully facilitating honest sharing around these primary topics requires a workshop space which is conducive to the confidential sharing of highly sensitive personal information. There may be several limitations faced in community and school settings when delivering a programme of this nature. An ill-equipped space however, will have dire consequences for the delivery of the programme, ultimately compromising the quality of the content delivered. Some of the stipulations included below may not be available in community or school settings,

however, failure to include them will compromise the delivery of the workshop and as such, the coordinating agency is urged to consider these accommodations during the formative stages of intervention planning. It is the programme coordinator's responsibility to ensure that the workshop room is a suitable learning environment. The following must be secured:

- Well ventilated room or air-conditioned room which is also protected from external noise.
- Large space to accommodate a maximum of 18 young people with a designated space for participatory activities. If a simultaneous group is being held with males and females, an appropriate venue with two separate rooms to accommodate 18 youth participants in each room should be secured.
- Lights in the room can be dimmed for viewing of video content or there should be curtains to cover bright light from windows.
- Audio-visual equipment, educational and creative materials should be available and working in the room.
- Chairs and tables
- Flip chart paper and stands
- Drinking Water
- Catering & Refreshments

Catering and Refreshments are not mandatory but highly recommended if modules are implemented in two (2) hour blocks or in after school or community settings. If there are heavy refreshments, for example a meal, it will be served after the completion of the module and not prior to convening a session.

GUIDELINES FOR WORKSHOP GROUP FORMULATION AND THE RECRUITMENT OF PARTICIPANTS

TARGETED AGE GROUPS

The **Foundations Curriculum** is designed for implementation with young people between the ages of 13 and 24. There should be a degree of homogeneity of group members in terms of age and developmental stages. The following age guidelines are recommended for formulating workshop groups:

- 13 to 14: This age group can be included in both school-based and community-based programme implementation
- 15 to 17: This age group can be included in both school-based and community-based programme implementation
- 17 to 24: This is the oldest group of potential participants who will be engaged in higher education or community settings.

STRUCTURE, DURATION AND FREQUENCY OF MODULES

It is recommended that each group does not exceed 18 members. The Curriculum is a flexible 12-module program, designed for participants aged 13 to 24. This 12-module curriculum can be implemented in the following formats:

- **TWELVE WEEKLY SESSIONS:** This is recommended for school-based implementation. It is suggested that each session should be 90 minutes long.

- **SIX WEEKLY SESSIONS:** This is recommended for implementation in community-based settings. Each session should be 4 contact hours. This format can also be used in vacation camps for school aged young people for example.
- **FOUR DAY INTENSIVE:** This is recommended for community-based settings. It is suggested that the sessions are implemented during two consecutive weekends or four consecutive days. Each programme day should be six (6) contact hours. This format is highly recommended for residential workshops or retreats.

Each module builds on content covered in the previous module, therefore regardless of the frequency, structure and duration of modules; the sequence of implementation must not be adjusted.

PARTICIPANTS' CHARACTERISTICS

Participants for *The Foundations Programme* can be drawn from three major groupings: in-school youth, out-of-school youth and young people in community settings. These groups have different needs and as a result require procedures targeted to meet their specific needs.

Youth in School Settings

Participants recruited in school settings will be among the youngest recipients of the programme. The curriculum should be delivered in a manner that is appropriate for young people ages 13 – 17. **There will also be limitations with respect to certain aspects of the programme content.** For example, if a specific school has limitations regarding including sex education in the classroom curriculum, the module on sexuality will have to be adjusted to meet the stipulation of the relevant authorities. Additionally, the length of workshop sessions may also require adjustments. Each of the 12 modules can be conducted in either a 1 ½ hour or 2-hour timeframe. The curriculum stipulates how activities should be adjusted to fit within both timeframes.

The following are logistical issues that apply specifically to working with participants in a school setting:

- **PARENT CONSENT & ASSENT:** There are two types of permissions required for including in-school youth in *The Foundations Programme*. Since these participants cannot legally consent to participation, a form for parental consent must be distributed. Participation in this type of group experience must be voluntary and under no condition should participants be mandated to attend groups. This type of mandate will undermine participation and jeopardise the achievement of identified outcomes. It may also stigmatise the programme. To prevent such occurrences, participants should also sign an assent form agreeing to participate in the programme.
- **SCHOOL CULTURE:** When working in school settings, it is important to conduct an assessment of the needs of the group identified for the programme. Be cautious about administrative staff and faculty assigning “difficult/challenging” students to the programme. If this is the case, the facilitators should have this information beforehand. This occurrence may make attending the sessions a stigmatising experience.
- **LEVEL OF PROGRAMME DISCLOSURE: Any curriculum presented in a school context will require full programme disclosure to the school authorities.** The programme coordinator should ensure that such disclosures are made, and that appropriate feedback is given by school authorities in particular which would assist and enable facilitators to adapt curriculum content as necessary.
- **SCHOOL SUPPORT:** The value of ‘buy-in’ from school authorities must not be underestimated. The programme coordinator should provide presentations to faculty and administration to ensure the programme is well supported.
- **LENGTH AND NUMBER OF SESSIONS:** It may be possible to conduct the workshop as part of an after-school programme. In such cases the 2-hour version of the modules can be delivered.

- **REFERRAL STRATEGIES:** Referrals for psychosocial support should be designed in tandem with existing referral mechanisms operating in the requisite school setting. Hence, the programme coordinator should establish a referral system that entails referring participants to school counselling services or school welfare services. This referral system should be established under the leadership of school administration. If the school does not have any existing psychosocial support systems through which participants can be referred, the programme coordinator will need to secure external referral services. This will be covered in more depth in a succeeding section of this manual.

Out-Of-School Youth

While working with 'Out-of-School Youth' may require less administrative work since there is no institutional involvement, there are nonetheless procedures that must be followed. Any individual under the age of 18, requires parental consent for participation in any youth programme. As with in-school youth, both the consent of parents or guardians and youth assent must be secured before an intervention can be held in a community space.

In the event that **The Foundations Programme** is being delivered in state run institutions for young people it remains critical that youth assent to the programme be secured.

An assessment of the community culture will inform every logistical component of the programme. It is important to determine whether community members will be supportive of this type of programme. The advisory group should consist of community members who are able to provide critical information about the community culture as well as guidance related to the logistical aspects of programme implementation.

Closed or Open Groups

It is recommended that this **Foundations Programme** be implemented as a closed group. A closed group means that no new members are permitted to join after a stipulated period of time. As a closed group, members will have an opportunity to develop cohesion, trust each other, and share their personal beliefs, thoughts, feelings and stories. A closed group also supports the learning and development journey and process which is a central feature of **The Foundations Programme**.

It is usually quite difficult to secure closed groups in community settings. There are limitations to the degree of control that can be levied in group settings to curtail the inclusion of new group members. If new participants show up each week, facilitators will have to make adjustments to best manage the group dynamics. This could be difficult as the curriculum is designed for closed groups. If the programme is delivered as an open group, it is recommended that facilitators think through how the sessions and content of the curriculum should best be adapted. It is also recommended that facilitators reaffirm the Ground Rules at the beginning of each session and make sure that participants agree to the inclusion of new members at the start of the session.





SECTION 2

IMPLEMENTATION OF THE PROGRAMME

During programme implementation there are six (6) main activities to be carried out: curriculum delivery; logistics coordination, debriefing, supervision of facilitators, operationalisation of referral services and the conduct of evaluation activities. The programme coordinator will be responsible for overseeing all of these activities.

CURRICULUM DELIVERY

The programme coordinator and facilitators will ensure that **Parental Consent** is obtained for all participants who are below the legal age of consent. These young people will require parental consent to participate in the workshop sessions. The programme coordinator will ensure that all parental consent forms are distributed prior to the first workshop session. Additionally, the programme coordinator is responsible for **Ensuring Programme and Curriculum Fidelity**. The coordinator should be present throughout the intervention. She/he will be introduced to participants and an explanation of their roles and responsibility will be outlined. The coordinator will periodically attend sessions in its entirety. On these occasions, the coordinator will complete the **General Session Observation Forms** and offer feedback to the facilitators. These completed forms will be collected and forwarded to the independent evaluator for inclusion in the evaluation report. The coordinator will also include these completed forms in project reports. He/she will observe a total of six (6) complete sessions throughout the project roll out.

LOGISTICS COORDINATION

Logistical support is an integral part of the workshop and as important as the curriculum design and delivery. The coordinator is responsible for the coordination of support services for the programme. The physical environment must be conducive to the programme, i.e. the location is private for sharing personal stories and protecting confidentiality. It is also critical that the coordinator identifies the times for each workshop session and that these times are clearly communicated to facilitators, participants and where necessary to school or building administration to ensure that identified space is available for the requested workshop times.

All administrative requirements such as attendance registers, stationary supplies, audio-visual and other media, and educational and creative materials etc. will be secured by the coordinator. The material list included in the curriculum will be used to inform the coordinator of the needed material for the participants. It is the facilitator's responsibility to alert the coordinator of any additional supplies needed with a justification given for the request. The coordinator will be responsible for consulting with school administration or community management services as necessary to secure the use of essential audio-visual/ technical equipment for the workshop sessions. In the absence of these resources, the coordinator will endeavour to secure equipment from external sources.

SUPERVISION OF FACILITATORS

Supervision entails the observation, assessment and feedback provided by a professional external to the implementation team. The following areas of feedback will be provided to the facilitators:

- Youth-centred Approach: How are young people being made to be central to the intervention?
- Strengths-based Approach: How are facilitators highlighting the strengths of young people rather than focusing on their problems or deficits?
- Positive Youth Development Approach: How are facilitators employing a developmental approach that integrates an understanding of young people, from a developmental theory that examines their evolving capacity?
- Human Rights-Based Approach: How are facilitators reflecting a respect for the inherent dignity and worth of every single participant? How is a Human Rights approach being used in the workshop?
- Gender Analysis: How are facilitators maintaining an analysis of gender-power relationships and supporting an understanding of gender-based discrimination throughout each workshop session?
- How are conflicts and group/members' tensions being addressed?
- Are facilitators being responsive to the needs of the young people and being flexible with the curriculum?

Supervision sessions should be conducted with the pair of facilitators after the 4th, 8th and 11th session. These sessions should be scheduled in advance and held in confidential / private surroundings. They will be led by the programme coordinator. After the 2nd, 6th and 10th session a group supervision session should be conducted by the trainers of the facilitators. These sessions can be implemented in-person or via online conferencing. The following topics will be explored:

- The facilitator's feelings about implementation
- Challenges encountered
- Problematic behaviours in group
- Difficult situations
- Providing emotional support
- Providing guidance in addressing psychosocial issues

The programme coordinator and trainers will complete a 1-2 page summary after each supervision session that addresses accomplishments, challenges, support needed, recommendations and next steps. These summaries will not capture confidential information shared by the facilitators.

DEBRIEFING

Debriefing sessions are important opportunities for reflection, for accessing professional and personal support, for processing the emotional toll of the work as well as for contributing to evaluation.

FACILITATORS' DEBRIEFINGS

Debriefing between co-facilitators after every group session is necessary. This should include:

- **Feelings** - Facilitators can begin the debriefing session by honestly sharing how they are feeling after the session.
- **Successes** - What worked during the group session? What functioned well?
- **Strengths** - Entails finding the successful moments especially in challenging situations. Identifying strengths also fosters hope by focusing on what is or has been successful in the group and programme, thereby exposing successes as the groundwork for realistic expectations.
- **Challenges** - What challenges were encountered? What can we do to address these challenges?
- **Future Strengths** - Areas for improving: What can we improve? What can we do for better results? Are there any weaknesses?
- **Recommendations for Improvement** - What steps can be taken to make the workshop better, more dynamic, more relevant, more interesting/fun?

DEBRIEFING WITH THE COORDINATOR

It is recommended that facilitators meet with the coordinator after the delivery of every three (3) modules. These debriefing sessions should include:

- **Feelings** - Facilitators can begin the debriefing session by honestly sharing how they feel about the program implementation.
- **Successes** - What has been working so far? What is functioning well?
- **Challenges** - What challenges are being encountered? What can they do to address these challenges?
- **Recommendations for Improvement** - What steps can be taken to make the sessions better? What areas can be improved immediately and what support can the coordinator provide?

REFERRAL SERVICES

It is essential that facilitators utilise the referral linkages with agencies or psychosocial practitioners in the community that were identified as key support services for participants engaged in **The Foundations Programme**. Facilitators will make referrals as necessary if a young person needs psychosocial care during the course of implementation. Facilitators need to identify when a member of a group may be experiencing:

- Depression
- Anxiety
- Confronting a major life stressor such as death of a loved one
- Suicidal thoughts or self-harm behaviours
- Anger
- Abusive relationships
- Panic Attacks and Panic disorder
- Self-esteem and body Image
- Dating Violence
- Bipolar disorder
- Drug and alcohol misuse

Facilitators will utilise the directory of youth-friendly and competent professionals who can provide quality psychosocial services to youth. This directory will be shared by the programme coordinator prior to the commencement of the workshop.

It is important to make referrals to youth-friendly professional agencies that provide quality and competent services to youth. The compilation of an appropriate referral list is a task that will be completed prior to the commencement of the work. It is important to establish a relationship with these agencies and inform them of **The Foundations Programme** and that they may be called to provide services for some members of the group if needed. The establishment of a relationship with counsellors or social workers at the agency is important to ensure that the young people will be received with respect and be given competent care.

Where there is a cost attached to the provision of psychosocial care, the implementing agency should identify how these costs will be covered prior to calling upon the support service or agency.

DISCLOSURE AND LIMITS TO CONFIDENTIALITY

There are limitations to the confidentiality that can be guaranteed to participants when disclosures are made in a public forum. While the facilitators will endeavour to create a confidential environment that encourages young people to interrogate personal stories and gender messaging, all legal parameters that govern disclosure will be applied. The programme coordinator is required to ensure that the legal parameters applied in their national context must be upheld. For example, in most national contexts, all disclosures of sexual abuse of a minor must be reported to a named authority.

Once any disclosure is made that violates national law, the facilitators will inform the participant of their obligation of mandatory reporting. The disclosure will be verbally reported immediately to the programme coordinator and within one business day, the facilitators will document the disclosure in a dated and signed correspondence (signed by the facilitator) addressed to the programme coordinator. The programme coordinator will thereafter liaise with the community liaison officer or school principal to finalise actions to address reporting obligations as well as to make the necessary referral.

In school settings, the established reporting procedures will be followed, while in community settings, the programme coordinator will work with the community liaison officer and connect with the community police to fulfil reporting obligations.

EVALUATION PROCEDURES

PROCESS EVALUATION

Process evaluation examines the manner in which programme activities are delivered. Ultimately process evaluations are tools to monitor quality. It also provides the necessary information to change elements of the programme which in turn strengthens effectiveness. The coordinator will be responsible for the collation of all process evaluation instruments – the participant sessional forms, MILLY cards, the facilitator’s Sessional Feedback form and any session observation forms completed. During the curriculum delivery, the coordinator will discuss any feedback about participants’ challenges in delivering the session materials.

PARTICIPANT EVALUATION

It is important that participants be given the opportunity to evaluate the programme and to indicate what impact the programme has had on them. This is done through the participant sessional forms, once all the sessions have been completed. Guidelines for the participant sessional forms and participant end-of-programme evaluation are given within the **Monitoring and Evaluation Framework** component of **The Foundations Programme**.

SECTION 3

POST IMPLEMENTATION OF PROGRAMME

The activities in this phase are concerned with consolidating feedback from all sessions in the programme, summarising and analysing the impact of the programme and collecting “evidence” of this success. The main tasks in the post implementation period involves programme evaluation. The coordinating agency will procure the services of an independent evaluator to conduct the evaluation activities. The programme coordinator will work closely with the evaluator as well as with UN Women and provide support as requested.

In addition to the programme evaluation, there are two other activities for this phase: report writing and follow-up actions with the participants. Final reports will be produced by the facilitators and the coordinator/ coordinating agency.

It is also important to plan for follow-up sessions or groups after the programme has been concluded. Follow-up sessions will depend on available funds or support for such activities but it may be beneficial to the participants if the facilitators check in with them through a follow-up strategy.

REPORTING GUIDELINES

It is important that programme reports are submitted in a timely fashion.

PROGRAMME COORDINATOR’S REPORT

- **Executive Summary (1 page)**
- **Introduction (1-2 pages)**
 - Brief description of the coordinating agency
 - Describe who was involved and in what capacity
 - Brief summary of need for **The Foundations Programme**
 - Describe any specific strategies adopted for the intervention
 - Goals and objectives of **The Foundations Programme**
 - Summarise the activities conducted to meet the Programme objectives
 - Give an overview of logistical elements
- **Stakeholder Engagement and Recruitment (3 pages)**
 - Describe problems and successes related to the engagement of stakeholders
 - Describe mechanisms for getting support and promoting the workshop
 - Describe the steps taken towards garnering community buy-in and support
 - Describe positive and negative responses encountered when proposing the implementation of **The Foundations Programme**

- Describe recruitment procedures for trainers
- Describe recruitment procedures for facilitators
- Describe logistical elements
- **Facilitator’s Training (3 pages)**
 - Summarise training, highlighting any key events
 - Describe logistical elements
 - List demographics of participants
 - Describe how training observations were conducted
 - Describe enabling factors for the training and challenges, if any, encountered
 - ▶ Discuss any barriers to success noted as well as any positive aspects
 - Describe potential solutions to challenges
 - Describe any lessons learned
 - Summarise evaluation results
- **Curriculum delivery (3 pages)**
 - Summarise the format in which the workshop was presented, highlighting any key events
 - Describe logistical elements
 - List demographics of participants
 - Describe how workshop observations were conducted
 - Describe the process of parental consent used with participants
 - Describe enabling factors for the training and challenges, if any, encountered
 - ▶ Discuss any barriers to success noted as well as any positive aspects
 - Describe potential solutions to challenges
 - Describe any lessons learned
 - Summarise evaluation results
- **Key Results achieved.**
 - This section should address and describe the impact of the programme on both facilitators’ capacity development and on the participants learning and development. ***It must speak to how the objectives of the programme outlined in the Curriculum have been met.***
- **Recommendations and Conclusion (3 pages)**
 - List recommendations regarding future use of ***The Foundations Programme Curriculum***
 - Indicate any needs for additional training and operational elements
- **Appendices:** Observation forms, Feedback forms etc.

TRAINERS' REPORTS

- **Executive Summary (1 page)**
- **The Facilitators' Training Programme (10 pages)**
 - Summarise training, highlighting any key events
 - List demographics of participants
 - Describe positive and negative responses to the training
 - Describe enabling factors for the training and challenges, if any, encountered
 - ▶ Discuss any barriers to success noted as well as any positive aspects
 - Describe potential solutions to challenges
 - Describe any lessons learned
 - Summarise evaluation results
- **Recommendations and Conclusion (2 pages)**
 - List recommendations regarding future implementation of the training
 - Indicate any needs for additional training and operational elements

DEBRIEFING REPORTS

- **Introduction (1/2 page)**
 - Describe who was involved and in what capacity
 - Brief summary of session
- **Successes (1 page)**
 - What has been working so far? What is functioning well?
- **Challenges (1 page)**
 - What challenges are being encountered? What can they do to address these challenges?
- **Recommendations for Improvement (1 page)**
 - What steps can be taken to make the sessions better? What areas can be improved immediately and what support can be provided?

FACILITATOR'S REPORTS

- **Executive Summary (1 page)**
- **The Foundations Programme (10 pages)**
 - Summarise workshop, highlighting any key events
 - List demographics of participants

- Describe positive and negative responses to the workshop
- Describe enabling factors for the workshop and challenges, if any, encountered
 - ▶ Discuss any barriers to success noted as well as any positive aspects
- Describe potential solutions to challenges
- Describe any lessons learned
- Summarise evaluation results
- **Recommendations and Conclusion (5 pages)**
 - List recommendations regarding future programme implementation
 - Indicate any needs for additional training and operational elements

DEVELOPING A FOLLOW-UP STRATEGY

Upon completion of the evaluation and submission of all reports, the programme coordinator will meet with key stakeholders and provide a presentation that summarises the curriculum delivery. The following should be included:

- Programme Summary
- List demographics of participants
- Positive and negative responses from participants
- Enabling factors and challenges,
- Potential solutions to challenges
- Lessons learned
- Evaluation Findings

During these meetings with stakeholders in school and community settings, the programme coordinator will work with the meeting participants to delineate a strategy for follow up with participants.

ASSESSING IMPACT, PLANNING FOR FURTHER IMPLEMENTATION AND ENSURING PROGRAMME SUSTAINABILITY

It is important that the implementing agency carefully reviews the evaluation report to identify the successes and challenges related to both programme implementation and impact. It is also critical that the implementing agency takes note of any adaptations or alterations made to the delivery of the Curriculum so that these can be applied where appropriate during further cycles of programme implementation.

The Foundations Programme can be adopted as a recurring programme for organisations dedicated to working with young people. In addition to post programme follow up and evaluations, periodic longer-term evaluations of programme impact are recommended for example after three (3) or five (5) years of programme implementation.

THE ROLE OF UN WOMEN MCO CARIBBEAN

UN Women MCO Caribbean has created ***The Foundations Programme*** with all related manuals so that the programme can be easily adopted and utilised by a number of stakeholders and implementing agencies. ***The Foundations Programme*** manuals are readily available online at UN Women MCO Caribbean website: caribbean.unwomen.org.

UN Women maintains an interest in knowing about the organisations and agencies that have adopted ***The Foundations Programme***. We also want to know about adaptations that have been made to the programme and about the impact of the programme on young participants. We therefore request that you please contact us if you are thinking about implementing ***The Foundations Programme*** and that you share results of evaluations with us so that we can track the larger impact of the programme in the Caribbean region.

Please contact us at gabrielle.henderson@unwomen.org or marcia.lavine@unwomen.org.

We wish you every success with the Implementation of ***The Foundations Programme***.

