



A Proposal for MD-19 Lions



Project Name:	Training to Prevent Violence and Abuse of School Girls
Location:	Santa Maria Cauqué, Guatemala
Duration:	Five Months
Amount:	\$46,108.59
CARE Contact:	Dana Tseng

Introduction

Guatemala is a multilingual and multicultural country, home to four ethnic groups and where more than half the population lives in poverty. Guatemalan women and girls, in particular, face many challenges due to gender discrimination. In rural areas, opportunities are more limited, especially for girls harmed by chauvinistic views that limit their individual, family and community development potential. While overall school retention rates are low, with only 60 percent of students who start first grade completing sixth grade, retention is even lower among girls, who are expected to devote huge amounts of time to domestic chores and farm work. In addition, ensuring that girls remain in school past the age of puberty presents another set of challenges, especially in regions where early marriages and teen pregnancies are common. Indigenous girls and women face greater social discrimination than most due to their ethnicity and are rarely seen as real participants of change in their families and schools, which is why CARE places a special focus on this marginalized group in our efforts under the proposed *Training to Prevent Violence and Abuse of School Girls* project.

The project will target two public schools in Santa Maria Cauqué in the province of Sacatepéquez, located 20 miles from Guatemala City and eight miles from Antigua, which makes it accessible. This semi-urban area is predominantly home to indigenous Kaqchikel Mayan people. **Santa Maria Cauqué has more than 12,000 people, and 65 percent of them are under age 18.** Communities here suffer from gender violence provoked by poverty, alcoholism, class issues and constant ruptures within family and social structures due to migration and changes in economic/livelihood activities. In the 1980s, the *maquilas*, or sweatshop factories, were established in and around the community, nontraditional agricultural products were introduced as alternatives to corn and beans for subsistent levels of production, and lately the advent of gang-related activities has not spared the once tranquil community of Santa Maria Cauqué. Torn between modernity and cultural values, this is an important area to introduce and showcase a model on how to work with new actors to prevent gender violence.

CARE’s longstanding experience in Guatemala shows that education can both protect against and prevent child labor, violence and sexual exploitation against girls and women while reducing unwanted teen pregnancies. It can also increase civic participation and build a society that is more inclusive of girls and women. As such, promoting girls’ leadership and empowerment is fundamental to ensuring strategic changes in their lives. Through the *Training to Prevent Violence and Abuse of School Girls* project and its special training program, schools, families and local communities will become empowered to take preventive action against violence and exploitation of girls and influence positive behavior change around them. The targeted girls and teachers in public schools as well as community stakeholders have expressed the strong desire to participate in the project. Moreover, the project has been developed to deliver results that will be duly communicated to authorities responsible for designing public policies and executing preventive measures to stop violence against children, particularly for girls. In targeted communities, the project will also sponsor events/activities that are led by project participants to promote values, principles, attitudes and practices with a strong commitment by public institutions and communities for developing a “Zone Free of Gender Violence” in the near future, and where indigenous adolescent and school girls can replicate their good practices and success stories.



Beneficiaries, Objectives and Activities

Through the *Training to Prevent Violence and Abuse of School Girls* project, CARE will partner with Asociación Proyecto Conrado de la Cruz, which is a national nongovernmental organization that works with children and women vulnerable to poverty, violence, discrimination and exploitation. The following objectives and activities will serve as groundbreaking to initiate relevant actions in schools and communities, especially for increasing knowledge on the prevention of violence and abuse. Increased awareness at different community levels is the major result that the training will deliver. The training is action-oriented, with the direct participation of students, school authorities and communities in reducing the risk factors present in Santa Maria Cauqué and within the primary targeted group of indigenous adolescent school girls.

Direct beneficiaries

- 100 indigenous adolescent school girls with five self-help groups organized.
- Two public schools, where the main target group of girls will be selected.
- 15 stakeholders in schools, health clinics, private sector and local entrepreneurs.
- 40 parents of the adolescent school girls.
- Two public health workers from the Ministry of Health and Social Services.

Indirect beneficiaries

- Approximately 120 brothers and sisters of the 100 adolescent school girls.
- Two other schools in the linguistic area of the project.
- 10 employees from private schools in the project area.

Objective 1: Train 100 indigenous adolescent school girls on child rights, aimed at identifying and realizing actions to effectively prevent violence and abuse of girls and women in their community.

Activities

- Select a minimum of 100 adolescent school girls to receive training on gender violence prevention. Their participation in the training will include actions within schools and communities that divulge preventive measures against gender violence.
- Organize trained girls into self-help groups to carry out different actions that will prevent gender type violence in their schools and communities. A total of at least five self-help groups (or peer groups) will be organized by the project team to promote solidarity, scale up leadership within and outside peer groups, and provide a reference for ongoing training, feedback and future actions on gender violence prevention linked to local authorities, schools and other institutions.

Objective 2: Involve rural health officers, local community authorities, school principals and teachers to adopt project materials, methodologies and technics into their local or institutional policies and protocols.

Activities

- Provide a minimum of 12 workshops as the main training, with six complementary sessions for parents, authorities and school teachers that focus on strengthening/building protective spaces for children.

- Design a plan for other schools and communities to adopt project materials, technics and methodologies.

Objective 3: Develop training modules with corresponding campaigns or public events that are validated and implemented through 12 workshops for children and six complementary courses for school authorities and local leaders.

Activities

- Design and implement 12 modules with six complementary sessions in different in schools.
- Design and implement four public events as action campaigns to prevent gender violence.

The proposed 12-module training curriculum is summarized below:

Session 1: *Basic concepts and understanding of gender-based violence.* This training will deliver simple and effective themes of what, where, with whom and how to.

Session 2: Specific issues on gender-based violence, focused on how to reduce the victimization of girls and women. The session will explore *effective actions that can be applied in schools and communities*, and present different options for support groups, institutions and authorities so the girls themselves, their parents and teachers can have access to protective measures and preventive actions. In this session, a group of experts will discuss prevention, detection, treatment of sexual abuse, and other violent actions toward girls and women in the presence of authorities from the Ministry of Health and the office of the Ombudsman on Human Rights. A direct result of the session will be a visible route on how to prevent sexual abuse in homes, schools and communities.

Sessions 3 and 4: The importance of the *home and extended family structures as protective vital spaces for girls' safety and well-being*. Neighborhood solidarity and organization around the issues of child protection will be the key factor for effective prevention. These sessions will be presented in collaboration with church-based and other local nonprofit organizations.

Sessions 5 and 6: The *role of schools and public institutions in realizing preventive action*. Girls and key actors will assess and promote a culture of cooperation that will make these public venues pillars of support for girls and women. Girls and school authorities will establish effective collaboration and communication channels of so that girls receive equal rights as boys and men. Male parents and teachers in the training will be invited to transform the present power relations among schoolchildren into a more egalitarian and collaborative way. Peer group leadership training will be used for girls. The complementary training for parents, teachers and local leaders will focus on transforming schools and public local institutions into bastions for child rights and promotion. In this training, a respected resource person on gender-related violence will be invited to share his/her experience in the public institution and will engage the girls and school authorities on their plan to establish a permanent action group to prevent and end all gender-related violence.

Sessions 7 and 8: A combination of workshop and public presentation or campaign so that *streets and all community public spaces will be zones free of gender-related violence*, especially for Mayan girls and adolescents. In this phase, local or national communications media will be invited to cover the possible situations faced by communities in promoting a gender-based violence-free zone. In the ad campaign, girls in the training program will present their proposals to local radio on how to work together in the community so that girls' rights are respected. This could be in a presentation to the public. This may coincide with a public demonstration of the girls' proposal to end all gender-related violence in their community and as a result, every main street in the community will have a poster noting this is a zone free of gender violence.

Sessions 9 and 10: The focus of these sessions for girls and stakeholders will be on *workplaces that are free from gender violence*. This workshop could be coordinated with labor inspectors from the Ministry of Labor through the National Commission for the Prevention and Elimination of Child Labor. As a sustainable result of the training, girls' self-help groups will promote the certification of certain workplaces. Likewise, the girls' self-help groups will certify public and private recreational areas, in coordination with local officers of the Ministry of Culture and Sports.

Session 11: This session will focus on the *prevention of the sexual exploitation of women and girls*, which directly or indirectly impact on the lives of girls and adolescents in the community. This workshop will be coordinated with local authorities and linked to a prevention theme. The session will link the theme to the issue of prevention.

Session 12: This session is a culmination of the training program, extending recognition and diplomas to all participants. There will be a media presence, and the continuity of how the project training program could be applied/replicated in other schools will be presented by CARE.

Objective 4: Document success stories of trained girls and present them to authorities for replication in other schools and communities.

Activities

- Document at least 10 success stories of girls’ participation in the project. Demonstrate through validated documentation at least two good practices by stakeholders and local civil and school authorities on how to promote the prevention of gender-related violence in their areas of influence.
- Involve municipal offices on the rights of the child and/or the National Commission for Children and Adolescents in the publicity and promotion of gender violence prevention.
- Promote success stories of the school girls’ participation and the good practices of local authorities through local and national media (TV and radio).

Sustainability: The training will generate new leaders and five self-help girls’ groups to create preventative action in their schools and communities. The continued use of training materials, the adoption of methodologies and technics, and a plan for replicating successes in other schools and institutions have been built into the project to foster sustainability. CARE’s advocacy efforts will continue to promote best practices and the positive results obtained through the project.

Budget

The proposed project in Guatemala will be implemented over a five-month period with \$46,108.59.

Item	Amount
Personnel	\$17,129.79
Professional services	\$5,705.13
Materials, services and consumables	\$12,500
Equipment	\$1,794.87
Travel and transportation	\$1,830.95
Rent and utilities	\$1,153.85
CARE technical and administrative support (13% of gift total)	\$5,994
Total	\$46,108.59

Conclusion

This project will invest in the safety and security of girls, build their leadership skills and ultimately help them break the cycle of poverty and abuse that is pervasive in Guatemala. Indigenous girls and women play a fundamental role in Guatemalan society yet often are recognized as second-class citizens; their actions and voices will help them and other girls to live a life free of violence and abuse. On behalf of the indigenous adolescent girls, schools and communities that will benefit from this support, CARE thanks MD-19 Lions for supporting this life-changing work.

July 2015