

REPORT ON

“ECONOMIC EMPOWERMENT OF YOUNG WOMEN AS A STRATEGY TO REDUCE SEXUAL AND GENDER-BASED VIOLENCE”

(PROJECT No. 105212)



Submitted to:

CORDAID/LENTEN CAMPAIGN – THE NETHERLANDS

By

**WOMEN’S PARTNERSHIP FOR JUSTICE AND PEACE
(WPJP)**

November 2013

MESSAGE FROM THE FOUNDER AND OUTGONE NATIONAL CO-ORDINATOR

It is with humility and by the help of God and support from partners that **WOMEN'S PARTNERSHIP FOR JUSTICE AND PEACE (WPJP)** was able to undertake this project. It is therefore my sincere honour to submit to you the 2011-2012 project "Economic Empowerment – As A Strategy to Reduce Sexual and Gender-Based Violence and of project report.

The years 2011 and 2012 were very demanding as well as promising. A number of successes were scored which included entrepreneurial capacity strengthening of young women, creating/strengthening of women-owned economic groups, creating a mini agro industry, training and commissioning of community SGBV response teams. Let me take this opportunity to congratulate team members for their hardwork and commitment.

Although we were able to complete the project yet the organisation had major challenges that affected its timely implementation. Key among these included: inadequate and late funding, limited logistical support, huge staff turn over etc. Additional, the elections in 2012 and the security threat that accompanied the entire electionary period presented a major challenge and caused delay in the implementation of planned activities.

We are grateful to our partners especially Stincting Taiama Andreas, in Helen and CordAid/Lenten Campaign both in The Netherlands, Womankind and United Nations Development Programme (Sierra Leone) for their support and cooperation through out the project period.

Let me reiterate that Women's Partnership for Justice and Peace (WPJP) remains committed to promoting and protecting the rights of women and girls across Sierra Leone. Although funding and logistical challenges to undermine efforts made and weaken staff commitment.



Although the organisation operated in 2012 largely without the substansive head, nonetheless its staff members were able to implement all intended actives to keep it alive. In closing, I wish to express sincere thanks to staff members for their invaluable and devoted services to the organisation amid numerous challenges – all would not have been made possible hadnt it been for your understanding and hard work.

I also look forward to a renewed commitment by all (partners, Staff and community groups and teams), to the promotion and protection of the rights of women/girls in the southern region in particular and Sierra Leone at large. **I thank you.**

1. THE EXECUTED PROJECT

1.1 Project Background and Analysis of the Problem

a) National Context:

The Millennium Development Goals (MDGs) promises eradicating poverty and acute hunger; increasing gender equality and achieving basic education for all by 2015. Sierra Leone has since shown signs of progress: from the era of war and mayhem towards stability and social and economic development although at a snail pace.

Legally speaking, articles seven (7), eight (8) and nine (9) the 1991 Constitution of Sierra Leone talks about protection of social, economic and political rights, support and care for its citizenry. The state is thereby required, within its means, to ensure that citizens secure the maximum welfare and freedom on the basis of social justice and equality of opportunity.

Although efforts have been made by government and other international bodies to meet the Millennium Development Goals, yet citizens in Sierra Leone still remain in abject poverty amid the country's rich natural resource base.

Practically, the country's Poverty Reduction Strategy Paper (PRSP) 2008-2012, dubbed An Agenda for Change set out clearly government's strategy to deliver basic social services, maintain macroeconomic stability and build the infrastructure to create conditions for economic growth and poverty reduction.

Since then, poverty related expenditures had increased significantly as government stepped up financing of infrastructure, education, health, agriculture and other developments although they had been slightly lower in the last two years (2011 and 2012) except for road construction. The country lacked the enabling environment i.e. state institutions lacked the necessary resources (funds, human resources and administrative systems) to enable citizens enjoy their rights enshrined in the constitution.

By 2010 about 60% of Sierra Leoneans were estimated to be living in absolute poverty the bulk of them being women. Poverty in Sierra Leone remained a major cause of the severe inequities and discrimination in society, which further weakens people's ability to seek justice.

b) Women and Poverty:

Old patterns of discrimination against women and girls persisted alongside new aspirations of empowerment through education, financial autonomy and equity in the various project locations. Women bore the huge responsibilities of caring for families and society, yet had little control over productive resources, income and decisions.

With regards employment, about eighty percent (80%) of women worked in low-wage jobs such as hawkers, servants in homes, and so on in urban areas, and as food-crop farmers in rural areas surviving on less than US fifty (50) cent a day.

Although women were taking vital roles in the socio-economic development of the country yet their productivity had been on a low ebb because of illiteracy, lack of credit facilities, location, heavy work load especially with domestic chores, limited information on economic policies and opportunities, land tenure system.

Old patterns of discrimination against women and girls persisted alongside new aspirations of empowerment

High poverty rate and poor human development condition among women and girls was to a large extent responsible for the high prevalence of sexual and Gender Based Violence (SGBV) they faced.

In particular, young women were the bread winners in many rural families, very poor, illiterate and unskilled yet were slowly confronting changing social expectations, relations and institutions. Young women were struggling to navigate conflicting societal demands about feminine morality and the need to contribute to

the household income in the context of educational demands, low income-earning ability and postponement of marriage. As a result, their livelihoods and coping strategies involved commercializing sex. In this context, they were less protected, and more exposed to different and/or new patterns of vulnerability such as sexual exploitation, early marriage, early (teenage) pregnancy, HIV/AIDs, school dropout, abandonment of mothers and children.

It therefore became very clear that pre-requisite to empower this category of women economically in an attempt to reduce/eradicate violence against. It was against this backdrop that the two years (2011-2012) project “Economic Empowerment as a Strategy to Reduce (SGBV)” was undertaken.

Actual implementation however did not start until October 2011 largely due to limited information about approved funds and the late disbursement of the funds alongside the 2012 general. The delay affected project implementation schedule and strategies.

Poverty traps women in multiple layers of discrimination and hinders their ability to claim rights on equal basis with men

c) Background of The Implementing Organisation (WPJP)

The Women’s Partnership for Justice and Peace (WPJP) is a women’s rights organisation, formally registered as a community-based in 2007 and as Non Governmental Organisation (NGO) in 2009. The organisation was established in response to increasing calls and evidence of wide spread Sexual and Gender-Based Violence. It draws its legitimacy locally and internationally as a women’s rights organisation that champions efforts/activities in the southern region of Sierra Leone (in particular) to Eliminate Violence Against Women and girls.

The organisation has a seven ‘man’ (five women and two men) board, an excellent and ideal office space in Bo and Njala, in the southern region of Sierra Leone each with facilities to report and receive support for SGBV cases. The office spaces in the two locations also act as drop-in for women and young girls to receive professional information and advice to respond and/or prevent VAW/SGBV.

2) Also explain how this project has, directly or indirectly, contributed to the improvement of the position of the target group and the strengthening of the local community.

The project has directly and indirectly contributed to the improvement of the position of the target group and the strengthening of the local community by several ways as explained below:

The project started with collection of information on: business gaps/needs; reasons and effects of the exclusion of women from mainstream economic engagements and opportunities; link between poverty and SGBV (if any) causes, prevalence and community response strategies.

Result of this engagement showed that the number of young women in all the operational communities were higher than the elderly. Over 80% in the communities outside of the two townships (Taiama and Njala) were illiterate, lacked entrepreneurial skills, energetic and self motivated and determined to change their situation. Above 67% believed that women are more respected when they are married and once married, women are expected to subdue to their husbands to a point that any economic venture by the woman must be approved by their husband. About 78% of them believed that husbands had right to beat them when they do wrong. Over 80% did not believe in gender equality and strongly believed in male supremacy. This information guided project intervention strategies.

There is evidence to show that the Gender awareness raising campaigns, sensitizations and trainings are creating greater awareness of women's rights and thus perceptions regarding gender roles are changing in WPJP communities. In all the operational communities, there are women/gender focal points and issues of SGBV are taken and discussed at the highest possible level.

Although much more is required to attain economic liberation for the young women, yet the trainings and direct financial agricultural support is beginning to break the vicious link between poverty and Gender-Based Violence in these communities.

WPJP is credited for engaging broad spectrum of stakeholders on women's rights issues (with emphasis

Young Women are slowly confronting changing social expectations, relations and institutions. Struggling to navigate conflicting societal demands about feminine morality and the need to contribute to the household income.

on economic rights issues). In all the communities, WPJP has established strong relationship with and between young women (who were considered difficult to work with), between young women and local authorities, between husbands and wives, especially those in abusive relationships.

There is increased recognition and respect for women's economic rights and the need to support it as an effective strategy to address SGBV in families and community at large.

1.2 OBJECTIVES OF THE PROJECT AND INDICATORS

Long Term

By the end of the year 2012, the project would be able to contribute to the reduction of SGBV and other forms of violence against women through support to young women in establishing/ expanding successful business.

Specific Objectives:

- ✓ To undertake gender-aware entrepreneurship development and broad-based micro-enterprise management trainings that will expose target beneficiaries to issues of gender and feminized poverty, tools in beginning and/or expanding women owned small businesses based on the business gaps/needs in the community.
- ✓ To assist target group acquire skills in developing marketable business plans for starting and/or managing their own businesses for sustainable livelihoods.
- ✓ To promote self-employment/job creation for 200 low-income adolescent/young women in Njala and Taiama by providing trainings and business start-up loan without the traditional collateral system.
- ✓ To provide soft loan to rural young women that would enable them build strong agro-businesses and take advantage of economic opportunities within their localities for improved rural livelihoods and socio-economic growth of rural communities.

a) Objectives Realized

Objective	Objectives Realized	Indicators
<p>(1 & 2) were focused on Knowledge and skills development as shown below:</p> <p>To undertake gender-aware entrepreneurship development and broad-based micro-enterprise management trainings that will expose target beneficiaries to issues of gender and feminized poverty, tools in beginning and/or expanding women</p>	<p>- Introduction: Trainings were divided into three to meet the training needs and levels of the three categories of young women targeted: Students at the skills training centre in Njala, Young women who were engaged in petty trading on daily basis and those engaged in agriculture.</p> <p>- On the whole, participants acquired knowledge on Sexual and Gender-Based Violence (meaning, causes and effects) but most importantly also acquired skills to combat them.</p> <p>- Participants also acquired knowledge and skills in exploring root causes of</p>	<p>- Evidence of Changes in the ways young women perceived themselves and their roles in society.</p> <p>- Number of women who received the trainings</p> <p>- Number, nature and sizes of businesses established after the trainings.</p> <p>- Evidence of improvement in</p>

<p>owned small businesses based on the business gaps/needs in the community.</p> <p>To assist target group acquire skills in developing marketable business plans for starting and/or managing their own businesses for sustainable livelihoods.</p>	<p>poverty among women and how to overcome them individually and collectively by enhancing their financial base and influencing policies (community by-law) to positive changes.</p>	<p>gender roles in the communities.</p> <ul style="list-style-type: none"> - Number of groups (of petty traders and agric) established after training and type of activities they are engaged in.
<p>(3 & 4 were focused on starting and/or expanding businesses as shown below)</p> <p>To promote self-employment/job creation for 200 low-income adolescent/young women in Njala and Taiama by providing trainings and business start-up loan without the traditional collateral system.</p> <p>To provide soft loan to rural young women that would enable them build strong agro-businesses and take advantage of economic opportunities within their localities for improved rural livelihoods and socio-economic growth of rural communities</p>	<p>-Seven (7) facilitators were employed at the Center to train the thirty-five (35) young women in Tailoring, Needle work, Weaving, and computer studies, alongside basic literacy and numeracy skills. The project provided uniform and training materials for every component to enhance effective practical works.</p> <p>-The project also supported the thirty-five (35) young women at the Learning and Earning (skills training) centre with start-up money to start marketing products made.</p> <p>Additionally, fifty (50) young women from Njala and Taiama townships were trained in micro enterprise management and micro credit management and given micro loans to start/expand businesses. The beneficiaries are presently embarked on petty trading in their communities.</p> <p>Old and few new agriculturally viable communities were identified, trained in improved agricultural practices (including farming for sale) and given seed loans up to one hundred and eighty six (186) tins of seed rice, ten(10) bags of groundnut and one thousand (1000) bundles of improved cassava.</p> <p>As a demonstration site, at WPJP Peace Village, in Taiama, an agro processing centre (mainly cassava for now) was established with water and accommodation facilities</p> <p>Cultivation of acres of Moringa (medicinal and economical tree) at the WPJP Peace Village.</p>	<ul style="list-style-type: none"> -School attendance list (# of facilitators and students) -School curriculum/training content -Number, time, type and size of business. Existence of Community seed banks and repayment rate to WPJP - Positive community mind-shift on commercialized agriculture. - Field Photos of project sites

1.3 Results Obtained (Results were at two levels: Outcome and Output Levels)

Outcomes Realized	Output
<p>As one community chief succinctly puts it: "We are gradually being forced to stop our old ways of disciplining our wives and</p>	<p>Output at School Level:</p> <p>A. <u>CROSS CUTTING ISSUES</u></p> <ul style="list-style-type: none"> • 70% of the learners (who never gone to

<p>daughters by the growing influence of SGBV and human rights organisations like WPJP especially now that they have also started giving them money. I only hope there would be an alternative to let us have hold on and control them.”</p> <p>-The centre enhanced the skills and economic capacities of young women.</p> <p>- Evidence of changing and improved social relationship between women and men.</p> <p>- Women’s solidarity strengthened evidenced by the way and manner in which women members of the different groups and communities shared their problems and learned to handle them collectively.</p> <p>A positive transformation of good attitudes towards women holding leadership positions has taken place in most WPJP operational communities as evidenced by the increased number of women now holding leadership positions and the support they enjoy from other women and male members of the communities.</p> <p>-</p>	<p>school) at the centre can count and write numbers from 1 to 20 and 10 to 100</p> <ul style="list-style-type: none"> • The learners can add simple numbers according to class evaluation done by the teacher. • Most of them can read and write the alphabet correctly according to class evaluation done by their teacher’s. • 75% of them can identify and write the vowels in English alphabet according to their performances in the past exams • 80% of the trainees are aware of GBV and 20% can effectively monitor GBV cases in court according to their supervisors’ evaluation report <p>B. <u>COMPUTER COMPONENT</u></p> <ul style="list-style-type: none"> • 60% of the learners are able to enter texts in Microsoft Word and Microsoft Excel according to their performances in practical exams. • 50% of the learners can now do the followings in Microsoft word: retrieve documents, create folders and rename them and also save them in folders that are already renamed as a result of their past grades • They can also add texts to documents already saved. • 70% of the learners have improved on their typing speed according to their tutor’s grades in typing. • The learners can perform other different functions on computer such as making of letter heads using WordArt, inserting tables, adding columns or rows to tables, deleting columns or rows in a table etc • The learners have now know how to take good care of their computers and also know the sitting posture for a computer typist. <p>C. <u>TAILORING</u></p> <p>According to both practical and theoretical grades obtained by the various trainees in tailoring, 85% of them can do the followings using sewing machines:</p> <ul style="list-style-type: none"> • They can conveniently pedal sewing machines and sew along straight lines on papers and pieces of cloth. • They can identify and sew different styles on their own • They can take good care of their
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	<p>machines by observing the daily routine maintenance procedures</p> <ul style="list-style-type: none"> • 40% of them can correctly measure and cut out differently styles on their own <p>D. <u>NEEDLEWORK.</u></p> <ul style="list-style-type: none"> • The two new learners can now define needle work, differentiate between the types of needle work and list the tools and materials used in needle work as a result of their theoretical grades • 60% of the old trainees can now mark out pieces of poplin and design different patterns by themselves as evident in their practical exercises done. <p>E. <u>WEAVING</u></p> <ul style="list-style-type: none"> • All of the learners have gained knowledge in making of triple stand, local foot pedal, looms and also pressing of thread through the loom on their own. • 30% of the learners can now weave clothes with less supervision from their instructor, according to her. • The tutor has more interest in her career because she uses her own resources to train the learners. <p>F. <u>HAIRDRESSING</u></p> <p>The independent confirmation of most of the grades scored by the trainees is enough evidence that they can do the followings in hair dressing</p> <ul style="list-style-type: none"> • Express and apply the knowledge and skills obtained in hair dressing • Can identify the various tools and materials used in hair dressing • Can explain the advantages of hair dressing as a career • Can explain the various safety precautions in hair dressing. <p>Output at Community Level (Petty trading and Agric):</p> <ul style="list-style-type: none"> - Increased skills acquisition in establishing and Managing micro/small business (including agro business) - Self-employment created and women can now cater for their children’s welfare out of the interests accrued from the loans. - There is an Increase in the use of local farming input and better realization of - Increased family food intake
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Outputs for Agriculture

Amount of seed rice to be collected in 2013 as a result of 2011 and 2012 loans given out as tabulated

Community	Brought forward loan from 2011	Loan given out in 2012	Interest on 2012 loan of seed rice	Total expected in 2013
NGIEYA	44 tins			44 tins
MAATA	61 tins			61 tins
TAWOVEIH UN	76 tins			76 tins
NJAMA	39 tins			39 tins
Largoh Kassinima	Nil			Nil
Mor gewoh	Nil			Nil
Njamawabu	Nil			Nil
Total old loans	220			220
Individual loans given out in 2012		186tins	93tins	2799tins
Mor gewoh		3tins	1.1/2tins	4. 1/2
Largo kassinima		3tins	1.1/2tins	4. 1/2
Kowama		9tins	4. 1/2tins	13. 1/2
Kangahun		6tins	3tins	9
Jamawabu		9tins	4. 1/2tins	13. 1/2
Kotiya		12tins	6tins	18tins
Total new loan		228tins	114tins	342tins
Grand total Old loan+ New loan+ Interest	Old loan =220	New loan=228	Interest on new loan=114	562tins

1.4 PROJECT ACTIVITIES UNDERTAKEN.

1. MARKET SURVEY.

WPJP undertook two weeks market investigation from November to December, 2011 to gather adequate context specific information on:

- Feminized poverty and reasons for the exclusion of women from mainstream economic engagements;
- Link between poverty and SGBV
- Access the viability/relevance of the project/strategy
- Project beneficiaries and competitors as well as
- The mode of intervention and benchmark to measure changes that have taken place.

Survey methods included: desk reviews, focused group discussions (mainly targeting chiefs and mammy queens, young women etc), key informant interviews – young women entrepreneurs, rural lending institutions, organizations and individuals alongside participant observation.

The findings of the survey confirmed and/or suggested project intervention strategies, activities, beneficiaries, competitors, opportunities and threats.

2. TRAINING AND MENTORING

Soon after the market survey, training modules were developed for three identified categories of beneficiaries. This included: 1. Young women at the skills/vocational training centre (Learning and Earning Centre) in Njala, 2) Young women who were already engaged in petty trading and 3) those engaged in agriculture for business.



For those at the skills training centre and their tutors, Entrepreneurship development and Enterprise management and issues of SGBV were integrated into the school curriculum and handled once every week.

Also, two phased workshops were done for the women petty traders and those in agricultural businesses. Also, refresher training was ran one each in the two project locations. Last sets of trainings for the two areas ended in May, 2013

a) Learning and Earning (Skills Training: Total Number, career area and level covered so far are shown below:

School ROLL FOR 2011-2012 ACADEMIC YEAR

NO	NAME	FEMALE
COMPUTER STUDIES		
1	1. NANCY MASUBA	F
2	2. ESTHER KOVOMA	F
3	3. KADIATU MUSTAPHA	F
4	4. AMINAT LAVAI	F
5	5. KADIJATU M. KOROMA	F
	TOTAL 5	5
HAIR DRESSING COMPONENT		
NO	NAME	FEMALE
1	MARY ANSUMANA	F
2	AMINATA ANSUMANA	F
3	AGNES JOHNNY	F
4	ALIMATU CONTEH	F
5	MARGARET BANGALIE	F

	TOTAL	5
TAILORING COMPONENT		
NO	NAME	FEMALE
1	HAWA SANDY	F
2	MAYANIE NDANEMA	F
3	BAINDU KEMOH	F
4	MARY LAVALIE	F
5	MAHAWA MOSSIMA	F
6	MICHEALA SENESIE	F
7	JULIANA MASUBA	F
8	MARY CONTEH	F
9	MARIE KAMARA	F
10	GILLO BANGURA	F
11	GRACE MANNAH	F
12	SUBBA LANSANA	F
13	IYE SESAY	F
14	CECILIA SONGA	F
15	MARIAMA MBAYOH	F
16	JESTINA JOSSIAH	F
17	MARIAN KOMBE	F
18	AMINATA YORKPOI	F
19	JESTINA JOSIAH	F
20	MAMIE FEIKA	F
21	LAZZA MUANA	F
22	NEPOR LISSA	F
23	IYE DANIEL	
	TOTAL	23
WEAVING COMPONENT		
NO	NAME	FEMALE
1	FRANCESS T. BUNDUKA	F
2	BOI TOMMY	F
	TOTAL	2
NEEDLE WORK COMPONENT		
NO	NAME	FEMALE
1	JULIANA KASSOH	F
	TOTAL	1
SUMMARY OF THE TRAININGS PER COMPONENTS		
NO	COMPONENT	FEMALE
1	COMPUTER	5
2	HAIR DRESSING	5
3	TAILORING	23
4	WEAVING	2
5	NEEDLE WORK	1
	GRAND TOTAL	36

Topics Covered:

A. COMPUTER COMPONENT

No	Lessons taught	Target		Sub-Total
		New	Old	
1	Introduction to Microsoft Word		Female-4	<ul style="list-style-type: none"> - How to retrieve a document - How to save a document

				<ul style="list-style-type: none"> - How to save a document in the folder created. - Adding text to a document already saved - Entering text into a document when using M.S. Word. - Printing document - How to add column and row in M.S Word - How to use different Auto-shape - How to create WordArt in different written patterns - How to make dissertation cover when using different page borders - How to create a column by dividing the page into 2, 3, 4 etc. - How to merge the cell. - How to make letter head - Typing Speed
2	Introduction to Microsoft Excel		Female-3	<ul style="list-style-type: none"> - Definition of Microsoft Excel - Entering data in excel - Entering text in excel - How to used Auto-fill in Microsoft Excel.
3	Safety		Female-5	<ul style="list-style-type: none"> - How to take care of your computer - The sitting posture when typing.
4	Secretariat duty		Female-3	<ul style="list-style-type: none"> - The definition of an Office - Functions of an office - Location of an office - Factors necessary in locating an office - Office layout: - close and opened office layout, the advantages and disadvantages of them - Qualities requires of office workers

B. TAILORING COMPONENT

No	Activity	target		Target
		New	Old	
1	Introduction to sewing machine	Female-2		<ul style="list-style-type: none"> - Definition of a sewing machine - Importance of sewing machine - Safety precaution over a sewing machine and that of the tailor.
2	Learning to pedal	Female-2		<ul style="list-style-type: none"> - Sewing machine - Time
3	Sewing along straight line	Female-2		<ul style="list-style-type: none"> - Sewing machine - Thread - Needle
4	Cutting and paining		Female-5	<ul style="list-style-type: none"> - Sewing machine - Scissors - Table - Cloth - Time
5	Taking of Measurements		Female-6	<ul style="list-style-type: none"> - Tape rule - Cloth - Table - Man

				- Time
6	Sewing		Female-12	- Machine - Thread - Cloth - Needle - Scissors

C. NEEDLE WORK COMPONENT

No	Activity	Target		Sub-Total
		New	Old	
1	Introduction to needle work	Female-2		- Definition of needle work - Types of needle work - Tools and materials used in needle work
2	Marking and making of food cover		Female-5	- Poplin - Wood thread - Pencil/Pen - Embroidering - Chuck - time
3	Marking and making of pocket-hand		Female-5	- Poplin - Wood thread - Pencil/Pen - Embroidering - Chuck - time
4	Marking and making of hand clean		Female-5	- Poplin - Wood thread - Pencil/Pen - Embroidering - Chuck - time
5	Marking and making of baby cloth		Female-7	- Poplin - Wood thread - Pencil/Pen - Embroidering - Chuck - time
6	Marking and making of bed-spread		Female-4	- Thread - Poplin - Pencil/pen - Embroiden - Cousin-pin - Ruler

D. Weaving Component

No	Activity	Target		Sub-Topic
		New	Old	
1	Making of looms		Female-2	- Thread - Needle - Time
2	Making of tripping stand		Female-2	- Stick - Cutlass
3	Making of local foot pedal		Female-2	- Stick
4	Pressing of thread through the loom		Female-2	- Thread - Loom

E. Hair dressing Component

No	Lessons taught	Target		Sub-Total
		New	Old	
1	Introduction to cosmetology		Female-5	<ul style="list-style-type: none"> - Definition of cosmetology - Types of cosmetology - Careers in cosmetology - How to take care of human nail, hair and skin - Importance of cosmetology - Expression, daily
2	Introduction to types of hair		Female-4	<ul style="list-style-type: none"> - Soft hair - Hard hair - Long hair - Soft hair
3	Types of Weavon			<ul style="list-style-type: none"> - Rehiana, expression weavon
4	Plaiting with wigs		Female-4	<ul style="list-style-type: none"> - Various types of wigs - Expression -
3	Types of Pami-cream		Female-4	<ul style="list-style-type: none"> - Daily pami-cream - UB - TCD
4	Needle and thread		Female-4	<ul style="list-style-type: none"> - Big needle and black thread
5	Safety Precaution		Female-4	<ul style="list-style-type: none"> - Material safety - Saloon layout - Rules and regulations in the saloon - How to talk to customers
6	Materials involved in saloon		Female-3	<ul style="list-style-type: none"> - Pami-cream - Comb - Needle - Black kain thread - Towel - Chair/mirror - Different types hair
7	How to plait when using X-expression daily		Female-3	<ul style="list-style-type: none"> - Scissor - Comb - Grease - - Time
8	How to plait twist		Female-3	<ul style="list-style-type: none"> - Scissor - Comb - Grease - Towel - Time
9	Riphone		Female-3	<ul style="list-style-type: none"> - Needle - Black kain thread - Comb - Hair spray - Towel

Life skills

No	Lessons taught	Target		Sub-Topic
		New	Old	
1	Numeracy		Female-17	<ul style="list-style-type: none"> - Counters - Counting from 1-20, 10-100 - Writing numbers from 1-20

				<ul style="list-style-type: none"> - Adding one digit numbers - Types of numbers - Addition of two digit numbers - Subtraction of two digit numbers
2	Literacy		Female-17	<ul style="list-style-type: none"> - Reading alphabets A – Z - Writing alphabets A – Z - Spelling and writing two, three and four letter words - Identifying writing the five vowels
3	Sexual and Gender-Based Violence (SGBV)		Female-35	<ul style="list-style-type: none"> - Exploring the History of Violence Against Women - Definition of SGBV - Type of GBV issues - Causes and Consequences of GBV - Strategies to overcome SGBV - Women’s Human Rights (National and international) - Ways to monitor and report SGBV/VAW
4	Entrepreneurship development and Business Management skills		Female 35	<ol style="list-style-type: none"> 1. Understanding the Concept of Entrepreneurship 2. Definition of Business Concepts 3. Basic Business Principles 4. Types of Business , advantages and Disadvantages of each 5. Problems Associated with small Business 6. Developing Business Plan

b) Mentoring: The same 35 trainees were targeted. The essence of this training was to allow trainees have a feel of the physical realities of the knowledge/skills acquired from the classroom in other places of work. They were attached to different business of their choice in and around the area; were encouraged to try/test tools and skills acquired, gain new insights and concretize plans for the establishment of their own businesses. This phase lasted for two months.

Immediately after this phase, the trainees returned to their classrooms for one month. During this period participants were allowed to share experiences and challenges; generate strategies to overcome key challenges and finalize business plans for implementation. They were also tested in the skills acquired and certificated accordingly on the 10th of June, 2013

c) SGBV and Micro Enterprise Management Trainings: Two phased workshop of each was done for young women who were engaged in petty trading on regular basis and those who were in agriculture. The essence of this was to expose them to the realities of their situation as young women and stimulate and commit them to take concrete them to combat them.

3) Micro Credit Scheme: The activities under Micro credit Started with **Identification and Formation of New groups**. In total, 25 women’s groups were identified and formed. The 25 groups have a total membership of 125 women. Each group comprises of an executive body of nine people occupying the following positions: chairlady, vice chairlady, secretary, treasurer, PRO 1, PRO2, Auditor 1, Auditor 2 and adviser.

The executive body is charged with the responsibility of helping to collect the loans for onwards deposition with the finance Clerk, keeping records of all financial transactions and meetings and reporting GBV cases to GBV reporting centers in either Bo or at Njala.

Verification, Training and Disbursement of Loans



All the groups were verified by the Finance clerk which was followed by three days intense training Two trainings (one in each year) were done for the groups verified followed by the disbursement of loans.

3) Commercialized Agriculture and Establishment of Agro Industry



This group comprises of six sub groups from six clusters and 25 households . The clusters include Mokabba, Njama, Fogbo, Bai Largo, Largo Mbohun, and Mobai cluster.

WPJP distributed 186 tins of seed rice loan among the farming groups. The loan was made repayable with 50% interest meant to be redistributed to new farming groups and households. At the end of the farming period in 2012, 279 tins of seed rice loans were collected. Seven communities benefited from the seed loan. They include: Ngieya, Maata, Tawovehun, Njama, Largo Kassinima , Mogewoh and Njamawabu in Kori and Kowa Chiefdoms .

Each of the 25 households received 4tins of seed rice loan. They have paid the seed rice loans. WPJP collected 150 tins(principal loan + interest on loan). The 150 tins of seed rice loan have been distributed among 37 new households for 2013 farming activities.



Mokabba and Taiama communities received 100 bundles of cassava cuttings and cultivated 20 acres of cassava farm. Processing of the cassava into gari commenced in November, 2012 and 100 bags of gari have been processed from cassava. Processing is on going.

In addition, Njagbahun and Kibima communities received 7 bags groundnut seeds each on the 1st of April 2012. Njamabahun community harvested 21 bags of groundnut in August gave ten bags to WPJP which was again distributed between two farming groups in Taiama for 2013 farming.

Kibima on the other hand harvested only ten bags as a result of crop failure. The group gave 5 bags to WPJP and preserved the remaining 5 bags of groundnut for 2013 farming.

Additional women's agricultural groups were set up



Taia Langa in Taiama. Their agricultural activities were based in the Women's Peace Village. The young practiced mixed cropping and also helped with the cassava processing. They were given support in form of seed loans e.g. groundnut, cuttings cassava and tools. A total of ten bags were given but the organization received fifteen bags back as repayment – with a profit of five bags.

1. Planting of Economic Trees (Moringa)

800 seedlings survived the drought as a result of irrigation by hand using watering cans. WPJP replaced 28 stands of damaged Moringa crop from seedlings in the nursery. inter cropped together with pineapple suckers,

Also, agricultural activities on farm were greatly undermined in the farm due to the lack of water. Hence between 2011 and 2012, a hand pump was dug in the farm mainly for agricultural activities and the processing of cassava into gari

Photo of the processing of cassava from Harveting, peeling, grating, poaching and baging of finished product from Cassava



Cassava processing at the Peace Village



The newly constructed Hand pump at the Farm/Peace Village

Finally, the organization has embarked on the construction of a three room guest house at the Peace village to accommodate visitors and staff.



The meditation and conference halls were also rehabilitated to create conducive environment.

Partnership and Networking

The issues associated with SGBV are deep and widespread in the operational communities. WPJP therefore did not go alone, but forged appreciable partnership with other organizations/institutions. For this period WPJP got project support to implement other related activities as stated below;

- Womankind –Project: Changing community attitudes and practices to reduce discrimination and violence against women and increase access to justice. Aimed at simplifying Women Human Rights Instruments (nationally and internationally), training traditional authorities (male and females) to develop community bye-laws.
- UNDP – Providing Support to victims of SGBV and School Sensitization activities.

The young women worked with their male counterparts in the farms and agro-industry.

1.5 Target group(s) and their involvement

In the year 2012, two hundred adolescent and young women between the age bracket of 15-25 in war devastated communities in Taiama and Njala in Kori chiefdom, Moyamba district, in the Southern part of Sierra Leone, notable for high prevalence of SGBV also suitable for economic venture, have benefitted from pilot project.

These target groups were divided into workable groups according to their ability, potential/skills and interest areas as thus;

The project was located in Taiama and Njala in Kori chiefdoms but its activities were extended to other small communities within WPJP established clusters around the two townships.

1.6. Monitoring and evaluation

Monitoring and evaluation were done to assess implementation progress and its impact on the beneficiaries and the larger community.

At various trainings, participants were provided with pre and post workshop evaluation forms to knowledge before training and after training. In addition,

participants (representing different groups and organization) were also asked to give/share information on issues of GBV (prevalence, response etc). These were inputted into the centre data bases on regular basis.

In addition, WPJP and community representatives also conducted knowledge, attitude and practices surveys before, during and immediately after the implementation of activities or quarterly basis to collate/validate outputs/outcomes realized, the constraints encountered and way forward.

Challenges

Although the micro-credit has helped women immensely in the community yet the women experienced challenges as thus;

- Some areas where women embarked on agriculture are not easily accessible to market centres; also, they are not motorable. Women transport their goods on head and covered farther distances to points where they finally board in vehicles to take their goods to urban market centres. As such, only small quantities are transported. Also, being that the process are mostly perishable. Those not sold on time perished and these have had great loss on the women.
- Some qualified trainees for the opportunity job training in urban towns did not avail themselves as a result of their community/domestic responsibilities. This graduation/certification ceremony.
- For those who are in businesses, most of their enterprises involve consumable items which are sold in urban town markets for them to realize reasonable profit. But transport costs are very high as the market centres are far away from their communities as a result they are in most cases at a loss.
- Energy in form of electricity to run the centre is yet a challenge. The running cost of fuel to run the generators is very high.
- For those trainees who were trained in skills such as computer studies have not yet been attached to offices or institutions as workers. Also, it is not easy for them as well as those who are now skilled in tailoring cannot establish their own enterprises as to start businesses are expensive cost of spaces project not only in Kori chieftdom by the other sister chieftdoms as well within Moyamba district; but the operational budget is small.
- There is huge challenge on the monitoring activities on WPJP staff as the office lacks vehicle to reach out easily to the operational areas.
- Late Implementation of activities because of late funding from Donors

Lesson Learnt

However amidst the activities the followings were the lessons learnt.

- Resources given to women have made women less dependent on men.
- Young girls have now become productive rather than being destructive.
- Promiscuity among especially young women has reduced greatly.
- SGBV cases are now more reported at the WPJP operational centres and community focal points.
- The need to help more women requires increased in operational budget.

Conclusion

Poverty traps people in multiple ways and further hinders their ability to agitate for their rights on equal basis. SGBV being a cause and consequence of poverty in most cases has been resolved on the pretext of compromising against the will of women/girls or the family of women/girls.

However, with the intervention of WPJP through the support from Lenten Campaign, women/girls rights have been secured. Those empowered women/girls no longer suffer discrimination and their rights are pursued up to court levels when abused.

Recommendations

- Amidst the challenges the followings are recommended as follows;
- There is a need for increase budget to assist more women/girls in micro-enterprises.
- There is need for the provision of vehicles
 - For monitoring purposes by WPJP staff
 - For transporting goods and commodities to the nearest market centre.
 - There is a need of increase in admin cost to take of inflation.
 - There is a need for substantive National Coordinator