

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL  
(UCI)

PROGRAMME SENSITIZATION ON GENDER-BASED ISSUES AND LIFE SKILLS  
AMONG ELEMENTARY SCHOOL CHILDREN AND THEIR FAMILIES IN A SELECTED  
SCHOOL OF GEORGETOWN, GUYANA

MELISSA A. DELPH ENGLISH

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## **DEDICATION**

To the Lord, for His guidance and support throughout my life

To my mom Dawn English, for her love.

To Aunts Elizabeth Gonsalves, Mildred Gonsalves and Yvonne Cornelius for their unconditional love and financial support towards my education.

## **ACKNOWLEDGMENTS**

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## **ABBREVIATIONS AND ACRONYMS**

**AIDS** Acquired Immunodeficiency Syndrome

**CEO** Chief Education Officer

**FMG** Female Genital Mutilation

**GBI** Gender-based issues

**GBV** Gender-based violence

**HFLE** Health and Family Life Education

**HIV** Health immunodeficiency virus

**IRIN** Integrated Regional Information Networks

**LAPOP** Latin American Public Opinion Project

**MERD** Monitoring, Evaluation, Reporting and Development (MERD) Unit

**MOE** Ministry of Education Guyana

**NGOs** Non-governmental organizations

**NSPCC** The National Society for the Prevention of Cruelty to Children in the United Kingdom

**PMBOK** Project Management Book of Knowledge

**PMI** Project Management Institute

**PMP** Project Management Professional

**PTSD** Post-traumatic stress disorder

**SO** Sexual objectification

**SV** Sexual violence

**TIP** Trafficking in persons

**UCI** University for International Cooperation

**UK** United Kingdom

**UNICEF** United Nations International Children's Emergency Fund

**UNFPA** United Nations Fund for Population Activities

**VAW** Violence against women

**WHO** World Health Organization



## **EXECUTIVE SUMMARY (ABSTRACT)**

The United Nations International Children's Emergency Fund (UNICEF) and also Ministry of Education (MOE) in Guyana are vibrant institutions that spearhead the advancement of child protection, education, sports, technology, child and youth development, and cultural diversity in Guyana and throughout the Caribbean. Both of them work thoroughly and in collaboration to implement projects and programs throughout Guyana.

The aim of this programme is to sensitize the community on the relevance of life skills while dealing effectively with the national reality on gender-based issues, especially sexual violence against children and women, and domestic violence, as well as to upgrade the teaching-learning process by providing training in Life Skills and Gender-Based Issues for primary teachers.

The general objective of the program titled "Programme sensitization on gender-based issues and life skills amongst elementary school children and their families in a selected primary school in Georgetown, Guyana", to be done through a UNICEF-Ministry of Education (MOE) Guyana partnership, is to create a program to promote the sensitization of gender-based issues and life skills amongst elementary school children, their families and society in general in selected primary schools in Guyana. The specific objectives are 1) to create a scope management plan in order to define the deliverables that will be part of the present project, adhering to the agreed scope and not stepping out from its boundaries in order to prevent gold plating and scope creep; 2) to design a stakeholders management plan in order to identify key stakeholders and the way programme would be promoted amongst stakeholders; 3) to create a cost management plan in order to budget the expenses for the program's implementation and operations; and 4) to create a time management plan towards directing the timing for the trainings of MOE staff, teachers and community members.

Knowledge areas such as Project Integration Management, Project Quality Management, Human Resource Management, Project Communication Management Project Risk Management and Project Procurement Management are not included due to time constraint. Scope, Time, Schedule and Stakeholder Management Plans are the most relevant knowledge areas that will be able to achieve the general objective of this Final Graduation Proposal (FGP).

The Scope Management Plan followed expert judgment in the field of social sciences for its development. Project scope requirements were tailored to tackle the social problem the project desires to solve. The Scope Management Plan was developed bearing in mind the project's social impact within academic settings, family contexts, the Guyana Judiciary and Police Force, community groups, mass media and social networks in order to increase the level of success, since the project aims to achieve positive behavioral change within community members.

The Time Management Plan was well sorted since it takes into account the common risks and issues that can take place in a primary school in Georgetown, Guyana. The Cost Management Plan intended to have a high level of accuracy by using Bottom-Up

cost methodology throughout its development. It is noteworthy to mention that the cost estimated and budgeted are actual costs per services rendered per companies/organizations and individuals within the national context of Guyana. Cost of Quality (COQ) was used since the project aimed to hire renown experts in the field of social sciences and prestigious companies nationwide to implement the project since it aimed to prevent rework by further needing to implement an upgraded project in the future as the characteristics of the project and its elements were not well-crafted and the social problem continued to exist.

The Stakeholder Management Plan took into account a wide array of stakeholders, ranging from supportive and resistant to neutral, which could have impacted the project positively or negatively. Neutral stakeholders (social networks and mass media) had been used as resources to impact positively the project, increasing its level of success.

The Core Risks for this project were Resistance from the Police Force (H), Resistance from the central and local government (M) and Resistance from community groups (L).

The Core Milestones were Submit Project Initiation Report, Accept Training Materials, Deliver written report to project team, Present slide presentation on report findings, Submit final draft report to sponsors, Present final draft report to sponsors and Accept project.

With regards to the methodology for the project, the quali-quantitative approach was used since different research methods were implemented depending on the stage of the project. The primary sources used were books, serials: newspapers, journals and magazines; interviews, data and field work; and the secondary sources were history work/studies, commentaries and websites.

Among the main conclusions were that this project aimed to tackle the rising types of violence and high rate of gender based issues that prevail in Guyana by using the education system as a solid foundation in order to generate social change by taking a holistic approach and partnering with different sectors of society to make its objective a reality. A key step into achieving behavioural change within society was to prevent cognitive dissonance in order for the individual to be receptive to the new behavioural patterns, set of value system and information that was being introduced.

The main recommendations were that 1.) MOE and UNICEF can set up a Socio-Educational Department in each school with trained social workers, gender issues specialists and psychologists, who will be assigned to each grade to attend to the emotional needs and family issues of every child. By doing this, as a permanent practice, it will prepare children and teenagers to be emotionally intelligent and stable, capable of living in harmony within society. Doing so will decrease, on a long-term basis, it is hypothesized, the high rate of violence witnessed within various sectors of society, especially within family settings and between intimate partners; and 2.) A judiciary system that takes all the proper steps, within a timely manner, to punish offenders for the transgression committed will be a deterrent towards individuals who are not willing to change. It is noteworthy to mention that part of their punishment, a rehabilitation plan needs to be implemented and adjusted to the type of offender and transgression

committed in order to decrease recidivism. 3.) Due to time constraints, a Communications Management Plan was not developed. Nevertheless, it is noteworthy to mention that it is paramount for the achievement and success of this project, since it is the core tool for change management, taking into special consideration that there are high level sponsors, all channels for communication and change work together to have success in this project.



# **1 INTRODUCTION**

## **1.1 Background**

The Ministry of Education (MOE) in Guyana is the ministerial body whose target is to develop the full potential, skills and abilities of critical, cognizant, talented, analytical, physically and mentally healthy children, teenagers, young adults and adults through formal education in order for them to contribute towards the advancement and growth mainly of Guyana and the Caribbean.

Therefore, as the main education arm of the country, the Ministry of Education (MOE), has taken the responsibility of ensuring a foundation for decision-making and life skills development in the early stages of childhood in order to prevent the development of social issues. The curricular content of the program Health and Family Education taught throughout Primary Level is designed with this purpose in mind but its meaningfulness and relevance in different sectors of society as well as the teaching-learning process upgrading ought to be reinforced.

The proposed final graduation project proposal “Program sensitization on gender-based issues and life skills amongst elementary school children and their families in a selected primary school in Georgetown, Guyana” purposes to sensitize the community on the relevance of life skills while dealing effectively with the national reality on gender-based issues, especially sexual violence against children and women, and domestic violence, as well as to upgrade the teaching-learning process by providing training in Life Skills and Gender-Based Issues to primary teachers.

## **1.2 Statement of the problem**

“Boys and girls in Guyana are exposed to elevated levels of sexual, psychological and physical abuse at home and in their communities, as well as child trafficking and child labour. Gender based violence contributes to the aggravated situation of violence against children. Neglect is the main type of abuse suffered by

children, followed by sexual abuse...; ... about 15% of the girls between ages 15 and 19 in Guyana had begun child bearing...” (UNICEF Situation Analysis Report on Children and Women in Guyana, 2016) ... “Among all the cases of human trafficking identified between 2013 and 2015 (totalling 170 cases), 50% of them involved children. 91% of the cases indicate women as survivors. 10% of men and women between 15 and 49 years old believes it is justifiable for a husband to hit his wife if she goes out without telling him, neglects the children, argues with him, refuses sex with him or if she burns the food (Bureau of Statistics, Ministry of Public Health and UNICEF Guyana, April 2015)”.

The aforementioned statistics are alarming figures that reflect the Guyanese daily reality; therefore, the cooperation between the different sectors of society is necessary to create positive change that would reverse the actual national situation with regard to gender-based violence.

### **1.3 Purpose**

The Ministry of Education (MOE) in cooperation with NGOs, advocacy groups, religious bodies, women, children and parent organizations can become active stakeholders in the process of counterattacking and diminishing the different forms of gender-based violence and its collateral consequences. The sensitization of different sectors of the Guyanese society as well as the upgrading of the Health and Family Life Education (HFLE) programme teaching-learning process through primary teachers training is a proposal to set the foundation of life skills in the integral development of the child from an early age in order to be able to deal with emotional intelligence gender-based issues he/she may encounter, increasing the possibilities of a less vulnerable future generation of men and women to victimization and/or becoming perpetrators of social ills. The sensitization of community sectors is a key factor in getting the child to be exposed to the same discourse in and out of school, making the teaching-learning experience meaningful for the child to relate to it more easily and derail social practices and perceptions that hinder the quality of life of its citizens and the development of Guyana and the Caribbean.

#### **1.4 General objective**

To create a programme to promote the sensitization of gender-based issues and life skills amongst elementary school children and their families in a selected primary school in Georgetown, Guyana; therefore, impacting all of society in the long term.

#### **1.5 Specific objectives**

- a. To create a scope management plan in order to define the deliverables that will be part of the present project, adhering to the agreed scope and not stepping out from its boundaries.
- b. To create a time management plan towards directing the timing for the trainings of MOE staff, teachers and community members.
- c. To create a cost management plan in order to budget the expenses for the programme's implementation and operations.
- d. To design a stakeholders management plan in order to identify key stakeholders and how the programme would be promoted amongst stakeholders.

## **2. THEORETICAL FRAMEWORK**

### **2.1.1 UNICEF and MOE background**

Since 1946, UNICEF has been the United Nations General Assembly sister institution that promotes the wellbeing, protection and development of children in 190 countries and territories, especially of those children in vulnerable conditions. Guyana is among those nations that have benefitted from UNICEF's contributions. On the other hand, the Ministry of Education (MOE) Guyana is the ministerial entity of the Government of Guyana in charge of shaping the Guyanese children, youth and adults' skills, abilities and attitudes through formal schooling, technical and vocational training concentrated on cultural diversity and tolerance, sports engagement and practice, arts appreciation and development in order to contribute to the development and progress of Guyana and the Caribbean. With the purpose of tackling the rising percentage of child abuse in its different forms and gender-based issues nationwide, UNICEF and MOE Guyana have partnered to implement the pilot program proposal "Program sensitization on gender-based issues and life skills amongst elementary school children and their families in a selected school of Georgetown, Guyana". Since this is a pilot program, its expansion throughout the 10 Administrative regions of the country is envisioned on a mid-term basis. The Ministry of Education through its School Health, Nutrition and HIV/AIDS Unit will aid in the execution of this project under the supervision of the Monitoring, Evaluation, Reporting and Development (MERD) Unit in order to ensure quality education delivery and teacher training.



## **2.1.2 Mission and vision statements**

### **Mission statement of the Ministry of Education (MOE) in Guyana**

“Education should be the main and most effective contributor to the development of a citizenry able to modernize Guyana; to support the citizenry to become more productive and tolerant; and to live in mutual respect”. (Ministry of Education-Guyana, 2015).

### **Vision statement of the Ministry of Education (MOE) in Guyana**

To provide an education system that delivers quality education and training at all levels and in particular: To eliminate illiteracy, to modernize education, to strengthen tolerance.

### **Mission statement of the United Nations International Children’s Emergency Fund (UNICEF)**

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF is guided by the Convention on the Rights of the Child and strives to establish children’s rights as enduring ethical principles and international standards of behavior towards children.

UNICEF insists that the survival, protection and development of children are universal development imperatives that are integral to human progress (UNICEF’s website).

### **Vision statement of the United Nations International Children’s Emergency Fund (UNICEF)**

UNICEF is the driving force that helps build a world where the rights of every child are realized (UNICEF’s website).



## 2.1.3 Organizational structure

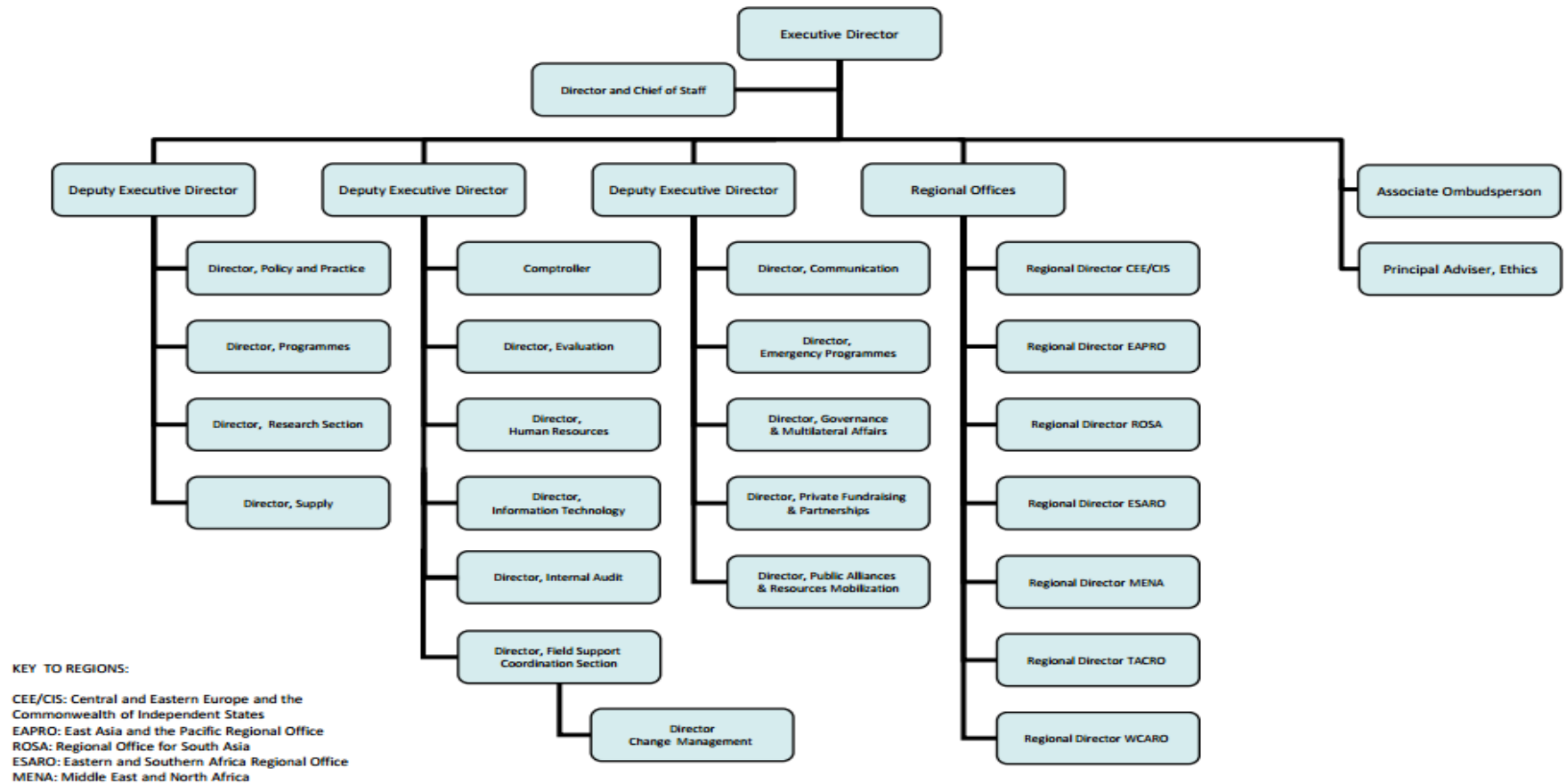


Figure 1 UNICEF organizational structure (UNICEF, 2010)

UNICEF (2016) is structured in the following way:

With its strong presence in 190 countries, UNICEF is the world's leading advocate for children.

The heart of UNICEF's work is in the field. Each country office carries out UNICEF's mission through a unique program of cooperation developed with the host government. This five-year program focuses on practical ways to realize the rights of children and women. Their needs are analyzed in a situation report produced at the beginning of the program cycle. Regional offices guide this work and provide technical assistance to country offices as needed. UNICEF's work is fully part of other United Nations activities in a country.

Overall management and administration of the organization takes place at headquarters, where global policy on children is shaped. Specialized offices include the Supply Division, based in Copenhagen, which provides such essential items as the majority of life-saving vaccine doses for children in developing countries.

UNICEF also operates the Innocenti Research Centre in Florence and Offices for Japan and Brussels, which assist with fund-raising and liaison with policy makers.

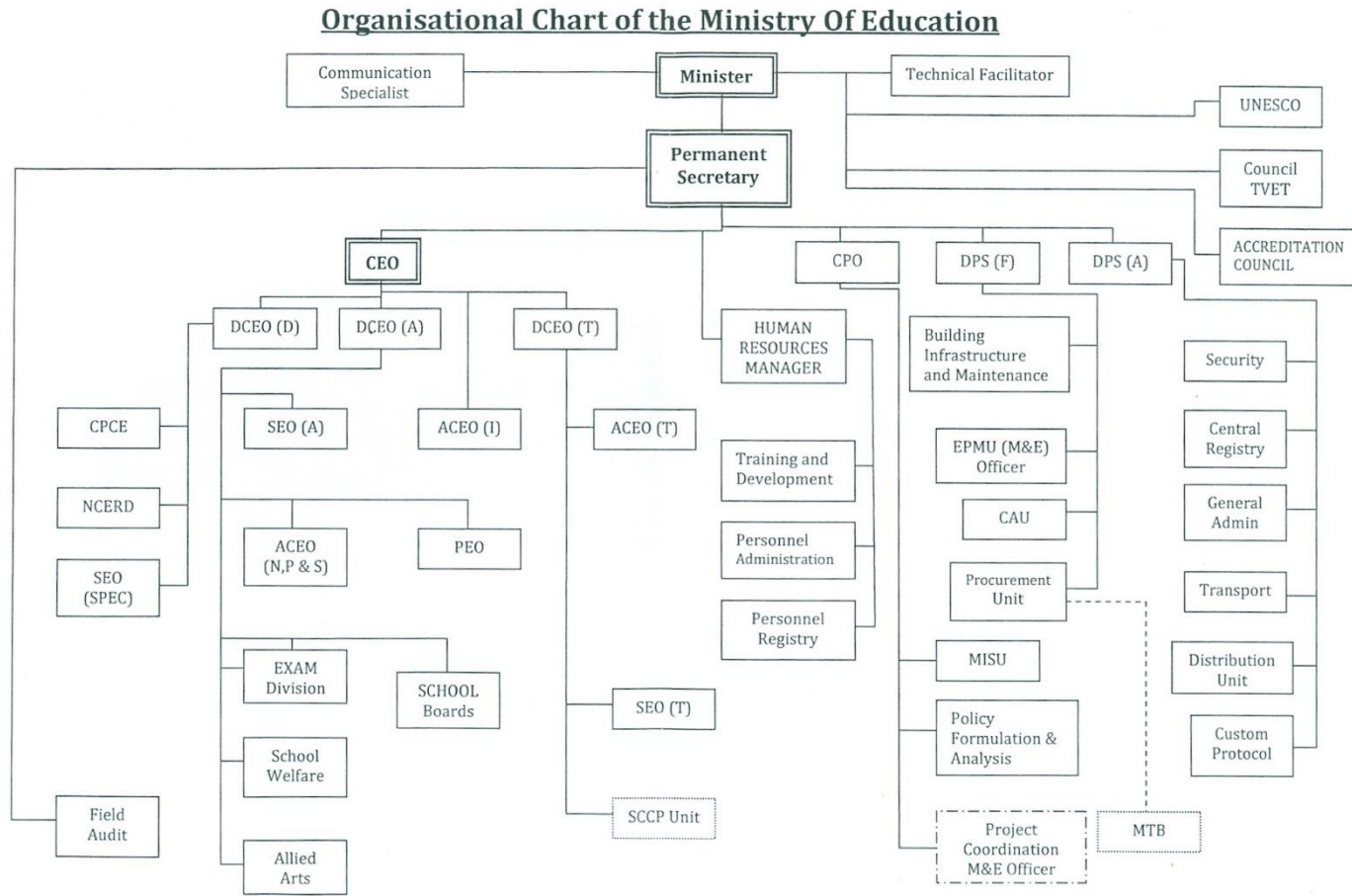
Many people in industrialized countries first hear about UNICEF's work through the activities of 34 National Committees for UNICEF. These non-governmental organizations promote children's rights, raise funds, sell UNICEF greeting cards and products, create key corporate and civil society partnerships, and provide other invaluable support. The committees raise a third of UNICEF's resources.

Well known National Committee campaigns include Check Out for Children, where guests add a donation to UNICEF to their room bill when checking out; Change For Good®, which enables passengers on international airlines to donate their leftover foreign coins and notes; and 'Trick or Treat for UNICEF,' in which millions of children in the United States, Canada, Mexico and Ireland raise funds for UNICEF.

UNICEF is supported entirely by voluntary funds. Governments contribute two thirds of their resources; private groups and some 6 million individual donors contribute the rest through the National Committees.

Guiding and monitoring all of UNICEF's work is a 36-member Executive Board made up of government representatives who establish policies, approve programmes and decide on administrative and financial plans and budgets. Members are elected by the United Nations Economic and Social Council, usually for three-year terms.

On the other hand, the Ministry of Education (MOE) Guyana (2013) is structured in the following manner: The Minister of Education oversees the entire operations of the Ministry of Education (MOE) in Guyana, delegating to the Minister within the Ministry the responsibility for the Departments of Culture, Youth and Sports; the Permanent Secretary advises the Minister on the formulation of policy in relation to the Ministry and its constituent departments; planning programmes and allocating responsibility to Divisional Heads; and directing and controlling the activities of the units/departments of the ministry. The Chief Education Officer (CEO) is the Head of the Professional Arm of the Ministry of Education. Reporting to this officer are three (3) deputies: the Deputy Chief Education Officer (Administration) is responsible for the Policy Implementation and Monitoring Unit, the Deputy Chief Education Officer (Development) responsible for the Monitoring, Evaluating, Reporting and Development Unit; and the Deputy Chief Education Officer (Technical) is responsible for the Technical and Vocational Education and Training Unit; and three (3) Assistant Chief Education Officers, with responsibilities for the Nursery, Primary and Secondary Levels.



Ministry of Education – 2015.06.04

Figure 2. Ministry of Education (MOE)-Guyana organizational structure (Ministry of Education Guyana, 2015)

Department of Culture, Youth & Sports

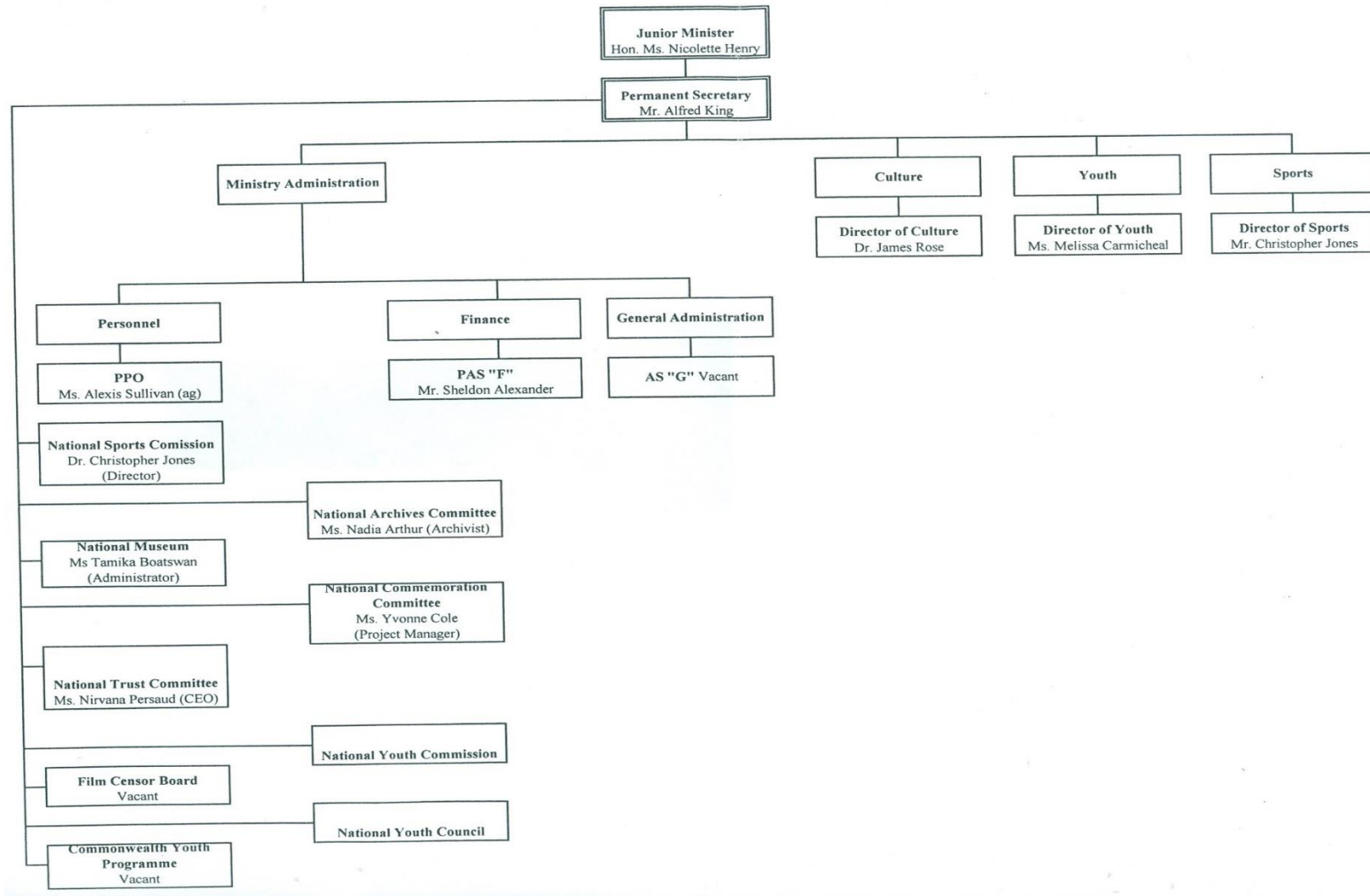


Figure 3. Ministry of Education (MOE)-Guyana organizational structure (Ministry of Education Guyana, 2015)

CEO	-	Chief Education Officer
DCEO (D)	-	Deputy Chief Education Officer (Development)
CPCE	-	Cyril Potter College of Education
NCERD	-	National Centre for Educational Resources and Development
SEP (SPEC)	-	Senior Education Officer (Special Education)
DCEO (A)	-	Deputy Chief Education Officer (Administration)
SEO (A)	-	Senior Education Officer (Administration)
ACEO (N,P&S)-	-	Assistant Chief Education Officer (Nursery, Primary & Secondary)
PEO	-	Principal Education Officer
EXAM Division -	-	Examinations Division
ACEO (I)	-	Assistant Chief Education Officer (Inspectorate)
DCEO (T)	-	Deputy Chief Education Officer (Technical)
ACEO (T)	-	Assistant Chief Education Officer (Technical)
SEO (T)	-	Senior Education Officer Technical
SCCP Unit	-	Secondary Competency Certificate Programme Unit
CPO	-	Chief Planning Officer
MISU	-	Management Information Systems Unit
M& E Officer	-	Monitoring and Evaluation Officer
DPS (F)	-	Deputy Permanent Secretary (Finance)
EPMU	-	Expenditure Planning and Management Unit
CAU	-	Central Accounting Unit
MTB	-	Ministerial Tender Board
DPS (A)	-	Deputy Permanent Secretary (Administration)
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
Council, TVET -	-	Council for Technical, Vocational Education and Training

*Ministry of Education – 2015.06.04*

**Figure 4. Ministry of Education (MOE) Guyana organizational structure (Ministry of Education Guyana, 2015)**



#### **2.1.4 Products offered**

UNICEF offers projects, programs and portfolios that aim to protect the rights of children through cultural diversity, education, science and technological advancement.

On the other hand, the Ministry of Education offers formal education at nursery, primary, secondary and tertiary levels as well as technical and vocational education and training in order to empower the citizenry, seeking ways to guarantee the development and progress of Guyana and the Caribbean through high quality schooling. Projects, programmes and event planning in the areas of education, youth and sports are also part of the products delivered by this ministerial body.

### **2.2. Project Management concepts**

#### **2.2.1 Programme**

“A program is defined as a group of selected projects, subprograms and program activities managed in a coordinated way to obtain benefits not available from managing them individually” (PMI, 2013, p.9).

#### **2.2.2 Programme management**

Programme management is defined by the PMI (2013) as “the application of knowledge, skills, tools and techniques to a programme in order to meet the programme requirements and to obtain the benefits and control not available by managing projects individually” (p.9).

#### **2.2.3 Project management**

The PMI (2013) details that project management is the application of knowledge, tools, skills and techniques to project activities to meet project requirements. Project Management is accomplished through the appropriate application and integration of the 47 logically grouped project management processes, which are

categorized into five Process Groups. These five processes are: Initiating, Planning, Executing, Monitoring and Controlling, and Closing (p.5). For the purpose of this project, the processes Executing and Closing will not be developed since this is a programme proposal.

#### **2.2.4 Project Life Cycle**

Malcuhy et al. (2013) explains that the project life cycle is sometimes referred to as the performing organization's department's methodology for projects. This is the logical breakdown of what you need to do to produce the deliverables of the project. There are many types of project life cycles, depending on the type of product being developed, the industry, and the organization's preferences.

Project life cycles range from plan-driven to change-driven. Plan-driven projects have predictive life cycles (sometimes referred to as waterfall or traditional life cycles) that require scope, schedule and cost to be determined in detail early in the life cycle of the project, before the work begins to produce the project deliverables. For example, a construction company would typically be managed using a predictive approach, undergoing the life cycle phases of feasibility, planning, design, production, turnover, and start-up. (p.36)

The project life cycle that will be used for this project is based on a plan-driven approach. The following figure is an example of a small and large project with a Predictive Life Cycle (pp. 37 and 38).

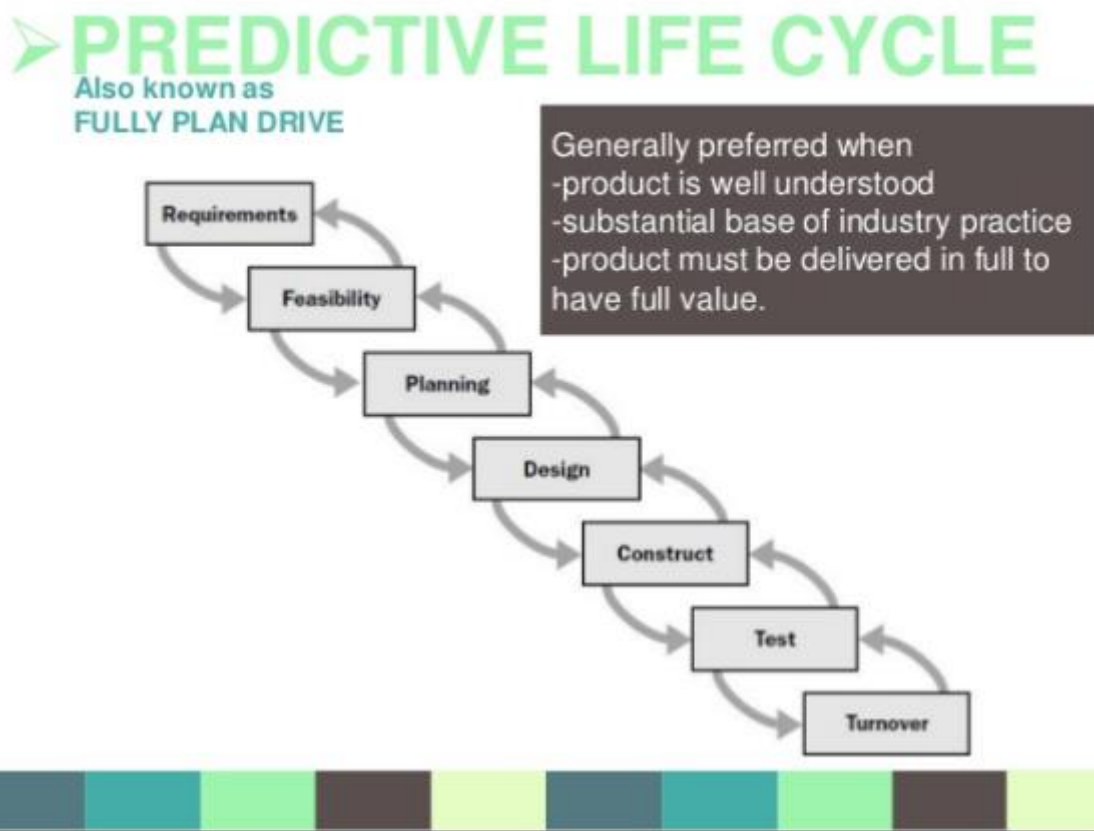


Figure 5. Small Project with a Predictive Life Cycle (Wong, 2014)

## Predictive Life Cycles

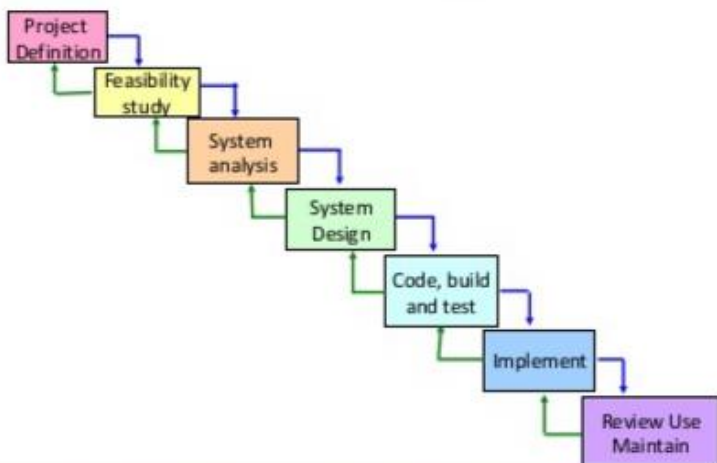


Figure 6. Large Project with a Predictive Life Cycle (JustPMP.com, n.d.)

## 2.2.5 Project management processes

Mulcahy (2013) states that “... the project management process is what you need to do to manage the work. The project management includes the management efforts of initiating, planning, executing, monitoring and controlling, and closing” (p. 37).

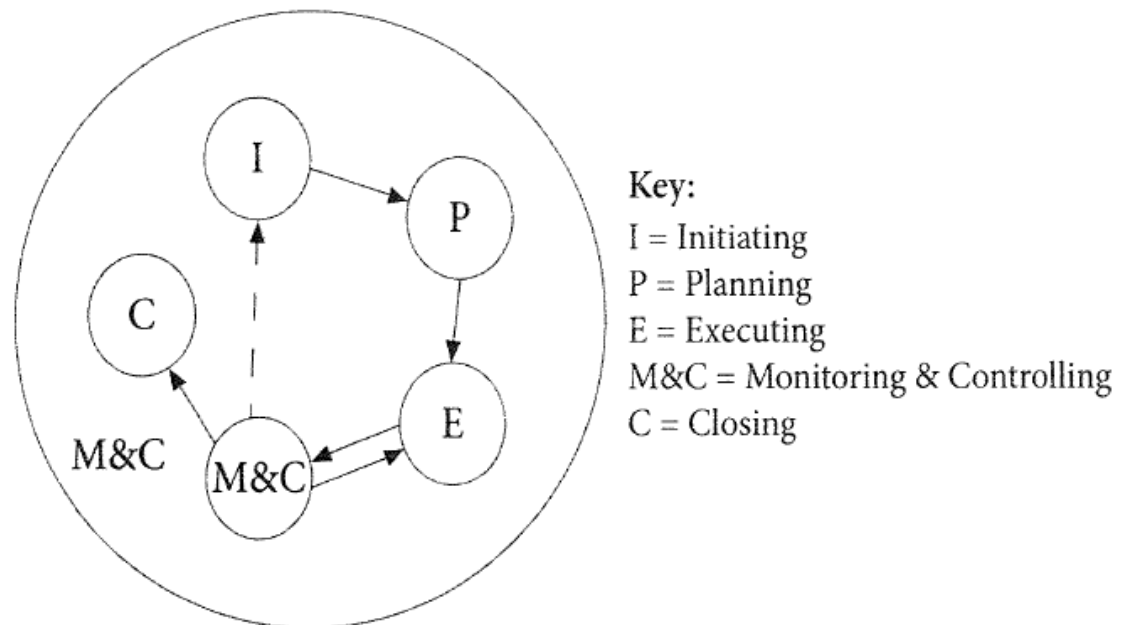


Figure 7. Project Management Processes (Mulcahy, 2013)

The Initiating Process formally initiates the beginning of a new project or project phase. It implies stakeholders' identification and analysis aligned to the project objectives at the same time providing a guiding vision for the company's strategic objectives, the high-level scope and any other constraint.

The Planning Process encompasses defining in detail the entire project to be completed from beginning to end, it is the key process to save money, time and other resources as well as to foster stakeholder satisfaction by having a well-thought, thorough plan.

The Executing Process purposes to execute the planned project within budget, time agreed and scope defined, meeting project objectives.

The Monitoring and Controlling Process aims to ensure that the project is being executed in accordance with the project plan, to zero in on irregularities that may lead to project delay, and to prevent problems from occurring that will hinder project objectives.

The Closing Process focuses on the collection and finalization of the necessary documentation to complete the technical work as evidence that the product, service or result is acceptable and the customer's feedback with its acceptance and feedback.

## **2.2.6 Project management knowledge areas**

Mulcahy et al. (2013) states that the Project Integration Management Plan focuses on “balancing all the processes in the knowledge areas (scope, time, cost, quality, human resource, communications, risk, procurement, and stakeholder engagement) with each other” (p. 107).

The Project Scope Management aims to ensure that only the project work agreed and solely that is completed throughout the project in order to prevent gold plating (giving customers being than what was required, implying a waste of time and money, having no meaningful contribution to the project) and scope creep (unrestrained variations in the project scope).

The Project Time Management purposes the culmination of the project within the agreed time.

The PMI (2013) specifies that the “Project Cost Management entails the “planning, estimating, budgeting, financing, funding, managing and controlling costs so the

project can be completed within the approved budget” (p. 193) while achieving project objectives.

Mulcahy et al. (2013) says that Project Quality Management encompasses “the degree to which the project fulfils requirements” (p.293).

The PMI (2013) explains that the Project Human Resource Management consists of “the processes that organize, manage and lead the project team. The project team is comprised of the people with roles and responsibilities for completing the project” (p. 255).

PMI (2013) also explains that Communications Management includes “the processes that are required to ensure timely and appropriate planning, collection, creation, distribution, storage, retrieval, management, control, monitoring and the ultimate disposition of project information” (p. 287).

PMI (2013) as well indicates that Risk Management comprises the “conducting risk management planning, identification, analysis, response planning and controlling risk on a project” ... “to increase the likelihood and impact of positive events and decrease the likelihood and impact of negative events...” (p. 309).

The Project Management Institute (2013) states that Procurement Management are “the processes necessary to purchase or acquire products, services or results needed from outside the project team. The organization can be either the buyer or the seller of the products, services or results of the project” (p.355).

PMI (2013) very well expounds that Project Stakeholder Engagement deals with “the processes required to identify the peoples, groups or organizations that could impact or be impacted by the project, to analyze stakeholder expectations and their impact on the project, and to develop appropriate management strategies for effectively engaging stakeholders...” (p. 399).

For the purposes of this project, four knowledge areas project management plans will be developed: scope, time, cost and stakeholders.

## **2.3 Health and Family Life Education**

### **2.3.1 Definition**

The Health and Family Life Education Curriculum Guide for Primary Level of the Ministry of Education (MOE) in Guyana (2014) explains that Health and Family Life Education is a comprehensive, life skills–based program, which focuses on the development of the whole person in that it:

- Enhances the potential of young persons to become productive and contributing adults/citizens.
- Promotes an understanding of the principles that underlie personal and social well-being.
- Fosters the development of knowledge, skills and attitudes that make for healthy family life.
- Provides opportunities to demonstrate sound health-related knowledge, attitudes and practices.
- Increases the ability to practice responsible decision-making regarding social and sexual behavior.
- Aims to increase the awareness of children and youth of the fact that the choices they make in everyday life profoundly influence their health and personal development into adulthood. (p.1)

### **2.3.2 Relevance**

Society perceives that the educational system does not provide a holistic approach to develop in children, teenagers and young adults, life skills to deal with societal pressures and issues they are exposed to. Teaching has become very challenging since children and teenagers are greatly affected by social issues such as domestic violence, sexual child abuse, rape, incest, teenage pregnancy, among others, that cause them not to focus on their studies, but to suffer from child



depression, post-traumatic stress disorder (PTSD), low self-esteem, lack of self-worth; hence, there are higher probabilities for them to develop antisocial personality disorder and anger management issues that may lead to criminal behavior and unhealthy social relationships.

Nearly 31% of Guyanese approve or understand violence against a wife who neglects her chores according to a 16-country survey by the Latin American Public Opinion Project (LAPOP) ranking third place; Guyana has the highest teenage pregnancy rate in the Caribbean (UNFPA Caribbean-2014) and the highest suicide rate per capita in the world (United Nations Development Report 2014).

The Ministry of Education (MOE) Guyana and UNICEF noting the aforementioned, have put in place a sensitization programme targeting primary schools and communities nationwide for the teaching of life skills and gender based issues so that the next generation could replicate acceptable behavioral patterns when confronted with gender-based issues and other social issues.

### **2.3.3 The Content of Health and Family Life Education program**

The Health and Family Life Education Curriculum Guide for Primary Level of the Ministry of Education (MOE) in Guyana (2014) details that the Health and Family Life Education program is divided into four thematic areas:

- Self and Interpersonal Relationships
- Sexuality and Sexual Health
- Appropriate Eating and Fitness
- Managing the environment (p. 1).

### **2.4 Life Skills: Its definition and categories**

The United Nations International Children's Emergency Fund - UNICEF (2003) defines life skills as psychosocial abilities for adaptive and positive behavior that

enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.

- Cognitive skills (including problem solving, understanding consequences, decision making, critical thinking and self-evaluation)
- Personal skills, also known as emotional coping skills (including stress management, managing feelings, self-management and self-monitoring)
- Social and interpersonal skills, (including communication, negotiation/refusal skills, assertiveness, cooperation and empathy).

## **2.5 Gender-based issues**

Gender-based issues (GBI) is the term that will be used in this research proposal to refer to the problems and inconveniences generated by gender-based discrimination and violence within the different sectors of society. There are different types of gender-based issues, but for the purposes of this research proposal, the following GBI will be addressed: objectification of women, sexual violence (SV), violence against women (VAW), child sexual abuse and domestic violence.

### **2.5.1 Objectification of women**

#### **2.5.1.1 Definition**

Calogero (2012) explains that to objectify is to make into and treat someone as an object in order to be manipulated, controlled, known and used for its physical properties (p.574).

Philosopher Martha Nussbaum (1995) categorized seven common attitudes and treatment that women have been a target of:

Instrumentality. It refers to treating someone as a tool, interacting with them only in terms of how they can be used to serve one's own purposes. Women are not only victims of sexual objectification (SO), but also are often viewed solely as procreators or house-chores doers, which hinders the probabilities of them becoming professionals and developing their intellectual faculties to their very best.

Denial of autonomy: It is accomplished when the target person is treated as lacking in self-determination, and is not allowed to act independently. A typical example is when women are trapped in unhealthy relationships, their partner may have control over their clothing, friends, possibility to work or not, to study or not, among others. Attempts to end unhealthy relationships from the woman's end may be denied by the partner, who may maliciously maim her through acid attacks, cutlass chopping of her body, beating, and ultimately, murder her.

- a) Inertness: It is when a target person is treated as being incapable of activity or work. For example, women in Saudi Arabia are not allowed to travel without the consent of her husband or another male family figure (male guardianship); in Afghanistan, a woman needs her husband's permission to leave the home no matter the reason; in Russia, it is supported by the country's legislation that women cannot drive a truck and in Saudi Arabia women cannot drive under any circumstances. In the UK, women cannot join the Royal Marines.
- b) Fungibility: It refers to the practice of treating a person as fully interchangeable with other people or types of people. Usually men who pay for sexual services view the prostitute as perfectly interchangeable with another one.
- c) Violability: It is when a person's physical boundaries are not respected, and it is believed to be acceptable to smash, harm, or break up their physical self. Sexual violence (SV) and violence against women (VAW) are examples of this category.

- d) Ownership: It is defined as the belief that someone can literally be owned, and can be bought and sold. Trafficking in Persons (TIP), also known as human trafficking and modern slavery, is a vivid example of this category. Also, persons who literally believe their partner is their property are also victims of this attitude and treatment.
- e) Denial of subjectivity: It is when a target person is treated as if his or her feelings and experiences are of no importance and need not be considered. Rapists do not empathize, have no sympathy, mercy or compassion upon their victims; therefore, they minimize the feelings and painful experience of their victims, their only focus is control and their personal satisfaction.

Langton (2009) added three other categories:

- f) Reduction to a body or body parts: It is referred to when your valued is placed on a particular part of your body. This can be observed in expressions such as “she is a piece of ass”, among others.
- g) Focus on appearance: It is referred to when a woman’s worth will be weighted based on the stereotypical appearance a society or a certain part of society may have upon what a woman’s appearance should be like. This can also be noted in both Western and Eastern societies: by the use or lack of use of hijab within certain circles and societies, and the lack of use or use of revealing clothing. It also may include unrealistic beauty standards that may lead women to have self-esteem problems, depression, and high self-image surveillance.
- h) Silencing: It is when women’s feelings, opinions and actions are shut down, diminished, belittled or sabotaged. When women speak up against sexist behavior, they can be the target of mockery, belittlement, violence and even homicide. Also, when women who make the effort to be professionals and their contribution in their field of study is not allowed, is denied or ignored, it can be viewed as silencing.

Colero (2012) explains that women are a target of sexual objectification (SO) in their everyday lives. Sexual objectification (SO) “refers to the fragmentation of a woman into a collection of sexual parts and/or sexual functions, essentially stripping her of a unique personality and subjectivity so that she exists as merely a body. It is important to note that these experiences of sexual objectification occur outside of women’s personal control” (p.574). SO manifests itself through catcalling, leering or gazing at a woman’s body or body parts, photos taken out of a woman’s body or body parts with a cellphone, unwanted sexual advances, whistling, car honking, pornography, rape and incest. SO manifests itself in two platforms: (1) actual interpersonal encounters; and (2) media encounters.

Actual interpersonal encounters can include dealings with acquaintances, friends, relatives, colleagues, classmates and neighbors, as well as strangers. These interactions include sexually degrading jokes, unwanted sexual advances, being identified by sexual names, being a target of sexual harassment, among others. On the other hand, media encounters are manifested when the main focus in the media is the sexualized image of a woman’s body or body part, which can be very much evidenced in pornography, music lyrics, music videos, movies, erotic magazines, sports magazines, billboards, advertisements, and other publicity products.

Colero (2012) continues to expound that sexually objectifying encounters experienced by women and girls accumulated over time, lead them to internalize the sexual objectification and turn it on themselves. Therefore, women and girls view themselves as objects to be evaluated based on their appearance, and not on competence-based abilities, thus breeding self-objectification.

Fredrickson and Roberts (1995) explains succinctly about self-objectification: it is defined as the adoption of a third-person perspective on the self as opposed to a first-person perspective such that girls and women come to place greater value on how they look to others rather than on how they feel or what they can do. An objectified body is a malleable, measureable, and controllable body. By viewing and treating themselves as sexual objects, it is argued that girls and women act as their own first surveyors in

anticipation of being evaluated by others. Thus, the body becomes the site of reparative action and vigilant monitoring to manage the sexual objectification. When girls and women view themselves through this self-objectified lens, they take a peculiar stance on their own bodies that is fundamentally disruptive to the self-body relationship (p.575).

## 2.5.2 Sexual violence

### 2.5.2.1 Definition

The World Health Organization (WHO) World Report on Violence and Health (2013) defined sexual violence as “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work” (p.149).

### 2.5.2.2 Types of sexual violence

The Integrated Regional Information Networks (IRIN) categorizes sexual violence is the following types:

- a) Rape: It is “defined as physically forced or otherwise coerced penetration – even if slight – of the vulva or anus, using a penis, other body parts or an object. The attempt to do so is known as *attempted rape*. Rape of a person by two or more perpetrators is known as *gang rape*.” (WHO, 2002, p.149).
- b) Child sexual abuse. The American Academy of Pediatrics (1999) describes that “sexual abuse occurs when a child is engaged in sexual activities that the child cannot comprehend, for which the child is developmentally unprepared and cannot give consent, and/or that violate the law or social taboos of society. The sexual activities may include all forms of oral-genital, genital, or anal contact by or to the child, or non-touching abuses, such as exhibitionism, voyeurism, or using the child in the production of pornography” (p.186).
- c) Defilement: Kokonya et al. (2014) defines defilement as “...any unwanted intercourse or penetration (vaginal, anal, or oral) obtained by force, threat of force, or when the victim is under-aged and unable to consent” (p.177)

- d) Incest or intrafamilial sexual abuse: Smith (1991) defines incest, also known as intrafamilial sexual abuse as “illicit sexual relationship between persons in degrees of consanguinity excluded from such relationship by socially determined regulation” (p.833).
- e) Forced sodomy/anal penetration: Non-consented anal penetration, usual male-male or male-female.
- f) Attempted rape or attempted forced sodomy/anal penetration: Failed attempt to a non-consented anal penetration, usually male-male, or male-female.
- g) Inappropriate and unwanted touching: Non-consensual caressing from one person to another.
- h) Sexual exploitation: IRIN (2004) defines sexual exploitation as “any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting momentarily, socially or politically from the sexual exploitation of another; Sexual exploitation is one of the purposes of trafficking in persons (performing in a sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution, sexual extortion for the granting of goods, services, assistance benefits, sexual slavery)”.
- i) Sexual harassment: The U.S. Equal Employment Opportunity Commission (2016) states that sexual harassment can be identified as “unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment”.
- j) Sexual violence as a weapon of war and torture: It is “...any act or threat of a sexual nature by which severe mental or physical pain or suffering is caused to obtain information, confession of punishment from the victim or third person,



intimidate her or a third person or to destroy, in whole or in part, a national, ethnic, racial or religious group” (IRIN, 2004).

### **2.5.3 Child sexual abuse**

#### **2.5.3.1 Definition**

The WHO (1999) Consultation on Child Abuse Prevention (62) establishes that “child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- the inducement or coercion of a child to engage in any unlawful sexual activity;
- the exploitative use of a child in prostitution or other unlawful sexual practices;
- the exploitative use of children in pornographic performance and materials” (p.62)

#### **2.5.3.2 Dynamics for child sexual abuse**

The WHO Guidelines for medico-legal care for victims of sexual violence (2002) indicate that “the sexual abuse of children is a unique phenomenon; the dynamics are often very different to that of adult sexual abuse and therefore abuse of this nature cannot be handled in the same way (38, 63–65). Features that characterize child sexual abuse include:

- Physical force/violence is very rarely used; rather the perpetrator tries to manipulate the child’s trust and hide the abuse.
- The perpetrator is typically a known and trusted caregiver.
- Child sexual abuse often occurs over many weeks or even years.

- The sexual abuse of children frequently occurs as repeated episodes that become more invasive with time. Perpetrators usually engage the child in a gradual process of sexualizing the relationship over time (i.e. grooming).
- Incest/intrafamilial abuse accounts for about one third of all child sexual abuse cases.

Paedophiles are individuals who prefer sexual contact with children to adults. They are usually skilled at planning and executing strategies to involve themselves with children. There is evidence to suggest that paedophiles may share their information about children (e.g. child pornography). This can occur at an international level, particularly through the use of the Internet.

### **2.5.3.3 Risk factors for victimization**

The WHO Guidelines for medico-legal care for victims of sexual violence (2002) continues to expound the following: a number of factors that make individual children vulnerable to sexual abuse have been identified; although based largely on experience in North American countries, the key determinants are believed to be (63, 66):

- female sex (though in some developing countries male children constitute a large proportion of child victims);
- unaccompanied children;
- children in foster care, adopted children, stepchildren;
- physically or mentally handicapped children;
- history of past abuse;
- poverty;
- war/armed conflict;
- psychological or cognitive vulnerability;
- single parent homes/broken homes;
- social isolation (e.g. lacking an emotional support network);
- parent(s) with mental illness, or alcohol or drug dependency.

#### **2.5.3.4 Physical and behavioral indicators of child sexual abuse**

The WHO Guidelines for medico-legal care for victims of sexual violence (2002) explains as well the succinct:

Physical and behavioural indicators of child sexual abuse are summarized in Table 14. It is important to note that while the presence of one or more of the findings listed in Table 14 may raise concern, it does not necessarily prove that a child has been sexually abused (38–40).

Many health care professionals rely on indicators of this type to assist in the detection of cases of child sexual abuse, especially in children who are nonverbal. However, these indicators must be used with caution, especially in the absence of a disclosure or a diagnostic physical finding.

## Chart 1. Physical and behavioral indicators of child sexual abuse (WHO, 2002)

Table 14 **Physical and behavioural indicators of child sexual abuse**

PHYSICAL INDICATORS	BEHAVIOURAL INDICATORS
Unexplained genital injury	Regression in behaviour, school performance or attaining developmental milestones
Recurrent vulvovaginitis	Acute traumatic response such as clingy behaviour and irritability in young children
Vaginal or penile discharge	Sleep disturbances
Bedwetting and fecal soiling beyond the usual age	Eating disorders
Anal complaints (e.g. fissures, pain, bleeding)	Problems at school
Pain on urination	Social problems
Urinary tract infection	Depression
STI <sup>a</sup>	Poor self-esteem
Pregnancy <sup>b</sup>	Inappropriate sexualized behaviours <sup>c</sup>
Presence of sperm <sup>b</sup>	

<sup>a</sup> Considered diagnostic if perinatal and iatrogenic transmission can be ruled out.

<sup>b</sup> Diagnostic in a child below the age of consent.

<sup>c</sup> No one behaviour can be considered as evidence of sexual abuse; however, a pattern of behaviours is of concern. Children can display a broad range of sexual behaviours even in the absence of any reason to believe they have been sexually abused.

### 2.5.3.5 Health consequences

WHO (2002) furthers details

The physical health consequences include:

- gastrointestinal disorders (e.g. irritable bowel syndrome, non-ulcer dyspepsia, chronic abdominal pain);
- gynecological disorders (e.g. chronic pelvic pain, dysmenorrhea, menstrual irregularities);
- somatization (attributed to a preoccupation with bodily processes).

The following psychological and behavioural symptoms have been reported in child victims of sexual abuse:

- depressive symptoms;
- anxiety;
- low self-esteem;

- symptoms associated with PTSD such as re-experiencing, avoidance/ numbing, hyperarousal;
- increased or inappropriate sexual behaviour;
- loss of social competence;
- cognitive impairment;
- body image concerns;
- substance abuse (p.81).

## **2.5.4 Violence against women (VAW)**

### **2.5.4.1 Definition**

Expanded Definition of Sexual and Gender-based Violence used by the UNHCR and implementing partners, Article 2 of the UN General Assembly Declaration on the Elimination of Violence Against Women (1993):

Violence against women shall be understood to encompass, but not be limited to, the following:

Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;

Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;

Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.”

### **2.5.4.2 Types of Gender-Based Violence (GBV)**

IRIN (2004) has classified gender-based violence in the subsequent types: Sexual Violence, Physical Violence, Emotional and Psychological Violence, Harmful Traditional Practices and Socio-Economic Violence.

#### **2.5.4.2.3 Sexual violence**

This has been previously dissected within this chapter.

#### **2.5.4.2.4 Physical Violence**

Physical Assault: Beating, punching, kicking, biting, burning, maiming or killing, with or without weapons; often in combinations with other forms of sexual and gender-based violence.

Trafficking, slavery: Selling and/or trading in human beings for forced sexual activities, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

#### **2.5.4.2.5 Emotional and Psychological Violence**

Abuse/Humiliation: Non-sexual verbal abuse that is insulting, degrading, demeaning; compelling the victim/survivor to engage in humiliating acts, whether in public or private; denying basic expenses for family survival.

Confinement: Isolating a person from friends/family, restricting movements, deprivation of liberty or obstruction/restriction of the right to free movement.

#### **2.5.4.2.6 Harmful Traditional Practices**

Female genital mutilation (FGM). Cutting of genital organs for non-medical reasons, usually done at a young age; ranges from partial or total cutting, removal of genitals stitching whether for cultural or non-therapeutic reasons; often undergone several times during life-time, i.e., after delivery or if a girl/woman has been victim of sexual assault.

Early marriage: Arranged marriage under the age of legal consent (sexual intercourse in such relationships constitutes statutory rape, as the girls are not legally competent to agree to such unions).

Forced marriage: Arranged marriage against the victim's/survivor's wishes, which is exposed to violent and/or abusive consequences if he/she refuses to comply.

Honour killing and maiming: Maiming or murdering a woman or a girl as a punishment for acts considered inappropriate with regards to her gender, and which are believed to bring shame on the family or community (e.g. pouring acid on a young woman's face as punishment for bringing shame to the family for attempting to marry someone not chosen by the family), or to preserve the honour of the family (i.e. as a redemption for an offence committed by a male member of the family).

Infanticide and/or neglect: Killing, withholding food from, and/or neglecting female children because they are considered to be of less value in a society than male children.

Denial of education for girls or women: Removing girls from school, prohibiting or obstructing access of girls and women to basic, technical, professional or scientific knowledge.

### 2.5.4.2.7 Socio-Economic Violence

Discrimination and/or denial of opportunities, services: Exclusion, denial of access to education, health assistance or remunerated employment; denial of property rights.

Social exclusion/ostracism based on sexual orientation: Denial of access to services or social benefits, prevention of the exercise and enjoyment of civil, social, economic, cultural and political rights, imposition of criminal penalties, discriminatory practices or physical and psychological harm and tolerance of discriminatory practices, public or private hostility to homosexuals, transsexuals or transvestites.

Obstructive legislative practices: Prevention of the exercise and enjoyment of civil, social, economic, cultural and political rights by women.

## 2.5.5 Domestic abuse

### 2.5.5.1 Definition

“...is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse” (NSPCC, 2014)

De Benedictis et al. (2014) explain that a common pattern of domestic abuse is that the perpetrator alternates between violent, abusive behaviour and apologetic behavior with apparently heartfelt promises to change. The abuser may be very pleasant most of the time. Therein lies the perpetual appeal of the abusing partner and why many people are unable to leave the abusive relationship.

Domestic abuse can take one of the following forms:



- Child abuse
- Teenage abuse
- Abuse of a spouse or domestic intimate partner
- Elder abuse

### **2.5.5.2 Types of domestic abuse**

The National Society for the Prevention of Cruelty to Children (NSPCC) explains that domestic abuse can include:

- Sexual abuse and rape (within or out of a relationship)
- Punching, kicking, cutting, hitting with an object
- Withholding money or preventing someone from earning money
- Taking control over aspects of someone's everyday life, which can include where they go and what they wear
- Not letting someone leave the house
- Reading emails, text messages or letters
- Threatening to kill or harm them, a partner, another family member, pet or toy.

The NSPCC (2014) expounds the following as well:

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is occurring are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- See the abuse
- Hear the abuse from another room
- See a parent's injuries or distress afterwards
- Be hurt by being nearby or trying to stop the abuse
- Being a victim of intrafamilial sexual abuse

Domestic abuse can happen in any relationship, and it affects young people too. They may not realize that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

### **2.5.5.3 Results of domestic abuse**

Benedictis et al. (2014) also mention that victims of domestic abuse may develop sleeping problems, depression, anxiety attacks, low self-esteem, lack of trust in others, feelings of abandonment, anger, sensitivity to rejection, diminished mental and physical health, inability to work, poor relationships with their children and other loved ones, substance abuse as a way of coping, physical abuse may result in death.

Children and adolescents who are reared in abusive households have higher probabilities of using violence at school or in the community in response to perceived threats; attempting suicide; using drugs; committing crimes, especially sexual assault; using violence to enhance their reputation and self-esteem; becoming abusers in their own relationships later in life.

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1 Information sources

The Network of African Medical Librarians and Deans (2013) cited that “information sources are the various means by which information is recorded for use by an individual or an organization. It is the means by which a person is informed about something or knowledge is availed to someone, a group of people or an organization. Information sources can be observations, people, speeches, documents, pictures, organizations. Information sources can be in print, non-print and electronic media or format” (p. 5).

They also mention the different types of Information Sources: “Information can come from virtually anywhere: personal experiences, books, articles, expert opinions, encyclopaedias, and the web. The type of information needed will change depending on its application. Individuals generate information on a daily basis as they go about their work. In academic institutions, staff and students consult various sources of information. The choice of the source to be consulted is usually determined by the type of information sought.

The three types of information sources are:

- Primary
- Secondary
- Tertiary” (p. 5).

In accordance with Yale University Primary Sources (2016), primary sources provide firsthand testimony or direct evidence concerning a topic or question under investigation. They are usually created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later.

### 3.1.1 Primary Sources

The type of primary resources used for the present Final Graduation Project are:

- ✓ Books

Yale University Primary Sources (2016) explains that “determining what is a primary source can be tricky, and in no case, is this more apparent than with books and pamphlets. From one vantage point, books are the quintessential secondary source: scholars use primary source materials such as letters and diaries to write books, which are in turn secondary sources.

However, books can also be a rich source of primary source material. In some instances, as in the case of published memoirs, autobiographies, and published documents, it is easy to determine when a book functions as a primary source. However, even secondary source materials can function as primary sources”.

- ✓ Government documents

Yale University Primary Sources (2016) explain that “a government’s documents are direct evidence of its activities, functions, and policies. A wide range of primary sources are found in government documents: the hearings and debates of legislative bodies; the official text of laws, regulations, and treaties; records of government expenditures and finances; statistical compilations such as census data; investigative reports; scientific data; and many other sources that touch virtually all aspects of society and human endeavor.

While the United States government is one of the largest publishers in the world, government documents are also produced by regional, state, and local governments, and by international bodies such as the United Nations and the European Union. These institutions typically provide publications to designated depository libraries to ensure ongoing public access to government information”

- ✓ Serials: Newspapers, Journals and Magazines

Yale University Primary Sources (2016) explain that “a serial is a publication, such as a magazine, newspaper, or scholarly journal that is published in ongoing installments. Like books, serials can function both as primary sources and secondary sources depending on how one approaches them. Age is an important factor in determining whether a serial publication is most useful as a primary or a secondary source.

For instance, an article on slavery in a recent issue of the *Journal of Southern History* should be read as a secondary source, as a scholar’s attempt to interpret primary source materials such as ledgers, diaries, or government documents in order to write an account of the past. An article on slavery published in the *Journal of Southern History* in 1935, however, can be read not only as a secondary source on slavery but also—and perhaps more appropriately—as a primary source that reveals how scholars in the 1930s interpreted slavery”.

#### ✓ Data

Yale University Primary Sources (2016) explains that “data consists of information organized for systematic analysis and is now usually stored in digital form, although paper and tape data sets still exist and are useful. Data is an essential primary source for science and social science research, and is often created by organizations in the normal course of their operations or can be collected by researchers or others interested in particular topics. Data is often gathered from experiments, simulation and modeling, or various types of observation including geospatial, climate, and survey information”.

#### ✓ Interviews

They are verbal communications between two or more persons between an interviewer and interviewee(s) to get information about a particular topic.

- ✓ Field Work

Entails when the researcher goes to the specific area where the phenomenon is occurring to observe, collect data and create his/her own analysis, reports and conclusions.

### 3.1.2 Secondary Sources

The Library of the University of Illinois (2006) states that a secondary source is “one that was created *later* by someone who *did not* experience first-hand or participate in the events or conditions you’re researching.

For secondary sources, often the best sources are those that have been published most recently. If you use a secondary source that was published decades ago, it is imperative to research what subsequent scholars have written on the topic and the criticisms they have made about the earlier work or their approach to the topic”

The type of secondary sources used for this Final Graduation Project are:

- ✓ Histories

Refer to the connection of a series of past events with regard to a subject under investigation

- ✓ Commentaries

Denote the remarks of experts in the topic under investigation would make about research done.

- ✓ Website

An online electronic site from where information can be retrieved.

**Chart 1. Information sources (Compiled by author)**

Objectives	Information sources	
	Primary	Secondary
<p>1. To create a scope management plan in order to define the deliverables that will be part of the present project, adhering to the agreed scope and not stepping out from its boundaries</p>	<p>-Project management digital and hard copy textbooks accredited by PMI</p> <p>-Data: Statistics on gender-based issues in Guyana and abroad from national and international institutions</p> <p>-Serials: Journals, newspapers and magazines on gender-based issues</p> <p>-Government documents on gender-based issues, life skills and Health and Family Education school programmes</p>	<p>-Websites</p> <p><a href="http://www.pmi.org">www.pmi.org</a></p> <p><a href="http://www.projectmanagement.com">www.projectmanagement.com</a></p>
<p>2. To create a time management plan towards directing the timing for the trainings of MOE staff, teachers and community members</p>	<p>-Serials: Journals, newspapers and magazines on gender-based issues</p> <p>-Interviews to governmental authorities</p> <p>-Government documents on gender-based issues,</p>	<p>-Website</p> <p><a href="http://www.pmi.org">www.pmi.org</a></p> <p><a href="http://www.projectmanagement.com">www.projectmanagement.com</a></p> <p><a href="http://www.moe.gov.gy">www.moe.gov.gy</a></p> <p><a href="http://www.unicef.org/guyana/">www.unicef.org/guyana/</a></p> <p><a href="https://www.nspcc.org.uk/">https://www.nspcc.org.uk/</a></p>

Objectives	Information sources	
	Primary	Secondary
	life skills and Health and Family Education school programmes	
3. To create a cost management plan in order to budget the expenses for the programme's implementation and operations	-Project management digital and hard copy textbooks accredited by PMI	-Websites <a href="http://www.pmi.org">www.pmi.org</a> <a href="http://www.projectmanagement.com">www.projectmanagement.com</a> <a href="http://www.moe.gov.gy">www.moe.gov.gy</a> <a href="http://www.unicef.org/guyana/">www.unicef.org/guyana/</a>
4. To design a stakeholders management plan in order to identify key staholders and how the programme would be promoted amongst stakeholders	-Project management digital and hard copy textbooks accredited by PMI	-Websites <a href="http://www.pmi.org">www.pmi.org</a> <a href="http://www.projectmanagement.com">www.projectmanagement.com</a>



## 3.2 Research methods

Research methods are “a particular way of studying something in order to discover new information about it or understand it better” (Cambridge University Press, 2016). The different research methods used provide multidimensional approaches within the project reaffirming its scientific validity.

Below is a list of different types of research methods used and their definitions.

### 3.2.1 Analytical-Synthetic method

Analytical method + synthetic method = Analytical-Synthetic method

The Analytical Method is a generic process combining the power of the scientific method with the use of formal process to solve any type of problem. It has these nine steps:

1. Identify the problem to solve.
2. Choose an appropriate process. (THE KEY STEP)
3. Use the process to hypothesize analysis or solution elements.
4. Design an experiment(s) to test the hypothesis.
5. Perform the experiment(s).
6. Accept, reject, or modify the hypothesis.
7. Repeat steps 3, 4, 5, and 6 until the hypothesis is accepted.
8. Implement the solution.
9. Continuously improve the process as opportunities arise.

In this case it can be cited that:

This method is opposite to the analytical method as synthesis is a compliment of analysis. The term synthetic is derived from the word synthesis which mean to combine together. Facts already known are applied to new situations so the combination of known facts help us to find new facts.

### **3.2.2 Inductive-Deductive method**

The inductive + deductive method= inductive-deductive method.

The inductive method “also known as inductive reasoning, starts with the observations and theories that are proposed towards the end of the research process as a result of observations” (Thwink, 2014)

A deductive approach is concerned with “developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis”. (Thwink, 2014).

### **3.2.3 Experimental method**

It describes the process that a researcher undergoes of controlling certain variables and manipulating others to observe if the results of the experiment reflect that the manipulations directly caused the particular outcome. This type of research differs from a descriptive study, and another one of its important aspects is the use of random assignment (Reference, 2016).

### **3.2.4 Statistical method**

“Statistical methods are methods of collecting, summarizing, analyzing, and interpreting variable numerical data...are very useful in obtaining approximate results where deterministic solutions are hard to apply” (Oxford University Press, 2004).

Data collection, sampling, probability distribution, regression analysis, among others are some statistical methods.

### **3.2.5 Observational research**

“Observational research (or field research) is a type of correlational (i.e., non-experimental) research in which a researcher observes ongoing behavior” (Atlas.Qi, 2016).

**Chart 2 Research methods (Compiled by author)**

Objectives	Research methods				
	Analytical-synthetic method	Inductive-deductive method	Experimental method	Statistical method	Observation method
1. To create a scope management plan in order to define the deliverables that will be part of the present project, adhering to the agreed scope and not stepping out from its boundaries	By ensuring only the work scope agreed on is completed	By identifying elements of gold plating			By contrasting and comparing the work agreed and the work that has been completed.
2. To create a time management plan towards directing the timing for the trainings of MOE staff, teachers and community members		By employing expert judgment and bottom-up estimating techniques			
3. To create a cost management plan in order to budget	By applying the necessary	By using inference and			

the expenses for the programme's implementation and operations	tools and techniques to effectively save cost and time	deduction, costs will be adjusted to prevent waste of resources			
4. To design a stakeholders management plan in order to identify key staholders and how the programme would be promoted amongst stakeholders	By analyzing the WBS, various work packages and synthetizing the work needed to be completed By performing stakeholder analysis	By employing expert judgment		By the random selection of primary schools nationwide	By holding meetings and focal group discussions

### 3.3 Tools

“Any instrument used by the researcher to collect the information or data is called Research Tools” (Kislay, 2015). The tools selected to develop this project proposal helped to shape the work done and provide scientific validity to it.

The following tools will be defined in order to clearly state the approach intended to be used throughout the project:

- Benchmarking: “It is the comparison of actual or planned practices, such as processes and operations, to those of comparable organizations to identify best practices, generate ideas for improvement, and provide a basis for measuring performance” (PMI, 2013, p.529). “Benchmarking projects may exist within the performing organization or outside of it, or can be within the same application area. Benchmarking allows for analogies from projects in a different application area to be made” (PMI, 2013, p.239). For the purposes of this project, benchmarking will be used to compare planned versus actual project management plans in order to identify best practices and procedures which will be recorded in lessons learned.
- Bottom-up estimating: “... is a method of estimating project duration or cost by aggregating the estimates of the lower level components of the WBS. When an activity cannot be estimated with a reasonable degree of confidence, the work within the activity is decomposed into more detail...These estimates are then aggregated into a total quantity for each of the activity’s resources.” (PMI, 2013, p.164). Throughout the cost and time management plan, this technique is employed since it is considered to have a high level of accuracy.
- Group decision - making technique: “...is an assessment process having multiple alternatives with an expected outcome in the form of future actions. These techniques can be used to generate, classify and prioritize product requirements” (PMI, 2013, p.115). Among group decision – making techniques are unanimity, majority, plurality and dictatorship. Group decision-making techniques will be very much used when developing and implementing cost and stakeholder management plan since the funding agencies and the project team need to be of one accord in the way how monies are spent and when leading with different stakeholders, there is a dire need for the different community sectors be involved in the project for it to be successful and be knowledgeable on stakeholders’ needs, expectations and opinion of the project in order to plan strategically.
- Rolling wave planning: “...is an iterative planning technique in which the work to be accomplished in the near term is planned in detail, while the work in the future is planned at a higher level. It is a form of progressive elaboration” (PMI, 2013, p. 152). This technique is evidenced throughout the time management plan.

**Chart 3: Tools (Compiled by author)**

<b>No.</b>	<b>Objectives</b>	<b>Tools</b>
1	To create a scope management plan in order to define the deliverables that will be part of the present project, adhering to the agreed scope and not stepping out from its boundaries	<ul style="list-style-type: none"> <li>➤ Expert judgment</li> <li>➤ Meetings</li> <li>➤ Interviews</li> <li>➤ Observations</li> <li>➤ Document analysis</li> <li>➤ Benchmarking</li> </ul>
2	To create a time management plan towards directing the timing for the trainings of MOE staff, teachers and community members	<ul style="list-style-type: none"> <li>➤ Expert judgment</li> <li>➤ Analytical techniques</li> <li>➤ Meetings</li> <li>➤ Decomposition</li> <li>➤ Rolling wave planning</li> </ul>

3	To create a cost management plan in order to budget the expenses for the programme's implementation and operations	<ul style="list-style-type: none"> <li>➤ Expert judgment</li> <li>➤ Analytical techniques</li> <li>➤ Meetings</li> <li>➤ Bottom-up estimating</li> <li>➤ Group decision - making techniques</li> <li>➤ Cost of quality</li> </ul>
4	To design a stakeholders management plan in order to identify key staholders and how the programme would be promoted amongst stakeholders	<ul style="list-style-type: none"> <li>➤ Stakeholder analysis</li> <li>➤ Expert judgment</li> <li>➤ Meetings</li> <li>➤ Questionnaires and surveys</li> <li>➤ Group decision making techniques</li> <li>➤ Observations</li> </ul>

### **3.4 Assumptions and constraints**

#### **3.4.1 Definition of Assumptions**

Assumptions are supposed to be true, but do not necessarily end up being true. Sometimes it may turn out to be false, which can affect your project significantly. They add risks to the project because they may or may not be true (PMI, 2013). Assumptions, if true, can either affect your project positively or negatively. Therefore, they are of great relevance in the development of a project. If the assumptions end up having a negative impact on the project, project risks increase.

#### **3.4.2 Definition of Constraints**

“A limiting factor that affects the execution of a project or process” (PMI, 2013, p.124). Constraints are project hinderers who may impede the project development to a certain level or during one of its processes. In the case of this FGP, the project funding requirements of UNICEF and MOE Guyana were not obtained in order to tailor the cost management plan within their requirements. The Cost Management Plan was developed based on expert judgement from specialists in the field of social sciences who work for governmental and diplomatic agencies.



**Chart 4 Assumptions and constraints (Compiled by author)**

Objectives	Assumptions	Constraints
<p>1. To create a scope management plan in order to define the deliverables that will be part of the present project, adhering to the agreed scope and not stepping out from its boundaries</p>	<p>It is assumed that no gold plating will be implemented</p>	<p>Limited resources available to perform project work may impact the gathering of all project requirements</p>
<p>2. To create a time management plan towards directing the timing for the trainings of MOE staff, teachers and community members</p>	<p>It is assumed that the time given for the project will be enough for its execution</p>	<p>There is limited amount of time to complete the project</p>
<p>3. To create a cost management plan in order to budget the expenses for the programme's implementation and operations</p>	<p>It is assumed that the cost calculations are accurate</p>	<p>There is limited amount of money to complete this project</p>
<p>4. To design a stakeholders management plan in order to identify key staholders and how the programme would be promoted amongst stakeholders</p>	<p>It is assumed that key stakeholders would render their full support towards the said program</p>	<p>Some stakeholders may not be willing to support in any way the project, objecting to its advancement; therefore, systems and other powerful/influential stakeholders' assistance will be required to advance the project</p>

### 3.5 Deliverables

“A deliverable is any unique and verifiable product, result and capability that results in a validated deliverable required by the project” (PMI, 2013, p.251). One of the key responsibilities of the project manager is to ensure that the deliverables produced are within the agreed scope. If this does not occur, gold plating can take place as well as customer dissatisfaction leading to customer non-acceptance of the project.

#### Chart 5 Deliverables (Compiled by author)

Objectives	Deliverables
1. To create a scope management plan in order to define the deliverables that will be part of the present project, adhering to the agreed scope and not stepping out from its boundaries	The scope management plan entails the specified work agreed to be completed throughout the project
2. To create a time management plan towards directing the timing for the trainings of MOE staff, teachers and community members	The time management plan denotes the timing for the trainings of MOE staff, teachers and community members
3. To create a cost management plan in order to budget the expenses for the programme’s implementation and operations	The cost management plan that budgets the expenses for the program’s implementation and operations
4. To design a stakeholders management plan in order to identify key staholders and how the programme would be promoted amongst stakeholders	A stakeholder management plan that has listed and identified key stakeholders that will advocate on gender-based issue within their social circle of influence.

## **4. RESULTS**

### **4.1. Project scope management plan**

#### **4.1.1 Scope Management Approach**

The scope of this project is to create a proposal. The execution of the project is not part of the scope of this Final Graduation Project (FGP). However, a strong recommendation will be made to the respective parties to implement the project in the near future. It is noteworthy to mention that to develop this Scope Management Plan, the Scope Management Plan template from the Project Management Documents was used.

For the project proposal “Program sensitization on gender-based issues and life skills amongst elementary school children and their families in a selected primary school in Georgetown, Guyana”, scope management will be the responsibility of the project manager. The scope for this project is defined by the Scope Statement, Work Breakdown Structure (WBS) and WBS Dictionary. The Project Manager, Sponsors and Stakeholders will establish and approve documentation for measuring project scope which includes deliverable quality checklists and work performance measurements. Proposed scope changes may be initiated by the Project Manager, MOE officers, veteran social workers and gender issues specialists or any other member of the Project team. All change requests will be submitted to provide estimate and impact to schedule and costs if any to the Project Manager who will then evaluate the requested scope change. Upon acceptance of the scope change request, the Project Manager will submit the scope change request to the MOE Executive Board and for UNICEF’s acceptance. Upon approval of scope changes by the MOE Executive Board and UNICEF, the Project Manager will update all project documents. Based on feedback and input from the Project Manager and Stakeholders, the MOE and UNICEF (Project Sponsors) are responsible for the acceptance of the final project deliverables and project scope.

#### **4.1.2 Roles and Responsibilities**

The Project Manager, Project Lead, Project Assistants, Project Sponsors and veteran social workers and gender issues specialists will all play key roles in managing the scope of this project. As such, all stakeholders must be aware of their responsibilities in order to ensure that work performed on the project is within the established scope throughout the entire duration of the program. Chart 6 defines the roles and responsibilities for the scope management of the project management proposal “Program sensitization on gender-based issues and life skills amongst elementary school children and their families in selected primary schools in Guyana”.

<b>Role</b>	<b>Description</b>
The Project Manager	S/he is the Head of the Change Control Board. S/He develops the overall project management proposal, ensuring it fulfills its objectives while following best standard practices. The Project Manager is in communication with the Project Sponsors and stakeholders regarding the evolution of the program.
The Project Lead	S/He is a member of the Change Control Board. S/He measures and verifies project scope; validates scope change requests; participates in impact assessments of scope change requests; communicates outcomes of scope change requests to team; facilitates team level change review process; participates in defining change resolutions; evaluates the need for scope changes and communicates them to the Project Manager as deemed necessary.
The Technical Advisor	S/He will be the person in charge to oversee the deliverables executed by the MOE Officers, social workers, gender-based issues and community groups, providing technical guidance and alignment within the field of social sciences
The Finance Manager	S/He will be in charge of the budget expenditure and documentation of the project operations
The Project Assistants	They provide general administrative support to the Project Manager and Project Lead. They help produce plans, proposals and reports; organize and maintain program files and database. They also will assist with scheduling meetings, preparing presentations and keeping

	check of milestones and deadlines.
<p>The Project Sponsors</p> <p>UNICEF Guyana and Ministry of Education Guyana</p>	<p>They are the main owners of the project and ensure that the Project Manager develops the project in accordance with the proposed plan. They are the ones who finance the project and are accountable for the realization of project benefits. They have the power to cancel a project if they consider there is no need for it anymore or it has not fulfilled the agreed objectives.</p>
<p>Veteran social workers and gender issues specialists</p>	<p>They will train the Education Coordinator at the Ministry of Communities, Regional Education Officers (REDOs) and MOE officers on life skills and gender based issues more prevalent nationwide. They will deliver Life Skills and Gender-Based issues sessions to parents of the selected pilot school.</p>
<p>The MOE Officers</p>	<p>They will work in collaboration with the pilot school selected to deliver the knowledge gained through the training with veteran social workers and gender based issues specialists to primary school teachers.</p>
<p>Regional Education Officers-MOE and Education Coordinator -Ministry of Communities</p>	<p>They will work in collaboration with each other to observe, evaluate and analyze the impact the project has had in the school's neighbourhood. They will seek the assistance of local authorities in respect of regional stats on gender-based violence cases and reports made to local judiciaries, magistrate's courts and police posts.</p>

Primary school teachers from pilot school	They are responsible for delivering within the Health and Family Life Education (HFLE) curriculum added information on Life Skills and Gender Based issues to primary students in order to mold within them positive behavioral patterns and awareness about gender-based issues.
Community Groups: Advocacy groups, religious organizations, NGOs, parents, women and children's associations	They will be trained and thereafter, will sensitize the citizenry on gender-based issues and the relevance of life skills within their own sphere of influence.

#### 4.1.3 Scope Definition

The scope for the FGP proposal "Programme sensitization on gender-based issues and life skills amongst elementary school children and their families in a selected primary school in Georgetown, Guyana" was defined through a comprehensive requirements collection process. First, a thorough analysis was performed on Guyana's present gender-based violence and national statistics on delinquency along with dysfunctional relationships and interactions. From this information, the project team developed the project requirements documentation, the project traceability matrix and the requirements management plan for what the new project must accomplish.

The project description and deliverables were developed based on the requirements collection and input from subject matter experts in social work, gender issues and social studies. This process of expert judgement provided feedback on the most effective ways to meet the original requirements of executing a sensitization pilot program on life skills and gender-based issues in a selected primary school so the future generation will model positive behavioural

patterns and be able to identify, denounce and reject chauvinistic and misogynist behavioural patterns.

#### 4.1.4 Scope statement

The scope statement includes what work should not be performed in order to eliminate any implied but unnecessary work which falls outside of the program's scope. The Project Scope Statement contains the following components:

**Product Scope Description:** To create a program sensitization on life skills and gender based issues in a selected primary school in Georgetown, Guyana to be completed within the 2017-2018 academic school year with a budget of USD 510,000. The pilot school to be chosen will be in the capital city. The project will comprise service- delivered stages aimed at raising awareness among primary teachers, students, parents and/or guardians on gender based issues and life skills in order to increase the probabilities for the existence of society members who are able to identify socially acceptable patterns, replicate them, and recognize abuse and violence -either sexual, emotional, verbal or physical- beside applying resolution techniques when they emerge.

**Product Completion/Acceptance Criteria.** The project would have achieved the Acceptance Criteria agreed when each of the service-delivered stages agreed on the project acceptance criteria document.

- **Product Risk Assessment.** Key elements for the success of this project are public consultation with the various community members and their involvement in it through its different stages, since resisters to the project can literally hinder its success if not involved, persuaded and managed closely. Based on the aforementioned, the risk assessment chart found below was created.



**Chart 7: Risk Assessment (Compiled by author)**

ID	Risks and Consequences	Probability	Impact	Category	Mitigation Response
1	<p>Parents/guardians, women, children, advocacy groups and religious groups need to be made aware of the upcoming program to ensure their support and participation. Their lack of knowledge and participation of it will mean less persons being nourished on life skills and gender-based issues</p>	20	80	H	<p>Formal notification to local authorities, NGOs, advocacy groups, religious organizations and community leaders should be delivered to persuade residents of the relevance of the program.</p> <p>Distribution of flyers in public places and flyers on notice boards (i.e. parks, markets, churches ...)</p>
2	<p>Indigenous community members and leaders are to be persuaded to be part of the program. If indigenous community leaders hold on to their cultural acceptance of incest, the normalization of domestic violence will continue to prevail in Amerindian communities.</p>	50	40	L	<p>Assistance from Amerindian leaders who sympathize with gender equality and conflict resolution strategies will be sought to persuade Amerindian community members to support the program.</p>

3	Educators who benefitted from the Life Skills and Gender Based-Issues may not share the knowledge gained with other colleagues. The cycle of normalization of gender violence within communities and violence as a means to solve disputes may therefore continue to be the perception in the minds of the little ones.	50	80	M	The REDO and Education Coordinator of the Ministry of Communities will kindly request the HT of the school to hold training sessions with new teaching and administrative staff. The REDO and Education Coordinator will receive reports from such sessions from the hands of the HT.
4	The availability of social workers and gender-based issues may be challenging since top notch experts in the field tend to have stable jobs in the capital.	50	80	M	Recently graduated social workers and gender based issues services will be hired to complete the program within the region.
5	The resistance of central and local government to the project since it is perceived to be a threat to image.	60	70	M	Communication skills with special emphasis on persuasion techniques and active listening along with the data and facts as solid evidence as a win-win effort for the country's benefit. Their involvement throughout the project will diffuse any perceived threat.

6	Resistance from the Police Force as an external resistor	80	60	H	Communication skills with special emphasis on persuasion techniques and active listening along with the data and facts as solid evidence as a win-win effort for the country's benefit. Their involvement throughout the project will diffuse any perceived threat.
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**Project deliverables.** To develop a program based on the knowledge acquired in Project Management, the different phases of its life cycle, according to its context, to the structure of the performing organization, and to applicable processes and knowledge areas through the following stages:

- 1.-Program Initiation
- 2.-Development of Training Materials
- 3.- Training to MOE Officers;
- 4.- Training to Primary Teachers;
- 5.- Training to parents and/or guardians;
- 6.- Community Groups' Training and Mobilization;
- 7.- Evaluation of Primary students;
- 8.- Report delivery to school; and
- 9.-Report delivery to MOE and UNICEF Guyana.

**Project Exclusion (Out of Scope):** Activities out of scope are the following:

- 1.- Class observations of all Health and Family Education (HFLE) lessons delivered
- 2.- Assessment of 1<sup>st</sup> Grade teachers' lesson plans on a daily basis
- 3.- The creation of a School for Parents and Guardians model

4.-The creation of a Socio-Educational Department model that would be compulsory in each school

**Measures of Project Success:** The results provided by observational analysis of children's behaviour, questionnaires answered by school children and their family members and/or guardians by the end of the academic year 2017-2018, questionnaires answered by primary teachers on students' behavioral evolution throughout the school year and the feedback received from advocacy groups, women, children and NGOs will be the instruments used to determine the level of project success.

**Project Assumptions:** It is assumed the MOE Guyana will grant access to the necessary information to complete this project; that UNICEF as the organization partnering with the Ministry of Education in the execution of this project will grant access to the information they have in order to complete this project; that trained teachers will possess basic knowledge on gender-based issues and life skills education; that advocacy groups, women, children and NGOs will become active participants in the project; and that social workers, psychologists and other mental health experts will welcome and be involved in the project since they are knowledgeable on the national situation of gender-based issues and treat matters reported or handled.

#### **4.1.5. Work Breakdown Structure (WBS)**

For more effective management, the work required to complete the "Program Sensitization on Life Skills and Gender-Based Issues among elementary school children and their families in a selected primary school in Georgetown, Guyana" development will be subdivided into work packages. This will allow the Project Manager to more effectively manage the project's scope as s/he progressively elaborates on the tasks necessary for project completion. The project is broken down into nine phases:

- 1) Program Initiation;

- 2) Development of Training Materials
- 3) Training of MOE Officers;
- 4) Training of Primary Teachers;
- 5) Training of parents and/or guardians;
- 6) Community Groups' Mobilization and Training;
- 7) Evaluation of Primary students;
- 8) Report delivery to primary school; and
- 9) Report delivery to MOE and UNICEF Guyana.

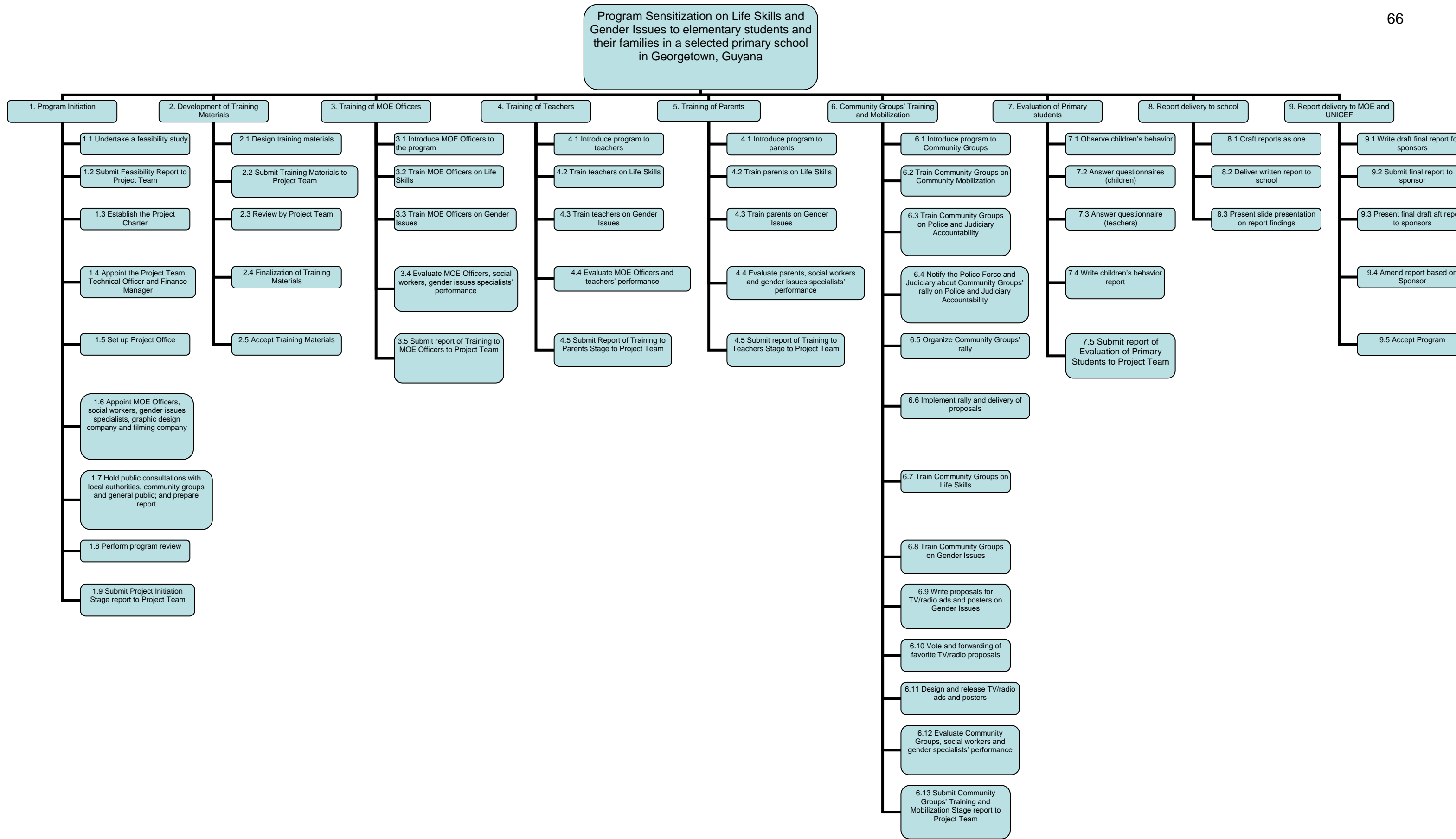


Figure 8. Source: Work Breakdown Structure (Compiled by author)

#### **4.1.5.1 Program Initiation**

This phase will take 89 days and it is to be completed between April 17<sup>th</sup>, 2017 and August 18<sup>th</sup>, 2017. This is the stage in which the project will be initiated: the project team is selected, project objectives, scope and deliverables are produced.

#### **4.1.5.2 Development of Training Materials**

This phase will take 20 days and it is to be completed between August 18<sup>th</sup>, 2017 and September 15<sup>th</sup>, 2017. This is the stage in which the training materials for the different groups are designed as well as the questionnaires and surveys.

#### **4.1.5.3 Training of MOE Officers**

This phase will take 33 days and it is to be completed between September 20<sup>th</sup>, 2017 and November 6<sup>th</sup>, 2017, 2 hours per day, 3 sessions per week. A veteran social worker and gender-based issues specialist will deliver the training to 20 MOE Officers who will thereafter be training primary teachers in the pilot school.

#### **4.1.5.4 Training of Primary Teachers**

This phase will take 20 days and begin on November 6<sup>th</sup>, 2017 and end on December 4<sup>th</sup>, 2017. MOE Officers will deliver training sessions to primary teachers at the selected pilot school hours per days, 3 sessions per week. 2 hours per session.

#### **4.1.5.5 Training of Parents and Guardians**

This process will take 20 days and will begin on November 6<sup>th</sup>, 2018 and end on December 4<sup>th</sup>, 2018. Sessions will be 2-hours-long and done 3 times per week, totaling 30 hours of sensitization to parents and/or guardians of primary children.

This training will be done by veteran social workers and gender based issues specialists.

#### **4.1.5.6 Community Groups' Training and Mobilization**

This process will take 55 days and will commence on September 18<sup>th</sup>, 2018 and conclude on December 4<sup>th</sup>, 2017. Sessions will be conducted 3 sessions per week, 2 hours per session. This phase, also delivered by social workers and gender issues specialists, will seek to mobilize community groups to influence citizens to demand accountability from local authorities on gender issues going unpunished and sexual predators being freed.

#### **4.5.1.7 Evaluation of Primary students.**

This phase will last approximately 166 days. It will come into effect from January 12<sup>th</sup>, 2018 until July 23<sup>rd</sup>, 2018. The MOE Officers will observe the children's behavioural evolution and write a report based on their observations.

#### **4.1.5.8 Report delivery to primary school.**

This section will take 173 days and will begin on December 4<sup>th</sup>, 2017 and continue until August 2<sup>nd</sup>, 2018. The Project Team will deliver a written report and a slide presentation to the pilot school regarding the results obtained on the teachers' performance, the children's behavioural evolution, the children's parents and community groups' feedback.

#### **4.1.5.9 Report delivery to MOE and UNICEF Guyana**

This process will take 4 weeks commencing on August 3<sup>rd</sup>, and ending August 31<sup>st</sup>. The Project Team will write the final report on the entire project and present a slide presentation to the Project Sponsors, MOE and UNICEF.



In order to more clearly define the work necessary for project completion, the WBS Dictionary is used. The WBS Dictionary includes an entry for each WBS element. The WBS Dictionary includes a detailed description of work for each element and the deliverables for that element. The project team will use the WBS Dictionary as a statement of work for each WBS element.

**Chart 8: WBS Dictionary (Compiled by author)**

Level	WBS Code	Element Name	Description of Work
1	1	Initiation	It is the initial stage of a program in which the objectives, scope, purpose and deliverables are produced. During this stage, the project team is hired and the project charter is approved to begin the next phase.
	1.1	Undertake a feasibility study	It is the process that documents business requirements, identifies alternative solutions available, reviews each solution, chooses a preferred solution for implementation and documents the results in a feasibility report.
	1.2	Submit Feasibility study report	It is the process in which the feasibility report is delivered to the Project Sponsors
	1.3	Establish the project charter	It is the process that identifies the project's purpose, general and specific objectives, defines project scope in detail, lists main project deliverables, indicates project stakeholders and lists any risks, constraints and assumptions.
	1.4	Appoint the Project Team	It is the process in which the project team is appointed and its job description is clearly stated for the positions of project manager, project team leader, project assistants. It usually has, but is not limited to defining each member's real purpose, key responsibilities, hierarchical chart, skills and

			experience needed, key performance criteria, salaries and working conditions.
	1.5	Set up Project Office	It is the process in which the Project Team's work location is identified, project equipment, tools and human resource services are procured, standards and processes are put in place, templates and training sessions programs are designed and project services are initiated.
	1.6	Appoint MOE Officers, social workers, gender issues specialists, graphic design company and filming company	It is the process in which the appointment of individuals/companies for the positions of MOE Officers, social workers, gender issues specialists, catering services, transportation services, graphic design company and filming company takes place. Their job description, work location, duties, responsibilities, qualifications, skills and experience, key performance criteria, salary and working conditions are specified. Their work material and equipment are handed in as well.
	1.7	Hold public consultations with local authorities and community groups	It is the process in which public consultations are held with community groups, local authorities and public in general who are invited to be part of the program. In the case of resistant stakeholders, private meetings will be held with them.
	1.8	Perform program review	It is the process in which the delivery to schedule is verified; budget allocations and funds are checked; risks are identified controlled and mitigated; issues are identified and solved and changes are made, if appropriate
	1.9	Submit Project Initiation Report to Project Sponsors	It is the process in which the Project Team delivers a report on the Project Initiation phase to the Project Sponsors
2	2	Development of Training	It is the phase in which the Project Team designs,

		Materials	reviews and finalizes the materials, questionnaires and surveys to be utilized during the different training sessions
	2.1	Design training materials	It is the process in which the materials, questionnaires and surveys to be utilized during the different training sessions are designed by the Technical Advisor
	2.2	Submit training materials to Project Team	It is the process in which the Technical Advisor submits the materials, questionnaires and surveys to be utilized during the different training sessions for them to assess
	2.3	Review training material	It is the process in which the Project Team reviews the materials, questionnaires and surveys to be utilized during the different training sessions
	2.4	Finalize training materials	It is the process in which the Technical Advisor, based on the feedback of the Project Team, may make some changes to the materials, questionnaires and surveys to be utilized during the different training sessions, if needed
	2.5	Accept training materials	It is the process in which the Project Team accepts the training materials accepted by the Technical Advisor
3	3	Training of MOE Officers	It is the stage in which social workers and gender issues experts deliver trainings to MOE Officers on life skills and gender based issues
	3.1	Introduce program to MOE Officers	It is the process in which social workers and gender issues specialists indicate to MOE Officers their role, program description, objectives and relevance to society; violence as an inheritance from slavery and indentureship; national panorama and statistics on gender issues as well as the reasons behind MOE and UNICEF to implement

			the program.
	3.2	Train MOE Officers on Life Skills	It is the process in which social workers and gender issues specialists train MOE Officers in life skills (cognitive skills, personal skills, and social and interpersonal skills)
	3.3	Train MOE Officers on Gender Issues	It is the process in which social workers and gender issues specialists train MOE Officers in gender issues (objectification of women, sexual violence, child abuse, violence against women and domestic abuse)
	3.4	Evaluate MOE Officers, social workers and gender issues specialists; performance; and prepare report	It is the process in which MOE Officers answer a questionnaire evaluating the training; and social workers and gender issues specialists evaluate MOE Officers' performance. This process is overseen by the Technical Advisor. Thereafter, the Technical Advisor prepares a report about the Training of MOE Officers' stage
	3.5	Submit report on Training to MOE Officers stage to Project Team	It is the process in which the Technical Advisor delivers a report to the Project Team with his/her findings during the Training to MOE Officers' Stage obtained through the answered questionnaires and surveys
4	4	Training of Teachers	It is the stage in which MOE Officers train primary teachers on life skills and gender issues
	4.1	Introduce program to teachers	It is the process in which the MOE Officers indicate to primary level teachers the program's description, objective and relevance; violence as an inherited tool of power and control from slavery and indentureship; national panorama and statistics on gender issues and reasons for MOE and UNICEF to embark on this program
	4.2	Train teachers on Life	It is the process in which MOE Officers train

		Skills	teachers in life skills (cognitive skills, personal skills, and social and interpersonal skills)
	4.3	Train MOE Officers on Gender Issues	It is the process in which MOE Officers train teachers in gender issues (objectification of women, sexual violence, child abuse, violence against women and domestic abuse)
	4.4	Evaluate MOE Officers and teachers' performance; and prepare report	It is the process in which teachers answer a questionnaire evaluating the training, and MOE Officers evaluate the teachers' performance. Thereafter, the Technical Advisor prepares a report with her/his findings.
	4.5	Submit report on Training to Teachers' Stage to Project Team	It is process in which the Technical Advisor delivers a report on the findings emanated from the questionnaires answered by MOE Officer and teachers as well as general and detailed remarks about the Training to Teachers' stage
5	5	Training to parents and guardians	It is the stage in which social workers and gender issues specialists sensitize parents and guardians on life skills and gender issues
	5.1	Introduce program to parents and guardians	It is the process in which social workers and gender issues specialists introduce to parents and guardians the program's objective and its description, parenting today; violence as a means of control and power inherited from slavery and indentureship, national panorama and statistics on gender issues and reasons that motivate MOE and UNICEF to implement this program
	5.2	Train parents and guardians on Life Skills	It is the process in which social workers and gender issues train parents and guardians in life skills (cognitive skills, personal skills, and social and interpersonal skills)
	5.3	Train parents and	It is the process in which social workers and

		guardians on Gender Issues	gender issues specialists train parents and guardians in gender issues (objectification of women, sexual violence, child abuse, violence against women and domestic abuse)
	5.4	Evaluate parents, guardians and social workers, and gender issues specialists' performance; and prepare report	It is the process in which parents and guardians answer a questionnaire evaluating the training, and social workers and gender issues specialists evaluate parents and guardians' participation. This process is overseen by the Technical Advisor. Thereafter, the Technical Advisor prepares a report with her/his findings during such a stage.
	5.5	Submit report on Training to Parents' Stage to Project Team.	It is the process in which the Technical Advisor delivers a report on the findings emanated from the questionnaires answered by parents, social workers and gender issues specialists as well as general and detailed remarks about the Training to Parents' stage
6	6	Community Groups' Training and Mobilization	It is the stage in which social workers and gender issues specialists train community groups in community mobilization, life skills and gender issues
	6.1	Introduce program to Community Groups	It is the process in which the social workers and gender issues specialists introduce community groups to the program's objective, relevance to society, describe their role within the program, national panorama and statistics on gender issues and reasons motivating MOE and UNICEF to implement this programme
	6.2	Train Community Groups on Community Mobilization	It is the process in which the social workers and gender issues train community groups on Community Mobilization: Its Approach, Goals, Key Tasks and Cycle

6.3	Train Community Groups on Police and Judiciary Accountability	It is the process in which social workers and gender issues specialists will train community groups on police and judiciary accountability
6.4	Notify the Police Force and Judiciary about the rally on Police and Judiciary Accountability	It is the process in which social workers and gender issues specialists assist community groups to meet with police authorities and members of the judiciary about the complaints of the general public and build relations to develop a strong and comprehensive police and judiciary accountability, oversight and integrity
6.5	Organize Community Groups' rally	It is the process in which the social workers and gender issues specialists guide community groups through the process of organizing a public manifestation police and judiciary accountability and write recommendations to the police force and judiciary
6.6	Implement rally and delivery of proposal	It is the process in which social workers and gender issues specialists assist community groups in the rally's implementation and delivery of recommendations to police force and judiciary
6.7	Train Community Groups on Life Skills	It is the process in which social workers and gender issues train Community Groups in life skills (cognitive skills, personal skills, and social and interpersonal skills)
6.8	Train Community Groups on Gender Issues	It is the process in which social workers and gender issues specialists train Community Groups in gender issues (objectification of women, sexual violence, child abuse, violence against women and domestic abuse)
6.9	Write proposals for TV/radio ads and posters	It is the process in which social workers and gender issues provide the instructions to Community Groups to write proposals for TV/radio

			ads and posters on Life Skills and Gender Issues
	6.10	Voting and forwarding of favorite TV/radio ads to Program Team	It is the process in which Community Groups vote, from the number of proposals, for their favourite ones and these are forwarded to the Program team, they are reviewed and then sent to the filming company and graphic design company
	6.11	Design and release of TV/radio ads and posters	It is the process in which the filming company and graphic design company design and release the TV/radio ads and posters through different communication media and social networks
	6.12	Evaluate community groups, social workers and gender issues; and prepare report	It is the process in which the Community Groups evaluate the training and mobilization efforts, and the social workers and gender issues specialists evaluate the community groups' participation
	6.13	Submit report on Community Groups' Training and Mobilization Stage to Project Team	It is process in which the Technical Advisor delivers a report on the findings emanated from the questionnaires answered by the social workers, gender issues specialists and community group leaders as well as general and detailed remarks about the Community Groups' Training and Mobilization's stage
7.	7	Evaluation of Primary Students	It is the stage in which the MOE Officers evaluate the primary students' behavioural evolution
	7.1	Observe children's behaviour	It is the process in which the MOE Officers observe primary children during classroom and school breaks
	7.2	Answer questionnaire (children)	It is the process in which the children answer a questionnaire on life skills and gender issues
	7.3	Answer questionnaire (teacher)	It is the process in which the primary school teachers answer a questionnaire about the children's behaviour
	7.4	Write children's behavior	It is the process in which the MOE Officers write a



		report	final report on the children's behavioral evolution based on the findings of the questionnaires and observational analyses. This report is reviewed by the Technical Advisor.
	7.5	Submit report on Primary Students' evaluation stage to Project Team	It is the process in which the Technical Advisor delivers to the Project Team the report which details the observation and assessment done to students' behavioral evolution
8	8	Report delivery to school	It is the stage in which the Project Team crafts as one report the findings on children's behavioural evolution, teachers' participation, the parents' and guardians' performance, and community groups' performance to be delivered to the school
	8.1	Craft report as one	It is the stage in which the Project Team crafts the reports received from the children's behavioral evolution, teachers' participation, the parents' and guardians' performance, and community groups' performance as one
	8.2	Deliver written report to school	It is the stage in which the Project Team delivers a written report to the school
	8.3	Present slide presentations on report findings	It is the process in which the Project Team presents to the school in the presence of parents, guardians, community groups and local authorities the report findings through a slide presentation
9	9	Report delivery to MOE and UNICEF	It is the stage in which the Project team prepares the final report to the Program Sponsors, MOE and UNICEF, and program acceptance is achieved.
	9.1	Write final report draft for sponsors	It is the process in which the Project Team prepares the final report that is to be presented to the sponsors. Lessons learned, conclusions recommendations, monies spent and overall

			evaluation of the project implementation will be submitted as well in this report.
	9.2	Submit final report draft to sponsors	It is the process in which the Project Team submits the Final Project Report to the sponsors for their reading
	9.3	Present final report draft to sponsors	It is the process in which the Project Team delivers a slide presentation to the sponsors about the Project's findings and results. After a question and answer segment takes place.
	9.4	Amend report based on Sponsor's feedback and submit final report	It is the process in which the Project Team makes changes to the overall report made on the sponsors' feedback
	9.5	Accept project	It is the process in which the sponsors accept the project deliverables.

#### 4.1.6 Scope Verification

As this project progresses, the Project Manager will verify interim project deliverables against the original scope as defined in the scope statement, WBS and WBS Dictionary. Once the Project Manager verifies that the scope meets the requirements defined in the project plan, the Project Manager and Sponsor will meet for formal acceptance of the deliverable. During this meeting, the Project Manager will present the deliverable to the Project Sponsors for formal acceptance. The Project Sponsors will accept the deliverable by signing a project deliverable acceptance document. This will ensure that project work remains within the scope of the project on a consistent basis throughout the life of the project.

#### 4.1.7 Scope Control

The Project Manager and the project team will work together to control the scope of the project. The project team will leverage the WBS Dictionary by using it as a

statement of work for each WBS element. The project team will ensure that it performs only the work described in the WBS dictionary and generate the defined deliverables for each WBS element. The Project Manager will oversee the project team and the progression of the project to ensure that this scope control process is followed.

If a change to the project scope is needed the process for recommending changes to the scope of the project must be carried out. Any project team member or sponsor can request changes to the program scope. All change requests must be submitted to the Project Manager in the form of a project change request document. The Project Manager will then review the suggested change to the scope of the project. The Project Manager will then either deny the change request if it does not apply to the intent of the project or convene a change control meeting between the project team and Sponsor to review the change request further and perform an impact assessment of the change. If the change request receives initial approval by the Project Manager and Sponsor, the Project Manager will formally submit the change request to the Change Control Board. If the Change Control Board approves the scope change the Project Sponsor will formally accept the change by signing the project change control document. Upon acceptance of the scope change by the Change Control Board and Project Sponsors, the Project Manager will update all project documents and communicate the scope change to all program team members and stakeholders.

## **4.2 Project Time Management Plan**

### **4.2.1 Plan Schedule Management**

The PMI (2013) indicates that the Scope Baseline, the Project Charter, scheduling related cost, risk and communications decisions, along with enterprise environmental factors and organizational process assets are suggested elements used to develop the schedule, recommendation which was followed to complete this Time Management Plan. The tools and techniques used, also suggested by PMI (2013) were expert judgment, analytical techniques and meetings. The schedule management plan establishes the following:

- Project Schedule Model Development: The scheduling methodology to be used is the Critical Path and the scheduling tool to be used is Microsoft Project 2016.

- Level of accuracy. Work packages are to be completed within 5 and 171 working days, 3 to 5 times a week, 2 to 8 hours per day in order to complete deliverables that can take between 0 days to 8 months to be achieved. National holidays, Christmas and Easter breaks have been considered when developing the schedule.

- Units of measure: The units of measure used are hours and days per week.

- Organizational procedures links. The WBS allows the framework for the schedule management plan, allowing for consistency with the estimates and resulting schedules.

### **4.2.2 Define Activities**

PMI (2013) suggests that when defining the Activity List and Attributes, the scope baseline, enterprise environmental factors and organizational process assets should be taken into consideration. Decomposition and expert judgement were the tools and techniques used to develop the activity list, activity attributes and milestone list.

**Chart 9: Activities List (Compiled by author)**

<b>Activity List</b>		
<b>Project: Program Sensitization on Life Skills and Gender Issues to children and their parents in a selected primary school in Georgetown, Guyana.</b>		
<b>WBS ID</b>	<b>Activity (Level 2)</b>	<b>Activity (Level 3)</b>
1	Initiation	1.1 Undertake a feasibility study 1.2 Submit feasibility report 1.3 Establish the program charter 1.4 Appoint the Program Team 1.5 Set up Program Office 1.6 Appoint MOE Officers, social workers, gender issues specialists, graphic design company and filming company 1.7 Hold public consultations with local authorities, community groups and public in general 1.8 Perform program review 1.9 Submit Project Initiation Stage report to Project Team
2	Development of Training Materials	2.1 Design of training materials 2.2 Submit Training materials to Project Team 2.3 Review training materials 2.4 Finalize training materials 2.5 Accept training materials
3	Training of MOE Officers	3.1 Introduce program to MOE Officers 3.2 Train MOE Officers on Life Skills 3.3 Train MOE Officers on Gender Issues 3.4 Evaluate MOE Officers, social workers and gender issues specialists' performance

		3.5 Submit report on Training to MOE Officers stage to Project Team
4	Training of Teachers	4.1 Introduce program to teachers 4.2 Train teachers on Life Skills 4.3 Train MOE Officers on Gender Issues 4.4 Evaluate MOE Officers and teachers' performance; and prepare report 4.5 Submit report on Training to Teachers' Stage to Project Team
5	Training of parents and guardians	5.1 Introduce program to parents and guardians 5.2 Train parents and guardians on Life Skills 5.3 Train parents and guardians on Gender Issues 5.4 Evaluate parents, guardians, social workers and gender issues specialists' performance; and prepare report 5.5 Submit report on Training to Parents' Stage to Project Team
6	Community Groups' Training and Mobilization	6.1 Introduce program to Community Groups 6.2 Train Community Groups on Community Mobilization 6.3 Train Community Groups on Police and Judiciary Accountability 6.4 Notify the Police Force and Judiciary about Community Groups' rally on Police and Judiciary accountability 6.5 Organize Community Groups' rally 6.6 Implement rally and delivery of proposal

		<p>6.7 Train Community Groups on Life Skills</p> <p>6.8 Train Community Groups on Gender Issues</p> <p>6.9 Write proposals for TV/radio ads and posters</p> <p>6.10 Voting and forwarding of favorite TV/radio ads and posters to Program Team</p> <p>6.11 Design and release of TV/radio ads and posters</p> <p>6.12 Evaluate community groups, social workers and gender issues</p> <p>6.13 Submit report on Community Groups' Training and Mobilization to Project Team</p>
7	Evaluation of Primary Students	<p>7.1 Observe children's behaviour</p> <p>7.2 Answer questionnaire (children)</p> <p>7.3 Answer questionnaire (teacher)</p> <p>7.4 Write children's behaviour report</p> <p>7.5 Submit report on Primary Students' evaluation stage to Project Team</p>
8	Report delivery to school	<p>8.1 Craft reports as one</p> <p>8.2 Deliver written report to school</p> <p>8.3 Present slide presentations on report findings</p>
9	Report delivery to MOE and UNICEF	<p>9.1 Write final report draft for sponsors</p> <p>9.2 Submit final report draft to sponsors</p> <p>9.3 Present final report draft to sponsors</p> <p>9.4 Amend report based on Sponsors' feedback and submit final report</p> <p>9.5 Accept project</p>

Chart 10. Activity Attributes (Compiled by author)

Activity Attributes					
<b>Date:</b>	<b>Program: Program Sensitization on Life Skills and Gender Issues among primary students and their families in a selected primary school in Georgetown, Guyana</b>				
<b>Activity ID</b>	<b>Activity Description</b>	<b>Activity responsibility</b>	<b>Imposed dates</b>	<b>Predecessor</b>	<b>Successor</b>
1	Initiation				
1.1	Undertake a feasibility study	Consultant hired by sponsor	4/17/17 – 5/26/17	-	1.2
1.2	Submit feasibility report	Consultant hired by sponsor	5/29/2017	1.1	1.3
1.3	Establish the project charter	Consultant hired by sponsor	5/29/2107-6/2/2017	1.2	1.4
1.4	Appoint the Project Team, Technical Advisor and Finance Manager	Sponsors	6/5/17-6/23/17	1.3	1.5
1.5	Set up Project Office	Project Team	6/12/17-6/23/17	1.4	1.6
1.6	Appoint MOE Officers, social workers, gender issues specialists, graphic design company filming company, catering services, transportation services and	Project Team	6/26/17-7/24/17	1.5	1.7



	community groups				
1.7	Hold public consultations with local authorities, community groups and general public	Project Team	7/25/17-8/14/17	1.6	1.8
1.8	Perform program review	Project Team	8/21/2017-8/25/2017	1.7	1.9
1.9	Submit Project Initiation Stage report	Project Team	8/18/17	1.8	2.1
2	Development of Training Materials				
2.1	Design of training materials	Technical Advisor	8/18/17-8/31/17	1.9	2.2
2.2	Submit training materials	Technical Advisor	9/1/17	2.1	2.3
2.3	Review training materials	Project Team	9/4/17-9/8/17	2.2	2.4
2.4	Finalize training materials	Technical Advisor	9/11/17-9/14/2017	2.3	2.5
2.5	Accept training materials	Project Team	9/15/17	2.4	3.1
3	Training of MOE Officers				
3.1	Introduce program to MOE Officers	Social worker and gender issues specialist	9/20/17-9/26/17	2.5	3.2
3.2	Train MOE Officers on Life Skills	Social worker and gender issues	10/2/2017-10/27/2017	3.1	3.3

		specialist			
3.3	Train MOE Officers on Gender Issues	Social worker and gender issues specialist	10/30/2017-11/17/17	3.2	3.4
3.4	Evaluate MOE Officers, social workers and gender issues specialists; performance and prepare report	Technical Advisor	11/20/2017-11/24/2017	3.3	3.5
3.5	Submit report on Training to MOE Officers to Project Team	Technical Advisor	11/6/2017	3.4	4.1
4	Training of Teachers				
4.1	Introduce program to teachers	MOE Officers	11/6/2017-12/4/2018	3.5	4.2
4.2	Train teachers on Life Skills	MOE Officers	11/13/2017-11/24/2018	4.1	4.3
4.3	Train teachers on Gender Issues	MOE Officers	11/13/2017-11/27/2017	4.2	4.4
4.4	Evaluate MOE Officers and teachers' performance and prepare report	Technical Advisor	11/27/2017-12/1/2017	4.3	4.5
4.5	Submit report on Training to Teachers' Stage to Project Team	Technical Advisor	12/4/2017	4.4	7.1

5	Training of parents and guardians				
5.1	Introduce program to parents and guardians	Social worker and gender issues specialist	11/6/2017-11/10/2018	3.5	5.2
5.2	Train parents and guardians on Life Skills	Social worker and gender issues specialist	11/13/2017-11/24/2017	5.1	5.3
5.3	Train parents and guardians on Gender Issues	Social worker and gender issues specialist	11/13/2017-11/24/2017	5.2	5.4
5.4	Evaluate parents, guardians and social workers, and gender issues specialists' performance and prepare report	Technical Advisor	11/27/2017-12/1/2017	5.3	5.5
5.5	Submit report on Training to Parents' Stage to Project Team	Technical Advisor	12/4/2017	5.4	7.1
6	Community Groups' Training and Mobilization				
6.1	Introduce program to Community Groups	Social worker and gender issues specialist	9/18/2017-9/22/2017	2.5	6.2

6.2	Train Community Groups on Community Mobilization	Social worker and gender issues specialist	9/25/2017-9/29/2017	6.1	6.3
6.3	Train Community Groups on Police and Judiciary Accountability	Social worker and gender issues specialist	10/2/2017-10/6/2017	6.2	6.4
6.4	Notify the Police Force and Judiciary about the rally on Police and Judiciary Accountability	Community Groups, Social worker and gender issues specialist	10/9/2017-10/13/2017	6.3	6.5
6.5	Organize Community Groups' rally	Social worker and gender issues specialist	10/6/2017-10/20/2017	6.4	6.6
6.6	Implement rally and delivery of proposal	Community Groups, Social worker and gender issues specialist	10/23/2017-10/27/2017	6.5	6.7
6.7	Train Community Groups on Life Skills	Social worker and gender issues specialist	10/23/2017-10/27/2017	6.6	6.8
6.8	Train Community Groups on Gender Issues	Social worker and gender issues specialist	10/30/2017-11/3/2017	6.7	6.9
6.9	Write proposals for TV/radio and poster	Community Groups, Social	11/6/2017-11/10/2017	6.8	6.10

	proposals	worker and gender issues specialist			
6.10	Voting and forwarding of favourite TV/radio/newspaper ads to Project Team	Community Groups, Social worker and gender issues specialist	11/13/2017-11/17/2017	5.9	5.11
6.11	Design and release of TV/radio/newspaper ads and posters	Graphic Design Company and Filming Company	11/20/2017-11/24/2017	6.10	6.12
6.12	Evaluate community groups, social workers and gender issues and prepare report	Technical Advisor	11/27/2017-12/1/2017	6.11	6.13
6.13	Submit report on Community Groups' Training and Mobilization	Technical Advisor	12/4/2017	6.12	7.1
7	Evaluation-Primary Students				
7.1	Observe children's behaviour	MOE Officers	12/4/2017-7/2/2018	6.13	7.2
7.2	Answer questionnaire (children)	MOE Officers	6/12/2018-6/19/2018	7.1	7.3
7.3	Answer questionnaire (teacher)	MOE Officers	6/19/2018-7/2/2018	7.2	7.4
7.4	Write children's	MOE Officers	11/28/2017-	7.3	7.5

	behaviour report		7/9/2017		
7.5	Submit report on Primary Students' evaluation stage to Project Team	Technical Advisor	7/20/2018	7.4	8.1
8	Report delivery to school				
8.1	Craft report as one	Project Team	12/4/2018-7/30/2018	7.3	8.2
8.2	Deliver written report to school	Project Team	8/2/2018	8.1	8.3
8.3	Present slide presentations on report findings	Project Team	8/2/2018	8.2	9.1
9	Report delivery to MOE and UNICEF				
9.1	Write final report draft for sponsors	Project Team	8/3/2018-8/9/2018	8.3	9.2
9.2	Submit final report draft for sponsors	Project Team	8/20/2018	9.1	9.3
9.3	Present final report draft to sponsors	Project Team	8/20/2018	9.2	9.4
9.4	Amend report based on Sponsors' feedback and submit final report	Project Team	8/20/2018-8/28/2018	9.3	9.5
9.5	Accept project	Sponsor	8/31/2018	9.4	-

**Chart 11: Milestone List (Compiled by author)**

<b>Milestone No.</b>	<b>Milestone name</b>	<b>Mandatory/Optional</b>	<b>Completion Date</b>	<b>Verification</b>
1	Submit feasibility report	Mandatory	5/29/2017	Sponsor Approval
2	Submit Project Initiation Stage report	Mandatory	8/18/2017	Sponsor Approval
3	Submit training materials to Project Team	Mandatory	9/1/2017	Sponsor Approval
4	Accept training materials	Mandatory	9/15/2017	Sponsor Approval
5	Submit report on Training to MOE Officers' stage report to Project Team	Mandatory	11/6/2017	Sponsor Approval
6	Submit report on Training to Teachers' stage report to Project Team	Mandatory	12/4/2017	Sponsor Approval
7	Submit report on Training to Parents' stage report	Mandatory	12/4/2017	Sponsor Approval

	to Project Team			
8	Submit report on Evaluation of Primary Students	Mandatory	7/1/2018	Sponsor Approval
9	Deliver written school report to Project Team	Mandatory	8/2/2018	Sponsor Approval
10	Present slide presentation on report finding	Mandatory	8/2/2018	Sponsor Approval
11	Submit final draft report to sponsors	Mandatory	8/20/2018	Sponsor Approval
12	Present final report draft to sponsors	Mandatory	8/20/2018	Sponsor Approval
13	Accept project	Mandatory	8/31/2018	Sponsor Approval

#### 4.2.3 Sequence Activities

PMI (2013) states that activity list, activity attributes, milestone list, project scope statement, enterprise environmental factors and organizational process assets are the inputs used to sequence activities. The tools and techniques used were Precedence Diagramming Method (PDM), dependency determination and leads and lags.



The project “Program Sensitization on Life Skills and gender issues among primary students and their families in a selected primary school in Georgetown, Guyana” has Finish-Start and Start-Start logical interdependencies.

#### **4.2.4 Estimate Activity Resources**

PMI (2013) states that “Estimate Activity Resources is the process of estimating the type and quantities of material, human resources, equipment, or supplies required to complete each activity. The key benefit of this process is that it identifies the type, quantity and characteristics of resources required to complete the activity which allows more accurate cost and duration estimates”.

In alignment with PMI (2013) best practices, the inputs used to develop activity resource requirements and resource breakdown structure were the schedule management plan, activity list, activity attributes, activity cost estimates, enterprise environmental factors and organizational process assets. The tools and techniques used were expert judgement and bottom-up estimating technique.

Chart 12. Activity Resource Requirements (Compiled by author)

Activity Resource Requirements				
Program Sensitization on Life Skills and gender issues among primary students and their families in a selected primary school in Georgetown, Guyana				
WBS ID	Activity name	Resource	Quantity	Comments
1	Initiation			
1.1	Undertake a feasibility study	Consultancy Company	1	The sponsors hire a consultancy company to complete this activity
1.2	Submit feasibility report	Consultancy Company	1	The sponsors hire a consultancy company to complete this activity
1.3	Establish the program charter	Consultancy Company	1	The sponsors hire a consultancy company to complete this activity
1.4	Appoint the Project Team, Technical Advisor and Finance Manager	Sponsors	2	UNICEF and MOE Guyana
1.5	Set up Project Office	Desktop computers	6	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or

				larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Office chairs	6	Executive Office chairs 60x63x (116-122) cm. preferably made of synthetic leather & PP base, ergonomic and comfortable, can swivel, lift, tilt, and is movable
		Chairs for waiting area	4	Chairs with pneumatic seat height adjustment, tilt with adjustable tilt tension, tilt lock, (2-to-1) synchro tilt and back height adjustment
		Office desks	6	
		Digital projectors	14	Screen Size Range: 90-inches from 8 feet; 134-inches from 12 feet. Projector

				<p>Dimensions: Including feet – 11.69” x 9.65” x 4.69” (W x D x H). Excluding feet – 11.69” x 9.80” x 4.49” (W x D x H).</p> <p>White Brightness: 2200 Lumens; Color Brightness: 2200 Lumens</p> <p>Contrast Ratio: 35,000:1; Keystone Correction: Yes; Lens Shift: No</p> <p>Warranty: 2 Year Limited; Lamp Life: Up to 7,500 hours (ECO mode) and up to 4000 hours (Normal mode)</p> <p>Connectivity: 2 HDMI (1 MHL), 1 RCA (composite), 2 RCA (1 audio L/R) stereo, 1 VGA D-sub 15 pin (computer input), 1 USB Type A. Please refer the User Guide before use.</p> <p>Fan Noise: 29 Db – 37 dB</p>
		Printers	6	Print, copy, scan, fax, wireless

				<p>Print speed letter: Up to 40 ppm (black)</p> <p>Auto duplex printing;</p> <p>Scan to email; 50-sheet ADF; 2 paper trays (standard)</p> <p>Uses toner with JetIntelligence</p>
		Heavy-duty photocopiers	2	<p>105 Copies Per Minute,</p> <p>Auto Duplex (2-Sided Copying),</p> <p>Auto Document Feeder (RADF),</p> <p>Electronic Sorting,</p> <p>(2) 550 Sheet Paper Drawers,</p> <p>(2) 1,500 Sheet Paper Trays.</p> <p>Paper Sizes: 5-1/2 x 8-1/2 to 11 x 17</p> <p>Network Print/Scan, Universal Send, Stapler Finisher, Saddle Stitch Finisher, Hole Punch, Large Capacity Tray-LCT</p>
		Ad in one newspaper for a week	1	<p>Ad of ¼ of a page publicizing the vacancies for social workers, gender issues specialists, catering</p>

				services, transportation services, graphic design company and filming company for a week in one newspaper
1.6	Appoint MOE Officers, social workers, gender issues specialists, graphic design company filming company, catering services, transportation services and community groups	Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
1.7	Hold public consultations with local authorities, community groups and general public	Rental of hotel presidential hall with the service for breakfast, lunch and snacks for 100 persons included	1	Air-conditioned hall with a sitting capacity for 100 persons, LCD projector, platform, stand and mikes. Restaurant and passage way
1.8	Perform project review	Project Manager	1	Certified professional in Project Management, accredited by PMI or APM, with 10 years of experience implementing projects

		Project Team Lead	1	Certified professional in Project Management, accredited by PMI or APM, with 10 years of experience implementing projects
		Project Assistants	2	Diploma/Certificate in Project Management, versed in Microsoft Office Suite and Project. 5 years of experience assisting projects
		Finance Manager	1	Bachelor in in Accountancy. ACCA certificate accepted if the candidate does not have a bachelor degree. 10 years of experience in the accounting field
		Technical Advisor	1	Master Degree in Social Work/Gender Issues. Degree in Family Life can be accepted in lieu of it. 10 years of experience implementing sensitization programs. 10 years of experience as a counsellor in

				Guyana or Caribbean nations will be considered an asset.
1.9	Submit Project Initiation Stage report	Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
2	Development of Training Materials			



2.1	Design of Training Materials	Technical Advisor	1	Master Degree in Social Work/Gender Issues. Degree in Family Life can be accepted in lieu of it. 10 years of experience implementing sensitization programs. 10 years of experience as a counsellor in Guyana or Caribbean nations will be considered an asset.
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard

				drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
2.2	Submit training materials	Technical Advisor	1	Master Degree in Social Work/Gender Issues. Degree in Family Life can be accepted in lieu of it. 10 years of experience implementing

				<p>sensitization programs.</p> <p>10 years of experience as a counsellor in Guyana or Caribbean nations will be considered an asset.</p>
		Desktop computer	1	<p>The desktop computers should have the following requirements:</p> <p>Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive</p>
		Printers	2	<p>Print, copy, scan, fax, wireless</p> <p>Print speed letter: Up to 40 ppm (black)</p>

				Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
2.3	Review training material	Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard

				Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
		Technical Advisor	1	Master Degree in Social Work/Gender Issues. Degree in Family Life can be accepted in lieu of it.

				10 years of experience implementing sensitization programs. 10 years of experience as a counsellor in Guyana or Caribbean nations will be considered an asset.
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless

				<p>Print speed letter: Up to 40 ppm (black)</p> <p>Auto duplex printing;</p> <p>Scan to email; 50-sheet ADF; 2 paper trays (standard)</p> <p>Uses toner with JetIntelligence</p>
2.4	Finalize training materials	Project Team	1	<p>Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager</p>
		Realm of paper	1	<p>Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"</p>
		Desktop computer	1	<p>The desktop computers should have the following requirements:</p> <p>Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard</p>

				drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
		Technical Advisor	1	Master Degree in Social Work/Gender Issues. Degree in Family Life can be accepted in lieu of it. 10 years of experience implementing



				sensitization programs. 10 years of experience as a counsellor in Guyana or Caribbean nations will be considered an asset.
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black)

				Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
2.5	Accept training materials	Technical Advisor	1	Master Degree in Social Work/Gender Issues. Degree in Family Life can be accepted in lieu of it. 10 years of experience implementing sensitization programs. 10 years of experience as a counsellor in Guyana or Caribbean nations will be considered an asset.
		Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"

		Desktop computer	1	<p>The desktop computers should have the following requirements:</p> <p>Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23" widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive</p>
		Printers	2	<p>Print, copy, scan, fax, wireless</p> <p>Print speed letter: Up to 40 ppm (black)</p> <p>Auto duplex printing;</p> <p>Scan to email; 50-sheet ADF; 2 paper trays (standard)</p> <p>Uses toner with JetIntelligence</p>

		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
3	Training to MOE Officers			
3.1	Introduce program to MOE Officers	Social worker and gender issues specialist	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred.
		MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...)
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the

				learning-teaching process
3.2	Train MOE Officers on Life Skills	Social worker and gender issues specialist	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred.
		MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...)
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
3.3	Train MOE Officers on Gender Issues	Social worker and gender issues specialist	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy

				preferred.
		MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...)
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
3.4	Evaluate MOE Officers, social workers and gender issues specialists; performance and prepare report	Social worker and gender issues specialist	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred.
		MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...)
		Technical Advisor	1	Veteran expert in the field of social sciences

				who will evaluate social workers/gender issues specialists and MOE Officers' performance at the end of the module.
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23" widescreen LCD with DisplayPort/HDMI or DVI support, 3-year

				warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
3.5	Submit report on Training to MOE Officers' stage to Project Team	Technical Advisor	1	Veteran expert in the field of social sciences who will evaluate social workers/gender issues specialists and MOE Officers' performance at the end of the module.
		Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper



				with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	<p>The desktop computers should have the following requirements:</p> <p>Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23" widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive</p>
		Printers	2	<p>Print, copy, scan, fax, wireless</p> <p>Print speed letter: Up</p>

				to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
4	Training to Teachers			
4.1	Introduce program to teachers	MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...). These professionals will train primary teachers in life skills and gender issues
		Primary teachers	6	They are required to receive training sessions on life skills/gender issues 3 times a week, 2 hours per day
		LCD projector	1	Technological equipment used during

				the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and participants to their destination after sessions have culminated
4.2	Train teachers on Life Skills	MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...). These professionals will train primary teachers in life skills and gender issues
		Primary teachers	6	They are required to receive training sessions on life skills/gender issues 3

				times a week, 2 hours per day
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and participants to their destination after sessions have culminated
4.3	Train teachers on Gender Issues	MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the programme is over (e.g. Nursery Officer, Primary Officer...). These professionals will train primary teachers in life skills and gender issues.

		Primary teachers	6	They are required to receive training sessions on life skills/gender issues 3 times per week, 2 hours per day.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process.
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and participants to their destination after sessions have culminated
4.4	Evaluate MOE Officers and teachers' performance	MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...).

				These professionals will train primary teachers in life skills and gender issues
		Primary teachers	6	They are required to receive training sessions on life skills/gender issues 3 times per week, 2 hours per day
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take facilitators and participants to their destination after sessions have culminated
		Technical Advisor	1	Veteran expert in the field of social sciences who will evaluate

				primary teachers and MOE Officers' performance at the end of the module.
4.5	Submit report on Training to Teachers' stage to Project Team	Technical Advisor	1	Veteran expert in the field of social sciences who will evaluate social workers/gender issues specialists and MOE Officers' performance at the end of the module.
		Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor

				or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
5	Training to parents and guardians			
5.1	Introduce program	Social workers and	12	Bachelor Degree in



	to parents and guardians	gender issues specialists		Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train parents and guardians on life skills and gender issues.
		Parents and guardians	100	They are required to attend sessions on life skills/gender issues 3 times a week, 2 hours per day
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and

				participants to their destination after sessions have culminated
5.2	Train parents and guardians on Life Skills	Social workers and gender issues specialists	12	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train parents and guardians on life skills and gender issues.
		Parents and guardians	100	They are required to attend sessions on life skills/gender issues 3 times a week, 2 hours per day
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that

				will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and participants to their destination after sessions have culminated
5.3	Train parents and guardians on Gender Issues	Social workers and gender issues specialists	12	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train parents and guardians on life skills and gender issues.
		Parents and guardians	100	They are required to attend sessions on life skills/gender issues 3 times a week, 2 hours per day
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching

				process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and participants to their destination after sessions have culminated
5.4	Evaluate parents, guardians and social workers, and gender issues specialists' performance and prepare report	Social workers and gender issues specialists	14	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on life skills and gender issues.
		Parents and guardians	100	They are required to attend sessions on life skills/gender issues 3 times a week, 2 hours per day

		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take facilitators and participants to their destination after sessions have culminated
		Technical Advisor	1	Veteran expert in the field of social sciences who will evaluate parents/guardians and social workers/gender issues specialists' performance at the end of the module.
5.5	Submit report on Training to Parents' stage to Project Team	Technical Advisor	1	Veteran expert in the field of social sciences who will evaluate social workers/gender issues specialists and

				MOE Officers' performance at the end of the module.
		Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23" widescreen LCD

				with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
6	Community Groups' Training and Mobilization			
6.1	Introduce program to Community Groups	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These

				professionals will train community groups on police and judiciary accountability, community mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to



				prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take facilitators and participants to their destination after sessions have culminated
6.2	Train Community Groups on Community Mobilization	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills

				and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take facilitators and participants to their destination after sessions have culminated
6.3	Train Community Groups on Police and Judiciary	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor

	Accountability			degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an

				audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take facilitators and participants to their destination after sessions have culminated
6.4	Notify the Police Force and Judiciary about the rally on Police and Judiciary Accountability	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community mobilization, life skills and gender issues.

		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take facilitators and participants to their

				destination after sessions have culminated
6.5	Organize Community Groups' rally	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with

				members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take facilitators and participants to their destination after sessions have culminated
6.6	Implement rally and delivery of proposal	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train

				community groups on police and judiciary accountability, community mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversations with members within their circle of influence about these topics.
		Rally participants	200	They will support the Community Groups' reason for rallying
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after rally has finished.
		Banners (8 ft. x 3	11	Community groups will



		ft.)		rally with carry banners displaying messages on police and judiciary accountability in gender issues cases
		Flyers	1,000	These flyers will carry messages on the relation of police and judiciary accountability and its impact on gender issues unsolved/dropped cases
		Water bottles of 500 ml. each one	200	They will be distributed among rally participants to maintain them hydrated
		Ice box coolers	5	They will be used to transport the water bottles
		Ice bags of 20 lb.	5	They will be used to keep the water bottles cold during the rally
		Generator rental	1	A generator of 25 KBA will suffice to provide power to community groups' message at the end of the rally
		Stage and stand rental	1	A stage of 8 ft. x 16 ft. will be used to sit members of the Judiciary and Guyana

				Police Force invited to the event, while the stand will be used by the moderator and person invited to speak at specific moments of the rally's closing ceremony
		Tent rental (20 ft. X 60 ft.)	1	Rally participants will be sheltered under the tent during the rally's closing ceremony.
		Plastic chairs rental	200	Rally participants will sit under the tent during the rally's closing ceremony.
		PA system rental	1	Speakers and microphones will be used during the rally's closing ceremony
		Guyana Fire Service truck	1	In case of a fire, the Guyana Fire Service team will be there to mitigate the incident immediately
		Guyana Red Cross staff	2	In case of an emergency, the Guyana Red Cross staff will be there to attend anyone who may need immediate assistance

		Guyana Police Officers	10	Police Officers will be there to protect rally participants
		Guyana Public Hospital Corporation (GPHC) ambulance	1	In case someone needs medical assistance, they can be taken to the closest medical center immediately
		Mass media	10	Provide coverage of the rally from beginning to end
6.7	Train Community Groups on Life Skills	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability,

				community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take facilitators and participants to their destination after sessions have culminated
6.8	Train Community	Social workers and	2	Bachelor Degree in

	Groups on Gender Issues	gender issues specialists		Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological

				equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and participants to their destination after sessions have culminated
6.9	Write proposals for TV/radio and poster proposals	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community

				mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to take

				facilitators and participants to their destination after sessions have culminated
6.10	Vote and forwarding of favorite TV/radio/newspaper ads to Project Team	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community mobilization, life skills and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these



				themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and participants to their destination after sessions have culminated
6.11	Design and release of TV/radio/newspaper ads and posters	Newspaper ad in one journal for 20 workdays	1	Ad occupying ¼ of a page in the journal with messages on life skills and gender issues
		Colour posters (2.4 inches x 17 inches)	500	Posters will have messages on life skills and gender issues
		Radio voice cover	1	Radio ad will have

				messages on life skills and gender issues
		60 seconds radio ad given 20 units of volume at regular programming	1	Radio ad will have messages on life skills and gender issues
		60 seconds TV ad given 20 units of volume at regular programming	1	TV ad will have messages on life skills and gender issues
		60 seconds TV ad given 20 units of volume at News spot	1	TV ad will have messages on life skills and gender issues
		Making of 60 seconds TV ad	3	TV ad will have messages on life skills and gender issues
6.12	Evaluate community groups, social workers and gender issues; and prepare report	Social workers and gender issues specialists	2	Bachelor Degree in Social Work/Gender Issues. A bachelor degree in Psychology can be accepted in lieu. 7 years of experience in family counselling/therapy preferred. These professionals will train community groups on police and judiciary accountability, community mobilization, life skills

				and gender issues.
		Community Groups (2 members per organization)	10	They will be trained 3 times a week, 2 hours per day on police and judiciary accountability, community mobilization, life skills and gender issues. After the training is over, it is expected they impart training sessions on these themes and initiate conversation with members within their circle of influence about these topics.
		LCD projector	1	Technological equipment used during the trainings as an audiovisual aid for the learning-teaching process
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks that will be served after orientation sessions
		Transportation services	1	The company will be in charge to transport facilitators and

				participants to their destination after sessions have culminated
6.13	Submit report on Training to Parents' stage to Project Team	Technical Advisor	1	Veteran expert in the field of social sciences who will evaluate social workers/gender issues specialists and MOE Officers' performance at the end of the module.
		Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor

				or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
7	Evaluation of Primary Students			
7.1	Observe children’s	MOE Officers	6	Officers from the MOE,

	behaviour			who can hand over the knowledge within the Ministry once the programme is over (e.g. Nursery Officer, Primary Officer...). These professionals will observe primary students of the grade assigned to them to verify the students' internalization of life skills and gender issues in their daily lives.
		Primary teachers	6	They are required to receive training sessions on life skills/gender issues 3 times a week, 2 hours per day. They will be teaching learners while students' behaviour is observed.
		Primary students	100	They will be observed during school breaks and in class to verify their level of students' internalization of life skills and gender issues in their daily lives.

7.2	Answer questionnaire (children)	MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...). These professionals will observe primary students of the grade assigned to them to verify the students' internalization of life skills and gender issues in their daily lives.
		Primary teachers	6	They are required to receive training sessions on life skills/gender issues 3 times a week, 2 hours per day. They will be teaching learners while students answered their questionnaire.
		Primary students	100	They will answer a questionnaire to verify their level of students' internalization of life skills and gender issues in their daily lives.

7.3	Answer questionnaire (teacher)	MOE Officers	6	Officers from the MOE, who can hand over the knowledge within the Ministry once the program is over (e.g. Nursery Officer, Primary Officer...). These professionals will observe primary students of the grade assigned to them to verify the students' internalization of life skills and gender issues in their daily lives.
		Primary teachers	6	They will answer questionnaires on their students' behavior.
		Primary students	100	They will answer a questionnaire to verify their level of students' internalization of life skills and gender issues in their daily lives.
7.4	Write children's behaviour report	MOE Officers	6	They will write a report on students' behaviour from the grade assigned to observe, taking into account the findings obtained in the



				observations and questionnaires.
7.5	Submit report on Training to Parents' stage to Project Team	Technical Advisor	1	Veteran expert in the field of social sciences who will evaluate social workers/gender issues specialists and MOE Officers' performance at the end of the module.
		Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard

				Drive – 256 GB or larger solid state hard drive, Graphics Card – any with DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
8	Report delivery to school			
8.1	Craft report as one	Project Assistants	2	They collect reports from MOE Officers, social workers and

				gender issues specialists from the different training delivered and compile them as one
		Technical Advisor	1	S/He reviews the report and adds his/her technical contributions to it
8.2	Deliver written report to school	Project Assistants	2	They will hand-in a written report to the school
8.3	Present slide presentations on report findings	Technical Advisor	1	S/He will present a slide presentation on the report findings
		Social workers and gender issues specialists	12	These professionals will be present to listen to the report findings on the sessions they would have conducted on police and judiciary accountability, community mobilization, life skills and gender issues.
		Pilot school staff	20	They will be present to listen to the report findings done at the institution.
		Community Groups (2 members per organization)	10	They will be present to listen about their contribution to the

				program
		Parents and guardians	60	They will be present to listen about their contribution to the program
		Venue Hall	1	Hall with a sitting capacity for 110 persons
		LCD projector	1	Technological equipment used to present the slide presentation
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks after the slide presentation is done.
		Mass media	10	Provide coverage for the event
9.	Report delivery to MOE and UNICEF			
9.1	Write final report for sponsors	Project Assistants	2	They improve the report delivered to the school by adding information obtained at the school report presentation
		Technical Advisor	1	S/He reviews the report and adds his/her technical contributions to it

		Project Manager	1	S/He she reviews the reports and adds his/her contributions in project management
		Project Team Lead	1	S/He she reviews the reports and adds his/her contributions in project management
9.2	Submit final report draft for sponsors	Project Assistants	2	They forward report to sponsors for their review and queries
9.3	Present report to sponsors	Project Manager and Technical Advisor	2	They present the slide presentation to the sponsors
		Project Team Lead	1	Provides formal acceptance document to the sponsors to sign
		Venue Hall	1	Hall with a sitting capacity for 50 persons
		LCD projector	1	Technological equipment used to present the slide presentation
		Catering services	1	Catering services with valid health certificate and trained cooks to prepare snacks after the slide presentation is done.
9.4	Amend report based on sponsor's	Technical Advisor	1	Veteran expert in the field of social sciences

	feedback and submit final report			who will evaluate social workers/gender issues specialists and MOE Officers' performance at the end of the module.
		Project Team	1	Project Manager, Project Team Lead, Project Assistants, Technical Advisor and Finance Manager
		Realm of paper	1	Multipurpose paper with 500 sheets ideal for laser or inkjet printers and offers good contrast. A 20-pound, acid-free, bright-white paper measuring 8 1/2" x 11"
		Desktop computer	1	The desktop computers should have the following requirements: Processor – dual core 2.4 GHz+ (i5 or i7 series Intel processor or equivalent AMD), RAM – 16 GB, Hard Drive – 256 GB or larger solid state hard drive, Graphics Card – any with

				DisplayPort/HDMI or DVI support -, Monitor – 23” widescreen LCD with DisplayPort/HDMI or DVI support, 3-year warranty, Backup Device – External hard drive and/or USB Flash Drive
		Printers	2	Print, copy, scan, fax, wireless Print speed letter: Up to 40 ppm (black) Auto duplex printing; Scan to email; 50-sheet ADF; 2 paper trays (standard) Uses toner with JetIntelligence
		Internet access	1	DSL internet access with a connection speed ranging from 128 Kbps to 9 Mbps.
9.5	Accept project	MOE and UNICEF	2	The sponsors sign document confirming formal project acceptance

The Resource Breakdown Structure is also an output of Estimate Activity Resources. PMI (2013) on its page 165, explain that it is a “hierarchical representation of resources

by category and type...The resource breakdown structure is useful for organizing and reporting project schedule data with resource utilization information” (p.165).

Below is the Resource Breakdown Structure for the project “Program Sensitization on Life Skills and Gender Based Issues among primary students and their families in a selected primary school in Georgetown, Guyana”.



Program Sensitization on Life Skills and Gender Based Issues among primary students and their families in a selected primary school in Georgetown, Guyana

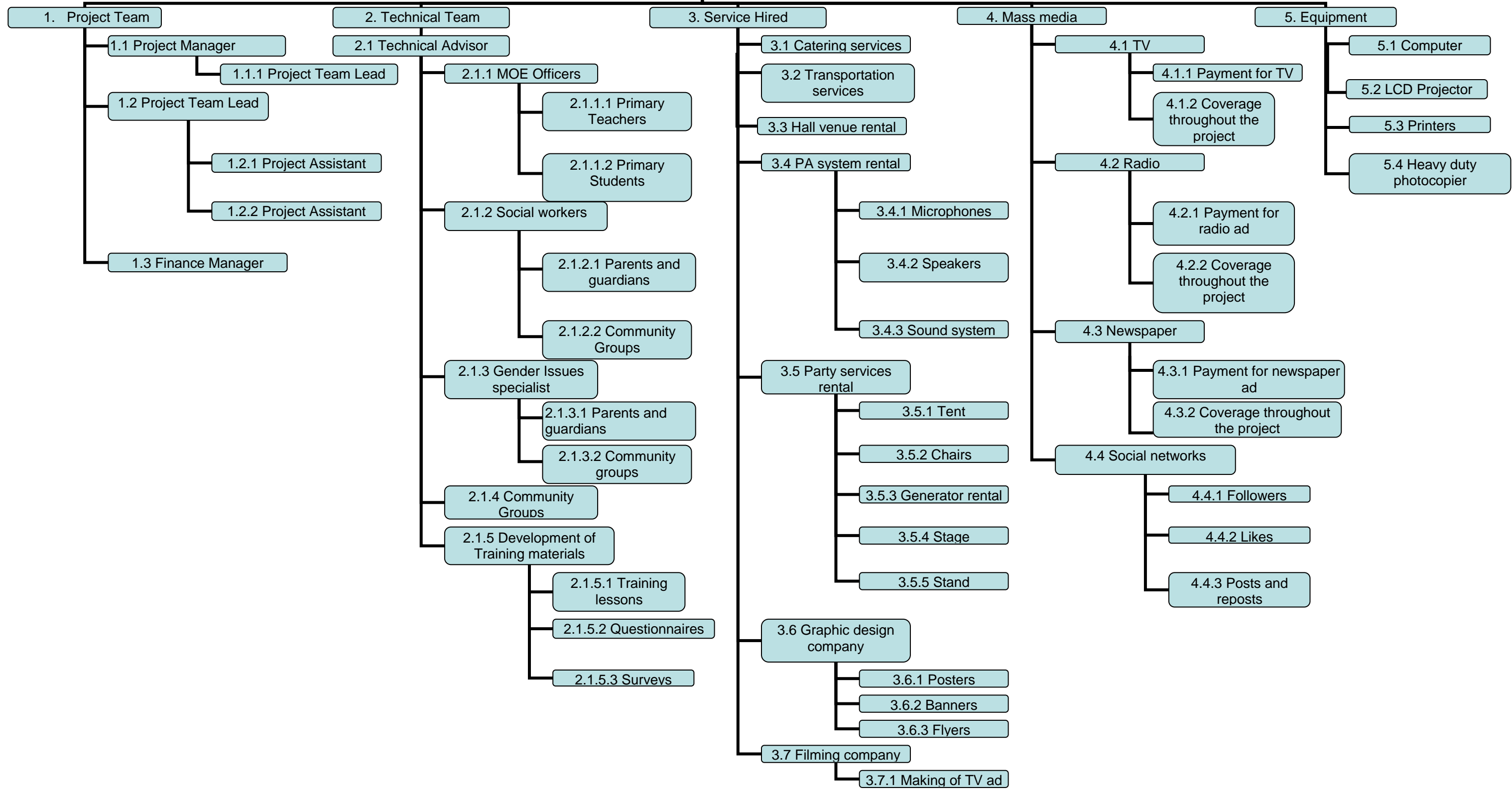


Figure 10. Resource Breakdown Structure (Compiled by Author)

#### 4.2.5 Estimate Activity Durations

PMI (2013) continues to expound that Estimate Activity Durations is “the process of estimating the number of work periods needed to complete individual activities with estimated resources. The key benefit of this process is that it provides the amount of time each activity will take to complete, which is a major input into the Develop Schedule process” (p.165).

Following PMI best practices, the inputs used were Schedule Management Plan, Activity List, Activity Attributes, Activity Resource requirements, Project Scope Statement, Resource Breakdown Structure, Enterprise Environmental Factors and Organizational process assets.

In regards to the tools and techniques, expert judgement, analogous estimating and reserve analysis to produce Activity Duration Estimates. On a weekly basis, the deliverables require 6 hours of efforts but since it is catered for teachers, parents and guardians, the schedule needs to be accommodated after office hours in order for the program to have a high level of attendance. The suggested time is 5:00 to 7:00 p.m., 3 times a week, 2 hours per session. Catering and transportation services will be provided in order for participants be motivated to attend since they do not have to worry about taking public transportation after work or not have had their dinner as yet. Georgetown is a city below sea level and schools tend to be flooded during rainy seasons. Therefore, 2-day-float per week has been allocated in case the pilot school floods, since that is the number of days the water takes to recede and school premises are sterilized. The 2-day-float also caters for events the school may host and may not be able to put off (e.g. cultural activities, Parent-Teacher Association function...). Agreement upon consensus will be used to conduct trainings during weekends if training during weekdays is not possible.

It is noteworthy to mention that the effort in number of hours also has factored-in not only the actual time the activity will take, but the preparation time towards the activity. For example, Activity 1.7-Hold Consultations with local authorities, community groups and public in general in itself may take an average of 15 hours maximum since it is

planned to be done in one day but the preparation towards that activity includes the search of venue; shortlisting of venue; selection of venue; monetary transaction of venue rental; arrangements to provide breakfast, lunch and snacks for 124 stakeholders; sending of press release to mass media; invitation to community groups, local authorities and other key stakeholders; preparation of folder with program information to stakeholders; recording of stakeholders' observations; written report on results obtained from public consultations; consultation meetings with the judiciary; consultation meetings with the Police Force; meetings with resistant stakeholders; mediation and negotiation with resistant stakeholders; documentation and archiving of lessons learned.

Chart 13. Estimate Activity Durations (Compiled by author)

Estimate Activity Durations						
Project: Program Sensitization on Life Skills and Gender Based Issues among primary students and their families in a selected primary school of Georgetown, Guyana						
WBS ID	Activity name	Resources	Effort in numbers of hours	Duration of Estimate	Level of Confidence	Additional Information
1	Initiation					
1.1	Undertake a feasibility study	Consultancy Company	240 hours	±204-276	7	-----
1.2	Submit feasibility report	Consultancy Company	1 hour	±0.85-1.15	8	
1.2	Establish the project charter	Consultancy Company	40 hours	±34-46 hours	8	-----
1.4	Appoint the Project Team, Technical Advisor and Finance Manager	Sponsor	120 hours	±102-138	8	-----
1.5	Set up Project Office	Project Team	80 hours	±78-92 hours	7	-----
1.6	Appoint MOE Officers, social workers, gender issues specialists, graphic design company, filming company, catering services, transportation services and community groups	Project Team	168 hours	± 142.8 - 193.2 hours	8	-----
1.7	Hold public consultations with	300 persons	120 hours	±102-138 hours	8	

	local authorities, community groups and general public					
1.8	Perform project review	Project Team	24 hours	±21.4-27.6 hours	9	
1.9	Submit Project Initiation stage report	Technical Advisor	1 hour	±0.85 - 1.15	8	
2	Development of Training Materials					
2.1	Design training materials	Technical Advisor	80 hours	±78-92 hours	7	
	Submit training materials	Technical Advisor	1 hour	±0.85 - 1.15	8	
	Review training materials	Project Team	40 hours	±34-46 hours	8	
	Finalize training materials	Project Team and Technical Advisor	32 hours	± 27.2 - 36.8	7	
	Accept training materials	Project Team	1 hour	±0.85 - 1.15	8	
3.	Training of MOE Officers					
3.1	Introduce program to MOE Officers	8 persons	40 hours	±34-46 hours	8	
3.2	Train MOE Officers on Life Skills	8 persons	80 hours	±78-92 hours	8	
3.3	Train MOE Officers on Gender Issues	8 persons	80 hours	±78-92 hours	8	
3.4	Evaluate MOE Officers, social	8 persons	120 hours	±102-138 hours	8	

	workers and gender issues specialists' performance and prepare report					
3.5	Submit report on Training to MOE Officers Stage to Project Team	Technical Advisor	1 hour	±0.85 - 1.15	8	
4.	Training of Teachers					
4.1	Introduce program to teachers	20 persons	40 hours	±34-46 hours	8	
4.2	Train teachers on Life kills	20 persons	80 hours	±78-92 hours	8	
4.3	Train teachers on Gender Issues	20 persons	80 hours	±78-92 hours	7	
4.4	Evaluate MOE Officers and teachers' performance; and prepare report	20 persons	120 hours	±102-138 hours	8	
4.5	Submit report on Training to Teachers' stage to Project Team	Technical Advisor	1 hour	±0.85 - 1.15	8	
4.5	Submit report on Training to Teachers' stage to Project Team	Technical Advisor	1 hour	±0.85 - 1.15	8	
5	Training of parents and guardians					
5.1	Introduce program to parents and	118 persons	40 hours	±34-46 hours	8	

	guardians					
5.2	Train parents and guardians on Life Skills	118 persons	80 hours	±78-92 hours	8	
5.3	Train parents and guardians on Gender Issues	118 persons	80 hours	±78-92 hours	7	
5.4	Evaluate parents, guardians and social workers, and gender issues specialists' performance	118 persons	40 hours	±34-46 hours	8	
6.	Community Groups' Training and Mobilization					
6.1	Introduce program to Community Groups	28 persons	40 hours	±34-46 hours	7	
6.2	Train Community Groups on Community Mobilization	28 persons	40 hours	±34-46 hours	8	
6.3	Train Community Groups on Police and Judiciary Accountability	28 persons	40 hours	±34-46 hours	8	
6.4	Notify the Police Force and Judiciary about the rally on Police and Judiciary Accountability	28 persons	40 hours	±34-46 hours	8	
6.5	Organize Community Groups'	28 persons	40 hours	±34-46 hours	8	

	rally					
6.6	Implement rally and delivery of proposal	228 persons	40 hours	±34-46 hours	8	
6.7	Train Community Groups on Life Skills	28 persons	40 hours	±34-46 hours	8	
6.8	Train Community Groups on Gender Issues	28 persons	40 hours	±34-46 hours	8	
6.9	Write proposals for TV/radio and poster proposals	28 persons	40 hours	±34-46 hours	8	
6.10	Voting and forwarding of favorite TV/radio/newspaper ads to Project Team	28 persons	40 hours	±34-46 hours	8	
6.11	Design and release of TV/radio/newspaper ads and posters	28 persons	40 hours	±34-46 hours	8	
6.12	Evaluate community groups, social workers and gender issues	28 persons	40 hours	±34-46 hours	8	
6.13	Submit report on Community Groups' Training and Mobilization	Technical Advisor	1 hour	±0.85 - 1.15	8	
7.	Evaluation of Primary Students					
7.1	Observe children's behaviour	212 persons	1,208 hours	± 1,026.8 -1,389.2 hours	6	



7.2	Answer questionnaire (children)	212 persons	120 hours	±102-138 hours	8	
7.3	Answer questionnaire (teacher)	218 persons	80 hours	±78-92 hours	9	
7.4	Write children's behaviour report	218 persons	1,208 hours	± 1,026.8 -1,389.2 hours	6	
7.5	Submit report on Primary Students' evaluation stage to Project Team	Technical Advisor	1 hour	±0.85 - 1.15	8	
8.	Report delivery to school					
8.1	Craft report as one	Project Team	1,368 hours	±1,163-1,573.2	8	
8.2	Deliver written report to school	Project Team	1 hour	±0.85 - 1.15	7	
8.3	Present slide presentations on report findings	17 persons	1 hour	±0.85 - 1.15	7	
9.	Report delivery to MOE and UNICEF					
9.1	Write final report draft for sponsors	Project Team	40 hours	±34-46 hours	8	
9.2	Submit final report to sponsors	Project Team	1 hour	±0.85 - 1.15	7	
9.3	Present report to sponsors	Project Team	1 hour	±0.85 - 1.15	7	
9.4	Amend report based on Sponsor's	Project Team	56 hours	±47.6-64.4	7	

	feedback and submit final report					
9.5	Accept project	Project Sponsor	1 hour	±0.85 1.15	-	

#### 4.2.6 Project schedule

PMI (2013) states that Develop Schedule is “the process of analyzing activity sequences, durations, resource requirements, and schedule constraints to create the project schedule model. The key benefit of this process is that by entering schedule activities, durations, resources, resource availabilities, and logical relationships into the scheduling tool, it generates a schedule model with planned dates for completing project activities” (p. 172).

Following PMI (2013) guidelines, the inputs used to develop this process were activity list, activity attributes, project schedule network diagram, activity resource requirements, activity duration estimates, project scope statement, resource breakdown structure, enterprise environmental factors and organizational process assets. The tools and techniques were the Critical method and Microsoft Project 2016 was the scheduling tool used to produce the Schedule Baseline.

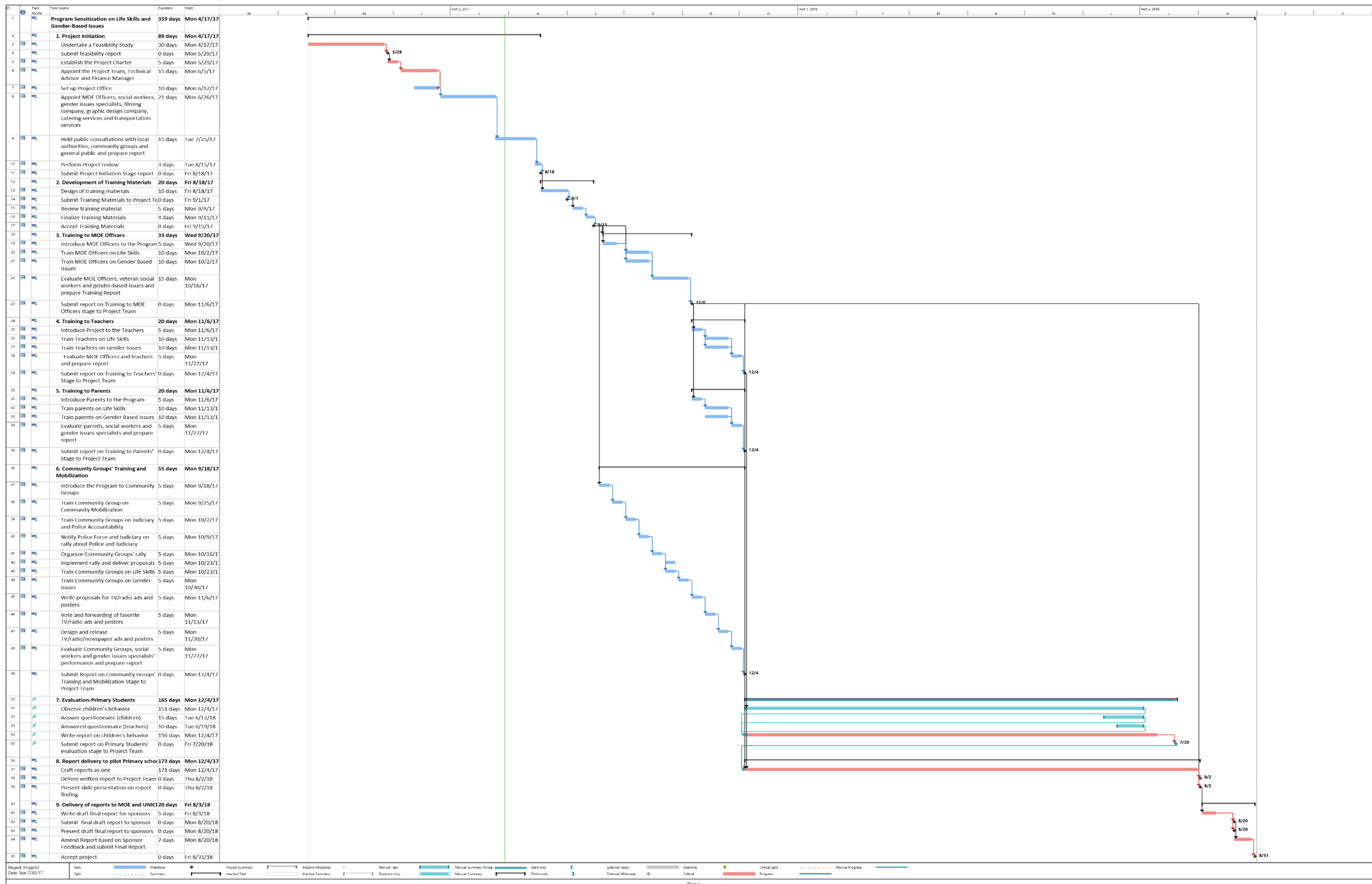
Presented below is the Gantt Chart showing the activities and Critical Path for the project “Program Sensitization on Life Skills and Gender Based Issues among primary students and their families in a selected primary school in Georgetown, Guyana”. Since the purpose of FGP is to plan and produce a schedule baseline. Such can be found in Appendix no. 4.

**Chart 14. List of Critical Tasks (Compiled by Author)**

# CRITICAL TASKS

- 1.1 Undertake a feasibility study
- 1.3 Establish the project charter
- 1.4 Appoint the Project Team, Technical Advisor and Finance Manager
- 7.4 Write report on children's behaviour
- 8.1 Craft reports as one
- 9.1 Write final report draft for sponsors
- 9.4 Amend report based on sponsor's feedback and submit final report

Chart 15. Gantt Chart with listed activities and showing Critical Path (Compiled by author)





### **4.3 Cost Management Plan**

PMI (2013) indicates that cost management is a series of “processes involved in planning, estimating, budgeting, financing, funding, managing, and controlling costs so that the project can be completed within the approved budget” (p.193).

For the program proposal “Program Sensitization on Life Skills and Gender Issues among elementary students and their families in a selected primary school in Georgetown, Guyana”, the following processes will be completed: 1) Plan Cost Management; 2) Estimate Costs; 3) Determine Budget; and 4) Control Costs.

#### **4.3.1 Plan Cost Management**

In order to develop the cost management plan for this program, the inputs to be used will be the program charter, enterprise environmental factors and organizational process assets. The tools and techniques used were expert judgment, analytical techniques and meetings.

Chart 16. Cost management plan (Compiled by author)

Cost Management Plan									
Project: Program Sensitization on Life Skills and Gender Issues among elementary students and their families in a selected primary school in Guyana									
Nro.	WBS ID	Activity	Activity Units (USD)		Variance Threshold (15%)		Contingency Cost (15%)	Unforeseen Costs (10%)	Total
			Cost in USD	Days	Cost in USD	Days			
1	1	Initiation							
2	1.1	Undertake a feasibility study	USD 10,000	30 days	± USD 8,500 - 11,500	± 25.5- 34.5	USD 1,500	USD 1,000	USD 12,500
3	1.2	Submit feasibility report	0	0		0	0	0	0
4	1.3	Establish the project charter	USD 500	5 days	± USD 425- 575	±2.25-7.25	USD 75	USD 50	USD 625
5	1.4	Appoint the Project Team, Technical Advisor and Finance Manager	USD 1,500	15 days	± USD 1,275- 1,725	±12.75-17.25	USD 225	USD 150	USD 1,875
6	1.5	Set up Project Office	USD 19,025	10 days	±USD 16,171.25- 21,878	±8.5-11.5	USD 2,853.75	USD 1,902	USD 23,780.75
7	1.6	Appoint MOE Officers, social workers, gender issues specialists,	USD 1,030	21 days	± USD 875,50 - 1,184.50	± 17.85 -24.15	USD 154.5	USD 103	USD 1,287.50

		graphic design company filming company, catering services, transportation services and community groups							
8	1.7	Hold public consultations with local authorities, community groups and general public	USD 9,000	15 days	± USD 7,650 – 10,350	±12.75-17.25	USD 1,350	USD 900	USD 11,250
9	1.8	Perform project review	USD 15,500	3 days	± USD 13,175- 17,825	±2.20 – 7.25	USD 2,325	USD 1,550	USD 19,375
10	1.9	Submit Project Initiation stage report to Sponsors	0	0	0	0	0	0	0
11	2	Development of training materials							
12	2.1	Design training material	USD 500	5 days	± USD 425- 575	±2.25-7.25	USD 75	USD 50	USD 625
13	2.2	Submit training	0	0	0	0	0	0	0



		materials							
14	2.3	Review training materials	USD 500	5 days	± USD 425-575	±2.25-7.25	USD 75	USD 50	USD 625
15	2.4	Finalize training materials	USD 500	4 days	± USD 425-575	±3.4-4.6	USD 75	USD 50	USD 625
16	2.5	Accept training materials	0	0	0	0	0	0	0
17	3	Training of MOE Officers							
18	3.1	Introduce program to MOE Officers	USD 5,200	5 days	±USD 4,420 – 5,980	±2.25-7.25	USD 780	USD 520	USD 6,500
19	3.2	Train MOE Officers on Life Skills	USD 10,400	10 days	± USD 8,840 - 11,960	±±8.5-11.5	USD 1,560	USD 1,040	USD 13,000
20	3.3	Train MOE Officers on Gender Issues	USD 10,400	10 days	± USD 8,840 - 11,960	±8.5-11.5	USD 1,560	USD 1,040	USD 13,000
21	3.4	Evaluate MOE Officers, social workers and gender issues specialists; performance; and prepare report	USD 15,600	15 days	±USD 13, 260 – 17,940	±12.75-17.25	USD 2,340	USD 1,560	USD 19,500
22	3.5	Submit report on	0	0	0	0	0	0	0

		Training to MOE Officers stage to Project Team							
23	4	Training of Teachers							
24	4.1	Introduce program to teachers	USD 5,095	5 days	±USD 4,330.75-5,859.25	±±2.20 – 7.25	USD 764.25	USD 509	USD 6,368.25
25	4.2	Train teachers on Life Skills	USD 10,190	10 days	± USD 8,661.50-11,718.5	±8.5-11.5	USD 1,528.50	USD 1,190	USD 12,908.50
26	4.3	Train teachers on Gender Issues	USD 10,190	10 days	± USD	±8.5-11.5	USD 1,528.50	USD 1,190	USD 12,908.50
27	4.4	Evaluate MOE Officers and teachers' performance; and prepare report	USD 5,095	5 days	±USD 4,330.75-5,859.25	±2.20 – 7.25	USD 764.25	USD 509	USD 6,368.25
28	4.5	Submit report on Training to Teachers' stage to Project Team	0	0	0	0	0	0	0

29	5	Training of parents and guardians							
30	5.1	Introduce project to parents and guardians	USD 12,785.50	5 days	± USD 10,867.25 – 14,702.75	±2.20 – 7.25	USD 1,917.75	USD 1,278	USD 15,980.75
31	5.2	Train parents and guardians on Life Skills	USD 25,437	10 days	± USD 21,621.45 – 29,252.55	±8.5-11.5	USD 3,815.55	USD 2,543	USD 31,795.55
32	5.3	Train parents and guardians on Gender Issues	USD 25,437	10 days	± 21,621.45 – 29,252.55	±8.5-11.5	USD 3,815.55	USD 2,543	USD 31,795.55
33	5.4	Evaluate parents, guardians and social workers, and gender issues specialists' performance; and prepare report	USD 12,785	5 days	±USD 10,867.25 – 14,702.75	±2.20 – 7.25	USD 1,917.75	USD 1,278	USD 15,980.75
34	5.5	Submit report on Training to Parents' stage to the sponsor	0	0	0	0	0	0	0

35	6	Community Groups' Training and Mobilization							
36	6.1	Introduce program to Community Groups	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75
37	6.2	Train Community Groups on Community Mobilization	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75
38	6.3	Train Community Groups on Police and Judiciary Accountability	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75
39	6.4	Notify the Police Force and Judiciary about the rally on Police and Judiciary Accountability	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75
40	6.5	Organize Community Groups' rally	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75

41	6.6	Implement rally and delivery of proposal	USD 4,595	5 days	± USD 3,905.75 – 5,284.25	±2.20 – 7.25	USD 689.25	USD 459	USD 5,743.25
42	6.7	Train Community Groups on Life Skills	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75
43	6.8	Train Community Groups on Gender Issues	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75
44	6.9	Write proposals for TV/radio and poster proposals	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75
45	6.10	Voting and forwarding of favorite TV/radio/newspaper ads to Project Team	USD 1,845	5 days	±USD 1,568.75-2,121.75	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75
46	6.11	Design and release of TV/radio/newspaper ads and posters	USD 19,150-	5 days	± USD 2,872.5 – 22,025	±2.20 – 7.25	USD 2,875-	USD 1,915	USD 23,940
47	6.12	Evaluate	USD 1,845	5 days	±USD	±2.20 – 7.25	USD 276.75	USD 184	USD 2,305.75

		community groups, social workers and gender issues; and prepare report			1,568.75-2,121.75				
48	6.13	Submit report on Community Groups' Training and Mobilization	0	0	0	0	0	0	0
49	7	Evaluation of Primary Students							
50	7.1	Observe children's behaviour	USD 700	151 days	± USD 595-805	± 128.35 – 173.65	USD 105	USD 70	USD 875
51	7.2	Answer questionnaire (children)	USD 700	15 days	± USD 595-805	± 12.75-17.75	USD 105	USD 70	USD 875
52	7.3	Answer questionnaire (teacher)	USD 450	10 days	± USD 382.5 – 517.50	±8.5-11.5	USD 67.5	USD 45	USD 592.50
53	7.4	Write children's behaviour report	USD 450	156 days	± USD 382.5 – 517.50	± 132.6 – 179.4	USD 67.5	USD 45	USD 592.50
54	7.5	Submit report on Primary Students'	0	0	0	0	0	0	0

		evaluation stage to Project Team							
55	8	Report delivery to school							
56	8.1	Craft report as one	USD 1,500	171 days	± 1, 275 – 1,725	± 145.35 - 196.65	USD 225	USD 150	USD 1,875
57	8.2	Deliver written report to school	0	0	0	0	0	0	0
58	8.3	Present slide presentations on report findings	USD 5,300	0 days	± 4,505-6,095	0 days	USD 795	USD 530	USD 6,625
59	9	Report delivery to MOE and UNICEF	0	0	0	0	0	0	0
60	9.1	Write final report draft for sponsors	USD 450	5 days	± USD 382.5 – 517.50	±2.20 – 7.25	USD 67.5	USD 45	USD 562.50
61	9.2	Submit final report draft to sponsors	0	0	0	0	0	0	0
62	9.3	Present report to sponsors	USD 4,515	0 days	± USD 3,837- USD 5,192.25	0	USD 677.25	USD 451	USD 5,643.25
63	9.4	Amend final report draft to sponsors	USD 700	7 days	± USD 595-805	±5.95 – 8.05	USD 105	USD 70	USD 875
64	9.5	Accept project	USD 0	0	USD 0	0	USD 0	USD 0	USD 0

Chart 17. Report Frequency Format. Compiled by author)

Report Frequency Format					
Project: Program Sensitization on Life Skills and Gender Issues among elementary students and their families in a selected primary school in Georgetown, Guyana					
No.	Activity	Estimated Cost	Budgeted Cost	Actual cost	Comments
1	1. Project Initiation				
2	1.1 Undertake a feasibility study	USD 10,000	USD 12,500		
3	1.2 Submit a feasibility study	USD 0	USD 0		
4	1.3 Establish the project charter	USD 500	USD 625		
5	1.4 Appoint the Project Team, Technical Advisor and Finance Manager	USD 1,500	USD 1,875		
6	1.5 Set up Project Office	USD 19,025	USD 23,780.75		
7	1.6 Appoint MOE Officers, social workers, gender issues specialists, graphic design company filming company, catering services, transportation services and community groups	USD 1,030	USD 1,287.50		
8	1.7 Hold public consultations with local authorities, community groups and general public	USD 9,000	USD 11,250		
9	1.8 Perform project review	USD 15,500	USD 19,375		
10	1.9 Submit report on Project Initiation stage	USD 0	USD 0		
11	2. Development of Training Materials				
12	2.1 Design training materials	USD 500	USD 625		



13	2.2 Submit training materials	USD 0	USD 0		
14	2.3 Review training materials	USD 500	USD 625		
15	2.4 Finalize training materials	USD 500	USD 625		
16	2.5 Accept training materials	USD 0	USD 0		
'17	3. Training of MOE Officers				
18	3.1 Introduce program to MOE Officers	USD 5,200	USD 6,500		
19	3.2 Train MOE Officers on Life Skills	USD 10,400	USD 13,000		
20	3.3 Train MOE Officers on Gender Issues	USD 10,400	USD 13,000		
21	3.4 Evaluate MOE Officers, social workers and gender issues specialists; performance; and prepare report	USD 5,200	USD 6,500		
22	3.5 Submit report on Training of MOE Officers' stage to Project Team	USD 0	USD 0		
23	4. Training of Teachers				
24	4.1 Introduce project to teachers	USD 5,095	USD 6,368.25		
25	4.2 Train teachers on Life Skills	USD 10,190	USD 12,908.50		
26	4.3 Train teachers on Gender Issues	USD 10,190	USD 12,908.50		
27	4.4 Evaluate MOE Officers and teachers' performance; and prepare report	USD 5,095	USD 6,368.25		
28	4.5 Submit report on Training of Teachers' stage to Project Team	USD 0	USD 0		
29	5. Training to parents and guardians				

30	5.1 Introduce program to parents and guardians	USD 12,785.50	USD 15,908.50		
31	5.2 Train parents and guardians on Life Skills	USD 25,437	USD 31,795.55		
32	5.3 Train parents and guardians on Gender Issues	USD 25,437	USD 31,795.55		
33	5.4 Evaluate parents, guardians and social workers, and gender issues specialists' performance	USD 12,785	USD 15,980.75		
34	5.5 Submit report on Training to Parents' stage to Project Team	USD 0	USD 0		
35	6. Community Groups' Training and Mobilization				
36	6.1 Introduce program to Community Groups	USD 1,845	USD 2,305.75		
37	6.2 Train Community Groups on Community Mobilization	USD 1,845	USD 2,305.75		
38	6.3 Train Community Groups on Police and Judiciary Accountability	USD 1,845	USD 2,305.75		
39	6.4 Notify the Police Force and Judiciary about the rally on Police and Judiciary Accountability	USD 1,845	USD 2,305.75		

40	6.5 Organize Community Groups' rally	USD 1,845	USD 2,305.75		
41	6.6 Implement rally and delivery of proposal	USD 4,595	USD 5,743.25		
42	6.7 Train Community Groups on Life Skills	USD 1,845	USD 2,305.75		
43	6.8 Train Community Groups on Gender Issues	USD 1,845	USD 2,305.75		
44	6.9 Write proposals for TV/radio and poster proposals	USD 1,845	USD 2,305.75		
45	6.10 Voting and forwarding of favorite TV/radio/newspaper ads to Project Team	USD 1,845	USD 2,305.75		
46	6.11 Design and release of TV/radio/newspaper ads and posters	USD 19,150-	USD 23,940		
47	6.12 Evaluate community groups, social workers and gender issues	USD 1,845	USD 2,305.75		
48	6.13 Submit report on Community Groups' Training and Mobilization				
49	7. Evaluation of Primary Students				
50	7.1 Observe children's behaviour	USD 700	USD 875		
51	7.2 Answer questionnaire (children)	USD 700	USD 875		
52	7.3 Answer questionnaire (teacher)	USD 450	USD 592.50		
53	7.4 Write children's behaviour report	USD 450	USD 592.50		
54	7.5 Submit report on Primary Students' behavior to Project Team				

55	8. Report delivery to school				
56	8.1 Craft report as one	USD 1,500	USD 1,875		
57	8.2 Deliver written report to school	USD 0	USD 0		
58	8.3 Present slide presentations on report findings	USD 5,300	USD		
59	9. Delivery of final report to MOE and UNICEF				
60	9.1 Write final report draft for sponsors	USD 450	USD 562.50		
61	9.2 Submit final report to sponsors	USD 0	USD 0		
62	9.3 Present report to sponsors	USD 4,515	USD 0		
63	9.4 Amend report based on sponsors' feedback and submit final report	USD 700	USD 875		
64	9.5 Accept project	USD 0	USD 0		
65	<b>GRAND TOTAL</b>	USD 362,430	USD 483,240		

Chart 18. Funding sources (Compiled by author)

<b>Funding Sources</b>			
<b>Program/Project: Program Sensitization on Life Skills and Gender Issues among school children and their families in a selected primary school in Georgetown, Guyana</b>			
<b>Sponsors</b>	<b>Funds allocated</b>	<b>Contingency funds</b>	<b>Unforeseen expenses</b>
UNICEF	USD 400,000.00	10% (USD 40,000)	5% (USD 5,500)
MOE Guyana	USD 110,000.00	5% (USD 5,500)	5% (USD 5,500)
Total	USD 510,000.00	15% (USD 45,500)	10% (USD 11,000)

<b>Monthly Expenditure Summary- August 2017</b>				
<b>Program Sensitization on Life Skills and Gender Issues among elementary students and their families in selected primary schools in Georgetown, Guyana</b>				
<b>Operating Expenses</b>	<b>Current Budget</b>	<b>Actual expenditure</b>	<b>Deficit/Surplus</b>	<b>Comments</b>
Salaries	USD 15,500			
Utility bills	USD 500			
Office furniture	USD 2,723.78			
Advertising and promotion	USD 800			
Information technologies	USD 5,700			
Stationary	USD 500			
Equipment	USD 18,000			
Events	USD 9,000			
Overall total	USD 52,723.78			

In regards to Chart 19, it is noteworthy to mention that a similar template chart is to be created for each monthly expenditure, stating planned versus actual monies spent on the project, deficit/surplus incurred and comments that would be factored-in into lessons learned. Chart 19 details expected expenses to be incurred into in August 2017 only because of time constraints, but each Monthly Expenditure Summary chart should be ready before the project execution begins so when it is implemented it would be just a matter for the project team to do planned versus actual costs analysis, besides ensuring they are on or under-budget and prevent overruns.

Process for Estimating Costs: For the project “Program Sensitization in Life Skills and Gender Issues among elementary students and their families in a selected primary school in Georgetown, Guyana” the method that will be used is bottom-up estimating, since it is considered the most accurate cost estimating technique. PMI (2013) states that in bottom-up estimating “the cost for individual work packages or activities are estimated to the greatest level of specified detail. The detailed cost is then summarized or “rolled up” to higher levels for subsequent reporting and tracking purposes. The cost and accuracy of bottom-up estimating are typically influenced by the size and complexity of the individual activity or work package.

Process for Monitoring and Controlling Costs: Performance reviews will be implemented. PMBOK 5<sup>th</sup> Edition proceeds to explain that “performance reviews compare cost performance over time, schedule activities or work packages overrunning and underrunning the budget, and estimated funds needed to complete work in progress...If EVM is not being used, then the analysis of the cost baseline against actual costs for the work performed is used for cost performance comparisons”.

#### **4.3.2 Estimate Costs**

According to the PMI (2013), cost estimates are “a prediction that is based on the information known at a given point in time. Cost estimates include the identification and consideration of costing alternatives to initiate and complete the project. Cost trade-offs

and risks should be considered, such as make versus buy, buy versus lease, and the sharing of resources in order to achieve optimal costs for the project”.

PMI continues to elaborate that “cost estimates should be reviewed and refined during the course of the project to reflect additional detail as it becomes available and assumptions are tested. The accuracy of the estimate will increase as the project progresses through the project life cycle”.

Following the PMI (2013) best practices, for the project “Program Sensitization on Life Skills and Gender Issues among elementary students and their families in a selected primary school in Georgetown, Guyana”, the inputs that will be used are the Cost Management Plan, Human Resource Management Plan, the Scope Baseline, Project Schedule, Risk Register, Enterprise Environmental Factors and Organizational Process Assets. With reference to tools and techniques used for this project, expert judgment, bottom-up estimating, reserve analysis and cost of quality were utilized. Charts on Activity Cost Estimates and Basis of Estimates are illustrated below.



Chart 20. Activity Cost Estimates (Compiled by author)

Activity Cost Estimates

Program Sensitization on Life Skills and Gender Issues among primary students and their families in a selected primary school in Georgetown, Guyana

WBS ID	Activity	Resources used	Direct Cost	Indirect Cost	Reserve	Unforeseen Cost	Estimate	Cost estimating technique	Assumptions /Constraints	Cost Range	Confidence Level	Additional information
1	Initiation											
1.2	Undertake a feasibility study	Consultancy group	USD 10,000	0	0	0	USD 12,500	0				
	Submit feasibility study	Consultancy group	USD 0	0	0	0	0	0				
1.3	Establish the program charter	Consultancy group	USD 500	0	0	0	USD 625	0				
1.4	Appoint the Project Team, Technical Advisor and	Sponsors	USD 1,500	0	0	0	USD 1,875	0				

	Finance Manager											
1.5	Set up Project Office											
		Payment of rental for Project Team Office	0.00	1,000	150	100	1,150	Bottom-up				
		Purchase of 7 computers		7,000	1,050	700	8,050	Bottom-up				
		Purchase of 7 digital projectors		5,600	840	560	6,440	Bottom-up				
		Purchase of office furniture		2,700	405	270	3,105	Bottom-up				
		Purchase of printers (2) and heavy-duty photocopiers (2)		11,000	1,650	1,100	12,650	Bottom-up				

		Ad in newspaper for 1 week		725	108.75	72.5	833.75	Bottom-up				
		Purchase of office stationary		500	75	50	575	Bottom-up				
1.6	Appoint MOE Officers, social workers, gender issues specialists, graphic design company, filming company, catering services, transportation services and	Snacks to be served after orientation sessions with MOE Officers, social workers, gender issues specialists, filming company, graphic design company, transportation and		1,030	154.5	103	1,184.5	Bottom-up				

	community groups	catering services, community groups										
1.7	Hold public consultations with local authorities, community groups and general public	Payment for venue to hold public consultations plus meals (breakfast, lunch and snack)		9,000	1,350	900	10,350	Bottom-up				
1.8	Perform project review	Payment of salaries for project team, technical advisor and finance manager	15,500	0.00	2,325	1,550	17,825	Bottom-up				
1.9	Submit Project Initiation	-----	-----	-----	-----	-----	-----	-----				

	stage report to Sponsor											
2	Development of Training Materials											
2.1	Design training materials	Realms of paper, utility bills, printer ink and photocopier ink	USD 500				USD 625					
2.2	Submit training materials	0	0	0	0	0	0	0				
2.3	Review training materials	Realms of paper, utility bills, printer ink and photocopier ink	500				625					
2.4	Finalize	Realms of	500				625					

	training materials	paper, utility bills, printer ink and photocopier ink										
2.5	Submit final training materials	Finance Manager										
3.	Training of MOE Officers											
3.1	Introduce program to MOE Officers	Snacks to be served after training sessions		960	144	96	1,104	Bottom-up				
		Salary payment of Project Team, Technical Advisor and Finance Manager	15,500		2,325	1,550	17,825	Bottom-up				

		Salary payment for social worker (1) and gender issues specialist (1)	3,000		450	300	3,450	Bottom-up				
		Stipend for MOE Officers (6)	1,200		180	120	1,380	Bottom-up				
		Material used during training sessions	100		15	10	115	Bottom-up				
		Utility bills		500	75	50	575	Bottom-up				
		Payment of rental for Project Office		1,000	150	100	1,150	Bottom-up				
3.2	Train MOE Officers on Life Skills	Snacks to be served after training sessions		960	144	96	1,104	Bottom-up				

		Salary payment of Project Team, Technical Advisor and Finance Manager	15,500		2,325	1,550	17,825	Bottom-up				
		Salary payment for social worker (1) and gender issues specialist (1)	3,000		450	300	3,450	Bottom-up				
		Stipend for MOE Officers (6)	1,200		180	120	1,380	Bottom-up				
		Material used during training sessions	100		15	10	115	Bottom-up				
		Utility bills		500	75	50	575	Bottom-up				



		Payment of rental for Project Office		1,000	150	100	1,150	Bottom-up				
3.3	Train MOE Officers on Gender Issues	Snacks to be served after training sessions		720	108	72	820	Bottom-up				
		Salary payment of Project Team, Technical Advisor and Finance Manager		11,625	1,743.74	1,162	13,368.74	Bottom-up				
		Salary payment for social worker (1) and gender issues specialist (1)	2,250		450	300	3,450	Bottom-up				
		Stipend for	900		135	90	1,035	Bottom-up				

		MOE Officers (6)										
		Material used during training sessions	75		11.25	7.5	93.75	Bottom-up				
		Utility bills		375	56.25	37.5	431.25	Bottom-up				
		Payment of rental for Project Office		750	112.5	75	862.50	Bottom-up				
	3.4 Evaluate MOE Officers, social workers and gender issues specialists; , performanc e and prepare	Snacks to be served after training sessions		240	36	24	276	Bottom-up				

	report											
		Salary payment of Project Team, Technical Advisor and Finance Manager	3,875		581.25	387	4,456.25	Bottom-up				
		Salary payment for social worker (1) and gender issues specialist (1)	750		112.5	75	862.50	Bottom-up				
		Stipend for MOE Officers (6)	300		45	30	345	Bottom-up				
		Material used during training sessions	25		3.75	2.5	28.75	Bottom-up				

		Utility bills		125	18.75	12.5	143.75	Bottom-up				
		Payment of rental for Project Office		250	37.5	25	287.50	Bottom-up				
3.5	Submit report on Training to MOE Officers' stage to Project Team											
4	Training of Teachers											
4.1	Introduce program to the teachers	Salary for Project Team, Technical Advisor and Finance Manager	15,500		2,325	1,550	17,825	Bottom-up				
		Stipend to	400		60	40	460	Bottom-up				

		MOE Officers (2)										
		Material used during training sessions	100		15	10	115	Bottom-up				
		Utility bills		500	75	50	575	Bottom-up				
		Payment of rental for Project Office		1,000	150	100	1,150	Bottom-up				
		Transportation services		1,200	180	120	1,380					
		Catering services		1,680	252	168	1,932					
4.2	Train teachers on Life Skills	Salary for Project Team, Technical Advisor and Finance Manager	15,500		2,325	1,550	17,825	Bottom-up				
		Stipend to	400		60	40	460	Bottom-up				

		MOE Officers (2)										
		Material used during training sessions	100		15	10	115	Bottom-up				
		Utility bills		500	75	50	575	Bottom-up				
		Payment of rental for Project Office		1,000	150	100	1,150	Bottom-up				
		Transportation services		1,200	180	120	1,380					
		Catering services		1,680	252	168	1,932					
4.3	Train teachers on Gender Issues	Salary payment of Project Team, Technical Advisor and Finance Manager	11,625		1,743.74	1,162	13,368.74	Bottom-up				

		Stipend to MOE Officers (2)	300		45	30	345	Bottom-up				
		Material used during training sessions	75		11.25	7.5	86.25	Bottom-up				
		Utility bills		125	18.75	12.5	143.75	Bottom-up				
		Payment of rental for Project Office		750	112.5	75	862.50	Bottom-up				
		Transportation services		900	135	90	1,035	Bottom-up				
		Catering services		1,260	189	126	1,449	Bottom-up				
4.4	Evaluate teachers and MOE Officers' performance and prepare	Salary payment of Project Team, Technical Advisor and Finance	3,875		581.25	387	4,456.25	Bottom-up				

	report	Manager										
		Stipend to MOE Officers (2)	100		115	100	115	Bottom-up				
		Material used during training sessions	25		3.75	2.5	28.75	Bottom-up				
		Utility bills		125	18.75	12.5	143.75	Bottom-up				
		Payment of rental for Project Office		250	37.5	25	287.50	Bottom-up				
		Transportation services		225	33.75	22.5	258.75	Bottom-up				
		Catering services		315	47.25	31.5	362.25	Bottom-up				
4.5	Submit report on Training to MOE Officers' stage to	-----	-----	-----	-----	-----	-----	-----				



	Project Team											
5.	Training of parents and guardians											
5.1	5.1 Introduce program to parents and guardians	Salary for Project Team, Technical Advisor and Finance Manager	15,500		2,325	1,550	17,825	Bottom-up				
		Salary for social workers and gender issues specialists (12)	18,000		2,700	1,800	20,700					
		Material used during training	300		45	30	345	Bottom-up				

		Payment of rental for Project Office		1,000	150	100	1,150	Bottom-up				
		Transportation services		2,400	360	240	2,760	Bottom-up				
		Catering services		13,440	2,016	1,344	14,784	Bottom-up				
		Utility bills		500	75	50	575	Bottom-up				
		Payment of rental for Project Office		1,000	150	100	1,150	Bottom-up				
5.2	Train parents and guardians on Life Skills	Salary for Project Team, Technical Advisor and Finance Manager	15,500		2,325	1,550	17,825	Bottom-up				
		Salary for social workers and	18,000		2,700	1,800	20,700					

		gender issues specialists (12)										
		Material used during training	300		45	30	345	Bottom-up				
		Payment of rental for Project Office		1,000	150	100	1,150	Bottom-up				
		Transportation services		2,400	360	240	2,760	Bottom-up				
		Catering services		13,440	2,016	1,344	14,784	Bottom-up				
		Utility bills		500	75	50	575	Bottom-up				
		Payment of rental for Project Office		1,000	150	100	1,150	Bottom-up				
5.3	Train parents and	Salary for Project Team,	11,625		1,743.74	1,162	13,368.74	Bottom-up				

	guardians on Gender Issues	Technical Advisor and Finance Manager										
		Salary for social workers and gender issues specialists (12)	13,500		2,025	1,350	15,525	Bottom-up				
		Material used during training	225		33,75	22,5	258.15	Bottom-up				
		Utility bills		375	56.25	37.5	431.25	Bottom-up				
		Payment of rental for Project Office		750	112.5	75	862.50	Bottom-up				
		Catering services		10,080	162	1,080	1,242	Bottom-up				
		Transportati on services		1,800		180	270	Bottom-up				

5.4	Evaluate parents, guardians and social workers, and gender issues specialists' performance; and prepare report	Salary for Project Team, Technical Advisor and Finance Manager	3,875		581.25	387	4,456.25	Bottom-up				
		Salary for social workers and gender issues specialists (12)	4,500		675	450	1,125	Bottom-up				
		Material used during training	75		11,25	75	86.20	Bottom-up				
		Utility bills		125	18,75	12.5	156.25	Bottom-up				
		Payment of		250	37.5	25	287.50	Bottom-up				

		rental for Project Office										
		Catering services		3,360	504	336	3,864	Bottom-up				
		Transportation services		600	90	60	690	Bottom-up				
5.5	Submit report on Training to parents' stage to Project Team	-----	-----	-----	----	----	-----	-----				
6.	Community Groups' Training and Mobilization											
6.1	Introduce program to Community	Salary for Project Team,	0		0	0	0	Bottom-up				This resource cost has

	Groups	Technical Advisor and Finance Manager										been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete both of the activity levels
		Salary for social workers and gender issues specialists (2)	350		52.5	35	437.50	Bottom-up				

	Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
	Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				
	Material used during training sessions	100		115	100	115	Bottom-up				
	Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously



												and the aforementio ned resources complete the activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplishe d simultaneou sly and the aforementio ned resources

												complete the activity levels
6.2	Train Community Groups on Community Mobilization	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Salary for social	350		0	0	250	Bottom-up				

		workers and gender issues specialists (2)										
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4,5 and 6

											are being accomplished simultaneously and the aforementioned resources complete both of the activity levels
		Utility bills		0	0	0	0	Bottom-up			This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished

												simultaneously and the aforementioned resources completed the activity levels
6.3	Train Community Groups on Police and Judiciary Accountability	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned

												resources complete both of the activity levels
		Salary for social workers and gender issues specialists (2)	350		0	0	250	Bottom-up				
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				

	Rental payment of Project Office		0	0	0	0	Bottom-up					This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
	Utility bills		0	0	0	0	Bottom-up					This resource cost has been

												factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
6.4	Notify the Police Force and Judiciary about the rally on Police and Judiciary	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6



Accountability												are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Salary for social workers and gender issues specialists (2)	350		52.5	35	437.50	Bottom-up				
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
		Catering services (22 snacks per		2,260	339	226	2,599	Bottom-up				

		session)										
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete both the

												activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 3 since Levels 3 and 5 are being accomplished simultaneously and the aforementioned resources complete both of the activity levels
6.5	Organize	Salary for	0		0	0	0	Bottom-up				This

	Community Groups' rally	Project Team, Technical Advisor and Finance Manager										resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Salary for social workers and gender issues specialists	350		52.5	35	437.50	Bottom-up				

		(2)										
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously

												sly and the aforementioned resources complete the activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned

												resources complete the activity levels
	6.6	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Salary for	350		52.5	35	437.50	Bottom-up				

		social workers and gender issues specialists (2)										
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
		Catering services (200 snacks for rally participants)		2,000	300	200	2,300	Bottom-up				
		Hydration during walk (ice, water cooler boxes and 200 bottles of water)		630	94.5	63	724.5	Bottom-up				
		Rental payment of Project		0	0	0	0	Bottom-up				This resource cost has



		Office										been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels

												4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Platform set-up (generator rental, PA system, rental of a tent 20 ft. x 60 ft., 1 table 6 ft. x 2 ft., 1 table cloth 6ft. x 2 ft.		660	99	66	795	Bottom-up				

		stage 8 ft. x 16 ft., a stand)										
		Printing of 11 banners (8ft. x 3ft.), 2,000 flyers	825	0	123.75	82.5	948.75	Bottom-up				
		Stipend to Guyana Fire Service, Red Cross and Guyana Public Hospital Corp,	300		45	30	345	Bottom-up				
6.7	Train Community Groups on Life Skills	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being

												accomplished simultaneously and the aforementioned resources complete the activity levels
		Salary for social workers and gender issues specialists (2)	350		52.5	35	437.50	Bottom-up				
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				

		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels

		Utility bills		0	0	0	0	Bottom-up					This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
6.8	Train Community Groups on Gender	Salary for Project Team, Technical	0		0	0	0	Bottom-up					This resource cost has been

Issues	Advisor and Finance Manager											factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
	Salary for social workers and gender issues specialists (2)	350		52.5	35	437.50	Bottom-up					
	Stipend for Community	500		75	50	625	Bottom-up					

		Groups (10)										
		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned



												ned resources complete the activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplishe d simultaneou sly and the aforementio ned resources complete the activity

												levels
6.9	Write proposals for TV/radio and poster proposals	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Salary for social workers and gender	350		52.5	35	437.50	Bottom-up				

		issues specialists (2)										
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplishe

													d simultaneou sly and the aforementio ned resources complete both of the activity levels
		Utility bills		0	0	0	0	Bottom-up					This resource cost has been factored-in Level 4 since Levels 4 and 5 are being accomplishe d simultaneou sly

												and the aforementio ned resources complete the activity levels
5.10	Voting and forwarding of favorite TV/radio/newspaper ads to Project Team	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementio ned resources complete

												the activity levels
		Salary for social workers and gender issues specialists (2)	350		52.5	35	437.50	Bottom-up				
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				
		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project		0	0	0	0	Bottom-up				This resource cost has

		Office										been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete both of the activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4

												since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
6.11	Design and release of TV/radio/newspaper ads and posters	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished



													d simultaneou sly and the aforementio ned resources complete the activity levels
		Salary for social workers and gender issues specialists (2)	350		52.5	35	437.50	Bottom-up					
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up					
		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up					
		Material	100		115	100	115	Bottom-up					

		used during training sessions										
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Utility bills		0	0	0	0	Bottom-up				This

												resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Newspaper ad in one journals per 20 workdays	2,000		300	200	2,300	Bottom-up				
		500 full color	7,500		1,125	750	8,625	Bottom-up				

		posters										
		60 seconds TV ad by 20 units of volume at regular programming	250		37.5	25	287.50	Bottom-up				
		60 seconds TV ad by 20 units of volume at News spot	750		112.5	75	862.5	Bottom-up				
		Radio voice cover	150		22.5	15	172.5	Bottom-up				
		Making of 3 60 seconds TV ad	8,250		1,237.5	825	9,487.5	Bottom-up				
6.12	Evaluate community groups, social workers and gender	Salary for Project Team, Technical Advisor and Finance	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4

	issues; and prepare report	Manager										since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete both of the activity levels
		Salary for social workers and gender issues specialists (2)	350		52.5	35	437.50	Bottom-up				
		Stipend for Community Groups (10)	500		75	50	625	Bottom-up				

		Catering services (22 snacks per session)		2,260	339	226	2,599	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned

												resources complete the activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources completed the activity levels

6.13	Submit report on Community Groups' Training and Mobilization	-----	-----	-----	-----	-----	-----	-----				
7	Evaluation of Primary Students	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources



												completed the activity levels
		Stipend for MOE Officers (6)	300	0	45	30	345	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources completed the activity levels
		Material used during	100		115	100	115	Bottom-up				

		training sessions										
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources completed the activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource

												cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
7.1	Observe children's behaviour	Salary for Project Team, Technical Advisor and Finance	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4

		Manager										since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete both of the activity levels
		Stipend for MOE Officers (6)	300	0	45	30	345	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project		0	0	0	0	Bottom-up				This resource cost has

		Office										been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Utility bills		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels

												4, 5 and 6 are being accomplished simultaneously and the aforementioned resources completed the activity levels
7.2	Answer questionnaire (children)	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished

												simultaneously and the aforementioned resources complete both of the activity levels
		Stipend for MOE Officers (6)	300	0	45	30	345	Bottom-up				
		Material used during training sessions	100		115	100	115	Bottom-up				
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6

											are being accomplished simultaneously and the aforementioned resources completed the activity levels
		Utility bills		0	0	0	0	Bottom-up			This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously



												sly and the aforementioned resources complete both of the activity levels
7.3	Answer questionnaire (teacher)	Salary for Project Team, Technical Advisor and Finance Manager	0		0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned

												resources completed the activity levels
		Stipend for MOE Officers (6)	300	0	45	30	345	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete the activity levels
		Material	100		115	100	115	Bottom-up				

		used during training sessions										
		Rental payment of Project Office		0	0	0	0	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources completed the activity levels
		Utility bills		0	0	0	0	Bottom-up				This

												resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete both of the activity levels
7.4	Write children's behaviour report	Salary for Project Team, Technical	0		0	0	0	Bottom-up				This resource cost has been

		Advisor and Finance Manager										factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources complete both of the activity levels
		Stipend for MOE Officers (6)	300	0	45	30	345	Bottom-up				This resource cost has been factored-in Level 4 since Levels 4, 5 and 6

												are being accomplished simultaneously and the aforementioned resources completed the activity levels
		Material used during training sessions	100		115	100	115	Bottom-up				

		Rental payment of Project Office		0	0	0	0	Bottom-up					This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources completed the activity levels
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		Utility bills		0	0	0	0	Bottom-up					This resource cost has been factored-in Level 4 since Levels 4, 5 and 6 are being accomplished simultaneously and the aforementioned resources completed the activity levels
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7.5	Submit report on Primary students' behaviour to Project Team	-----	-----	----	-----	---	----	-----				
8	Report delivery to school											
	8.1 Craft report as one	Salary for Project Team, Technical Advisor and Finance Manager	3,875		581.25	387	4,456.25	Bottom-up				
		Stationary	75		11,25	75	86.20	Bottom-up				
		Utility bills		125	18,75	12.5	156.25	Bottom-up				



	MOE and UNICEF											
9.1	Write final report for sponsors	Salary for Project Team, Technical Advisor and Finance Manager	3,875		581.25	387	4,456.25	Bottom-up				
		Stationary	75		11,25	75	86.20	Bottom-up				
		Utility bills		125	18,75	12.5	156.25	Bottom-up				
9.2	Submit final report draft for sponsors	Salary for Project Team, Technical Advisor and Finance Manager	7,750		1,162.5	775	8,912.5	Bottom-up				
		Stationary	100		11,25	10	86.20	Bottom-up				
		Utility bills		250	37.5	25	156.25	Bottom-up				

9.3	Present report to sponsors	Salary for Project Team, Technical Advisor and Finance Manager	3,875		581.25	387	4,456.25	Bottom-up				
		Stationary	75		11, 25	75	86.20	Bottom-up				
		Utility bills		125	18, 75	12.5	156.25	Bottom-up				
		Catering services		250	37, 5	25	287.5	Bottom-up				
9.4	Amend final report draft based on sponsor's feedback	Stationary	75		11, 25	75	86.20	Bottom-up				
		Utility bills		125	18, 75	12.5	156.25	Bottom-up				
		Catering services		250	37, 5	25	287.5	Bottom-up				
9.5	Accept project	-----	----	----	-----	---	----	-----				

**Chart 21. Basis of Estimate (Adapted from Project Management Documents)**

Basis of Estimate									
<b>Program Sensitization on Life Skills and Gender Issues among primary school students and their families in a selected primary school in Georgetown, Guyana</b>									
WBS ID: 1.1				WBS Element: Undertake a feasibility study					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Initiation	-----	-----	-----	-----	-----	-----	USD 10,000	MOE-UNICEF	-----
WBS Description: It is the process that identifies a business opportunity/problem, quantifies benefits and costs of the project, identifies risks and issues of program implementation and presents the solution for funding approval									
Cost description: The Project Sponsor may hire the services of a consultant to perform this task. Therefore, the project team did not execute this activity.									
WBS ID: 1.2				WBS Element: Submit a a feasibility study					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Initiation	-----	-----	-----	-----	-----	-----	-----	-----	-----
WBS Description: It is the process that documents business requirements, identifies alternative solutions available, reviews each solution, chooses a preferred solution for implementation and documents the results in a feasibility report									
Cost description: The Project Sponsor may hire the services of a consultant to perform this task. Therefore, the project team did not execute this activity.									
WBS ID: 1.3				WBS Element: Establish the project charter					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency	Unforeseen	Total Cost	Funding	Cost

					Reserve	Cost		source	methodology
Initiation	-----	-----	-----	-----	-----	-----	USD 500	-----	-----
WBS Description: It is the process that identifies the project's purpose, general and specific objectives, defines project scope in detail, lists main project deliverables, indicates project stakeholders and lists any risks, constraints and assumptions									
Cost Description: The Project Sponsor may hire the services of a consultant to perform this task. Therefore, the project team did not execute this activity.									
WBS ID: 1.4				WBS Element: Appoint the Project Team, Technical Advisor and Finance Manager					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Initiation	-----	-----	-----	-----	-----	-----	1,5000	-----	-----
WBS Description: It is the process in which the project team is appointed and their job description is clearly stated for the positions of project manager, project team leader, project assistants, technical advisor and finance manager. It usually has, but is not limited to defining their real purpose, key responsibilities, hierarchical chart, skills and experience needed, key performance criteria, salaries and working conditions.									
Cost Description: The Project Sponsor may perform this task. Therefore, the project team did not execute this activity.									
WBS ID: 1.5				WBS Element: Set up Project Office					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Initiation	USD 28,525	0.00	0.00	USD 28,525	USD 4,278.25	USD 2,852	USD 35,661.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the Project Team work location is identified, project equipment, tools and human resource services are procured, standards and processes are put in place, templates and training sessions programs are designed and project services are initiated									

Cost Description: Payment of rental for Project Team Office at USD 1,000 per month; purchase of 7 desktop computers for USD 7,000; purchase of 7 digital projectors for USD 5,600; purchase of office furniture for USD 2,700; purchase of 2 multi-use printers and 2 heavy-duty photocopiers for USD 11,000; 1 newspaper ad occupying ¼ page to be published for 7 consecutive days advertising the positions for social workers, gender based issues specialists as well as soliciting the services of a filming company, graphic design company, transportation and catering services at USD 725; purchase of stationary for USD 500.									
WBS ID: 1.6				WBS Element: Appoint MOE Officers, social workers, gender issues specialists, graphic design company and filming company					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Initiation	0.00	0.00	USD 1,030	USD 1,030	154.5	103	1,184.5	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the appointment of individuals/companies for the positions of MOE Officers, social workers, gender issues specialists, catering services, transportation services, graphic design company and filming company takes place. Their job description, work location, duties, responsibilities, qualifications, skills and experience, key performance criteria, salary and working conditions are specified. Their work material and equipment is handed in as well.									
Cost Description: Catering services hired to be served after orientation sessions with MOE Officers, social workers, gender issues specialists, filming company, graphic design company, community groups, transportation and catering services for a total of USD 1,030									
WBS ID: 1.7				WBS Element: Hold public consultations with local authorities, community groups and public in general					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Initiation	0.00	0.00	USD 9,000	USD 9,000	USD 1,350	USD 900	USD 10,350	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which public consultations are held with community groups, local authorities and public in general who are invited to be part of the									

program. In case of resistant stakeholders, private meetings will be held with them.									
Cost Description: Payment for venue to hold one-day-public consultations plus meals (breakfast, lunch and snacks for 124 stakeholders) for USD 9,000									
WBS ID: 1.8				WBS Element: Perform project review					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Initiation	0.00	USD 15,500	0.00	USD 15,500	USD 2,325	USD 1,550	USD 17,825	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the delivery to schedule is verified; budget allocations and funds are checked; risks are identified controlled and mitigated; issues are identified and solved and changes are made, if appropriate.									
Cost Description: Payment of salaries to project team, technical advisor and finance manager amounting a total of USD 15,500									
WBS ID: 1.9				WBS Element: Submit report on Project Initiation stage to Project Sponsor					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Initiation	-----	-----	-----	-----	-----	-----	-----	-----	-----
WBS Description: It is the process in which the project team delivers a detailed report about the Project Initiation stage of the project									
WBS Cost: This is a milestone									
WBS ID: 2.1				WBS Element: Design training materials					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Development				USD 500	USD 75	USD 50	625	MOE-UNICEF	Bottom-up



of training materials									
WBS Description: The Technical Advisor will design the questionnaires, survey and training lessons for the various training sessions									
Cost Description: Realm of paper, utility bills, printer ink and photocopier ink- USD 500									
WBS ID 2.2				WBS Element: Submit training material					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Development of training materials	-----	-----	-----	-----	-----	-----	-----	-----	-----
WBS Description: The Technical Advisor will deliver the training lessons, surveys and questionnaires to the project team									
WBS Cost: This is a milestone									
WBS ID: 2.3				WBS Element: Review training materials					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Development of training materials				USD 500	USD 75	USD 50	625	MOE-UNICEF	Bottom-up
WBS Description: The project team reviews the training lessons, surveys and questionnaires designed by the Technical Advisor									
Cost Description: Realm of paper, utility bills, printer ink and photocopier ink- USD 500									

WBS ID: 2.4				WBS Element: Finalize training materials					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Development of training materials				USD 500	USD 75	USD 50	625	MOE-UNICEF	Bottom-up
WBS Description: The Technical Advisor makes amendments to training materials based on the project team's feedback.									
Cost Description: Realm of paper, utility bills, printer ink and photocopier ink- USD 500									
WBS ID: 2.5				WBS Element: Accept Training materials					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Development of training materials	-----	-----	-----	-----	-----	-----	-----	-----	-----
WBS Description: The Project Team accepts the designed training materials from the Technical Advisor.									
WBS Cost: This is a milestone.									
WBS ID: 3.1				WBS Element: Introduce program to MOE Officers					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology

Training of MOE Officers	USD 100	USD 19,700	USD 1,500	USD 21,400	USD 3,210	2,140	USD 26,750	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues specialists indicate to MOE Officers their role, program description, objectives and relevance to society; violence as an inheritance from slavery and indentureship; national panorama and statistics on gender issues as well as the reasons behind MOE and UNICEF to implement the program.									
WBS Cost: Snacks to be served after training sessions at USD 960; salary payment of Project Team, Technical Advisor and Finance Manager amounting a total of USD 15,500; salary payment for social worker (1) and gender issues specialist (1) for USD 3,000; stipend for 6 MOE Officers for USD 1,200; material used during training for USD 100; utility bills at USD 500; payment of rental for Project Office at USD 1,000.									
WBS ID: 3.2				WBS Element: Train MOE Officers on Life Skills					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of MOE Officers	USD 100	USD 19,700	USD 1,500	USD 21,400	USD 3,210	2,140	USD 26,750	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues specialists train MOE Officers in life skills (cognitive skills, personal skills, and social and interpersonal skills)									
Cost Description: Snacks to be served after training sessions at USD 960; salary payment of Project Team, Technical Advisor and Finance Manager amounting a total of USD 15,500; salary payment for social worker (1) and gender issues specialist (1) for USD 3,000; stipend for 6 MOE Officers for USD 1,200; material used during training for USD 100; utility bills at USD 500; payment of rental for Project Office at USD 1,000.									
WBS ID: 3.3				WBS Element: Train MOE Officers on Gender Issues					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency	Unforeseen	Total Cost	Funding	Cost

					Reserve	Cost		source	methodology
Training of MOE Officers	USD 75	USD 14,775	1,125	USD 15,975	USD 2,396.25	USD 1,597	USD 38,339.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues specialists train MOE Officers in gender issues (objectification of women, sexual violence, child abuse, violence against women and domestic abuse)									
Cost Description: Snacks to be served after training sessions at USD 720; salary payment for Project Team, Technical Advisor and Finance Manager amounting a total of USD 15,500; salary payment for social worker (1) and gender issues specialist (1) totaling USD 2,250; stipend for 6 MOE Officers amounting USD 900; material used during training sessions for USD 75; utility bills for USD 375; payment for rental for Project Office for USD 750.									
WBS ID: 3.4				WBS Element: Evaluate MOE Officers, social workers and gender issues specialists' performance					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of MOE Officers	USD 25	USD 4,925	USD 375	USD 5,325	USD 798.75	USD 532	USD 6,655.75	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which MOE Officers answer a questionnaire evaluating the training, and social workers and gender issues specialists evaluate MOE Officers' performance. This process is overseen by the Technical Advisor.									
Cost Description: Snacks to be served after training sessions at USD 240; salary payment for Project Team, Technical Advisor and Finance Manager amounting a total of USD 3,875; salary payment for social worker (1) and gender issues specialist (1) totaling USD 750; stipend for 6 MOE Officers amounting USD 300; material used during training sessions for USD 25; utility bills for USD 125; payment for rental for Project Office for USD 250.									
WBS ID: 3.5				WBS Element: Submit report on Training to MOE Officers to Project Team					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency	Unforeseen	Total Cost	Funding	Cost

					Reserve	Cost		source	methodology
Training of MOE Officers									
WBS Description: The Technical Advisor submits a report on the Training to MOE Officers' stage to the Project Team.									
WBS Cost: This is a milestone.									
WBS ID: 4.1				WBS Element: Introduce program to teachers					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of teachers	USD 100	USD 15,900	USD 20,280	USD 36,280	USD 5,442	USD 3,628	USD 45,350	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the MOE Officers indicate to primary teachers the program's description, objective and relevance; violence as an inherited tool of power and control from slavery and indentureship; national panorama and statistics on gender issues and reasons for MOE and UNICEF to embark on this program									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 15,500; Stipend for 2 MOE Officers-USD 400; material used during training sessions-USD 100; utility bills-USD 500; payment of rental for Project Office-USD 1,000; transportation services-USD 1,200; catering services-USD 1,680.									
WBS ID: 4.2				WBS Element: Train teachers on Life Skills.					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of teachers	USD 100	USD 15,900	USD 3,480	USD 19,555	USD 2,933.25	USD 1,955	USD 24,543.25	MOE-UNICEF	Bottom-up

WBS Description: It is the process in which MOE Officers train teachers in life skills (cognitive skills, personal skills, social and interpersonal skills)									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 15,500; Stipend for 2 MOE Officers-USD 400; material used during training sessions-USD 100; utility bills-USD 500; payment of rental for Project Office-USD 1,000; transportation services-USD 1,200; catering services-USD 1,680.									
WBS ID: 4.3				WBS Element: Train MOE Officers on Gender Issues.					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of teachers	USD 75	USD 11,925	USD 4,760	USD 16,760	USD 2,514	USD 1,676	USD 20,960	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which MOE Officers train teachers in gender issues (objectification of women, sexual violence, child abuse, violence against women and domestic abuse)									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 11,625; Stipend for 2 MOE Officers-USD 300; material used during training sessions-USD 75; utility bills-USD 125; payment of rental for Project Office-USD 750; transportation services-USD 900; catering services-USD 1,260.									
WBS ID: 4.4				WBS Element: Evaluate MOE Officers and teachers' performance.					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of teachers	USD 25	USD 3,975	USD 915	USD 4,915	USD 737.25	USD 491	USD 6,143.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which teachers answer a questionnaire evaluating the training, and MOE Officers evaluate the teachers' performance. This process is overseen by the Technical Advisor.									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 3,875; Stipend for 2 MOE Officers-USD 100; material used during training									

sessions-USD 25; utility bills-USD 125; payment of rental for Project Office-USD 250; transportation services-USD 225; catering services-USD 315.									
WBS ID: 4.5				WBS Element: Submit report on Training to Teachers' stage to the Project Team					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of teachers	-----	-----	-----	-----	-----	-----	-----	-----	-----
WBS Description: The Technical Advisor submits the report on Training to Teachers' stage to the Project Team.									
WBS Cost: This is a milestone.									
WBS ID: 5.1				WBS Element: Introduce program to parents and guardians					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of parents and guardians	USD 300	USD 33,500	USD 17,340	USD 51,140	USD 7,671	USD 5,114	USD 63,925	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues specialists introduce to parents and guardians the program's objective and its description, parenting today; violence as a means of control and power inherited from slavery and indentureship, national panorama and statistics on gender issues and reasons that motivate MOE and UNICEF to implement this program									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 15,500; salaries for 6 social workers and 6 gender issues specialists-USD 18,000; material used during training sessions-USD 300; utility bills-USD 500; payment of rental for Project Office-USD 1,000; transportation services-USD 2,400; catering services-USD 13,440.									

WBS ID: 5.2				WBS Element: Train parents and guardians on Life Skills					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of parents and guardians	USD 300	USD 33,500	USD 17,340	USD 51,140	USD 7,671	USD 5,114	USD 63,925	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues train parents and guardians in life skills (cognitive skills, personal skills, and social and interpersonal skills)									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 15,500; salaries for 6 social workers and 6 gender issues specialists-USD 18,000; material used during training sessions-USD 300; utility bills-USD 500; payment of rental for Project Office-USD 1,000; transportation services-USD 2,400; catering services-USD 13,440.									
WBS ID: 5.3				WBS Element: Train parents and guardians on Gender Issues					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Training of parents and guardians	USD 225	USD 36,750	USD 13,005	USD 49,980	USD 7,497	USD 4,998	USD 62,475	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues specialists train parents and guardians in gender issues (objectification of women, sexual violence, child abuse, violence against women and domestic abuse)									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 11,625; salaries for 6 social workers and 6 gender issues specialists-USD									





guardians									
WBS Description: This is the process in which the Technical Advisor submits the report on Training of parents and guardians' stage to the Project Team.									
WBS Cost: This is a milestone.									
WBS ID: 6.1				WBS Element: Introduce program to Community Groups					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the social workers and gender issues specialists introduce community groups to the program's objective, relevance to society, describe their role within the program, national panorama and statistics on gender issues and reasons motivating MOE and UNICEF to implement this program.									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									
WBS ID: 6.2				WBS Element: Train Community Groups on Community Mobilization					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up

Groups' Training and Mobilization									
WBS Description: It is the process in which the social workers and gender issues train community groups on Community Mobilization: Its Approach, Goals, Key Tasks and Cycle.									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									
WBS ID: 6.3				WBS Element: Train Community Groups on Police and Judiciary Accountability					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues will train community groups on police and judiciary accountability									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									

WBS ID: 6.4				WBS Element: Notify the Police Force and Judiciary about the rally on Police and Judiciary Accountability					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues specialists assist community groups to meet with police authorities and members of the judiciary about the complaints of the general public and build relations to develop a strong and comprehensive police and judiciary accountability, oversight and integrity									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									
WBS ID: 6.5				WBS Element: Organize Community Groups' rally					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up

WBS Description: It is the process in which the social workers and gender issues specialists guide community groups through the process of organizing a public manifestation police and judiciary accountability and write recommendations to the police force and judiciary									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									
WBS ID: 6.6				WBS Element: Implement rally and delivery of proposal					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 925	USD 1,375	USD 4,550	USD 6,850	USD 1,027.5	USD 102.7	USD 6,850	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues specialists assist community groups in the rally's implementation and delivery of recommendations to police force and judiciary									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 2,000; platform set-up (generator rental, PA system rental, rental of a tent 20 ft. x 60 ft., 1 table 6 ft. x 2 ft., 1 table cloth 6 ft. x 2 ft., stage 8 ft. x 16 ft., a stand)-USD 660, printing of 11 banners (8 ft. x 3 ft.) and 2,000 flyers-USD 825; contribution to Guyana Fire Service, Guyana Red Cross and Georgetown Public Hospital Corp.-USD 300; hydration									

during walk (ice, water cooler boxes and 200 bottles of water)-USD 630									
WBS ID: 6.7				WBS Element: Train Community Groups on Life Skills					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues train Community Groups in life skills (cognitive skills, personal skills, and social and interpersonal skills)									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									
WBS ID: 6.8				WBS Element: Train Community Groups on Gender Issues					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up

WBS Description: It is the process in which social workers and gender issues specialists train Community Groups in gender issues (objectification of women, sexual violence, child abuse, violence against women and domestic abuse)									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									
WBS ID: 6.9				WBS Element: Write proposals for TV/radio ads and posters					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which social workers and gender issues provide the instructions to Community Groups to write proposals for TV/radio ads and posters on Life Skills and Gender Issues									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 3 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									
WBS ID: 6.10				WBS Element: Voting and forwarding of favorite TV/radio ads to Project Team					

Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 100	USD 1,375	USD 960	USD 2,435	USD 365.25	USD 243	USD 3,043.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which Community Groups vote, from the number of proposals, for their favorite ones and these are forwarded to the Program team, they are reviewed and then sent to the filming company and graphic design company									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); salaries for 1 social worker and 1 gender issues specialist-USD 750; stipend for 10 community groups-USD 625; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there) ; transportation services-USD 300; catering services-USD 660.									
WBS ID: 6.11				WBS Element: Design and release of TV/radio ads and posters					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	USD 19,000	USD1, 375	USD 960	USD 21,335	USD 3,200.25	USD 2,133	USD 26,668.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the filming company and graphic design company design and release the TV/radio ads and posters through different communication media and social networks									





WBS ID: 6.13				WBS Element: Submit the Community Groups' Training and Mobilization stage report to the Project Team					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Community Groups' Training and Mobilization	-----	-----	-----	-----	-----	-----	-----	-----	-----
WBS Description: This is the process in which the Technical Advisor submits the Community Groups' Training and Mobilization stage report to the Project Team.									
WBS Cost: This is a milestone.									
WBS ID: 7.1				WBS Element: Observe children's behavior					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Evaluation of Primary Students	USD 100	USD 300	0.00	USD 400	USD 60	USD 40	USD 500	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the MOE Officers observe primary children during classroom and school breaks.									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); stipend for 6 MOE Officers-USD 300; material used-USD 100; material used during training sessions-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); utility bills-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there).									

WBS ID: 7.2				WBS Element: Answer questionnaire (children)					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Evaluation of Primary Students	USD 100	USD 300	0.00	USD 400	USD 60	USD 40	USD 500	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the children answer a questionnaire on life skills and gender issues.									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); stipend for 6 MOE Officers-USD 300; material used-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there).									
WBS ID: 7.3				WBS Element: Answer questionnaire (teacher)					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Evaluation of Primary Students	USD 100	USD 300	0.00	USD 400	USD 60	USD 40	USD 500	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the primary school teachers answer a questionnaire about the children's behavior.									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); stipend for 6 MOE Officers-USD 300; material used-USD 100; utility bills-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there); payment of rental for Project Office-USD 0.00 since it is occurring in parallel with Level 4 (cost has already been factored-in there).									





WBS ID: 8.3				WBS Element: Present slide presentations on report findings					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Report delivery to school	USD 75	USD 4,625	USD 1,375	USD 6,075	USD 911.25	USD 607	USD 7,593.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the Project Team presents to the school in the presence of parents, guardians, community groups and local authorities the report findings									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 3,875; salaries for 1 social worker and 1 gender issues specialists-USD 750; utility bills-USD 125; payment of rental for Project Office-USD 250; material used -USD 75, catering services-USD 1,000.									
WBS ID: 9.1				WBS Element: Write final report draft for sponsors					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Report delivery to MOE and UNICEF	USD 75	USD 3,875	USD 375	USD 4,325	USD 648.75	USD 387	USD 5,360.75	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the Project Team prepares the final report that is to be presented to the sponsors. Lessons learned, conclusions recommendations, monies spent and overall evaluation of the program implementation will be submitted as well in this report.									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 3,875; utility bills-USD 125; payment of rental for Project Office-USD 250; stationary-USD 75									

WBS ID: 9.2				WBS Element: Forward final report to sponsors					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Report delivery to MOE and UNICEF	USD 150	USD 7,750	USD 750	USD 8,650	USD 1,297.5	USD 865	USD 10,812.50	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the Project Team forwards the Final Project Report to the sponsors for their reading.									
Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 7,750; utility bills-USD 250; payment of rental for Project Office-USD 500; stationary-USD 150									
WBS ID: 9.3				WBS Element: Present report to sponsors					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Report delivery to MOE and UNICEF	USD 75	USD 3,875	USD 625	USD 4,575	USD 686.25	USD 457	USD 5,718.25	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the Project Team delivers a slide presentation to the sponsors about the Project's findings and results. After a question and answer segment takes place									

Cost Description: Salary for Project Team, Technical Advisor and Finance Manager-USD 3,875; utility bills-USD 125; payment of rental for Project Office-USD 250; stationary-USD 75; catering services-USD 250.									
WBS ID: 9.4				WBS Element: Amend final report draft based on sponsors' feedback and submit final report					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Report delivery to MOE and UNICEF				USD 700	USD 805	USD 70	USD 875	MOE-UNICEF	Bottom-up
WBS Description: The Project Team makes adjustments to the final report draft based on the Sponsors' feedback and subsequently submits the final report to the Sponsor									
WBS Cost: Realm of paper, utility bills, printer ink and photocopier ink-USD 700									
WBS ID: 9.5				WBS Element: Accept project					
Category	Material	Labor	Indirect Cost	Base Cost	Contingency Reserve	Unforeseen Cost	Total Cost	Funding source	Cost methodology
Report delivery to MOE and UNICEF	USD 0.00	USD 0.00	USD 0.00	USD 0.00	USD 0.00	USD 0.00	USD 0.00	MOE-UNICEF	Bottom-up
WBS Description: It is the process in which the sponsors accept the project deliverables.									





### 4.3.3 Determine Budget

PMI (2013) indicates that Determine Budget is “the process of aggregating the estimated costs of individual activities or work packages to establish an authorized cost baseline” (p.208) and continue to indicate that “a project budget includes all the funds authorized to execute the project. The cost baseline is the approved version of the time-phased project budget, but excludes management reserves” (p. 209).

Keeping in line with PMI (2013) best practices, the project “Program sensitization on Life Skills and Gender Issues among elementary students and their families in a selected primary school in Georgetown, Guyana”, the inputs used to develop the cost baseline were the cost management plan, the scope baseline, activity cost estimates, basis of estimates and project schedule. Cost aggregation, reserve analysis and expert judgement were the tools utilized to produce the cost baseline.

<b>Cost Baseline</b>					
<b>Project: Program Sensitization on Life Skills and Gender Issues among primary students and their families in a selected primary school in Georgetown, Guyana</b>					
<b>Nro.</b>	<b>Activity</b>	<b>Base Cost</b>	<b>Contingency Cost (15%)</b>	<b>Total Cost</b>	<b>Comments</b>
<b>Level</b>	<b>Initiation</b>				
1	1.1 Undertake a feasibility study	USD 10,000	USD 1,500	USD 11,500	
	1.2 Submit a feasibility study	USD 0	USD 0	USD 0	
	1.3 Establish the project charter	USD 500	USD 125	USD 625	
	1.4 Appoint the Project Team	USD 1,500	USD 375	USD 1,875	
	1.5 Set up a Project Office	USD 19,025	USD 2,853.75	USD 23,780.75	
	1.6 Appoint MOE Officers, social workers, gender issues specialists, graphic design company and filming company	USD 1,030	USD 257.50	USD 1,287.50	

	1.7 Hold public consultations with local authorities, community groups and public in general	USD 9,000	USD 1,250	USD 10,250	
	1.8 Perform program review	USD 15,500	USD 2,325	USD 17,825	
	1.9 Submit report on Project Initiation stage to Sponsors	0	0	0	This is a milestone
2	Development of training materials				
	2.1 Design training materials	USD 500	USD 75	USD 575	
	2.2 Submit training materials	0	0	0	This is a milestone
	2.3 Review training materials	USD 500	USD 75	USD 575	
	2.4 Finalize training	USD 500	USD 75	USD 575	

	materilas				
	2.5 Accept training materials	0	0	0	This is a milestone
Level 3	3. Training of MOE Officers				
	3.1 Introduce program to MOE Officers	USD 5,200	USD 780	USD 5,980	
	3.2 Train MOE Officers on Life Skills	USD 10,400	USD 1,560	USD 11,960	
	3.3 Train MOE Officers on Gender Issues	USD 10,400	USD 1,560	USD 11,960	
	3.4 Evaluate MOE Officers, social workers and gender issues specialists; performance; and prepare report	USD 19,500	USD 1,425	USD 20,925	
	3.5 Submit report on Training to MOE Officers to the Project Team	0	0	0	This is a milestone
Level	4. Training of				

4	Teachers				
	4.1 Introduce program to teachers	USD 5,095	USD 764.25	USD 5,859.25	
	4.2 Train teachers on Life Skills	USD 10,190	USD 1, 528.50	USD 11,718.50	
	4.3 Train MOE Officers on Gender Issues	USD 10,190	USD 1, 528.50	USD 11,718.50	
	4.4 Evaluate MOE Officers and teachers' performance, and prepare report	USD 5,095	USD 764.25	USD 5,859.25	
	4.5 Submit report on Training to Teachers' stage to Project Team	0	0	0	This is a milestone
Level 5	5. Training of parents and guardians				
	5.1 Introduce project to parents and guardians	USD 12,785	USD 1,917.75	USD 14,702.75	
	5.2 Train parents and	USD 25,750	USD 2,835.50	USD 29,405.50	

	guardians on Life Skills				
	5.3 Train parents and guardians on Gender Issues	USD 25,750	USD 2,835.50	USD 29,405.50	
	5.4 Evaluate parents, guardians and social workers, and gender issues specialists' performance; and prepare report	USD 12,785	USD 1,917.75	USD 14,702.75	
	5.5 Submit report on Training to Parents' stage to Project Team	0	0	0	This is a milestone
Level	6. Community Groups' Training and Mobilization				
	6.1 Introduce program to Community Groups	USD 1,845	USD 276.75	USD 2,121.75	
	6.2 Train	USD	USD 276.75	USD 2,121.75	

	Community Groups on Community Mobilization	1,845			
	6.3 Train Community Groups on Police and Judiciary Accountability	USD 1,845	USD 276.75	USD 2,121.75	
	6.4 Notify the Police Force and Judiciary about the rally on Police and Judiciary Accountability	USD 1,845	USD 276.75	USD 2,121.75	
	6.5 Organize Community Groups' rally	USD 1,845	USD 276.75	USD 2,121.75	
	6.6 Implement rally and delivery of proposal	USD 4,595	USD 689.25	USD 2,121.75	
	6.7 Train Community Groups on Life Skills	USD 1,845	USD 276.75	USD 2,121.75	
	6.8 Train Community Groups on Gender	USD 1,845	USD 276.75	USD 2,121.75	



	Issues				
	6.9 Write proposals for TV/radio ads and posters	USD 1,845	USD 276.75	USD 2,121.75	
	6.10 Voting and forwarding of favourite TV/radio ads to Project Team	USD 1,845	USD 276.75	USD 2,121.75	
	6.11 Design and release of TV/radio ads and posters	USD 19,150-	USD 2,875-	USD 22,025	
	6.12 Evaluate community groups, social workers and gender issues	USD 1,845	USD 276.75	USD 2,121.75	
	6.13 Submit report on Community Groups' Training and Mobilization	0	0	0	This is a milestone
Level	7. Evaluation of Primary Students				
	7.1 Observe children's	USD 700	USD 105	USD 805	

	behaviour				
	7.2 Answer questionnaire (children)	USD 700	USD 105	USD 805	
	7.3 Answer questionnaire (teacher)	USD 450	USD 67.5	USD 517.50	
	7.4 Write children's behavior report	USD 450	USD 67.5	USD 517.50	
	7.5 Submit report on children's behavior to Project Team	0	0	0	This is a milestone
Level 8	8. Report delivery to school				
	8.1 Craft report as one	USD 1,500	USD 225	USD 1,725	
	8.2 Deliver written report to school	0	0	0	This is a milestone
	8.3 Present slide presentations on report findings	USD 5,300	USD 795	USD 6,095	
Level 9	9. Report delivery to MOE and				

	UNICEF				
	9.1 Write final report to sponsors	USD 450	USD 641.25	USD 4,916.25	
	9.2 Submit final report for sponsors	0	0	0	
	9.3 Present report to sponsors	USD 4,515	USD 677.25	USD 5,192.25	
	9.4 Amend final draft report based on sponsors' feedback and submit final report	USD 700	USD 105	USD 805	
	9.5 Accept program	USD 0	USD 0	0	This is a milestone

### 4.3.5 Control Costs

PMI (2013) has Control Costs as “the process of monitoring the status of the project costs and managing changes to the cost baseline” (p.215). It continues to expound that “updating the budget requires knowledge of the actual cost spent to date. Any increase to the authorized budget can only be approved through the Perform Integrated Change Control process...Much of the effort of the cost control involves analyzing the relationship between the consumption of project funds to the physical work being accomplished for such expenses. The key to effective cost control is the management of the approved cost baseline and the changes to that baseline” (p.216).

Confining to the principles outlined in the PMI (2013), the inputs that will be used to control costs are the cost baseline, the cost management plan, work performance data, organizational process assets and project funding requirements. The tools and techniques to be used are bottom-up cost estimating, performance review by benchmarking and reserve analysis.

#### **4.4. Stakeholder Management Plan**

PMI (2013) indicates that stakeholder management plan is the process required to “identify the people, groups or organizations that could impact or be impacted by the project, and to develop appropriate management strategies for effectively engaging stakeholders in project decisions and executions” (p.391).

The Stakeholder Management Plan Strategy for the “Program Sensitization on Life Skills and Gender-Based Issues among primary students and their families in a selected primary school in Georgetown, Guyana” will identify and categorize key stakeholders; plan stakeholder management, manage stakeholder engagement and control stakeholder engagement in order to put systems and strategies in place in case faced with resistance by any stakeholders.

##### **4.4.1 Identify Stakeholders**

The Project Team will conduct brainstorming sessions with the Project Sponsors, MOE and UNICEF representatives to identify key stakeholders. Expert judgement will be key in properly identifying stakeholders. There will be meetings with internal stakeholders and external stakeholders. The internal stakeholders would be the MOE Officers, social workers and gender issues specialists. External stakeholders would be primary teachers, primary learners, students’ parents and/or guardians, community groups, community leaders and local authorities.

“The criterion that will be used to identify stakeholders are the following:

- Will the person or his/her organization be directly or indirectly affected by this project?
- Does the person or his/her organization hold a position from which he/she can influence the project?
- Does the person have an impact on the project’s resources (material, personnel, funding)?

- Does the person or his/her organization have any special skills or capabilities the project will require?
- Does the person potentially benefit from the project or is he/she in a position to resist this change?

Any individual or organization that meets one or more of the above criterion will be identified as a stakeholder. Stakeholders from the same organization will be grouped in order to simplify communication and stakeholder management". (Stakeholder Management Plan. Project Management Documents: 1)

On the other hand, PMI (2013) mentions multiple classification models for Stakeholder Analysis, such as Power/Interest Grid, Power/Influence Grid, Influence/Impact Grid and Saliency Model. For the purposes of the Program Sensitization on Life Skills and Gender Issues to primary students and their families in a selected primary school in Guyana, the Power/Interest Grid will be used.

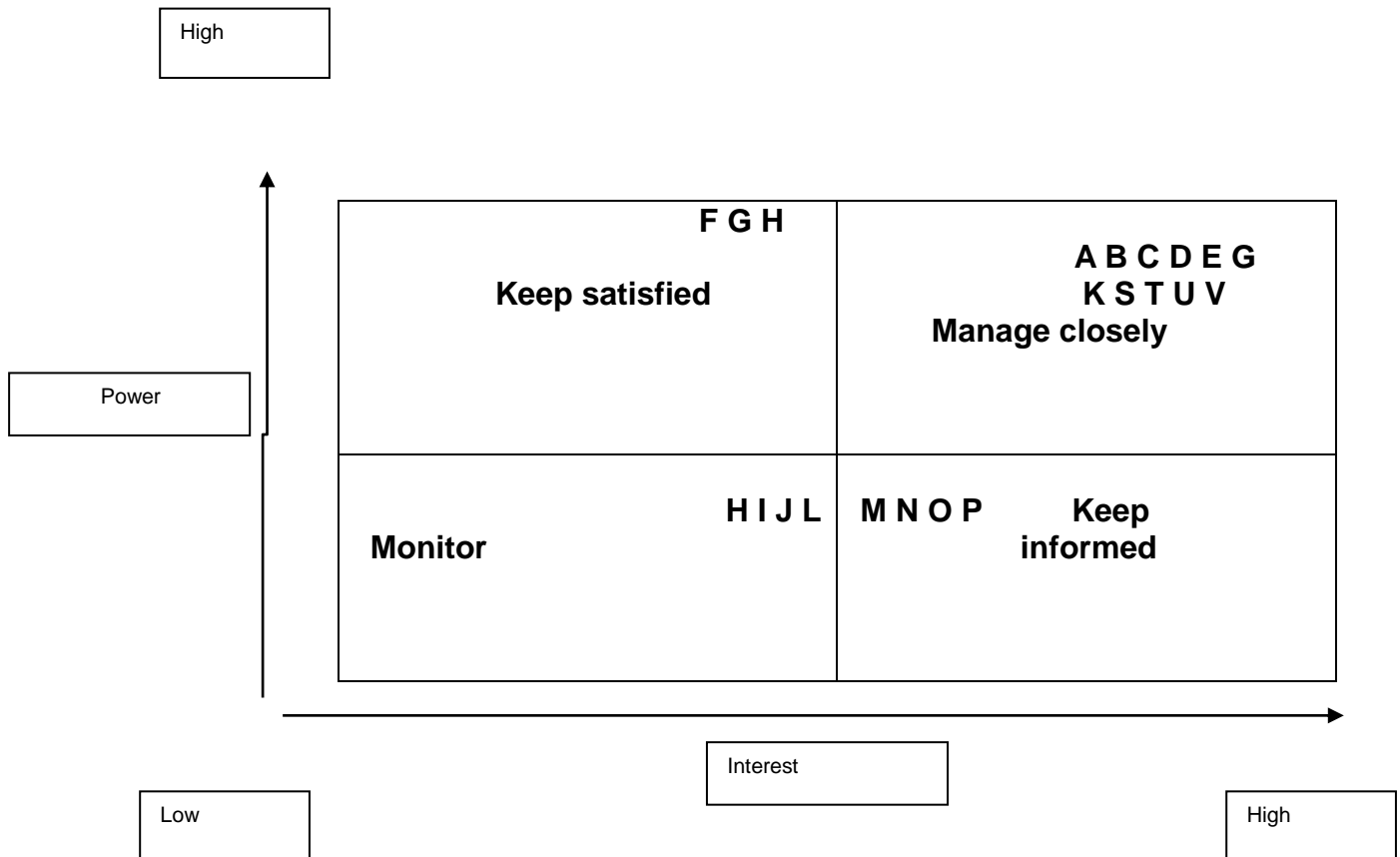
**Chart 23. Stakeholders and their level of Power and Interest (Compiled by author)** 323

<b>Key</b>	<b>Organization/ Position</b>	<b>Name</b>	<b>Power (1-5)</b>	<b>Interest (1-5)</b>
A	UNICEF	Paolo Macri	5	5
B	MOE	Hon. Rupert Roopnarine	5	5
C	Project Manager	Melissa Delph English	4	5
D	Project Team Lead	J. Knights	4	5
E	Technical Advisor	Beverly Chan	4	5
F	Finance Manager	Colette Brian	4	5
G	Project Assistant	P. Marcano	3	5
H	Project Assistant	L. Smith	3	5
I	Social workers and gender issues specialists	J. Peters A. Ennis	3	5
J	MOE Officers	S. Narine K. Ville	3	5
K	Community Groups	Amerindian associations Children associations Parents' associations Advocacy Groups Women's groups NGOs	4	5
L	Primary teachers	S. Lopes K. Washington B. Hastings D. English E. John F. Pereira G. Ferreira	2	3
M	Primary learners		2	2
N	Learners' parents and/or guardians		3	5
O	REDO and Education		3	5

	Coordinator-MOC			
P	Local authorities	Police Force Magistrate Court High Court Municipalities Townships	5	3
Q	Catering services	Quality Foods	3	5
R	Transportation services	Fast and Furious	3	5
S	Graphic Design Company	Knights Designs	4	5
T	Filming Company	John Green	4	5
U	Mass media (TV/radio/newspaper)	National Communications Network Channel (NCN) Safe TV Channel 2 Kaieteur Newspaper NTN Radio 94.1	4	5
V	Social networks	Facebook, Twitter, Instagram	4	5



**Chart 24. Power/Interest Grid with Stakeholders (Compiled by author)**



After completing the Stakeholder Analysis, the Project Team will proceed to create the Stakeholder Register.

Due to time constraints, a Communications Management Plan was not developed. Nevertheless, it is noteworthy to mention that it is paramount for the achievement and success of this project, since it is the core tool for change management, taking into special consideration that there are high level sponsors, all channels for communication and change work together to have success in this project.

Chart 25. Stakeholder Registry (Compiled by author)

Stakeholder Registry												
Project: Program Sensitization on Life Skills and Gender Issues among elementary students and their families in a selected primary school of Guyana												
Identification Information					Assessment Information				Stakeholder Classification			
Name	Position	Location	Role in the Project	Contact Information	Major requirements	Main expectations	Potential Influence	Phase of the project most interested in	Internal/ External	Supporter	Neutral	Resistor
Paolo Mari	UNICEF Rep.	Georgetown	Sponsor		Provide the needed finances and human resources to develop the project	Execution of project may be in accordance to project scope	Very high	Entire project	Internal	Yes		
R. Roopnarine	MOE Minister	Georgetown	Sponsor		Provide the needed finances and human resources to develop the	Execution of project may be in accordance to project scope	Very high	Entire project	Internal	Yes		

					project							
M. Delph	Project Manager	Georgeto wn			Oversee entire project execution ensuring it is completed within budget, time and scope	Project Team and stakeholders comply with their responsibilities in a thorough way	High	Entire project	Internal	Yes		
J. Knights	Project Team Lead	Georgeto wn			Review change request proposals, deadlines, milestones and quality of the deliverables	Project Team and stakeholders comply with their responsibilities in a thorough way	High	Entire project	Internal	Yes		
B. Chan	Technical Advisor	Georgeto wn			Oversee work performance of MOE officers, social	Project Team and stakeholders comply with	High	Entire project	Internal	Yes		

					workers and gender issues specialists; ensure the delivery of their work is of a high standard, provide expertise and guidance in the social sciences field throughout the project	their responsibilities in a thorough way					
C. Brian	Finance Manager	Georgetown			Manages the budget allocated to the project for its various operations	Project Team and stakeholders comply with their responsibilities in a thorough	High	Entire project	Internal	Yes	

						way						
P. Marcano	Project Assistant	Georgeto wn			Assist in the design, archiving and filing of program documents; organize meetings, and create program documentation	Project Team and stakeholders comply with their responsibilities in a thorough way	Low	Entire project	Internal	Yes		
L. Smith	Project Assistant	Georgeto wn			Assist in the design, archiving and filing of program documents; organize meetings, and create program	Project Team and stakeholders comply with their responsibilities in a thorough way	Low	Entire project	Internal	Yes		

					documentation							
J. Peters A. Ennis	Social workers and gender issues specialists	Georgetown			Deliver sensitization training sessions to MOE Officers, primary parents and/or guardians, and community groups	Project Team and stakeholders to comply with their responsibilities in a thorough way	Medium	Entire project	Internal	Yes		
S. Narine K. Ville	MOE Officers	Georgetown			Deliver sensitization training sessions to primary teachers, evaluate children's behavioural evolution	Project Team and stakeholders to comply with their responsibilities in a thorough way	Medium	Entire project	Internal	Yes		
Amerindian	Community	Georgetown			Mobilize and	To receive the	High	Entire	External	Yes		

associations Children associations Parents' associations Advocacy Groups Women's groups NGOs	Groups	wn			persuade community members within their sphere of influence about the importance of life skills and gender issues awareness to build a harmonious society as well as mobilize community members to demand accountability from local authorities	support and financial aid from the Project to execute their responsibilities within the program		Project				
	Teachers	Georgeto			To internalize	To be aided in	Medium	Entire	External	Yes		

		wn			and implement the knowledge acquired during the sensitization session to their learners during HFLE classes and in an informal manner when interacting with the children	the learners' knowledge acquisition by the sensitization training sessions their parents and/or guardians would have received, helping in diminishing the probabilities of having reality contradiction between what is taught at school and at is lived at home.		project				
	Learners	Georgeto wn			To be present throughout the school year.	To be loved, respected, taught and understood.	Low	Entire project	External		Neutral	



	Parents and/or guardians	Georgetown			To be open-minded to the teachings that will be imparted to them and their children as a result of the program	Their children will receive higher quality education and will be better able to confront life under different circumstances	Medium	Entire project	External	Yes		
	REDO and Education Coordinator -MOC	Georgetown			To be acquainted with the Programme as regional representatives that deal with Education within the regions	The programme will contribute to the empowering of the children and their families, making them less prone to abuse and exploitation of any kind	High	Entire Project	External	Yes		
Police Force High Court Magistrate Court	Local authorities	Georgetown			To provide security and judiciary duties	May fear to be exposed as negligent with	High	Entire Project	External			Yes

					to all their work due community members with integrity and sexual responsibility predators freed and murderers freed							
Fast and Furious	Transportation Services	Georgetown			Provide transportation from the school to their homes to MOE Officers, teachers, social workers, gender issues specialists, parents and/or guardians after training sessions	Be paid on time for the transportation services provided	Low	Entire project	External	Yes		
Quality Foods	Catering services	Georgetown			Provide healthy and	Be paid on time for the catering	Low	Entire project	External	Yes		

					tasty snacks for MOE Officers, social workers, gender issues specialists, parents and/or guardians after training sessions	services provided						
Knights Design	Graphic Design Company	Georgetown			Create promotional material for the project	Be paid on time for the services provided	Medium	Entire project	External	Yes		
John Green Filming and Recording	Filming Company	Georgetown			Create promotional video about the project to be broadcasted on national TV/radio and	Be paid on time for the services provided	Medium	Entire project	External	Yes		

					shared on social media							
National Communications Network Channel (NCN) Safe TV Channel 2 NTN Radio 94.1 Kaieteur Newspaper	Mass media	Georgetown			To broadcast news that may be relevant to the national population and gain the greater amount of clients through ads	Be invited to provide coverage to events of national interest, be sent press releases on such topics and be paid on time for ads published/broadcasted through their media	High	Entire project	External	Yes		
Twitter, Facebook, Instagram	Social network	Georgetown			To gain the most amount of followers and reposts in their specific social network	Information about the project may be shared, commented, followed and liked in order to	High	Entire project	External	Yes		

						gain more social relevance						
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To confirm the accuracy and completeness of the Stakeholder Identification and Analysis, the Project Team led by the Project Manager, will hold public consultations to present the project to stakeholders. Furthermore, Stakeholder Groups who may have been identified as most powerful and resistant to the program, meetings will be held with them in order to brief them and persuade them on the project as well as determine their level of engagement.

#### **4.4.2 Plan Stakeholder Management**

“Plan Stakeholder Management is the process of developing appropriate management strategies to effectively engage stakeholders throughout the lifecycle of the project, based on the analysis of their needs, interests and potential impact on project success. The key benefit of this process is to provide a clear, actionable plan to interact with project stakeholders to support the project’s interests” (PMI, 2013, p. 393).

To be certain that the level of engagement by each Stakeholder is being achieved, the Project Manager will analyze the different levels of engagement using the PMBOK Stakeholders Engagement Assessment Matrix. Stakeholders will be evaluated based on their current and desired level of engagement.

**Chart 26. Stakeholders Engagement Assessment Matrix (Compiled by author).**

<b>Stakeholders Engagement Assessment Matrix</b>					
<b>Program Sensitization on Life Skills and Gender Issues to primary students and their families in a selected primary school of Georgetown, Guyana</b>					
<b>Stakeholder</b>	<b>Unaware</b>	<b>Resistant</b>	<b>Neutral</b>	<b>Supportive</b>	<b>Leading</b>
UNICEF Sponsor					C
MOE Sponsor					C
Project Manager					C
Project Team Lead					C
Technical Advisor					C
Finance Manager					C
Project Assistants				C	
Technical Advisor				C	
Financial manager				C	
Social workers and gender issues specialists				C	
MOE Officers				C	
Community Groups	C				D
Teachers	C			D	
Learners	C			D	

Parents and/or guardians	C			D	
Catering service providers and transportation services					
Graphic Design Company and filming company					
REDO and Education Coordinator-MOC	C			D	
Local authorities	C			D	
Mass media			C		
Social networks			C		

<b>Key</b>	
C	Current level of engagement
D	Desired level of engagement

During meetings, the project team would have identified and assessed stakeholders' power, interest, level of impact on the project, willingness to change -in the case of resistant stakeholders-, mitigation strategies, level and method of communication, which would lead to the creation of a Stakeholder Management Plan as illustrated below.



Chart 27. Stakeholder Management Plan (Compiled by the author)

Stakeholder	Title/Role	Interest (H-L-M)	Power (H-L-W)	Stakeholder's most important goal	Stakeholder's Contribution	Preferred method of communication	Concern	Actions to take	Contact Info
UNICEF	Sponsor	H	H	Completion of deliverables in a successful manner	Financial allocation	Email	Project be completed within the agreed time, budget and scope	At a milestone point, the project manager will brief the sponsor on deliverables achieved, schedule status and budget expenditure	<a href="mailto:silvie.foyer@unicef.org">silvie.foyer@unicef.org</a>
MOE	Sponsor	H	H	Completion of deliverables in a successful manner	Financial allocation	Email	Project be completed within the agreed time, budget and scope	At a milestone point, the project manager will	<a href="mailto:r.roopnarine@mo.gov.gy">r.roopnarine@mo.gov.gy</a>

								brief the sponsor on deliverables achieved, schedule status and budget expenditure	
Project Manager		H	H	Completion of deliverables in a successful manner	Project management	Email	Project be completed within the agreed time, budget and scope	Constant communication among project stakeholders to identify any element off-track and be able to implement the necessary changes before it	<a href="mailto:m.delph@gmail.com">m.delph@gmail.com</a>

								becomes critical.	
Project Team Lead		H	H	Completion of deliverables in a successful manner	Project management	Email	Project be completed within the agreed time, budget and scope	Review validity of project change requests, assist in the creation of mitigation responses	<a href="mailto:j.knights@gmail.com">j.knights@gmail.com</a>
Technical Advisor		H	H	Completion of deliverables in a successful manner	Expertise in technical field (social sciences)	Email	The deliverables completed be in accordance to scope and of high standards within the field of social sciences	Oversight of social workers and gender issues specialists' performance, provide support and guidance to them when	<a href="mailto:b.chan@gmail.com">b.chan@gmail.com</a>

								interacting with challenging cases	
Finance Manager		H	H	Completion of deliverables in a successful manner	Financial management	Email	Monies spent may be of the value of the deliverable obtained	Consult with various options of purchase/lease/contract before payment, benchmark monies spent vs. actual deliverable	<a href="mailto:c.brian@gmail.com">c.brian@gmail.com</a>
Project Assistant		L	L	Completion of deliverables in a successful manner	Project management assistance	Email	Administrative workload may be overwhelming	Create project documents in order of priority and/or as it comes to the Project	<a href="mailto:o.lead@gmail.com">o.lead@gmail.com</a>

								Team	
Project Assistant		L	L	Completion of deliverables in a successful manner	Project management assistance	Email	Administrative workload may be overwhelming	Create project documents in order of priority and/or as it comes to the Project Team	c. <a href="mailto:pereira@gmail.com">pereira@gmail.com</a>
Social workers and gender issues specialists		H	L	Implementation of deliverables of a high standard	Implementation of deliverables	Email	Training participants may apply the knowledge acquired in their daily lives and be constant in their attendance	Meet with Technical Advisor to be advised on how to handle difficult cases and implement strategies to increase and maintain attendance	

MOE Officers		H	L	Implementation of deliverables of a high standard	Implementation of deliverables	Email	Teachers may not apply the knowledge acquired in their teaching sessions	Meet with Technical Advisor to be advised on how to handle difficult cases	
Community Groups		H	H	Transfer of knowledge acquired within their sphere of influence	Implementation of deliverables	Email and telephone	Resistance within community settings may hinder success of deliverable implementation	Meet with Technical Advisor to be advised on how to handle resistors	
Teachers		H	L	Effective transfer of knowledge acquired to the students	Implementation of deliverables	Email	Children's family settings and social context may be in contradiction with teachings being transmitted	Communicate with Technical Advisor on how to handle such cases	
Learners		L	L	Identification of negative	Behavioral		Children's family	Communicate	

				behavioral patterns and chauvinism and replication of positive character traits	pattern for observational analysis		settings and social context may be in contradiction with teachings being transmitted	with teacher on what happens at home versus what the teachers is intending to transmit	
Parents and/or guardians		M	H	Identification of negative behavioural patterns and chauvinism, and replication of positive character traits	Behavioural pattern for observational analysis	Email and telephone	Fear that they might have been incurring and/or encouraging chauvinism in any manner	Interact with the social worker and gender issues specialists their view points and experiences	
REDO and Education Coordinator-MOC		M	H	Diffusion of life skills and gender issues awareness within education settings	Observation of program's impact on society	Email and telephone	Poor attendance on behalf of parents and/or guardians to the trainings due to	Through the school Parents-Teachers' Association	

							chauvinistic mentality/context and/or lack of interest	continue to encourage attendance and attendance maintenance	
Local authorities		L	H	Increased Police and Judiciary Accountability to the nation for unsolved/dropped gender issues cases	Receptivity to community groups' recommendations on Police and Judiciary Accountability	Email and correspondence	Feelings of threat due to community groups' public demand of Police and Judiciary Accountability	Public meetings will be held with the Guyana Police Force and Magistrate to dissipate such fears	
Catering services		H	L	Customer satisfaction due to the delivery of their services and punctual payment for services rendered	Provide healthy and delicious snacks to participants and facilitators	Email and telephone	Not being paid on time and snacks not being of the like of the public	Signed contract will state date and form of payment for services rendered.	



								Sample snacks will be provided before the signing of contract.	
Transportation services		H	L	Customer satisfaction due to the delivery of their services and punctual payment for services rendered	Provide transportation services to participants and facilitators after training sessions	Email and telephone	Not being paid on time	Signed contract will state date and form of payment for services rendered. Professional references and police clearance will be requested and vehicular check be performed before the	

								signing of contract.	
Graphic design and filming company		H	L	Customer satisfaction due to the delivery of their services and punctual payment for services rendered	Provide the printing of flyers, banners and posters/Making of 60 seconds video ad for TV	Email and telephone	Not being paid on time	Signed contract will state date and form of payment for services rendered.	
Mass media		M	H	Provide coverage of topics that may be of the concern to the various sectors of the population	Coverage of program's evolution and publicity ads on gender issues and life skills	Email and telephone	Not being paid on time for publicity ads, not being invited to do coverage of program's evolution	In regards of publicity ads, agreement on payment form and date will be convened by both parties.	
Social networks		H	H	Increased amount of followers, likes and posts on topics of different nature	Increase amount of followers, likes, posts and forwards about	Social network	Not increasing in followers, likes, posts and forwards	The filming company will convert the TV ad in a video format	

					the program's evolution			to be shared on social networks	
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<b>Key for Level of Interest and Power</b>	
H	High
M	Medium
L	Low

### 4.4.3 Manage Stakeholder Engagement

“Stakeholder Engagement Management is the process of communicating and working with stakeholders to meet their needs and expectations, and to address issues as they occur and foster appropriate stakeholder engagement in project activities throughout the life of the project. The key benefit of this process is that it allows the Project Manager to increase support and minimize resistance from stakeholders, significantly increasing the chances of achieving project success” (PMI, 2013, p. 404).

Keeping in alignment with best practices guidance pinpointed by PMI (2013), the Communications Management Plan, Stakeholder Management Plan, Change Log and organizational process assets will be utilized by the Project Team to communicate project-related information to stakeholders in the extent needed and through their preferred method of communication, assisting with increased probability of program success and decreased project resistance by ensuring all stakeholders are up-to-date with regard to the project completion status, its objectives, benefits, risks and challenges.

There will be a need for utilization, in a significant way, for the use of interpersonal skills such as building trust, resolving conflict, active listening and overcoming resistance, as well as management to facilitate adjustments and seek solutions to rising issues among stakeholders. Therefore, the development of an Issue Log and its regular update will be part of the actions to be taken. The aforementioned skills will also be needed when change requests are solicited for the project. Corrective and preventive actions may be implemented in accordance. Therefore, organizational process assets such as stakeholder notifications, project reports, program presentations and project records will need to be updated as well. Feedback from stakeholders and lessons learned will be documented too.

#### 4.4.4 Control Stakeholder Engagement

“Control Stakeholder Engagement is the process of monitoring overall project stakeholder relationships and adjusting strategies and plans for engaging stakeholders. The key benefit of this process is that it will maintain or increase the efficiency and effectiveness of stakeholder engagement activities as the project evolves and its environment changes” (PMI, 2013, p.409).

Stakeholder engagement needs to be continuous throughout the project cycle. The project team members need to be very skillful towards stakeholders' involvement and engagement as well as actively listening to their concerns. The Project Management Plan, Work Performance Data and Project Documents, such as Project schedule, Stakeholder register, Issue log, Change Log and Project Communication will be the inputs required by the Project team to know the level of stakeholders' satisfaction with the program, project completion status, issues and change requests made. Stakeholders will be encouraged to voice their concerns as they arise, with the most serious ones registered in the Issues and Risk Log, and Change Requests being added to the Change Log. Tools and techniques such as Information Management Systems, expert judgment and meetings will be of great value to the project team in order for them to develop Work Performance Information that will be circulated through communication processes to stakeholders.

## 5. CONCLUSIONS

1. This project aims to tackle the rising types of violence and high rate of gender based issues that prevail in Guyana by using the education system as a solid foundation in order to generate social change by taking a holistic approach and partnering with different sectors of society to make its objective a reality. A key step into achieving behavioural change within society is to prevent cognitive dissonance in order for the individual to be receptive to the new behavioural patterns, set of value system and information that is being introduced. By doing so, clashes between what the child is taught at school versus done at his/her home, what is promoted within society versus what is taught at school; rejection toward the information the child may share with family members at home versus receptivity toward the new core of values system presented to the family may be prevented, or at least, minimized. Prevention of cognitive dissonance is expected to be achieved by the insertion of parents/guardians/family members to the sensitization sessions, community groups' participation and public manifestation, diffusion of ads on life skills and gender based issues on social networks and mass media, participation of the various members of the Guyana Judiciary and Guyana Police Force.
2. The creation of a Socio-Educational Department at each school as a permanent implementation will be a great initiative to attend to the emotional and family of the future of Guyana. Such department should be made up of qualified psychologists, social workers and gender based issues specialists who are assigned to each grade to assess each learners' emotional state and family life; provide the support needed by the child and the family; and receive legal assistance from the Guyana Child Protection Agency (CPA) and advice from the Guyana National Youth Council on a regular basis, but especially in cases of sexual, physical and emotional child abuse. The team of professionals ought to be trained professionals with a high level of concern and commitment toward the wellbeing of children and teenagers. Psychological testing and screening ought to be performed for their selection,

besides presenting a written and oral examination to assess their level of expertise within their field, child development and wellbeing. Depending on the level of rapport between learners and teachers, the children may open their hearts to the teachers, telling them their sorrows but, who sadly, do not have the skills to help the child, but can grant love and moral support. Having such a department in each school nationwide will help the teaching-learning process tremendously since, in many cases, teachers cannot deliver curricula contents to the fullest or to the best of their ability because the teaching-learning process is sabotaged by the emotional state of the learner who cannot fully concentrate due to family issues or are simply restless during classes and gets distracted.

3. The Scope Management Plan followed expert judgment in the field of social sciences for its development. Project scope requirements were tailored to tackle the social problem the project desires to solve. The Scope Management Plan was developed bearing in mind the project's social impact within academic settings, family contexts, the Guyana Judiciary and Police Force, community groups, mass media and social networks in order to increase the level of success, since the project aims to achieve positive behavioral change within community members. By producing activities that work on persons' conscious and sub-conscious, the project aims to have a long-term effect within society.
4. The Time Management Plan is well sorted since it takes into account the common risks and issues that can take place in a primary school in Georgetown, Guyana. The actual training at the school-not the preparation towards it-on a weekly basis takes 6 hours to be completed. In 3 afternoon sessions of 2 hours each, these can be completed but since the probabilities of school flooding, National and Caribbean Examination periods, cultural activities and holidays are taken into consideration, a 2-day lead within each weekday has been added to cushion any delayed training sessions to be accommodated on another weekday. In the event that training sessions may not be possible during weekdays, arrangements will be made with participants for trainings to be held on weekends. With regards to the stages of

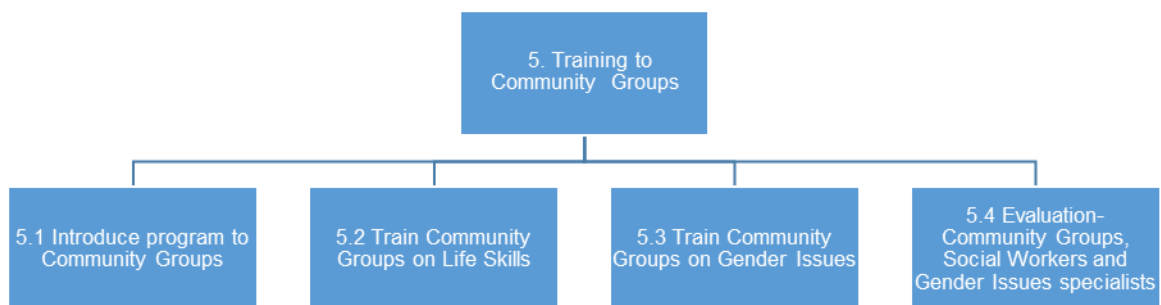
interdependencies, this has been done from the technical aspect to persuade the psyche of participants by continually and gradually introducing in individuals, elements of life skills and gender issues awareness within different settings through a determined period of time.

5. The Cost Management Plan intends to have a high level of accuracy by using Bottom-Up cost methodology throughout its development. It is noteworthy to mention that the cost estimated and budgeted are actual costs per services rendered per companies/organizations and individuals within the national context of Guyana. Companies/organizations and top-notch professionals within the field of social sciences were consulted for the costs listed. VAT increase and inflation elements were aggregated. Cost of Quality (COQ) was used since the project aims to hire renown experts in the field of social sciences and prestigious companies nationwide to implement the project since it aims to prevent rework by further needing to implement an upgraded project in the future as the characteristics of the project and its elements were not well-crafted and the social problem continues to exist.
6. The Stakeholder Management Plan takes into account a wide array of stakeholders, ranging from supportive and resistant to neutral, which can impact the project positively or negatively. Neutral stakeholders (social networks and mass media) has been used as resources to impact positively the project, increasing its level of success.

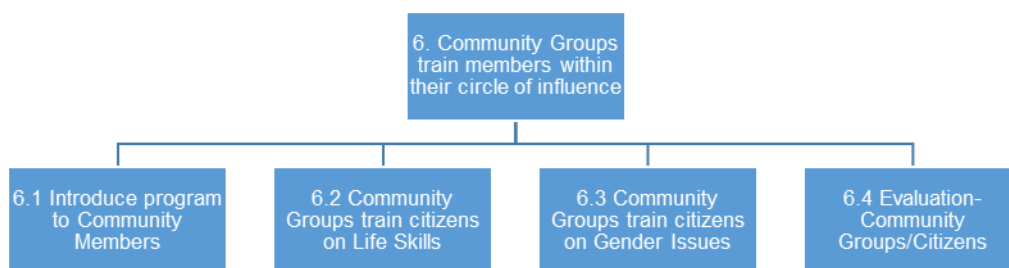


## 6. RECOMMENDATIONS

1. - The Scope Management Plan can have a different processing sequence in order to complete deliverables that better aim to achieve the objectives of the project. Level 5 is suggested to be divided into others levels as it is presented below:



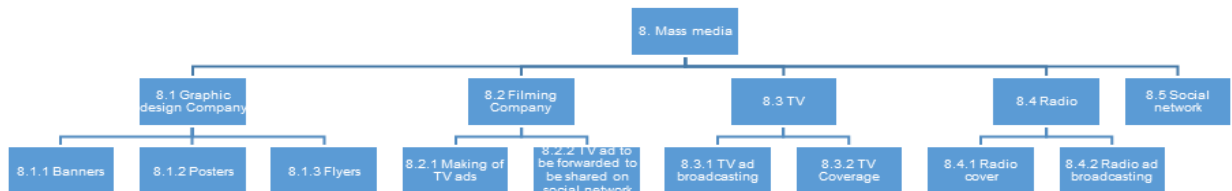
During this process which would last 3 months, Community Group leaders would be trained to deliver Life Skills and Gender Issues Awareness programs within their communities.



This training will be very beneficial to the community since it is being offered to the homes of nearby residents, thus saving time and reducing concerns about transportation. Besides, it is an effective way to multiply the transfer of knowledge, providing them with tools to improve their social relationships. The time suggested for this process to take place is 3 months.



This training, which is estimated to last 4 months, will teach community members the relationship between local authorities' accountability and the degree of justice imparted to the nation, giving them tools to improve the public system from community level.



Even though asking community groups to create proposals for TV/radio ads and posters on Life Skills and Gender Issues is inclusive and participatory, assignment of such tasks to the experts in mass media and communication is the best option in order to achieve the impact the project is aiming for.

2. - The Time Management Plan has Finish-Start and Start-Start logical interdependences in order to use time in a wiser way by having activities done simultaneously.

3. - In order to ensure the project's objective accomplishment, MOE and UNICEF can set up a Socio-Educational Department in each school with trained social workers, gender issues specialists and psychologists, who will be assigned to each grade to attend to the emotional needs and family issues of every child. By doing this, as a permanent practice, it will prepare children and teenagers to be emotionally intelligent and stable, capable of living in harmony within society. Doing so will decrease, on a long-term basis, it is hypothesized, the high rate of violence witnessed within various sectors of society, especially within family settings and between intimate partners. The continual and gradual insertion and promotion of positive behavioural patterns is expected to breed change within the psyche of the individuals, which will trigger positive behavioural alteration giving as a result societal transformation. It is hypothesized that such investment will reduce the amount of annual budgets allocated to the prison system and crimes related matters on a long term basis, as well as poverty and social depression.

4.- A judiciary system that takes all the proper steps, within a timely manner, to punish offenders for the transgression committed will be a deterrent towards individuals who are not willing to change. It is noteworthy to mention that besides their sentence, a rehabilitation plan needs to be implemented and adjusted to the type of offender and transgression committed in order to decrease recidivism.

5.- Due to time constraints, a Communications Management Plan was not developed. Nevertheless, it is noteworthy to mention that it is paramount for the achievement and success of this project, since it is the core tool for change management, taking into special consideration that there are high level sponsors, all channels for communication and change work together to have success in this project.

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## APPENDICES

### Appendix 1: FGP Charter

<b>PROJECT CHARTER</b>	
<b>Programme sensitization of gender-based issues and life skills amongst elementary school children and their families in a selected primary school in Georgetown, Guyana</b>	
<b>Date</b>	<b>Project Name:</b>
September 2016	“ Programme for the sensitization of gender-based issues and life skills amongst elementary school children and their families in a selected primary school in Georgetown, Guyana”
<b>Knowledge Areas / Processes</b>	<b>Application Area (Sector / Activity)</b>
<b>Knowledge areas:</b> Scope, Time, Stakeholders, Cost	Education
<b>Process groups:</b> Initiation, Planning,	
<b>Start date</b>	<b>Finish date</b>
03 July 2017	31 August 2018
<b>Project Objectives (general and specific)</b>	
<p>General objective:</p> <p>To create a programme to promote the sensitization of gender-based issues and life skills amongst elementary school children and their families in selected primary schools in Guyana, therefore impacting all of society in the long term.</p> <p>Specific objectives:</p> <ol style="list-style-type: none"> <li>1.- To create a scope management plan in order to define the deliverables that will be part of the present project, adhering to the agreed scope and not stepping out from its boundaries</li> <li>2.- To design a stakeholders management plan in order to identify key stakeholders and how the programme would be promoted amongst stakeholders</li> <li>3.- To create a cost management plan in order to budget the expenses for the programme's implementation and operations</li> <li>4.- To create a time management plan towards directing the timing for the trainings of MOE staff, teachers and community members.</li> </ol>	
<b>Project purpose or justification (merit and expected results)</b>	
<p>In Guyana, 20% of births are delivered by adolescents (PAHO, 2012). The 2008/2009 Biological Behavioural Surveillance Survey (BBSS) stated that almost 24% of the secondary school girls who have started their sexual life were forced by someone to have sex (Red Thread, AIDS, FACT and SASOD, Feb 2013). Connected to this matter are repeated reports of incest in Guyana in remote areas. This behaviour is sometimes accepted by cultural traditions, and motivated by the consumption of alcohol and other drugs. Less than half of the adolescent population between the age of 15 and 19 years of age (47.7% for women, and 33.2% for men) have comprehensive knowledge on HIV and AIDS (UNICEF Situation Analysis of Children and Women in Guyana 2016). In cases of domestic violence, children and adolescents suffer as witnesses and as victims of child abuse and neglect (UNICEF Regional Office for Latin America and the Caribbean, 2006). Frequently, domestic violence that has women as their main victims is extended to boys and girls of all ages. Anecdotal reports that reflect the aforementioned data can be read in Guyana's newspapers with regularity. Due to underreporting and impunity, Guyana lacks data on the roots causes of sexual exploitation and abuse of children (UN Committee on the Rights of the Child, 2013) but Snyder (2000) explains that 6-11 year-old children are 23% more vulnerable to be abused in multi-victim circumstances.</p> <p>The statistics above reiterates the importance of community sensitization on gender-based violence and the teaching of socially acceptable behavioural patterns from an early age so that children and teenagers will be able to identify socially acceptable patterns, replicate them, and recognise abuse and violence, either sexual, emotional, verbal or physical, besides developing resolution techniques when problems emerge.</p>	

The gender-based issues to be developed in this sensitization programme are sexual violence, domestic violence, misogyny and objectification of women and children. Such issues are detrimental to the mental sanity of a society and hinders its development and progress. Gender-based issues are the result of social cultural beliefs and practices, lack of education and law enforcement on behalf of authorities. Life skills such as coping with stress, emotion and trauma; decision making, critical thinking, empathy, sympathy, resilience and problem solving will enable citizens with the capability to cope with their emotions and have effective resolution techniques, reducing social ills. With this said, the necessity of a sensitization programme on gender based issues and life skills is imperative to change the national panorama.

### **Description of Product or Service to be generated by the Project – Project final deliverables**

Project Document Deliverables-

Scope Management Plan-Plan Scope Management, Collect Requirements, Define Scope, Create WBS, Validate Scope, Control Scope

Stakeholders Management Plan-Identify Stakeholders, Plan Stakeholder Management, Manage Engagement and Control Stakeholder Engagement

Cost Management Plan-Plan Cost Management, Estimate Cost Management, Determine Budget and Control Costs-

Time Management Plan-Plan Schedule Management, Define Activities, Sequence Activities, Estimate Activity Resources, Estimate Activity Durations, Develop Schedule and Control Schedule

End Product: A programme that promotes the sensitization on gender based issues and life skills that attempts to change/eliminate such negative behavioural patterns, cultural and social practices/ beliefs in children, their families and various sectors within the Guyanese society and set the foundation of a future generation of men and women with emotional intelligence, less vulnerable to victimization and/or become perpetrators of social ills.

### **Assumptions**

It is assumed that the MOE Guyana will grant access to the necessary information to complete this project.

It is assumed that UNICEF as the organization partnering with the Ministry of Education in the execution of this project will grant access to the information they have in order to complete this project

It is assumed that trained teachers have basic knowledge on gender-based issues and life skills education

It is assumed that advocacy groups, women, children and NGOs become active participants of the project.

It is assumed that social workers, psychologists and other mental health experts will welcome and be involved in the project since it is also assumed that they are aware of the national situation regarding of gender-based issues and treat matters reported or handled.

### **Constraints**

-Social workers and gender issues specialists will be involved in the project from the beginning of its implementation until its closing in order to boost the quality of the deliverables with insightful contributions since they have on-hands experience about gender-based issues and their impact on society and individual's health.

-The human resources' professional experience can have an impact on the quality of deliverables completed (a biased impact).

-The resources allocated for the project should be carefully utilized and completed within the agreed schedule.

### **Preliminary risks**

-If MOE Guyana grants approval of the project, it might grant access to data needed for the project, impacting quality, time and resources

-If UNICEF grants approval for this project, it might grant access to data needed for the project, impacting quality, time and resources

-If parents/guardians, women, children and advocacy groups are properly made aware of the upcoming project, this might secure their support, impacting the quality, time, cost and scope of the project

-If religious groups and conservative groups are persuaded on the benefits of the project, this might secure their participation, impacting time, quality, cost and scope

-If indigenous community leaders and members are not persuaded on gender-based issues and life skills education, this might increase rejection towards the sensitization programme, impacting scope and quality.

-If some of the educators benefitted from the training on Life Skills and Gender-Based issues are not inclined to transfer knowledge acquired to recently graduated teachers, this might have an effect on future children's knowledge on the said topics, impacting scope, time and quality

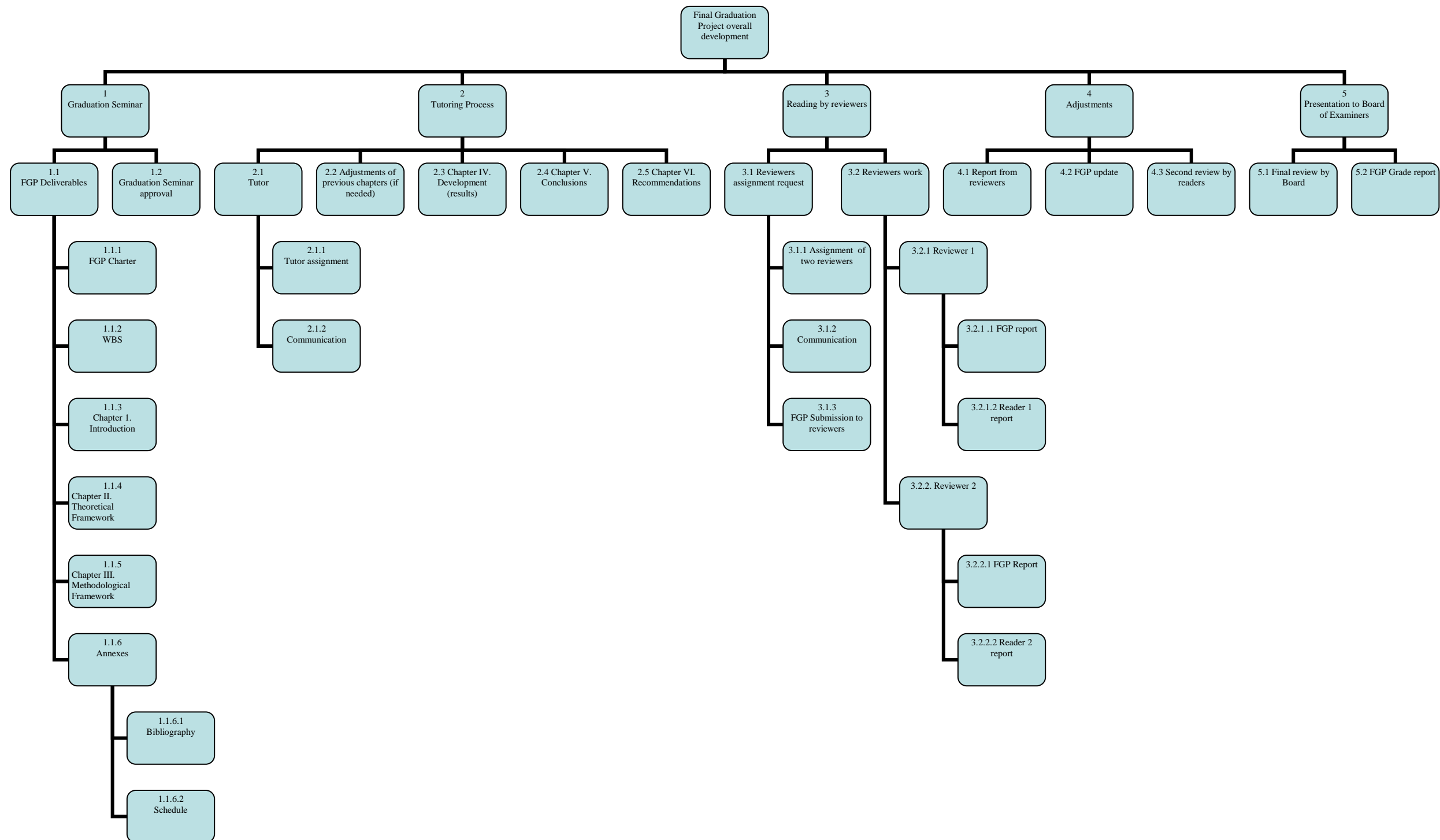
-If the availability of social workers and gender issues experts to deliver training sessions and community sensitization activities in the allotted time may clash with each other, this might impact negatively the sessions, affecting scope and quality

### **Budget**

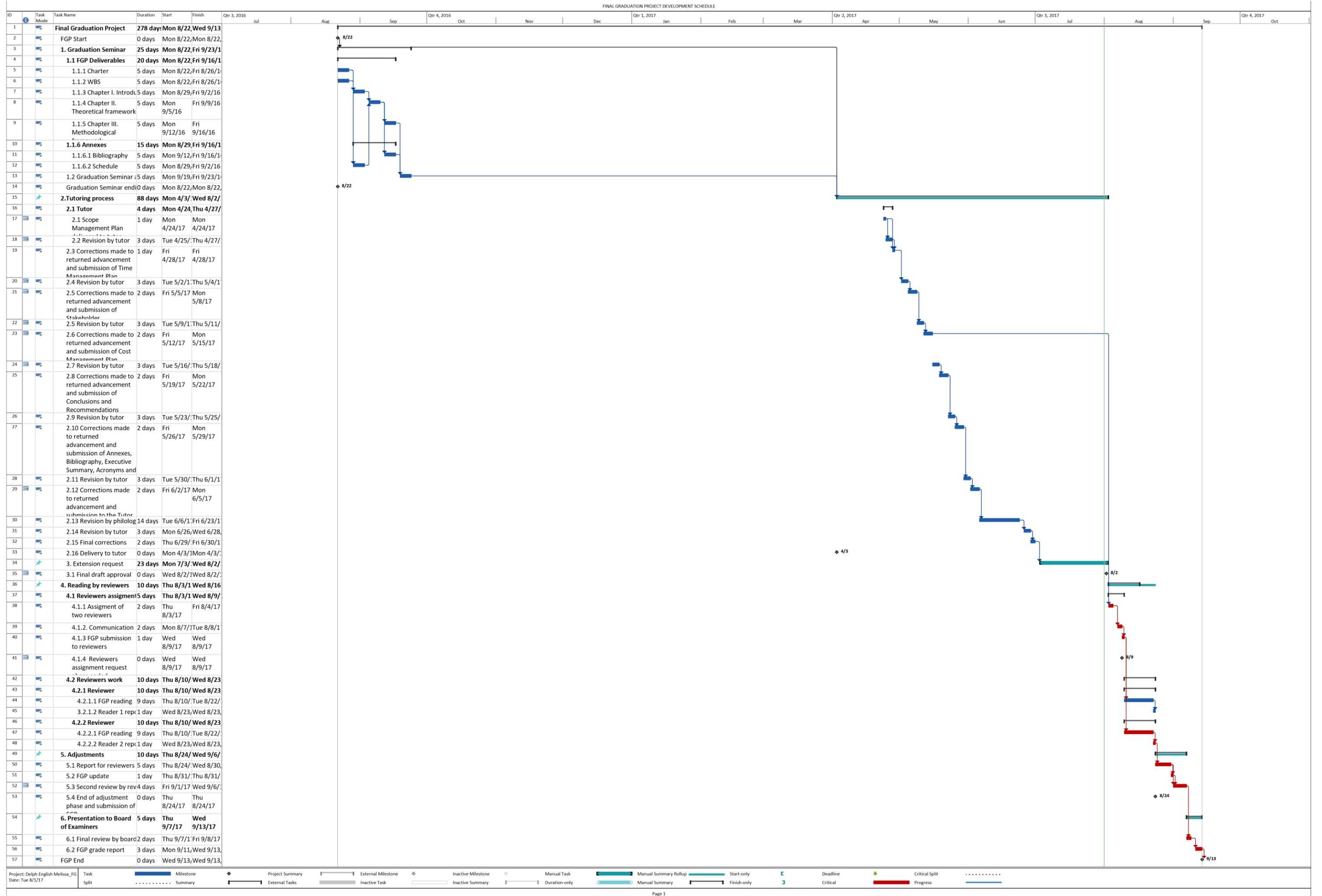
Sponsors	Funds allocated	Contingency funds	Unforeseen expenses
UNICEF	USD 400,000.00	10% (USD 40,000)	5% (USD 5,500)
MOE Guyana	USD 110,000.00	5% (USD 5,500)	5% (USD 5,500)
Total	USD 510,000.00	15% (USD 45,500)	10% (USD 11,000)
Milestones and dates			
Milestone	Start date	End date	
1.-Program Initiation	7/3/17	8/25/17	
2.- Training to MOE Officers	9/4/17	11/24/2017	
3.- Training to Teachers	11/27/17	12/22/17	
4.- Training to Parents	3/12/18	6/15/18	
5.- Community Groups' Training and Mobilization	1/8/18	3/30/2018	
6.-Evaluation-Primary Students	5/7/2018	6/1/2018	
7.-Community Groups' Feedback	6/4/2018	6/29/2018	
8.-Report delivery to primary school	7/2/18	7/27/18	
9.-Report delivery to MOE and UNICEF	8/6/2018	8/31/2018	
Relevant historical information			
<p>The United Nations International Children's Emergency Fund (UNICEF) is the United Nations agency in charge of the protection, well-being and healthy development of children in order to ensure a healthy generation of women and men who are global citizens able to contribute to the progress and advancement of today's world.</p> <p>On the other hand, the Ministry of Education (MOE) in Guyana is the educational, scientific, cultural and youth-oriented arm in Guyana aimed to develop in their children, teenagers, young adults and adults, the development of their skills, abilities and full potential that would contribute towards the progress and development of Guyana and the Caribbean.</p> <p>The individual consultant will present the project proposal " Programme sensitization on gender-based issues and life skills amongst elementary school children and their families in selected primary schools in Guyana" . The idea is that said project may be a partnership between the Ministry of Education (MOE) Guyana and the individual consultant may be the owner of the project.</p>			
Stakeholders			
<p>Direct stakeholders:</p> <p>Ministry of Education officers  Veteran social workers/gender issues specialists  Primary teachers  Primary learners  Parents and guardians  Community groups  Local authorities  REDO and Education Coordinator-Ministry of Communities</p> <p>Indirect stakeholders:</p> <p>Transportation services  Graphic design company  Fliming company  Mass media  Social networks</p>			
<b>Project Manager:</b>			<b>Signature:</b>
<b>Authorized by:</b>			<b>Signature:</b>



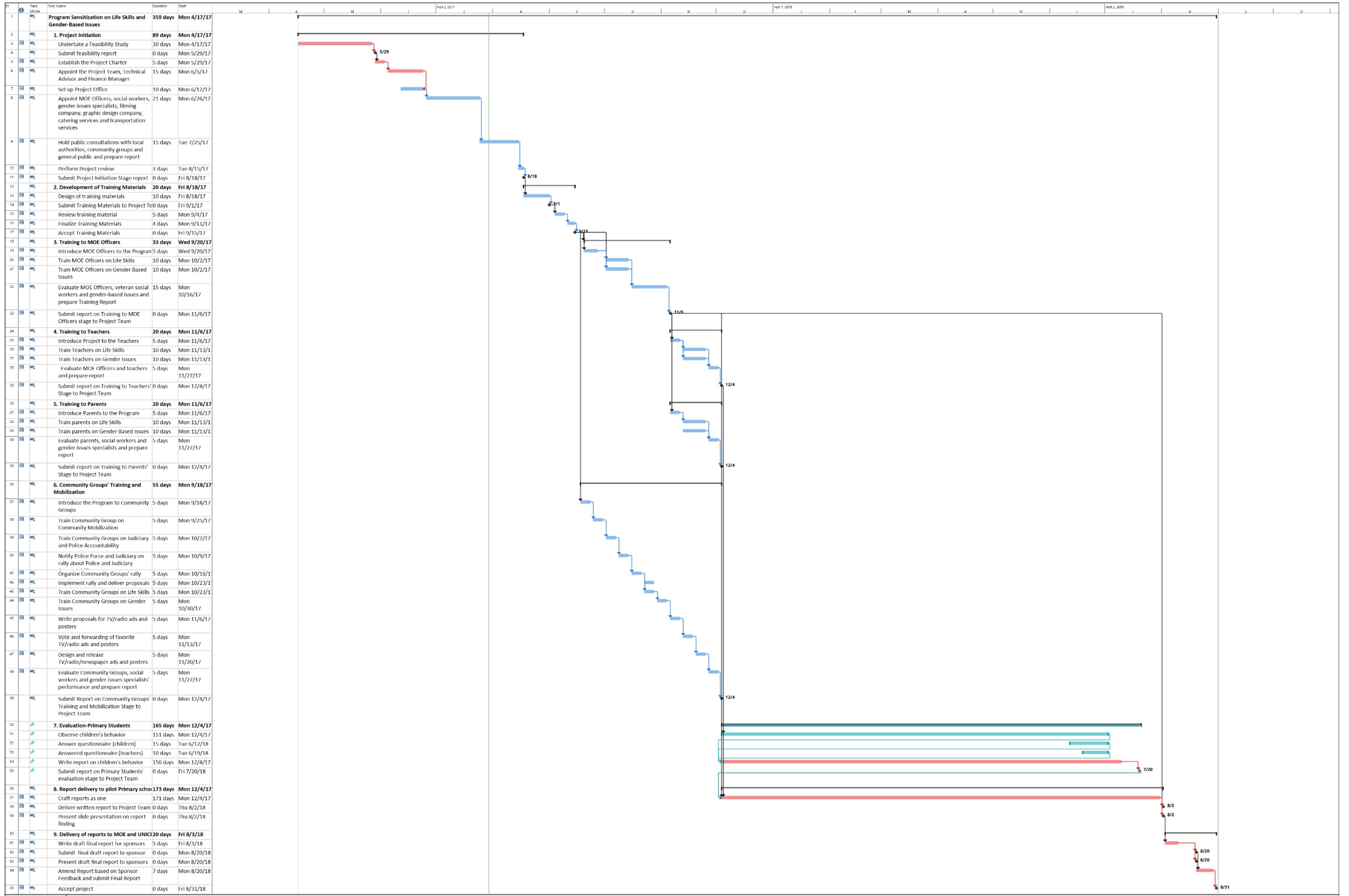
## Appendix 2: WBS



# Appendix 3: FGP Academic



# Appendix 4: FGP Schedule – Project Proposal



## Appendix 5: Letter of Philological Approval



### MINISTRY OF FOREIGN AFFAIRS

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254 South Road & Shiv Chanderpaul Dr.,  
Georgetown, Guyana.  
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26<sup>th</sup> June 2017

Prof. Sophia Crawford  
FGP Tutor  
University for International Cooperation (UCI)  
San José, Costa Rica.

**Re: Philological Approval Letter of FGP written by Ms. Melissa Delph English**

Dear Tutor,

I hereby certify that the present Final Graduation Proposal "Programme Sensitization on Life Skills and Gender Issues amongst primary students and their families in a selected primary school in Georgetown, Guyana" has been reviewed and corrected thoroughly, meeting the standards corresponding to a Master's level dissertation.

As a proof of my credentials, please find attached a colour copy of my Bachelor of Arts in English from the University of Guyana (UG).

With best regards.

Yours sincerely,

  
Marion Herbert  
Degree in English Language



UNIVERSITY OF GUYANA



.....  
*Marion Elizabeth Herbert*  
.....

having completed the course of study approved by  
the University and passed the Prescribed Examinations  
has this day been admitted by the Academic Board to  
the General Degree of

**BACHELOR OF ARTS**  
**(English)**

dated this.....*sixteenth*..... day of.....*October*..... 1990.....

.....  
*Keulene L Baird*  
.....  
Pro-Chancellor

.....  
*George Weir*  
.....  
Vice-Chancellor and Principal

.....  
*Garth D. Cass*  
.....  
Registrar