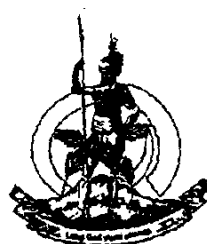


RÉPUBLIQUE DU VANUATU  
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MDG 5B: “PROMOTING UNIVERSAL ACCESS TO REPRODUCTIVE HEALTH”

**A REPORT ON COMMUNITY AWARENESS CAMPAIGN ON FAMILY LIFE  
EDUCATION CONDUCTED IN SOLA – VANUA LAVA AND SARATAMATA -  
AMBAE IN THE PERIOD OF 27<sup>th</sup> - 29<sup>th</sup> JUNE 2016 AND 9<sup>th</sup> - 11<sup>th</sup> AUGUST 2016**

PREPARED FOR:

VANUATU MDG ACCELERATION FRAMEWORK



By: the Curriculum Development Centre – Ministry of Education and Training  
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## Acknowledgments

The FLE community awareness team is made up of Mrs Leisel Masingiow and Mr James Melteres from the Curriculum Development Unit, Mrs Annette Theophile, Mr Joe Kalo; CDU writers who developed the Family Life Education (FLE) syllabus and Lemuel Moli from the Vanuatu Institute of Teachers' Education.

The team would like to acknowledge the financial assistance from UNDP and DSPPAC for the coordination of the MDG Acceleration Framework (MAF) and approving the community awareness. We would also like to thank all community chiefs and church leaders, women, youth and children from Penama Province well as the Torba participants who warmly welcomed us in their home and family with whom the team shared more than the awareness content but also their experience and stories about their livelihood.

## A. Introduction

UNIVERSAL ACCESS to reproductive health is the key to achieving the Millennium Development Goals. MDG 5, “Improve Maternal Health,” particularly target 5b, “Achieve Universal Access to Reproductive Health” refers to a full package of services including comprehensive sexuality education. Achieving this goal is about making real differences in people’s lives to have a decent standard of living. The interventions will seek to improve the development of a new syllabus Family Life Education (FLE) under the curriculum reform. The specific focuses of the Family Life programme are to:

- Ensure a proper delivery of quality FLE syllabus by skilled trained teachers
- Improving community support for FLE syllabus in the classroom
- Improving monitoring and evaluation of the FLE programme

Statistics show that teenage pregnancy rates are considerably high in both our rural and urban communities. Hence developing the FLE syllabus is a major mean to tackle the issue from an educational perspective. However there are possible fear and misconception of parents, school committee and community members in implementing the FLE syllabus in schools.

Considering the geographical aspect of our islands, consultation and awareness campaigns will have to target highly conservative communities in which teachers fear most the reaction from community members. The Torba and Penama awareness are the second community awareness conducted in 2016 by the Curriculum Development Centre team.

## **B. Objectives of the awareness**

Vanuatu is culturally diverse and one and all are aware how our cultural heritage governs communities which are mainly driven by traditional values, concepts and taboos.

Teaching Family Life Education in schools will infringe these taboos and leads to retribution from parents and community members since the overwhelming majority of community members are still ruled by our cultural values. Teachers feel threatened and insecure in these communities and most of whom refuse to carry out the topic in the classroom.

Therefore the overall objective of the FLE awareness is to bridge the new concept of the FLE syllabus with member of the community to enable a better understanding of issue which arose from the misinterpretation of information. Putting in place a relationship and trust between the teachers or the Ministry of Education and Training as a whole and members of the community. The trust has to be rooted within the governance structure of the villages hence enabling smooth and docile relationship with the teachers in the classroom.

The awareness mainly targets Chiefs, church leaders and community gatekeepers who thereafter disseminate information to the rest of the community.

The specific objectives of the workshops are to:

- Identify and understand the Family Life Education as an integral component of the Vanuatu National Curriculum
- Discuss and understand Young People's health and social issues in Provinces
- Raising awareness on the MDG Acceleration Framework as a contribution to the Family Life Education
- Gauging the support of the Relevant Stakeholders and Community Leaders including Parents in building the bridge between community and FLE teachers in the classroom

## C. Overview of the awareness

The awareness was conducted at Sola – Vanua Lava on the 9<sup>th</sup> and the 26<sup>th</sup> of November and the Penama awareness was held on the 9<sup>th</sup> - 11<sup>th</sup> of August 2016 at Saratamata Ambae.

The implication of the team was prevailing in exposing facts about Family Life Education both in the curriculum reform and in communities of respective provinces.

### Session 1: An introduction to the MDG Acceleration Framework and Curriculum Review

An activity was first carried out to assess the community's level of understanding about the National Curriculum Reform as well as the National Language Policy.

In fact an overall expectation from the participants is to know more about the FLE programme and how best they could assist the children to have a better education, a better livelihood in order to better integrate the community. Their main concern is about the raise of teenage pregnancy, crime and unemployment in the community and the workshop enabled the participants to express their views and ways of how to improve such situation in their respective communities.

A presentation on the Vanuatu Curriculum Statement explains how only appearing at 30 years of maturity; it is a legal framework of the national curriculum which will enhance the entire process of the review in developing and sustaining a coherent curriculum. Few points were used from the VNCS's mission where it is clearly stated to “have faith in God with an understanding and tolerance of other beliefs, to be self reliant and to cherish Vanuatu values and respect themselves and their families and communities and many cultures” in shaping a good respectful and self-reliant child in the community who has to embrace the curriculum values. Schools support the learning and development of all children and students, so they will be better equipped to live productively and responsibly and adapt to the ever changing conditions in our modern society. And the FLE syllabus offer topic which will closely deal with the issues mentioned.



### Session 2/3: Adolescent reproductive health, SRH and the Young People and teenage pregnancy

The activity and presentation focused on the issues affecting young people and how you deal with them, Joe Kalo in Torba Province and Annette Theophile in Penama Province; the



facilitators made an overview on adolescent reproductive health, SRH and the Young people. Statistics and relevant data from specific islands (Torba and Penama) and provinces were used to make an impact on the audience. Thus they refuted the denial that the problem does exist in their community. Specific terms of the adolescent reproductive health were used and related issues were explicitly defined in order to persuade the participants.

Participants were keen and interested since most of the time they keep a blind sight of the issues in the community and came to realise that most problems which they believed to be related to urban areas are happening in their communities. In fact statistics are falling the urban centres where as they are overwhelmingly increasing in the rural communities.

#### **Session 4: Community response towards FLE**

The session analysed the community issues towards FLE and the solutions on how community will support FLE teaching in schools.

The gate keepers are now aware of the FLE misunderstanding and related issues in their respective communities, they will therefore support FLE teaching in schools and went as far as drafted action plans for wider community awareness.



*Torba Participants listening with interest to facilitators*

### D. Key Performance Indicator:

<u>Key Activity:</u>	<u>Status/Key Outputs</u>	<u>Next Steps</u>	<u>Challenges/Risks &amp; Responses</u>
<b>Awareness</b> <ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Facilitating of activities</li> </ul> <i>(see program)</i>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Group discussion</li> <li>• Group presentation</li> <li>• Questioning</li> <li>• Sharing of experience and ideas</li> <li>• Providing useful information's on way forward</li> </ul> <i>(See issues affecting young people &amp; way forward)</i>	Working group in the area to carry out their proposed activity <i>(see way forward)</i>  <u>Group</u> <ul style="list-style-type: none"> <li>• Chiefs</li> <li>• Women</li> <li>• Church</li> <li>• Police</li> <li>• Education</li> <li>• Area Secretary's</li> </ul>	<i>(see issues affecting young people &amp; way forward)</i>

### E. FLE Community Awareness and way forward

#### 1. Torba Province FLE Community Awareness and way forward

#### 2. Penama FLE Community Awareness and way forward

##### Group: Chief's

What?	<ul style="list-style-type: none"> <li>- FLE message concerning livelihood of youths today</li> <li>- Teenage pregnancy</li> <li>- Different types of illness affecting young people today</li> <li>- The importance of parents to put their children to schools</li> </ul>
When?	<ul style="list-style-type: none"> <li>- After church services</li> <li>- Organize talks in village nakamal's</li> </ul>
Why?	<ul style="list-style-type: none"> <li>- Youth problem is increasing</li> </ul>
Where?	<ul style="list-style-type: none"> <li>- Awareness in village nakamal's first, then homes, community, schools</li> </ul>
Who?	<ul style="list-style-type: none"> <li>- 1<sup>st</sup> to the fathers and mothers, then chiefs and community</li> </ul>
How?	<ul style="list-style-type: none"> <li>- Programs to be organized</li> </ul>

##### Groups: Women

What?	<ul style="list-style-type: none"> <li>- To introduce FLE program into our schools</li> </ul>
When?	<ul style="list-style-type: none"> <li>- During women's meeting on Friday afternoons and Sundays after church services</li> </ul>
Why?	<ul style="list-style-type: none"> <li>- A lot of issues affecting our young people's life today</li> </ul>
Where?	<ul style="list-style-type: none"> <li>- In communities</li> </ul>



Who?	- Talks will be held with parents and women's groupings in communities
How?	- Talk to community leaders before running awareness - Talk to mothers at the market

### Group: Church

What?	- Introduction of FLE into classroom
When?	- Next month 1 <sup>st</sup> week
Why?	- To reduce family life issues
Where?	- Village center; after Sunday service
Who?	- Community leaders, women leaders, church leaders, youth leaders, chiefs, fathers and mothers
How?	- Formation of committee in each village to run awareness

### Group: Police

What?	When?	Where?	Who?	How?
Awareness	Follow police awareness calendar	Penama communities	Police offices	Along with police awareness
Counselling 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , warning, mediation	Daily policing applying, No Drop Policy	Penama communities	Police officer	Daily police work
Investigation of complains cases and send to court	When case reported	Prosecution	Police officer & prosecution	Court
In-door Training for Penama Police officer	29.08.16 to 31.08.16	Satamata	Toure	Indoor Training

### Group: Education

When?	Where?	Who?	Why?
12 <sup>th</sup> of Aug 2016	Saratamata	-ZCA/Zoneboard Teacher Head	<ul style="list-style-type: none"> <li>- FLE is a new curriculum</li> <li>- Protecting parents future investment</li> <li>- Preventing students from STI's</li> <li>- Preventing teenage pregnancy under 19yrs old</li> <li>- Reduce school push outs</li> <li>- Improving living standards of Penama people</li> <li>- A healthy, wealthy,</li> </ul>
18 <sup>th</sup> of Aug 2016	East – South Ambae schools	-Head of schools -Teachers -School councils/SCA -Students	
22 <sup>nd</sup> of Aug 2016 – 18/10/16	Penama – Ambae/Pentecost	-PTS -Head of Schools -Teachers -Every French teachers	
November	-Penama	-PTS, Teachers, head of school	

February – December 2017 ..... continues	Every schools (Primary/secondary)	-ZCA, Zoneboard, HOS, School Councils, Teachers, Studentst	Educated and just Penama
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### Group: Area Secretary's

What?	Why?	When?	Who?	Recipient	Where?	How?	cost	Rmks
Set up participants grouping	Availability of HR	Now (today)	Participants		Saratamata (WV)	Community groups	No cost	effective
Each group to make work plans	To guide groups and information delivery in communities	End of 31 <sup>st</sup> of Aug	<ul style="list-style-type: none"> <li>- Responsible groupings</li> <li>- PPG officers</li> <li>- Dpt</li> <li>- Area Adm</li> </ul>		PPG	Meeting	Transport	Availability
Awareness and implementation of WP	Access of information	September onwards	<ul style="list-style-type: none"> <li>- Area Adm</li> <li>- Co-op</li> <li>- Line Dept</li> <li>- Youth</li> <li>- PPG</li> </ul>		Base on simple WP	-Follow existing structure -Handouts	Printing	On going
Follow up	Passing of information	Oct onwards	<ul style="list-style-type: none"> <li>- AA</li> <li>- Co-op</li> <li>- PPG</li> <li>- Youth</li> <li>- Line Dept</li> <li>- UMI</li> </ul>		Base on simple WP	Follow existing structure	Phone	On going
Evaluation & monitoring	Ready to accept	November onwards	<ul style="list-style-type: none"> <li>- Same as above</li> </ul>		Base on WP	Check list	Printing	On going

## F. Issues which arose

Issues Affecting Young People identified by Participants and suggested ways to solve these issues

Issues	Ways to Solve
Lack of information on family life education	More awareness, counseling & teaching
Sexual harassment & abuse	Investigation, counseling, processing of case (SCA, Police) & more awareness
Substance abuse	Awareness & counseling
Internet abuse	Awareness, counseling, set policies in place to stop and monitoring of history
Gender equality	Awareness & gender activity
Early Pregnancy	Awareness & counseling
Disobedience	- Good home teaching

## G. Challenges faced

- Parents or communities do not accept their children to be taught in Sexual Education.
- Teenage pregnancy, stealing, no respect to elders and responsible people should be deal with relevant authorities such as health worker, chiefs and pastor
- Communities have their own traditional education on adolescent reproductive health, sexual education but the mechanism needs to improve.
- Venue of the workshop is not suitable for the group work ( Penama )
- Participants arrive late in the afternoon and the beginning of the workshop till 4.30 pm.
- Secondary teachers didn't attend the FLE Consultation because the date of training clash with their mid year examination week and PISSA Games.

## H. Recommendations

- The FLE awareness team need to consult with relevant authorities to find suitable date of the consultation.
- Need more clarification on the purposes of this activity by FLe awareness team to schools principles and other relevant authorities
- A Pre-Intervention Study needs to be carried out to establish baseline data for the FLE Program in Vanuatu that can be measured against as we commence rolling out in the schools.

## I. Evaluation

### 1. Evaluation Torba Province

### 2. Evaluation Penama

Positive comments	Tally	Negative comments	Tally
Good catering	12	Short time for training	5
Good Transport arrangement	6	Poor organization of transport	4
Accommodation perfect	8	Need allowance to disseminate information or FLE awareness	3
Appreciation of clear presentation in French and English	14	Handout to be developed in bislama	3
It's about time for teachers to teach all parts of human being.	2	Disturbance of mobile phones during training	2
Understand and appreciate the content	8		

## J. Appendix

### 1. FLE Awareness Program

Time	Workshop and Learning outcomes	Facilitator	Resources needed
<b>Day one</b>	<b>Tuesday 9<sup>th</sup> August 2016</b>		
8.00am	Prayer Welcome Opening Remarks House-keeping matters Participant presentation  <b>Objectives of the workshop</b> <ul style="list-style-type: none"> <li>Identify and understand the Family Life Education as an integral component of the Vanuatu National Curriculum</li> <li>Discuss and understand Young People's health and social issues in PENAMA Province</li> <li>Raising awareness on the MDG Acceleration Framework as a contribution to the Family Life Education</li> <li>Gauging the support of the Relevant Stakeholders and Community Leaders including Parents in building the bridge between community and FLE teachers in the classroom</li> </ul>	Participant PEO Penama SG Penama James Melteres  James Melteres	Power point Hand-outs
8.30 am	<b>Session 1: An introduction to the MDG Acceleration Framework and Curriculum Review</b> <ul style="list-style-type: none"> <li><b>Activity 1</b> (Brainstorming) What are your expectations on this workshop?</li> <li>What is MAF?</li> </ul>	Annette Théophile	Power point Butcher papers Markers
9.00	<ul style="list-style-type: none"> <li><b>Activity 2</b> (brainstorming) What do you know about curriculum review?</li> <li>Overview of the curriculum statement</li> </ul>	James Melteres	Power point Hand-outs Butcher papers Markers



	<ul style="list-style-type: none"> <li>Curriculum review aligned with the Education Language Policy (ELP)</li> </ul>		
10 .00am	Tea break		
10.15am	<ul style="list-style-type: none"> <li>Why FLE in the curriculum?</li> <li>Overview of Family Life Education in senior and Health and PE Syllabuses in junior cycle.</li> </ul>	Annette Théophile et Lemuel Moli	Power point Hand-outs Butcher papers Markers
12.00pm	Lunch break		
1.00pm	<ul style="list-style-type: none"> <li>Continue Overview of Family Life Education and Health and PE Syllabuses</li> </ul>	Annette Théophile et Lemuel Moli	Power point Hand outs
1.30 pm	<ul style="list-style-type: none"> <li>Continue Overview of Family Life Education and Health and PE Syllabuses</li> </ul>	Annette Théophile et Lemuel Moli	Power point Hand-outs Butcher papers Markers
2.45pm	Tea break		
3.00pm	<ul style="list-style-type: none"> <li>Experience Learned from Fiji in terms of Family Life Education</li> </ul>	Annette Théophile	Power point Handouts
4:20pm	Comments and summary of day 1 Closing Prayer	James Melteres Participant	
<b>Time</b>	<b>Workshop and Learning outcomes</b>	<b>Facilitator</b>	<b>Resources needed</b>
<b>Day Two</b>	<b>Wednesday 10th August 2016</b>		
8.00am	Prayer Remarks on Day 1  Session 2: Adolescent reproductive health, SRH and the Young People	Participant Lemuel Moli Annette Théophile	Power point Hand-outs
9.00	<ul style="list-style-type: none"> <li>Activity 3 (brainstorming) What are the issues affecting young people and how you deal with them?</li> <li>Overview adolescent reproductive health, SRH and the Young people</li> </ul>	James Melteres	Power point Hand-outs Butcher papers Markers
10 .00am	Tea break		
10.15am	<ul style="list-style-type: none"> <li>Group Presentation</li> </ul>	James Melteres	Power point

			Hand-outs Butcher papers Markers
12.00pm	Lunch break		
1.00pm	Session 3: Teenage pregnancy	Lemuel Moli	Power point Hand outs
1.30 pm	<ul style="list-style-type: none"> <li>Activity 4 (Plenary session)</li> </ul> See Task on power point <ul style="list-style-type: none"> <li>Overview teenage pregnancy</li> </ul>	Lemuel Moli	Power point Hand-outs Butcher papers Markers
2.45pm	Tea break		
3.00pm	<ul style="list-style-type: none"> <li>Group Presentation</li> </ul>	Annette Théophile	Power point Handouts
4:20pm	Comments and summary of day 1 Closing Prayer	James Melteres Participant	
<b>Time</b>	<b>Workshop and Learning outcomes</b>	<b>Facilitator</b>	<b>Resources needed</b>
<b>Day Three</b>	<b>Thursday 11th August 2016</b>		
8.00a	Prayer Remarks on Day 2	Participant James Melteres	
8.30am	Session 4: Community response towards FLE <ul style="list-style-type: none"> <li>Community issues towards FLE</li> </ul>	Annette Théophile	Power point Hand-outs
10 .00am	Tea break		
10.15am	<ul style="list-style-type: none"> <li>Activity 5 (group activity)</li> <li>How community will support FLE teaching in schools?</li> </ul>	Lemuel Moli	Power point Hand-outs Butcher papers Markers
12.00pm	Lunch break		
1.00pm	<ul style="list-style-type: none"> <li>Group presentation</li> <li>Way forward</li> <li>Evaluation</li> <li>Closing program</li> </ul>	Lemuel Moli  James Melteres PEO Penama	Power point Hand outs
2.45pm	Tea break		

## Activity 1: Penama FLE Community Awareness Expectation

Expectation	Tally
Impruvum laef we I gud long komuniti long fuja	2
Save olsem wanem blong letem komuniti blong save abaot famili laef edukesen wetem olgeta jif mo jioj lida blong wok tugeta	10
Solusen long isu we I afektem ol yangfala	2
Daonem teenage pregnancy	1
There is fund to sustained this and human resources issues because teachers issues	1
Ha oblong save kat wan gud famili mo ha oblong save eduketem famili ol yangfala blong yumi	1
Anderstanem wanem FLE	4
Trening blong FLE long skul	4
Mi wanten se afta long wokjop ia ol partisipen oli mas akseptem blong ol tija I oli tijim sikret blong pikinini I mas sef	3

## Activity 2: Torba FLE Syllabus overview

### HUMAN GROWTH AND DEVELOPMENT – Group 1

Growth and Development	Health	Reproductive
Human growth during pregnancy	Good health <ul style="list-style-type: none"> <li>- Knowledge in balance diet</li> <li>- Good shelter</li> <li>- Good water</li> </ul>	Stages in Puberty - Teachers
Family care over mother <ul style="list-style-type: none"> <li>- Hygiene</li> <li>- Diet</li> </ul>	Knowledge in non-communicable diseases (NCDs)	Female Cycle
Child development <ul style="list-style-type: none"> <li>- Good teaching at home (spiritual, mental, behaviour, attitude, love, sharing moral values, skills, knowledge)Pastors &amp; Chiefs</li> </ul>	Knowledge of drugs	Male and Female reproductive organs
	Safe Health care and Services	Sexual Intercourse
		Safe Sex
		Freedom to decide on sex
		Family Planning
		Reproductive process functions and systems at all stages - Teachers/Nurses/Pastors

### PREVENTION & SAFETY – Group 2

### **Subtopic 1: Prevention & Safety of individual**

Prevention & Safety

Definition: Wei we wan pikinini i save lukaot gud hem wan.

Recomendesen:

- Advokasi (FLE) (long level blong komyuniti mo skul)
- Trening blong Tija (FLE)/Implementesen long skul wokshop (include ZCA/Helt)
- Trenem ol kansela mo krietem wan kanselling senta long skul

### **2. Prevention Mechanism & Safety Nets in the Community**

Definition: Taem wan pikinini i kasem wan problem hao nao komyuniti i helpem blong priventem.

- Eduketem ol perens abaot hom manejmen (mobael fon, taem tabol)
- Lidasip (joy mo kasom) andanstanem each other)
- Home to home
- Establishim wan netwok blong komyniti lida wetem ol students
- Spos wan gel i gat bel afta long delivery, hemi save kam bak long skul

## **RELATIONSHIP (Group 3)**

### **Sub-topic 1 – Building Relationship**

Understanding the person

Family Background

Culture

Religion

Sex/Gender

### **Sub-topic 2 – Resilience coping & Management Skills**

Adapting

Be part of what is happening

Cooperate

Adjust

Patience

Tolerance

Respect

### **Management Skills**

Know the body functions

Personal Hygiene

Prevention and Safety measures

## **HEALTH PROMOTION-Group 4**

### Sub-topic 1 - Coping with Mental Health

#### Causes (unhealthy mentally)

Psychological impact happening inwardly. One doesn't see what's inside, but you can tell by the side effects.

#### Cure

Individual counselling (feelings, emotions, actions)

### Sub-topic 2 – Nutrition

- Improve Local Food in a healthy living style in a healthy environment
- Improve local drink
- Balance diet!

### Sub-topic 3 – Community Health Promotion and Services

We promote health services in a community that satisfies the people in that particular community.

#### Daily health exercise

People are educated and understand well and are fully satisfied with the health service delivery that is provided in community.

Cleanliness  
Communal  
Physical  
Body Function

## Activity 2: Penama FLE Syllabus overview

## Activity 3: Yangfala issues insaet long komuniti blong Torba Province

### Group 1

Issues	How leaders address the issues
<ol style="list-style-type: none"> <li>1. Teenage pregnancy</li> <li>2. Smoking (Tobacco/Marijuana)</li> <li>3. Consumption of kava, homebrew...</li> <li>4. Stealing</li> <li>5. Pornography (Mobile phones, magazine)</li> <li>6. Rape cases</li> <li>7. Peer pressure causing too many drop outs</li> </ol>	<ol style="list-style-type: none"> <li>1. Reproductive health awareness (2 times a year)</li> <li>2. Health awareness and police awareness</li> </ol>

8. Prostitutions 9. Lazy and dependantable	
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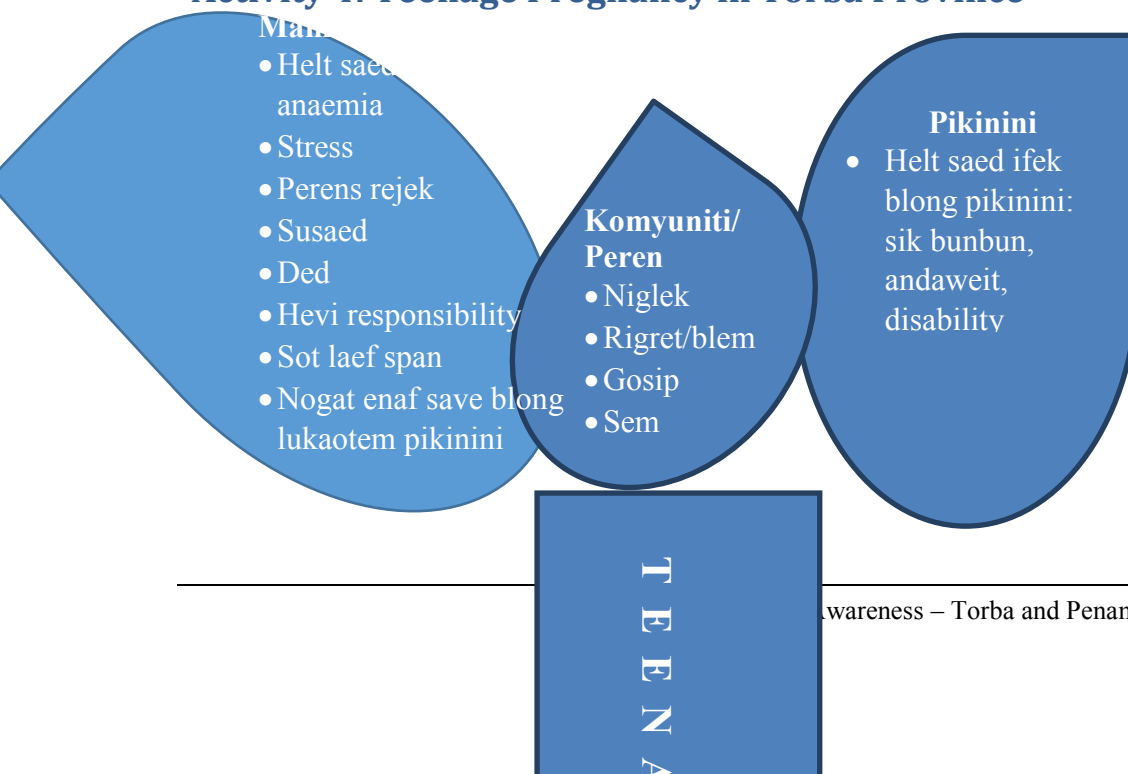
## Group 2

Issues	How leaders address the issues
1. Alcohol	1. Counseling 2. Court (Fine)
2. Stealing	1. Counseling 2. Court (Fine and/or refund)
3. Swearing	1. Counseling 2. Fine sometimes
4. Drop outs	1. Responsibilities given in the community

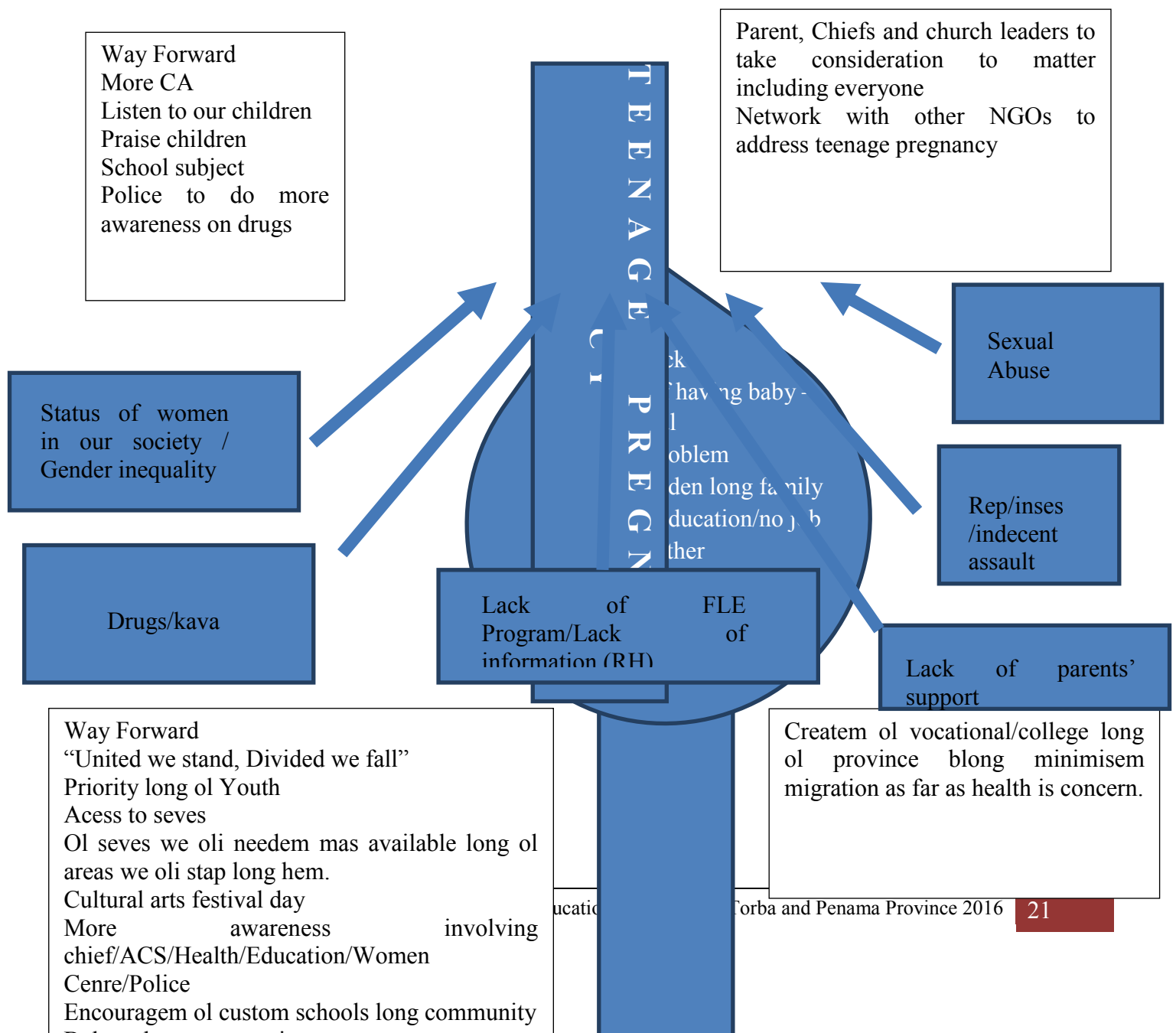
## Activity 3: Yangfala issues insaet long komuniti blong Penama Province

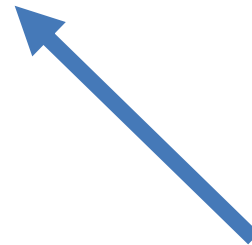
Issues	Ways to Solve
Lack of information on family life education	More awareness, counseling & teaching
Sexual harassment & abuse	Investigation, counseling, processing of case (SCA, Police) & more awareness
Substance abuse	Awareness & counseling
Internet abuse	Awareness, counseling, set policies in place to stop and monitoring of history
Gender equality	Awareness & gender activity
Early Pregnancy	Awareness & counseling
Disobedience	- Good home teaching

## Activity 4: Teenage Pregnancy in Torba Province









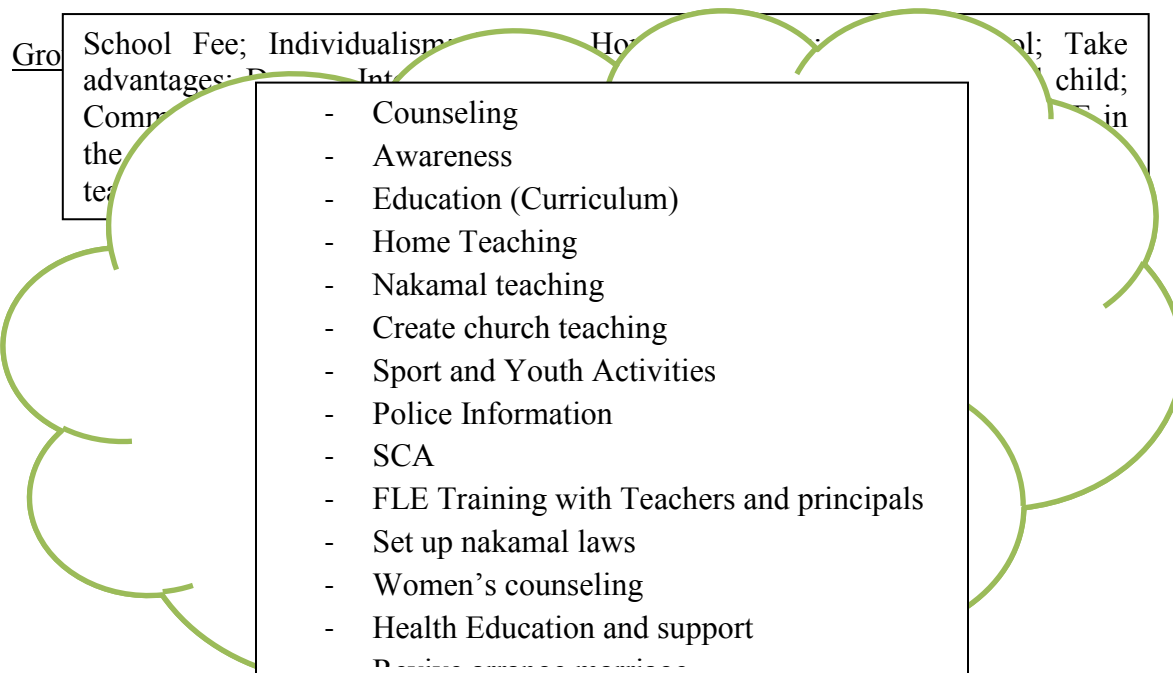
Drugs

### Activity 4: Teenage in Penama Province

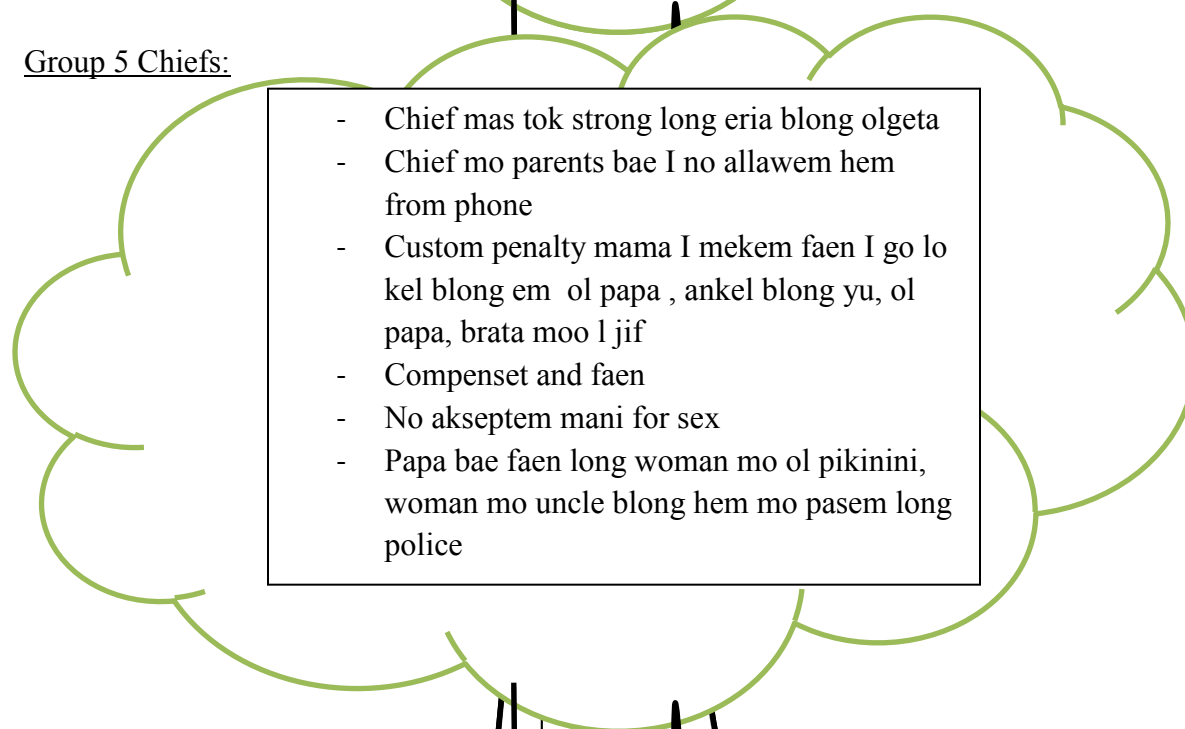
Group 1 Area Secretary:

1. free access to Education
2. Control by PPG authority with the two network providers (TVL and Digicel) and TRR
3. Authorities set up some control measures in public places.
4. VNWC, Fathers, pastors chiefs set up regulation to assist
5. Involve parents and people concern to any activities in order to access information





Group 5 Chiefs:



Group 5

Pem sex wetem mani; Pikinini I kivim pilong stret long em; Tretening  
(Knife, Stone, Stick); I kivim pilong stret long em; Tretening  
wetem help blong mental counseling; I kivim pilong stret long em; Tretening  
mak; Boy

1. Information hemi mas pass long straight taem
2. Respektem marriage
3. Tekem I go long early anti-natal clinic wetem help blong mental counseling
4. Provaedem needs

Lack of information; Money; Broken homes; Death
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