



Evaluation Summaries

ILO/USDOL HIV/AIDS Workplace Education Project for Belize

Quick Facts

Countries: *Belize*

Final Evaluation: *January 2007*

Mode of Evaluation: *independent*

Technical Area: *HIV/AIDS in the workplace*

Evaluation Management: *ILO-AIDS*

Evaluation Team: *A. Harvey and J. Coombs*

Project Code: *BZE/03/50/USA*

Donor: *US DOL*

Keywords: *HIV/AIDS - working conditions*

Background & Context

Summary of the project purpose, logic and structure

Recognizing that HIV/AIDS can have serious social and economic impacts at all levels of society, the Government of Belize, in collaboration with the International Labour Organization (ILO) and the United States Department of Labour (USDOL), launched an HIV/AIDS Workers Education Project in Belize. The primary objectives of this project were to contribute towards the reduction of HIV/AIDS Risk behaviour among the target group and to reduce the level of employment related discrimination against People who are HIV positive.

Purpose of the Evaluation

To undertake a final, end of project, evaluation to assess the activities of the project and the extent to which the objectives of the project have been achieved. To provide a final written report and to assess the management of the project and to make recommendations for this and future projects.

Methodology of evaluation

The primary methodologies used were:

- i) a document review of the project found on the Community Zero (CZ) project web site
- ii) a programme of qualitative interviews with project partners and beneficiaries
- iii) a review of data by the evaluators and a process of feedback from project partners

Main Findings & Conclusions

The project has engaged the core tripartite partners – the Government, employers groups and trade unions. Fuller engagement occurred towards the end of the project and is still fragile due to perceived lack of resources within those organisations.

The Project Monitoring Plan (PMP) (Annex A) was a useful tool that provided a detailed overview of the project, a comprehensive monitoring plan and identified project personnel responsible for implementing the plan. The PMP enabled the project management to keep the project under close review and make adjustments where necessary.

The baseline survey and Formative Assessment (FA) provided the project with good quantitative and qualitative data that informed the project activities and established a dataset that enabled effective project monitoring and evaluation.

The Project Advisory Board (PAB) was a useful structure that brought together key partners and actors from the workplace and HIV NGO fields. The PAB was especially useful in enabling the

project to avoid duplication of effort with other projects.

The BCC model introduced a new technical component into workplace education programmes and has the potential to have a significant impact on the knowledge, attitudes and behaviours of beneficiaries. The BCC model had been sensitively introduced to minimise the risk of personal and cultural resistance to behaviour change messages.

Three years is insufficient to fully implement BCC methodology in workplace education programmes, especially if there is a need for pre-BCC sensitisation programmes to raise basic levels of knowledge and understanding around HIV/ AIDS.

The mid-term evaluation provided the project with a useful measure of project activities up to that point and set out a number of recommendations that enabled the project management to help achieve overall project objectives. The mid-term evaluation report demonstrates the usefulness of regular evaluation in complex projects.

The project focussed primarily on HIV/AIDS prevention interventions through a range of educational initiatives such as Peer Education and supporting materials. There has been less work around treatment and support for HIV + workers.

The lack of a legislative framework was cited as a reason for lack of progress in finalising and adopting workplace HIV/AIDS policies. However, there should be no requirement for legislation for workplace policies to be adopted.

Gender issues and issues around homophobia were addressed through the training programmes and there was some evidence of a breakdown in gender stereotypes, for example the use of men as Peer Educators. Homophobic attitudes remain a problem in Belize.

Recommendations & Lessons Learned

The PAB (or a succession body) should continue to steer future project activities in association with the project management avoiding duplication with other projects.

Creating a culture of inclusiveness and partnership working should be an explicit project management objective.

The project should ensure that treatment and support for HIV + workers becomes a project priority in the future and should build upon the work undertaken around prevention and reduction in stigma and discrimination.

The employers group should inform its members that there is no necessity for a legislative framework in advance of adopting workplace HIV/AIDS policies.

Addressing gender and sexuality issues should remain a high project priority for the future.

For future projects:

Projects should be fully informed by comprehensive initial quantitative and qualitative data that is based on the BCC methodology set out in the ILO/FHI Toolkits.

Sensitisation programmes on basic information on HIV/ AIDS should precede BCC programming where research shows a low level of foundation knowledge and understanding. Projects should be extended to five years to accommodate the sensitisation programming.

For the Project Management Team:

The BCC model should be fully evaluated and reviewed in order to assess its full impact and potential use as a strategy to prevent and treat HIV/AIDS.

The PMP concept should be disseminated as an example of good practice to other, similar, projects.