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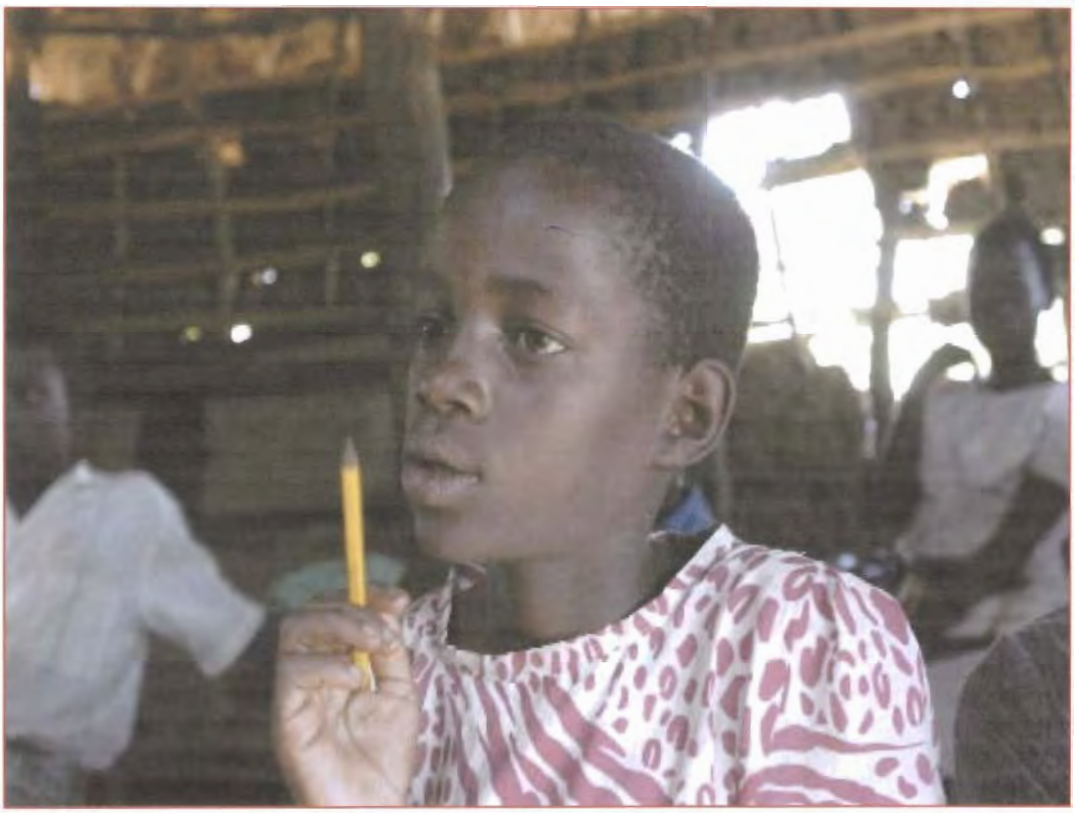
Save the Children

CHANCE SCHOOLS Project
End Of Project Report
July 2006



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Executive Summary

Since 1999, Save the Children USA in Uganda has implemented the Child-centered Alternative for Non-formal Community-based Education (CHANCE) project in Nakasongola district. The non formal primary education project was designed with the goal of creating and promoting partnerships with government and communities in order to increase access, participation, retention and achievement of vulnerable children in quality primary schools.

The CHANCE Project in Uganda was conceived to complement UPE efforts and extend the philosophy of free universal education for all, quality enhancement and foster community involvement and participation in education. The CHANCE project has provided technical assistance to the Nakasongola districts since 2000. CHANCE activities focused on four strategic objectives that are consistent with MOES strategic focus:

- Increase access and support to disadvantaged children, particularly children in hard-to-reach areas;
- Improve and sustain quality of education by increasing the effectiveness of teachers;
- Mitigate the impact of HIV/AIDS and promote positive life style choices to decrease RH risk behaviors among youth and;
- Increase parental involvement, management and community participation in education.

The first objective was to *increase enrollment and participation in high quality complementary primary education for hard to reach children.;* Under this objective, access was increased from 1,520 children already enrolled in the project to 4,114 through establishment of 66 additional classes providing access to an additional 2,594 children in the 4 districts of Nakasongola, Luwero , Nakaseke and Wakiso. Capacity building and quality assurance continued through quarterly assessments of learners, monthly distribution of scholastic materials, on site supervision, regular training, support , planning and review sessions of 104 teachers , 6 Education Extension workers and 45 school management committees.

The second objective was *to mitigate the impact of HIV/AIDS and promote positive life style choices to decrease RH risk behavior*, to achieve this objective 15 additional Youth clubs for in and out of school were established as a means to address Adolescent Reproductive Health problems affecting young people and create linkages between health and education increasing the number to 35 youth clubs with 2,008 (871 males and 1137) young people participating. Trainings were conducted for Senior Teachers, Peer Educators, Club Patrons health workers and Head teachers in the promotion of youth friendly services to complement and reinforce the achievement of the PIASCY initiative goals under MOES. In a bid to create safe and supportive environments for young people and foster a new level of commitment from both the education providers and users, the project also supported the development, signing and implementation of safe school policies in 25 schools. In liaison with Straight Talk Publications 4,800 copies monthly were distributed to 250 centers which included 141 primary schools, 18 secondary schools, health centers, teenage centers, 6 out-of-school clubs, and post test clubs in Nakasongola district on monthly basis. Youth to youth activities were also implemented through youth days, cross visits and the YEAH initiative.

The third objective was *to increase parental and community involvement in children's education to promote effective learning.* To achieve this, SC supported the establishment of SMCs and 10 REFLECT adult literacy groups increasing the total number of groups supported to 83 with a total enrollment of 2,050. 23 of these were parents groups organized around CHANCE centers. These two key groups were targeted for the school and community behavior change piece of the project. The SMCs and

REFLECT circles were also used as a forum to pilot some new family literacy activities through the Reading for Children Project that enrolled 608 children 4-7yr olds increasing their readiness to start primary school in addition to mobilizing parents to undertake other complimentary projects like PUR Schools program that increased access to safe water at the schools and breaking Barriers that enabled an additional 432 children enroll in the centers. REFLECT modules on children's education – both in school and out of school, psychosocial support and the role of parents in education were developed and facilitated. All new CHANCE SMCs were trained and supported, and existing committees given opportunities for refresher training and reflection. A total of 396 (194F, 202M) from Nakasongola, 91(32F, 59M) from 12 centers in Luwero and 67(34F, 33M) members from 7 centers in Wakiso were trained.

The final objective was *to increase sustainability and broaden the impact of the program.* SC continued to share its concrete experience working with the CHANCE project with district and national policy setters and service providers. This was done through district quarterly feedback meetings with all the districts to review progress for supporting CHANCE activities, identify strategies and draw work plans for inclusion of CHANCE in the district support programs. In Nakasongola district 12 CHANCE schools transitioned to become government aided in collaboration with the District Education Office. Participation and contribution to national level education policy through the NFE Coordinating Committee continued through the project culminating into all 24 learning centers in Nakasongola being coded as NFE schools to receive government aid. The process kick started with the validation and official recruitment of 50 teachers by the DEO to support the schools. SC also identified partnered and continued to build capacity of three local CBOs to implement NFE activities. Each organization seconded a staff to the project for mentorship.

1.0 PROJECT ACCOMPLISHMENTS

The underlying philosophy of the CHANCE project was to create opportunities for and strengthen public and private partnerships, government and community collaboration in the provision of quality, complementary primary education. Consensus building between multiple partners was central to the conceptualization and delivery of the CHANCE activities. This mechanism was envisioned to increase and leverage resources, participation of communities, SMC capacity building for sustainability and nurture improved collaboration between communities and district stakeholders.

In Nakasongola district, CHANCE proved extremely successful in overcoming barriers to access to quality primary education for children from marginalized and or disadvantaged groups, such as fishing communities, pastoralists, the very poor and orphaned children. This was achieved through strong community participation in the identification of these barriers to access, in the planning of flexible delivery mechanisms which remove those barriers, active and participatory teacher training and support, use of child-centered methodologies in the classroom and community participation in the start up and management of the CHANCE schools.

In 2004, drawing lessons from the Nakasongola project and with 2 year match funding from USAID and a variety of partners including government, foundations, philanthropic groups, private enterprise and local community organizations (CBOs) Save the Children (SC) undertook four integrated and mutually reinforcing components targeting children, youth and adults to expand and build on this project expanding it to 3 new districts of Luwero, Nakaseke and Wakiso.

1.1 INCREASING ACCESS TO EDUCATION FOR HARD-TO REACH OVC OF FISHING AND PASTORALIST COMMUNITIES

The project was expanded within the original district of Nakasongola and to 3 other districts of Luwero, Nakaseke and Wakiso. Access was increased from 1,520 children already enrolled in the project to 4,114 through establishment of 66 additional classes that provided access to an additional 2,594 children in the 4 districts of Nakasongola, Luwero , Nakaseke and Wakiso 1325 children were enrolled in the 40 additional classes in Nakasongola , 784 (375 girls and 373 boys) in 16 classes in Luwero and 485 (233F, 252M) in 10 classes in Wakiso were established in the most remote villages targeting, IDP's, fishing and pastoralist communities. The expansion and establishment of 66 additional classes was done in 3 phases.

1.1.1 Expansion Phase1- Establishment of 40 classes in Nakasongola District

Phase one of the expansion involved the establishment of 40 additional classes in Nakasongola district. 20 new classes were added to the already existing schools, and 20 new sites were identified and established in very remote areas in Nakasongola district consequently increasing the total number of classes from 44 to 64 and increasing enrolment by 1,325 children.

1.1.2 Expansion Phase 2- Establishment of 16 classes in Luwero/ Nakaseke Districts

In phase two, the project expanded to four sub-counties of Nakaseke and Luwero (Wakyato, Ngoma, Kinyogoga, and Kamiira). Dialogue and planning sessions started with orientation of district based key staff from Education, Planning, Community Development, the Executive and sub county representatives and local CBOs for Luwero on the objectives of the project, CHANCE philosophy (principles and design) and review of the detailed Implementation plan for the start up of 15 classes.

Following the orientation, an exposure visit to the Nakasongola project was organized for 16 representatives from the same offices to get a deeper insight and first hand experience on how the project worked in practice. During the visit, the team observed sessions in progress and held informal discussions with children, teachers and SMC's.

Discussions for start up of CHANCE schools in Luwero and Nakaseke moved to sub county level. The stakeholders during these meetings were also given a similar orientation. A mapping exercise of schools in the respective sub county was then carried out and 15 parishes in four sub counties with the greatest need for the schools were identified. At each of the selected sites, four village meetings were conducted to orient community members, follow up on selection of SMC's, mobilization of communities, to register and select children, to identify, interview and select facilitators progress in site selection and construction of structures and draw calendars. Seasonal and daily calendars were drawn by parents and children out of which school day and year schedules derived. The centers were officially opened in April 2005, consequently providing access to education to 748 children (375 girls and 373 boys).

1.1.3 Expansion Phase 3 – Establishment of 10 classes in Wakiso District

In phase 3, the project was expanded to Wakiso districts in three sub-counties of Wakiso (Kasanje, Siisa, and Namayumba). A similar approach described above as in Luwero and Nakaseke districts was used. A district meeting was organized to orient the district technical staff on SCs overall programs and specifically on the objectives of the CHANCE project, explore concrete areas of collaboration and plan for the implementation process. The detailed implementation plan was reviewed and approved This was also followed by an exposure visit to Nakasongola project for a

team of 20 representatives led by Senior Administrative Officer comprising of subcounty chairpersons and secretaries for education , CDOs , District inspector of Schools, and sub-county administrative officers. Communities were mobilized at subcounty and village level finally establishing 10 classes that were officially opened in August 2005 with a total enrolment of 485 children (233 are girls, 252 boys).

1.2 HIGH EDUCATION STANDARDS ESTABLISHED AND MAINTAINED IN CHANCE SCHOOLS

A high priority for CHANCE was to ensure that time spent in school is useful and beneficial to both children and their families. Throughout the life of the project, capacity building and quality assurance interventions for 104 teachers (78 Nakasongola, 16 Luwero and 10 Wakiso), 6 Education Extension workers and 45 school management committees among others were implemented in a phase. To continue building the capacity of facilitators and share best practices across the districts, routine onsite support continued on a regular basis to follow up on the utilization of knowledge and skills. Teaching approaches were observed at classroom level and conferences with teachers to provide feedback were organized on a monthly basis. Sub county and district level meetings were used to provide trainings organized based on the various needs identified at sub county level during support supervision and as requested by teach. This was coupled with the cluster meetings for peer to peer support. 3 basic Teacher Trainings for all facilitators of the additional classes were conducted. Extension workers held monthly meetings for planning and reviews in all sub-counties and scholastic materials were procured and distributed to all 104 classes on monthly basis.

1.2.1 Teacher Development and Support

- **Basic Teacher Trainings for all New Facilitators**

A ten-day basic Teacher Training for 66 facilitators for all the additional classes established was held in 3 phases. In total 77 teachers including 11 replacement teachers from Nakasongola were trained. The trainings were conducted by SC staff with support from respective education technical officers from the district Education Offices. The overall training objective was to equip participants with knowledge and skills in non-formal education methodology and philosophy so as to effectively manage the non-formal education centers. Specifically the sessions focused on discussing the meaning, purpose, and types education, how to mobilize communities for support, effective lesson planning and delivery, principles of good teaching, teaching methods and aids, Lesson demonstration and practice. Micro teaching was very pertinent in that it provided each facilitator an opportunity to demonstrate the acquired knowledge and skills. Factors in the communities that impact on education (Child Rights Convention, gender relations, psychosocial support and education, child protection) and

Wakiso teachers during the Basic Teacher Training

- **Monthly Teacher Trainings**

Several trainings as highlighted below were organized and conducted for all facilitators as part of the monthly teacher training program aimed at upgrading teachers' skills in teaching and management of children's learning.

Curriculum review – This was conducted annually at the beginning of a new grade with the focus on reviewing and utilizing the syllabus for a new grade. Discussions were then held on how any remaining topics from the previous year could be incorporated. Timetabling, needs of the children for that specific grade and expected learning outcomes as well as, approaches and principles of teaching that grade.

Principles of teaching core subjects; As part of the project design, facilitators are required to teach all subjects in their classes. Orientation was given on the basics of teaching the core subjects (Local Language English, Math, Science and SST)

Scheming: – The project uses the government curriculum delivered in a flexible manner. Training on scheming conducted in 3 phases focused on how the curriculum could be managed within the available school time and community calendar. Sample schemes of work were drawn and practice continued and reviewed at cluster and sub-county level. Advantages and requirements for scheming and factors that affect scheming such as timetabling, records of work, syllabus content, school calendar/timetable, ability of children and their experiences, reference materials were identified and coping strategies discussed .

Lesson planning: facilitators were further trained on using a lesson plan to effectively deliver a lesson using lessons drawn from actual preparation and utilization of lessons in their classrooms

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Management of mobile libraries: Mobile libraries in form of book boxes with a variety of reference materials were set up at cluster level to increase availability and access of reference materials for teachers and children. Training was conducted on importance and benefits, utilization , tracking , updating of these libraries and teachers contributions to the libraries in form of past papers, materials developed at centre level that have been useful, other books that they may have from other sources.

Material Development : To the extent possible facilitators identified, collected, improved and utilized locally available materials to aid their teaching and children's learning. A session was conducted for facilitators to equip them with tips on making effective aids, techniques to improve and process materials to form new ones.

Continuous Assessment/Appreciative testing: Given that the most vulnerable children are targeted in the project, facilitators were trained to design and conduct assessments that take into consideration the different abilities and learning needs of children and consequently using the information to organize remedial or enrichment study activities.

Appreciative marking and reporting: The main objective of the training was to identify and discuss the types of marking children's work constructively to enable children and parents get feedback on their performance. Different ways of marking were discussed and practiced including accuracy marking, method marking, mutual marking and self marking. The principles were discussed highlighting; comparing children as individuals to themselves not with others, reporting on a child as a whole (cognitive, emotional, communication, social and physical), dwelling on the positive and highlighting areas of improvement with suggestions.

Basics of teaching grade one: All most all children enrolled in the project are coming to school for the first time and have not been prepared at all to start school. This training was for facilitators of children starting grade 1 aimed at helping identify and design pre literacy activities and other reception activities to prepare children before teaching them reading and writing.

Strategies to improve reading and writing: The curriculum for lower grades demands and emphasizes the teaching and learning of reading and writing which is considered an important means for the mastery of other subjects. Facilitators were oriented on the importance and given tips on how to help children learn to read and write.

Handling mixed abilities; in realization that children have different learning needs and paces, facilitators were trained on how to categorize and strategies to provide remedial or enrichment activities as may be the case

Positive Discipline; This training was conducted to enable teachers better manage children with problems at school and follow up support to ensure children are guided. Positive discipline techniques implementation at classroom level is discussed and emphasized.

Ethics and Code of Conduct; was provided to give teachers the opportunity to discuss and agree on how they should be relating with all key stakeholders in the school setting especially the children and with each other. The MOES Ethics and Code of Conduct guidelines were reviewed and a copy was then drawn and signed by all facilitators as commitment to abide by the regulations agreed upon.

Special needs Education; The training was conducted so as to respond to some of the challenges of handling children with special needs as observed or noted during the routine support supervisions in the centers. The training was conducted with support from the District Inspector of

schools in Charge of Special Needs-Luwero. The specific workshop objectives were to identify and define special needs for children in our centers, discuss factors that enhance and prohibit learning for children with special needs and the roles of facilitators in handling children with special needs in the centers.

Psychosocial support needs for children. This training was designed and conducted based on an earlier assessment of psychosocial needs of children in the CHANCE schools. Topics discussed focused on Child Development needs and its relationship with education attainment needs, the importance of play, HIV/AIDs and education, communicating with children, coping with children's behaviors, children and death, knowing when children need help, community roles and responsibilities.

- **Subcounty /Cluster support meetings**

The focus for these meetings for peer to peer support included but was not limited to developing and completing the schemes of work to make sure all recommended topics are covered, conduct review sessions, Joint lesson planning and timetabling, designing and providing feedback on assessments, making learning aids, planning for co curricular activities e.g. debates, parents days,

- **On-Site Support Supervision**

During these visits, the extension workers as well as other project officers observed lessons in progress, carried out lesson demonstrations, reviewed classroom and other school records and also held conferences to give feedback to the facilitators and SMCs. All schools received support and supervision at least once in two weeks. Often the supervision was targeted to new centers, facilitators having difficulties managing new materials/content , use of lesson plans to deliver lessons, emphasize child centered methodologies, timetabling, record management, use of mobile libraries ,attendance, use of materials provided and classroom environment among other issues. The issues identified through supervision that impact on the learning and performance of the facilitators, children or SMCs were discussed with both CHANCE Officers and the Education extension workers and action plans were drawn to address them.

1.2.2 Training and Support of Education Extension Workers

In order to strengthen the supervision of the centers, six (6) CHANCE extension workers were recruited to support co-ordination of field based activities of 1-2 sub counties. In house training was carried out on the CHANCE philosophy, key concepts and objectives, data collection and analysis, implementation of action plans at center level, material utilization and management, facilitative supervision and providing useful, relevant and positive feedback. In addition, quarterly overall planning meetings were held to consolidate program level implementation plans and planning sessions held weekly aimed at building the technical skills of the Extension Workers to support improvement of the quality of the learning experiences in the classroom and foster better support to meet the facilitator's needs.

1.2.3 Procurement and Distribution of Textbooks and Scholastic Materials to all Centers

Scholastic materials including exercise books, textbooks, blackboards, pens, pencils etc were distributed to all classes on a monthly basis to. Newly established classes received a start up kit including blackboards, textbooks, and wall clocks in addition to the monthly supplies. As part of the contribution to the GDA match, 1,090 textbooks valued at $2,639.43 were received from Fountain publishers in various subjects for grades 2-6. As well, RORASH Education Publishers donated 900

life skills reading books valued at $900.00 for Adult Literacy to enhance reading skills among CHANCE children's parents . A Women's delegation from Westchester also contributed school supplies valued at $470.96. The Ministry of Education and Sports donated through the DEO's office textbooks totaling to 1736 books for all the schools in Nakasongola for grades 3-7 and a consignment of non-textbook materials per centre consisting of 13 dozens of Pencils , a box of 233 reading books, Abacus with their guides, Wall charts, and 500 slates.

1.2.4 Improving and Monitoring Children's Learning

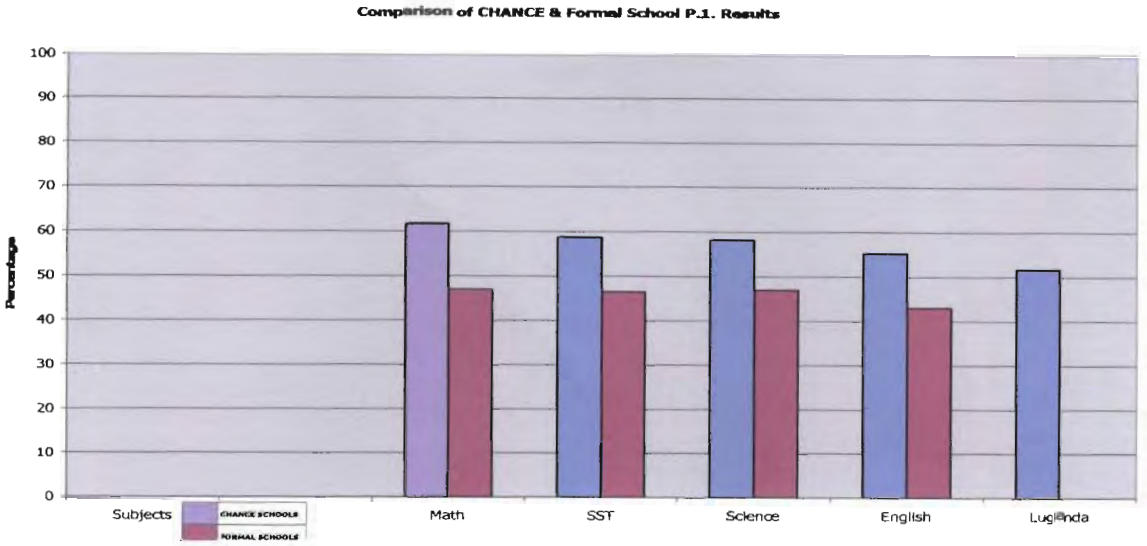
- **Quarterly Assessments to Establish Learning Progress of Children**

In an effort to measure quality and progress of learning for the children, quarterly assessments were normally conducted for all the children at the end of the learning cycle. To allow comparison with their counterparts in the formal, the project collaborated with either a nearby formal school, Teachers cluster or DEO to acquire assessments conducted for the children in similar grades in the formal schools. In Luwero the assessments were from Kiwoko cluster. In Wakiso district, the exams were got from a nearby formal school (Kamuli Church of Uganda Primary School) in Kasanje Sub county and in Nakasongola exams were from Wabinyonyi cluster. These clusters were selected because they had some of the better performing schools in the district and at the recommendation of the District Inspector of Schools would provide a more realistic comparison.

Across all centers as is the practice CHANCE facilitators were first trained in appreciative marking and testing to prepare them to mark children exams more appropriately. SMC's provided supervision during exams period to ensure that they were conducted in a fair manner and good atmosphere .The exam timetable was shared with SMC's and discussions were held with them on how to support the process. Exams were sealed and placed under custody of the SMC's two days in advance to allow all centers sit for the exam in the same period. A marking guide was developed and discussed with all the facilitators and marking done with the support of the supervisors. A verification exercise of the marked scripts was then conducted at sub county level before results were compiled. Final copies with scores of individual children for each subject were then submitted to the CHANCE office.

Assessment of P.1 learners in Nakasongola

The first batch of the additional P.1 classes that were established in Nakasongola around the existing CHANCE Schools completed their school year calendar at the end of March and were assessed early 2005 in all the five core subjects. Analysis and comparison of the results has been completed and below are average comparisons.



- Overall the CHANCE students performed better than their formal school counterparts by 12.7%.

- Math, Science and Social Studies were scored highest while languages, English and Luganda were scored least

Subject	Math	SST	Sci	Eng	Luganda	Total
Female Overall (Average)	60.68	58.12	56.74	53.24	47.75	276.54
Male Overall (Average)	60.61	57.00	57.73	56.43	48.17	278.51
Subject Overall (Average)	61.72	58.82	58.27	55.36	51.78	281.83
Kakooge Overall (Average)	59.43	43.71	45.59	43.65	34.96	224.15
Kalongo Overall (Average)	67.56	66.76	66.76	67.15	63.97	332.20
Kalungi Overall (Average)	66.06	64.00	59.74	57.20	0*	247.00
Lwampanga Overall (Average)	54.35	59.19	54.70	47.88	42.82	258.44
Nakitoma Overall (Average)	76.31	54.38	69.69	71.59	50.63	322.59
Wabinyonyi Overall (Average)	45.86	48.46	43.59	31.82	41.06	207.19

Overall, both boys and girls in the CHANCE classes scored equally on average. Wabinyonyi subcounty did not perform as well as the other subcounties.

- **CHANCE Pupils Continue to Perform as Well as their UPE Counterparts in Luwero**

Comparison within the CHANCE schools was done by gender and the girls overall performed slightly better than the boys in all subjects.

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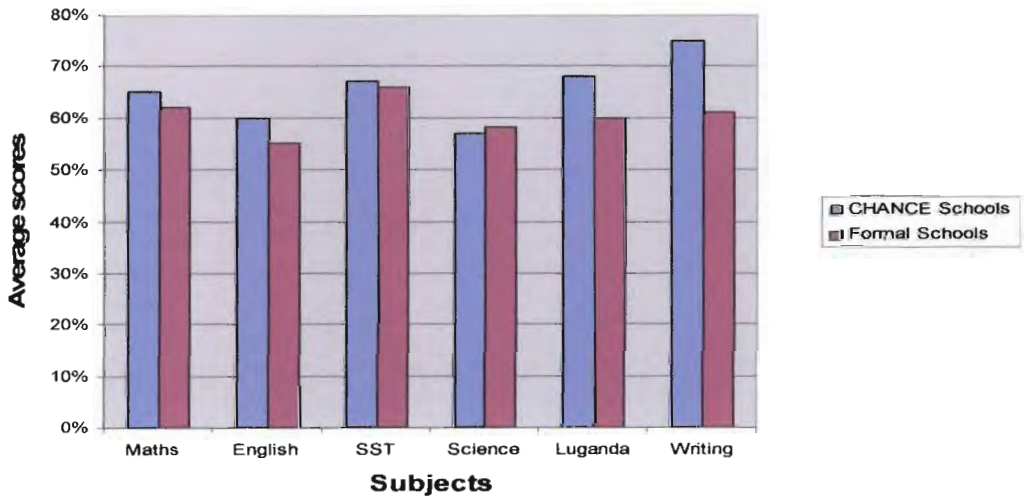
Subject	Average scores			
	CHANCE Schools	Formal Schools	Girls	Boys
Math	65%	62%	63.5%	64.1%
English	60%	55%	60.7%	59.3%
SST	67%	66%	66.1%	66.%
Science	57%	58%	56%	56.8%
Luganda	68%	60%	67.5%	66.5%
Writing	75%	61%	74.5%	59.9%
Totals	**78%**	**72%**	**77.66%**	**74.52%**

Mid Year Assessment Results for CHANCE schools in Luwero District



- **CHANCE Pupils complete primary in Nakasongola.**

A total of 124 of the first batch of children to participate in the project progressed to grade 7 registered and sat for their Primary Leaving Exams in the nearest formal schools that had an examination centre. 81 CHANCE students out of 124 (65%) that completed primary school passed their final exams and qualified for secondary education.

Table of Results

Division	Girls	Boys	Total
2	11	15	26
3	17	9	26
4	11	18	29
U	24	19	43
Absent	0	1	1
Total	63	62	125

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1.3 COMMUNITY CAPACITY BUILDING AND MANAGEMENT OF SCHOOLS

During the establishment of the additional classes, parents and children were actively involved in the identification of learners and the learning space, construction of the structures, selection of the teachers and drawing of school calendars. Orientation of and training of School Management Committees (SMC's) , planning and progress review meetings were major components supported in the project in all the districts to support the expansion of the project and strengthen support and management of the schools.

1.3.1 SMC Training and Support

A total of 396(196F, 200M) SMC members from Nakasongola, 91(32F, 59M) from 12 centers in Luwero and 67(34F, 33M) members from 7 centers in Wakiso were trained and supported. The training was conducted in phases for the SMC roles, school management governance and leadership skills, community mobilization, basic facilitation and communication skills among other topics.

In the 1st phase discussions focused on identifying/reviewing communities and Save the Children roles and responsibilities in the management and running of the schools to generate school based work plans. In the follow up meetings emphasis was on reviewing the work plans drawn in the previous meetings and the extent to which they had been implemented. The plans included tasks like renovation/completion of structures and other facilities like playgrounds, and toilets, mapping to identify children out of school and aid mobilization efforts, strengthening supervision by SMC's at centre levels, lobbying for support from local leadership etc
In phase two of the trainings, participants were asked to visualize and draw an ideal centre which was then compared with the centre they were managing currently. Strategies were then discussed to work towards the ideal centre.

A checklist was developed that was used as a guide to continuously check and measure progress of centers activities Committee members planned to and worked on the completion of structures, regularizing meetings, conducting consultations with parents, and followed up teachers and children's attendance. They mobilized parents to participate in school activity days and other school based activities.

Other specific trainings and orientations were given to the SMCs to enable them provide support during the integration of new components e.g. Safe Water, School health and hygiene, ECD, Psychosocial Support, Home-based Care

1.3.2 Parents' Activity Days

All schools organized and conducted end of year parents' days .The activity days were organized around given themes such as Education and Culture, Child Protection, Gender, Community Mobilization, Quality and relevant Education, Health and Hygiene with the purpose of sharing updates and giving feedback to parents and the wider community on learners performance in and outside class, present the SMC's report and engage other stakeholders in CHANCE activities. Activities included presentation of culture in terms of dressing and dancing, Reading competitions, and games. It was emphasized that the day is for. The same opportunity was used for the SMCs to report back to the parents on the progress of the school in general and share next year's plan. To ensure interaction between parents, children, facilitators and other community members, activities and competitions were organized between children and parents, facilitators and children among other groupings. Children's work and other school project activities were exhibited for parents. These activities were conducted at the close of the learning cycle for the year .Parents, SMC,

facilitators, Adult literacy participants and local leaders participated in drama activities, sports, demonstrations by both children and facilitators. One to one sessions were also conducted with parents regarding performance of their children at the centers

A parents meeting at Lukumbi CHANCE School in Nakaseke District

23 of the Adult Literacy groups were also parents groups established around the CHANCE schools. In a bid to strengthen links between Adult Literacy and CHANCE, joint trainings were conducted in all these CHANCE schools that were running alongside the schools. Participants comprised of school management committee members and participants of the AL circles. In the trainings, participants explored and discussed the links between CHANCE and Adult literacy, areas of overlap were identified, and action points were drawn to strengthen the links. Following these trainings the Literacy groups played an important role in renovating CHANCE structures and mapping children in their communities who are not attending school jointly with the SMCs during the youth days, through MDD, groups advocated for parent's responsibility in the fight against HIV/AIDS and advocated for the support of young people. Adult Literacy groups were also used as channels for mobilizing parents and the wider community to participate in the activities of the Global Campaign for Education.

1.4 STRENGTHENING DISTRICT INVOLVEMENT, OVERSIGHT AND SUPPORT TO CHANCE SCHOOLS

1.4.1 Quarterly Planning and Support with key District Stakeholders:

The meetings were held for all districts purposely to provide feedback on progress of activities and collectively explore ways to take forward the issues arising out of the progress reports. Participants included representatives from the district education office, CCTs, planning department, CAO's

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office, CDO's office, LV executive, the LCIII chairpersons, education secretaries at the sub-county level and the sub-county Administrative officers.
Separate planning and review meetings were also held with CCTs to explore possibilities of providing technical support especially to the higher classes at cluster level and onsite. Subject specialists in at least one for the four core subjects were identified to support on a monthly basis scheming and discussion of content for the upper class teachers. A schedule for CCT's to complement SC's Education Extension Worker's efforts by conducting observation and feedback sessions for selected sites/classes was also drawn. The CCTs in addition supported the orientations on new subjects and dissemination of curriculum reforms to all teachers in the system supported by SC.

1.4.2 Transitioning f 12 CHANCE Schools

Twelve (12) CHANCE schools including Kyalweza, Wabisisa, Kiranga, Kyanaka, Kyanika, Malombe, Kalula, Kasozi, Budengedde, Kiranga, Kabakazi, Namalinda and Nongo were identified by the DEO's office and coded to receive government aid. In order to ensure that the schools and the communities were prepared for the transition but most importantly contribute to the dialogue, a series of meetings and activities in conjunction with government district officials were undertaken with the 12 communities to discuss and follow up progress of the process.

In the initial meeting with the DEO to chart out a road map, a number of issues were discussed and guidelines mutually drawn for the way forward. Most pertinent among these was the fact that the factors that made the schools attractive to the children would be retained to limit changes and drop outs. Specifically all parties agreed to have a transition period of one year up to Dec 2005, have a clear plan drawn on quarterly basis with specific benchmarks, action points and time frames to guide the process with the District Inspector of Schools and SC's Education Coordinator as the focal persons. Key activities identified and implemented jointly included: Orientations and regular dialogue sessions on the process with all 12 affected communities , Quarterly progress reports compiled and disseminated to all partners and other advocates to allow sharing within and outside the district but also inform future programming. Orientations for Head teachers, teachers and SMC's, qualified CHANCE teachers currently in service were given first priority. Teachers that were did not qualify were redeployed to other CHANCE centers, uniforms remained optional in the transition schools and parents were consulted in a gradual process to change timing. The composition of the SMCs did not change however additional training in view of the changes was given. Provisions for the PTA where discussed and it was agreed that one will be constituted after orientation of the community.

1.4.3 Coding of CHANCE schools in Nakasongola for Government Aid

Through efforts of the NFE Working Group in liaison with MOES, certain aspects of the NFE were mainstreamed to ensure quality and sustainability. These included training of NFE teachers, ensuring NFE teachers access the payroll, provision of instructional materials, provision of capitation grant and construction of the learning centers. 24 CHANCE schools supported by SC in Nakasongola were coded. The DEO conducted a validation exercise resulting into confirmation of 50 CHANCE teachers as NFE instructors. In liaison with the DEO, a follow up meeting with the teachers was held to discuss and draw strategies to manage and accommodate the necessary changes arising out of the exercise. Areas discussed include salary, workload, training, transfers, supervision etc. was held to further prepare the teachers for the changes. Similar meetings were conducted with parents and SMCs.

1.4.4 Exploring Opportunities of Coding CHANCE schools in Luwero/Nakaseke and Wakiso

Meetings were held with key officials from the education offices and Chief Administrative Offices of the respective districts to explore ways of embarking on the process of coding CHANCE schools to receive government aid. In the meetings SC shared the two approaches used in Nakasongola to lobby for support of the centers from government. Then the meeting discussed both options. From the meetings it was resolved that In Luwero an exposure visit be organized for the team from Luwero district to Nakasongola to visit some of the CHANCE schools that have transitioned and the CHANCE officer would liaise with the desk officer in charge of Luwero to conduct community meetings at the schools to consult about the two approaches to give an opportunity for communities to make decisions. In Nakaseke and Wakiso an inspection of the schools will be carried out. The inspection will provide information on which schools meet the coding criteria, assess viability and prepare a report

1.4.5 Wakiso District support to CHANCE schools

The respective sub counties provided desks to the schools and through the DEO the schools received 113 copies of text books were received including curriculum teachers guides, readers for both facilitators and children and farm implements to strengthen the school garden initiative.

2.0 ACTIVITIES FUNDED THROUGH MATCH PART OF THE PROJECT

2.1 ADULT LITERACY

Adult literacy sessions for parents were supported as one of the major channels to mobilize and orient parents to participate in school based activities. Support to 73 existing Literacy Groups was strengthened and continued on a regular basis in form of support supervision, material distribution and joint planning and periodical reviews based on the seasonal and daily routine calendars for all the groups. In a bid to strengthen the linkages between Adult Literacy and CHANCE schools 10 additional Adult Literacy Circles were established around CHANCE centers increasing the number of parents groups in literacy to 83 with total enrollment of 2050. Joint SMC/Adult Literacy training sessions in (19) sites to establish and promote community based education support networks and increase capacity of parents to support their children's education both in and out of school were carried out. Two Reflect trainings (initial and refresher) for fifty (50) AL facilitators were organized and conducted. All adult literacy facilitators were equipped with kits containing instructional materials to strengthen the literacy piece and mobile libraries were established to increase availability of reading materials. Following the training of 76 adult literacy facilitators in psychosocial support, sessions were conducted in the literacy group from a psychosocial module. The process to develop Adult literacy facilitators guide book to cater for the post literacy needs also started with 12 sessions from existing IEC materials adapted for the development of a facilitators' curriculum on agriculture, health, livelihood etc.

2.1.1 Community Management and ownership of the schools established and maintained

The Adult Literacy groups have been a catalyst for community action, by creating and strengthening community networks around improving the lives of their children. Individuals and communities have expanded their ambitions and are taking action in many ways. 15 circles have established very basic rural micro-finance services to provide small loans to group members and other women in the community. The Kaisolo Adult literacy group has lobbied for 5 sewing machines which have been allocated to them by the Member of Parliament. Out of the 20 AL groups participating in the Food Security Agriculture component, members of 15 groups have established individual gardens with

skills and support from the group. Four groups of Wanzogi, Kayisolo, Kyankonwa and Kabayongo have embarked on a tree planting exercise to replace trees due to charcoal burning. Joint marketing of handcrafts in the subcounties of Kakooge to increase bargaining power is in effect on market days. The circles have also continued working towards becoming CBOs. Six circles in the reporting period formalized their organizations and started the process of drafting their constitutions and development of proposals to solicit support for their activities outside SC and through NALSO

2.1.2 AL Facilitator Development and Support

- **REFLECT Training**

Two training sessions were conducted for Adult Literacy facilitators; a 5-day initial REFLECT training for twenty (10) new circles established next to the new CHANCE classes and a 3-day refresher for forty (40) facilitators for existing circles. The main objectives of the training were to enable facilitators to internalize the Reflect learning process and be able to apply it in their areas of work, analyze the link of Reflect with other thematic issues such as education and youth development and work out strategies for integration and develop guidelines to strengthen the implementation of Reflect activities in their groups. Topics discussed and reviewed included objectives of adult literacy and its relationship to other programs, the REFLECT approach, why the REFLECT approach, principles and cycle of REFLECT, structuring reading, writing and numeracy, literacy materials, REFLECT session planning, facilitation skills and methods, assessment and graduation of participants, appreciative making, testing and reporting, and the management of REFLECT circles . For both groups, action plans were drawn and below are the highlights.

- **Psychosocial Support Training**

40 Adult Literacy Facilitators were trained in psychosocial support for orphans and other vulnerable children affected by HIV/AIDS to equip them with basic knowledge and skills to respond to their needs more effectively and to address issues of stigma surrounding HIV/AIDs related orphan hood. The training was designed to address the psychosocial needs of both children and caregivers of whom majority participate in the Adult Literacy circles. The training also intended to reinforce the psychosocial messages earlier given to the CHANCE facilitators in a similar training but from a home and community perspective. The key themes discussed included; HIV/AIDs and Child Development, Communicating with children, how to support bereaving children, community and family roles and responsibilities in meeting the needs of OVC and further discussed current coping mechanisms and practice especially in high prevalence setting. It was realized during the training that each of the participants household cared for one orphan or more and the need to continue a dialogue among circle members as a way of providing peer support and meeting the psychosocial needs of the caregivers too. The manual was translated and facilitated at circle level.

- **Sub county cluster meetings**

Monthly sub county cluster meetings were conducted for all sub counties. The emphasis of the meetings was to share experiences and updates on circle management. In addition, in-house trainings to continue building facilitators' capacity were conducted. Session guides were prepared and discussed during sub county meetings Topics included mixed ability facilitation and session planning, community mobilization, psychosocial support, small project management and other related topics like writing styles for important documents in the community (Wills, proposal writing, minutes, announcements and invitation letters) mixed ability facilitation, delivery and facilitation

techniques. During these meetings facilitators in small groups discussed and shared how the circle meetings were being conducted, what was going well and what was not going well.

- **Onsite support supervision**

On site support supervision and joint planning with facilitators were conducted at sub county level and follow up of onsite visits were made by Extension Workers as well as the officer in charge of Adult Literacy. To effectively provide support to all the groups ensuring that each group is visited at least twice a month at circle level by EEWs, District Officials and SC Officers. A supervision plan to that effect was developed jointly with the EEW, District staff and SC. Facilitators were paired up for mutual peer to peer support, session plans would be exchanged to learn from each other and feedback sessions would be made part of the cluster meetings. As much as possible sitting days would not be altered unless it was inevitable to make it possible for the supervisors to plan for and provide support to these meetings. For purpose of improving co-ordination, cluster leaders were identified and their roles spelt out collectively by the group. A skills audit exercise was biannually conducted for facilitators to inform the project planning processes. Incentives were also given to facilitators in form of T-shirts, lamps, bicycles and spares, and radios
A number of circles were able to invite different facilitators such as Agriculture and Health to support sessions on land preparation and health issues during the rainy season.

2.1.3 Establishment and Management of Mobile Libraries

Focus groups discussions were conducted to identify reading needs expectations and interests of participants. The discussions also aided the assessments in literacy levels, language of interest, numbers, and coverage/distribution of the beneficiaries. , participants suggested and requested for the following information materials: reading books for beginners, health books, nutrition, immunization, caring for pregnant mothers, basic information about HIV/AIDs, good feeding, general cleanness, cultural books, behavioral set up, religious books that is hymn books and Holy Bibles, Mathematics for beginners, charts, reading and writing books, news papers, picture books, song books, agriculture, marketing, saving and small business management. A focal person was identified to manage the library at circle level. A borrower's register to tracking borrowers and also maintain a record of book stock turnover was established. Exchange of books was done during meeting days, to encourage reflection participants agreed that time be instituted to share wbat one has learnt /read during the circle sittings. Quarterly discussions were held to update the library. Promotion activities included readers groups and reading events.

2.1.4 Introducing English Lessons to Adult Literacy Learners

Ministry of Gender, Labor and Social Development through the Community Development Office trained 30 facilitators to start conducting English sessions for the adult literacy groups. Currently a total of 402 participants, (30 female and 101 males) are attending English sessions. The start of Englisb lessons provided a platform for progression especially for participants who had been in the centers for a long time. However, the English manual provided proved difficult to the participants of the grade, given the fact that they are beginners. Support was extended to all groups by both officers and EEWs mainly focus and support was provided on delivery of sessions to make them more interactive and orient facilitators to deal with learners of mixed abilities. Facilitators were clustered to strengthen peer support and foster joint planning.

2.1.5 Feedback meetings with the District Community Development Office

The quarterly meetings were organized with the Community Development Office. The district representatives included the Community Development Officer and his assistant, the District and sub county Literacy supervisors. The purpose of the meetings was to share updates on progress of activities in the field, identify support needs for facilitators and consequently draw a joint action plan. The status of each circle was discussed out of which the list of facilitators was updated and support needs for various facilitators highlighted. SC worked with the district to support the distribution of materials and facilitator stipends as part of their routine support, organize and administer assessments to circle participants at least 50% of total time for a year.

2.1.6 Dissemination meetings

Facilitators requested the CDO's office, in liaison with SC, to hold a meeting with counselors. They would like counselors to be key resource distributors at subcounty levels so that further sensitization can occur, updates on the progress of adult literacy activities, areas of need are known and lobby for allocation of resources to groups for income generating activities. Follow up will be made to organize this meeting.

Adult Literacy facilitators in session during their review meeting

2.2 ADOLESCENT SEXUAL REPRODUCTIVE HEALTH

15 additional Youth clubs for in and out of school were established as a means to address Adolescent Reproductive Health problems affecting young people and create linkages between health and education increasing the number to 35 youth clubs. Trainings were conducted for Senior Teachers, Peer Educators, Club Patrons was conducted. Head teachers and CCTS(2) from 22 formal schools trained in the promotion of youth friendly services to complement and reinforce the achievement of the PIASCY initiative goals 4800 copies of Straight Talk Publication were distributed to 194 schools in Nakasongola district on monthly basis. The project also supported the development, signing and implementation of safe school policies in 25 schools in a bid to create

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safe and supportive environments for young people. In an effort to create safe and supportive environments for young people and foster a new level of commitment from both the education providers (district education office, SMC, Local Leaders, teachers) and users (Parents, youth and children). Training was conducted for the SITs and monthly meetings held with them to review progress.

8 subcounty Youth days were organized and supported the bringing together 4000 young people and local leaders in a bid to create awareness and solicit support for youth in and out of school. VCT services were provided to youth and youth-youth activities including cross visits were also conducted. SC with support from Youth Empowered and Healthy (YEAH) (CDFU funding) takes on the role of mobilizing and coordinating their youth activities in the Central Region (Nakasongola, Nakaseke, Luwero, Wakiso) to respond to improved information, education and communication for and with young people

2.2.1 School Policy formulation to Increase commitment and response to safety of youth and children in the schools and community.

In a bid to create a safe environment for children and youth both at school and at home, parents, teachers, school management committees, local leaders and the children themselves were mobilized and through focus group discussions, explored safety issues in their environments to come up with policies that can be adopted by the individual schools. These meetings were conducted in four phases. Phase one was to establish contact and build support from various stakeholders, phase two was to explore the meaning of safety, safety concerns for young people in both the community and school environment with small groups of different ages and gender and phase three was to bridge the gap by harmonizing the cross cutting safety concerns to be jointly addressed. Phase four, a Safety Improvement Team with representation from the different stakeholders was selected to facilitate a work plan and monitor progress.

The policy formulation process engages parents, teachers, school management committees, local leaders and the children themselves through focus group discussions facilitated in safe environments to come up with policies that are adopted by the individual schools. Safety Improvement Team take a lead in harmonizing ideas form the different stakeholders and during the launch of the sign up, the SIT representative reads out the final copy of the policy statements that had been compiled to all the parents, children, teachers and other Stakeholders present for validation. Once it is endorsed ,Representatives from SMC ,PTA Local council leaders ,police, parents and children sign the policies affirming commitment of each category of the group they represent. It is witnessed by a representative from SC who also signs on behalf of SC and the District Secretary for Education signs on behalf of the District Education Office 25 schools were supported to undertake these phases and formulate safe school policies.

- **Creating and Sustaining Safe Environments for Children and Youth**

SIT Capacity Assessment, Training and support

Using the signed policies as guidelines, the SIT commenced work by drawing action plans and sharing tasks. A discussion was conducted and a ranking exercise conducted of the most important information and skills required by the SIT committees to undertake their assignment. An audit was then carried out to establish the knowledge and skills gaps. Key areas identified included information on the relevant legal instruments such as the children's statute, CRC, facilitation, basic communication and counseling sessions , Community response monitoring, Group management, lobbying and advocacy. Using the Venn diagram technique, the teams also identified and analyzed

importance of linking and strategies to draw effective partnerships with specific partners/ stakeholders they need to liaise with in this endeavors including nearest health unit, police and other service providers, district education and probation departments, etc for referral.

Based on the outcomes of the assessment exercise SIT trainings were organized and conducted for 375 committee members of which 225 wee females and 150 were males. The trainings were phased to accommodate the big numbers. 2-3 schools were clustered and provided a 2-day residential training. In the first phase of training focus was on defining a child, highlighting different categories of children that the teams are dealing with and their needs rights and responsibilities. The teams also discussed children's statute, its relevance to their work, interpretation and application in their work as SIT coupled with communication and counseling skills, monitoring tools and next steps. Participants learning as much as possible was based on their experiences on some of the safety issues identified or addressed in their schools.

Group work during SIT training at Kibuye CHANCE school

Monthly meetings were conducted with the SITs from different schools to share experiences and also discuss progress in implementation of the Safe School Policies. Safety Improvement Teams (SIT) on termly basis carried out feedback meetings with parents, school administrators, children, teachers, local councils and the policemen the safety issues they have been able to address during the school term. During these feedback meetings, SIT members also discussed some of the challenges they had experienced during the school term and these included, poor turn up of parents for school meetings, parents who failed to contribute towards agreed upon contributions in kind to ensure children accessed lunch and scholastic materials. The parents who attended the meetings committed to mobilize other parents who normally don't turn up for the meetings.

2.2.2 Safety Improvement Teams addressing Youth protection issues

- **Health Talks and Medical Check ups.**

Senior teachers and volunteer members of SIT approached H/U already trained in Youth Friendly Services to conduct the check ups and co-ordinated the visits. Health talks on HIV/AIDS were conducted alongside medical checkups. The health workers engaged in disseminating updated

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information about the causes, symptoms and prevention of HIV/AIDS in the different schools. Girls were checked for pregnancy and oral health was carried out with all the pupils in school.

- **Provision of lunch at school.**

This activity was undertaken in 9 Schools As a lesson learned from Nakasongola C/U one of the participating schools, where as part of the policy SITs mobilized parents to start feeding at school. A number of options were considered to make it affordable for all children. Parents paid for lunch costing 1000/= per term, each SIT member was to mobilize 10 parents to ensure as many parents as possible paid for the lunch. However other alternatives were encouraged such as packing and going back home for lunch for those children near the schools. The members agreed that for children missing out on both, deliberate efforts would be made to do home visits to further talk to the parents/guardians about other possibilities. The school administration and the SITs also prepared gardens where they have planted crops which to be eaten by the pupil during the school term. In some cases, the schools harvested maize and used the collections from the parents to top up their stock and grind all the maize. Where schools did not have land, the SIT members lobbied and obtained land from a parent. SC linked all 9.schools that had prepared gardens the agriculture department to access planting materials- potatoes vines to multiply and share with other schools and households in the next season and extension support.

- **Absenteeism/late coming of pupils and teachers**

SIT members noted a reduction in absenteeism in the schools following institution of their supervision routines on rotational basis as earlier reported. Teachers are acquiring a practice of communicating in case of absenteeism. Follow up on utilization of the registers to monitor class attendance has also helped members identify children who are frequently absent at school.

- **SITs Keeping Girls in School**

Follow up of attendance and participation of children especially girls was given due emphasis by SIT's. In their regular monitoring visits and through discussions with the children representatives and teachers, isolated cases of children missing out were reported and followed up. The cases and reasons varied and were addressed case by case. In 3 schools Ssaasira high school Kigingo and Irimba primary school 3 girls were allowed to continue school while pregnant .The SITs of these schools negotiated with the school administration to keep the girls in school and were followed up at home to reinforce the decision of the SIT. In 5 schools Kibuye, Nongo, Wabigalo, irimba, Ssaasira high SIT identified pupils who were sexually abused and worked with the police to address the above cases .Other cases e.g. in Kakooge CU included lobbying the head teachers to allow children especially girls missing out because of uniform to get back into school.
Kyangogolo PS SIT contributed to the formation of local sanitary towels which were to be used by the girls while at school, a lesson was drawn and taken up by other schools.

In Wabigalo a trading centre where many children were missing school to do odd jobs around town, discussions with employers of working children in liaison with the local leaders to flex working hours for children to enable them attend school. In Kakooge, SIT has linked up with another organization (AMREF) and has solicited some scholastic materials for children whose parents have not been able to provide and instituted a watchman and matron to increase security of girls in a boarding school.

2.2.3 Youth friendly referral services established and maintained

- **Establishment of New Clubs**

A total of 15 additional youth clubs were established increasing the number of groups to 35 with a total membership is 2008, that is 871 males and 1137 females These new clubs included nine in school clubs, three out-of-school clubs and three CHANCE clubs: The new clubs were provided with start up kits after club orientations with the registered members of the clubs. Mobilizing and registering new ASRH club members was a continuous activity during support visits youth clubs management reviews and start of new learning cycle to replace any members leaving upon completion

- **Training of Peer Educators**

A total of 70 Peer Educators that is 35females and 35males were given basic skills to pass on accurate information to their peers. Basic facts on HIV/AIDS, teenage pregnancy, STDs, development and body changes, relationship and sexuality, peer counseling and facilitation skills were the topics covered.

- **Training of Senior Women and Men Teachers/ Patrons and Matrons**

Twenty-five (25) senior men and women/ Patrons/ Matrons from nine school clubs and three out-of-school youth groups have been trained in counseling on HIV/AIDS and Life Skills training. These teachers are assisting to run the clubs and supporting the entire community of children at the schools. The 2-day training covered the following topics: growth and development, body changes, reproductive health, risky behavior, STDs, HIV/AIDS, life skills, counseling and guidance, peer education, and teenage pregnancy. The trainings also incorporated club management since the senior women and men teachers come from schools that have youth clubs. The patrons and matrons compliment the senior teachers work but also act as overseers of the clubs.

- **Training/Sensitization of Head Teachers**

Head teachers played a vital role in facilitating and providing support to youth club activities in the schools as key decision makers in the day-to-day management of the school, including time allocation, resource distribution. 29 head teachers participated in the training to orient them on their roles in relation to creating safe environments for young people and equip them with skills to better communicate and support youth. Quarterly meetings were also held with head teachers to review progress and plan for club activities. Discussions were held to explore ways of fitting club activities in general school calendar, mobilizing resources to strengthen support for in school clubs, organization and provision of feedback on matters arising out of youth club activities. In the same meetings the head teachers reviewed and discussed quarterly planned activities for their schools.

2.2.4 Training and Partnering with Health workers to improve Knowledge and Youth Friendly Service

A training for twenty (20) health workers in five sub county referral clinics was designed and conducted in partnership with the District Health Office to explore strategies and protocols for youth friendly services and establish a referral system for youth aimed at creating safe environments at the facility level to foster youth to seek and utilize reproductive health information and services. The topics covered included youth development, communication and counseling skills, characteristics/key elements of youth friendly services and youth referral systems. As a result, youth

health talk modules were designed as part of the action plans, days and hours were designated per week when youth would visit the clinic, an outreach schedule to schools was designed and clubs clustered around clinics.

In the subsequent months, follow up activities were organized where peer educators, senior teachers and health workers met at sub county level to share youth concerns and jointly plan for the month. Health talks accompanied by video shows in some cases on related themes were conducted. Each term a theme e.g. Early pregnancy, HIV/AIDs and other STDs, sex and sexual relationships and abuse , Growing up – Body changes , Risky behavior, Life skills was identified based on frequently asked questions by the young people identified through question books and boxes, PE sessions and Health workers visits. Therefore, all club activities focused on these themes in the term.

2.3.5 Partnering with youth to improve services

On site Support and Supervision was regularly provided to follow up on and or complement the activities which were being carried out by the patrons/matrons and peer educators. During the visits the support team interacted with the young people and the administration of the schools. The trained peer educators conducted sessions and referrals to senior teachers who in turn would refer to H/W as was necessary. Follow up was also made on the utilization of the mobile youth corners set up to provide age specific and youth friendly reading materials. To track club membership and the activities done per term in a club, forms were distributed at the beginning of the term and these included club registration forms, update forms, activity forms and club. Patrons have also written a brief report about the club in the course of the term and meetings have also been held with the club leaders to monitor progress.

Follow up was also made on progress in implementation of the activities for the quarter based on the selected theme, meetings were held with the youth club members to review the set up of the mobile youth corners and Monthly sub county meetings have been held with peer educators, senior teachers from their respective sub counties. In this forum the teams would share experiences and ideas from the different clubs and also draw work plans together, get updated and accurate information and discuss areas of improvement and strategies for enhancing support. Plans for interschool club activities such as cross visits, sports competitions, and debates were identified, discussed and jointly planned for. Progress of activities on the select theme was also reviewed in these meetings as plans were updated and best practices and lessons drawn.

2.3.6 Distribution of Materials

Each club was given a start up kit comprising of Sports equipment (Soccer balls, Volley balls, Netballs, Board games like Snakes & Ladders and Luddo with Messages) , Suggestion boxes and books to record questions, Files and papers for club records, , Inventory books to track utilization of supplies, sets of drums to enhance the MDD and Wooden message plates where members were expected to write positive HIV/AIDS prevention messages to contribute to their school " talking compound. SC/US also partnered with Straight Talk to distribute Young Talk, Straight Talk, Tree Talk, Farm Talk, Kids Time, and Teacher Talk and parent talk to all the schools in Nakasongola district. Through this partnership on monthly basis SC distributed these publications to 250 centers. The centers include 141 primary schools, 18 secondary schools, health centers, teenage centers, 6 out-of-school clubs, and post test clubs. The farming topics and seeds provided have been used by schools and out-of-school clubs to establish vegetable gardens and trees around the school compounds. Also distributed to 35 youth clubs were other assorted scholastic materials.

Lwampanga Youth Club members soon after receiving the Straight Talk Publication for the month.

Youth corners were stocked and updated quarterly with youth information at the school level. The corners had materials about HIV/AIDS and the new generation, early pregnancy STDs, growing up, and healthy relationships." reading materials and handouts on HIV/AIDS and STDs to replenish the youth corners for youth clubs. Readers with stories about children's experiences about HIV/AIDS included- *Just Me And My Brother, Child Sexual Abuse (A True Story), Friends For Life, Two Donkeys For Joe, Discussion Guide For A Community Education for youth peer educators and Fountain Living Series (Ripe For Disaster).* Materials were also acquired and distributed to all clubs through YEAH is a national communication partnership for young people 15-24 years old. YEAH materials including a comic book called "Rock Point Girls 256", flyers, posters and fact sheets about cross generational sex and "Some Thing for Some Thing Love"

2.3.7 Livelihood support for out-of school Youth

During interactions with the club members, it was noted that most of the youth in the clubs are affected by HIV/AIDS, have low literacy levels and lack practical skills of managing income generating activity they are engaged in. Sessions were organized with all group members to explore ways of strengthening their current livelihoods. The members also generated ideas on managing different projects that were built into a mini proposal. 6 groups out of school were established and supported to identify mini projects to increase their livelihood or income generation at household level. The projects identified and supported include poultry keeping, beekeeping and farming. Projects on beekeeping were identified by two of the groups. With support from the forest department, the young people received a preparatory session on beekeeping. They received recommendations on the local trees which could be used for making local bee hives at a low cost and had a demonstration conducted on setting up a beehive. One of the groups acquired space from the Catholic Church for this activity. Two other groups were linked to SC/US' agriculture sector they received vegetable seeds and improved planting materials for demonstration and multiplication and also benefited from extension support by the Agricultural Extension Workers. The remaining groups took up poultry and were linked to the livelihood department for training and material input to start the project.

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3.2.8 Providing Youth access to VCT services

This was carried out in response to numerous demands by both in and out of school youth for the provision of VCT services. Specific days were identified and interested youth mobilized to access the service provided through outreaches organized in liaison with the DMO and Nakasongola health unit the only service provider in the district. With support of a Health worker an educational session was conducted with a group to be tested on VCT to provide information, answer questions and address concerns the members had. The session was soon followed with the actual VCT exercise. In total 7 outreaches were conducted as shown in the table below.

Club	Total numbers tested	Females	Males	Positive results
Visit 1	19	17	7	1
Visit 2	35	19	16	4
Visit 3 ,4	105	58	47	3
Visit 5	32	19	13	0
Visit 6	32	17	15	1
Visit 7	41	22	19	2
Total	**264**	**147**	**117**	**11**

Follow up sessions and activities continues especially by the out of school groups Out of school club meetings were supported as a follow up on the VCT service provided and the need to continue supporting all youth especially the HIV positive youth. The theme for these meetings was "Fight stigma and discrimination and live positively". They discussed discrimination and stigma and the impact on individuals and families. The out-of-school youth clubs organized and carried out a community awareness campaign on stigma and discrimination of people affected and or infected with HIV/AIDS. This was done through staging plays, songs, poems and speeches. Approximately 300 people were reached. In the shows, the youth emphasized the importance of home visits, inclusion of people affected and/or infected in community activities and referral for medical support.

Support for positive youth was organized and continued through the formation of post test clubs. 3 Youth post test groups were formed in the clubs which have accessed VCT services. These groups have on going counseling mainly encouraging behavior change, discussing HIV risk issues and concerns ,sensitizing other youths on the benefits of having an HIV test, reducing stigma and discrimination of people living with HIV. Also additional training in low cost positive living strategies and linking them to other organizations providing services to People Living with HIV/AIDs

3.2.9 Youth to Youth HIV/AIDS peer education and support Activities

In order to increase opportunities for youth to interact with other youth and the benefits of peer education inter school club cross visits school activity days and subcounty youth days were organized. Activities were organized and conducted by youth for youth on specific themes of HIV/AIDS e.g. impact of HIV/AIDS and other STDs on the lives of young people, advantages of carrying out VCT, the evils of stigma and discrimination and positive living. The information was shared through music and drama, speeches, quiz and poems. During the School Activity Day held annually, each club designed activities to educate the rest of the school on the same themes.

The Annual Youth day activities were planned and facilitated at sub county level in all 8 sub counties in Nakasongola bringing together 4000 young people, parents, teachers and local leaders. The main objectives of the youth days were to create awareness of youth reproductive health issues promote and recognize the role of young people as an integral part of the communities and advocate for positive lifestyle choices not only among youth but also adults as role models and caretakers.

2.3 SC JOINS THE YEAH PARTNERSHIP TO COORDNATE EFFORTS IN THE CENTRAL REGION

SC organized and participated in the launch of Young Empowered and Health (YEAH) activities in the central region where it's the regional lead organization. The launch/ stake holders meeting brought together a total of 21 NGOs that are actively supporting young people and district partners from four districts of Luwero, Wakiso, Nakasongola and Nakaseke . The initiative is for and by young people to fight against "some thing for some thing love" a relationship where sex is given in exchange for favors, money or gifts.
SC also facilitated and participated in the Central Region YAG (Youth Advisory Group) comprising of ten youth representatives from nine organizations working in Nakasongola, Nakaseke, Luwero and Wakiso. YAG members each outlined work plans for the upcoming quarter and contributed ideas for the Annual Youth Health Fair to be. Participants committed to reach a set number of youth with YEAH messages and were each provided YEAH materials to distribute within their communities.

A TOT for 35 stakeholders from the 4 districts was also conducted to orient them in the use of the Life Choices DVD/Drama Script and Guide for life skills education. The purpose of the Life Choices tool is to enable individuals working with youth to stimulate discussion and thinking among young people about issues such as decision making, transactional sex, HIV/AIDS and early pregnancy that will impact their health, well-being and future opportunities.

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A Committee member on the Young Advisory Group facilitating a session during the Campaign for "Something for Something" Love

2.4 INCREASING SUSTAINABILITY AND BROADENING COVERAGE OF THE PROJECT

2.4.1 Partnering with and building capacity of Partner CBO's

2 partners CBOs Hyslink Community Initiative in Wakiso District and ICEA in Luwero district were identified for mentorship. Each organization seconded one staff to the project to be trained in the implementation of NFE. An orientation meeting was conducted for the trainees focusing on CHANCE principles and methodologies, scope of work, the M&E forms used to monitor activities at center level including observation, monitoring checklist, enrollment forms and facilitator bio-data forms were also shared. All this was coupled with a familiarization trip to CHANCE schools.

Review meetings were held to discuss progress of the secondment arrangement between SC and a local CBO. Discussions focused on how the trainee would be more involved in the supporting of the centers, frequency of visits, implications and areas of support.

SC- US in partnership with Save the Children in Uganda through the Global Fund mechanism provided Nakasongola Adult Literacy Support Organization a local CBO whose membership comprises of literacy groups, a grant to implement HIV/AIDS activities in Luwero and Nakasongola Districts identify and address OVC specific needs. With the grant NALSO mobilized and trained for life skills trainings in four sub-counties, Kalungi, Kalongo, Lwampanga and Lwabyata in liaison with the district officials who supported the trainings i.e. District Community Development Officer, District Inspector of Schools, and District Health Educator. Through its member groups they mapped, identified and currently supporting OVC in four sub counties in the areas of apprenticeship, improvement of shelter, provision of school fees for secondary school orphans and training of caregivers in accessing and managing income generating activities.

2. 4.2 Advocacy and participation in National Level Coalitions

- **Non-Formal Education (NFE) Working Group**

SC/US together with other organizations providing NFE in Uganda continued working closely with the MOES, National Curriculum Development Center, and Kyambogo University to have NFE mainstreamed within the general framework of MOES. SC participated in workshops to discuss proposals by Kyambogo University for the NFE instructor's curriculum and facilitated a fact finding visit by Commissioners from Ministry of Finance, Ministry of Education, Local Government and Public Service to the CHANCE schools in Nakasongola. The team observed classes and also held meetings with the district officials to discuss the districts willingness, capacity and readiness to take on the NFE schools. SC also participated in meetings to review and facilitated a pre- testing of the draft modules for training of NFE facilitators by Kyambogo University. SC in liaison with the Ministry of Education and Sports facilitated a consultative workshop to share the findings from the familiarization tour by the team and also review the recommendations submitted for recruitment of NFE facilitators as part of the education framework.

- **PAMOJA Uganda (Africa Reflect Network – Uganda Chapter)**

SC/US is a member on the Steering Committee for PAMOJA Uganda charged with promoting the Reflect approach nationally. SC/US participated in the national forum and presented its

experiences highlighting how adult literacy is being used to promote parent participation in children's education.

- **Forum for Education NGOs in Uganda (FENU)**

SC/US is a member organization of Forum for Education NGO's and continues to influence education policy implementation. FENU annually spearheads the Global Campaign for Education Week in April of every year where awareness and advocacy activities are undertaken globally on a pertinent issue in the world. SC participated annually in the key events of this campaign. Local level campaigns were also organized around the schools to engage parents, teachers, local leaders and children on the same matter.

- **SC Alliance Collaboration**

Through SC Alliance, an assessment supported by Carl Triplehorn from SC (US) Emergency Unit was carried out in Northern Uganda to inform designing of an Emergency Education program for the Northern region. A dissemination and planning workshop was held including representation from SC (US) where the CHANCE experience was shared to inform the planning process. Discussions were also held on how SC (US) can further support the roll out of this initiative. A number of ideas were explored including adapting the CHANCE model and Safe School policies approach for the northern situation and extending technical support in the same areas. SC continued working through the alliance to contribute to the Global Challenge for Education imitative.
Save the Children in Uganda also provided match fund to GDA to support implementation of CHANCE activities.

- **Nakasongola NGO Forum**

SC/US chairs the Nakasongola NGO Forum an affiliate of the National NGO Forum with the mandate to coordinate NGO efforts in the district and build capacity of CBOs. Through this forum SC continues to lobby for support for especially upcoming CBO that it works with in Nakasongola. SC supported a district wide mapping exercise of CBOs highlighting their activities, coverage, membership, funding sources, category and location of activities.

3.0 COMPLEMENTARY PROJECT ACTIVITIES

3.1 Reading for Children

The Reading for Children Project targets 4-7year olds who were not being targeted for CHANCE to prepare and increase their readiness to start school. The project started as a pilot of 10 sites and was later scaled up with an additional 10 sites. 608 children are enrolled in the 20 sites. The project aims to (1) introduce pre-literacy and pre-numeracy skills to pre-school children for early intellectual stimulation; (2) introduce and sustain reading for pleasure into the communities; and (3) reinforce reading skills of adult literacy participants. MADRASA Resource Center, Ministry of Education-pre-primary division, Aga Khan Foundation were engaged in providing input on facilitator training curricula, material development, human resource availability and sharing of lessons and best practices.

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SC Education staff at the ECD TOT workshop display developed materials

3.1.1 *Establishment of ECD sites*

This was done in two phases. In each phase 15 communities were selected and assessments carried out to verify communities of greatest need. Potential communities were mobilized and orientation sessions for these communities and adult literacy circles conducted with the objective of consulting them on the level of interest and need, share with them the program design and build consensus on the criteria for selection of sites and facilitators. Sites were selected based on based on Interest of the participating parents and expression of need , High population of children aged 4-7 years, Availability of volunteers, proximity to AL/Chance Centre with older children in school. A total of 267 families were selected to participate in the pilot and 308 children enrolled to participate in the first phase and 300 families and 300 children in the second phase.

3.1.2 *Project staff training*

A TOT was conducted for all project staff with support from Madrasa Education Resource Centre Uganda The training was mainly aimed at orienting SC's key staff in: understanding key concepts of ECD, identifying ways of supporting children's stimulation through play, materials that can be used to support children's reading at the centre and in homes and enhancing parents' skills in supporting children's reading at home through literacy program the concepts of ECD to enable them provide support to the reading for children pilot project. Topics included: Child development, play and learning Directive and active learning approaches Development of stories, riddles, twisters rhymes toys and other Materials, ECD session design and delivery

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3.1.3 *Management Committees and Facilitator training*

Project staff conducted initial and follow up trainings for the selected facilitators and centre management committees. The trainings covered key aspects of the Reading for Children Program, child development, ECD site management, planning and delivering ECD sessions, material development, facilitation and community mobilization, etc. Participants discussed work in groups to prepare and simulate a reading session. A video was also shown and discussed of good practice from other programs with reading activities. A one day facilitator's exposure visit was organized and ECD facilitators visited Madrasa resource centre and Victorious pre- primary school in Kampala. The visit aimed at consolidating the basic teacher training earlier conducted for the facilitators and to create a plat form for facilitators to learn from other ECD practitioners especially in the aspects of session delivery for pre -literacy activities, viewing and sharing available local materials, interacting with facilitators of the same age group to discuss and share good practices, lessons and experiences in facilitating reading for and by children. It also provided an opportunity to interact with administrators on managerial issues of centers.

3.1.4 *Review meetings for support*

The follow up meetings reviewed progress of centre activities, involved facilitators sharing experiences, achievements and challenges. The meetings also covered strategies to improve on the quality and variety of playing materials and sessions, availability and effective utilization of reading materials especially with local themes and subjects for both the young and older children, creating and maintaining safe and spacious play areas for children and continuously seeking support from parents and center management committees.

Deliberate planning with older CHANCE children and AL participants to ensure that the support is structured and tailored to meet the planned activities on a given day was recommended. Participants discussed and shared lessons around registration of children, formation of reading clusters, drawing reading calendars for parents and older children, home visits to encourage playing with and reading to children, playing material development at home, improvements in material storage and handling, techniques of reading and organization of story writing competitions targeting CHANCE pupils..

Simulation of a reading session during ECD facilitators review meeting with CHANCE pupils

Materials Development Training and support

In order to meet the specific reading expectations and needs of the beneficiaries, parents and older children were facilitated in focus groups to identify specific themes of interest for reading. The exercise informed the process of identifying and procuring reading materials for the libraries established at each of the sites and other supplies for local production of materials.
In order to make available, age specific and culturally appropriate materials for children, a Materials Development training was organized for ECD facilitators, adult literacy participants and CHANCE older children involved in ECD activities. Local materials that are also low or no cost were used to practice but also develop a number of playing and learning materials e.g. banana fiber for balls and dolls, sisal for ropes, sand, used tyres, old pieces of cloth and clay to model.

SC complemented these by providing each site with a book box with reading books, crayons, colored pencils, work books, used tyres, bottle tops, and drinking straws among other things. The book box is provided to enable facilitators and older children have materials readily available for play and reading to the younger children. Follow up meetings were organized at individual sites to discuss further needs, enrichment, storage and utilization. It was decided that the box is kept at the facilitators' place and a borrower register was instituted to track utilization

In collaboration with Mango Tree, a local organization that produces educational materials, SC supported the production of a facilitator's kit with sample materials made out of local materials including puzzles, story books, games and pictures that facilitators need to have in their centers. These samples would also be used as models to aid the teachers as they produce their own materials at the centers.

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Routine support visits were made to all sites with emphasis on observing facilitators and children's interaction, session plan development and sequencing of daily activities, story telling and interpretation.

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Reading days

All ECD centers organized and conducted Reading Days in ten communities. The objectives were to exhibit children's reading and play materials to enable parents and the communities appreciate the importance of reading, play for child stimulation; demonstrate acquired reading skills for and by children and demonstrate techniques of reading for children by older children and parents discuss and demonstrate the use of culture in promoting reading and child development. Activities included games, music dance and drama, reading competitions among others. For the reading competitions judges were identified locally from AL classes, SMCs, CHANCE facilitators and the wider community.

Traditional household utensils modeled by parents/children

Review meetings with Participating Families

Monthly sharing meetings have been conducted to share experiences, discuss progress and plan for the next quarter with families participating in the project activities and facilitators. Initiation of reading for children at home through clustering participating families and forming reading groups according to interest and proximity has started in all communities aimed at strengthening reading skills of members of participating families through micro reading, group reading and peer to peer reading competitions.

As a result of recommendations made during the review meetings, communities have been oriented on the utilization, management of the mobile libraries and participating families have been consulted on their reading needs by age and category. Materials in form of story books, old Luganda newspapers, local riddles and poems and efforts are underway to document Local traditional oral stories in all the 10 centers.

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Formation of reading groups and reading days

Using the mapping technique, 55 reading groups were formed in the 10 villages around ECD centers. These include community members from the participating families and wider community who are interested in getting together to jointly have a reading hour close to their homes. Focus group discussions are to be conducted to discuss coordination and support of the groups.

4.0 Breaking Barriers OVC program

Supported by Lucy Brosey, SC's Africa Regional HIV/AIDS Advisor, all education staff were involved in an assessment exercise to further establish psychosocial needs for OVC, identify existing support systems and explore support needs for all the categories (OVCs, caregivers, and teachers). Focus group discussions were held with children, teachers and caregivers. The assessment highlighted specific needs of children/young people, how these needs are compounded by HIV/AIDS and the limited access to support existing at the community and center level.

The information generated was used to develop curriculum and modules to respond to the needs of children affected by HIV/AIDS and the impact this has on their development and education attainments for training CHANCE facilitators and Adult Literacy facilitators who will in turn provide psychosocial support to children and caregivers. All Social Sector Staff then participated in Psychosocial Support Training of Trainers and subsequently pre-tested the modules with CHANCE facilitators, adult literacy facilitators from four sub-counties of Lwampaga, Lwabyata and Kalungi Kalongo.

79 CHANCE facilitators and 40 A L facilitators were trained in psychosocial support for orphans and other vulnerable children. The training was tailored to respond to and meet the psychosocial needs of CHANCE students expressed in the assessment conducted The major themes discussed during the training include; Child development, HIV/AIDS and child development, Communicating with children, how to identify children who need help, strategies for supporting bereaving children, how death affects children in Nakasongola, community roles and responsibilities in meeting the needs of OVC.

45 mapping sessions were conducted around the CHANCE centers in all 4 districts of operation as part of the roll out of the Breaking Barriers project targeting OVCs of primary school going age. For Luwero and Wakiso, the same meetings were used to identify and select children to be enrolled in the 10 additional classes that were started around the existing schools increasing enrollments by 206 (99M, 107F) in Wakiso and 226(108M, 118F) in Luwero totaling 432 (207M, 225F) children. In Nakasongola, 172 youth out-of-school were identified and selected to participate in the livelihood support program.

A community member locating a household during a mapping session in Lutaba Gayaza CHANCE school in Wakiso District.

5.0 PUR Schools Program

5.1 Increasing Access to Safe Drinking Water at the School Level

Through partnership with Population Services International (PSI), access to safe drinking water for teachers and children was increased. A water purification product PUR was provided to all schools and trainings were conducted for parents, SMCs and children on product use in all 4 districts. A total of 539 committee members were trained. During the training SMCs were oriented on PUR schools program including the goal, objectives and activities, local sanitation and hygiene practices and behaviors were discussed , demonstration of the water treatment using PUR conducted and a school based implementation plan of PUR schools program developed.

As follow up on the initiative all schools were provided with a kit comprising of one tippy tap, a cotton cloth for sieving the water, container for mixing the water, and a mingling stick. The schools continue to be restocked on a monthly basis with PUR sachets. The SMCs trained children and parents and the children purify the water on daily basis with the help of teachers. SC through its structures provides a supervisory role and follow up on the purification of water at the schools Similar orientations were done for parents and Plans were drawn around helping parents and facilitators' identify locally available materials that could promote hygiene around the schools, ensuring that schedules are in place for daily collection, purification and drinking of water, cleaning up of the school, hygiene education sessions for parents and children management of the hand washing facilities and latrines and rehabilitation of facilities as may be required

In addition Schools are being supported to set up complimentary facilities such as hand washing, school cleaning, children's hygiene and education .activities to improve sanitation at the schools e.g. Hand washing using ash, set up of racks to store children's eats cups and the treated water was implemented. Other strategies being explored include supporting Community vendors were identified to sell the product in the communities. This will ensure continuous access to the safe water by children at the HH level. PSI will organize distribution of the product to these vendors.

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CHANCE *learners take turns to drink water at Kigumbya CHANCE School in Luwero District.*

5.2 School health and Nutrition in Luwero

Through the School Health and Nutrition project, CHANCE pupils in 4 sub counties of Ngoma, Wakyato, Kinyogoga and Kamira have been mobilized to participate in the bi-annual nation wide Child Days activities. Orientation meetings were held with facilitators and SMC members in all CHANCE schools to provide them with information on the objectives, target groups, benefits and the package provided during the Child days. All CHANCE learners in Ngoma, Wakyato, Kinyogoga and Kamira schools have been completed. Kiiso in Kamira was selected as one of the outreach centers. We have also used the opportunity to distribute the malaria prevention fliers to the parents of CHANCE pupils.

6.0 OVC Housing in collaboration with Habitat for Humanity

As part of the roll out of SC/Habitat partnership start up activities, Habitat for Humanity conducted orientation training for the beneficiary communities. The focus of the training was to jointly define and have a common understanding of who an OVC is- potential beneficiaries, selection criteria, the SC/Habitat partnership, role of SMCs and the entire community. SC/US signed a memorandum of understanding with Habitat for Humanity-Uganda in which HfH will be providing permanent housing for orphans and widows in CHANCE communities and SC/US will provide psychosocial support to selected beneficiaries and their families.

7.0 Chance Project Visitors

The visits provided an opportunity for the visitors to have first hand experiences and interactions with beneficiaries of the CHANCE project and for SC to present its program priorities and explore future funding opportunities. The following were some of the project visitors:

- USAID Mission Director, Vicki Moore accompanying the Assistant Africa Bureau Chief Frank Young.
- Two delegations from the US, the Women's Empowerment Delegation and the Westchester Women's Council. They will subsequently be fund raising for SC/US in the US.
- The Executive Director of RORASH Publications and three facilitators visited the program to further discuss their contribution to the project.

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- A team of Ministry Of Education Officials led by the Assistant Commissioner in charge of SNE conducted a two-day monitoring visit to the CHANCE centers. Other department represented included the Education Standards Agency, Planning Department and Non Formal Education.
- A delegation from USAID to Kiranga CHANCE School, included 6 people-Catherine Miles-USAID, Sarah Mayanja-USAID Renuka Pilley-BEPS, Rita from UPHOLD, and Jeff Wood.

Lucy Brosey the Regional SC HIV/AIDS Technical Officer, Jodie Fronseca Education/HIV AIDS Specialist, Tanya ..... Education Regional Advisor , Justine Opoku the Senior HIV/AIDS Program Advisor and Jodie Fronseca HIV/AIDS/Education Specialist Ms. Mandy Folse from the SC/US Advocacy Unit also visited the Kitayita CHANCE school in Wakiso

- from the Home Office on separate occasions visited CHANCE schools.
- Zambia Community Schools Secretariat through MOES

HACI-Uganda secretariat staff also conducted a monitoring visit to the CHANCE project during the implementation of the Psychosocial training for facilitators. HACI-Uganda provided financial support for training CHANCE and Adult Literacy facilitators in psychosocial support for orphans and other vulnerable children.

- ABEK Visit (Alternative Basic Education for Karamoja) a sister NFE project supported by Save the Children in Uganda. This was an exposure trip to learn how NFE works in a different community and context.

CHANCE Wakiso in January hosted Dr. Gregory S. Allgood, Director of Children's Safe Drinking Water at Proctor & Gamble, and an American company manufacturing the PUR water purifying chemical at Kitayita CHANCE school in Wakiso district.

Helene Monteil (HACI/Plan, US Technical Officer) and Zakaria Kasirye-Muwanga (Learning Coordinator, Plan International, in Uganda) visited Lukumbi CHANCE School in Luwero.

The Education Adviser, Ms Jackee Schafer, from AID/Washington also visited the Bukondo CHANCE school in Wakiso.

A Pupil from ABEK shares a lesson with CHANCE pupils

CHANCE pupils in Wakiso District draw to fund raise

CHANCE learners of Kitayita, Bukondo and Lutaba schools in Wakiso District were given a "Helping Kids Art" Kit to draw art pieces which are to be sold at M.A.C locations Worldwide during the holiday season to fundraise for the program. The kits contained water color paint, crayons, colored chalk and paper, glue, stickers among other things. 120 drawings were made by the children based on different topics guided by their facilitators. Children drew pictures of their friends, favorite games they play at school and home, Christmas season and other celebrations they have in their homes. The activity was fun for the children since there was a lot of materials and attractive stuff to use like construction papers with attractive colors, paint, ribbons among other things.

8.0 STAFF CAPACITY BUILDING TRAININGS:

A series of trainings were conducted in-house for project staff to increase their knowledge and improve skills I implementation of specific project activities.

HIV/AIDS Staff Training: All SC/US staff participated in HIV/AIDS training with the aim of equipping staff with skills to better cope with workmates, members of the family and beneficiaries infected and affected by HIV/AIDs.

Child Protection: The orientation was conducted for all staff to create awareness and emphasize responsibilities of program staff to protect children and other beneficiaries

Program Learning Groups: Staff participation in SC/US's Program Learning Group meetings. The respective project officers have participated in these meetings for Education, Economic opportunities, School Health and Nutrition HIV/AIDS and Monitoring and Evaluation program

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learning meetings. The meetings focused on a number of issues relevant to the UFO and are coupled with informative presentations such as ECD and SHN components that are being taken on by the UFO. As part of the gallery exhibition at the meeting, UFO exhibits /presents some of its work in the Social Services sector to provide an opportunity for other delegates at the meeting to learn about the programs.

Comparative International Education Society Meeting; The Social Service Manager participated in the CIES conference held in California and made a number of presentations including the Role of NFE in achieving EFA, SC experiences with community schools-CHANCE, and Psychosocial Support for OVCs in the CHANCE project.

Community Mobilization TOT: All officers were engaged in a regional TOT for community mobilization hosted by the Uganda Field Office. The training aimed at equipping participants with skills in training for and carrying out community mobilization. Major topics discussed included community mobilization cycle, participatory tools and facilitation methods, approaches to adult learning, monitoring and evaluation of community mobilization activities etc. As a way forward officers will conduct a basic training for other staff members who did not participate in the training but require the skills.

HIV/AIDS in the Workplace Training

As a follow up from a previous HIV/AIDS staff training that focused on basic facts around HIV/AIDS transmission, prevention, care and support, a three-day psychosocial support training for all 112 Uganda Field Office Staff was conducted in 3 phases. The activity was part of the HIV/AIDs in the work place initiative which aims at identifying and addressing staff psychosocial and HIV/AIDs needs in the work place.

SC staff in one of the group sessions

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9.0 PROJECT MONITORING AND EVALUATIONS

The M&E Plan was reviewed and updated. Related data collection tools and information requirements were discussed annually. These included facilitator evaluation forms, observation and monitoring checklist, enrollment, center update and registration forms. To improve on information tracking in terms of attendance and retention, all classes received carbonated registers that would allow analysis without disrupting the data collection process. With support from Jennifer Graff an intern, a database was set up for CHANCE Nakasongola in a bid to strengthen the tracking of CHANCE indicators for better reporting and quality improvement. It constitutes among other data children's names, livelihoods, OVC status ages, facilitators' names and sub-counties. Data entry continues as feedback from the field is being sought to update and clean all the previous data. Efforts are also underway to establish a similar database for Luwero and Wakiso.

Quarterly meetings to review the DIP and M&E plans were conducted. In the meetings, the sector team was also updated on the new projects specifically, Breaking Barriers and School Health and Nutrition. Strategies were drawn for incorporating start up activities in the existing plans. Follow up sessions by project were also held to ensure that all staff had specific calendars updated for their projects. With support from the M&E Advisor, meetings were also conducted one to one with respective project officers to review available tools vis-à-vis the M&E plan. All Education Extension Workers were trained in data collection by the DIS to ensure compliance with District Education Office requirements and cultivate complementarility in the collection and management of education information. The data collection emphasis is placed on attendance rates for children and teachers as well as enrolments by gender and will be analyzed on quarterly basis.

9.1 Documenting CHANCE project

With support from our Home Office, two people, Jim Chestnutt and Mark Amann volunteered to film and take still shots of the UFO's education and HIV/AIDS activities. Several CHANCE schools as well as adult literacy circles and youth clubs were videotaped. A 15 minute documentary was put together and is used by SC for educational and fundraising activities. With support form the Education Interns from US Universities that joined the education team for three months, while learning the uniqueness of the Uganda education system particularly Non-formal education, they were also providing support to the education team. Jennifer a PHD student from University of Florida documented the transition of 13 CHANCE schools to the formal system and Selam from George Washington University conducted a researching how HIV/AIDs orphans in the CHANCE schools are coping.

9.2 In house Impact assessment of the CHANCE Project

The overall aim was to explore how the CHANCE schools are impacting on the lives of the students, participating families and the community at large. The research also sought to investigate the role of education as a "social vaccine" against HIV/AIDS, looking specifically at the protective elements of the CHANCE schools in terms of vulnerability to HIV infection among girls and generate hypotheses to be tested by further research of a longitudinal or retrospective nature on the protective effects of education.

A core team of researchers from the Save the Children (US) Uganda Field Office and an external consultant were the principal investigators for this study. Broad programmatic statistics were collected on the government primary schools and CHANCE schools to provide an overview of the CHANCE program in Nakasongola District. To give a 'voice' to these statistics, Kikoiro Parish in Lwampanga Sub-County, which has a CHANCE school and a government primary school, was chosen for more in-depth qualitative research. Kikoiro Parish was chosen for reasons: High female

vulnerability to HIV due to community cultural, social, and economic factors, established CHANCE school serving orphans and vulnerable children and neighboring government primary school.

Preliminary results show that the socio-cultural approach of the CHANCE Centers determines the approaches best suited for supporting education and helps promote a quality learning environment. This includes:

- Flexible school calendar and timetable: A major factor in ensuring girls' participation in the CHANCE school is the school calendar and timetable which accommodates the seasonal and economic activities of the community and minimizes the indirect (opportunity) costs imposed on a household when a girl attends school.

- Learner-driven and learner-focused teaching: Teaching methods are more learner-centered and as several community members indicated, 'children feel welcomed' at a CHANCE School. The lower pupil-teacher ratio (a contributor to higher achievement levels) and the use of a common local language to help children understand what is being taught contributes to the development of a quality teaching and learning environment.

- Community involvement in school management: Increasingly the primary responsibility for the running of CHANCE School rests on the School Management Committee (responsible for overseeing the management of the school) and the School Improvement Team (responsible for implementing and monitoring the Safe School Policy). These organizations mobilize local resources in the provision, supervision, and maintenance of their school.

- Reduced opportunity cost helps to significantly reduce direct education, which allows more girls the opportunity to access the school.

- The integration of Youth Club activities provides a venue where the girl learner's HIV/AIDS knowledge base is strengthened which in turn reduces her vulnerability to the pandemic and the Safe School Policy helps to foster a secure learning (school) environment, and is a critical first step in engaging multiple stakeholders (parents, children, community members, etc.) in a discussion on how to develop a safe and inclusive learning environment.

9.3 KAP survey in the Youth Clubs

With support from the M&E office and the Regional HIV/AIDS Technical Advisor, a questionnaire was developed to be administered by and to youth club members to measure their knowledge, attitudes and practices towards sexual reproductive health issues. In the survey, comparisons will be made between old and new clubs, by gender and age categories. The findings will also inform planned trainings with health workers, peer educators, senior teachers and other stakeholders like the district health office, district education office.

9.4 Participation in Public-Private Partnerships in Adult Basic Education Research.

SC (US) is a member of the steering committee of Literacy Network (LITNET) a coalition of NGOs working to promote Adult Literacy at the national level. LITNET is at the forefront of a dialogue with government in the development of an Adult Basic Education Policy. As part of this process, LITNET through its member organizations is conducting case study research on civil society-government partnerships in implementing Adult Literacy activities. SC (US) was sampled for the study given the experience in this field in Nakasongola from their work with the District

Community Development Office to participate in this research. The study aims to show and document the good practices that may inform the development of a framework that can strengthen the implementation of Adult Literacy A nationally. Research activities included desk reviews of available literature on the project, focus group discussions conducted with facilitators and learners as well as in depth interviews with key policy makers including the Chief Administrative Officer, District Planner, Secretaries for Education and Social services.

Lessons learned/Challenges

- 1:1 gender ratio was being encouraged during selection of facilitators and SMCs. The challenge however was in identifying females, especially in the pastoralist communities which make up the biggest proportion of the identified sites. In some communities, female facilitators were selected with the awareness that a lot of support would be provided to bring them to the required standard.

- There has been overwhelming support from the LCIII chairpersons, CAO's Office ACAO's and the communities. With each meeting being supported by a representative from one of the offices, e.g. the Ngoma subcounty chairperson made a contribution of 100,000 Ugs. toward the construction of each site for the 4 sites in his subcounty from the subcounty budget. Pledges have been made to include the centers in the subcounty plans by both the ACAO's and LCIII leadership.

- A significant number of children aged 3-7 years in the target areas are still not reached as SC/US does not currently implement ECD activities despite continuous demands by parents to have them included. Although the young ones especially 3-4 year olds are allowed to come with their older siblings to the schools, no education activities are provided. The demand is still very high in Luwero and Wakiso communities consequently increasing the number of children per class as parents seek the inclusion of their children. In Wakiso, accessing the islands is costly and difficult coupled with overwhelming demand, consequently high enrollments Vis avis available support

- Transitioning of schools has inevitable changes that need to be discussed ahead of the process so that strategies for coping are mapped out for the various stakeholders. Ample time and buy in from the key decision are key for a successful transition,

- The variance in the nature and status of structures for learning has been huge, given that parents were being asked to put up shelters they could afford. The parents energy can be saved and frequency of renovations if parents are supported to put up semi permanent structures. Provision of iron sheets and cement will enable children have a more comfortable learning shelter. Plus specifications for buildings.

- Teacher attrition especially in the upper classes with some joining the formal sector or other work opportunities meant dealing with replacements intensifying on job supervision and retraining.

- Delivery of curriculum given the current reforms is an area that poses a challenge for the teachers and implementers of the program. The MOES officially communicated curriculum changes. With the introduction of the new subjects, there additional costs in terms of time manpower and instructional resources particularly for lower classes which demanded an increase in instruction hours. This meant changes in the timetable and increase of workload for the teachers. In addition as grades progress to upper classes (P5 - P7) it becomes

increasingly difficult for one teacher provided for to manage the lessons and bigger workload in a balanced manner. Extra technical support and materials are required to support the teachers. At least two teachers per class.

- There are increased costs for children and parents as they progress through primary. E.g. P.7 candidate require money for registration and other costs related to preparing for the final exam.