

Intensifying Learning to Maximize Impact

Reflections on Evidence-Based Programming
to Reduce Violence Against Children in Schools and Communities
in East Africa



The 3rd Annual Learning Convening | IIDC Uganda, ICS SP and KAACR | October 29 to November 1, 2018 | Kisumu, Kenya



The 3rd Annual Learning Convening

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“There comes a time when humanity is called to shift to a new level of consciousness...the time is now...”

-Professor Wangari Maathai, Nobel Laureate, 2004

Welcome to the 3rd Annual Learning Convening!

We are so happy you have come and are eager to learn and share. To help ensure the success of this event, we need your help. Please, take 5 minutes on your own to answer the following questions:

1. What **one model or approach** are you most curious to learn more about? Who will you talk to this week about it?
2. Which **two people** do you want to talk to this week about your work (see the participant list on page 58)? Why?
3. What **three ways will you stretch yourself** this week to ensure that you learn and others learn too?

About Kisumu

Dear Convening Participants:

“Karibuni” Kisumu, Kenya’s port city with more than 300,000 inhabitants from all corners of the country. We chose Kisumu as this year’s location because of its historical significance as a “place of barter trade”, “place to look for food” or “trading post”. In essence, Kisumu was a meeting point for many people from across East Africa and European settlers who moved there in the early 1900s. Today, Kisumu, the third largest city in Kenya after Nairobi and Mombasa, thrives on sugar and rice exports.

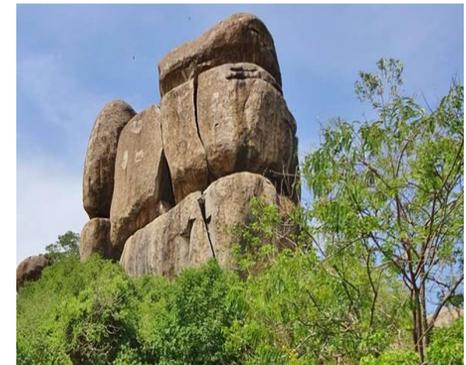
The name Kisumu, which refers to both the city and county, is also one of the fastest growing cities in Kenya and boasts a diverse mix of people drawn from multiple tribes including the predominant tribe the Dhaluo, and a large Asian community, the descendants of those who built the East African Railways in the 1900s.

Some of Kisumu’s prominent people include award-winning actress Lupita Nyong’o, former Presidential candidate Raila Odinga, and the 44th president of the United States of America, Barack Obama whose ancestral home, Kogelo, is about an hour away from Kisumu.

More importantly Investing in Children and their Society (ICS SP) and Kenya Alliance for the Advancement of Children (KAACR) have done significant work in Kisumu and they will be sharing with us the impact of their interventions.

We wish you a wonderful stay in the lakeside city during the Convening.

Asanteni Sana



Kit Mikayi, an 80ft rock with three rocks on top, is situated about 29 km west of Kisumu

CLIMATE AND ATTRACTIONS

Kisumu has a tropical climate and it will be hot and rainy during the convening in October with temperatures between 23-30 °C.

Points of interest:

- Kisumu Museum
- Town Clock
- Impala and bird sanctuary
- Hippo Point

Welcome Remarks

Dear colleagues, friends and partners:

On behalf of Impact and Innovations Development Centre (IIDC) and our Kenyan partners with whom we are hosting this event, Investing in Children and their Societies (ICS SP) and Kenya Alliance for the Advancement of Children (KAACR), I warmly welcome you to the 2018 Annual Learning Convening. To those who are attending this forum for the first time, it is an honour to have you join us, and to our partners with whom we started this learning journey, I say *karibuni tena* to our third Learning Convening whose theme is “Intensifying Learning to Maximize Impact: Reflections on Evidence-Based Programming to Prevent Violence Against Children in East Africa.”

When we met in Kampala in November 2016 we embarked on an ambitious learning journey that has been solely geared at ensuring that through our work as individuals and organizations we can make a significant and measurable contribution to protecting children in East Africa from violence and maltreatment.

Two years down the road we need to begin to objectively and constructively reflect on our progress along this journey. We have had a number of interesting engagements at various fora between and across organizations. Certainly, there has been progress in a number of areas. It is my hope that more than ever, because of the engagements that we have had, we are becoming more focused on working towards realising the positive change that we promise to our stakeholders especially the children of East Africa. Yet we know, that for as long as the evidence and statistics on violence against children are still as bleak as they are, we are still seriously challenged to be more innovative and proactive in what we do. Notwithstanding all the work that we have done over the last 30 years since the adoption of the UN Convention on the Rights of the Child, it still looks as if our work is just beginning.

Our past and current programme experiences are a major resource to draw from if we are to discover new and more impactful ways of dealing with violence against children. As human beings we learn in many ways. Sometimes, the learning can be spontaneous. But organizational programme learning ought to be more intentional. As we meet in this beautiful city of Kisumu, I invite all of us to objectively interrogate our current disposition towards meaningful learning as individuals and as organizations. Are we well positioned to pick and use lessons from both our successes as well as our failures? Are we prepared to take the risk to, in our own safe spaces, question our past and current approaches to preventing and redressing violence against children? Could it be that we sometimes overrate the magnitude of the positive change that we are engendering for children? Ultimately, are we evidently progressing and succeeding in reducing violence against children in East Africa?

It is my hope that during this Convening, we shall be all re-energised to find new pathways for making a real difference in the lives of children through greater commitment “learning oriented” and “learning –based” programming.

Once again, I welcome you to the 2018 Learning Convening, and acknowledge with gratitude the invaluable collaboration and support from our remarkable partners and co-organizers, especially recognizing the support of the Government of Kenya. I look forward to and wish you all constructive and value adding conversations.

Deogratias Yiga, Executive Director, IIDC



Deogratias Yiga is the Executive Director of Impact and Innovations Development Centre (IIDC). He is a Development Management Professional with specialist expertise in child rights and child protection programming.

He has worked in the child rights sector for over 25 years at community, national, regional and international level as an activist, programmer and Consultant. He is a member of several Boards of Human Rights organisations in Uganda and is currently a member of the INSPIRE Working Group.

Welcome from ICS SP

Dear colleagues, friends and partners:

It is a great pleasure for us at ICS SP to welcome you to the third Learning Convening.

Three years ago, we set out to create a leading African non-profit that would sustainably transform the lives of children. We focused on building an agile and flexible organization, with the skills, capabilities, and operating models that address the needs and aspirations of children and that harness the opportunities presented by the demanding and ever-changing operating contexts in Kenya, Tanzania, and Cote d'Ivoire.

We are proud to host this convening because it speaks to one of our values – continuous learning. No matter how much learning we can do by ourselves, it is never enough. We find that creating a culture of sharing and collaboration among peers across the child rights and child protection sector is impactful not only to those who participate, but also to the overall goal of helping win the fight against violence.

We thank the donors for their tremendous support and IIDC for nurturing a culture of cooperation in learning. The convening is organized in three distinct and interlinked sessions that will challenge as well as inspire us. True to the theme of the convening, we will get to the core of the matter—to reflect on the different ways that we can intensify learning and transform the way we operate individually and collectively as we address violence against children.

Welcome to you all and for many of you who have travelled long distances to be here, this serves as a reminder of how important our work is for East Africa's children.

We are delighted to have you in Kisumu, Kenya. Please enjoy our hospitality.

Yours sincerely,

Beatrice Ogutu and The ICS SP team



Beatrice Ogutu is the Executive Director, Africa Investing in Children and their Societies (ICS SP). She has over 15 years professional experience in designing and implementing family, child, and social development programmes in both executive and leadership positions in non-profits in Africa.

Prior to joining ICS SP, Beatrice worked with Child Fund international, Kenya AIDS NGOs Consortium and Parenting in Africa Network amongst others.

Between 2004 and 2007, she was the Kenya Youth Ambassador/Representative, MDGs.

Beatrice, together with her team, will facilitate discussions around their programme interventions including field visits to Busia, where ICS SP has done some remarkable work.

Welcome from KAACR

Colleagues, Partners and Friends,

Hamjambo!, Habari zenu, Amosi uru, Mulembe mwesi, Asalam alekum!

With great gratitude I welcome you all to the lakeside city of Kisumu, a city that is the cradle of child rights and the site of the first Kenya Alliance for Advancement of Children (KAACR) child rights clubs in Kenya. On behalf of the Executive Board of KAACR, we consider it a great honour to have been chosen to co-host this 3rd Annual Learning Convening together with ICS SP at a time when we are implementing the project: "Creation of a Kenyan Society that Protects Rights of Children Against Any Form of Violence in and around Schools".

The theme of this year's convening resonates well with KAACR's long-held practice of being a learning organization. For us, 2018 has been a year of great opportunities of strengthening child protection practices in line with organizational, national and international parameters. Over the course of the year, we have realized great learnings on reducing VACiS by listening to the ideas and views of boys and girls which is a key tenet of child participation and one of the ten priority areas of the EAC Child Policy. We also focused on the power of networking with child rights actors through KAACR led-County Child Rights Networks (CCRN), and working with policy makers to prioritize child protection at all levels of government.

We have seen Child Rights Club members develop unique initiatives of monitoring child safety and protection in public spaces; we have witnessed policy makers open up County Assemblies for children to interact with their leaders; we have shared great testimonies of child rights defenders on how child rights shaped their careers and we have been part of the new Educational curriculum Development that aims at realizing an empowered, engaged and ethical child – an articulation of what KAACR stands for. In addition, KAACR is increasingly recognized as a child protection social organization in 20 countries across Asia, Africa and Europe.

We strongly believe that working with grassroots child rights actors, empowering children to protect themselves and getting policy makers to put child rights at the center of their decisions is the most effective way of not only reducing but ending VACiS in a more sustainable way. We are happy that some of you will have the opportunity to visit one of our project counties in Western Kenya, to understand what we do as a membership organization and take away pertinent lessons you can apply in your organization. In the words of a wise African ...the CHILDREN lend The Earth to us. The onus is on us to make an impact for East Africa's children and children in Africa as whole.

Karibuni Kisumu, Karibuni Kenya - Asanteni Sana, Mungu awabariki.

Timothy Ekesa, Executive Director, KAACR



Timothy Ekesa is the Executive Director of Kenya Alliance for Advancement of Children (KAACR) – a membership body of 118 NGOs in Kenya. The organization has Special Consultative Status with the Economic and Social Council (ECOSOC) of the UN. Timothy has more than 20 years' programme management experience working with children in Kenya and is actively involved in local, national and international child rights lobbying and advocacy work.

KAACR being the secretariat of the NGO Child Rights Committee, is tasked with ensuring that the committee functions well in monitoring government implementation of child rights issues.

He also guided the participation of children in the reporting process from grassroots to Geneva, Switzerland. As co-host of the 3rd Learning Convening, he will be making opening remarks and providing the Kenyan perspective on VACiS.

Welcome from Wellspring Philanthropic Fund

Colleagues, Partners and Friends,

Welcome to the 3rd Annual Learning Convening on Preventing VAC in East Africa.

On behalf of the entire Global Children's Rights team at Wellspring Philanthropic Fund, our local partner CivSource, and our Tanzania consultants, we say thank you to ICS-SP and KAACR, our Kenya hosts, as well as the IIDC organizers and partners working to prevent violence against children (VAC) in Uganda, Tanzania, and Kenya to advance children's wellbeing and rights.

Wellspring Philanthropic Fund is a US foundation supporting human rights and social justice around the world. We especially support locally defined agendas and community-led work to realize the rights of all children. Our work is to support YOUR work as the leaders of key program agencies addressing VAC in the region, so we are grateful to be here learning with and supporting you.

Together we are pioneering a new wave of East African violence prevention and reduction work that should influence the local and national policies and plans of action in East Africa and contribute value and new ideas about VAC prevention to the global collection of approaches and strategies taking shape across the world. Those would be big collective impacts of our work.

Our aspiration is to be "glocal" – at the intersection of global and local. We are excited to see the issue of violence prevention gaining national, regional, and worldwide traction through the targets in the Sustainable Development Goals and the INSPIRE package of seven evidence-based solutions. This is our fourth year of bringing together East African leaders to share about their work, and the third for this cohort. Our collective aim is to generate learning and evidence to inform global policy and practice.

We know there are three types of knowledge:

1. *Science evidence knowledge*— what to do based on careful evaluation and testing. This includes evidence like the INSPIRE package consensus from studies, the biological effects of violence on brain development, and how social norms work.
2. *Program/technical knowledge*— "how to" knowledge by experts. This includes program management, proposal development, program planning, and professional NGO capacity.
3. *Local indigenous knowledge*— deep understanding of local relationships and power structures and dynamics, such as gender norms, social norms, and how and why things happen in a particular context. This includes village elder knowledge, smart local change agent knowledge, and others.

We endeavor to work together to combine these types of knowledge to advance the wellbeing of girls and boys.

Because we are pioneers, we must first and foremost be courageous learners, willing to discover what works and does not work in the real conditions we encounter in our program areas. As pioneers, we are relied upon to send back information from the edges of the frontier about what we have found and what to avoid. Large systems like health and education will not engage until the evidence of what to do on scale is clear.

We are delighted to see the outlines of the different program models in the booklet becoming clearer as examples of how the INSPIRE themes work in practice on the ground in our region. This is learning and refinement in process.

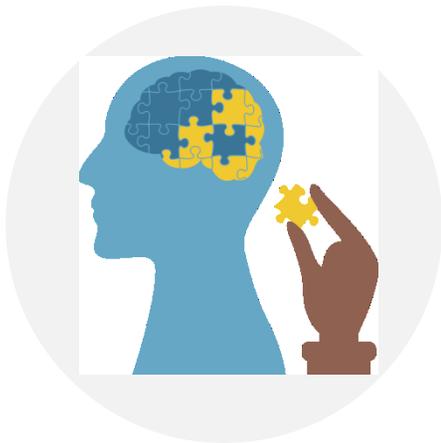
Sincere thank you once again to KAACR, ICS-SP, IIDC, and all the convening participants. We look forward to learning more during discussions this week about the next stages of our VAC prevention learning journey as partners. Onward.



Anna Windsor works as Program Assistant on the Global Children's Rights team at Wellspring Philanthropic Fund. The Global Children's Rights Program promotes the realization of the rights and wellbeing of children guided by the United Nations Convention on the Rights of the Child and locally defined concepts that support these principles. The Program supports children of all genders, abilities, and orientations, with a specific emphasis on girls. Her work on the Global Children's Rights team focuses on youth-led and community-led initiatives. Anna's background is in sociology and social entrepreneurship.

OVERVIEW OF THE 3RD LEARNING CONVENING

Rationale for the 2018 Annual Learning Convening



Over the past three decades, there has been significant investment in social causes such as violence prevention, however the problem of violence against children continues to escalate. As organizations make strides to learn from past experience, the majority of them have focused on conducting project evaluations as their major learning intervention although they are cognizant that more can be done to implement practical learning. There is now consensus among development organizations that holistic learning requires regular reflection and analysis of trends and data from regular monitoring.

Secondly, in the 2017 convening, participants were exposed to national, regional, and global tools and resources including national action plans to end VAC and the INSPIRE strategies to address VAC among others. The INSPIRE framework (a contribution of the World Health Organization and others) if adopted and applied appropriately, can make an impact on reducing VAC especially when partners are organized in focused clusters.

The 2018 convening will therefore lay a foundation for deeper understanding of what is required to holistically embrace the concept of learning. One of the key learning methods that will be introduced is the concept of communities of practice, where participants will engage in reflective discussions around their work following selected strategies of the INSPIRE framework which is designed to intensify learning discussions on thematic issues. As adopted from Wenger Trayner 2011, IIDC considers a community of practice as a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

In sum, the 2018 Learning Convening aims to consolidate experiences to promote a collective introspection of whether learning is actually happening and how it can be better applied. The convening will also create a platform for partners to envision how the convening can best be designed to further advance the learning agenda.

Objectives of the 2018 Learning Convening

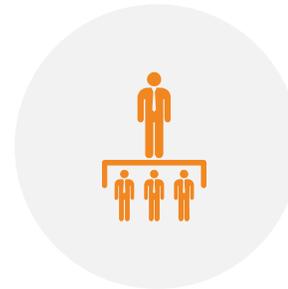
Overall, the 2018 Convening is geared towards introspection around the concept of learning. It is expected that by the end of the 2018 convening participants will have:



Deepened understanding of and capacity to promote the culture of learning within organizations



Shared and reflected on the concrete programming improvements which have emerged from learning



Started using Communities of Practice crafted around INSPIRE strategies to reflect on how to prevent and respond to VAC



Generated ideas for further advancing the learning agenda

SPEAKERS' PROFILES

Tuesday October 30th, 2018

DEEPENING OUR UNDERSTANDING OF THE LEARNING CONCEPT



Why Learning Matters

Jeanette Romkema has been a Dialogue Education practitioner and educator since 1996. As a facilitator of learning, Jeanette is respected for her ability to customize instructional designs to the learners' needs to create engaging and empowering learning experiences. Jeanette enjoys the creative process of teaching and providing energizing learning environments that model the principles of inclusion, relevance, respect and safety. Jeanette is a process expert working in sectors including: health, academia, corporate, not-for-profit, and faith-based. During this convening, Jeanette will delve into the concept of Learning and how to maximize it so positive change is possible. She is a Senior Partner and Strategic Director in Global Learning Partners, an international organisation.



The Experience of Raising Voices in Becoming a Learning Organization

Katharina Anton-Erxleben Ph.D., is the Violence Against Children (VAC) Prevention Coordinator at Raising Voices, where she provides strategic direction on all VAC prevention work and manages the implementation of the organization's VAC programs. Previously, she served at the U.S. Agency for International Development (USAID) in Uganda and Washington, DC where she led different research and advocacy efforts centered on gender-based violence in educational settings. She also chaired the task team on research within the Global Partners Working Group on School-Related Gender-Based Violence convened by the United Nations Girls Education Initiative. She holds a Ph.D. and M.Sc. in Neuroscience as well as a B.Sc. in Psychology.



FAWE Experience in Unlocking Barriers to Learning

Susan Opok Tumusiime is the Executive Director of FAWE Uganda Chapter. She has led organizational change management processes, engaged with education and health systems strengthening for vulnerable and marginalised youth, women and men in central and northern Uganda. She's worked closely with government of Uganda, with the Ministry of Education and Sports to advocate for improved Public Private Partnership (PPP) for secondary education. Susan holds a Masters of Science (MSc) in Management of Natural Resources and Sustainable Agriculture from the Agricultural University of Norway, MSc in Environment Science, Makerere University and B.A (Arts) in Economics and Philosophy, Makerere University.



Learning from Experimentation: IRC Action Research

Katherine Rodrigues is a Senior Research Coordinator for the International Rescue Committee (IRC), focusing on strategy and research on child protection, behavioural science, and cash transfers within the research, evaluation, and learning team. She holds a Masters in Public Administration in Development Practice from the School of International and Public Affairs, Columbia University. Before joining the IRC, Katherine worked as a Research Consultant at Columbia University. Prior to this, Katherine worked as a Research Associate at Child Trends, a non-profit research organization conducting research in early childhood development and women's reproductive health with vulnerable populations.

Wednesday October 31st, 2018

FRAMING LEARNING AROUND THE INSPIRE STRATEGIES TO END VAC – COMMUNITIES OF PRACTICE AT WORK

The 3rd Annual Learning Convening has been designed to foster in-depth discussion around strategy and practice. In light of this, four strategies have been chosen for further elaboration during the convening. These strategies are drawn from the INSPIRE model, which is an evidence-based resource that is geared towards propelling all actors - led by government – to prevent and respond to violence against children. These INSPIRE strategies work on the premise that there is need for a deliberate multi-sectoral approach aimed at reducing violence against children.

Your Learning Tool: *As you listen and engage with the models, you are encouraged to jot down your thoughts on separate handouts.*

<p>What I know</p> 	
<p>New for me</p> 	
<p>Ideas to offer</p> 	

I. NORMS AND VALUES

Violence Against Children has powerful and lasting repercussions. Social and cultural norms are often strong drivers that perpetuate violence against children. As human beings, we must note that human choices are often interdependent, what one individual chooses to do will tend to affect the choices of others. It is important to understand that the process of formation of individual and society beliefs is crucial to combatting violence against children. Changing these acceptable norms and values, like early child marriages and corporal punishment, is key to mitigating violence against children.

Previous evaluations have shown that the best approach to changing accepted norms and values that encourage violence against children include community mobilization programmes, intervention programmes, and changing adherence to harmful and restrictive gender and social norms. All these approaches focus on addressing the interconnected nature of social groups that encourage and justify these social norms and in turn focus on changing individual beliefs to shift social norms. The following models are some of the examples that will be discussed in the learning convening to understand how they strengthen norms and values that support non-violent, respectful, nurturing, positive and gender-equitable relationships for all children and adolescents.

There is strong evidence that supportive mobilization campaigns have encouraged more reporting of harmful norms and often led to enactment of protective laws.

Integrating a social norms approach with Sexual Abuse Prevention and Response Training (SAPRT) for Effective VACiS Prevention and Response in Western Uganda

Presented by Christine Kiiza

In Phase IV, Bantwana is implementing a social norms approach to its program, addressing four social norms that were generated from a knowledge, attitudes and practice (KAP) survey conducted at the end of Phase III to address VACiS, and then refined through an iterative, participatory process with students, teachers, families, and community members. By building the trust of community members and expanding their interventions in schools, the Western Uganda Bantwana Program has honed in on tackling the social norms and conditions at home and in schools that lead to violence against children.

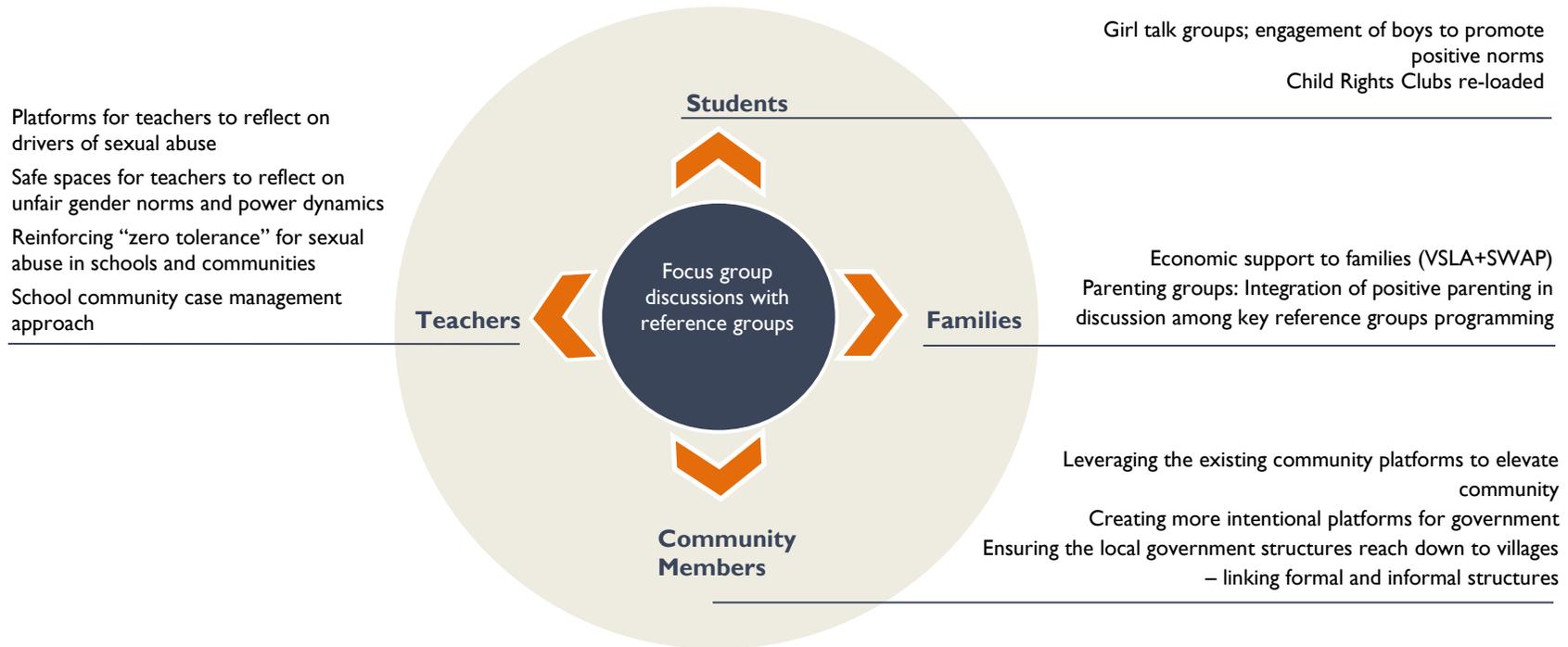
The four social norms which Bantwana is addressing are:

- Respectable girls do not experience sex before marriage
- To be considered a man by his peers, and male relatives, a boy needs to have sex
- Girls who have unmet basic needs are expected to look for a man to take care of them
- Parents who allow children to speak up are considered weak.

The Social Norms Approach

The systematic, culturally grounded social norm model was designed and tested to prevent and respond to violence against children (particularly addressing child marriages, sexual abuse and corporal punishment). Through this approach, Bantwana identifies reference groups and holds focus group discussions with students, teachers, families, and other community members to address this further. Bantwana is also working with a team from the London School of Hygiene and Tropical Medicine (LSHTM) to design and incorporate social norms change interventions into their approach.

Figure 1: The social norms model by World Education Inc. Bantwana Initiative



Christine Kiiza is the Project Manager, Bantwana Western Uganda Program. Christine holds a Bachelor of Education Degree, a Post Graduate Diploma in Project Planning and Management and is currently undertaking a Master’s Degree in Management Studies (Project planning and Management). She has nine years’ experience working with civil society organizations at local, national, and international levels focusing on management of development programs. She has participated in various hands on field experience in project management, child protection, community capacity building, initiating collaboration and maintaining networks with key stakeholders, including local governments and implementing partners.

Traditional Gender-Based Violence Prevention

By MIFUMI Uganda – contact Lilly Nasur, lillynasur@mifumi.org, 256772905494

The social norms approach adopted by MIFUMI has its origins in the SURGE outcome 2 which aims at “Reduced tolerance to GBV in targeted communities”. To achieve this, an enabling environment is required, defined as one in which discrimination against women and girls is challenged; legal frameworks exist; women and girls are valued in society; women and girls make informed choices and control decisions affecting their lives; and there exists sustained political commitment to services and opportunities for women and girls

In its design of a social norms program, MIFUMI acknowledges that changing social norms entails changing current social expectations, creating new social expectations or both. The issues targeted for change by MIFUMI include violence against women and the role of women in decision-making. MIFUMI’s approach to shifting social norms is based on the insight that a society-wide response is required, working at the individual, community and social structural levels.

At the individual level, MIFUMI works with women and girls to provide them with the skills, knowledge and confidence to challenge discriminatory social norms and create change in their school, homes, workplaces and communities;

At the community level, MIFUMI works with men and boys, religious and traditional leaders, teachers and networks of women and girls to create a critical mass of support for gender equality, accelerating change and shifting negative norms;

At the social-structural level, MIFUMI works with leaders at all levels of government to change discriminatory laws, create better policies, and direct assets towards women and girls, sending a message about changed social norms through political and legal structures.

Figure 2: The Pillars of the Gender Strategy within MIFUMI



SASA! Model by Raising Voices

Presented by Janet Nakuti

The SASA Model is an Activist Approach that aims to mobilize communities to prevent violence against women and HIV. It is organized into four phases to influence community norms: Start (Knowledge); Awareness (Knowledge & Attitudes); Support (Skills) and Action (Behavior).

The SASA model has a strong gender component and works on the principle that everyone can do something to prevent violence against women in the community. It has multiple strategies reaching out to all levels in the community to affect social norm change. Content evolves with each phase from local activism through to training. SASA! is being implemented in 25 countries by 60 organizations and governments.

Figure 3: The SASA! Model by Raising Voices



Janet Nakuti is a Senior Program officer responsible for Monitoring and Learning in Raising Voices, Kampala Uganda since 2007. She has substantial experience in promoting the rights of children and women in communities, by engaging communities to create social norm change to prevent violence against women and children. She has coordinated large randomized controlled trials of the SASA! and Good School Methodologies in Uganda and engaged in operations research for the trials. She has built several teams as well as provided guidance to various partners using SASA! in Ethiopia, Uganda, Kenya, Malawi, Botswana, South Sudan, Burundi and Tanzania. Prior to joining Raising Voices, she worked with Save the Children Norway in Uganda, UPHOLD, a USAID funded project, WHO, Creative Research and Evaluation Centre, Ministry of Health and Makerere University in Kampala. She holds an MA Human Rights, Post Graduate diploma in Monitoring and Evaluation, Project Planning and Management and a Bachelor of Arts degree in Sociology.

Community Led Action to End Violence against Girls, in Mafia District, Tanzania

Presented by Samwel Mesiak Sharisoys

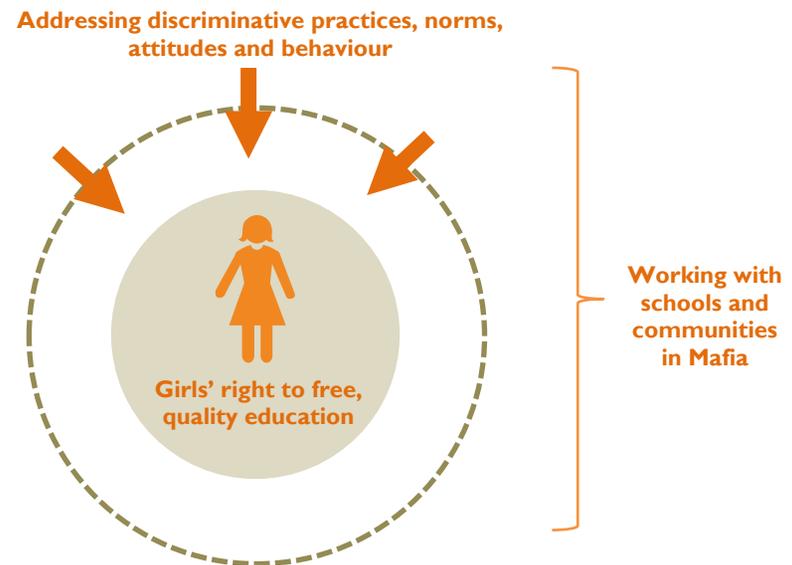
Situated in the middle of the Indian Ocean, Mafia District is where Action Aid Tanzania has been pioneering the community led action model to end VAC and discrimination against girls. This is being done through the “Stop Violence against Girls in School” (SVAGS) project until August 2019.

This is a model that in its initial stages and lessons are being documented for its future improvement. It is partly derived from the theory of social norms change and adopted for use by ActionAid in Mafia District.

This model is premised on the fact that the school environment is inextricably linked with the attitudes, beliefs and norms that are created and reinforced outside of the classroom.

The theory of change is that to realize change in observance of girl child rights, societal attitudes and ascription to them must change and this change can happen through working with individual and organized influencers within the community. These influencers and reference groups include Religious and Cultural leaders.

Figure 4: Illustration of community led action model



Samwel Mesiak is the Coordinator for Mafia Local Rights Program & Stop Violence Against Girls in Schools Project (Mafia LRP). He joined ActionAid Tanzania in 2009 as a Programme Officer having previously worked at Bagamoyo, Mkuranga Local Rights Programs. He is also working as a coordinator of another project “Stop Violence Against Girls in Schools (SVAGS) also implemented in Mafia island. Samwel brings invaluable experience in working with boys’ and girls’ club to eradicate violence and advance children’s rights issues. He also plays a vital role in networking and alliance-building at the local and national level to promote attitudinal, behavioural, policy and practice change. Samwel has a Bachelor’s Degree in Public Administration and Political Science.

2. SAFE ENVIRONMENTS

A significant body of evidence shows that modifying communities' social and physical environments is key in fostering positive behaviour and hindering harmful ones. Provision of support, services, and skills through community-based interventions results in less assault-related injuries for children as well as a safe environment for both youth and adults to feel respected, thrive and reach their full potential. Promotion of safe environments improves community knowledge about youth to adult interactions and as a result encourages non-violent interactions and relations especially relating to discipline.

Evidence strongly suggests that interventions within community violence hotspots like streets deter the spread of violence. It is important to note that environments that offer care and support services must be safe for children. Youth should feel encouraged to seek intervention services to report in order to reduce levels of violence. During the learning convening, participants will discuss and learn about the following models that create and sustain safe, physical, and social environments where children and youth gather and spend time.

Skilful Parenting and Legal and Child-Friendly School Environments

Presented by Erick Moth, ICS SP

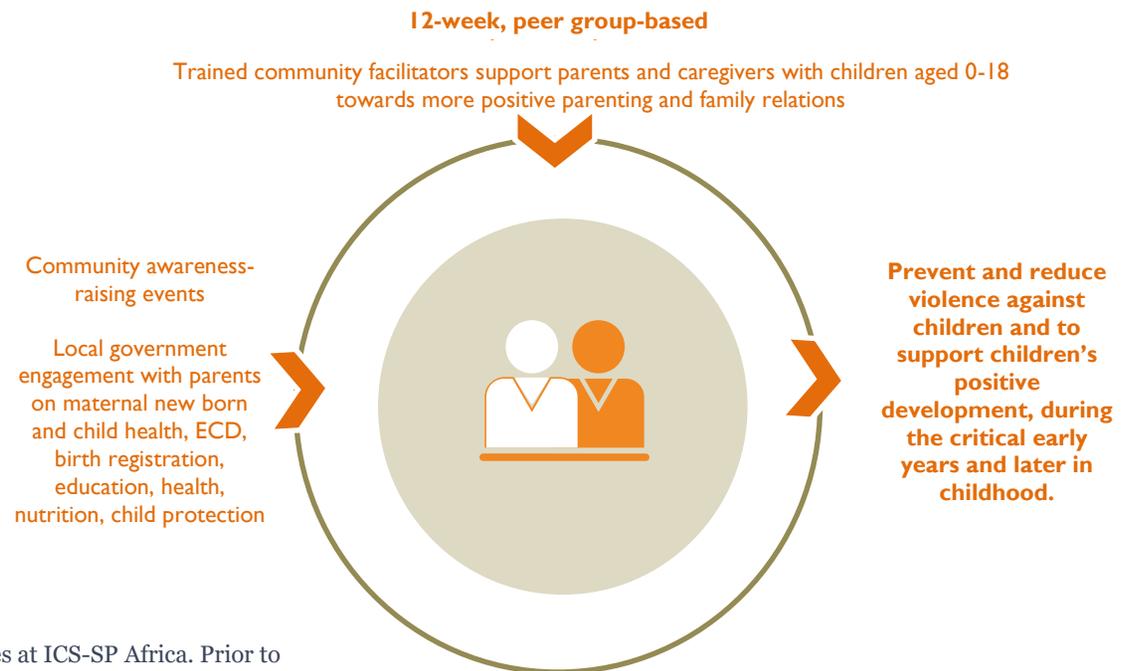
The “Skillful Parenting” model is based on the understanding that transformation will only take place if people are convinced of the need for change and of their capacity to change. This model is embedded in targeted economic empowerment and agribusiness programmes that aim to improve household income and food security. In ICS’s experience, this combined approach leads to better chances of sustainably securing the wellbeing of children and families.

Training on skillful parenting, gives the parents/caregivers the “power to parent” and raise their children in a safe and nurturing family environment. Parents gain perspectives on how children develop through the discussion modules of the programme. Using participatory approaches, parents are invited to reflect on their role in their children’s development process. A key lesson out of this model is that ICS-SP cannot reach the target caregivers without support from community-based organisations.



Erick Moth is the Head of Programmes at ICS-SP Africa. Prior to taking on this position he was in the Director of Programmes for Child Fund Kenya. He has worked on diverse issues around child protection and has designed innovative child-centred programmes.

Figure 5: The Skillful Parenting Model by ICS SP



Child Centered Approach towards Child Protection

Presented by Michael Reuben Ntibikema, Elimu Mwangaza

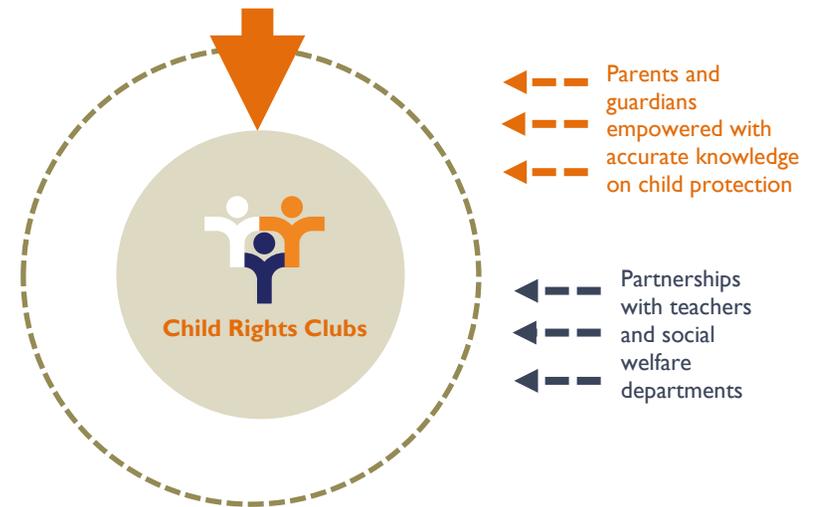
Elimu Mwangaza is working to promote child participation in child protection through establishing children's rights clubs in primary schools.

The model ensures that children have access to quality education and child protection, the capacity of children is strengthened to avoid exposure to violence, parents and guardians are empowered with accurate knowledge to adequately care for and protect children and the capacity of community, formal and informal child protection services are strengthened.

By partnering with teachers and social welfare departments, the organization is realizing success in its work to ensure the safety and protection of children. Elimu Mwangaza is currently establishing a project in Nomadic communities in Arusha, to end early marriages and sexual violence against children and thus improve the life of girls.

Figure 6: The Child Centred Approach

Promoting Child Participation in Child Protection



Michael Reuben Ntibikema has 12 years' experience in the field of social development and is the Executive Director of Elimu Mwangaza, Tanzania, an organization that focuses on promoting children rights education, child protection, child participation and quality education. He has previously worked with AMREF and Mkombozi on Child Protection, and initiatives to prevent female genital mutilation. He has also worked in humanitarian response in Kenya, in Uganda and South Sudan with Windle Trust International, UK. He is a PhD student researching the Effects of Community Based Child Protection Mechanisms Against Children Sexual Violence in Rombo, Tanzania. Michael holds a Master of Science in Community Economic Development, a Postgraduate Diploma in Poverty Analysis for Socio-Economic Development and Bachelors Degree in Sociology.

The Good School Model

Presented by Aggrey Mukuwa, Raising Voices

This model addresses the operational culture of schools: knowledge, attitude, values and behavior that all stakeholders manifest at their school (software of school). It also looks at underlying drivers of culture in schools: Teachers-to-Students Relationships; Peer-to-Peer Relationship; Students and Teachers Relationship with the School, as well as Parents and Community Members Relationships with the School.

The focus is on positive discipline by proposing alternative responses that help children to become responsible, self-disciplined, and self-driven to aspire to higher goals and targets for personal growth, educational achievement and success in life. The model also encourages teachers and parents to examine their own upbringing, the violence they suffered in their childhood and shows ways to discipline children without using corporal punishment. As part of the model, Raising Voices encourages; teaching positive life skills such as creativity, friendliness, respect promoted through reward system; guiding children using fair and nonviolent responses and creating a positive environment within which children see values and standards modelled according to their needs.



Aggrey Mukuwa is a Program Officer at Raising Voices. He supports Raising Voices partners to lead interventions in Violence Against Children Prevention using the Good School Toolkit. He currently spends most of his time supporting Raising Voices partners in Lira district located in Northern Uganda. He is formerly a teacher in one of the first two pilot schools of the toolkit.

Figure 7: The Good School model

The focus is on positive discipline, helping children, parents, teachers examine alternative discipline methods



Community Activism

Presented by Tabitha Suubi, Raising Voices

As a supplement to the Good School model, Raising Voices engages the community to reflect and identify the problem, consider its importance, evaluate their own behavior and begin to change their lives. This self-reflective approach fosters activism as opposed to implementing activities or training and it also stimulates critical thinking and commitment to change.

The Community Activism approach involves ongoing cumulative engagements through processes that enable relationships & trust to develop & strengthen over time. Raising Voices is building a team of community activists to enhance linkages between communities and schools. The community activism approach aims at:

- Assessing and mapping
- Informing
- Involving
- Collaborating
- Empowering communities to act to prevent VAC



Tabitha Suubi is a Program Officer doing communications work in the Violence against Children (VAC) Department at Raising Voices. She spends her days coordinating communication needs of the VAC program, developing communication materials, managing community activism engagements and supporting the planning process and implementation of the media campaigns. She previously engaged in advocacy, raising awareness and mobilizing communities with the Center for Domestic Violence Prevention (CEDOVIP). She has also undertaken scholarly research projects with the Center for International Governance Innovation (CIGI) and Wilfrid Laurier University. Tabitha has a Masters in Peace and Conflict Studies from Makerere University. She is inspired by her family to promote values of respect and challenging injustices across humanity and has a soft spot in her heart for children.

Friends of Education

Presented by Godfrey Boniventura, by HakiElimu

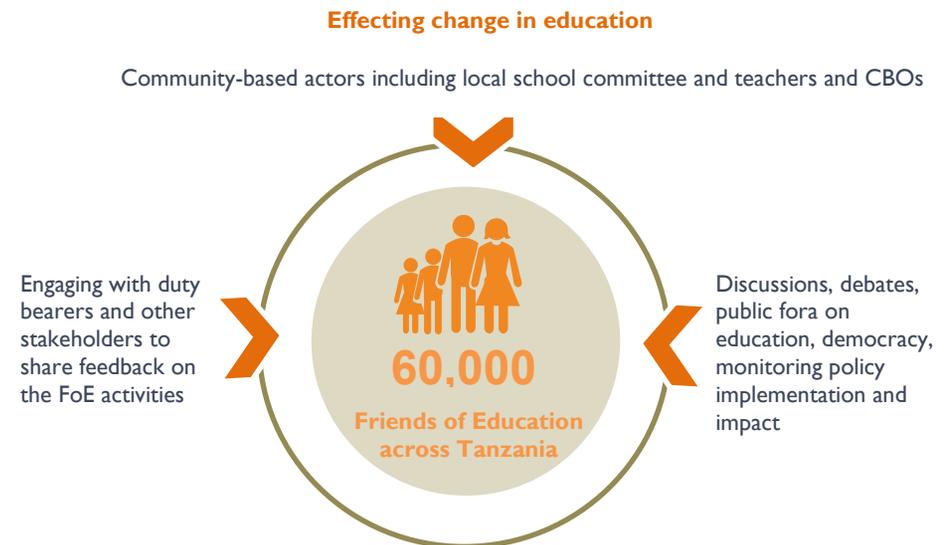
The Friends of Education (FoE) model, is a movement of Tanzanian citizens and organisations who want to improve and make a difference in the education sector in the country. Using the model, HakiElimu provides a forum for everyone who cares about education and wants to contribute to the transformation of education and democracy in Tanzania.

The FoE's role is to effect changes in education in their communities. Some of the activities include: engagement with local school committee and/or teachers; child protection; networking with other organizations involved in education; facilitating discussions, debates and public forums at local level to discuss issues in education and democracy; monitoring policy implementation and its impact. FoEs also provide feedback to authorities and other education stakeholders. To date, there are over 60,000 FoE's across Tanzania.



Godfrey Boniventura is the Head of Programmes at HakiElimu, an organization that he joined in 2008. A University of Dar es Salaam graduate in B.A. Economics and M.A. Economics, Boniventura has extensive expertise in programme management, policy formulation and implementation, community development and fundraising. He has undertaken research and developed in-depth reports on the education sector in Tanzania.

Figure 8: The Friends of Education model



3. RESPONSE AND SUPPORT SERVICES

Where basic and emergency support services exist, violence will reduce. Encouraging children and adults alike to seek support and report violent incidents helps resolve the cases of violence especially through implementation of existing laws. If children can access response and support services, the recurring cycle of violence will be slowly broken. Services can include psychological, medical, criminal justice and social assistance. Not only do these systems result in reduction of trauma symptoms, thus helping children to cope, reduction in spread of sexually transmitted diseases and infections but also reduction in victimization. Public awareness about such basic services is vital in the reduction of violence against children. During the learning convening, participants will discuss and learn about the following models that improve access to quality health, social welfare, and justice support services – including reporting violence - for all children who need them, to reduce the long-term impact of violence.

School Community Case Management

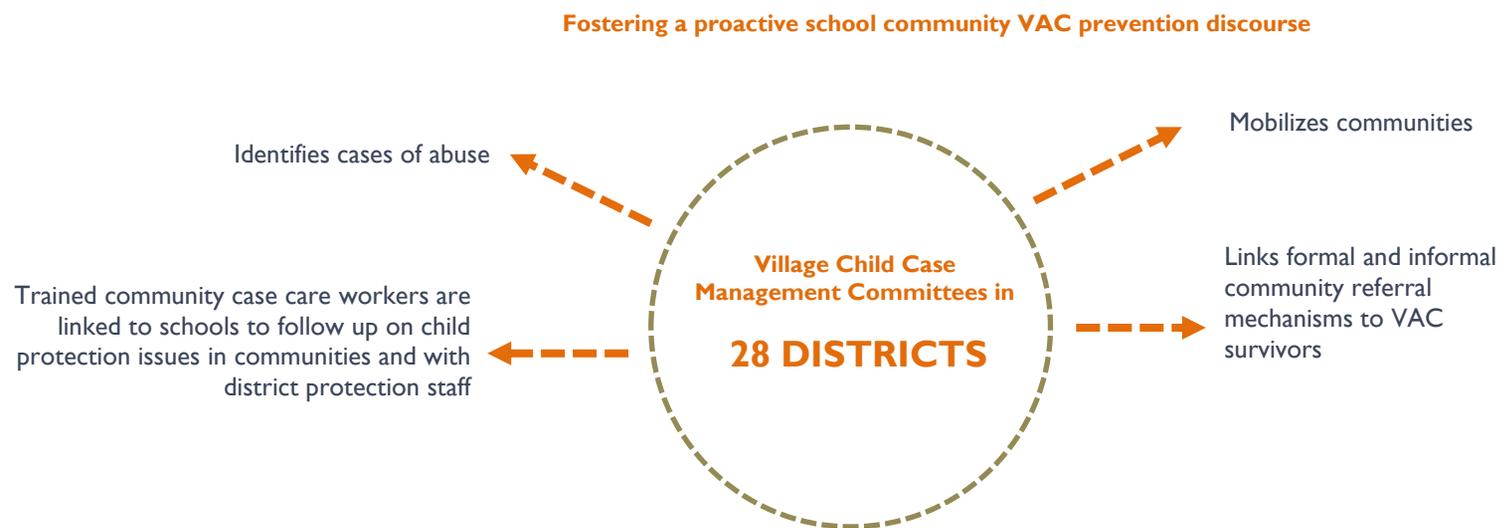
Presented by Willington Ssekadde, World Education Inc. Bantwana Initiative

The Bantwana School Community Case Management (SCCM) model is a comprehensive case management toolkit for both school and community pathways. SCCM fosters proactive ongoing School Community VAC prevention discourse by utilizing already existing Community Resource Persons including Teachers, Change Agents, Para Social Workers, Community Development Officers, Local Leaders and Children. In schools, the lead change agents are Head Teachers, Teachers and the Child Rights Clubs. At the community level, Village Community Case Management Committees (VCCMCs) lead the process. These Community Change Agents include Para Social Workers, VHTs and other volunteers. Some cases are managed at the school- level, others at VCCMCs while others are sent to other referral web actors.

At the heart of the model is the Village Child Case Management Committee (VCCMC) that mobilizes communities, identifies cases of abuse and links formal and informal community referral mechanisms to create an efficient referral web for supporting VAC survivors. Currently, SCCM is being rolled out in 28 districts of Uganda and showing promising scalable good practices that are becoming vital in galvanizing government efforts to address VAC. This model focuses on systematic case management practices and policies with more than 1,300 schools in 13 districts using the kit and 400 VCCMCs formed. This intervention has also made gains at government level as it has encouraged inter-ministerial collaboration in using consolidated models to offer integrated services in health, education, child protection and youth and livelihood services. Since 2008,

Bantwana has provided 5,000 Ugandan children and families with integrated child protection; economic strengthening and psychosocial support in partnership with CSOs and trained community caseworkers. Child Rights Clubs in schools build children’s agency to understand and know their rights and responsibilities and report abuse. Trained community case care workers are linked to schools to follow up on child protection issues in communities and with district protection staff. This model, developed by WEI/B in collaboration with RTI and government ministries fosters proactive on-going school community VAC prevention by utilizing already existing community resource persons including teachers, para social workers, Community Development Officers, local leaders, and children.

Figure 9: The School Community Case Management (SCCM) Model



Willington Ssekadde is the Manager USAID Literacy Achievement Retention Activity at World Education Initiative/Bantwana (WEI/B)-Kampala. Over the past 11 years, he has provided program development leadership for rolling out multiple violence against children prevention and response methodologies that have demonstrated significant impact in reducing VAC. During this learning convening, Willington will share emerging lessons for School Community Case Management (SCCM) model, developed by WEI/B in collaboration with RTI and Government Line Ministries.

Child Helpline Tanzania

Presented by Kiiya Joel, C-SEMA Tanzania

Based in Tanzania, C-SEMA has adopted a child response model that focuses on child participation. The all-inclusive approach to child protection takes a two-pronged approach: working with children and their parents; and partnering with communities and local governments. This strategy helps C-SEMA to understand local challenges faced by children and their parents in accessing services as well as the challenges local authorities and service providers face in provision of services. Using this model, C-SEMA has learnt that the involvement of children from problem identification to actions and solutions is key.

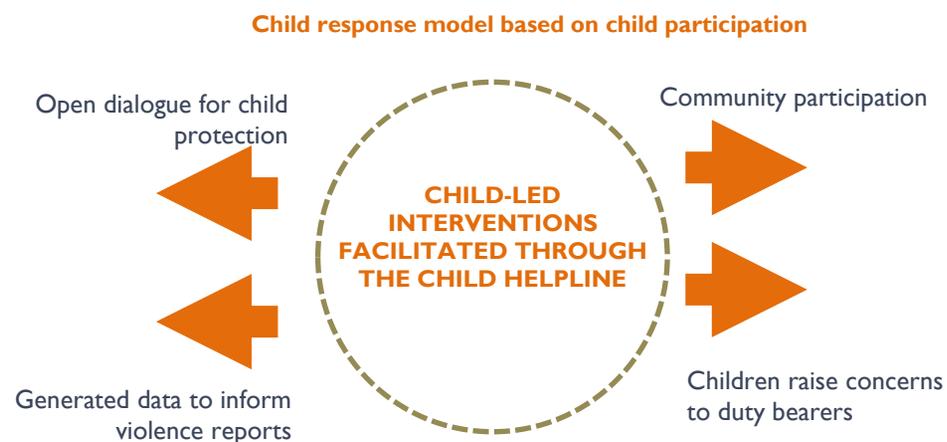
Using evidence, the organization has been able to respond to children's priorities as opposed to adults' priorities towards children services. In essence, children need to remain at the heart of programming. C-SEMA has also established a help-line in line with its strategy to foster open dialogue on contentious matters such as female genital mutilation and child marriages. The National Helpline responds to children in need of care and protection through a free telephone number –116 so that they can raise their concerns to policy and decision-makers in Tanzania Mainland and Zanzibar. Through the national helpline, C-SEMA has been able to generate pertinent data and develop reports on incidences of violence across the country.

Figure 10: The Child Helpline model, C-SEMA Tanzania



Kiiya Joel Kiiya (Kiiya JK) is the Chief Executive at C-Sema, an organization that provides platforms for children to speak out and be heard by parents, teachers, government leaders, and the community in general. C-Sema uses

data for evidence-based advocacy in addressing issues affecting children, particularly child rights and child protection. Data from children in schools helps inform authorities of children's priorities like improved toilets, water, and ignite community dialogues on issues such as child abuse at home, at school and in communities.



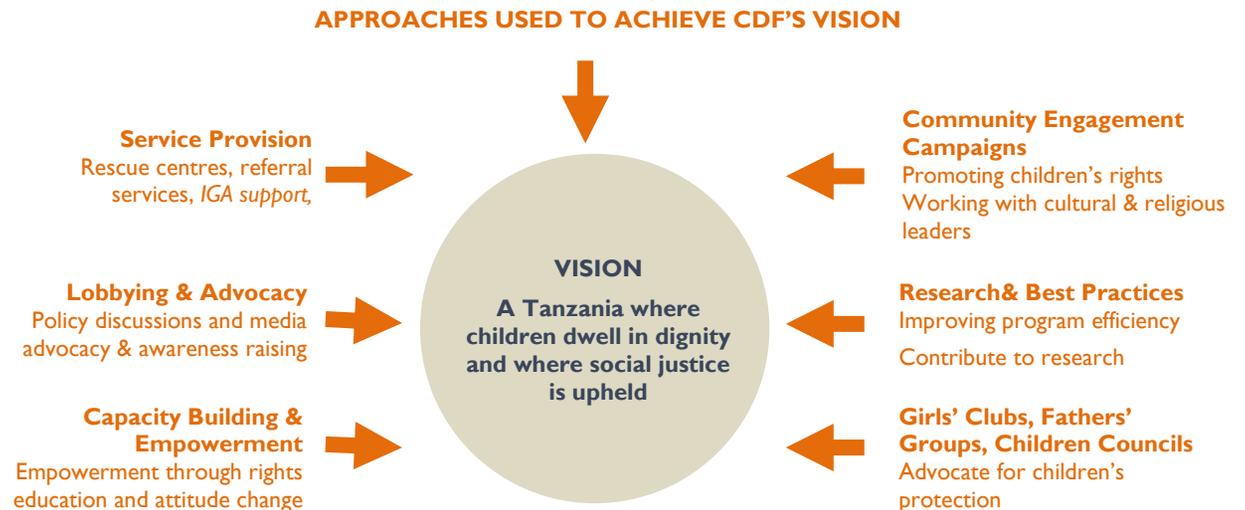
Social Justice in Child Protection

Presented by Evans Anthony Rwamuhuru , Children’s Dignity Forum (CDF)

CDF has been working for over 10 years to promote and reinforce the rights of vulnerable children, particularly girls by placing children’s legal and human rights on the public agenda, creating working forums to empower children, families and society in general and developing the capacity to address harmful traditional practices.

Tanzania still ranks as one of the countries with highest rates in female genital mutilation (FGM), early marriage and child pregnancy rates in the world. According to Tanzania Demographic and Health Survey of 2015/16, 10% of women of age 15 – 49 have undergone FGM, with prevalence in rural areas doubling that in urban areas. The CDF approach under the “Response and Support Services” model focuses on health care and social welfare sectors. Interventions affecting juvenile offenders, victims, and witnesses are typically led by the justice or security sectors. Duty bearers, men and boys have been trained on GBV and VAC enabling attitude change and more effective service delivery.

Figure 11: The Children’s Dignity Forum model



Evans Anthony Rwamuhuru is the Head of Field Operations – CDF Dodoma Field Office. He has over 8 years’ experience working in empowering children, especially a girl child, to believe in their potentials and to take leading role in shaping their better future. His personal inner advocacy drive is to see a world where everyone recognize that children are equal holders of civil, *political*, economic, social and cultural rights and that are free from all forms of abuse and are accorded platform to voice their views and interests without fear or any reservation. A world where each state, communities and duty bearers appreciate child welfare to be paramount to a healthy and sustainable development

Cognitive Behaviour Therapy

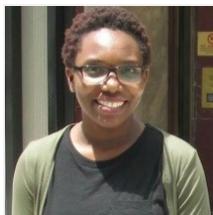
Presented by Dinnah Nabwire, TPO Uganda

The Lay Worker **Cognitive Behaviour Therapy (CBT)** approach implemented by TPO is based on the philosophy that what you think and do determines the way you feel. The intervention requires management of secondary trauma among counsellors, so that they do not affect the progress of the participants; sustained funding, since the outcomes are long term and commitment of patients so as to ensure adherence.

Cognitive Behaviour Therapy is a practical short-term, goal-oriented psychotherapy treatment aimed at changing the way people feel by changing patterns of thinking/behaviour behind their difficulties. The therapy treats issues such as sleep difficulties, relationship problems, drugs and alcohol addiction, trauma and depression. In each CBT group are 12 members that undergo 10 therapeutic sessions and a post treatment assessment before discharging the participant.

TPO enriched the CBT model to include play activities, psycho-education and outreaches, mobile clinics, medical informative sessions in communities and livelihood programmes for parents/caregivers.

Acknowledging that evidence is paramount in measuring the validity of any intervention, TPO Uganda is also working closely with the Ministry of Gender, Labour and Social Development, to conduct workshops to simplify and enable understanding of VAC findings. Using Lira as the sample space, the combination of the national VAC findings, community-based VAC findings, and a community-led taskforce involved in a prevention and response program is proving to be a successful model in the fight against Violence against Children.



Dinnah Nabwire is the Program Learning Advisor and VAC interventions focal person at TPO Uganda. She has supported the national VACS data dissemination process and the transition from research to practice that has included establishing VAC prevention pilot sites in Mityana and Lira districts. Dinnah is a Social Worker with nine years of work experience in non-profits work particularly policy engagement, advocacy, research, documentation and learning. She has previously worked as Research and Policy Analysis Coordinator with Marie Stopes International, Washington DC, and as Policy and Advocacy Officer for the Agency for Cooperation and Research in Development (ACORD) Uganda. She holds a Bachelor's Degree in Social Work and Social Administration, from the Uganda Christian University, Masters of Arts Degree in Education, Gender and International Development, from the University College, London and is currently pursuing a Master of Research in Public Policy.

Figure 12: VAC Prevention and Response Approach by TPO



4. EDUCATION AND LIFESKILLS

Access to viable education in safe environments ensures awareness for children and as a result leads to protection against various forms of violence such as sexual violence and most common, child marriages. While at school, children can learn not only positive social behaviour, problem-solving skills, appropriate child to adult interaction and communication and positive peer-to-peer relationships. Life skills can be gained both formally and informally but remain a great source of empowerment and a gateway to positive behaviour for youth especially. Education skills ensure a reduction in many aspects of violence against children especially sexual assault.

A number of approaches are used, including enabling a safe school environment, life and social skills training, improving children's knowledge and skills about protecting themselves from violence. During the learning convening, participants will discuss and learn about the following models that increase children's access to more effective, gender-equitable education and life skills training.

The "Tuseme" Model

Presented by Lynn Nakabugo, FAWE Uganda

The "Tuseme" Model (Kiswahili for Let's Speak Out) is an innovative flagship model, which uses theatre-for-development techniques to address concerns that hinder girls' social and academic development. Tuseme trains girls to identify and understand the problems that affect them, articulate these problems and take action to solve them. Through drama, song and creative arts, girls learn negotiation skills, how to speak out, self-confidence, self-awareness, decision-making and leadership skills.

Tuseme was initiated at the University of Dar es Salaam, Tanzania, in 1996 and enhanced by FAWE with gender-in-education and life skills components. The model has been introduced in Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mali, Mozambique, Namibia, Rwanda, Senegal, Tanzania, Zambia and Zimbabwe. Since it was introduced, independent evaluation has highlighted the following results: improvement in girls' self-esteem and in their leadership, social and life skills; teachers' positive attitude towards girls; and a significant reduction in sexual harassment.

Figure 13: The Tuseme model

Empowering girls to take action, through song and drama



Lynn Nakabugo is a Program Officer under the portfolio of ending violence against children at Forum for African Women Educationalists Uganda. She is a development management professional with 12 years' experience in child rights, child protection, and violence against children programming with both international and national non-government organisations. She has worked with child centered organisations including Plan International and World Vision Uganda. She has also worked in different capacities at USAID (Strengthening Decentralisation for Sustainability SDS), Population Services International now (Program for Accessible Health, Communication and Education), and Farm Radio International. Lynn has an MSc in Development Management from Open University UK, a Post graduate diploma in Project Planning and Management from Uganda Management Institute and a Bachelors of Arts degree in Development Studies from Makerere University.

Promoting Life Skills among Children and Youth

Presented by Susan Ajok, Straight Talk Foundation

Straight Talk Foundation (STF) is an indigenous communication for development not for profit organization with invaluable experience in the design and management of health and development communications programs. It started as a UNICEF-funded newspaper, Straight Talk, in Uganda in 1993. STF has a specialized niche with young people up to the age of 24, and a comparative advantage in communication for social and behaviour change. STF's uses innovative communication approaches and tools to increase knowledge, stimulate dialogue and empower people to promote and manage their own health.

Though it initially focused on adolescents, its work with adults has also grown tremendously through the family life approaches targeting parents, teachers and communities. Straight Talk Foundation has technical expertise in education, early childhood development, HIV, sexual and reproductive health, gender, life skills and rights, alcohol abuse and other risk and protective factors. The organization uses their long-standing experience in community outreach, gender activities and local capacity development, amongst others, to prevent violence against children. To date STF work has grown to include education, livelihoods, environmental protection, disability and special needs.

STF uses a social and behavior change communication approach to serve young people through the implementation of a focused strategy entailing the production of tailored messages, delivered using a variety of communication channels to promote positive behaviour appropriate to individuals, community and/society settings. STF's uses innovative communication approaches and tools to increase knowledge, stimulate dialogue and empower people to promote and manage their own health.



Susan Ajok, MPH is the Executive Director of Straight Talk Foundation, a Ugandan communication for development not for profit organization. Straight Talk Foundation is one of the oldest, pioneer young-people-focused civil society organizations in Uganda to recognize and act on the unique sexual and reproductive needs of young people in Uganda. Susan has been with Straight Talk Foundation since 1998 and has served as the Executive Director since 2010. Her areas of expertise are HIV prevention, Sexual and Reproductive Health and Rights and Gender. She has held several senior management positions including serving as Straight Talk Foundation Director of Programs prior to being appointed Executive Director. Susan holds a BA in Political Science and Sociology from Makerere University; Uganda and was a recipient of the 2008 Compton Fellowship on Population, Environment and Human Security. She is also a Population Leadership Fellow.

Journeys Model

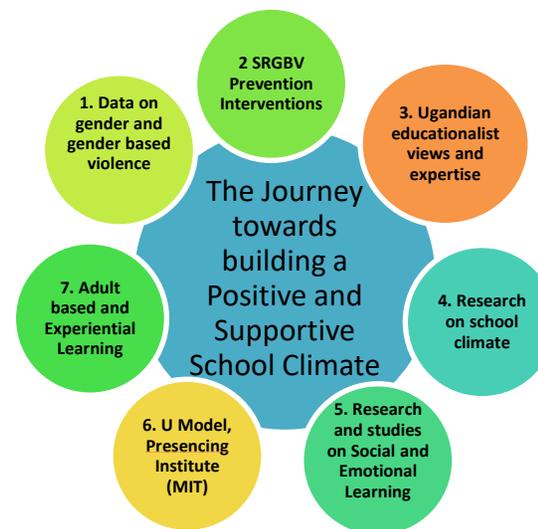
Presented by Geri Burkholder, RTI International

Journeys focuses on building new norms and values of a positive and supportive school and environment for learning and ensures that violence cannot survive. It is important to note that Journeys concentrates on all members including school staff, community members, parents and all pupils in order to address the source of violence. The program supports collective action of people coming together to make change together in order to shift and change the accepted and yet negative norms and values.

The Journeys Model is based on the theory that

- When a school is safe, positive, and supportive, students look forward to attending every day and feel safe traveling to and from school.
- Students enjoy learning because their teachers are confident, and the quality of instruction is high.
- They are happy to participate in the classroom without fear of humiliation or punishment when their answers are not correct.

Figure 14: The Journeys Model



Geri Burkholder is the Chief of Party (COP) for the US Agency for International Development (USAID)/Uganda Literacy Achievement and Retention Activity, implemented by the International Development Group of RTI International. She is an organizational development specialist and supports public sector reforms, including the introduction of new government programs. In Uganda, Ms. Burkholder has led the development of a gender-based violence response for the Ministry of Education and Sports (MoES) which is currently being piloted in 36 districts in Uganda and over 3,500 schools with 1.5 million children. Ms. Burkholder has a proven record of facilitating organizational change by leading and managing public sector capacity building interventions and supporting low-income countries. She has more than 25 years' experience working with ministries of finance, education, agriculture, and health in China, Indonesia, Malawi, Ghana, Uganda, Egypt, Mozambique, and Ethiopia for USAID, the Canadian International Development Agency (CIDA), as well as collaborative partnerships with the World Bank, the World Food Program, and the United National Children's Fund.

Gender Responsive Pedagogy

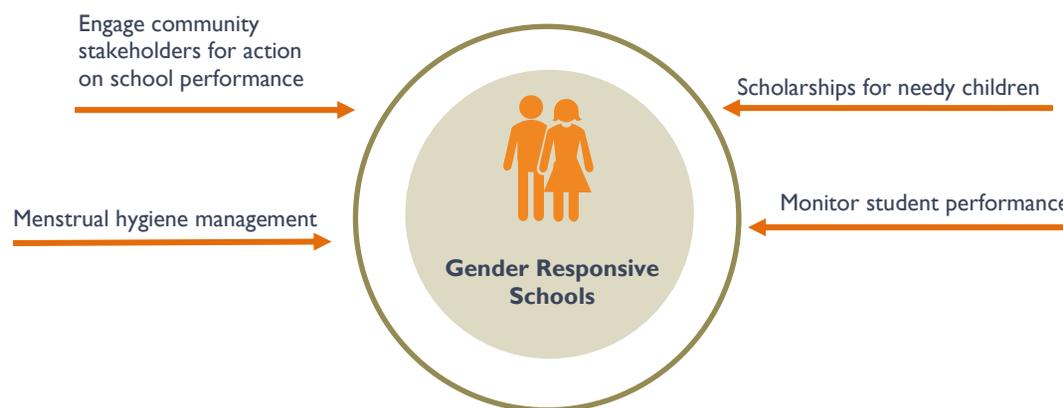
Presented by Sarah Murungi, FAWE Uganda

The Gender Responsive Pedagogy (GRP) model refers to teaching and learning processes that pay attention to the specific learning needs of boys and girls. Using a Centre-of-Excellence approach, FAWE has launched a Gender Responsive environment into selected schools.

Gender Responsive Pedagogy entails several steps namely train the school community on Sexual Maturation Management with key focus on menstrual hygiene management; provide scholarships to needy girls and boys so they do not drop out of school; establish a database to track students' performance and welfare; hold activities that promote girls' participation; engage the community stakeholders in monitoring; taking-action for improved enrolment, attendance and performance especially for girls.

Figure 15: The Gender Responsive Pedagogy model

Focusing on specific learning needs of both girls and boys



Sarah Murungi has a Bachelor's Degree in Education with Arts from Makerere University, Postgraduate Diploma in Project Planning and Management from Uganda Management Institute, currently pursuing a Masters degree in Institutional Management and Leadership at Uganda Management Institute – Kampala Centre. She is the Acting Program Manager at Forum for African Women Educationalists -Uganda Chapter (FAWEU) with a proven track record in building and strengthening positive relationships with various stakeholders.

Thursday, November 1st, 2018

LEARNING FROM FIELD PRACTICE

Field Reflection

1. What piece of **information** was especially important for you to hear today?
2. What deeply impacted you at the **heart level**? Why?
3. What will you **start or stop doing in the next year** to better address violence against children?
4. What more do you want to **learn** from the implementers *and beyond*?

Group I: Influencing Policy as a Strategy of Preventing Violence Against Children, a learning session facilitated by KAACR

The **field visit** will take place in Bungoma town, headquarters of Bungoma County, which is one of the 7 county project areas of KAACR. Participants will interact with members of the Bungoma Child Rights Network (BCCRN), a vibrant network that has created a great policy impact through lobbying county leadership to embrace child protection by making child-friendly policies and taking lead in addressing violence against children issues and putting child participation at the centre of their work. Participants will have a chance to hear testimonies from policy makers - political leaders (MCAs & CECs), Court Users Committee (CUC), County, Child Rights Leaders from CRCs, CSO partners who have benefited from the work of the network, County Government child-related officials, Officers of National Government responsible for Children matters (DCS), judicial officials, teachers and children representatives.

What should participants look out for?

The working relationship between CSOs and government (County & National) on:

- How they are addressing VAC
- What the BCCRN has been doing over the years and how they were able to achieve their objectives.
- What evidence do they have to back up their work?
- How BCCRN participate in policy reform and innovations they come up with to get a breakthrough on Child Protection matters and Voices of Children.

What are the practical details of the field visit?

- The distance from Kisumu to Bungoma is 97.8 km (61 miles). By bus, it will take at least two and a half hours.
- The bus will depart from the Hotel at 07:00 am and return at 17.30. Please carry comfortable clothing for this drive.
- The visiting team will be split in 6 small groups based on interest to visit key offices of the network members and county structures for 90 minutes.
- The field visit reflection meeting shall take place between 12:30 and 13:30 hours at Kanduyi Children Home managed and run by Child Welfare Society of Kenya – a member of Bungoma Child Rights Network.
- Lunch will be provided at the offices of Child Welfare Society of Kenya – Kanduyi Branch from 13:30 to 14:30.
- Participants will leave for Grand Royal Swiss Hotel at 15:00 and arrive for the closing event at 17:30 hours.

About KAACR

Kenya Alliance for Advancement of Children (KAACR) is the National umbrella body for NGO's cooperation and exchange of information on children rights in Kenya. It has a membership of over 250 children agencies in Kenya and involves 2 Levels of Government, Civil Society Organization (CCRN), Children and Local Community and the Media. The project being implemented in 7 counties across Kenya, is raising awareness on child protection policies and regulations. KAACR and its partners design and implement effective interventions to end violence against children. The biggest objective of the project is Kenyan society that protect rights of children against any form of violence in & around schools. The largely successful project has resulted in enhanced reporting of violence against children cases at many levels and enhanced children protection units. Although there are challenges like difficult cultural practices and a complicated justice system, successes such as a registered reduction of violence in children's environments give hope for the project to continue advocating for their cause in the future.



John Oduor is the Regional Coordinator in charge of western region at KAACR. He has a wealth of experience having worked in the children's sector for over 15 years. He has provided input into national and regional policy formulation exercises around child protection.

About BCCRN

Bungoma County has one of Kenya's highest rates of violence against children, many of which can be attributed to several reasons including cultural norms and cross-border trade. In order to address these issues, the **Bungoma County Child Rights Network (BCCRN)**, a grassroots structure, has been working on policy advocacy and is one of the most active networks under the Kenya Alliance for the Advancement of Children's Rights (KAACR) umbrella since 2012. Apart from policy reform, they also work to foster innovation and give voice to Kenya's young girls and boys. BCRN brings together civil society representatives, children representatives, teachers, as well as judicial county and national government officials.

David Wafula Lupao is the Chairman of BCCRN and also the Executive Director and Founder of Facts CBO, an organisation for which he mobilizes and fund raises for resources educational material as well as establishes and strengthens local County and Regional Child Rights Networks. Since 2006 Mr. Wafula has served in various child protection portfolios Secretary Provincial Child Rights Network (Western Region), Chairman Bungoma County Child Network, Programme Coordinator Bungoma County Adolescents Reproductive Health and Regional Chairperson Children Assemblies. Wafula Lupao has a background in Information Technology from Africa Institute of Science and Technology Bungoma Campus (2010).

Group 2: Skillful Parenting: A Learning Session Facilitated by ICS SP

Participants will learn about the skillful parenting model which reduces harsh parenting and creates positive parent-child relationships and at the same time improves family economic security and stability, plus reducing child maltreatment and intimate partner violence. The field visit will take place in Busia County, in Matayos Sub County, which is one of the 3 sub-county project areas of ICS-SP. Participants will meet with selected parenting peer group members, members of Life Skill Clubs, Teachers, Locational Area Advisory Council (LAACs) and Paralegals, plus District Children Officer, Teacher Service Commission and Ministry of Education officials responsible for Matayos sub-county.

What should participants look out for?

The approach is based on the notion that change can only be expected by addressing the needs of pupils, teaching and non-teaching staff; and the wider community, not only within the curriculum, but across the whole-school and learning environment. This is achievable through multi-dimensional actions engaging all members of a school's community in a holistic manner (teachers, non-teaching staff, parents, BoM; formal and informal structures – LAACs and the paralegals); collaboration with government relevant department and line ministry - Ministry of Education, Teachers Service Commission and the Department of Children Services. Participants should specifically, should look out for;

- The impact of Skilful Parenting (SP) - How SP contributes in reducing harsh parenting and creates positive parent-child relationships, reduces child maltreatment and intimate partner violence and at the same time improves family economic security and stability
- The role of teachers in creating and promoting safe school environment for children
- Children's knowledge on their rights and responsibilities and the knowledge helps them to protect self and report abuses when it occurs
- Testimonies/feedback from teachers on the use and impact of the speak-out boxes
- Formation, composition and role of LAACs and Paralegals in creating community awareness and response on cases of abuse and neglect, refer and advise the sub county AAC based on grass-root experiences.

What are the practical details of the field visit?

- The distance from Kisumu to Busia is 97.8 km (61 miles) by road. The journey will take at least two and a half hours.
- The bus will depart from the Hotel at 07:00 am and return at 17.30. Please carry comfortable clothing for this drive.
- The visiting team will be split in 3 small groups based on interest, some will interact with Parents peer groups; Teachers and pupils; LAACs and Paralegals
- The field visit reflection meeting shall take place between 12:30 and 13:30 at the Breeze Hotel in Busia town
- Lunch will be provided at the same hotel 13:30 to 14:30.
- The participants will leave for Grand Royal Swiss Hotel at 15:00 and arrive for the closing event at 17:30hours

About ICS SP work – refer to page 21

Voices of Change

Stories from the field



Over the years, we have heard stories of change, we have seen mothers demand for change, we have witnessed communities taking charge of their children's rights and we have observed change at multiple levels. This section highlights some of the stories that have been documented by partners in the learning cohort over the past three years. Through these stories, we see individuals and communities taking bold steps, starting the right conversations and leading change in their lives. The stories are not told as isolated cases, but to exemplify the wider opportunities and challenges we encounter in preventing and responding to violence against children.

Creating a compelling narrative and hearing stories of change are a cornerstone of our learning culture as a cohort. These narratives represent an attempt to better understand initiatives around prevention and reduction of Violence Against Children (VAC) in East Africa. Listening to firsthand accounts enables us to view situations similar to our own and around us through a different lens. This section includes testimonies that feature individuals and communities that enhance our reflections around the work that we do as organisations. Each story takes you through different journeys of challenges, crises and successes. Furthermore, these stories are a booster for all of us to continue in our line of work despite the obstacles.

As you read these real stories, consider two questions:

- *How is the story similar to your own situation?*
- *What tips do you see here for your own work?*

Parents and Teachers: Creating Space for Kenya's Children to Thrive

Investing in Children and their Societies (ICS SP)

Through Peter, Simon and their mother Maximilar's eyes, we understand the need for skillful parenting training programmes as we do away with accepted norms and cultures, that claim children must only be seen and not heard. It is in this story that we realise that creating a safe environment for a child to thrive begins at home.

Peter (15) and Simon (15) are pupils at Nasira RC primary school, Nasira Village, Busibwabo location, Matayos in Busia County. Their mother Maximilar (40's) is a peasant farmer. Peter and Simon live under the care of their mother because their father was pushed out of home by the need to fend for the family hence hardly finding time to spend with the family at home. Due to harsh economic times, Maximilar confesses that she relied on the children as her source of labour without considering the need to give them time to attend to their studies and to play. The children were responsible for fetching sufficient water for family use from a water source that was a distance away from their home besides a requirement that they attend to the family farms every morning and evening. Maximilar says, "On no occasion would I have imagined the need to have a family meeting with the children to understand their needs and ideas on how best I should care for them. My children were only there to be seen and I viewed them as inferior members of the family who could have no valuable idea to share".

"I got to hear about the skillful parenting programme through the head teacher at my children's school. This training lasted about four months. I was hesitant at the beginning but now I feel happier about caring for my children. Before the training, I would feel overpowered by competing responsibilities which made it almost impossible for me to create time for understanding and molding my boys' behaviour. Before the Skilful parenting sessions, I was really ignorant about the best ways of guiding my children's behavior hence I had constant conflict with them." This narration gives insights into the link between parenting practices and behavior outcomes in children.

"Since I attended this training I understood that violence doesn't help", says Maximilar. According to her and her peers, violence and crime that children are subjected to often emanate from the behavioural challenges that they face in their early childhood. To help her children demonstrate a change of behavior, Maximilar adopted the newly acquired Skilful parenting skills and put them in practice back at home. She explains that she started investing her time and resources in her children as a means towards creating a safe family environment for them besides influencing their behavior modification patterns. In a sharp contrast to the situation before Maximilar got Skilful parenting training, she currently appreciates the need for family meetings that she regularly organizes as an avenue for open communication and discussions with her children.

Maximilar says "I fully understand my role in transitioning children from home to the school environment and following up on my children's performance at school".

The boys also say that their mother now visits the school to discuss their performance with teachers while also helping them to develop study timetable that they use at home for personal evening studies. A total of 27 (8 male, 19 female) active parents at Nasira RC primary school successfully completed the Skilful Parenting training.

We followed Simon and Peter to their school to get a feel of the changes that have taken place in the school environment following our interventions. Nasira RC primary school is among the schools where we implement our Whole School Approach to child protection. In this school, we have all teachers exposed to life skills training to enhance their capacity to respond to children's needs. The current school enrolment of the school is 756 (367 boys & 417 girls) up from 735 (352 boys & 383 girls) in 2017 and 749 (374 boys & 375 girls) in 2016. The school has 18 teachers and 3 subordinate staff. All the teachers have undergone training on life skills and positive discipline by ICS-SP. The school has an active life skills club with a membership of 40 pupils (20 male, 20 female). Our decision to include the school in our Whole School approach program was influenced by the need to change the teachers approach to correcting behavior from a punitive to a corrective approach.

Mrs. Odhiambo (the Deputy Head Teacher), who also handles cases of indiscipline has been working in the school for over five years. In her words, "the support given to the school has changed the dynamics in terms of teachers' training that enabled the staff to "shift from using punitive forms of punishment to an open communication with children. Life skills training offered to teachers have made them understand that many situations can and should be resolved by enhancing communication with children and talking to them with trust, respect and care. The teachers have developed an understanding that behavior is always an indicator and a result of something hence to correct any case of indiscipline in the school, they learnt the need to start by finding the problem to lead them to the solution".

Mrs. Odhiambo says "the speak-out box given to us by ICS SP has enabled teachers to know pupils' views and feelings hence shifting their disciplinary actions. The teacher pointed out that since the start of life skills training by ICS-SP, the school has recorded a steady drop in the number of pupil pregnancies and school dropouts. She says, "In 2014, we had 43 cases of school dropout (26 girls, 17 boys) which reduced to 24 (15 girls, 9 boys) in 2015 and only 1 boy dropped out of school in 2016. We are happy that we recorded zero school dropout in 2017 and hope that it remains there. We have not had much issues with pupil pregnancies and despite having one case each year since 2014, we were glad that we recorded zero case of pupil pregnancy in 2017." The Deputy Head teacher attributed the positive trends in discipline to Life skills training offered to teachers and pupils and teachers' training on positive discipline.

Mrs. Odhiambo also noted how the change in teacher-parent relationship has helped them. She states that "as a result of skilful parenting training offered by ICS SP to parents, there is a remarkable change in the way parents get involved in school affairs. Our parents respond positively and demonstrate willingness to support teachers.

As teachers are involved in life skills training, pupils are also supported to develop. The story of Maximilar's children also mirrors the results in our other areas of intervention where our Skilful Parenting trainings have facilitated a clear understanding among parents on their roles and responsibilities so that children are properly supervised hence they grow up in safe and nurturing family and school environments.

How Being a Child Rights Defender Shaped my Life

Kenya Alliance for Advancement of Children Rights (KAACR)

Kenya like many other countries across the globe has dire statistics on violence against children. Rape, violence and child-labour are rampant both in rural and urban areas. For many young people the situation is made worse by their inability to speak out both at school and in communities. As a network organization, KAACR decided to create a group of like-minded youth about twenty years ago. This group was meant to act as a platform for communications and advocacy at multiple rungs of society. Since then, the organization has reached out to at least 200 young men and women, many of whom have amazing stories to tell about their transformation. Using channels such as Whatsapp, they continue to share ideas and propel change at national, regional and international levels. Their main mandate is to champion for children's rights in every space that they are in, as they believe that every child should be protected.

In their words...

Emmanuel Dennis (39): Living the values from the Child Rights Clubs

Emmanuel and Stella teach us that education, dissemination of knowledge and information about children's rights will ensure that children develop into ethical, professional and helpful adults. It is clear here that education and life skills are at the forefront of creating a happy violence-free generation.

My name is Emmanuel Dennis aka ED. When I was 13 years old I came across KAACR while in high school in Kisumu County where they had started a Child Rights Club. My parents were transferred from Kisumu to another district and I had to change school to Kolanya Boys High School where I started a Club Rights Club and wrote to KAACR to come and help me launch the club. After high school, I met other amazing young people – mostly in colleges and we started the Child Rights Defenders Movement in 1999 hosted by KAACR. We have continued supporting many Children's Homes and children. I later worked for KAACR in the deep end of Kuria Sub County in Migori County where I advocated for protection of girls from FGM and early marriage. Later, I moved on into Youth Development work where I coordinated the Youth Employment Summit sessions not only for Kenya but also Africa. I am now fully engrossed in the development field on Education, Health, Entrepreneurship and will soon be doing Craft Brewing. I am a child of God and the embodiment of God's blessings. My work can be seen and felt in many places here in Kenya, Europe and USA. I am proud of what I have contributed to and I thank KAACR for buying my ever first Air Ticket, offering me a job and instilling in me ethical values that I hold dear which includes being stubborn especially when I detect the slightest smell of mediocrity. I thank you.

Stella Agara (29) Child Rights ignited my life and filled whole world

I was a member and later the Chairperson of Buruburu Girls Secondary School Child Rights Club, mentored by the beautiful, graceful and bold Ms. Mutsunga, our teacher. I first interacted with KAACR when I was in form three during an outing at Nairobi Milimani School. When I joined the club, I was selected to represent Kenyan children in the Philippines. I was later asked to represent children in the Launch of the first Kenyan report on implementation of the UN Convention on the Rights of a Child. The following year, I represented children at the Pan African Forum for Children in Cairo, Egypt, and at the UNGASS in New York, USA. I chaired the Child Rights Defenders Movement after my predecessor Emmanuel Dennis. I did all I could to put CRDM on the map as far as Governance programs were concerned. I worked closely with KAACR to ensure youth participation in Child Rights Work. From the National Conference on Children's Rights presided over by the office of the then Vice President, The

Late H.E. Prof. George Saitoti, to Children's Caucus meetings that led to the adoption of article 51 in the Constitution of Kenya (COK 2010), especially on the advocacy towards the Children's Act 2001. I was really happy in knowing that my actions and choices were impacting on the future of Children in Kenya and the world. Even more thrilling was the fact that I was walking in Mrs. Joyce Umbima's footsteps, the then Executive Director at KAAACR. I respect this woman with every bone in me.

In 2004, while in my usual process of negotiating partnerships for CRDM, I created critical links with Africa Youth Parliament. At this session we developed action plans; mine was themed *Leadership and Integrity: Children and Young People as Actors for Change* (my lifetime cause). I also created links with the *Cosmos under the African Skies* Project through which we campaigned in Schools in Sub-Saharan Africa to encourage Children to study and work in Africa, to solve the problems the continent was facing with a focus on brain drain!!!! It is under this project that I cut my niche, I discovered my true passion for Africa. I made a deliberate decision to pursue my cause to promote the agenda of Children and Youth as Actors for Change.

It is no surprise therefore that divine purpose met my intention, I played a big role in the passing of a National Youth Policy in Kenya, hosting of a Global Youth Employment Summit (with Emmanuel Dennis as Chair) and the Creation of the first ever Ministry of Youth Affairs and the First Ever Youth Enterprise Fund in Kenya (including negotiating the first funds into it from Kenya's Equity Bank).

I joined like-minded young girls and boys at the time and established the Africa Youth Trust through which we ran massive youth empowerment programs in a bid to promote Youth Led Development. Through this organization I was able to support the GOK in the creation of a National Youth Council and the holding of the first ever elections of the Council as a member of the National Elections Board. In (year) I received a Civil Society Governance Award for my work in that area. I also supported an advocacy agenda for the creation of an East Africa Community Youth Council by October 2013.

I moved to Action Aid International and relocated to Malawi possibly to run away from Kenya! But when God plants a cause in your heart, it follows you to your hideout. I was in Malawi for 3.5 years, advising Action Aid Malawi and the Government of Malawi on Youth Programs. I spent most of my time building the capacity of youth to participate in Tax Justice Campaigns and combat Illicit Financial Flow from Africa. I came back in time for the 2017 elections. I have been in every part of Africa and every continent preaching the message of Children and Young people as actors for change, I am as energized for the cause as I was at the beginning but I have learnt along the way that it is not just any young person to lead, there is need to mentor such leadership.

Before I left in 2013, I partnered with two of my girlfriends and we registered the Emerging Leaders Foundation, currently being run by one of us. We focus on building the capacity and mentoring of young leaders. Somewhere in the course of last year, the universe conspired to reward the toil of my youth. By the Grace of God, I was selected by an international Jury of 16 to receive the Bremen Solidarity Prize, an Award I share with Nelson Mandela, Winnie Mandela and Esther Mujawayo-Keiner from Rwanda. I am the 1st Kenyan, 4th African and 15th Laureate of the award, for being a worldwide activist for tax justice and my dedication to Youth Led Development.

I am currently a Governance and Youth Development Consultant working on a myriad of programs. I am also running tax justice campaigns with extreme devotion. If you are struggling with finding a way to mainstream youth into your programs, I am your Fixer!!!! CRDM and KAAACR have found their way into every newspaper article about me - locally and internationally - these two shall be in the memoirs about my life.... I can't thank them enough for taking a motivated young girl from Kibera and working with God to bring her purpose to fruition.

Friends of Education: One Man's Fight Against Stigmatization of Albinos

HakiElimu

When the term “Ujamaa” is mentioned, Tanzania comes to mind. A country that decided to take a participatory community-approach to development, Tanzania has taken strides. It has been lauded as one of Africa’s leaders in the provision of universal education at primary level. According to the Tanzanian Education Policy Data Center, “the primary net enrolment rate is 98% and the primary completion rate is 81%”. Despite these glossy statistics, many of country’s 55 million people still suffer from glaring inequalities in education. Girls in particular continue to lag behind boys in school and in society. At the society level, issues such as albinism, poor infrastructure and violence against children continue to hamper efforts to keep children in school and to protect them from abuse. The situation is worse for children suffering from albinism, who grapple with abandonment and abduction & murder.

The negative norms around children who are affected by albinism seem to have stemmed from the beliefs particularly in the fishing communities that sacrificing albinos and “offering” body parts to the traditionalists would help alleviate poverty. These beliefs have persisted as children continue to be maimed, abused and kidnapped because some believe that they either bring wealth or good luck. In 2017 alone, there have been cases of families hiding in fear during any elections because there is an increase in witchcraft and abductions during both local and national elections.

Busega, one of the poorest districts bordering Lake Victoria is one such area where the violence against albinos is rife. Busega’s residents have largely relied on fishing, but as stocks have continued to dwindle and privatization has taken over, superstitions over the power of albinos has grown. Children are afraid to walk on their own, to go to school or to even attend community events because they “appear different”.

But the picture is not bleak. Communities and organisations have developed initiatives that are making a big difference in creating opportunities for girls to continue studying. **HakiElimu**, (*Right to Education* in Kiswahili) was founded in 2001 by 13 passionate Tanzanians who felt that that the existing policies were not being translated into meaningful action in the education sector. They decided to tackle the disparities plaguing the country. In their words “education would improve when ordinary citizens became involved and create meaningful public participation in education governance”, using a “Friends of Education” approach.

The Friends of Education (FoE) movement brings together individuals and organizations throughout Tanzania who are looking to make a difference in the education sector by addressing societal issues impeding education.

Joseph Gimongi's involvement in Haki Elimu's Friends of Education movement and his determination to end the stigmatization of the albinos in Busega is an inspiration to all of us trying to end Violence Against Children. Supporting albino children with basic needs and giving them a chance to get an education and life skills in a safe environment is a guiding example to what needs to be done.

Joseph Gimongi (40), who joined the FoE movement in 2016, *has been leading a unique initiative to support education for children with albinism. He is passionate with education and he wants to ensure that children with albinism enjoy their right to education in a safe and friendly environment. He was moved to take-action to address education challenges at his locality by HakiElimu's tagline; **reflect and take action**. Since 2017, he has mobilised resources from national and international philanthropists to ensure these children enjoy their rights to education. During the year he supported children in Mitindo, Misungwi and Buhangija, Shinyanga through the provision of school uniforms and shoes, stationery, sun glasses and sun lotion to protect the children when they are traveling to and from and when they are at school.*

Efforts such as Joseph’s are being recognized at the local, national and international level. Albinism is in the spotlight. Increasingly the narrative is changing with many others beginning to acknowledge that violence against children with albinism has to be stopped.

Second Chances: Community Engagement Supports School Re-entry for Child Mothers

Forum for African Women Educationalists Uganda Chapter (FAWE Uganda)

The story of students and mothers; Apofia Masika and Juliet Muhindo show us the role of parents and communities in ensuring that children are taught, supported, protected and sent on the right path to thrive. Community interventions and programs allow for the skillful guiding of especially young girls on the brink of adulthood.

Apofia Masika and Juliet Muhindo are child mothers in a rural, cocoa-growing community in Bundibugyo district. “I deliberately planned to fall pregnant when I was 17 because my parents kept telling me there was no money for school fees, and that I should leave school. In anger I decided to get pregnant”, says Apofia.

Juliet, who was 15 years, explains that she was looking for friendship when she met up with a teenage boyfriend at school, fell pregnant, and left school to stay at the home of her boyfriend.

Both Apofia and Juliet’s experiences are common. They are the faces of schoolgirls in rural agricultural communities who drop out of school when impoverished parents are unable to provide for their basic needs or pay for an education and pregnancy becomes an alternative. In many cases, culturally, it is considered impractical or a waste of resources to invest in a girl’s education since the girl is often married off to another family which benefits from her. “This happens many times, especially, when the cocoa season is not good. Girls get pregnant because their parents do not have enough money to buy them what they need; the parents feel it is better to marry off the girl”, says Jamidah Kimuli, Senior Woman, and teacher, at Burambagira Senior Secondary School. “During our community sensitization meetings where we talk about preventing and responding to violence against children, Juliet’s father approached me requesting help to bring his 15year old daughter, who had just given birth, to our school.”

“My father took me to the community meeting because he was not happy that I had left school when I gave birth and he hoped that I would be able to find a school where they accepted child mothers”, says Juliet. “I felt very bad because I had disappointed my parents.”

Apofia heard about the community meeting from a friend who invited her to attend. After the meeting, Apofia contacted Jamidah, the school teacher at Burambagira Senior Secondary School about sponsorship to attend school again. “I was happy to hear about Apofia and Juliet; I immediately discussed their cases with the Head Teacher and the Parent Teachers Association representative, Sumbusa Moses, who is also a math teacher at our school”, explains Jamidah.

“We counseled both the girls and their parents. The girls apologized to their parents about their behaviour, and the caregivers agreed to provide scholastic materials for the girls, while the school sponsored their secondary education”, says Moses.

Returning to school with very young babies was not easy for Apofia and Juliet. “They had challenges; sometimes they would have to leave the class to go and breastfeed, other times the babies were sick and they missed several school days. But because the school administration and the students had been sensitized about responding to problems faced by both boys and girls, everyone was very understanding and supportive, we counseled them”, says Jamidah, who is also the Senior Woman at the school and plays a key role in counseling students.

“I joined the Child Rights Club at the school, where we did different activities like skits and debates which helped me because I learned about bad peer influence, my rights and responsibilities, how to protect myself, and I also found other child mothers so I was encouraged to be positive”, says Juliet who is now in Senior 4 at the school. “I am also able to advise other students to protect themselves, concentrate on their studies and avoid bad behavior.”

Moses notes that in spite of the maternal challenges faced by the girls, they have still managed to excel. “Apofia is always the best in mathematics in her class and among the top four performers overall.”

“I want to study hard and be a teacher to be able to buy clothes for my baby, Edma, and myself”, says Apofia, while Juliet says: “I plan to be a nurse because I can be able to treat my baby and my family when they fall sick.”

Both the teenage mothers and their babies are healthy; their focus for now is to complete secondary school successfully. To date, over 100 child mothers and victims of parental neglect have returned to school as a result of the intervention covering the three districts of the Rwenzori Sub Region including Kasese, Ntoroko and Bundibugyo.

Encouraging Mafia Island's Girls to Break Through the Barriers to Education

ActionAid Tanzania, Mafia Project

Laila's ambition and determination to break barriers and use her education to leave her home island inspires all. Despite the obstacles, Laila's mother and other community members on the island are fighting negative norms and values to ensure the young ones get an education and avoid hindrances to child development like early forced marriages.

Laila Abdallah Ally (14) is an ambitious girl who wants to leave Mafia Island when she grows up and move to Tanzania mainland to become a doctor. For many girls living in Mafia many of these dreams seem far-fetched. This remote island has 23 villages, 34 primary schools and 6 secondary schools, and is home to 9,552 students, 52% of whom are girls. Their parents rely on fishing, tourism and subsistence farming. Men who are the majority in the fishing sector spend few hours with their families and fail to identify the needs of their children. The food produced by most of the farmers cannot suffice the need of the families throughout the year meaning children may not be able to get enough food every day. As per traditions and cultures of Mafia communities, girls and women are affected by stereotypes and vandalism which tend to promote boys over girls in all spheres of life. Their meagre earnings coupled with strong patriarchal and cultural norms have had an adverse effect on the education of girls. Also, as an island transport is a major challenge which inhibits the exposure of the people of Mafia to alternative means towards addressing violence against children.

“It was very hard for me to attend school in the beginning,” says Laila. “Many of us would be laughed at either because of the way we dressed or if we were in our periods. I was ill affected with the tendency of my fellow children to laugh at me due to my black skin colour. I felt bad and sometimes felt attending school was a punishment rather than a promotion. I used to cry a lot but could not tell my mother about the situation. It was even worse when we were forced by our mothers and grandmothers to stay at home.”

Laila's mother, Sophia Amri (34) was married at an early age. “I did not have the chance to complete school when I was young. My parents married me off so that they could take care of my other siblings. I did not even know what it meant to be married to a man at first. Even when I got my children, it was very hard. We do not have much money to take care of all our children so it becomes difficult to do anything. At times during ceremonies, I need to take my children out of school to help with the chores and to attend events like traditional “ngomas”. There are times that Laila would try to speak to me challenging that behaviour but I thought that was rude.”

Sophia's case is not an isolated one. Many of Mafia's women face the same predicament. Her neighbor, Zuwena Ally (38 says), “our practices, norms and behaviors make it difficult for girls both here at home and in school. Even when they have problems like being chased by boys on the street, they are scared of telling us. In addition, when we get to know what is happening we fear to share the information with the elders in case our family is put to shame.”

So far 40 clubs have been established since November - 2016 and to date at least 3200 boys and girls from across Mafia have had a chance to be a part of these bi-monthly meetings. Suggestion boxes has been introduced to 40 schools including Baleni primary school where Laila is taking

her studies, as the means towards collecting children violence cases stories in a confidential manner. Media channels have been engaged by ActionAid to broadcast and popularize children violence cases in Mafia whereby children like Laila have been given an opportunity to give out their voices towards claiming back their rights.

On Sophia and Zuwena Nyundo's part, "we were encouraged to join the Mothers groups by our neighbors because we started complaining about our girl's rights." The mother groups comprise a minimum of 30 members from 23 villages around the island. They have been trained by ActionAid on legal framework for safeguarding children rights in Mafia whereby they applied the knowledge given as a checklist towards sensitizing communities in safeguarding children rights. Signboards with different messages introduced by ActionAid in collaboration with women rights group in Mafia were placed in most populated areas for awareness and community sensitization purposes.

Mama Fatuma Kwao (52) one of the chairpersons of the group says; "At first we used to speak on our own, then we discovered that things were not changing. Our girls were still being abused at home, on their way to school and even in the classrooms. It would even be difficult for them if they were going to the Mosque. We decided to take a bold step and invite the men to attend our meetings. Eh, I must say that in the beginning they did not want to be seen with us but with time they started coming one by one. I hear that so far most of our clubs have at least 10 male members. Because of this way of working together, we agreed to report any children violation issues regardless of the relationship of the child. We also agreed with the teachers to protect children who are reporting any violence incidences either evolving from school or community level."

Using channels that ensure girls' right to free, quality, public and inclusive education is realized; while also protecting their right to safety and self-determination, Laila and her mother feel that they have a better understanding of their rights today.

"I know who to report to, and I also know what my rights are as a girl. I feel stronger because I can stand up to anyone trying to abuse me. One day when you come back to Mafia, you will find me taking care of patients at our dispensary here", she says, with a twinkle in her eye.

Sophia nods as she watches her daughter speaking and then interjects, "Since I went to the mothers' group I have also joined the Women's Rights Association in Mafia (SAWAMA). Being a part of this group has changed the way I think and plan for my children. I wish that I had been given this opportunity when I was younger."

Religious and cultural leaders have also been involved in this change process. Omary Nganju (54), a religious leader attended some of the ActionAid Mafia sensitization meetings in Mafia district which involved religious leaders, government officials and community members representatives. According to Omary Nganju "at first we did not really understand why this organization and the women were asking for change because this is our culture. We believe in the traditions that were passed down from our ancestors and we do not want to lose them. As a result, now there are fewer child marriages because we insist on couples giving us their birth certificates before we can officiate marriage. Secondly, together with the local authorities in Mafia allowed SAWAMA Members to appear in court to witness on issues related to children violence offences. Thirdly, we also agreed to teach our followers about the importance of protecting children rights. It is still not easy but we are on the right track so far. Let us see how it turns out."

The initiative taken by Baleni Primary school teachers to introduce hostel services for girls is a result of frequent engagement with ActionAid in collaboration with other district education officers on how to promote girl's rights in Mafia. Training around Promote Rights in school framework

introduced by ActionAid has oriented teachers in Mafia on how to create conducive learning and teaching environments for girls as a means towards ensuring their rights.

Mafia district still has a long way to go, given the deeply entrenched belief system but through efforts such as the ActionAid Local Rights Programme (LRP), the signs are good. Dialogue on children rights issues are high on the agenda, and many of the clubs are taking lead in bringing concerns to the attention of local and national authorities. With trends like this, Laila and many of her friends might just feel compelled to remain and develop the island that they call home.

Uganda's Joseph: Weaving a Better Way for Girls at School

World Education Inc. Bantwana Initiative

Joseph Osama's decision to sew reusable sanitary pads for girls in his class is truly a show of a light in a dark tunnel. Receiving an education and life skills has opened him up to understanding that like him, young girls need to comfortably study but they are hindered by a lack of sanitary pads. More and more peer to peer counseling ensures the youth find solutions to their problems.

Joseph Osama, 15, sews reusable sanitary pads for girls in his class so that they can comfortably study. Unusual for a boy his age to partake in such an activity, but Joseph says it is the plight of girls in his family and school that moved him to act.

“I wanted to help my sisters to make pads so that my parents can reduce the cost to buy from the shops. Also, I used to see girls in my class feel uncomfortable and sometimes looked sick and would spot [sic] on their uniforms and desks which touched me,” Joseph narrated.

Joseph, a member of the child rights club at Habakuku primary school in Kyenjojo district – western Uganda, says that he is proud of the knowledge and skills he has picked because more girls confide in him and reach out for support.

The Western Uganda Bantwana project introduced child rights clubs in 20 schools in the Kyenjojo, Kabarole, and Bunyangabu districts. These clubs have provided a safe space for boys and girls together with their matron/patrons to discuss the rights and responsibilities of children, issues of sexual violence, early marriages and early pregnancies. These messages are passed on to the club members through activities such as handcrafts sessions, music dance and drama, sports, club sessions (meetings/discussions), debates and girl talks.

Since the program was introduced, 643 children (65 percent female) have been reached through the clubs and empowered to use tools such as the suggestion box as a means of reporting and responding to violence. They have gained confidence and assertiveness which enables them to report their issues to patrons, teachers and other trusted community members.

Peer to peer counseling among the pupils has also been conducted along with rights' advocacy on different platforms such as parent-teacher meetings, community dialogues and assemblies. So far, the intervention has empowered beneficiaries such as Joseph to conduct peer to peer counseling, use their improved skills in handcraft and leadership to better their environments and the people they live with.

Joseph says that he is now living his dream and looks forward to completing his education: “I want to help the needy children and become a journalist after my studies.”

About IIDC

Impact and Innovation Development Centre (IIDC) is a not-for-profit technical assistance organization committed to using a learning-centred approach to maximize impact. It seeks to improve the wellbeing of vulnerable groups in Africa through promoting evidenced and impactful socio-economic development interventions and innovations in selected key thematic areas including good governance, human rights (mainly focusing on child rights, sexual and reproductive health and rights, women's rights and the rights of persons with disabilities). IIDC also works to enhance social sector performance (with a specific focus on economic strengthening, food security and nutrition, water and sanitation, health and education).

- Facilitating knowledge management initiatives for social development agencies.
- Supporting donors and development agencies to execute effective grants management.
- Facilitate evidence building through impact assessments and monitoring and evaluation support.
- Supporting other capacity building initiatives and offering technical advice to grantees.

The IIDC Team

Deogratias Yiga is the Executive Director responsible for the overall strategic direction and policy and standard setting that guides the organization's operations. Yiga brings with him over 25 years experience in the social development sector not only in Uganda but across the continent, implementing programs in the child rights sector for national and international reputable organizations in the civil and government sectors. He is the former Executive Director of the African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Uganda Chapter. He has contributed to policy formulation and review (Children Act and Employment Act and National OVC Policy).

Samalie Lutaaya is the Head of Programs for IIDC. She brings with her vast experience in program design and management. A qualified Development Manager, she has over a decade of experience working with international and multinational agencies. Samalie holds a Masters of Management Studies in Financial Management. She has in-depth understanding of program management, grant management, administration, strategic planning and coordinating knowledge management programs in international development organizations. She has practical working knowledge in the sector of human rights: child protection, justice and peace, land rights and the socio-service sector.

James Tumushabe Yesiga is the Technical Advisor responsible for Program Design, Monitoring and Evaluation. Educated at Makerere University and the Institute of Development Studies of UK; James holds a Master of Arts in Social Sector Planning and Management and a Bachelor of Adult Community Education degree. He began his career in Kampala in 2003 with a local NGO as a frontline Social Worker where he worked for the vocational empowerment of out of school youth and engaged with communities on setting up income generating projects. He served children living on the street, Orphans and Vulnerable Children as well as children infected with HIV/AIDS. James has worked with diverse agencies including the Inter-Religious Council of Uganda, Baylor College of Medicine, Population Council, International Peace Support Training Center, Regional Center for Quality of Health Care, UNFPA among others.

Fiona Marwa is a Technical Advisor responsible for Communications and Knowledge Management. Prior to taking on this position, she worked as the Executive Director for the Africa-wide ALI Media Fellowship Programme. Marwa began her career in Kampala in 1996 with state broadcaster, then known as Uganda Television (UTV). She covered issues ranging from economic development to environmental justice. She has worked at senior level with diverse agencies including the Independent Evaluation Group of the World Bank, German Technical Cooperation, ActionAid, Greenpeace Africa and Nonviolent Peaceforce Sri Lanka amongst others. Educated in Makerere University and the University of Zambia, Fiona Marwa holds a Bachelor's degree in Political Science and Literature, as well as a Master of Communications for Development degree. She has received awards for her work in community development and communications including the Marcom Africa Award for Community Development.

Rose Mugagga is the Administrator of Impact and Innovation Development Centre. She possesses considerable experience in offering executive level administrative support with a demonstrated ability to innovate, improve procedures and meet demanding deadlines for a wide range of administrative activities and management processes /procedures. Rose has solidified her hands-on experience in executing administrative functions of project-related assignments including overall planning, budgeting and financial reporting, tracking, coordinating, logistic control and support, human resource recruitments and organizing trainings as well as documentation including filing, report preparations and formatting. Rose has previously worked as a Secondary School Teacher, a Researcher and as an Administrative Officer in challenging environments. She possesses a BA (Political science) degree and Post Graduate Diploma in Education.

Sherina Katiisa is the Administrative Assistant of Impact and Innovation Development Centre. She is a Social Sciences graduate who brings to the table considerable experience in research revolving around children's rights and protection. Sherina has valuable skills gained in the field which are being utilized to support the administration department execute their duties seamlessly in a proficient manner to fulfill the mandate of delivering excellent polished services to the staff and clients.

Dear Participant,

We have come to the end of the 3rd Annual Learning Convening. *Thank you very much* for taking part in the conversations and for being one of the change-makers. As we move towards creating communities of practice which are working together to prevent VAC in East Africa, please take a moment and give us some ideas for enriching the learning initiative.

Individually:

1. What did you learn this week that was especially helpful for your work?

2. What action will you take right away – what are your INDIVIDUAL goals?

What will you do...	... when...	...with whom.

As an organization:

1. What did your team learn that was especially helpful for your work?

2. What action will your team take right away – what are your TEAM goals?

What will your team do...	... when...	...with whom.

ANNEX I: THE LEARNING AGENDA

Monday, October 29, 2018: Setting the Context	
Afternoon	Arrival and check in at the Grand Royal Swiss Hotel, Kisumu
16:00 – 16:30	Registration of participants
16:30 – 17:00	Setting the context and Starting the Convening: <i>Mr. James T. Yesiga</i>
17:00 – 17:30	Welcome Remarks <ul style="list-style-type: none"> • <i>Mr. Deogratias Yiga, Executive Director, IIDC</i> • <i>Ms Anna Windsor, Wellspring Philanthropic Fund</i> • <i>Mr. Timothy Ekesa (KAACR) and Ms. Beatrice Ogutu (ICS SP), Partners in the Learning Cohort and Co-hosts of the 2018 Learning Convening</i>
17:30 – 18:30	Official opening by Kenyan Government Officials
18:30 – 19:00	Presentation of Convening Objectives, Event Expectations and a Personal Plan for engagement: <i>Mrs. Fiona Marwa</i>
19:00 – 21h00	WELCOME DINNER

Tuesday, October 30, 2018: Deepening our Understanding of the Learning Concept	
08:30 – 09:00	Arrival and setting the context: <i>Mr. John Oduor</i>
09:00 – 09:45	Who's Who: Let's get to know each other
09:45 – 11:45	SESSION 1: Ensure Learning to Maximize Impact Presentation: <i>Ms Jeanette Romkema</i>
11:45 – 12:00	REFRESHMENT BREAK
12:00 – 13:00	SESSION 2: What it Takes to Be a Learning Organization: A Case of Raising Voices Presentation: <i>Ms Katharina Anton-Erxleben</i> Session Moderator: <i>Mr. Timothy Ekesa</i>
13:00 – 14:15	LUNCH BREAK
14:15 – 15:45	SESSION 3: Unlocking the Barriers to Becoming a Learning Organisation: The Experience of FAWE Uganda Presentation: <i>Ms Suzan T. Opok</i> Session Moderator: <i>Ms Susan Githaiga</i>
15:45 – 16:00	REFRESHMENT BREAK
16:00 – 17:00	SESSION 4: Learning from Experimentation: A Case of IRC Action Research on Preventing Corporal Punishment in Schools in Nyarugusu Refugee Camp, Tanzania Input Presentation: <i>Ms Katherine Rodrigues</i>

	Session Moderator: Mr. James T. Yesiga
17:00 – 18:30	<i>Relax and Refresh Yourself, as needed</i>
18:30 – 20:30	COCKTAIL and DINNER

Wednesday, October 31, 2018: Using Communities of Practice to Deepen Learning

08:00 – 08:15	Arrival and Setting the context				
08:15 – 8:30	Recap of Day One and a Key Note on the Learning Guide of ICS SP and lessons from its application: Facilitated by Mr. Erick Moth				
08:30-09:00	SESSION 5: Focused Learning – The concept of Communities of Practice (CoP) and how it works. Presentation by Mr. James T. Yesiga. Session Moderator: Mrs. Samalie Teera Lutaaya				
09:00-15:30 Group Discussions	09:00 – 11:00 Discussion	SESSION 6: Framing Learning around the INSPIRE Strategies to end VAC - Communities of Practice at work This session will provide an opportunity for participants to engage in deeper discussion and critic of each other’s approach. They will be exposed to the key highlights of trends and promising approaches under the specific strategies. Participants will learn around the following questions: What change do organizations want to make in line with the strategy? What are the learning points from the various implementation approaches? Is there anything that we should be doing that is still missing?			
	11:00 – 11:30 Tea Break				
	11:30 – 13:00 Discussion	<u>Norms and Values</u> Participants will discuss and learn about models which strengthen norms and values that support non-violent, respectful, nurturing, positive and gender-equitable relationships for all children and adolescents.	<u>Safe Environments</u> Participants will discuss and learn about models that create and sustain safe physical and social environments where children and youth gather and spend time.	<u>Response & Support Services</u> Participants will discuss and learn about models that improve access to good-quality health, social welfare and justice support services – including reporting violence - for all children who need them, to reduce the long-term impact of violence.	<u>Education & Life Skills</u> Participants will discuss and learn about models that increase children’s access to more effective, gender-equitable education and social-emotional learning and life skills training and ensure that school environments are safe and enabling.
	13:00 – 14:00 LUNCH				
	14:00 – 15:15 Discussion				
	15:15 – 15:30 Tea Break	Moderator: Mr. Deogratias Yiga	Moderator: Ms Stella Ayo Odongo	Moderator: Mr. James T. Yesiga	Moderator: Ms Jeanette Romkema
15:30 – 16:15	World Café: Deepening our learning through four important questions. Moderator: Mrs Fiona Marwa				
16:15 – 17:00	SESSION 7: From strategy to practice: Setting the context for field visits <ul style="list-style-type: none"> • Influencing Policy as Strategy of Preventing Violence against Children, by Mr. John Oduor • Parenting and Economic Strengthening by ICS SP 				
17:00 – 18:30	<i>Relax and Refresh Yourself, as needed</i>				
18:30 – 20:30	DINNER				

Thursday, November 1, 2018: From Strategy to Practice: Is it working?	
06:30 – 07:00	BREAKFAST
07:00 – 09:30	Travel from Kisumu to the field: Bungoma and Busia
09:30 – 12:30	<p>SESSION 8: Learning from Field Practice</p> <p>Participants will have a better understanding of what is happening at the community levels and how this is making a difference in the lives of children.</p> <p>Group 1: Influencing Policy as a Strategy of Preventing Violence against Children, a learning session facilitated by KAAACR</p> <p>Group 2: Skilful Parenting, a learning session facilitated by ICS SP</p>
12:30 – 13:30	Discussion and reflection on learning from field practices
13:30 – 14:30	LUNCH
15:00 – 17:30	Travel back to Grand Royal Swiss Hotel, Kisumu
17:30 – 18:00	<i>Relax and Refresh Yourself, as needed</i>
18:00 – 18:30	<p>SESSION 9: Envisioning the Future: What Do We Need to Do Next?</p> <p>Evaluation of the Learning Convening</p> <p>Facilitated by Mr. James T. Yesiga</p>
18:30 – 19:00	<p>Personal and Team Action Plans: Using the Learning</p> <p>Facilitated by Mr. James T. Yesiga</p>
19:00 – 19:30	<p>OFFICIAL CLOSING</p> <ul style="list-style-type: none"> • Remarks from Mrs. Samalie Lutaaya, IIDC • Remarks from Mr. Timothy Ekesa, KAAACR • Remarks from Ms Maureen Greenwood-Basken, Wellspring Philanthropic Fund
19:30 till late	CLOSING DINNER, DANCE & PARTY!

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