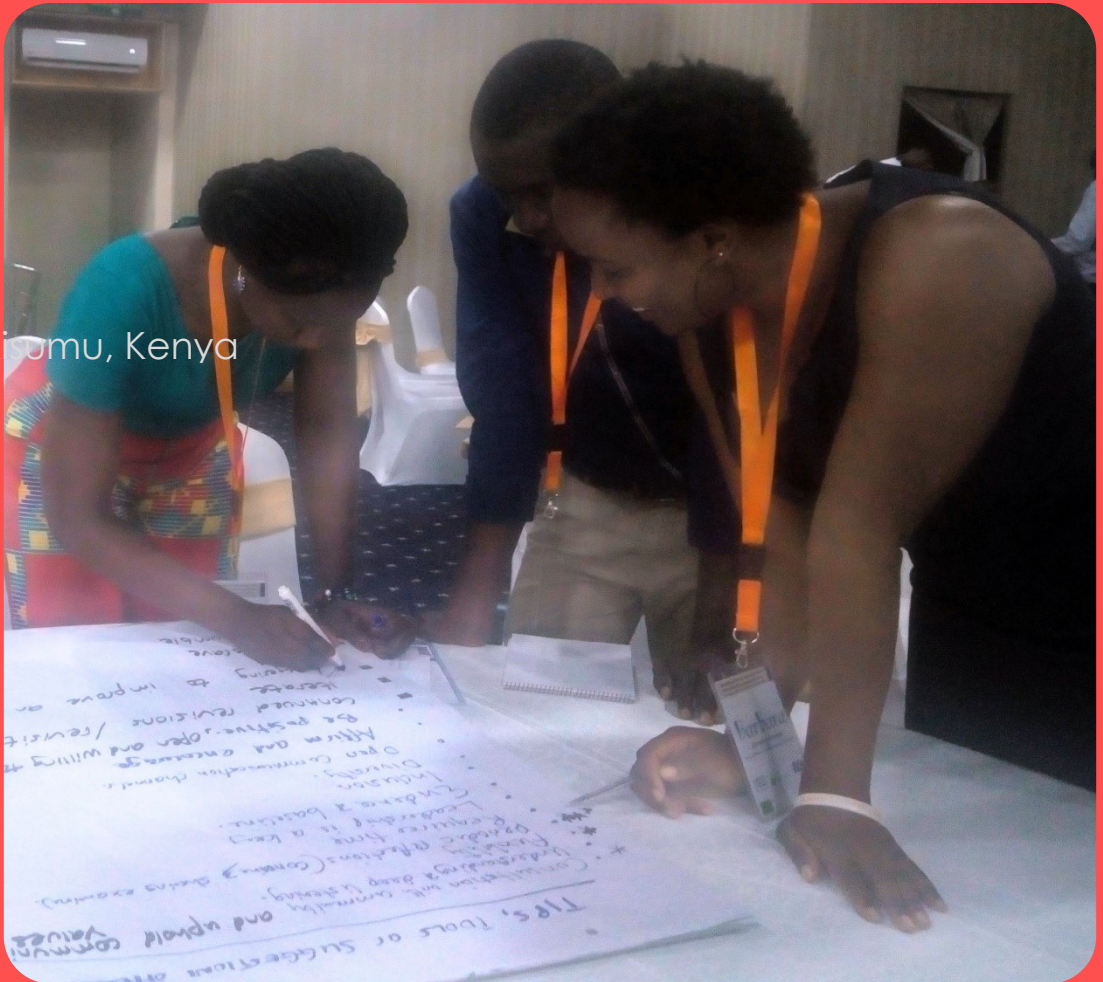


# INTENSIFYING LEARNING TO MAXIMIZE IMPACT

Convening | Kisumu, Kenya



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

October 29<sup>th</sup> 2018-1<sup>st</sup> November 2018



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## ABOUT THE ORGANIZERS

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### **Impact and Innovation Development Centre (IIDC)**

Impact and Innovation Development Centre (IIDC) is a not-for-profit technical assistance organization committed to using a learning-centred approach to maximize the impact of the work of the social sector.

### **Investing in Children and their Societies (ICS SP)**

Investing in Children and their Societies (ICS SP) is an innovative African NGO that works in rural areas of Africa together with families, communities, and other stakeholders to create safe and nurturing environments for children to reach their full potential.

### **Kenya Alliance for Advancement of Children (KAACR)**

Kenya Alliance for Advancement of Children (KAACR) is a national umbrella body for NGO's cooperation and exchange of information on children rights in Kenya with a membership of over 250 children agencies in Kenya.

## PARTICIPATING ORGANIZATIONS

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- ActionAid Tanzania
- Bungoma County Child Rights Network (BCCRN)
- C-Sema
- Children's Dignity Forum (CDF)
- Department of Children Services (Government of Kenya)
- Elimu Mwangaza Tanzania
- FAWE Uganda (FAWEU)
- Global Learning Partners
- HakiElimu
- Impact and Innovation Development Centre (IIDC)
- Investing in Children and their Societies (ICS SP)
- International Rescue Committee (IRC)
- Pamoja Child Foundation
- Porticus Africa
- Kenya Alliance for Advancement of Children (KAACR)
- Raising Voices
- Research Triangle International (RTI)
- Straight Talk Foundation
- TPO Uganda
- WEI/Bantwana
- Wellspring Philanthropic Foundation
- Women Fund Tanzania





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# I.0 Introduction

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The annual Learning Convening, now in its third year, brings together organizations working in East Africa to prevent and respond to violence against children (VAC), to review achievements and challenges, and collaboratively reflects on key lessons learned with the objective of improving programming in practice.

## **Participant selection**

Convening participants were strategically selected to include on-the-ground implementers and field staff, high level decision makers, government policy makers and influencers, and development partners. Working together, these key stakeholders can consolidate efforts and achieve more sustainable results around VAC.

## **Learning Format**

The convening started off with an exploration of the idea of learning – what it is and how to do it holistically to bring about desired change.

Selected organizations then shared their experiences as learning organizations followed by a question and answer session with participants to concretize understanding.

Under different thematic issues, several organizations expounded their program models around the INSPIRE strategies in small group discussions.

Participants visited field projects in Busia and Bungoma to understand how Investing in Children and their Societies (ICS SP) and Kenya Alliance for Advancement of Children (KAACR) are applying their models and the elements that can be replicated in other organizations.

## **Convening Outcome**

The key outcome of the Convening was the development of organizational action plans based on what was learned from case studies, communities of practice, and fieldwork in order to drive improvements in VAC programming for the next implementation period.

## **Objective**

“In sum, the 2018 Learning Convening aimed at consolidating experiences to promote a collective introspection of how learning is happening and how the convening can be improved to further advance the learning agenda.”

## The 3<sup>rd</sup> Annual Learning Convening

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The convening was officially opened by the Government of Kenya representatives from the Ministry of Education, following remarks from Wellspring Philanthropic Fund and the organizers, jointly emphasizing the importance of consolidating lessons learned, moving beyond rhetoric, and initiating plans for actionable strategies that reduce VAC.



Picture 1: Opening remarks provided by key stakeholders, the Government of Kenya, and funders

## WELCOME REMARKS

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### DEOGRATIAS YIGA: EXECUTIVE DIRECTOR, IIDC

“We are all here as teachers and we are all here as learners; **none of us is too learned that we cannot learn anything new...**”

Welcoming participants, Mr. Yiga noted that in November 2019, the world will celebrate 30 years since the adoption of the United Nations Convention on the Rights of Children. He observed the following:

- Significant steps have been made around VAC, especially overcoming cultural barriers that limited discussions for change; there is now enough data to design interventions around preventing VAC
- The Convening provides an opportunity **to create spaces to find new and impactful ways to build new pathways for children** to live a violence free life

- We need to be able to constructively reflect on the valuable lessons that can be drawn from our failures in an open and transparent manner
- The focus will be on setting safe environments for children as part of the INSPIRE framework

Mr. Yiga concluded by emphasizing the major objective of the Convening – **to drive learning-oriented programming.**

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### **ANNA WINDSOR: WELLSPRING PHILANTHROPIC FOUNDATION**

Acknowledging the support of the governments of Kenya, Uganda and Tanzania, and the achievements of partners, Ms. Windsor explained the role of the Foundation as geared towards supporting social justice, human rights, with interest in supporting locally- derived agendas and community-led work, **at the intersection of global and local solutions.**

**“Because we are pioneers, we must first and foremost be courageous to discover and admit what works and what does not work...”**

Ms. Windsor highlighted the following:

- The Foundation’s commitment to supporting the work of the different agencies to create **“a new wave of interventions that can influence local, national and global policy to bring new ideas”** about VAC prevention, contributing to the global body of knowledge
  - The Convening explores 3 types of knowledge: Scientific –focusing on research, evaluations and studies; technical –focusing on programming, the how-to ; and the most important –the local, indigenous knowledge which combined, provide a deeper understanding to advance children’s wellbeing
  - Actors in education and health will not engage until there is more clarity on what is required to be done on scale; thus the importance of learning and refining our models to understand how they work in practice
- 

### **TIMOTHY EKESA: KAACR**

In their role as co-hosts, Mr. Ekesa explained the importance of Kisumu county for KAACR and for the Convening as the cradle of their initial work in child rights since 1988. He noted some of the key achievements of the organisation in 2018 as a learning organization focusing on child protection:

**“Working with grassroots child rights clubs and empowering children to protect themselves, and getting policy makers to put child rights at the centre of their decisions is the most effective way of reducing VAC”**

In terms of strengthening child protection practices KAACR has focused on the following:

- Listening to the voices of the children, a key tenet of child participation and one of the ten priority areas of the East Africa Child policy
- Power of networking with child right actors-count child rights networks/policy makers-government
- Child rights clubs developing unique methods of monitoring child safety
- County assemblies for children to share their thoughts
- Part of the team developing the competence based curriculum in Kenya which aims at creating an empowered, engaged and ethical child
- Recognized as a leading Child protection social organization in the world

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### **BEATRICE OGUTTU: EXECUTIVE DIRECTOR, ICS-SP**

Thanking the participants for their attendance of the convening, Ms. Oguttu provided an overview of the progress achieved by ICS-SP, acknowledging the support of the government of Kenya and development partners, particularly Wellspring Philanthropic Foundation and UNICEF.

“We find that **creating a culture of sharing and collaboration among peers across the child rights and children protection sector is impactful** not only to those who participate, but also to the overall goal of helping win the fight against violence.”

ICS-SP, which works in Tanzania, Kenya, and Cote d’Ivoire, has contributed to prevention and response to VAC in the following areas:

- Skillful parenting programme which is changing the way parents are reflecting on their roles
- Rollout of the child help line in Tanzania
- Development of the County Child Protection System guidelines
- Development of the Case Management and Referral guidelines
- Rollout of the Child Protection Information Management systems
- Creation of 50 child friendly schools across Kenya and Tanzania
- Development of the national Parenting Engagement and Empowerment Guidelines
- The *Cash plus Care for 8000 adolescents* project

Ms. Oguttu, emphasized the importance of **taking the right steps, at the right time with the appropriate partners and government** “in a constructive, rather than competitive manner”, to achieve results.

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## **RONALD MESSELINK, CHAIR OF THE BOARD, ICS-SP**

Highlighting the worldwide prevalence of VAC Mr. Messelink reiterated the multi-faceted costs of violence (emotional, physical, socio-economic, psychological) are handed down to every generation perpetuating a cycle of violence and abuse

“Our interventions are not about cost; this is about fundamental human dignity, how we want to define ourselves as humans. Violence against children has no place in that vision.”

He emphasised the importance of working together to solve the various cultural issues around VAC but more especially the field visits, because that is where the change needs to happen and be visible.

## **GOVERNMENT OF KENYA REPRESENTATIVES**

### **George Oruge, Kisumu County government**

Mr. Oruge provided an overview of the different efforts of the government of Kenya around children:

- Programme-based budget processes, policy direction that address children’s needs, supporting child institutions together with the directorate of children, child protection centres
- Advocacy programs
- Initiating 700 ECD centres
- Allocation of resources for child protection e.g. bursaries
- Working with families in terms of health care support-safety and protecting children
- Keeping children away from drugs, directorate that manages this-substance abuse control
- Working with the Department of health to strengthen referral pathways
- Addressing child labour
- Promoting child participation –hosted Child Assembly in Kisumu county

### **Ms. Rosemary Otieno representing the Chief of Education, Kisumu County** emphasized the focus of the Government of Kenya:

- Priority for the county is Early Childhood Development (ECD) function - the foundation for children 0-8 years, crucial ages where children absorb negative or positive values

- Early childhood matters-it influences what children become in the future- they must be raised well
- Skilling young people so that they can always fall back on income generating opportunities which will improve their outlook to life-creates a peaceful environment

**Ms. Mary Goretty, Deputy Director of Children Services** appreciated the Skillful Parenting training offered by ICS SP to caregivers as the first strategy for Child Protection.

**“As government we realize that we cannot deliver alone but we work with civil society and development partners to deliver and improve the lives of children.”**

Progress in the Department of Children Services

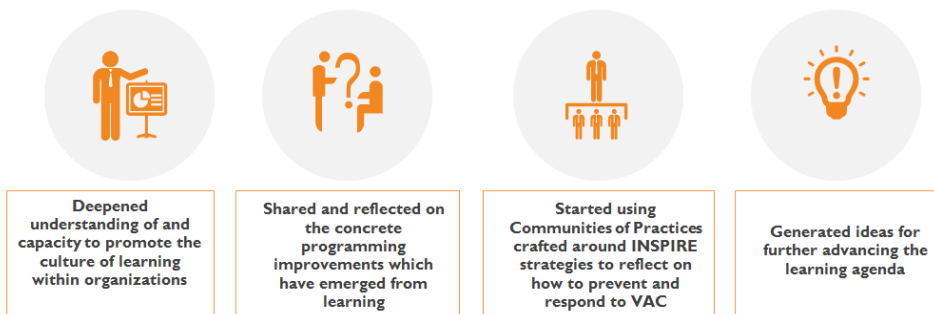
- A key player in the development of the EAC child policy, minimum standards, and framework for strengthening child protection systems
- National survey being conducted to assess the prevalence of VAC and the level of success of current interventions (Report release: 11<sup>th</sup> Nov-21<sup>st</sup> December- March 2019)
- De-Institutionalization and Alternative care pilot programme in Kisumu
- Recognized development partner support to develop county child protection system guidelines adopted in 2014 and in use in 47 counties
- Centrality of data in VAC: information management system (web-based) funded by USAID can collect and manage data by both state and non-state actors;
- 9 counties currently using the CP IMS which will improve coordination in MDAs and local actors
- **“Efforts to protect children should begin by empowering children to have the confidence and skills to protect themselves.”**
- Focus on the competence based curriculum to integrate life skills transfer to children
- Considerations should be made for online child protection in the cyberspace

**Ms. Antonia Owilly: Guest of Honour, representing H.E. Madame Dorothy N’yongo, First Lady of Kisumu County officially opened the Convening.**

Ms. Owilly thanked Wellspring Philanthropic Foundation for investing in capacity strengthening reiterating that projects and services that remove barriers for child protection initiatives is not charity but an investment that improves the society. She underscored the Government of Kenya’s commitment to being a part of the movement creating safe and nurturing environments for children.

**“We cannot respond to all the threats and challenges that have been mentioned, but working in collaboration strengthens our efforts.”**

## **OVERVIEW OF THE CONVENING LEARNING OBJECTIVES**



# 2.0 Deepening our Understanding of the Learning Concept

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## Session Overview

This two-part session was designed to encourage a new mindset for learning by teaching participants about learning models and presenting case studies that can generate new ideas for effective implementation of strategies.



Picture 2: Learning from shared experiences to improve programs in practice

## 2.1 Ensure Learning to Maximize Impact

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**Learning models:** Ms Jeanette Romkema

The session was instructor-led by a facilitator who shared two models followed by individual and pairs five-minute reflection sessions on how the learning model might be applied to participant organizations.

**Learning question:** We do a lot of work but sometimes change does not happen. Why?

“To help make change **you need to invest time just being with people. It is about listening to people’s stories, going into schools, sitting with the abused and injured, supporting individuals at weddings and funerals, encouraging**

behaviour change and tough decisions, promoting action and new relationships, and ensuring safe spaces and important dialogue.”

-Jeanette Romkema

## Learning Model 1: The 3 Learning Domains: **Key Lessons**

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Jeanette shared the 3 learning domains (Figure 1) that help us understand how we can bring about comprehensive learning holistically, by engaging all three facets of learning:

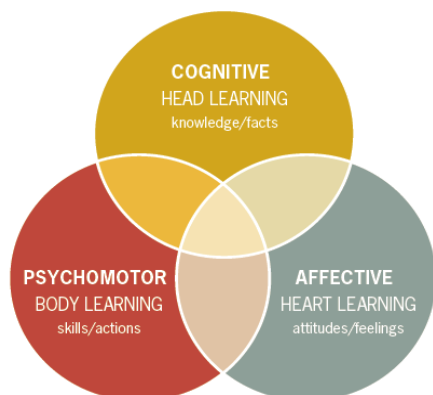


Figure 1: Used with permission from Global Learning Partners  
www.globallearningpartners.com

**“Often we do not see change because one of the key circles is missing-the sweet spot.”**

“For learners to change something in their work or lives, they need the key information, the skills to do it, and the conviction that it is important to do.” (Adapted from Jane Vella’s work on how adults learn and Benjamin Bloom’s work on taxonomy of learning domains.)

Learning discussion: What do these models say about your work? Where does your focus need to be?

## Learning model 2: The 3 C model: **Key Lessons**

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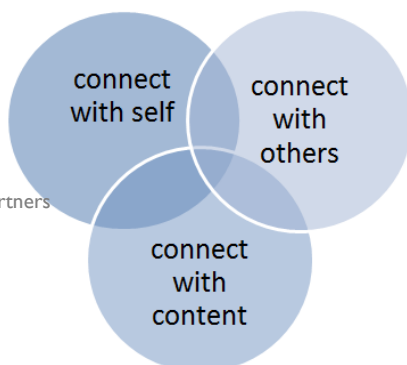


Figure 2: The 3 C model used with permission from Global Learning Partners  
www.globallearningpartners.com

This model focuses on learning by inviting connections to maximize the potential for change.

- Connecting with self: We need time on our own to reflect on the new knowledge that has been given to us so we can ask the relevant questions. What do I think? Will it work in my context?
- Connecting with others: Learners need to hear what others think and debate it; and talk with others about how it can work in their own lives and context.
- Connecting with the content: They need to try it out. Learning is in the doing, the deciding. We need to give everyone time to personalize their learning in practice and imagine how it can work for them.

Learning discussion: “Impact cannot happen without transfer. Transfer cannot happen without learning. **Transfer is the voyage of that new learning out into the real world** beyond the workshop.”



Picture 3: Participants were asked to discuss the one thing they would learn from the convening

### Ideas for Using the 3C Model

Insights on introducing new content:

- Respect the content that is already there but develop your additional content into a story
- ‘Inclusion’, ‘respect’, ‘appreciate’ are keywords. Ask them to share their stories
- Give people time to review the information-connection to self (Sharing a story from your own life; linked to real life experience)

## 2.2 What it takes to be a Learning Organization

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### Presentation of case studies

Case studies were shared by organizations with a strong history of implementing VAC prevention and response in East Africa, to provide practical ideas to other organizations for more effective programming based on different learning strategies.

### The Experience of Raising Voices

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Presented by: Katharina Anton-Erxleben: Prevention Coordinator at Raising Voices

#### Evidence based methodologies: SASA! and the Good School Toolkit

**Learning strategy:** There was a gap in research/evidence; Raising Voices created a department of learning to nurture and sustain a culture of reflection, synthesis, and action for practice-based knowledge:

- a) Research collaborations (Impact of Good Schools Toolkit (GST) for secondary school; cohort studies); published in academic journals
- b) Iterative Learning and evaluation (A cycle of learning; team specific frameworks; learning assessments-how does it work? What specific aspects work?; Publications – learning papers, popularizing research, briefs)
- c) Knowledge Integration: Making a connection between learning and reflection and our capacity to do so

“Our goal is not just to accumulate data and statistics; we want to know what it means for our work.”

#### Action towards learning:

- Inspire curiosity as an organization
- Work with complementary research partners
- Support different learning styles; Balance opportunities to learn: Have both internal (learning circles, staff development on different topics) and external learning opportunities
- Choose the right methodology, based on the context
- Be brave and ask the hard questions
- Be deliberate about documentation and dissemination in an accessible way

## **Discussion/ observation on Learning from Raising Voices**

*What modifications have you done on both models since you started in the 1980s?*

- SASA! Model modifications: Originally developed for communities in Kampala; now it is being rolled out in different communities with different contexts; a key adaptation is SASA! Faith which is being used in religious settings in different parts of the world; we are also reviewing how SASA! can work in rural communities and humanitarian settings
- Original GST was made for primary schools and we have made an adaptation process for Secondary Schools-randomized control trial; the primary version is also still undergoing revisions

*What challenges did you face in strategizing and learning?*

- Timeframes are lengthy because we work with other partners who have different capacity, different learning frameworks and budgets which delays our operations research, we overcome these by ensuring partners are selected carefully and their values are aligned with ours
- We ensure that organizations are supported to build capacity in their learning

*What is the extent of influence of your models both internally and externally?*

- Influencing the policy landscape in Uganda and globally to inspire sound VAC prevention principles and inspire the education sector to take VAC seriously
- Working with schools as an entry point to start the discussion on VAC

*What makes the Good School toolkit impactful?*

- Based on vigorous evidence and theory of change in collaboration with key stakeholders; it is a practical tool with step-by-step guides; it is school led and therefore gives the teachers and students ownership

*What is evidence? What is good evidence? Does the information coming from learning frameworks constitute evidence? What other ways are there to generate evidence apart from costly RCTs?*

- We believe that you can learn from practice and qualitative methods-it depends on what type of question you are asking.

*What is a learning framework for each team in practice?*

- Key learning questions that are developed and agreed on by the practice team related to the implementing strategy. It involves participatory internal reflection, milestones and indicators and results are documented on simple excel tracking screens; twice a year we reflect and act on what we have documented. This improves our own capacity internally which helps us to be able to provide stronger interventions externally.

*What are those difficult/hard questions?*

- Challenges exist; keep an open mind and be honest enough to say that if something is not working we must change.

*To what extent were children involved in the design of SASA!?*

- SASA was not developed with a focus on children, rather on resolving violence between couples; from the RCT it had a lot of impact on children at the household level because of improvements in socio-economic, psychosocial wellbeing and couple relations.

## Unlocking the Barriers to Becoming a Learning Organisation: The Experience of FAWE Uganda

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Presented by: Susan T. Opok Tumusiime, Executive Director, FAWE U

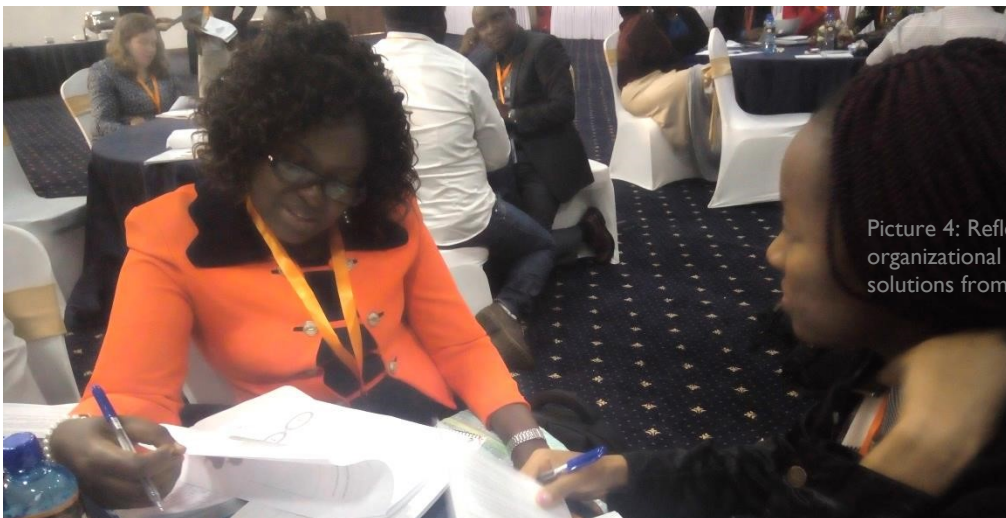
### Background:

Forum for African Women Educationalists (FAWE) is operational in 33 countries with 34 chapters, founded in 1997 to enable gender equity and equality in education to ensure access for the girl child. It provides access and influences policies that affect girls and women's education.

**Defining Learning:** A transformative process of taking in information on what we know and building on what we do for continuous improvement

### Barriers to learning

- Organizational culture that resists change, resulting in lack of internal reflection to improve programming
- Inadequate capacity to absorb new concepts and ideas
- Unstructured operations and systems
- Inability to extract value from learning
- Limited exposure to different ways of doing things
- Inadequate engagement of stakeholders



Picture 4: Reflecting openly on internal organizational challenges reveals alternative solutions from other organizations

### **Overcoming the barriers to learning**

- Cultural transformation-establishing new ways of doing things; agreeing as an organization to learning from mistakes
- Improving governance and management
- Structured capacity enhancement programs for teams
- Strengthening networks and partnership

Learning is not necessarily about bringing new things but building on collective lessons

### **Practical ideas on becoming learning organizations**

- Start small on the learning agenda
- Use a Theory of Change that focuses the learning
- Respect resistance-it is valid so that you can give yourself the space and opportunity to learn from another person or organization
- Organizations need to learn collectively rather than abandoning the role to the Monitoring & Evaluation (M & E) team
- The other side of learning is to interrogate what has not worked, not only focus on what has worked
- We should recognize that people learn differently e.g. coaching, mentorship not only training
- Two keywords 'learning' and 'change'...which one comes first and which one influences the other? They are close relatives- to have learning, there must be a purpose; people learn at different paces; change is not easy

## **Discussion/observation on Learning from FAWE-U**

- Learning should not be the responsibility of only one individual or department but should be an organizational culture
- We should be ready to leave our comfort zones so we can embrace learning
- We should start learning by unlocking the already existing opportunities within our organizations, not necessarily looking for additional external resources
- Establish effective monitoring and evaluation systems that are able to inform what is working and what is not working
- Are staff equipped to embrace and implement the learnings? There must be a supportive environment to enhance the new knowledge acquired for change to happen. Will trying and failing result in victimization? Staff must feel there is partnership within the organization and recognition that failure will also lead to learning.
- We must be careful not to simply jump onto every bandwagon of learning (new is better syndrome); we can focus on building on what we already know to encourage more sound
- As leaders we have to re-learn how we model learning within our organizations
- Learning without action invalidates learning
- We must define what we want to learn to ensure effective use of resources
- Founder's syndrome/overstaying staff often resist change which affects learning

## Learning From Experimentation: A Case of IRC Action Research on Preventing Corporal Punishment in Schools in Nyarugusu Refugee Camp, Tanzania

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Presented by: Ms. Katherine Rodrigues, Senior Research Coordinator, International Rescue Committee

Background: Corporal punishment was a prevalent problem in Nyarugusu Refugee camp as beating was viewed as critical for disciplining children.

IRC focused on building a model co-created with teachers, communities, and students to address violence against children.

### Lessons learned:

- A thorough understanding of the context and norms is absolutely essential for human-centric programming.
- Co-creation with stakeholders is key.
- Nimble RCT can be a cost-effective means of understanding important intervention components.
- Piloting on a small scale provides invaluable learning before scaling up; funders need to consider supporting testing before multi-year projects are rolled out.
- Rapid iteration is important for creating a relevant practical model.
- Likeminded development partners who are willing to go the journey with you are essential for success.



Picture 5: Experience sharing in small groups refine ideas and concretize action

## **Discussion on Learning from International Rescue Committee**

*How widely acceptable are nimble RCTs? Are they ethical in humanitarian settings?*

- RCTs are just one tool in our toolbox-Focus Group Discussions (FDGs), participatory methodologies are others
- You don't always need a pure control group to do a good RCT. We had teachers who were each receiving something different;
- You can also do a waitlist control-you stagger who receives at first and who receives at second then compare the impact-these RCTs can be ethical.
- Third option is to have different populations randomly selected to receive programming;

*What was the most important finding of the RCTs?*

- Critical importance of adaptation to a particular context

*How were you able to disseminate and transfer the findings of the pilot to the team?*

- Presentation, reports, but more is being done to integrate findings in our learning

*Which method/approaches proved most suitable in your context?*

- We compared the different approaches: Empathy based approach was the best; clinical approach was rated second and the Rights Based Approach was the least effective

*What is the required 'dosage' for teachers to change their behaviour?*

- Attitudes were self-reported but 10 weeks is sufficient to implement a viable intervention

*Did the findings change the theory of change in any way?*

- The Theory of Change went through many adaptations and iterations

## 3.0 USING COMMUNITIES OF PRACTICE TO DEEPEN LEARNING

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Picture 6: Breakout sessions emulate communities of practices with focus on a single topic with contribution from participants

### Session Overview

Participants were introduced to the concept of Communities of Practice as a method of deepening knowledge and learning through interaction in thematic groups. The session provided an opportunity for participants to engage in comprehensive discussion and critique each organization's approach as well as adopt useful elements of each approach.

In thematic groups, discussions focused on key trends and promising approaches presented under specific INSPIRE strategies. Participants were encouraged to reflect for learning on 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?

Participants reflected individually and in pairs on each approach while noting key action points to consider for implementation in their programming.

## 3.1 Models for Response and Support Services

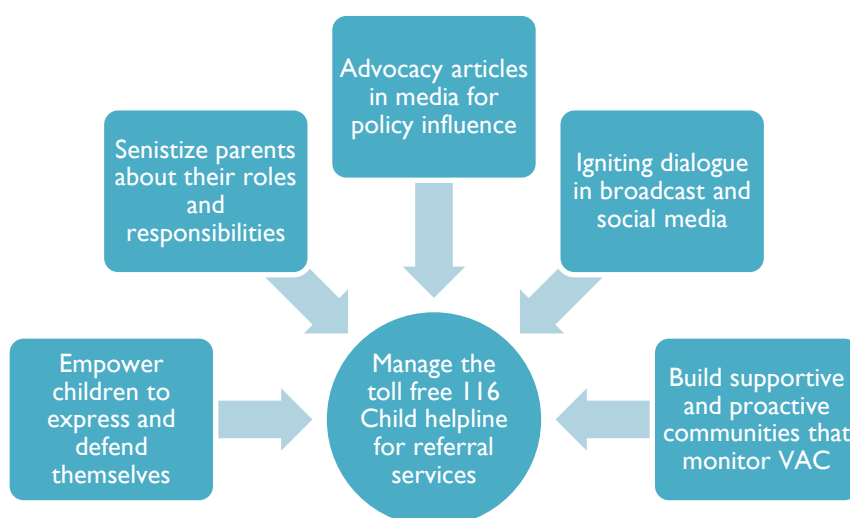
### Child Help Line Tanzania

Presented by: Kiiya Joel Kiiya: C-Sema | sematanzania.org/child

**Organization focus:** Child-led initiatives; creating open spaces for listening to children; working with government, policy makers and communities.

C-Sema Tanzania manages the toll free 116 Child helpline as part of their response strategy to VAC in partnership with numerous child organizations supported by the various strategies in the Figure below.

FIGURE 3: C-SEMA APPROACH TO VAC



#### Lessons learned from the Child helpline

- Social media platforms are critical for amplifying conversations and action around VAC
- Consider use of postal letters for children as most cannot access telephones
- Quick response is critical for value addition to VAC initiatives
- It is important to make sense of the data to discover any patterns observed: when violence takes place; reporting times and frequency

#### Promising Results

**“If you’re going to be a good parent, you need to know what your children are thinking.”**

- **77** calls per day
- Social media: Twitter / Jamii forum (3,000 readership and 2,500 replies)
- **1,538** contacts per month
- **32** referrals through local leaders at village levels/
- **44** child protection cases per month

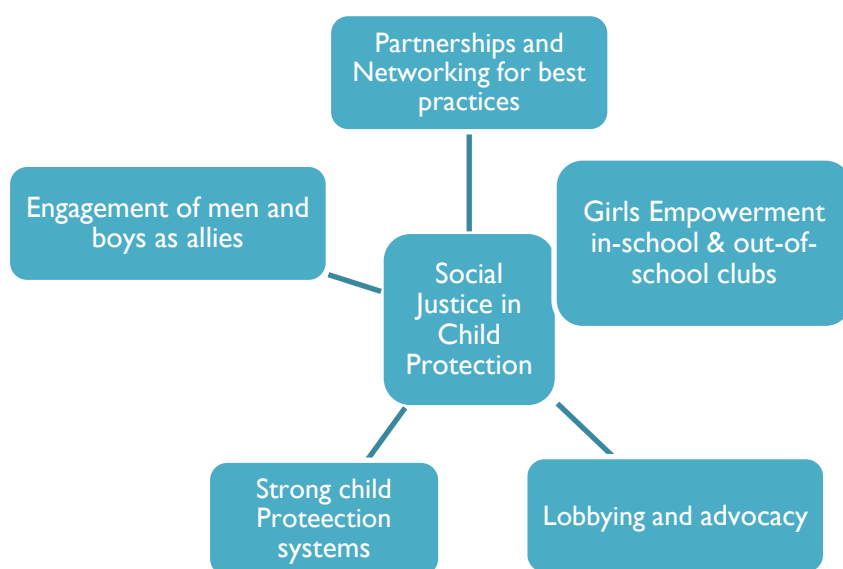
## Social Justice in Child Protection

Presented by Evans Rwamahuru: Children's Dignity Forum (CDF)

Organization focus: Focus on creating working platforms that empower children, families and communities towards ending violence against children emphasizing dignity and social justice

Problem being addressed: Children require adequate legal protection and strong referral systems to address prevention and response to VAC.

FIGURE 4: CDF APPROACH TO CHILD PROTECTION



### Promising Results

- **233** Duty bearers gained skills and knowledge on handling cases of VAC and GBV especially criminal cases
- 106 student clubs
- 70 MPs engaged
- Establishment of the Criminal Statistics Management Information Systems to support followup of cases
- Fathers groups with 15 members who go through MenTalks session

### Lessons learned from Social Justice in Child Protection

- Engage men as critical allies in the places where they spend their leisure time
- Active engagement of media in advocacy as role players not only as reporters provides greater mileage for advocacy action
- Improved coordination of child service and support systems within established district structures is critical for prevention and response
- Strong collaboration between CSOs and government is key for social justice and cross-border advocacy/alliance in addressing VAC

# School Community Case Management: Strengthening Communities, Schools, and Systems Commitment to Preventing and Responding to VAC

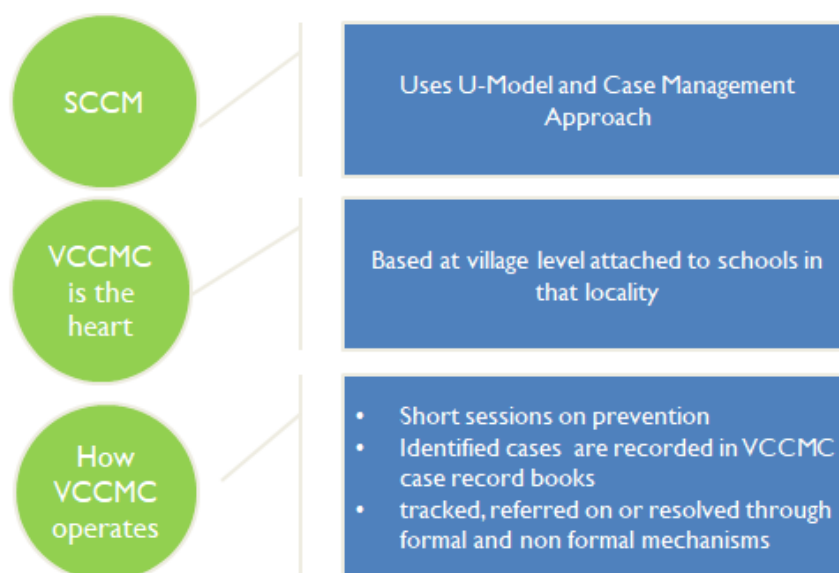
Presented by Willington Sekadde: Bantwana World Education Inc

Organization focus: Direct implementation in Western Uganda / working with consortiums for children and technical support to organizations in similar work

## About the school community case management model

Piloted for 15 months in 300 schools, it focuses on mobilizing communities and schools to proactively engage in VAC prevention and response initiatives through the Village Child Case Management Committee (VCCMC) and involves the Community Development Officers, Probation Officers, Education, community, children, and child services providers.

FIGURE 5: THE SCHOOL COMMUNITY CASE MANAGEMENT MODEL



## Lessons learned from the School Community Case Management model

- Engage multiple community-based stakeholders right from the beginning of the project design
- Work with existing resource persons in the community, train, equip and coordinate them for effective response and activism around VAC
- Link formal and informal community referral mechanisms for a more sustainable VAC response
- Comprehensively document every VAC case for more effective follow up

## Discussion on the School Case Management model

“Our goal was to **link and strengthen formal and informal structures that can support VAC prevention and response** in communities so that different organizations can leverage the skills the VCCMC have acquired in addressing VAC.”

### **What’s new about the 7 steps in case**

**management?** Previously it has been at the district level, the Bantwana model is now bringing it down to the village involving children community change agent, LC officer / teacher, parasocial worker/alternative resource persons stationed there, meeting frequently to identify and resolve cases. This consolidates efforts as the schools and the communities are now empowered and equipped to work collaboratively and effectively.

**How are VCCMC motivated as volunteers?** The fact that they are already community based resource persons whose skills are constantly being built by organizations, and whose work is complemented by other value-added activities like VSLA motivates them. They do not require any financial motivation as they are engaged for only short periods and are able to engage in their own income generating businesses.

**How can this comprehensive model be used effectively?** Organizations can choose to use the bigger curriculum or opt to pull out specific tools from the guide

**How are you further improving this model?** Neglect as an early warning sign of VAC has increased the organization’s interest in introducing a structured parenting program such as the one being used by ICS-SP.

**What is the sustainability strategy?** In terms of sustainability, the school case management model was developed with government involvement from the start which ensures continuous adoption.

## Promising results

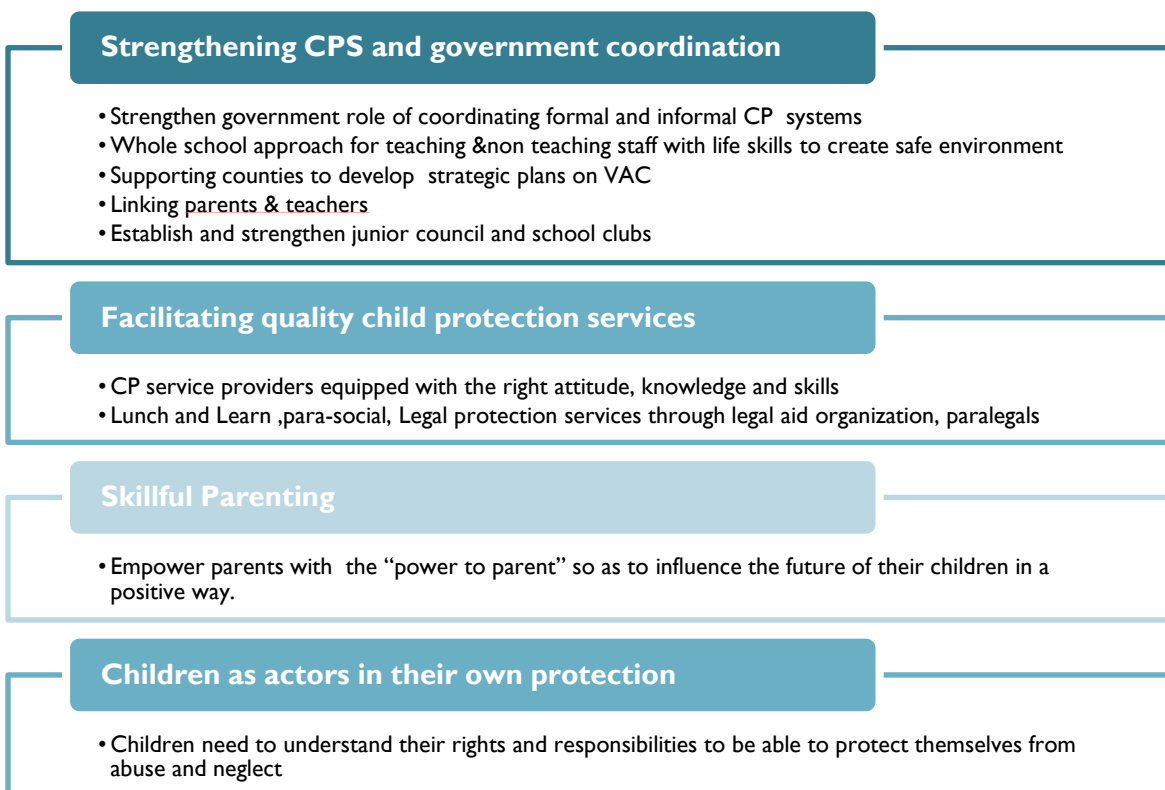
- VCCMC guide being adopted by Ministry of Gender Labour and Social Development.
- Coordination of the different actors in the community, duty bearers, schools is creating cohesive efforts
- **4000 cases reported, 103 resolved,**
- **Implemented in 300 schools**

# ICS-SP ELIMINATING VAC MODEL

Presented by Kudely Sokoine Joram, ICS-SP

Organization focus: Skillful parenting integrated in agribusiness and economic strengthening (Kenya, Tanzania, Ivory Coast)

FIGURE 6: THE ICS-SP ELIMINATING VAC MODEL



## Lessons learned from the ICS-SP VAC model

- Linking VAC and Parenting is key to achieve good results
- Families face multiple risks so addressing VAC requires integrated approach
- Recognize that government processes and policies take time to be implemented

## Promising results

- Facilitating quality child protection services through parasocial workers connected to the community welfare department, legal aid organization-paralegals
- Engaged with government to champion national plan of action for CP guidelines, national parenting framework, capacity building for CSOs and CBOs, member of the national child and women protection technical committee

# Piloting Lay Worker Cognitive Behaviour Therapy

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Presented by Dinah Nabwire, TPO Uganda

**Organizational focus:** Mental health initiatives working with Ministry of Gender and other implementing partners

## The approach

Cognitive-behavioural therapy (CBT) is a psycho-social intervention that is the most widely used evidence-based practice for improving mental health. CBT works by changing people's attitudes and their behaviour by focusing on the thoughts, images, beliefs and attitudes that are held (a person's cognitive processes) and how these processes relate to the way a person behaves, as a way of dealing with emotional problems.

## Why trauma-focused CBT?

Research has shown that childhood trauma is associated with a wide range of negative outcomes in adulthood including increased physical and mental health issues, substance use, and negative involvement with the justice and law and order systems.

## Pilot intervention (8 months) approach

12 members in each CBT group with each group undergoing 10 therapeutic sessions of advanced psychosocial support followed by a post-assessment.

Child protection is integrated in the CBT model through various referral pathways of child protection, case management, joint support supervision and training of different child protection committees.

- Involving play activities for children undergoing CBT
- Family therapy in CBT (home visits and psycho-education for the family)
- Socio-economic support through livelihood programs for the parents
- Psycho-education and community outreaches

## Lessons learned

- Regular CBT trainings are time consuming and expensive to conduct
- CBT is a detailed therapy (very structured) that lay people may not appreciate or be able to follow up.
- People with complex problems such as learning disabilities may not qualify for CBT
- The people conducting CBT may also be exposed to secondary trauma which may affect the group progress
- The achievements of mental health are long term and not tangible which calls for patience and resilience in achieving results in CBT

- The focus of CBT is about the client and their present problems which ignores important aspects such as family, someone's history and past experiences

## **Discussions on Cognitive Behaviour Therapy approach**

### **How do you identify beneficiaries for mental health support and how does the implementation work?**

- Recruit lay workers, community awareness, screening for identification. We use specific tools to identify those who qualify for what services.
- In Mityana District, a clinical psychologist was supported by the team lead and receives oversight guidance from the national mental referral hospital

### **Don't those who have graduated from the programme need continuous support? Is graduation merely an exit strategy?**

- We support the groups to think and plan for the future before they exit
- Group resilience: They agree to continue to meet?
- IGA will be introduced after the groups have continued to meet
- Thread of continuity

*We lack specialists in the area of VAC; how do you train lay people where there are none to train?*

- Infrastructure/systems to deliver specialist care still requires massive financial investment
- Referral to other services

## 3.2 Models for Social Norms and Values

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“Social norms address shared beliefs about other people, specifically, what we believe that other people actually do and what is considered appropriate behaviour. These beliefs shape what we expect people to do. Sometimes our expectations are formed by wrong beliefs.”



Picture 7: Social norms are complex to change and some shifts in attitude or practice may be quick while others are more difficult to realize.

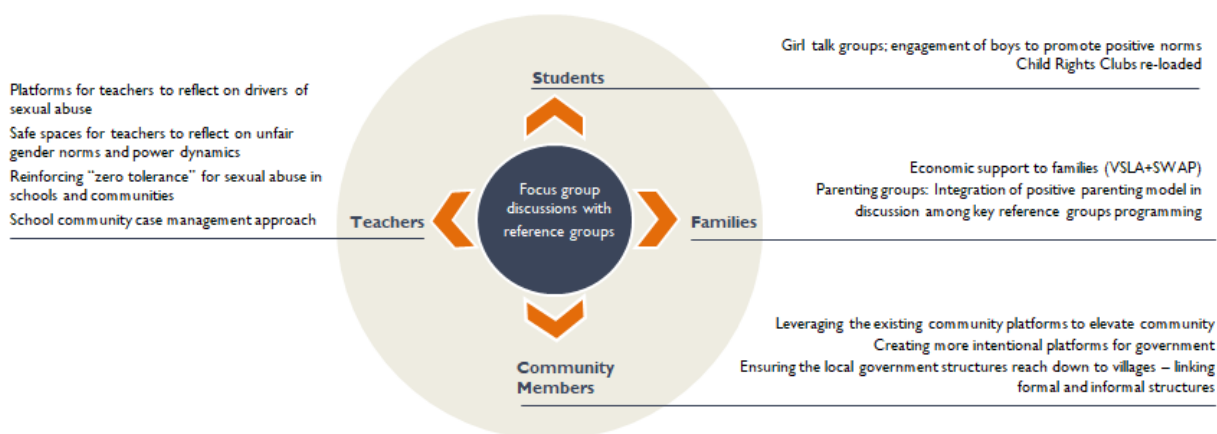
“Changing social norms requires **working with different stakeholders to build trust in communities and reference groups to bring about transformation.**”

# Integrating a Social Norms Approach with Sexual Abuse Prevention and Response Training for Effective VAC Prevention and Response (SAPRT)

Presented by Christine Kizza, World Education Bantwana

Organization focus: Improve the wellbeing of vulnerable children and their caregivers affected by HIV/AIDS, child protection, health and livelihoods

FIGURE 7: THE SAPRT MODEL



## Lessons learnt

- Sexual violence is a hidden issue and requires continuous engagement and keeping teacher role models and staff motivated
- Reluctance of schools to open up on this issue calls for experienced staff and community resource persons
- Whole school approach allows for more extended reach of SAPRT
- Linking SAPRT to existing school platforms encouraged buy in and practical application

## Discussion on SAPRT model

- **Was the model more focused on schools than the communities?**  
This model focused on schools. The theory of change indicates that for the change to be achieved there is need to work with the communities, parents, teachers and children.
- **Who identified the norms?**

## Promising Results

**Emergence of teacher champions** 59 F3I and M 28 in most schools

**More teachers supporting CRC sessions** 56 supported in year 1 and 71 in year 2

**Teacher reference groups** are now active – 10 reference groups formed in 10 reference schools.

It was a process where FGDs were conducted with children, teachers and so many were identified but this one was informed by the FGDs with the children. In the rural communities this is the norm and is still one of the norms that causes discussions in the community.

- **How are the Children Rights Club conducted?** It is a program directly implemented in schools where children go through a curriculum where they are taught skills to protect themselves. These improved school attendance.
- **How are you handling the complex legal framework?** Statutory cases are referred to the police, cases of bad touches are handled at the school.

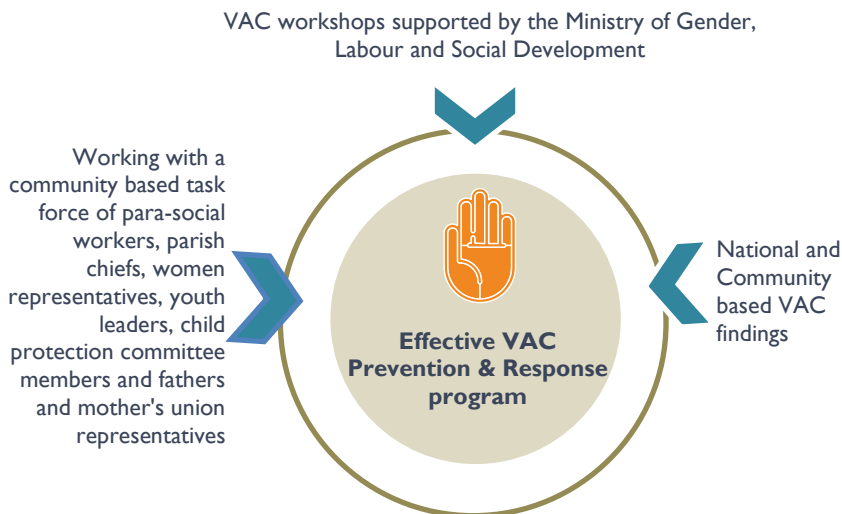
## **Building Community–Led VAC Prevention and Response**

Presented by Dinnah Nabwire, TPO Uganda

### **Approach**

TPO Uganda in collaboration with the Ministry of Gender worked in Lira District in Northern Uganda; the district was chosen due to the high HIV prevalence and post-war recovery process that has led to high incidents of child abuse, child-headed households.

FIGURE 8: THE COMMUNITY-LED VAC PREVENTING AND RESPONSE APPROACH



A two- year project was implemented in two sub-counties, and involved community actors, orphans and vulnerable children and coordination committees. Activities included:

- Group parenting activities for families

- Economic strengthening for households
- Child-led advocacy (Children Parliament)-gain information and articulate their issues

### **Lessons Learned**

- There is always a need to contextualize national statistics to the community setting
- It is important to get buy-in from multiple actors
- Support families and community led duty bearers
- Conceptualize specific drivers of VAC and actions that can address norms
- Jointly visualize and design interventions with men
- Use INSPIRE focused strategies
- Integrate an economic component in all interventions
- Integrate SASA! and by-stander approach

### **Discussion on community-led VAC prevention**

- **How do you address the bystander issue?**  
Selected community members act as watchdogs to prevent VAC
- **How do you work with community reference groups?**  
This structure already exists, and involves all local sub-county actors. They follow up established groups; they are empowered and the structures will deliver certain activities in the community and they will work with social workers.
- **How are you resolving the issue of limited male engagement?**  
Community structures are key; we are reviewing how we can emulate ICS Tanzania program where male facilitators find the men at coffee dens where they meet during the evening and discuss VAC issues with them.
- **How do you sustain collaboration with the Ministry of Gender for issues raised in the Children's Parliament?**  
This can be sustained for in-school children but for out-of school children it is a challenge as there is no formal platform to address their issues.

# Mobilizing Communities Using SASA!

Presented by Janet Nakuti, Raising Voices

## About the SASA! model

It is an activist approach for mobilizing communities to prevent violence against women and HIV. It is organized into four phases to influence community norms. It has been adopted in 25 countries on all continents. **SASA! works on the principle that every person—female/male, young/old, educated/not, e.t.c—can do something to prevent violence in the community.**

FIGURE 9: THE SASA! MODEL



## Lessons learned using the SASA! Model

- Long-term work in communities is more impactful than short term one-off projects
- Involvement of both men and women in the community is crucial for effective interventions
- Mix of communication channels is required for message reach
- Strong organizational capacity is essential for sustaining support to the community
- Prevention is possible

## Discussion on the SASA! model

- The organization is conducting a study to understand how the SASA! model can be adapted in different settings e.g. humanitarian locations-they will develop a tool that can guide different organizations.

## Promising Results of a Cluster Randomized Trial

### SASA! changed what people believe...

- Reduced acceptance of physical IPV against women (76% SASA! vs. 26% Control)

### SASA! changed how people behave...

- SASA! reduced levels of physical IPV against women in the past year by 52%

- **How do you strengthen dialogue within your programming?**  
Activists who implement at the community level reach out to people and ask questions; for example a picture is shown to the crowd and discussions are based on the pictures. The approach is to probe and engage the community and let them arrive at the norm you are trying to introduce.
- Conducting assessment in real time is a good practice; feedback and adjusting every quarter, share internally and with the activists; from the data you can generate conversations.
- We motivate local activists being encouraging them to invest in relationship building, frequent trainings, personal support e.g. at funerals, we celebrate life with them. Even though their work is voluntary, we show them that their work is invaluable. They also receive transport reimbursements and simple things like t-shirts with messages.
- A whole SASA package cannot be effective if it is implemented in 1 year; 3 years is the recommended period due to the lengthy phases that must be done thoroughly to ensure long-term results
- **How are community activists identified? What challenges do you face engaging them?**  
These people are identified by local leaders, they are then trained; some stay and others leave depending on their expectations. They must be community based and speak the local language; many of them are teachers and local politicians.  
The challenges range from logistical, political, attitudinal and cultural. For example initially the community thought the meetings were only for women, others felt that norms could not change- and there was a poor response; however, after continued exposure to the messaging and the meetings, the entire community embraced the violence prevention initiatives.
- **How do the activists maintain confidentiality?**  
SASA is a primarily prevention, not response model. If there is a case it is handled privately during the door to door home visits.

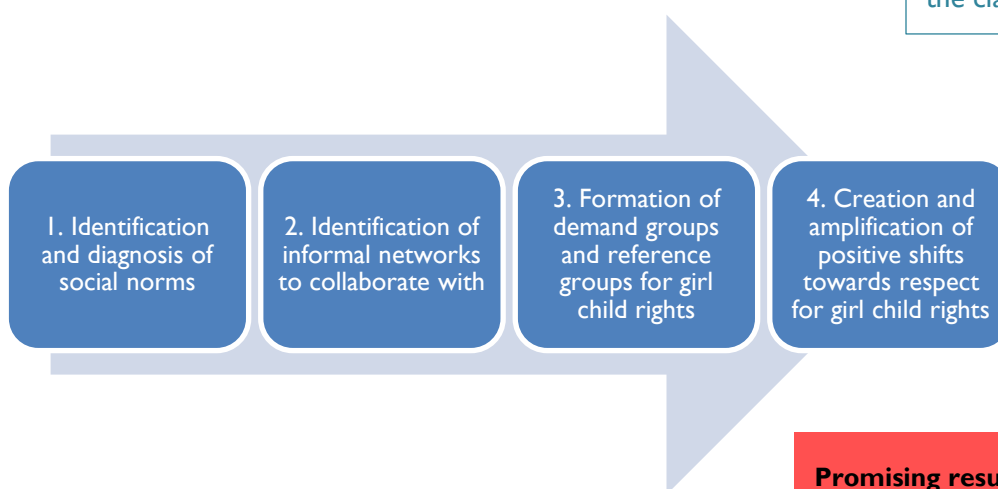
# Community-Led Action to End VAC against Girls by Action Aid Tanzania

Presented by Samwel Mesiak, Action Aid Tanzania

**Organization focus:** "...change can happen through working with individual and organized influencers within the community." These influencers and reference groups include religious and cultural leaders.

The school environment is **inextricably linked with the attitudes, beliefs, and norms** that are created and reinforced outside of the classroom.

FIGURE 10: THE COMMUNITY-LED APPROACH



## Lessons learned from the Community Led Action Approach

- Working in a highly secretive and conservative context is possible but requires patience, tactful engagement with both formal and informal networks which can lead to shifts in practices that seemed impossible to change from the onset.
- Empowerment of collaborators at various levels e.g. children, women, groups increases success of interventions
- Targeted advocacy to key decision makers and influencers results in faster results

## Discussion on the Community Led Action Approach

- The model needs to introduce engagement of boys and men.
- The demand driven approach is where the community demands for the service; this is informed through the

## Promising results

Teenage pregnancies reduced from **86% at project start to 41 %** after 2 years of project interventions

Religious Leaders demanding birth certificates before performing marriage rituals

Increased **reporting of girl related VAC cases from 5 to 18** and **3 empowered parents refusing to marry off** their teenage daughters

Government to build a secondary school and tertiary institutions on the island to facilitate girls to easily transition from one level of education to another

information shared in meetings and the campaign agenda

- **How is performance measured?**

Evidence is collected from the school including the attendance register; during quarterly meetings child enrolment is discussed; messages from the suggestion boxes are reviewed.

- Community structures for prevention and response include community facilitators, mothers groups, suggestion boxes in schools used by school clubs and managed by children and teachers; reporting to the police directly, where social welfare officers are available to support follow up. Mothers groups established in each village are connected to networking platforms created at the district level. We have a school clubs for boys and girls and each school has teachers clubs.

### 3.3 Models for Safe Environments

Participants discussed models that create and sustain safe physical, and social environments where children and youth gather and spend time.



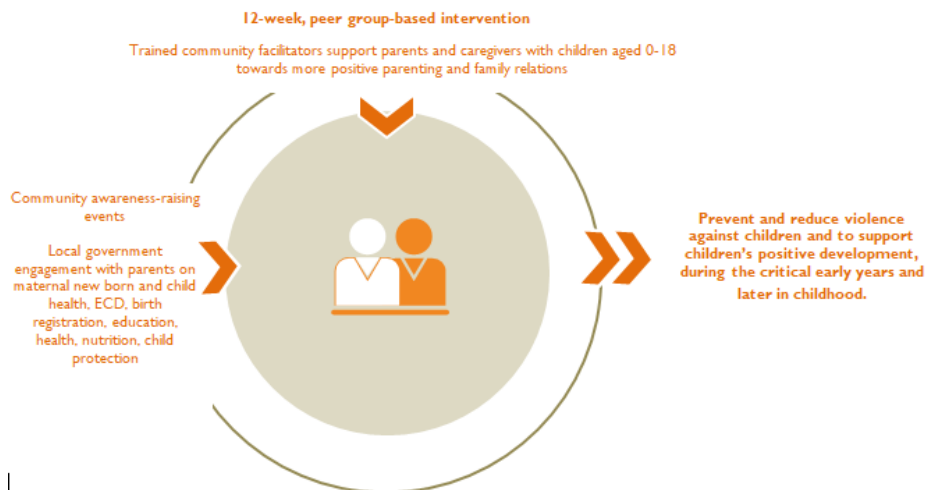
Picture 8: Safe environments address initiatives around safety of children in the community, home and school

### Skillful Parenting

Presented by Eric Moth, ICS SP

**Organization focus:** Parenting skills embedded in well-targeted economic empowerment and agribusiness programmes that aim to improve household income and food security.

FIGURE 11: THE SKILLFUL PARENTING MODEL



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.

### Applying the model

- Organized Parent peer groups from the community
- Content specific manuals and toolkits are used to train them through 9 modules
- Meetings held weekly for 12 weeks
- Training delivered through trained parent facilitators who have annual refresher trainings
- Experts ( health , civil registration , ECD) are invited during community awareness sessions
- Investment in: facilitating government coordination; quality child protection services; empowering children as actors in their own protection; collaborative lobbying and advocacy

### Lessons learned

- Community-led approach works better
- Involve key stakeholders early for ownership, support and commitment
- Disseminate findings and incorporate community recommendations as a way of appreciating the community contribution
- Relationships between parents and the children are very important in the ICS SP modeling - and helps realize change

### Discussion: Ideas to improve the model

- Accelerate the use of children’s assemblies in every county.
- Create opportunities for more peer to peer engagement.
- ICS has a specific project that helped to support out-of-school children in Kisumu
- Explore how to work with transient communities

### Results

Independent evaluations results (Oxford and Urthrect University) confirmed that the SP training: **gives the parents/ caregivers the “power to parent” and helps the parents/ caregivers raise their children in a safe and nurturing family environment**

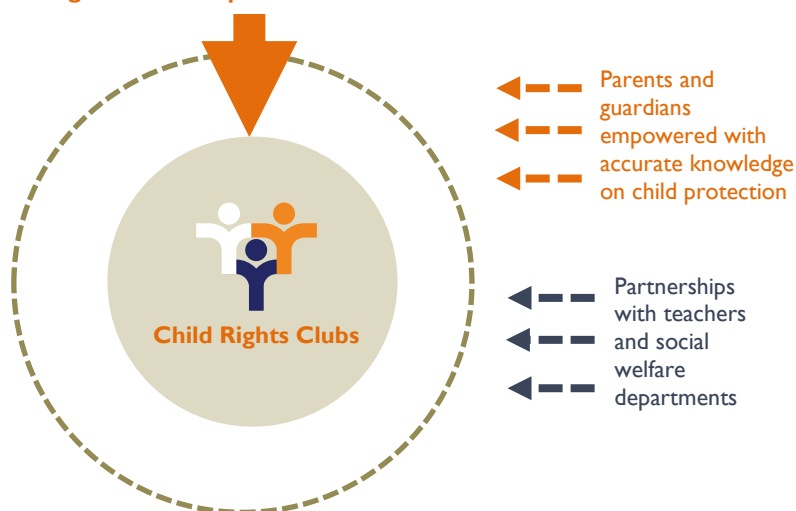
# Child-Centered Approach to Child Protection

Presented by Michael Reuben Ntibikema, Elimu Mwangaza |  
www.elimumwangaza.org

**Organization focus:** Responds to violence, abuse and exploitation of children, and complements government efforts on implementation of Law of Child Act of 2009, and policies that safeguard children.

FIGURE 12: CHILD CENTRED APPROACH TO CHILD PROTECTION

## Promoting Child Participation in Child Protection



## About the child-centered approach

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.

## Lessons learnt

- Support organizations to develop child Centered safeguarding Policy and Procedures to prevent and safeguard children.

## Promising Results

Reached **2,000 children** and **trained them on their rights, responsibilities, child abuse, and life skills**

Children have conducted awareness to their peers in schools

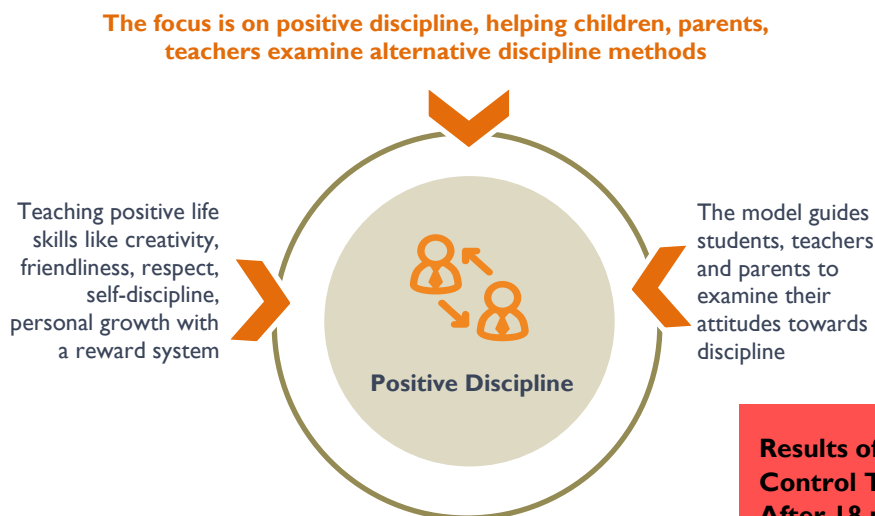
Children have started reporting cases of sexual abuse, physical abuse and bullying

# The Good School Tool Kit: An Evidence Based Methodology for Preventing Violence against Children at School

Presented by Aggrey Mukuwa, Raising Voices | [www.raisingvoices.org](http://www.raisingvoices.org)

This model, currently used in 750 schools, addresses the operational culture of schools: knowledge, attitude, values and behavior that all stakeholders manifest at their 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.

FIGURE 13: THE GOOD SCHOOL TOOLKIT APPROACH



## Discussion on the Good School Toolkit

- It is a unique approach to reducing and preventing VAC. The evidence shows that it is working and can be attributed.
- Now that GST has been tried, it can be scaled up to other areas that make schools safe for children (refer to the handbook that was approved by the Ugandan ministry of education and sports).
- We need to strengthen the parents and particularly the influencers within the communities (critical mass).
- Are all the elements of the toolkits that are working well or otherwise? Community activism complements the GST so we can think of mapping or adapting other existing material from other organisations. Need to consider making one

## Results of Randomized Control Trial After 18 months:

**42 % reduction** in the risk of physical violence from teachers to students

**50% reduction** in reports of teachers using physical violence against students

**20% reduction in peer to peer violence**

**Effects still visible 3 years after end line!**

toolkit (an all-encompassing product that communities and schools can use).

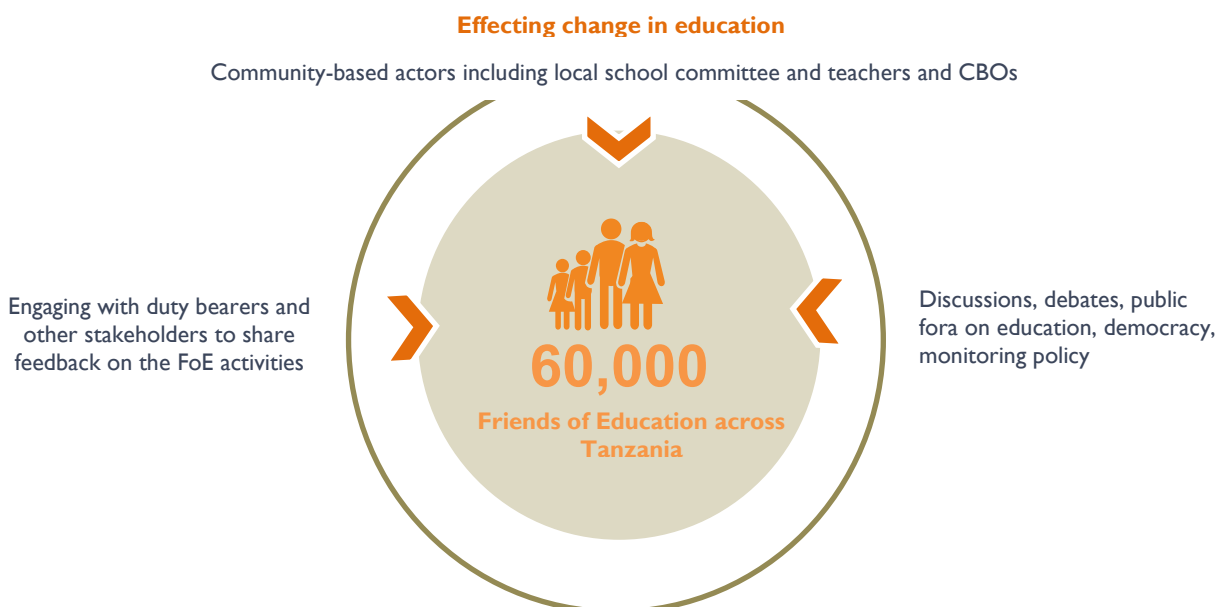
- Bantwana is adding onto what Raising Voices is doing in the sector – “layering of services and deepening services are critical to ensure what is happening.”
- There needs to be a “how-to-apply” manual for other organisations across East Africa. HakiElimu in particular is getting into partnership with Raising Voices- adaptation, adoption and contextualization is important.

## Friends of Education

Presented by Boniventura Godfrey, HakiElimu

**Organization focus:** Mobilization of citizens to make a difference in education; promoting citizens’ participation; information sharing, opinions, debate on issues, engage and take action.

FIGURE 14: THE FRIENDS OF EDUCATION APPROACH



### How the approach works

- Engage in solving education challenges
- Monitor schools-SPM
- Conduct Public Expenditure Tracking Surveys on capitation grants
- Facilitate Community Dialogues
- Work with journalist to conduct min media survey on education issues
- Write letter to editors in mainstream media
- Share issues through social media

## Discussion/ Lessons learnt

- Citizens' participation is effective if empowered
- Transparency is vital for community engagement
- Easy to reach community-connect high level and low level
- Developing a sustainability plan has been pivotal
- Avoid giving communities money/bribes and create enabling environments instead
- Everything is interlinked in creating safe environments
- The FoE model could benefit from more reflection on the sustainability

## Promising Results

### **40,800 Friends of Education country wide**

Networks at Regional and District levels

Support HakiElimu in data collection through Technology from school level

School performance monitoring

## 3.4 Models for Education and Life skills

Participants discussed and learned about models that increase children's access to more effective, gender equitable education and social-emotional learning and life skills training to support enabling school environments.



Picture 9: When children are equipped with knowledge and skills they have good and are empowered to protect their

### Tuseme Model

Presented by Lynn Nakabugo, Forum for Women Educationalists Uganda (FAWE U)

FIGURE 15: THE TUSEME MODEL



## About the model

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.

## Lessons learned from the Tuseme Model

- Community has the capacity to define, debate, and refine local problems
- Don't try to reinvent the wheel: find an element that you like and customize it to your needs
- Start small and you can build on it
- There is power in drama and theatre
- Create generic clubs so they can be used by other groups and other topics of interest
- Ongoing learning is key
- Co-ownership in the program is important
- Clubs help to support the learning and transfer

## Communication for Social Change

Presented by Susan Ajok, Straight Talk Foundation

**Organization focus:** Emphasis is on communication for social change using a multi-modal approach including radio, print, social media and face-to-face programming and youth friendly service delivery.

### **"Communication for social change encourages critical thinking and dialogue"**

- Young people want to talk with their parents about many issues including sexual health.
- Many parents are unsure of when/ how to have these conversations
- Most young people look for information about sexual health at some stage, with most turning to

## Promising Results

**Re-entry of 125 child mothers in school**

**Increased child advocacy** on different platforms like music, dance and drama, outreach, home visits

Increased reporting of VAC cases by learners, teachers, community and district

## Promising Results

**Greater** reproductive health knowledge and these youth are much more likely to talk about life issues with their parents

Adolescents who are exposed to STF are **3-4 times more likely to have undergone HCT**; and are more positive about sexual reproductive health

Young people who receive comprehensive sexuality education **have a lower risk of experiencing unplanned pregnancy**

peers or trusted friends based on what they have heard

### **About the Approach**

- STI diagnosis, treatment, contraceptive services
- Counseling services
- Programs for young people living with HIV
- Disability and special needs programs
- School and community outreaches
- Collaboration with schools, local government and other partners

### **Lessons learned**

- Dialogue-based approach has a direct and positive impact on young people's awareness about sex, sexuality including gender roles
- Empower boys as agents of positive social change
- Link provision of SRH information with service delivery
- Target important adults in the lives of young people e.g. parents, teachers ; other care givers
- Meaningful involvement of young people in programs that concern them
- Assist young people be aware of the choices and consequences involved in sexual decisions
- Innovation is important in sustaining the interest of young people

## **Establishing a Positive and Supportive School Climate for Learning in Uganda**

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Geri Burkholder, USAID/Uganda Literacy Achievement and Retention Activity, RTI International

**Organization focus:** Creating a positive and supportive violence-free school environment

### **About the model**

- Journeys Intervention (3 Activity handbooks for teachers, non-teaching staff, community, pupils)
- Social Behaviour Change Communication: Positive Discipline
- Training change agents: school change agents and community change agents to mobilize communities to undertake weekly activities
- Five step process for inspiring change (Decide, Understand, Reflect, Design, Adapt)

“Our innovations are inspired by research on social change and gender, established practice models on social change and learning, and evidence-based programs on SRGBV prevention.”

## Lessons Learned

- Create “learning events”. Ask different questions. Create “learning questions” i.e. How do international best practices inform scaling up; What prevailing norms are making this tough? Create a “learning register”
- Supportive leadership is essential for success
- Use an “after action review”
- Involve children
- Invite diverse ways to collect learning i.e. youth with artists
- Be curious!
- Include the heart! – emotional learning
- Don’t always play the blame-game
- Encourage youth to generate knowledge themselves
- Invite ALL voices
- Dialogue is key!
- Encourage story telling
- “Be brave to change”

## Gender Responsive Pedagogy

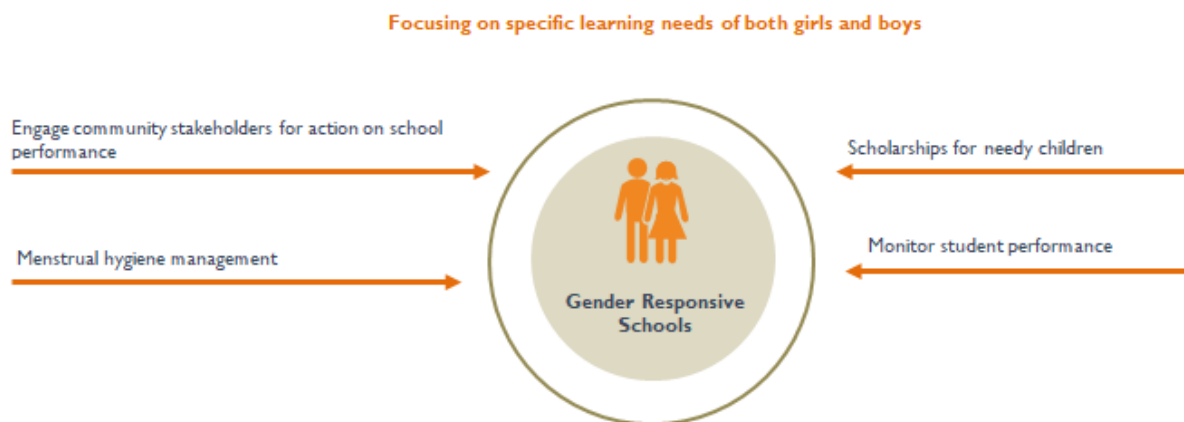
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Presented by Sara Murungi, Forum for Women Educationalists Uganda (FAWE U)

**Organization focus:** Enhance support participants understanding of the Gender Responsive School and Gender Responsive Pedagogy concepts.

Gender Responsive School: Establish schools whose academic, social, physical environment and its surrounding community take into account the specific needs of both boys and girls.

FIGURE 16: THE GENDER RESPONSIVE PEDAGOGY MODEL



## **About the model**

This 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 launched a Gender Responsive environment in selected schools. It has been adopted in Burkina Faso, The Gambia, Kenya, Namibia, Rwanda, Senegal, Tanzania and Uganda.

## **Lessons learned from the Gender Responsive Pedagogy Model**

- Stakeholder gender sensitization and the need to support girls education
- Train teachers and administrators
- Train girls and boys on TUSEME to empower especially girls to be confident, assertive
- Train the school community
- Provide scholarships to needy girls and boys to prevent dropout
- Establish a database to track students' performance and welfare
- Promote girls participation in STEM
- Engage the community stakeholders in monitoring and taking action for improved enrolment, attendance and performance of especially the girls

## **Value Based Life Skills Model**

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Presented by Grace Ngugi, Kenya Institute of Curriculum Development

### **Learning**

- Involve parents
- Use a step-by-step approach
- Include a pre-test/field test
- Ask and collect input along the way and make changes as you go
- Train your teachers to use the new curriculum
- Find different informal places to teach and learning i.e. doesn't have to be in the classroom – engage people in the hall with the walls
- Use an “observations checklist” and use it often

### **Adaptation**

- Adapt according to what is happening in society and politics
- Do what works in each context – will not be the same
- Fit into other courses and programs

# 4.0 WORLD CAFÉ

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The purpose of the World Café was to inspire and facilitate new discussions as well as generate new ideas around prevention and response to VAC based on shared experiences and lessons learned from the Convening especially during the Communities of Practice.

Following the presentations in the Communities of Practice, participants converged to engage in roundtable discussions to discuss innovations and ideas that they would consider for integration in their VAC programming for learning-based implementation.



Picture 10: The World Café brings together participants to reflect critically on what has been learnt and what can be put into practice immediately

## Key Discussions from the World Café

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### Beneficiaries

- Children and parents need to be at the centre of any intervention when developing models.
- We need to have inclusive interventions that target children with special needs and child-headed homes.
- How individuals behave in society affect their organizations (live your ideals as an advocate for safe environments).
- All organizations need to ensure community involvement and buy-in. Accountability and transparency are important in Communities of Practice

## **Capacity strengthening**

- As organizations grow, how do we guard against “breakaway” colleagues, partners, groups? How do we ensure that replication is healthy and acknowledged?

## **Learning-centred programming**

- A well thought-out Theory of Change is a prerequisite for proper modeling and monitoring.
- The INSPIRE strategy document has been designed to provide context and define ways to implement strategies for sound implementation.
- Co-creation, coordination, communication and collaboration are critical in any learning setting. We need to move beyond competition.
- Adoption, adaptation and contextualization of models are pivotal.
- Organisations need to link the “how to” to the model. The action plans need to speak to the model.
- Testing, testing and testing – always test your models before you continue working.
- NGOs need to document their practices, policies and procedures from the start of the intervention – so they can track, learn and share their experiences.

## **Collaboration**

- Target groups and stakeholders need to be segmented. Organisations need to ask themselves, “with whom are we working and why?”
- As we roll-out our interventions, we should work within existing community/government structures so that we ensure respect, relevance, inclusion and sustainability.

## **Resources**

- We need to ensure that we are not duplicating resources. We need to layer services and deepen the benefits for communities.
- All models need to include a sustainability plan (vision and learning).
- NGOs need to map existing resources and assess how to use them in their context
- Organisations should ensure that they have clear baselines and other surveys.
- Technology, if used appropriately and strategically, can help organizations implement their models more effectively.

# 5.0 LEARNING FROM FIELD PRACTICE

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As a significant aspect of learning, participants visited Bungoma County, one of the project areas of KAACR, and Busia County, a project area for ICS SP.

Figure 11: Field visits provided an opportunity to gain firsthand information about the experiences of stakeholders in policy, parenting and advocacy work to advance children's protection.



## Bungoma Field Visit: Influencing Policy as a Strategy of Preventing Violence against Children

Participants interacted with members of the Bungoma Child Rights Network (BCCRN) that has improved child protection in the county by lobbying leadership to make child-friendly policies that address violence and put child participation at the centre of their work.

The field visit at Kanduyi Children's Home, managed by Child Welfare Society of Kenya, a member of BCCRN, involved policy makers, political leaders, Court Users Committee, judicial officials, teachers, children representatives, child rights leaders, County Government representatives and Civil Society Organizations.

Participants learned about the following:

1. How BCCRN is addressing VACs and particularly addressing the issue of "taboo" children, early pregnancies and child-trafficking.
2. Understanding how BCCRN has been operating and their achievements

3. How BCCRN participates in policy reform and innovations they come up with to get a breakthrough on Child Protection matters and voices of children.

Participants also had the opportunity to assess – first-hand – the impact of KAACR and their member’s approach to child protection. The emerging elements revolved around: advocacy, education, care, rehabilitation, health, community development

### **Success factors**

- Strengthening information exchanges on children rights both at the county and regional level and use of technology (Watsapp) has made it easy for teams to gather evidence on specific cases and to follow up.
- As an advocacy body, BCCRN has been able to lobby Bungoma County government to address policies on child rights and to move towards increasing resources to protect children. Working with the county assembly and the judiciary, BCCRN and KAACR have been able to make inroads into the policy domain by bringing children’s rights to the fore.
- The care support and rehabilitation work that BCCRN does pays a big role in addressing pertinent cultural issues particularly what is known as “taboo children”, (children born out of incestuous relationships), which is a common practice in this part of Kenya. Such children are normally disowned and thrown away by their families. BCCRN has played a big role in caring for such children, promoting re-integration and propagating for policies that protect the children and their mothers. They are working with other organizations to promote a mind shift in addressing these negative norms.
- The children’s rights clubs continue to play a big role in championing the voices of children. During this particular field visit, the children were able to draft letters of concern to the governor. BCCRN will deliver these letters to the governor so that he can address them accordingly.

### **Key achievements**

- Coordinating organizations working for, and with the children in Bungoma.
- Contributed to the functioning of the Children’s Assembly in the County
- Establishment of child rights clubs – where children can present their concerns to authorities.
- There has been a marked increase in the reported number of cases of defilement, followed by litigation. A particular high-profile case led to the resignation of previous county officials.
- The signing of the Children’s Charter that has also been forwarded to the central government.

- BCCRN has made significant input on children's issues at county level – over 90% of their contributions have been incorporated into the county plans and finance bills.
- 5 girls have benefitted from the KAACR Bursary programme.

### **Challenges**

- Community cultural norms especially around defilement and incest.
- The urgency of the interventions versus the sustainability of such a model. How long-term are some of these initiatives?
- Is the government really with us, or not?
- A limited understanding of policies surrounding children (particularly amongst service providers).
- Creating the right partnerships and linkages.
- Need to create a standardized model

## **Busia Field Visit: Skillful Parenting: ICS-SP**

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Participants engaged in an experience sharing session with paralegals, Locational Area Advisory Committees (LAACs), and representatives from the County government Department of children's services who play a pivotal role in child protection.

The purpose of the interaction was to gain a deeper understanding of how LAAC members and paralegals support each other in responding to cases of violence against children.

- The Locational Area Advisory Council (LAAC) comprises topical committees that address specific issues: Department of Education, Counseling and Guidance; Peace Building Efforts; Child Trafficking; Drugs and Substance Abuse; Psychosocial Support/Re-integration; Members are selected from the community to be part of these committees.
- Key organization is the Children Legal Action Network (CLAN) which supports identification and training of community members to become paralegals who identify cases of VAC and resolve or refer them to the appropriate department when required. Each subcounty in Busia has at least 20 paralegals who sensitize community members about legal aspects of VAC and referral services. The paralegals also have a data reporting tool (Case book) that supports evidence-based interventions.
- The Department of Children Services under the County government coordinates planning meetings with these different groups for child protection services.

### **Key achievements**

- VAC case identification, referral to the children services department, case management in the community/legal advice and or mediation
- Community no longer fears seeking legal action for VAC cases because they have been sensitized about the process and are confident that the cases will be managed correctly as the referral pathway is now clear
- Paralegals have been involved in the development of child protection guidelines and planning for child services
- The close collaboration with the County Government has resulted in the construction of a one-stop Child Protection Centre; revival of the Child Protection Unit at the police station, managed by a social worker
- By-laws banning practices seen to foster VAC like funeral dances- 'Komatanga'

## Lessons learned

- Mobilizing parents through schools and providing economic/livelihood support increases ownership/buy-in to change attitudes towards VAC; sustainability of interventions
- Building relationships with the community is key
- Working closely with government departments is key to sustainability of interventions
- Networking with multiple organizations helps build the resource base for VAC work
- Teachers require on-going support in their roles
- Documentation is key to developing and refining models that work

A field debrief meeting was held to share thoughts and lessons learnt from the different projects to feed into action plans for each organization. The meetings were guided by group questions to probe learning and strategy improvement in VAC work

**Keywords:** Collaboration, engagement, 'Fatherhood palace', parental involvement, 'open love',

# 6.0 ENVISIONING THE FUTURE: ACTION PLANS

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In closing the learning sessions, participants were engaged in thinking deeply about action plans for their programming, based on the learning in the convening.

Summary of action plans:

- Redevelop/simplify or concretize models
- Attempt use of different communication channels
- Empower children with skills to protect themselves
- Integrate livelihoods support in parental groups engagement
- Conduct subject specific research studies
- Joint research
- Online learning
- Increased advocacy
- Connect and collaborate with other organizations in the convening to continue to learn from them
- Establishing in-country thematic working groups

# 7.0 CLOSING REMARKS

Mrs. Samalie Teera Lutaaya (IIDC)

Mr. Timothy Ekesa (KAARC)

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In their closing remarks, they reminded participants that learning is an on-going process, acknowledging the support of the different donors and the co-organizers. Participants were encouraged to engage further with each other and continually apply and take stock of the implementation progress of new learnings and action points. The government of Kenya was also recognized for its role in supporting the event and sending a representative from the Department of Child Services to engage with participants.

Ms. Maureen Greenwood-Basken (Wellspring Philanthropic Fund)

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Thanking the organizers, Ms. Greenwood-Basken, expressed pleasure at the level of excitement, expertise, and depth of ideas exchanged by both young and old organizations present at the convening.

Key observations:

1. Activity at the Global level- SDG to end violence against children
2. For the first time we have evidence-based solutions and global indicators of how to end violence
3. Upcoming campaign by UNICEF to end violence against children
4. Advocate partnership to end VAC
5. By 2030 VAC should begin to decline

**“Everything we are discussing in this room, combined with what is happening on the global stage, means that we shall begin to see an end to violence against children in our lifetime.”**

-Maureen Greenwood-Basken

6. The last 3 years we have seen:
  - a. more receptiveness to learning interventions around preventing and response to VAC; deeper analysis;
  - b. selection and adaptation of models; refinement of strategies;
  - c. talking about failure and learning from it;
  - d. engagement by government and adoption of strategies;
  - e. community led work; documentation and story-telling

How can we scale up VAC work collectively? We need to continue to work together using evidence based solutions, consistently, deliberately, together.

# ANNEX I

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# ANNEX 2

## The Learning Agenda

<b>MONDAY, OCTOBER 29, 2018: SETTING THE CONTEXT</b>	
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 Mr. Deogratias Yiga, Executive Director, IIDC Ms Anna Windsor, Wellspring Philanthropic Fund Mr. Timothy Ekesa (KAACR) and Ms. Beatrice Ogutu (ICS SP), Partners in the Learning Cohort and Co-hosts of the 2018 Learning Convening
17:30 – 18:30	Official opening by Kenyan Government Officials
18:30 – 19:00	Presentation of Convening Objectives and Event Expectations: <i>Mrs. Fiona Marwa</i>
18:30 – 21h00	Welcome Dinner and End of Day One
<b>TUESDAY, OCTOBER 30, 2018: DEEPENING OUR UNDERSTANDING OF THE LEARNING CONCEPT</b>	
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	<b>SESSION 1:</b> Ensure Learning to Maximize Impact Presentation: <i>Ms Jeanette Romkema</i>
11:45 – 12:00	Refreshment Break
12:00 – 13:00	<b>SESSION 2:</b> 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	<b>SESSION 3:</b> 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	<b>SESSION 4:</b> 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: <i>Mr. James T. Yesiga</i>
18:30 – 20:30	Cocktail and Dinner

<b>WEDNESDAY, OCTOBER 31, 2018: USING COMMUNITIES OF PRACTICE TO DEEPEN LEARNING</b>					
08:00 – 08:15		Arrival and setting the context			
08:15 – 08:30		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		<b>SESSION 5:</b> Focused Learning – The concept of Communities of Practice (CoP) and how it works. Bench Marking from the Regional Education Learning Initiative (RELI). Session Moderator: Mrs Samalie Teera Lutaaya			
<b>09:00-15:30 Group Discussions</b>	<b>09:00 – 11:00 Discussion</b>	<b>SESSION 6:</b> 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	<b>Norms and Values:</b> 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. <b>Moderator:</b> Mr. Deogratias Yiga	<b>Safe Environments:</b> Participants will discuss and learn about models that create and sustain safe physical and social environments where children and youth gather and spend time. <b>Moderator:</b> Ms. Stella Ayo Odongo	<b>Response &amp; Support Services</b> 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. <b>Moderator:</b> Mr. James T. Yesiga	<b>Education &amp; Life skills</b> 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. <b>Moderator:</b> Ms Jeanette Romkema
	13:00 – 14:00 Lunch				
	14:00 – 15:15 Discussion				
	15:15 – 15:30 Tea Break				
15:30 – 16:15		<b>WORLD CAFÉ: Deepening our learning through four important questions:</b> Moderator: Mrs. Fiona Marwa			
16:00 – 17:00		<b>SESSION 7:</b> From strategy to practice: Setting the context for field visits <ul style="list-style-type: none"> <li>• Influencing Policy as Strategy of Preventing Violence against Children, by Mr. John Oduor</li> <li>• Parenting and Economic Strengthening by ICS SP</li> </ul>			
18:30 – 20:30		<b>DINNER</b>			

<b>THURSDAY, NOVEMBER 1, 2018: FROM STRATEGY TO PRACTICE: IS IT WORKING?</b>	
06:30 – 07:00	Breakfast
07:00 – 09:30	Travel from Kisumu to the field <b>Group 1:</b> Travel to Bungoma <b>Group 2:</b> Travel to Busia, Kenya
09:30 – 12:30	<b>SESSION 8:</b> Learning from Field Practice 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. <b>Group 1: Influencing Policy as a Strategy of Preventing Violence against Children</b> , a learning session facilitated by KACR <b>Group 2: Skilful Parenting</b> , a learning session facilitated by ICS SP Participants will learn about the <b>skilful parenting model</b> 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.
12:30 – 13:30	Discussion and reflection on Learning from Field Practices
13:30 – 14:30	Lunch
15:30 – 17:30	Travel back to Grand Royal Swiss Hotel, Kisumu
17:30 – 18:30	Refreshing
18:30 – 19:00	<b>SESSION 9:</b> Envisioning the future: What do we need to do next? Evaluation of the Learning Convening <b>Facilitated by Mr. James T. Yesiga</b>
19.00-19.30	Personal and Team Action Plans: Using the Learning <b>Facilitated by Mr. James T. Yesiga</b>
19:00 – 19:30	<b>OFFICIAL CLOSING</b> <ul style="list-style-type: none"> <li>• Remarks from Mrs. Samalie Lutaaya, IIDC</li> <li>• Remarks from Mr. Timothy Ekesa, Executive Director, KACR</li> <li>• Remarks from Ms. Maureen Greenwood-Basken, Wellspring Philanthropic Fund</li> </ul>
19:30 till late	<b>CLOSING DINNER, DANCE AND PARTY</b>