



ANNUAL CONVENING OF THE LEARNING COHORT ON PREVENTING VIOLENCE AGAINST CHILDREN IN EAST AFRICA

Learning from the **Western Uganda Bantwana Program:** **A Field-Based Experience**

Theme: “Advancing our understanding of social norms programming”

24th-26th February 2020
Fort Portal, Uganda



LEARNING REPORT PRODUCED BY IMPACT AND INNOVATIONS DEVELOPMENT CENTRE

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Learning from the Western Uganda Bantwana Program: A Field-Based Experience

Theme: “Advancing our understanding of social norms programming”

The 4th Annual Learning Convening, 2020, held in Fort Portal, Uganda, was jointly organized by:

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Impact and Innovations 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. IIDC is supporting a cohort of organizations in East Africa to implement evidence-based approaches to prevention of violence against children by developing, testing and validating violence prevention models.

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The Bantwana Initiative of World Education Inc, (WEI/B) is currently implementing the Western Uganda Bantwana Program (WUBP), a violence against children in schools and communities (VACiSC) project in Kabarole, Kyenjojo, and Bunyangabu Districts. WUBP is implementing a social norms approach to its program, addressing four social norms that were broadly generated from a knowledge, attitudes and practice (KAP) survey conducted at the end of Phase III to address VACiSC. WEI/B works with teachers, schools, children, communities and leaders to transform social norms to create positive shifts in violence prevention.

PARTICIPATING ORGANIZATIONS



Cohort organizations

Action Aid Tanzania
FAWE Uganda
HakiElimu
International Rescue Committee
Investing in Children and their Societies
Raising Voices
Women Fund Tanzania
Bantwana Initiative of World Education
Inc.

Government representation

Ministry of Gender, Labour and Social
Development
Ministry of Education and Sports
Fort Portal Municipal Government
Bunyangabo District Local Government
Kabarole District Local Government
Kyenjojo District Local Government

Technical and Advisory support

Wellspring Philanthropic Fund
CivSource Africa
Impact and Innovations Development
Centre
Applied Research Bureau Ltd
ICT Creatives

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List of Acronyms and Abbreviations

CCCW	Community Case Care Worker
CDO	Community Development Officer
COP	Communities of Practice
CRC	Child Rights Clubs
CSO	Civil Society Organization
CUG	Closed User Group
DAC	District Action Centre
FGD	Focus Group Discussion
GST	Good School Toolkit
ICS	Investing in Children and their Societies
IEC	Information, Education and Communication
IGA	Income generating activities
IIDC	Impact and Innovations Development Centre
IRC	International Rescue Committee

KAP	Knowledge, Attitudes and Practices
LC	Local Council
MEL	Monitoring, Evaluation and Learning
OVC	Orphans and Vulnerable Children
PPG	Positive Parenting Group
PSW	Para-Social Worker
RTRR	Reporting, Tracking, Referral and Response
SAM	Social Accountability and Monitoring
SDG	Sustainable Development Goal
SGS	Single Gender Sessions
VACiSC	Violence against Children in Schools and Communities
VAW	Violence against Women
VCCMC	Village Child Case Management Committee
VSLA	Village Savings and Loans Association
WFT	Women Fund Tanzania
WHO	World Health Organization

Introduction

- ▶ Validation and Consultative Meeting of the Learning Cohort
- ▶ Convening overview

VALIDATION AND CONSULTATIVE MEETING WITH THE LEARNING COHORT

The annual Learning Convening, now in its fourth year, brings together organizations working in East Africa to prevent and respond to violence against children (VAC) to review achievements and challenges, and to collaboratively reflect on key lessons learned with the objective of improving programming in practice. Following the end of the first 3-year phase of the learning initiative, an evaluation was conducted to assess key successes, challenges, gaps and opportunities.

Ms. Ashanut Okille, the evaluator of the Learning Initiative, shared key findings and highlights of the evaluation report with organizational staff including senior management, monitoring and evaluation personnel, field-based staff, programme managers, and donors. The meeting provided a participatory platform to guide the review and reflection process of key successes, learning gaps, challenges and opportunities to build a stronger learning agenda for the next strategic period of the Learning initiative.

Participant Discussions: **Refining the Learning Initiative**

- It is important to clarify the specific roles and responsibilities of IIDC as a learning facilitator to ensure partners understand what support is available.
- Identifying a collective learning theme/issue for the cohort for each strategic period can help build more focused learning activities and consolidate the learning agenda.
- The process of learning should incorporate both practical (action learning) and theoretical forms of learning.
- A standard learning mechanism should be adopted by all organizations that enables adoption of learning and captures/measures adaptations, lessons learned while supporting sharing throughout the learning cycle.
- Partner learning exchanges in different formats should be increased to support organizations to learn regularly and consistently from each other rather than in silos.
- Mechanisms are needed to verify that lessons learned are being adopted or adapted.
- It is important to create more flexible learning activities that nurture learning in different ways.
- Partners can gain more value by working together to develop joint proposals and collaborations.

INTRODUCTION: CONVENING OVERVIEW

As more programmes seek to foster norms that support positive behaviour, it is important to advance our understanding of social norms: what they are, how to measure them, how they influence behaviour and how to scale up normative interventions that show promise. During the convening, participants learned from the Western Uganda Bantwana Program (WUBP), which leverages the social influence of children, teachers, parents, and community members to address the underlying social norms that support, accept, or allow indifference to VAC. In 20 school-communities in Kabarole, Kyenjojo, and Bunyangabu Districts, the WUBP team showcased how it delivers contextualized, evidence-informed content at multiple levels through integrated and layered programming and curricula based on the INSPIRE framework.

Convening reflection questions

These questions provided context and a framework to guide and increase participants' understanding of social norms programming during the 3-day convening.



How can we identify and influence the social norms that contribute to VAC, particularly sexual violence?



How do strengthened response mechanisms contribute to sustainable prevention efforts?



How do we ensure that the ideas and perspectives of children, teachers, families, and community members are placed at the center of interventions?



How can we track progress towards social norms change using a social-ecological approach?

CONVENING OBJECTIVES

- Contribute to **identifying emerging lessons** from WUBP on using a social ecological lens within a social norms change approach to prevent and respond to VAC
- Reflect on the **contribution of VAC response mechanisms** in supporting and sustaining VAC prevention interventions
- Identify **strategies to ensure the ideas and perspectives of beneficiaries** are included in programme design
- Explore different paths to both **leverage and generate evidence** to prevent and respond to VAC

Convening learning format

The convening was delivered using a mixed-method approach that included experience-sharing from beneficiaries, panel discussion, guided presentations, group discussions and information, education and communication materials.

Opening remarks



Deogratias Yiga, Executive Director, IIDC

“We question and challenge ourselves in these safe spaces to encourage open sharing of interventions that aim to improve what we do to enhance our collective impact.”

Our focus this year on the work of Bantwana will provide us with ample time to deepen our understanding of their models as partners have previously observed that there is often insufficient time to explore the complexity of our interventions.

It takes boldness and humility to be willing to share models and approaches that may not yet be concretized and we commend Bantwana for their courage.

The depth and breadth of our work requires a multi-stakeholder effort, therefore we continue to be committed to working with government at all levels to ensure that we align our work to the global SDG 2030.



Krista Riddley, Programme Officer, Wellspring Philanthropic Fund

“Cohort organizations play a critical role in building the evidence base for VAC prevention which interfaces with government programmes, plans and policies that help children to thrive.”

We are excited to see the issue of violence prevention continue to gain national, regional, and worldwide traction through the targets in the Sustainable Development Goals and the INSPIRE package of seven evidence-based solutions.

Convening attendance profile

Executive Director
Country Director
Project Manger
Programme Manager / Officer
Advocacy and Communications
Sector Head Youth Programming
Monitoring, Evaluation and Learning
Programme Coordinator
Field Officers
Finance Manager
Media and Advocacy Manager
Technical Advisor
Principal Probations Officer
OVC Coordinator
District Mayor
District Education Officer
District Community Development
Officer
Chief Administrative Officer
LC V Chairperson
Inspector of Schools
Parenting Facilitator
Parasocial workers
Caregivers

Uganda has an essential role to play as a Pathfinder country to advance the five SDG targets related to ending violence against girls and boys.

Wellspring supports locally defined agendas to realize the rights of all children. Leadership is needed at all levels to scale up and increase uptake of promising VAC prevention strategies, especially by local and national governments.

Our collective aim is to generate learning and evidence to inform global national, regional and global policy and practice for the ultimate benefit of children.



Susan Kajura, Country Director, Bantwana

“We are always asking ourselves what causes change. In the development process we are trying to do to operationalize it so that what we are learning gets us to the centre of what we are doing.”

It is important to continually ask ourselves, our communities, and our children questions about what causes VAC. This has formed the foundation of our social norms programming and has improved and deepened our relationship with the community.

We also emphasize reflection on the co-process/cycle of prevention and response which we believe is a holistic approach as we explore how they intersect

Governance and power structures are important for our work especially local government like the Local Council Chairman because they legitimize our work and provide a platform for our outreach activities, fostering goodwill and adoption of recommended actions.

Government stakeholders like Lydia Wasula (National OVC Coordinator) are an important component of our work providing advisory services around questions like: *What does government perceive to be evidence? Lydia explains: Does it link and build government local systems? Evidence has to strengthen or improve what already exists. It also has to be confirmed by the beneficiary that it works.*



Lydia Wasula, National OVC Coordinator and national focal person for ending VAC, Government of Uganda:

“Development partners should focus on working within established government structures to strengthen and technically empower these structures rather than creating parallel initiatives. Working with district leadership builds sustainability because when projects close, government remains to carry on.”

Government of Uganda initiatives in preventing VAC: Summary of outcomes of the Ministry of Gender, Labour and Social Development VAC report:

- Several programmes around VAC prevention being piloted nationally based on the recommendations of the report
- Piloted some strategies from the INSPRE framework, e.g. Coaching boys into men and the 1 year pilot of Cognitive Behavioral Therapy, in Mityana district with TPO Uganda; they are now looking forward to a 5 year grant from WHO.
- Presentation of the final draft of the Child Policy to Government Senior Management in order to launch it on the Day of the African Child
- Mapping of child services available in the country so that we are able to see the gaps that exist and who the key actors are
- Started developing an early warning system to detect VAC before it happens (CDC, TPO Uganda and others are supporting this) to provide the necessary support to children as a prevention mechanism
- Reviewing VAC and VAW for integrated service delivery; consultations at national and regional level to develop a system that protects both children and women
- MGLSD piloted the parenting and social norms change project in Lira with support from Raising Voices and TPO Uganda
- Implementing the ‘No Means No’ for the girls within 6 districts including Kampala, Tororo, Mbale, and Wakiso.
- Strengthening social welfare workforce at sub-county level to support CDOs who are often overwhelmed; as a pilot recruited 72 social welfare officers to concentrate on cases around VAW and VAC
- Expanding the toll-free Child Helpline (Uganda is the only country in Africa where government is in charge of the helpline) which has been upgraded and now addresses both VAW and VAC cases, collecting data on both types of violence; now in 7 districts

Key recommendations

- Conduct region-specific studies of VAC drivers to develop more appropriate interventions
- Build partnerships with local government structures like CDOs, Probation Officers and CBSD for better synergies and linkages

The Changing Landscape of VAC: Strategic Programming Reflections

Deogratias Yiga, IIDC



Key drivers of change



- **SDGs:** Strong focus on goal Target 16.2 “end abuse, exploitation , trafficking and all forms of violence against and torture of children”
- **INSPIRE Framework:** For the first time, global actors have consensus on what works to prevent VAC - 7 strategies globally proven to work in preventing VAC; (INSPIRE is not the only framework working but its strategies were tested and evidence was provided).
- **VAC surveys** (show prevalence of major forms of VAC to guide evidence-driven programming and measure progress based on indicators)

► Learning: How should our programming respond to the current VAC landscape?

Target-driven interventions which should be linked to national VAC surveys/evidence

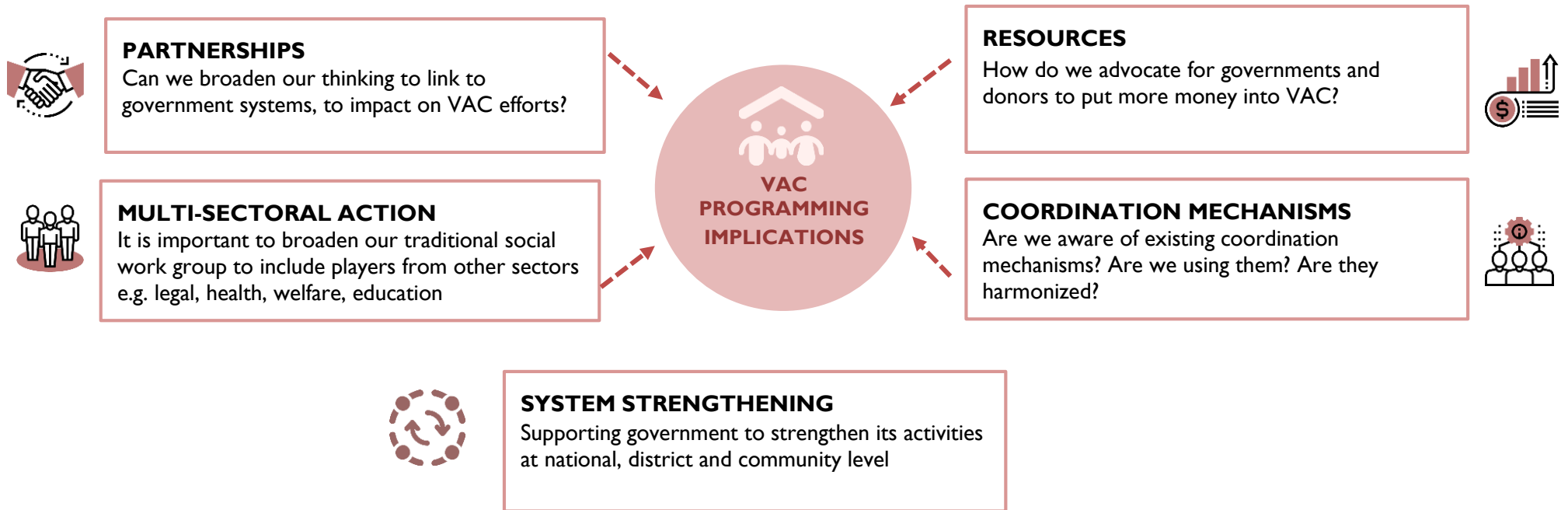
Evidence-driven programming- collecting and generating evidence as we are implementing (innovating and testing with a TOC, hypothesis and sharing with others or adapting an intervention to another context)

Scaling up beyond what worked from district to national level

Understanding the intersection between VAW and VAC and integrating interventions

Communities of Practice: How can we learn from people who are doing something similar and learn collectively?

VAC Programming implications



Transforming Social Norms to Prevent VAC

- ▶ **Shifting Harmful Social Norms Using a Socio-Ecological Framework**
- ▶ **Strengthening Response as Prevention: The Case for a Holistic Approach**
- ▶ **Social Norms Change: What are we Learning?**
- ▶ **Reference Group Social Network Analysis**
- ▶ **Bantwana field experience visits**

Session I: Shifting Harmful Social Norms Using a Socio-Ecological Framework

Christine Kizza, Project Manager, WUBP

Programme overview

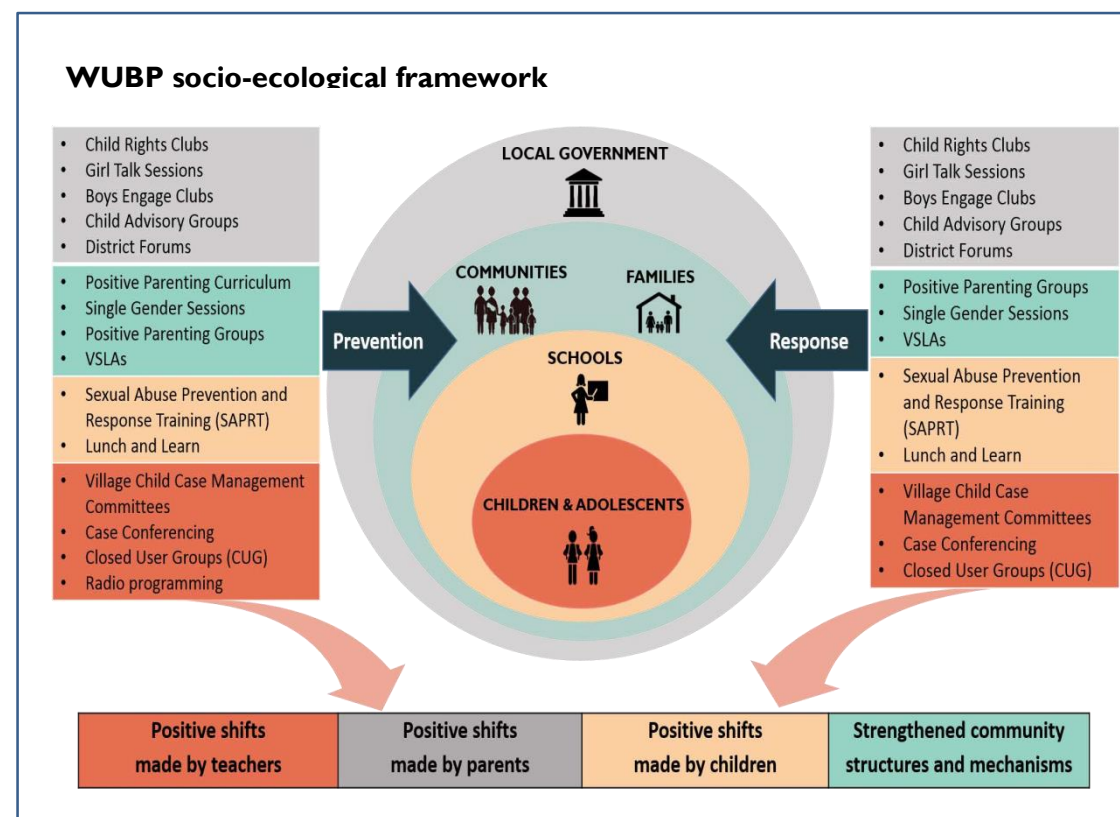
WUBP works with 20 school-communities in Bunyangabu, Kabarole and Kyenjojo in South Western Uganda to address VAC in schools and communities. In 2015, WUBP conducted a KAP study to identify social norms perpetuating VAC through focus group discussions with the teachers, community resource persons, local government officials and community members. The norms were then validated with key stakeholders.

Process: Integrating social norms into programming

- Reflections and consultation with the London School of Hygiene & Tropical Medicine (LSHTM) to clarify the difference between norms and beliefs
- Selection of social norms that could be shifted by activities
- Integrating social norms into activities and curricula

WUBP Models (Focuses on both prevention and response)

- Children (Clubs for awareness, Girl Talk, Boys Engage, District forums, Child Advisory Board)
- Teachers (Sexual Abuse Prevention and Response Training, Lunch and Learn)
- Caregivers (Savings Groups layered with positive parenting)
- Community members (Village Child Case Management Committees, Case Conferences, Closed User Groups)



Emerging evidence for social norms shift for the WUBP programme

SOCIAL NORM	SHIFT IN THE SOCIAL NORM
Respectable girls do not experience sex before marriage (victim blaming)	Shift: Greater understanding by children and teachers that girls should not be blamed for sexual relationships given unequal power dynamics. Parents understand the role of power, but mixed beliefs about who is responsible.
To be considered a man by his peers, and male relatives, a boy needs to have sex	Generally children do not believe boys need to have sex to prove manhood, but boys still feel pressure. Teachers and caregivers have mixed beliefs about concept of boys proving manhood through sex.
Girls who have unmet basic needs are expected to look for a man to care for them	Children, teachers and parents acknowledge the pressure girls face to find men to support them; however, they still blame girls for their behaviour.
Parents who allow children to speak up are considered weak	Study does not show much change, but feedback from parents shows positive change. Parents struggle to address sexual issues with children.

Lessons learned

- Social norms transformation is a long-term process and difficult to measure especially when addressing multiple norms around multiple groups. E.g. what indicators will show that we have made enough progress?
- Social norms must be contextualized to ensure a shared understanding with communities.
- Use the right mix of tools and resources, approaches to measure change



Experience sharing from the community

Lule Richard, Case care worker and Parenting Facilitator, Hibaale Primary School plays a critical role: creating awareness on child rights in the community, parent training, managing non-statutory cases like child neglect, school dropout, referrals to the CDO and participates in subcounty case conferences. *“We have resolved many cases but some parents fear going to the police or they want money so they negotiate with perpetrators of VAC.”*

Basaliza Christopher Jolly, Head teacher, Butiti Primary School, identifies teenage pregnancies, corporal punishment and neglect as the most common forms of VAC. The school uses clubs, and Lunch and Learn sessions to engage students and teachers on violence-free schools which has increased school attendance and parent involvement in their children’s education. *“Children are now reporting cases freely and many of these are managed at the school. However, enforcing positive discipline is not easy and some cases take a long time to be resolved.”*



Margaret Kaboneke Amooti, Nyakagongo East Division, Fort Portal Municipality, is a caregiver who was trained in positive parenting skills by Bantwana due to the challenges she was facing in solving problems with her children.

“After the training, I applied the anger management skills I had learned, and I also began to spend more time talking and listening to my children. Together, we set home rules and a timetable for play and for work. We also taught them good morals from the Word of God. I was then enrolled in a savings group with other caregivers. My children are also now saving money from the sugarcane and bananas that they plant. We can now meet our needs at home and we understand each other”, says Margaret.

Left, the Village Loans and Savings Association for caregivers that Margaret (in green sweater) belongs to, meets weekly to review their contributions and collectively solve parenting problems that may expose children to VAC.

Insights: Question and answers on social norms programming

1. What social norm was addressed by the programme through the different stakeholders?

- E.g. social norm: *a boy must have sex to be considered a man*: We use SAPRT with the teachers who are expected to be parents and counter this negative norm by explaining that power should not be abused to satisfy a specific norm.

2. Are all these interventions implemented in the same community?

- The interventions are clustered across the communities. However, they are integrated to ensure that the same messages are heard by all stakeholders.

3. How does your work of case management affect your relationships with your neighbours since you live in the community?

- The work is challenging especially when the people are well-known to me; when cases are sensitive and the people are known to me sometimes I act as a whistle blower and refer the cases to a field assistant or to law enforcement. As a case care worker, I was oriented on how to use the toll free line 116 so some cases are reported through it.

4. How was parenting training implemented?

- Positive parenting adopted the Sinovuyo curriculum and adapted it to fit our own context; parents are encouraged to take lead roles in nurturing their children and providing for their basic needs.
- Parents must attend the parenting training in order to join the VSLA. During the parenting training parents become aware of the need to save money for OVC support.

5. What interventions target the police and other law enforcement organs?

- Mentorship, coordination and technical support during case management.
- Radio programmes where key stakeholders are invited to discuss issues e.g. CDOs, children, law enforcement, etc.

6. How do you integrate social norms and behavioural change aspects?

- Sanctions, reference group, rules are all viewed in terms of how they affect VAC and this is how we develop positive norms through reflection sessions which encourage alternative behaviour e.g. respecting girls; we target multiple actors with the same message to nudge social norms.

7. Who leads the norms shift?

- All stakeholders at different levels play a great role. For example, teachers in schools, government officials, parents and caregivers drive social norms shift.

8. Do communities understand and appreciate social norms?

- Yes. For example, the disciplinary committee in schools has been strengthened in handling children's behaviour through the VCCMC training. It helped them to understand their roles.

Learning from reflection

- At what point do the various layers of interventions meet to intersect with social norms and cause a shift in behaviour?
- Gender is central to social norms change - gender constructs, gender roles (motivation, reflection, action) - these teach us to reflect on what should happen
- Community involvement in shifting social norms; how do communities understand social norm behaviour? You have to keep talking until you find a common ground.
- It is important to bring all the heads around the table, researchers; social norms paper-conceptual piece and ground it in our own understanding.
- How will the community structures continue without the project? Motivation of key stakeholders, 'the momentum gathers itself'.

Session 2: Strengthening Response as Prevention: The Case for a Holistic Approach

Willington Sekadde, WEI/Bantwana Program Manager

Overview: Why both prevention and response must be integrated for VAC interventions

- Intensive prevention efforts ultimately demand a strong response system, therefore prevention cannot work in isolation. There is an intersection which creates a powerful avenue for disrupting the cycle of abuse.
- Governments and donors are increasingly focusing on coordination of actor interventions and a multisectoral response.

WUBP VAC Prevention and Response Framework

PREVENTION

Strengthening school & community platforms to create awareness, skills and actions to disrupt harmful norms

Case trend analysis and follow up actions



Increased reporting & community intervening for VAC

RESPONSE

Building case management skills & referral networks among actors

Case conferences

Village Child Case Management Committee

Closed User Group



The school is the entry point for the WUBP prevention and response framework, building skills of teachers to set up safe environments and non-violent discipline, identify cases, provide counselling and jointly resolve issues with other VCCMC members. Students are taught about their rights and oriented on the referral pathway for case management.

Integrated interventions to prevent and respond to VAC: Village Child Case Management Committee, sub-county case conferences, closed user groups

► VCCMC

The prevention-response dual strategy is supported by the Village Child Case Management Committee comprising 7 members from school and community (para social worker, teacher, LCI, member of the school management committee, teacher, village health team member, religious leader) who meet regularly to discuss VAC cases arising from school and other communities or those identified from other intervention platforms (single gender sessions, parenting, lunch and learn). The VCCMC support the community to follow up cases using a 7-step case management process. The CDO, together with the school and community, select members of the VCCMC who are then trained in key child protection issues and case management.

► Sub-county case conferences:

Jemmie Kakungulu, Community Development Officer, Busoro sub-county, Kabarole District,

The sub-county case conferences are monthly meetings hosted by child protection officers at sub county level to discuss VAC cases at the sub-county. They are attended by law enforcement, legal officers, local government representatives, health personnel and civil society partners. VCCMCs participate in these conferences by documenting and presenting VAC cases. The conferences provide the following benefits:

- Sub-county case conferences build the multi-sectoral coordination approach due to the involvement of multiple actors.
- Cases are also referred to the District Action Centre (police, courts, DHO, DEO, CSO partners, Resident State Attorney)
- Improved referral pathway

► Closed User Group:

Neckvilleus Kamwesigye, WEI/Bantwana, Sector Head, Case Management

- Partnership with telecommunications network provider as part of their corporate social responsibility; free in-service phone network linking together district and community structures
- Facilitates easy communication for multi-sectoral coordination and flow of information around cases, improving timely response



Case conferences are an effective platform for a coordinated and comprehensive response to VAC case management as they bring together resources and skills of multiple stakeholders including community resource persons, local government authorities (police, legal, and health) and civil society partners.

- Linked to child helpline – CCW can call Probation Officer immediately when a case arises; supports monitoring of closed cases, disrupting child marriages, monitoring school attendance; prevents recurrence of abuse
- Multi-stakeholder response results in joint visits to the home where the abuse is happening

KEY OUTCOMES FOR VAC PREVENTION AND RESPONSE

VCCMCs are mobilizing communities to take action around VAC hotspots leading to early warning interventions that address risk factors.

Community whistleblowers are reporting more cases rather than ‘burying’ them, which has reduced child abuse.

Capacity building of child protection actors including para social workers and local government

Improving the design of evidence-based interventions due to information provided in case summaries e.g. nutrition and feeding programmes; school fees support.

Joint support supervision to schools and communities (CDO, police, DHO, CSO partners)

Community-led actions to address child protection issues e.g through VSLA

Increase in VAC reporting
56 cases reported to school patron
 vs. **214 cases** reported to VCCMC

CRITICAL LESSONS FOR VAC PREVENTION AND RESPONSE

Community watchdog structures must be present at the lowest level in order to measure progress achieved. This provides useful data for improved programming.

Building trusted relationships removes duplication of work and resources and improves coordination; however, it takes deliberate effort and time.

Communication and coordination are key; CUG enables response in real time while case conferencing provides coordination and leverages authority and influence of district and community leaders.

Insights: Question and answers on VCCMC, CUG and Case Conferencing

1. How do you address the issue of continual transfer of teachers and local government officials like the CDO who have been trained in the different interventions?

- This is a standard government recruitment process and the teacher or government personnel takes the knowledge and skills to a new school or community, which we believe is beneficial for disseminating the message of VAC prevention.
- Action plans are provided during the DAC meetings which can be followed up by the other different stakeholders who remain during transfer processes.
- As a project, we were intentional about focusing on and building the skills of those who are not going to be transferred e.g. the LC and the parents.

2. How do you prevent conflict during contentious activities like cultural activities that pre-dispose children to violence e.g. child marriages?

- The process is professionally managed with a multi-sectoral concerted effort – police, child helpline, local government and it is conducted within the law for the best interests of the child.

3. How are referrals tracked?

- Action plans are developed for different stakeholders who provide feedback and act on the case together (case conferences)
- Coordinating with local leaders like the LC
- Village referrals using the CUG-encourage community partners to follow up cases with phone calls

4. Where does government see opportunities for continued coordination?

- The VCCMC is a customization of the Reporting, Tracking, Referral and Response guidelines provided by Government of Uganda, which helps in case management. Therefore, government is happy that it is being used in communities.
- Opportunities: Bantwana is part of the Inter-sectoral VAC committee coordinated by MoES and MGLSD - we are learning from our partners to also pilot these interventions. For example, a similar approach has been endorsed as a pilot in Karamoja.

Session 3: Social Norms Change: How are we Learning?

Elizabeth Tusiime, WEI/Bantwana Monitoring and Evaluation Officer

This session provided key insights into the different strategies for building evidence for evidence-based programme interventions at WEI/Bantwana.

Guiding Principles

- Use multiple sources of data (VAC data: national, community, school & programme level. E.g record books, progress reports, survey reports)
- Qualitative and quantitative data (KAP survey, pre & post-tests, annual surveys)
- Use externally (commissioned studies) and internally generated data
- Triangulate findings with the key stakeholders
- Results framework refinement through an iterative process
- Incorporate feedback from stakeholders and staff through participatory processes
- Use the learning to guide implementation

Using programme monitoring data to fine tune our interventions: Key examples

- Promoted clubs in schools to engage more boys by providing sports equipment which increased boy enrolment by 8%
- Relocated parenting training sessions from remote areas to locations nearer the community which increased completion rates by 20%

KAP Surveys

Administered to children and parents: Support refinement of interventions by addressing knowledge, attitudes and practices related to child protection issues

Pre/Post Test surveys (Parenting)

- 64% parents can identify early warning signs of abuse; post-test after parenting groups it was at 89%
- 67% included children in family budgeting to meet basic needs; post-test 93% involved children

Stakeholder Review Meetings (Teachers, head teachers, CDOS, CFPU, Police, parenting facilitator, case care workers conducted in local languages)

- Roundtable discussions to review, validate and receive feedback on the progress of the project in schools and communities

Reflection questions

1. Are we collecting the right data to capture social norms change?
2. How do we better align program data into national systems?
3. How do we balance the mixed methods (quantitative and qualitative) to generate data around social norms change?

Session 4: Reference Group Social Network Analysis

Paul Bukuluki, Applied Research Bureau

WEI/Bantwana commissioned a study to:

- Identify reference groups for a) caregivers and b) teachers on identified social norms
- Assess the functionality of positive parenting groups and lunch and learn sessions
- Assess the extent to which materials/tools utilized by WUBP team are aligned to the social norms approach.

► **Key finding: Senior woman and man teachers and head teachers occupy several central positions that are critical to social norms change in the networks; they are able to sanction rewards and punishment. Therefore, interventions should focus strongly on them.**

Other findings:

- Reference groups need to be engaged when designing programme interventions in order to ensure that change happens; interventions need to consider the child in the context of their environment which is determined by many actors.
- Reference groups are not static; they are dynamic and their power and influence also fluctuate
- Prevalence of a norm is not necessarily a sign of its strength
- People-led social norm change is key

Key observations

1. It is better to identify a few norms and focus on shifting those.
2. Amplifying positive norms increases positive behaviour.
3. There is strong interconnectedness between what happens in schools and what happens in communities.
4. Social norms are context and location specific e.g. religious leaders did not emerge as influencers in this region, this might be different in another region.
5. Positive messaging is more powerful than negative messaging.

Key terminology

Reference group: Individuals whose behaviours and opinions influence choices and behaviours expected around a specific norm.

Reference group social network: Comprises individuals whose behaviors and opinions matter to one's choices.

Social Network Analysis examines patterns of connection/relationships around a small sample of children ('Egos') and the people who make up the social network (or 'Alters') in order to explore how norms in relation to VACiSC are influenced by networks.

Session 5: Learning from Bantwana Field Visits

Field visits provided an opportunity for participants to observe Bantwana sites where prevention and response interventions are implemented.

SITE DESCRIPTION	INTERVENTION	HOW IT HELPED PREVENTION & RESPONSE TO VAC	HOW INTERVENTIONS CAN BE STRENGTHENED
<p>Mpumbu Primary School – government aided; 394 boys and 425 girls; 16 teachers</p>	<p>Lunch & Learn cascades sexual abuse prevention and response to teachers through trainings facilitated by teacher peer leaders who have received prior orientation on sexual violence against children</p> <p>Comments placed in the suggestion boxes are also reviewed during these sessions</p>	<ul style="list-style-type: none"> • Attitude change of teachers towards corporal punishment and other forms of violence • Teachers equipped with counselling skills to address VAC cases including manuals to guide them • Teachers applying learning in their own parenting skills (so they become the community resource) • Teachers have become role models to students • Leads to early detection of VAC especially where there are cases of child neglect 	<ul style="list-style-type: none"> • Exchange programs/training • Mapping safe spaces within the school • Refresher intensive training for teachers • Inclusion of parents in the program on school open days • Communication strengthening e.g. through radio talk shows • Training teachers and caregivers together in parenting (teachers-caregivers VLSAs) • Peer leaders training
	<p>Boy talk sessions engage boys to participate in preventing and responding to sexual violence with sessions led by senior male teachers</p> <p>Peer leaders are also selected from the pupils leadership committee to assist in boy talk sessions</p>	<ul style="list-style-type: none"> • Increased awareness of bad behaviour e.g. bad touches, indecent language and exposure to pornography • Boys are more aware of their body changes and are confident on how to deal with them • Platform & space spaces for boys to express themselves on sexuality • Clarity on reporting points and where to seek help • Teachers have been trained and this promotes trust with children 	<ul style="list-style-type: none"> • Outsource local guest speakers to talk to children (guidance and counseling sessions)

SITE DESCRIPTION	INTERVENTION	HOW IT HELPED PREVENTION & RESPONSE TO VAC	HOW INTERVENTIONS CAN BE STRENGTHENED
<p>Nyakagongo Parish in Fort Portal Municipality, Kabarole District has been working with WUBP for the last 3 years within the schools and for 2 years with in the community.</p>	<p>Positive parenting groups support caregivers to collectively reflect on the welfare of children and build positive relationships in homes, schools and communities.</p> <p>The sessions have guided topics that are conducted by trained facilitators.</p>	<ul style="list-style-type: none"> • Parents developed anger management skills, which improved spousal relationships and positive discipline • Increased awareness and knowledge on roles and responsibilities of parents caregivers through drama series on CDs • Joint actions and engagement of local leaders and structures on VAC • Community watchdogs - Parents are now child protection actors e.g. preventing child labour in sand quarries 	<ul style="list-style-type: none"> • Reinforce male engagement in parenting sessions • Strengthen experience sharing platforms for children • Listening, regional radio programs • Psychosocial support and skilling of parents and caregivers, and facilitate support groups with specialized knowledge
	<p>VLSA caregivers started this group following a budgeting and savings session delivered within the parenting curriculum. The urgent need to cater for their children’s basic requirements and to stay together as a group motivated them to start collective savings.</p>	<ul style="list-style-type: none"> • Savings support them to meet OVC needs to reduce sexual violence especially for girls • Increase in household income helped reduce conflict, violence, and enabled provision of basic needs • Financial literacy improves socio-economic status and establishing IGAs • Group solutions, for example, caregivers include children in family budget discussions 	<ul style="list-style-type: none"> • Opening bank accounts for the groups to support access to government programs • Consider mobile banking platforms for groups e.g. in Tanzania - helps to improve the loans recovery process
<p>Bucuni Primary School in Kyenjojo District. 383 boys and 455 girls with 14 teachers</p>	<p>VCCMC brings together schools and community resource persons to conduct discussions on prevention & awareness of VAC and to support the process of identifying, referring, and following up any persistent cases of abuse.</p>	<ul style="list-style-type: none"> • Proactively engages the community to report and respond to VAC • Integration of CUG improves communication & coordination of VAC cases • Expansion of networks within their framework, e.g. there are peer girls to support other girls • Suggestion box was introduced to express views on VAC that are hard to share publicly 	<ul style="list-style-type: none"> • Document challenges and develop solutions together • Increase the number of community dialogues • Dialogues should be guided by issues emerging from the community • Representation of children on VCCMC for specific cases

SITE DESCRIPTION	INTERVENTION	HOW IT HELPED PREVENTION & RESPONSE TO VAC	HOW INTERVENTIONS CAN BE STRENGTHENED
	<p>Girl talk clubs are specifically designed to offer spaces and avenues for more participation of girls in increasing self and group awareness about VAC.</p>	<ul style="list-style-type: none"> • Girls empowered with life skills e.g. assertiveness, making reusable sanitary pads • Knowledge on prevention of VAC – puberty and dating are discussed • Menstrual hygiene package has increased girls’ retention in school with improved academic performance • Increased enrollment of children because community has embraced girls’ safety in schools • Use of alternative discipline measures • Teenage pregnancy has reduced in the last 3 years. Dropped from 8 cases to zero. 	<ul style="list-style-type: none"> • Ensure that what girls learn is passed on to caregivers • Strengthen the participation of children in decision making • Create a platforms for boys and girls to have joint sessions • Ensure sustainability by working with partners within the community
<p>Kitumbu village is one of the WUBP learning sites. WUBP has supported positive parenting groups and village savings and loans associations in Kiryantama</p>	<p>Single gender sessions target gender-specific parenting discussions that later feed into the harmonized collective positive parenting groups.</p>	<ul style="list-style-type: none"> • Anger management strategies to improve conflict resolution at home • Safe environment at home through VSLA activities for better incomes • Increased community awareness - caregivers now act as vigilant watchdogs reporting VAC perpetrators • Strong linkages with government structures like the probation officers • Strong networks at different levels e.g. Community Case Care Workers receive cases from parents and report to relevant authorities • The intervention is in line with reporting, tracking, referral and response (RTRR) guidelines and INSPIRE strategies 	<ul style="list-style-type: none"> • Involve other relevant stakeholders, actors like the health sector to address key family care practices, police • Integrate growth and development sessions to positive parenting (SRH education) • Continuously popularize the referral pathway • Strengthen case management and documentation e.g. development of simplified IEC materials • Livelihood support skilling and linking to marketing opportunities • Linking to credit opportunities • Mixed gender action planning at the end of sessions

Success stories:

Two children, neighbours, 6 and 10 years old, were increasingly disrespectful to their parents and often run away from home. Their parents enrolled in the parenting sessions and learned new skills to engage their children more productively. They were able to have discussions with their children, encouraging them to support household chores and become more disciplined which improved the children's behaviour.

A group member who had never saved before learned about savings and was able to support her child in boarding school until she successfully completed Primary 7 with good grades to proceed to secondary. The group member also used some of her savings to buy a cow to supplement feeding at home.

In one home, a 10-year-old boy was influenced by his peers to leave his home to go and work in the sand quarries. The mother raised the issue of child labour with the local council chairperson and together they visited the sand quarry owner and jointly agreed that no children would be allowed to work in the sand quarries. The 10-year-old eventually returned home.

One of the five men in the group is a truck driver who benefitted from the VSLA when he needed to renew his driver's licence and was able to borrow the money from the group. He also encouraged his wife to join the VSLA where she learned about conflict resolution in the home. Her husband says that since she joined the group, 'she is a new bride' because of her improved behaviour. Both the husband and wife are happy that their relationship has improved because of the VSLA.

The group is inclusive and has supported the disabled to access loans. One of these members is a widow and the primary caregiver for her two children; however, she sells firewood for a living and always pays back her loans on time, setting a good example for her peers.

CLOSING REMARKS

The convening closing remarks were made by Deogratias Yiga, Executive Director, IIDC, who expressed gratitude to participants for engaging in fruitful discussions around prevention and response to VAC; to Bantwana for opening up their work for critical reflection and to the Government of Uganda, particularly, Kabarole District, for supporting the interventions and hosting the convening.

Janet Barry, Technical Advisor, WEI/Bantawana, noted that the convening was enriching as it illustrated the value of a rich safe space in which to discuss critical interventions that would enhance VAC programming. She also noted the great opportunity of building on what the Government of Uganda is already doing to ensure children's rights are not violated.

Beatrice Tibekanya, District Education Officer, Kabarole District, reiterated government's commitment to incorporate the field evidence and new insights into government programmes and increase engagement with schools and communities to improve programmes efficacy with particular focus on encouraging male involvement in VAC prevention efforts.

ANNEX I: Photo spread of the convening





ANNEX 2: Participants - Learning Convening on Preventing Violence against Children in East Africa – Bantwana Field Experience: 25th and 26th February 2020

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