

PROVING AND IMPROVING RESULTS

The Journey To Scaling Up Violence Against Children Prevention Interventions In East Africa

27 – 29 June, 2022

IMPACT AND INNOVATIONS
DEVELOPMENT CENTRE

Arusha, Tanzania



The Learning Partner

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PARTICIPATING ORGANIZATIONS



Host: 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-centered approach to maximize the impact of development programmes. It is a regional technical assistance organization that supports non-profit organizations to develop programmes that are effective and sustainable.



Co-host: HakiElimu

HakiElimu was founded in 2001 with an aim of conducting critical research, policy analysis, and advocacy and it thus collaborates with a diverse set of partners and networks to advance common interests and social justice in Tanzania. HakiElimu takes a human rights-based approach to education, emphasizing equity in both access and quality of education.

Supporters



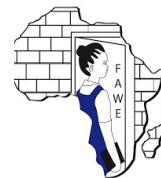
Participating Government



The United Republic of Tanzania

Participating organizations in the Learning Cohort on Preventing VAC in East Africa

HakiElimu, Raising Voices, Women Fund Tanzania Trust (WFT), Investing in Children and their Societies (ICS), Forum for African Women Educationalists (FAWE) Uganda, Transcultural Psychosocial Organization (TPO), Bantwana Western Uganda Program and Action Aid Tanzania



ACRONYMS AND ABBREVIATIONS

P-VAC	Preventing Violence Against Children
RCT	Randomized Control Trials
VAC	Violence Against Children
GST	Good School Toolkit
FGM	Female Genital Mutilation
RRPs	Regional Resource Persons
GPS	Global Positioning System
VACPCs	Violence against Children Prevention Centers
RRPs	Regional Resource Persons
JCs	Junior Councils
NOISE	Needs, Opportunities, Improvements, Strengths and Expectations.

I. INTRODUCTION AND BACKGROUND OF THE LEARNING CONVENTION ON PREVENTING VAC IN EAST AFRICA

In 2016, a group of child protection organizations operating in East Africa, formed a collaboration--*Learning Cohort on Preventing VAC in East Africa*, to learn from each other, strengthen interventions and communicate results from their program work on preventing Violence Against Children (VAC) in East Africa. This was inspired by the global momentum to measure progress in eliminating VAC as guided by the Sustainable Development Goals and the global INSPIRE strategies for ending VAC.

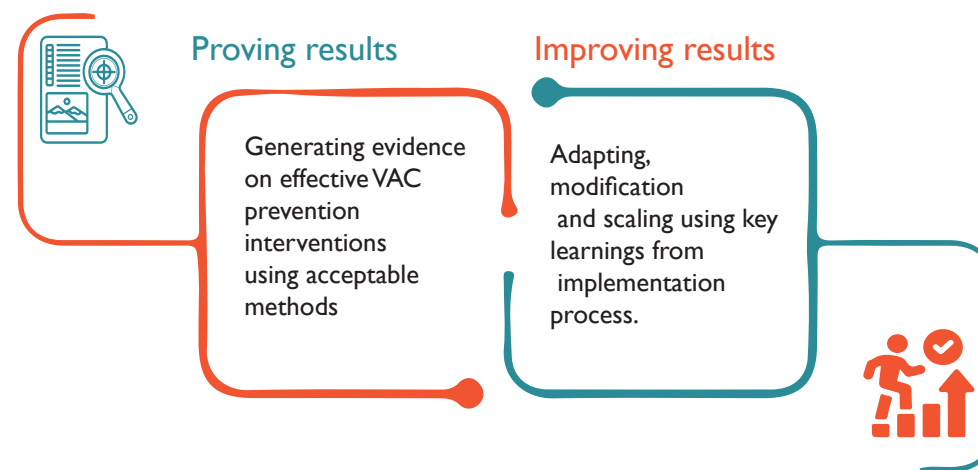
By 2015, up to 1 billion children, globally, aged 2–17 years had experienced physical, sexual, or emotional violence or neglect. At the same time, the surveys that had been conducted in East Africa (Kenya-2010, Tanzania-2009, Uganda-2018) showed that VAC remains a key challenge in the region.

To enhance the effectiveness and long-term impact of their interventions, the Learning Cohort committed to a learning and improvement process in VAC programming. As part of the learning process the partners focused on generating evidence that can facilitate authentic articulation of their contribution to addressing VAC in East Africa, as well as support an evidence-based shift towards scaling up impactful programmes.

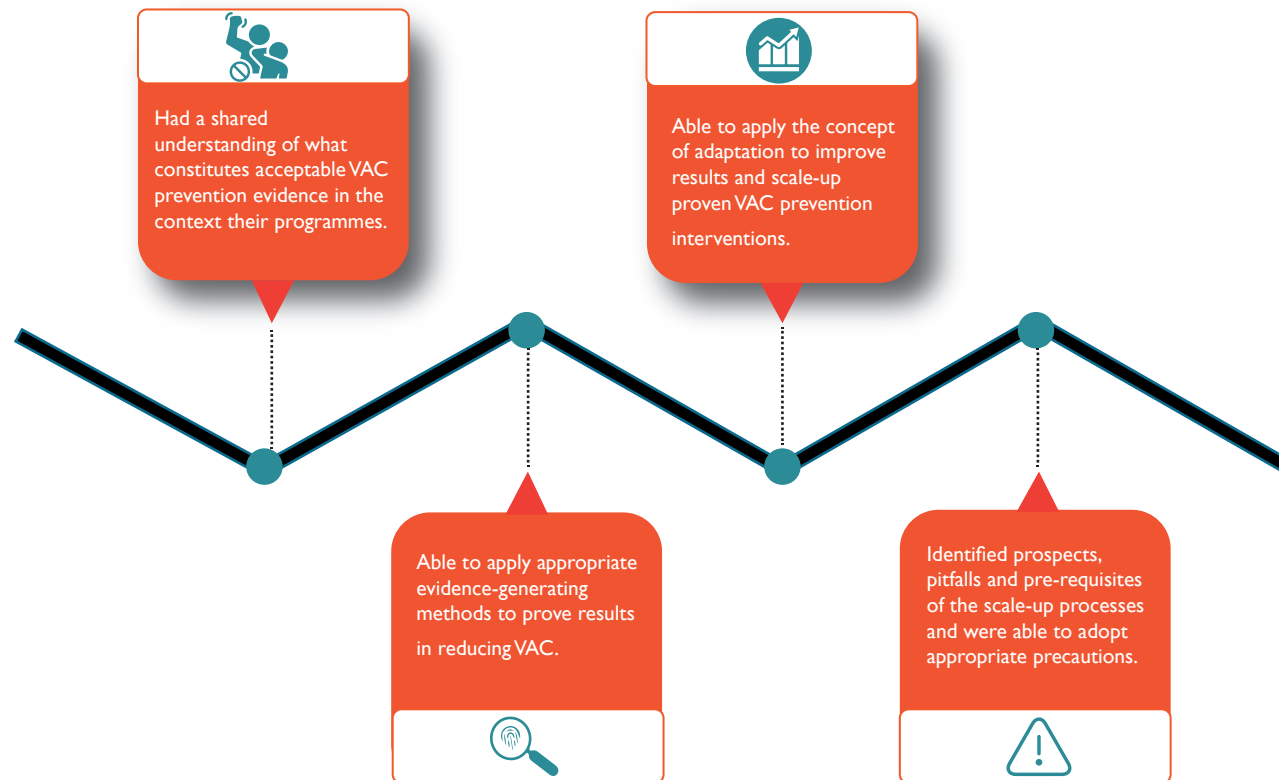
Annually, the Learning Cohort on preventing VAC in East Africa holds annual learning convenings for partners to reflect on trends and solutions in preventing VAC. In June 2022, the group convened to learn about the journey of evidence generation, the concept of learning, adaptation and scale up, and how these programmatic strategies impact on results in preventing VAC. The learning convening was held under the theme: “*Proving and Improving*

Results. The Journey to Scaling-up VAC Prevention Interventions”. During the convening, there was special focus on the learning experience of HakiElimu an organization that is strong in evidence generation and advocacy related to preventing VAC. There was also a platform for other organizations to share their journeys related to generating evidence and adapting interventions in order to produce better results to scale up their proven programs.

The convening demonstrated participating organizations into more measurement, evidence and results oriented in their approach to VAC programming. The convening was framed around two key strands namely:



At the end of the learning convening, participants:

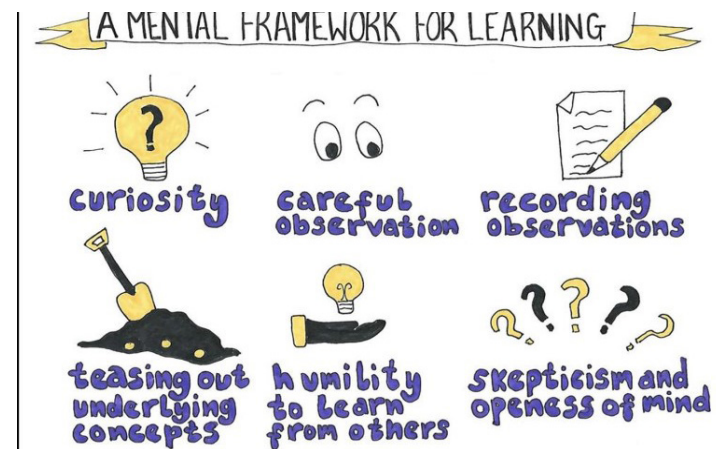


2. METHODOLOGY

The design of the convening was inspired by the mental framework for learning which underlines learning components that include curiosity, careful observation, recording observations, teasing out underlying concepts, humility to learn from others, skepticism and openness of mind.

At the start of the convening, the moderators made several remarks that highlighted that the convening was mainly attended by partners in the learning cohort (who view each other as a family).

The convening was a safe space to share as much detail to support each other to learn and improve practice.



The following methods were used to ensure that participants share knowledge, apply themselves to what they have learnt and also take away lessons for further reflection:



The learning convening booklet which included information about the different learning sessions, bios of the presenters, learning / reflection questions, space for writing personal notes and the list of participants with their email contracts to enable participants to connect with each other during and after the convening.



Input power point presentations



Panel discussions



Group discussions / Break away sessions



Field visit



Plenary question and answer sessions



Meet and greet session to help participants to connect and know each other

The convening was moderated by Ms. Samalie Teera Lutaaya, Head of Programs at IIDC and Ms. Ellen Otaru, Quality Assurance Coordinator at HakiElimu.

3. CONNECTING AND KNOWING EACH OTHER

As part of the learning methods, the session of self-introductions/connecting and knowing each other was designed in form of an exercise that enabled participants to identify persons with unique experiences that they could learn from during their one-on-one interactions. The moderator asked the participants to move around the room to fill out a form that required them to write down names of participants from different categories as listed on the form. Later on, during the introduction session, names of persons whom participants had identified under each category were read out loud for recognition.

Below is the summary of the unique categories of some participants:



Have been or are board members of any organization.

There were 15 out of the 69 participants under this category. These were identified so that others could learn from their experience of serving as board members which is one of the highest governance structures within an organization.



Working as government officials or have ever worked with government for at least five years.

There were less than 10 participants in this category. These were identified so that others can learn from their perspectives of government strategies for coordinating actors and measuring national progress in preventing VAC. It also gave an opportunity to the participants to find a way to collaborate with the government through these officials.



Locked in a foreign country or place outside their duty station during the COVID-19 lock down.

Only two participants fell under this category and they narrated how they had travelled to Malawi for a one-week training and following the Covid outbreak, they spent five months in Malawi before returning home. Participants connected their story to perseverance in VAC prevention.



Have studied physics or Chemistry in A-level and now currently working in the child protection sector.

11 participants out of 70 fell under this category and were identified in order to learn about their most satisfying experience working in the Child Protection sector.



Are attending the learning convention for the first time.

This category comprised the biggest number of participants (more than 50%). These were identified to learn about their perspectives on being learn-oriented.

4. REMARKS AND OFFICIAL OPENING OF THE CONVENING



4.1. Welcome Remarks from IIDC

Deogratias Yiga, Executive Director, Impact and Innovations Development Centre(IIDC)

Mr. Deogratias Yiga appreciated participants for taking off time to

connect, co-learn, and share their experiences in the learning convening. He thanked the Government of Tanzania for hosting the convening in the city of Arusha and HakiElimu the co-host of the convening for the great preparation and organization. He highlighted the theme “*Proving and Improving Results: The Journey to Scaling-up VAC Prevention Interventions*” which would help participants to reflect on their journey and progress in addressing VAC in their countries.

He briefly shared about his 25-year journey of practice in the field of VAC which has been largely inspired by his reflections on driving change and impact in communities.

In his career, Yiga has been privileged to work with parents and children in ending issues of violence against children. He also worked in Addis Ababa at the headquarters of the African

Union and coordinated the work of the African committee of experts on the rights and welfare of the African child. It is from these experiences that he recognizes the frustration of trying to cause change at the higher structural levels. He appreciated that the people at the grassroots had a better experience because they are able to see and touch the lives of children directly.

He reminded participants that since 2016, the learning cohort together with their partners in respective line Ministries had explored ways and means of making work more impactful in redressing the unfortunate reality of VAC within their countries. This work will be strengthened if actors appreciate that financial, time and human investments in VAC prevention work need to be based on rigorous analysis and understanding of the problems that should be addressed, and tested solutions that have a potential to make a difference.

Although organisations will find it challenging, accountability obligations require that actors are able to measure and articulate the

change that they so boldly promised to their stakeholders especially their target groups who more than anyone desperately need this change.

Yiga emphasized that two heads are better than one and learning never ends. He requested participants to utilize the opportunity to learn from each other, to become more intentional and energetic in their planning for the wellbeing of children and eventually contribute towards ending VAC within their communities.

On behalf of IIDC, Yiga expressed gratitude to all their partners in the journey of generating and sharing knowledge, skills, models and lessons.

He concluded his remarks noting that “Violence Against Children is preventable and achievable in our lifetime”.



4.2. Remarks from the Co-Host - HakiElimu

Dr. John Kalage, Executive Director, HakiElimu

John Kalage thanked IIDC for trusting HakiElimu to organize the 6th learning convening in Tanzania. He promised all participants that their stay would be very productive and informative

around research for VAC.

Kalage explained that HakiElimu is a well-respected learning organization in Tanzania due to its focus on research and evidence-building and during the convening, participants will have had an opportunity to see the organisation's work through the field visits to HakiElimu's intervention sites and the different presentations made by its team.

HakiElimu is one of the organizations that are trying to make Tanzania an open democratic country with quality education for all. From HakiElimu's mission and vision, there are some very important outcomes that show what they would want schools to become and how they would teach the children in the 21st century.

During their strategic planning process, the organisation discovered that schools were not safe places to be based on a research by UNICEF. There was also evidence of brutality in schools including one media report where a teacher in Kagera, Tanzania beat a child

to death in the guise of disciplining them. This was an awakening call for HakiElimu to work towards change in schools to prevent violence against children.

HakiElimu then decided that for their next Strategic Plan (2022-2026) prevention of VAC would be one of their top priorities. However, the organisation needed help and expertise from other organisations with experience and evidence in preventing VAC in schools. This was the reason why they joined the Learning Cohort on preventing violence against children in East Africa.

Dr. Kalage encouraged the participants to enjoy the famous sites of Arusha including one of the 8 wonders of the world – Ngorongoro Conservation area, Serengeti National Park, Lake Manyara National Park, Olduvai Gorge, Tarangire National Park, Mount Meru and the Arusha National Park. as well as view peaks of Mount Kilimanjaro.

4.3 Remarks from the Supporters



Catherine Mugabo, Associate Advisory, CivSource Africa

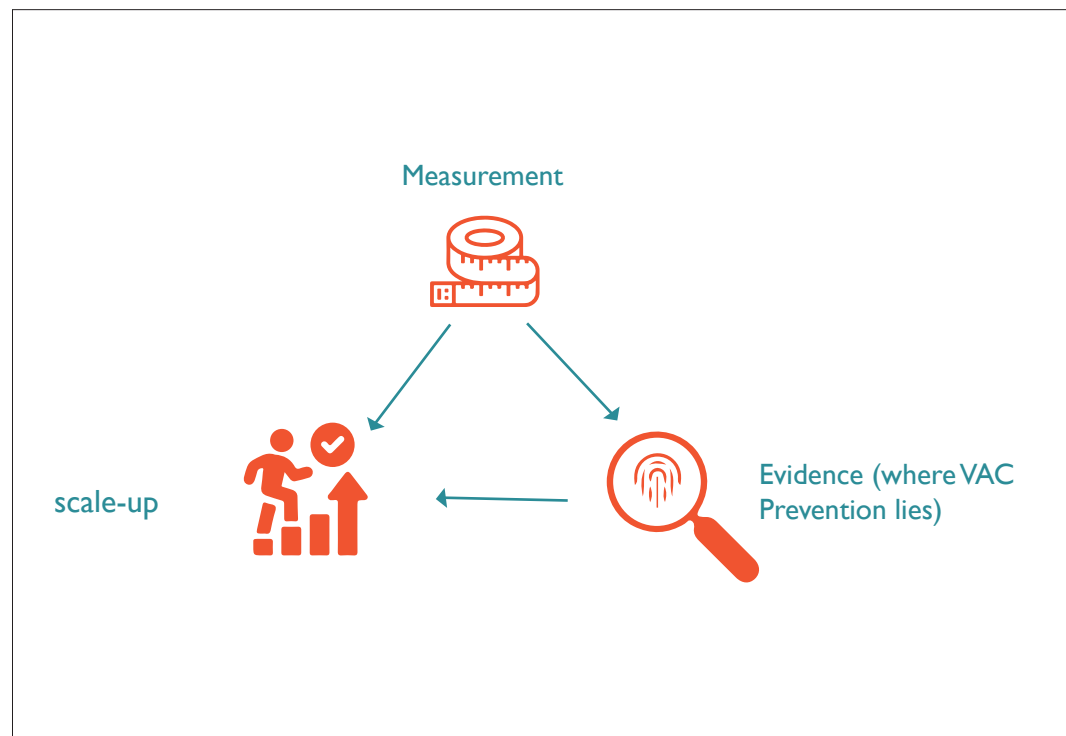
Ms. Catherine Mugabo the Associate Advisory at CivSource on behalf of the supporters (Wellspring Philanthropic Fund and CivSource) gave a brief background about Wellspring Philanthropic which she said used to be called Wellspring Advisors before evolving into a foundation in 2021.

Their new strategy focuses on measurement, evidence (where VAC prevention lies) and scale-up, where most of the children live. As a funder they are going to mostly fund larger initiatives such as education and for smaller initiatives, the government and the foot soldiers should create funds to continue the community work.

As a learning cohort, CivSource and Wellsprings were glad to have IIDC as a learning partner and technical support and are proud of their achievements since 2016.

Mugabo commended the partners in the learning cohort who had willingly put their models on the table to be analysed by other organisations.

She expressed confidence that when their partners share their models with government, they would be supported to scale up.



4.4. Remarks from the Tanzanian Government



Dr. Nandera Mhando, Commissioner for Social Welfare, Ministry of Community Development, Gender Women and Special Groups

Dr Nandera Mhando, thanked Her Excellency,

Mama Samia Suluhu Hassan, the President of Tanzania, for appreciating the importance of having a Ministry of Community Development, Gender Women and Special Groups which was established in January 2022. The ministry aims to protect children through the implementation of different activities and obligations that align with national, regional and international Children Rights.

She emphasized that the prevention and response mechanisms developed by various organizations are very crucial for the government because it is important to protect children both in and out of schools. A key issue is the street children that need homes and unification with families, children in schools needing safety and the high rate of girls dropping out of school.

She noted that Tanzania joined global efforts to

attain Sustainable Development Goal No.4 on access to equitable, quality, inclusive education and lifelong learning. In these efforts, it is important to ensure that learners are taught in a violence free environment.

She highlighted factors such as socio-economic challenges, interruption of learning, homelessness, nutrition and economic crisis, childcare challenges, increase in teenage pregnancy and gender-based violence as key drivers of violence at all levels.

In Tanzania, underprivileged and disadvantaged children in urban and rural communities are the most affected. Statistics show that more than 45,000 children fail to join secondary school annually and end up on the streets. Therefore, the government of Tanzania decided that in the next financial year they would pay school fees for students in public schools up to 'A' level.

“Creative and innovative ideas, experience sharing

and adaptation of good practices will help to reduce the cases of violence.”

In a bid to respond to the new forms of cybercrime, the Government of Tanzania established a national task force for child protection and online protection. Further, the ministry in collaboration with the Office of the Attorney General has prepared proposals to amend the Child Act.

The Government of Tanzania is cognizant of the wide reach of CSOs interventions in various sectors, particularly in education noting that non-state actors have solid contribution in policy formulation, education performance monitoring and planning, advocacy for access, equity and quality education, free of all sorts of violence.

“This learning convening comes at a time when my Ministry is reinforcing actions against all sorts of violence against women and children.

They are currently reviewing the just ended

three-year National Plan of Action on Violence Against Women and Children (NP-VAWC) and are looking forward to the next stage of the plan, especially that the reporting mechanisms of the P-VAC desks at schools are linked to the NP-VAWC mechanisms, thus ensuring that all members of the community across all levels are responsible for child protection.”

She noted that the convenings allow stakeholders to meet to reflect on actions and opportunities for learning, sharing and networking for collaboration to address the challenges facing child safety and education in East African countries and Africa.

Furthermore, it was her earnest hope that participants use the

deliberations and learning experiences to scale up interventions in their respective countries.

She officially declared the 6th Annual Learning Convening on Preventing Violence Against Children in East Africa open and wished everyone good luck in their deliberations!

VAC statistics from the Tanzania Police Force



5. PROVING RESULTS IN PREVENTING VIOLENCE AGAINST CHILDREN

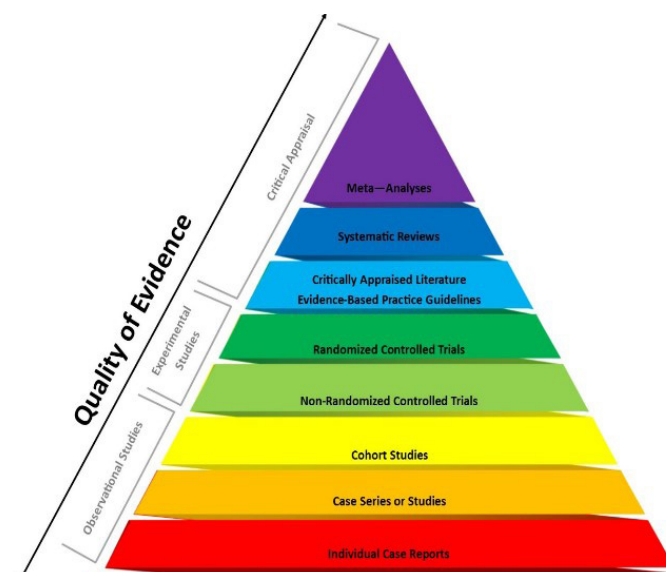
The learning discussions under the sub theme of ‘Proving Results’ addressed the first two convening objectives namely obtaining a shared understanding of what constitutes acceptable VAC prevention evidence, and also enabling participants to apply appropriate evidence-generating methods to prove results in reducing VAC. The specific learning sessions under this subtheme included the following;

- An input power point presentation on evidence and evidence generation approaches. This presentation was made by Mr. Ramathan Kirunda, TA MEL at IIDC.
- A panel discussion about the evidence generation approaches which are used by some partners in the learning cohort namely HakiElimu – VAC studies, ICS – RCT, FAWE – Program Evaluations. The panelists included Mr. John Kalage the Executive Director of HakiElimu, Mr. Kudely Sokoine the Country Coordinator of ICS Tanzania and Mr. Joseph Adiamo the Programs Manager at FAWE Uganda.
- Input power point presentations and field visit to school-based VAC prevention interventions namely the Good School Program originated by RaisingVoices, and the Child Protection Desk in Preventing Violence against Children in Schools by HakiElimu. The input power point presentation about the Good School Program was made by Ms. Angel Mirembe the Program Officer, VAC Prevention at RaisingVoices while the presentation on the Child Protection Desk was made by Mr. Godfrey Boniventura the Head of Programs at HakiElimu.

5.1. Evidence and Evidence Generation Approaches

This session aimed at inspiring participants to generate evidence on effective VAC prevention interventions using acceptable/scientific methods. In the input presentation, Mr. Ramadhan Kirunda highlighted the levels of evidence, approaches to evidence and the needed infrastructure, capacity and behaviours needed to generate and use evidence. There was also emphasis on evidence-based practice where Ramadhan cited that **in social work practice, evidence-based practice is a decision-making process of integrating best research evidence, practitioner experience, and client or community characteristics, values, and preferences** in a manner compatible with the organizational systems and context in which care delivery occurs (Manuel et al; 2009).

Evidence in the simplest terms means information, facts or data supporting or contradicting any claim, assumption or hypothesis.



Evidence is always gathered in a particular context, meaning that evidence in itself can never be treated as a “universal truth”, thus, to make sense of evidence, we need theory, an understanding of context, prior experience and a critical mindset. Each piece of evidence means little without contextual knowledge, such as motive, opportunity, circumstances, environment and others.

Participants reacted to the presentation by inquiring about what learning orientation is and how long it would take. Ramadhan clarified that learning orientation is a continuous process and it will be until an organization has data to inform its decision making.

However, even when decisions are made, you need to keep on improving it through

adaptations.

Ms. Mastula Nakiboneka supplemented on this submission saying that learning involves organization asking questions about their processes, effectiveness and efficiency of their activities. Learning is not for only M&E team alone but everyone. This helps to achieve set outcomes.

Key learning highlights

- Evidence should be backed by data. In order to generate data, it is beneficial to integrate research into implementation.
- In the evidence hierarchy, the quality of evidence improves as you go up the hierarchy.
- Evidence is valuable because it informs decisions to produce better outcomes. However, the same evidence that is complete for some individuals or groups may be incomplete for others, leading to inefficiencies in decision making and growth in disparities in outcomes.
- In order to generate evidence, we need: Leadership support and commitment; Technical staff to manage M&E; Data management system; Learning orientation; Continuous capacity strengthening; and Financial resources for the evidence generation processes.

5.2. Panel Discussion About Evidence Generation Approaches

Dr. John Kalage, Executive Director of HakiElimu discussed the type of evidence which HakiElimu is generating on violence against children, why they generate the evidence, how they produce the evidence, the impact of evidence generation on their programming and how they share this evidence with government

HakiElimu conducts national surveys and uses

them for policy influence. It engages in policy analysis and policy discussions to be informed on recent trends.

HakiElimu draws attention to the evidence by widely disseminating the evidence and research findings as well as using the data to inform the public, build movement They disseminate through the media and ensure that media has credible evidence.

HakiElimu has also built a movement of 43,000 Friends of Education.

He explained that they are working in schools as part of their mission and also because of the unique challenges and opportunities for VAC prevention in schools. He emphasized that schools have systems and structure for tracking changes which makes it easy to make them safe.



From Dr. Kalage's perspective, policy change and practice require evidence: "No data, no right to speak". He explained that HakiElimu is using evidence to innovate and also do policy analysis. HakiElimu partners with research institutions and Universities in Tanzania to ensure that they collect the right evidence. They generated evidence on VAC in schools and based on that, they adapted the Good Schools Program (GSP) from Raising Voices (Uganda) after learning that the GSP addressed VAC was in schools. HakiElimu decided that it was time to introduce the GSP in Tanzania too. Currently, HakiElimu is managing the Coalition on Good Schools to promote promising practices for creating good, safe schools.

Mr. Kudely Sokoine discussed the Randomized Control Trials (RCT) conducted by ICS. He explained the process of conducting an RCT, what motivated the organization to conduct RCTs and the link between the evidence they had generated and VAC results. ICS conducted an RCT for the Skillful Parenting Model in 2016 and in 2021 and they also conducted an RCT for the Whole School Approach to VAC prevention. ICS is conducting RCTs to increase trust for the information by using different approaches to double check on the results. ICS is partnering with research institutions like the National Institute for Medical Research and the London School of Hygiene and Tropical Medicine to conduct the RCTs. These partnerships are managed based on clear terms of reference which specify the roles and responsibilities of each party.

“Building capacities is very important in ICS and these can be used to influence policies even at national level. ICS is mainly working with partners that help them with adaptations and improvements and in the process of delivering the interventions.” -Kudely Sokoine

Mr. Joseph Adiamo explained what it takes to build a culture of generating evaluative evidence for better results. He elaborated that building and evidence generation culture requires institutionalizing evidence generation; technical expertise; necessitates staffing and building capacity in monitoring and evaluation; requires planning for funds for data collection; necessitates tracking the data; defining the audience for the evidence and lastly, requires making evidence generation as part of the institutional deliverables.

“In order to build a culture of generating evidence, an organization requires technical staff, allocation of funds for evidence generation, a system of data management and technical support from other partners to achieve better results.” -Joseph Adiamo

Key learning highlights

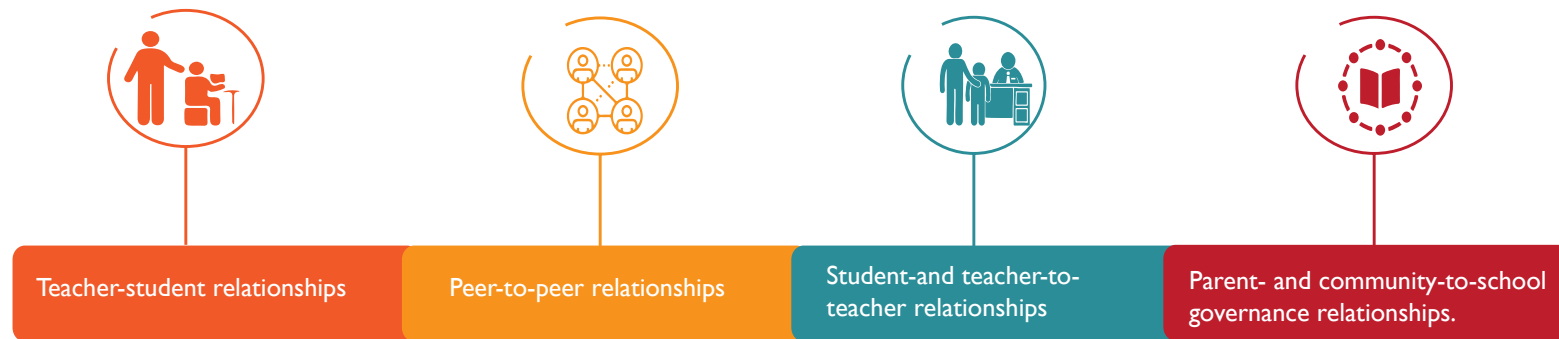
- Evidence is considered to be evidence when there is a research protocol and when it is disseminated.
- Intentionality and leadership are key in evidence orientation.

5.3. School-Based VAC Prevention Interventions

This session focused on learning about two school-based interventions in eliminating violence against children namely the Good School Program and the Child Protection Desk. Within the plenary, participants were exposed to the different elements of each school-based program. This was done through power point input presentation followed by a panel discussion using questions and answers.

The Good School Program (GST)

The Good School Program is a school-wide intervention led by teachers, students and school-affiliated community members. Together, these teams work to influence the operational culture of the entire school through four entry points;



The Good School Program is led by two teachers who recruit teachers, students and parents to committees. It is systematically implemented for a period of 18 months and it has been proved to be a cost effective approach to VAC prevention.

The school is used as an entry point because it provides a natural opportunity to influence the experience of childhood. Schools are also more accessible and have formal structures with policies and established practices. They have multiple stakeholders with vested interest and a mandate to influence what happens at school and to nurture cognitive development of children.



The Child Protection desk in preventing VAC in schools

Child Protection Desk in schools is the platform used to raise awareness about Violence Against Children (VAC) among students, teachers and parents. It is used to uncover and prevent violence through reporting and responses mechanisms. The approach involves strengthening capacity of teachers on guidance, counselling and psychosocial support and referrals to victims of violence. The structure of Child Protection Desk has five components which are:

- P-VAC club at school which has 20 Champions (15 girls, 5 boys) to facilitate school awareness campaign and peer to peer sessions on VAC.
- Sauti Yangu Box (My Voice) for reporting VAC cases
- 2 females from the community to manage reporting and responses mechanism (My Voice Box) and facilitate by weekly sessions through District Social Workers on VAC awareness
- 2 Teachers to coordinate P-VAC interventions at school level
- Safe School Committees to review major cases and make decisions on referral cases

Reactions to the input discussion focused on obtaining more information on how schools actively participated, how parents are motivated, whether non-payment of school fees is considered as VAC and the criteria used to select the parent's committees.

It was clarified that there is increased self-confidence of children. Regarding how to get schools to actively engage in the GST program, they remind them that it is a team effort and at the end of it all they will also benefit from the teacher's motivation, improved academic performance and increased children's discipline. Non-payment of school fees is only considered VAC if parents or guardians are not willing to pay and yet they can afford to. In order to choose a parents committee, there were guidelines followed as given by the ministry of Education as per school circular of 2018.

5.4. Appraising Evidence from Implementation and Adaptation of School-Based VAC Interventions

This session involved field visits to three different schools to observe the change that came with implementation and adaptation of the two school-based VAC interventions namely the Good School Program and the Child Protection Desk.

School	Reflection
<p>Mukulat Secondary School and Engorika: Implementation of the Child Protection Desks to create a good learning environment in promoting Safe School</p>	<p>Provable/verifiable</p> <ul style="list-style-type: none"> • Sauti Yangu box where cases are reported • Water project with existing structures like the water tank • Champion’s club that included activities like making sanitary pads • here was evident connection between the community and the school which strengthened referral pathways • Gender sensitivity among boys who accept that girls are more vulnerable to violence • Timely identification and response to VAC cases • There were also functional reporting systems which has increased reporting confidence amongst pupils • There was a good relationship between the children and their mentors because children spoke with a lot of confidence <p>Unprovable/delinked from the intervention</p> <ul style="list-style-type: none"> • Record keeping from the income generating activities • Parents’ engagement. This was still low for example parents not providing lunches for the students • Clash in the cultural structures like the girls’ rights – FGM still practiced • No clear recording or referral systems for VAC cases • The children talked of having different media of transferring information to their peers but there was no evidence verifying this. • Children did not seem to be well educated on their rights. • There was no evidence verifying complete closer of VAC cases. • <p>Scalability of results</p> <ul style="list-style-type: none"> • Sauti Yangu box is scalable since it is easy to operate once one is trained. • The champion’s club would improve the student’s self-esteem and confidence and Mukulat could integrate club activities where every student could benefit from. The ratio of boys to girls in these clubs should be guided and led by students themselves and not teachers. With these, there could be better results from Mukulat. • Embedded in the national guidelines to set up children’s protection desks in schools

School	Reflection
	<ul style="list-style-type: none"> • The protection desk however just needs to embed its work in the legal system. • The work on social norms has to be integrated to achieve better results – involvement of parents, local leaders and the community at large. <p>Key takeaways</p> <ul style="list-style-type: none"> • Financial Management Skills from the income generating activities • Parental Involvement e.g. there should be leverage on the few parents providing lunch, there could be partnerships with private sector e.g. pads supply • Reflection meetings for the champions • It is important to prepare child friendly manuals. • More investment is needed in the making of sanitary pads • Adaptation of guidelines for setting up Child Protection Schools in Kenya and Uganda • Alignment of previous programmes to the current guidelines for Tanzania and not forgetting that children empowerment is vital in functional reporting systems at school level.
<p>Kyou Primary School: Piloting the Good School Program</p>	<p>Provable/verifiable</p> <ul style="list-style-type: none"> • Good teachers who used creative teaching methods • Good administration – the committees formed supported each other and the children psychologically and the administration was accountable. • The school compound was clean and provided a conducive learning environment. <p>Unprovable/delinked from the intervention</p> <ul style="list-style-type: none"> • The Sauti Yangu box that had only one padlock instead of three as communicated before • The learners committee court seemed to be mixed up with the school pupils Disciplinary committee and no clear limit on function. • There was also a lot of generalization of the GST which could have been a rehearsal for the visit and the compound had no “talking signs” at all.

School	Reflection
	<p>Scalability of results</p> <ul style="list-style-type: none"> • Sauti Yangu box could also be used to report “happy moments” like when appreciating a service or program instead of only the sad moments. • The model seemed to mostly only address the pressing issues – sexual violence and physical abuse • Intervention seemed to be externally driven but there could be support with the Friends of Education • RaisingVoices could continue to provide technical assistance especially with HakiElimu. <p>Key takeaways</p> <ul style="list-style-type: none"> • HakiElimu could take into its programming were parent and community involvement were crucial for the success of the intervention • Setting of systematic roll-out of interventions and partners should strengthen monitoring and support to schools.

Key learning highlights

- Parents, Teachers, Community and Children involvement is very crucial to successfully implement the VAC prevention interventions in schools.
- The Sauti Yangu box is a very good intervention but should as well be followed by a good reporting and referral system.
- More investment e.g. from the government or private sector is needed in income generating interventions like the making of sanitary pads.
- There’s still a lag between the Children’s rights and the general cultural beliefs and norms which increases VAC.
- Community awareness is vital at the beginning-For buy-in from Government, Community, Teachers, Students
- Evidence matters to build strong evidence in the advocacy of VAC prevention at national level.
- Child protection Platform at school works better than in communities.
- VAC prevention requires multi- stakeholders’ approach (Student, teacher, parents, police, Government

6. IMPROVING RESULTS IN VAC PREVENTION

This session mainly focused on creating a general understanding of what it takes to improve results in preventing VAC. The session discussions were aimed at achieving the following specific objectives;

To enable participants to apply the concept of adaptation to improve results and scale-up proven VAC prevention interventions.

To enable participants to identify prospects, pitfalls and pre-requisites of the scale-up processes and be able to adopt appropriate precautions

The learning methods used in this session included: An input powerpoint presentation about adaption, scale-up and their relation to improving results; Breakaway session/groups to discuss the different models and the related adaptations/ scaleup pathways; and a plenary discussion where groups shared key highlights from the group discussions

6.1. Adaptation

In reference to the input presentation made by Mr. Kirunda, adaptation is defined as the deliberate, systematic process of changing non-fidelity features of an intervention to better suit a given context or situation to solve a given problem.

Types of adaptation include:

The activity itself



If an activity is too complicated, we may need to adapt to simplify the activity. E.g. Translate materials e.g. HakiElimu translating the GST to Kiswahili, simplify tools.

Implementation practices



Moving to a new target site with different facility capacities, infrastructure, tools, budget realities, commodity availability, management structures, etc. are a frequent reason for adaptation

Implementation capacity



Adaptations are often made to strengthen staff capacity. This is often true when a model activity that has proven effective was first carried out with an already well-trained staff.

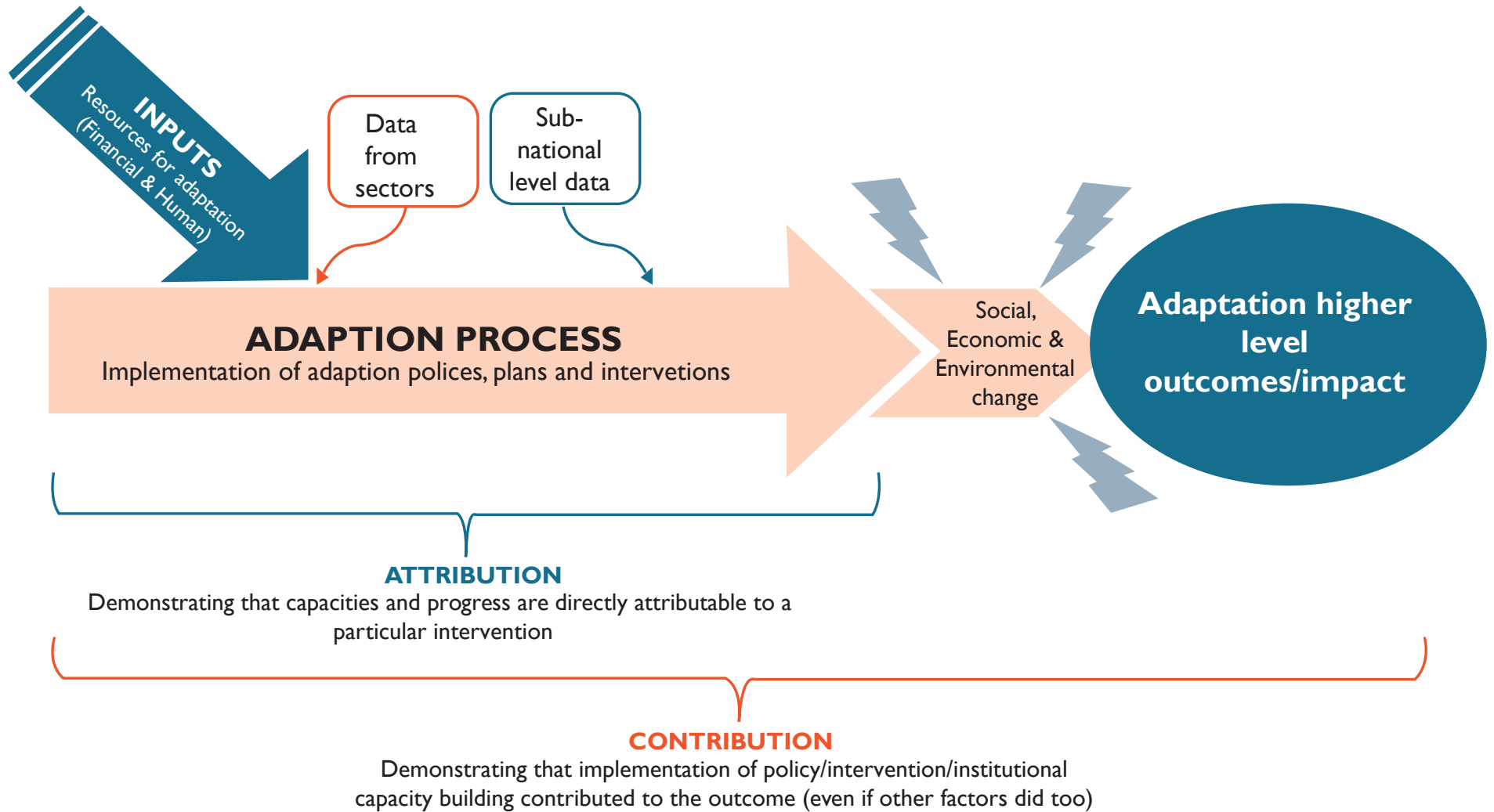
Intervention new content



Adaptations can be done by way of adding content or a module.

Monitoring and Evaluation for Adaptation

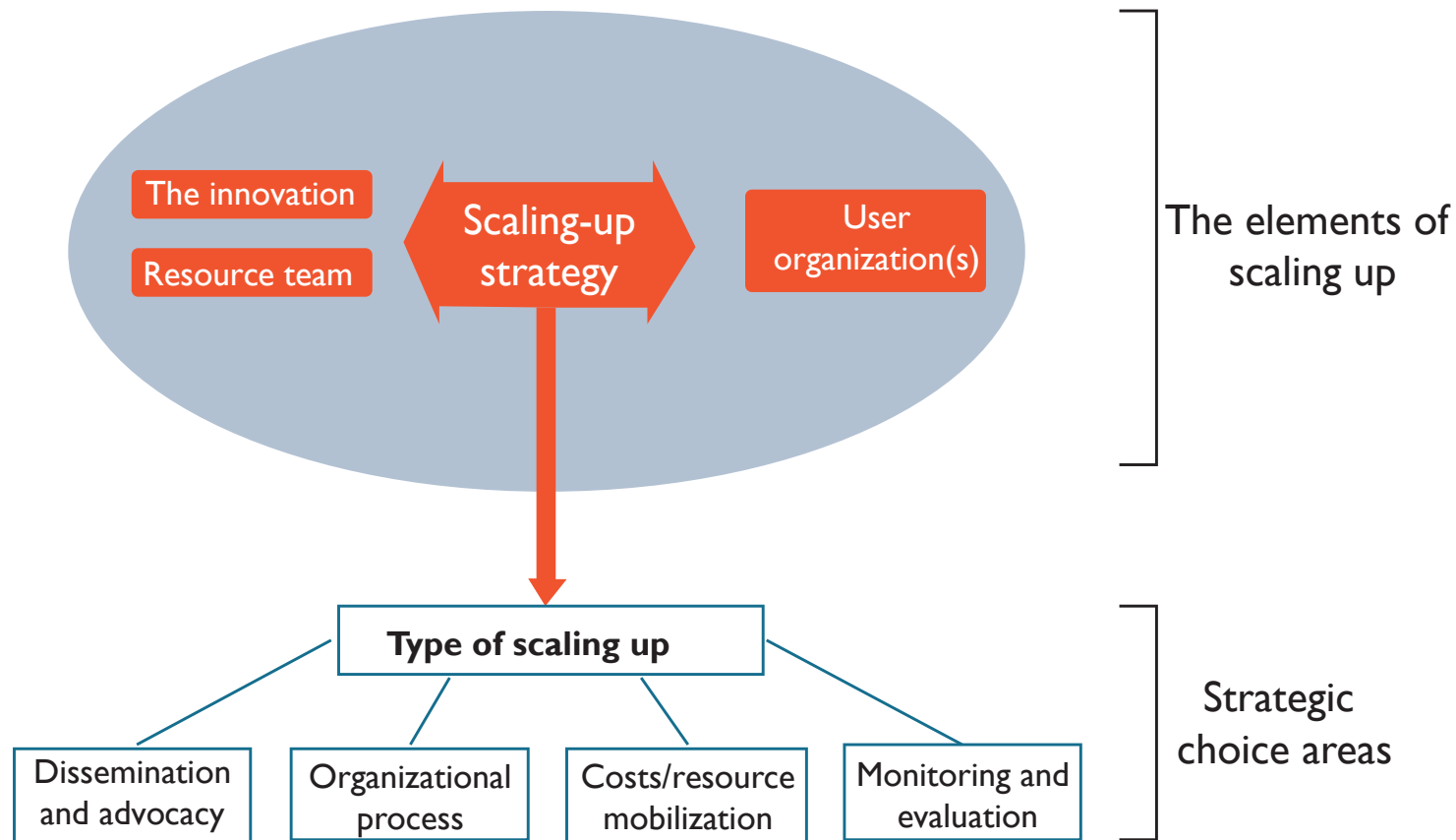
Figure 1: The Adaptation Process



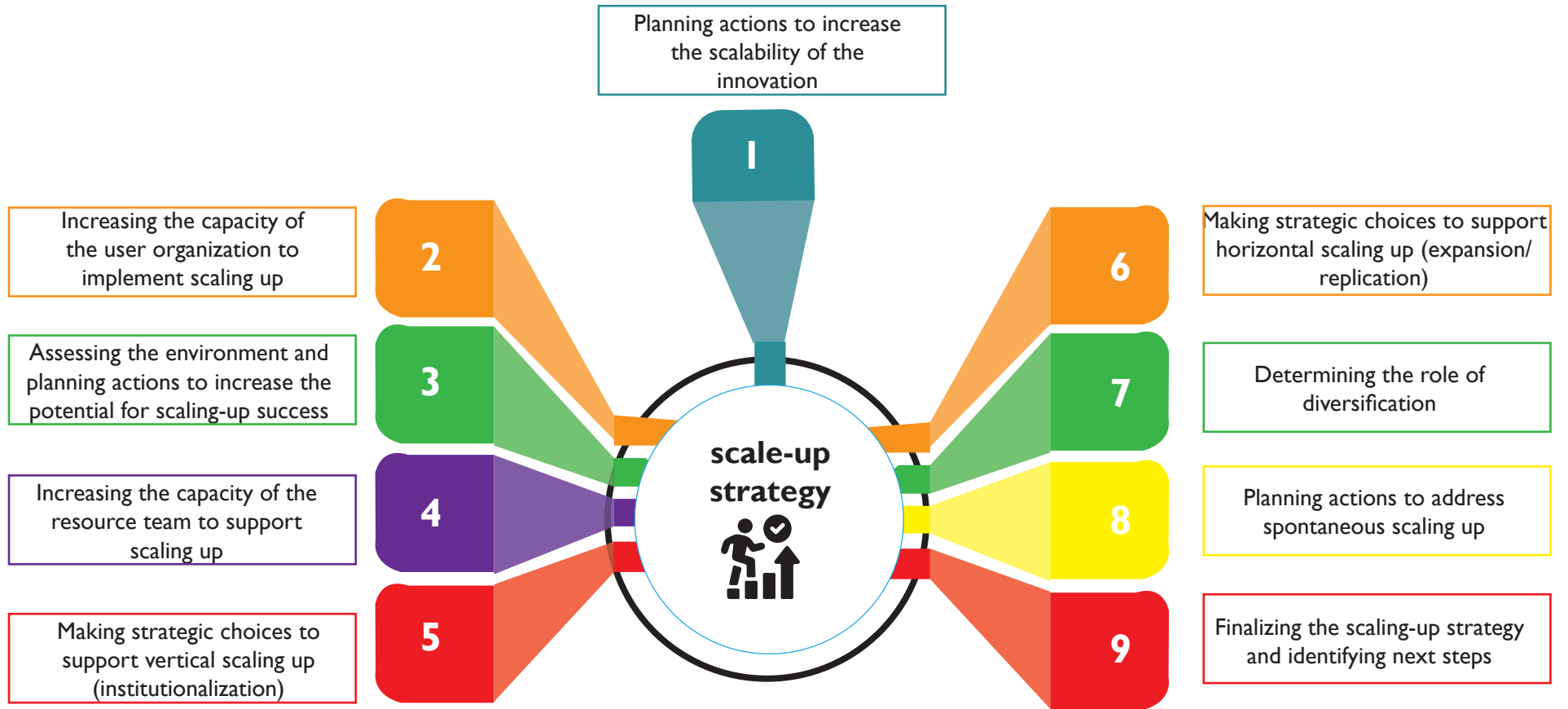
6.2. Scaling Up

Mr. Kirunda defined scale up as the strategic and intentional process of spreading a model to new sites and/or new populations in a sustainable way through both horizontal and vertical scaling. He referred to the following scale-up framework to explain the elements of scaling up and the strategic areas for consideration in planning for scale up.

Figure 2: Scale-up framework



Steps for developing a scale-up strategy include:



Adaptation and scale-up go hand in hand because addressing VAC is complex. Within any complex systems, applying a single approach in all settings is not effective, since it does not consider the complex contextual environment within which violence against children takes place. Therefore, adaptations are important in ensuring that the intervention content, context and/or delivery strategy fits with local needs across scale-up sites.

Key Learning Highlights

- Scaling- up must significantly increase the number of sustained implementations of a successful program, thereby serving more people with comparable or better benefits/outcomes.
- Systems change is not about scaling an organization; it is about scaling a network and its capacities.
- The scaling process is about transitioning from a single intervention to changing the whole system's pattern. Think of it as a diffusion process.
- The aim of systems change is to shift the system to a higher equilibrium. The scaling process goes from an initial idea held by a few people to reorganizing the system through new values, structures, connections, and flows of resources.

6.3. Prospects, Pitfalls and Pre-Requisites of the Scale Up Processes and Precautions

In this sub session, three break away room sessions were organized and participants were asked to freely choose one group to join and discuss adaptation, scale up of VAC prevention models, the impact / relation of adaptation and results on VAC prevention. The interventions which were discussed in the three breakaway rooms are:

- The Good School Program and its adaptations, by RaisingVoices
- The Whole School approach by Investing in Children and their societies
- Adopting a government endorsed approach, the Junior Counsels, by Women Fund Tanzania Trust

6.3.1. The Good Schools Program and Its Adaptations

In this break away room session, adaptation and scale-up discussions were led by a team from RaisingVoices and they included the Good Schools adaptations.

6.3.1.1. Leveraging Technology To Scale An Evidence-based VAC Prevention Programme

Mr. Dennis Okello, Technical Advisor, Learning, M & E at RaisingVoices presented the Good Schools Mobile app as one of the adaptations designed to reach more schools in Uganda. RaisingVoices is implementing the Good Schools Program in over 1,000 schools and has innovated the Good Schools Mobile app to better facilitate, learn from and foster quality implementation of the programme in schools. The app features materials for schools to transform their operational culture to prevent violence and built-in learning modules on Good

School content.

The implementation of the Good Schools Mobile app has seen progressive and precise tracking of Regional Resource Persons by confirming their actual location through using Global Positioning System (and conducting one-off and recurring surveys to technical assistance providers. The app improved the quality of GST implementation which then shifts operational culture in schools and reduces VAC.

There were a few reactions and questions from

the participants to the mobile app presentation which mainly included how to ensure child participation with the app, whether the app will do away with the Good Schools Toolkit books, effectiveness of TA participation and if GPS is a must for the app to work.

The app requires GPS activated for it to work and because the GPS is activated, a TA can easily be located and their activities in the app. Despite the existence of the app, the Good School Toolkit books are still used by the schools that cannot access internet or have computers/smart mobile phones. The app also has surveys and questionnaires that are filled by the TA which help to track pre and post knowledge assessment of the TA.

Key Learning Highlights

- The app has improved the quality of data, eased supervision of RRP/VACPCs and helped track GST outcomes on how VAC is reducing in schools
- Technology saves resources - In person vs. online/virtual capacity building, allowing more time for focused TA and deepening impact
- The app has saved valuable time in processing data and making quick adjustments to implementation in schools or TA focus each term
- It has also saved valuable time for RRP visiting multiple schools per day
- It is important to leverage on technology as we scale programs. Technology increases impact and reach. As practitioners we can collaborate with technology companies to create such systems.

6.3.1.2. Scaling the Whole – School Approach, The GST And Its Adaptations

RaisingVoices has been implementing the Good School Toolkit (GST) for more than two decades, in order to scale it up through various modalities. Based on this experience, several studies were undertaken to understand its adaptability to various contexts. This session provided participants with the opportunity to learn about the GST adaptations and evolution overtime as presented by Ms. Mastula Nakiboneka, Technical Manager, VAC Prevention, RaisingVoices. The Good School Toolkit adaptations done by RaisingVoices included;



The GST- Secondary which is an extended version of the original GST but for children in secondary level and results from the GST-Secondary adaption show the students demonstrating more agency, increased participation of female and male students and there's an opportunity to scale up through existing ministry structures and programs. However, teachers' participation is less in Good School activities because many are part-time teachers.

Another adaptation is the GST Agile (still in development) which is a more scalable version of the GST which uses evidence obtained from feedback from users and a decade of experience. Lessons from this agile version included: improved relationships between teachers and learners, peer relationships were crucial to preventing VAC. Identified areas yielding high GST impact e.g. student court and suggestion boxes promote students' voices.

Key Highlights

- GST-Secondary addresses the unique needs of secondary students. Improved relationships between teachers and learners, peer relationships are crucial to preventing VAC.
- The GST Agile creates an opportunity to scale up through existing ministry structures and programs with the GST-Secondary.

6.3.1.3. Regional Resource Persons Model, VAC Prevention Centers and CSOs – Comparative Approaches To Scale

Mr. Hassan Muluusi, Technical Advisor at RaisingVoices featured three models that RaisingVoices has been experimenting with, exploring what worked, what did not work, and lessons learned. The models included: Regional Resource Persons (2020 - 2022), Violence against Children Prevention Centers (2014 - 2019) and the Civil Societies Organization (2012 - 2014) Collaborative model/approach.

- The challenges that came with working with the Civil Societies organizations were mainly GST was implemented as a project- issue with continuity but there was limited commitment to the project and also there were fidelity issues making RaisingVoices try a new model (VACPCs).
- However, VACPCs too came with challenges mainly limited focus on VAC prevention, high expectations and there was limited control being independent entities (VACPCs) which led to the shift to Regional Resource Persons model.
- The shift to Regional Resource Persons was greater. It made it easier and quicker reach to schools, greater motivation for schools because they had their own supporting them, reduced costs of implementation and there is better accountability

Key Highlights

Adaptation requires:

- Good understanding and alignment of the principles of the intervention with the values of the methodology
- Adequate time and funding
- Maintaining fidelity to core elements of the original methodology
- Involvement of the originators of the methodology.

6.3.2. The Whole School Approach by Investing In Children and Their Societies

The Whole School Approach is aimed at creating safe, non violent and inclusive learning environments for children to reach their full developmental potential. ICS has been able to implement it in Kisumu, Kenya and Shinyanga in Tanzania. The programme made significant strides including a significant decrease in emotional abuse; reduction in child neglect; better behavior among children to abstain from sexual activity, to resist drug abuse, and learn lifeskills. It also enhanced the safety of children in schools

through preventing violent acts by teachers and among students.

ICS ensures this by conducting a Randomized Control Trials (RCT) as presented by Mr. Kudely Joram Sokoine, Country Coordinator, ICS Tanzania.

Most of the participants appreciated the model being implemented systematically however they still wanted to know what monitoring tools could be used to track progress of the skillful

parenting; how to avoid contamination of the intervention from the control population; how ICS has been able to engage with male clients; how parenting and VSLA (ES) is implemented in ICS; how ICS determines who is fit for the program and the time lag between the baseline to endline of the RCT on the skills model.

ICS committed to sharing the monitoring tools used in tracking progress of the Skillful Parenting programme. ICS has been able to engage with male clients by leveraging on already set up groups. Both parenting and VSLA are implemented hand in hand. ICS determines who is fit for the programme by use of government tools like HVPT. The time lag between baseline to endline of the RCT on the Skillful Parenting model is two years.

Key Highlights

- Building and maintaining good relationships with government is key to Whole School Approach (WSA) successful implementation.
- There is need for mass media approaches to Whole School Approach delivery.
- Posters and other illustrated materials need to be developed.
- There is need to deliver trainings through public meetings in communities.
- There is need to digitize the WSA training content so it can be delivered via mobile apps.

6.3.3. Adopting a Government Endorsed Approach, The Junior Councils

With support from the Government of Tanzania, Women Fund Tanzania started supporting the Junior Councils Program to increase children's involvement, amplify their voices and ensure more effective prevention of VAC. As a result, there was an increased number of VAC cases reported to the Junior Councils (JCs) which have been resolved. A presentation was made by Ms. Neema Msangi, Senior Project Officer and Ms. Glory Ibrahim Mbia, Field Coordinator both from the Children Rights programme, Women Fund Tanzania Trust.

The PVAC desks are part of the Junior Councils. Children's voices are amplified through a Children's Parliament that is in line with the children's charter and there are reporting mechanisms being developed that are aligned to the LPVAC.

Participants had inquiries about how children are safeguarded, composition of JCs at village and SC level and how many make up each council, who finances the JCs, activities implemented by the junior councils and how to identify different types of cases.

Children are trained and they know what their rights are and demand for them at various levels; children don't address cases but are supported by adults although, a cyber bullying policy is being developed to safeguard and protect children. There are 20 – 40 children at village level (gender equal, diversity and inclusion sensitive) and they select their representatives. The Junior Councils address issues in their plan, receive issues from their representatives, write their reports and submit them, create awareness, identify and report child abuse. The Junior Councils are mainly funded by different partners with guidelines from the government through passing of budgets. However, there's a gap on the issue of identifying if a case is a sexual abuse or physical abuse which will be addressed through a strong MEL system.

Key Highlights

- It is advantageous to adopt a government led approach because adaptation and changes are national, guided by government.
- Adopting a government led approach implies that activities are implemented through government structures, which is more sustainable.
- There is a lot of sexual violence against boys – we must not keep quiet otherwise the boy child will suffer.
- Adopting a government-led approach seems to be less expensive to scale up.

7. THE LEARNING CORNER

IIDC provided an input presentation on how to conduct a simple, action-oriented NOISE analysis and workplan, based on the learning and realistic needs for each partner. A NOISE analysis is a strategic planning tool that allows teams and decision-makers to analyze the current state of the program or business and create a strategic improvement plan. It incorporates solution-focused language that helps teams build upon their knowledge and goals and overcome identified obstacles.

The NOISE framework

N - Needs	If we do this, our results will improve (Organizational needs and personal needs)
O - Opportunities	An area that is untapped (underutilized resources, missed opportunities)
I - Improvements	What can be improved? (An area that would take you to the next level in achieving quality results)
S - Strengths	What is working well? (How do you know? What of your components is scalable)
E - Exceptions	What is currently happening (You want to continue with it)

Each organization developed technical support workplans in relation to learning, evidence generation, adaptation and scale-up. Each partner shared their workplan with IIDC with realistic timelines, expected output and nature/level of support needed from IIDC. The support needs be embedded into partner M&E plans to measure progress on each of the NOISE learning agenda items. Post-convening, IIDC will support partners to develop learning agenda indicators and integrate them in their main M&E plans.

8. CLOSING REMARKS

The convening was closed by Mrs. Susan Opok Tumusiime, Executive Director FAWE Uganda.

She applauded the funders for listening, guiding, discussing and sharing feedback about challenges and solutions in VAC prevention.

She appreciated IIDC and HakiElimu for the well-organized convening where participants learnt critical aspects that increase knowledge at individual, institutional and group level. All participants were appreciated for actively participating in all processes that led to the success of the convening. She highlighted that the field visits were very exciting and came with lessons and interaction of different categories of participants.

The convening created a great opportunity to interact, identify strengths, experiences, and opportunities that will be utilized to work for greater results. She noted that “God never brings people together

if he didn’t want them to be together”. emphasizing the power of unity.

“As a community of practice on preventing VAC in East Africa, we should use the cohort to achieve greater results for eliminating VAC in East Africa. It is a responsibility we have to make and desire to strengthen the cohort and use the opportunities to network and learn from each other.”

She emphasized that participants could use the learning achieved in the convening not to scrutinize each other but as a reflection in their organization. The need to prove and improve results is the new normal in a complex environment resulting from complex and evolving issues. There is need for evidence generation, adoption, and adaptation to improve our interventions.

The convening raised issues like the need to strengthen systems, focus on consistency, the importance of support supervision, improved coordination, and investment in tools and capacity, to strengthen collaboration as a community

of practice.

She said that participants were lucky that they had a great space and opportunities to learn about proving and improving results so as to scale up interventions. The discussions should continue after the convening and participants should continuously connect and share progress.

Susan informed participants that FAWE Uganda is celebrating 25 years. They continue to focus on protecting the girl to save the nation and that several fundraisings are going on to fulfil their mission.

Lastly, she admitted that it was great meeting everyone but discussions should continue and help out each other not forgetting to laugh together because it’s not all about work.

9. APPENDICES

APPENDIX I: FEEDBACK / EVALUATION OF THE 6TH ANNUAL LEARNING CONVENING ON PREVENTING VAC IN EAST AFRICA

i. How well did the content match the learning objectives of the convening?

60% of the respondents said that the context was **very well** aligned to the objectives of the convening, while **40%** said that the content was **well** aligned to the objectives. They stated that the content was clear to understand the objectives of the learning, perfectly planned, very well structured and applicable to the work the partners are doing.

The content fitted well with the learning objectives as it provided participants with opportunities to learn from one another and experience what is happening in field.

The input presentation on evidence which was shared by Ramadhan was informative. The convening refreshed participants on the evidence generation for VAC approaches and on how to adopt best approaches.

They were able to exchange experiences and learn from each other; were satisfied with the aspect and need for evidence and the presentations given with examples from the different institutions like Raising Voices and HakiElimu school-based interventions more so the 'sauti yangu' box which one organization plans to adapt to their program.

Participants benefited from experience sharing and exchanging ideas concerning VAC issues. Participants plan to use the lessons to modify school interventions

ii. How do you rate the content shared during the convening in terms of simplicity, relevance, comprehension and contextualization

40% of the respondents said that the context was **extremely** simple, relevance, well comprehended and contextualized, while **60%** said that the content was **very** simple, relevance, well comprehended and contextualized.

They said that the input power point presentations were well structured; 90 plus percent, very well organized, simple to understand, relevant and well-articulated content and the content was clear and easy to understand though the presentations were not shared with the participants.

The content was very good, easy to understand and very useful for programming.

The content was clearly simple, shared in different approaches, discussed and clearly become understood.

Despite the positive appraisal of the content, some participants said that there was need for more time to engage with the content shared and some terms in the NOISE analysis could be simplified further for better understating.

iii. What is your comment on the quality and level of engagement among participants?

40% of the respondents said that the quality and level of engagement among participants was **very high**, while **60%** said that it was **high**. They said that there was active participation, only a few people were quiet though out, although that doesn't negate participation. Particularly noted in plenary. Participants were given enough opportunity to share their experiences. They were actively engaged in the sessions which helped them to learn better. The convening was impressive, very interactive and informative. Participants brought their full selves to the convening. They were all given chance to interact with each other and participated together in or out of meeting room. There were various opportunities for group and bilateral engagements created and participants were active in making connections and contributions. The level of engagement to all participants was equal and freely to allow each one to participate. Although majority expressed that the convening was nice, as participants were actively participating in all the sessions, a few participants felt like they had limited time for discussion especially when it came to the feedback from the field visit.

iv. What were the most striking elements that you learnt on evidence and evidence generation from the different sessions? (multiple responses were allowed)

Most striking learning element	% of respondents
Evidence Hierarchy	73.3%
Therapeutic, prognostic and diagnostic approaches to evidence	40%
Types of evidence	53.3%
Requirements for evidence generation and use	86.7%

vii. To what extent did you find the field visits to the school-based interventions useful ?

Participants rated the usefulness of the field visits to the school-based interventions as follows

Rating	% of respondents
Very little	0%
Little	0%
Neutral	0%
A bit much	6.7%
Much	20%
Very much	73.3%

Participants backed their response with the following comments:

- More understanding of approaches has given me more interest to work on VAC
- I imagined how HakiElimu learnt from RaisingVoices and this time we were learning from them, so this inspired me to be somewhere by next convening.
- I learnt the importance of ensuring that all learnings are relevant to stakeholders and that they can see clear benefits and the importance of putting in place processes to help evidence the impact from learning.
- A lot of takeaways in VAC prevention models, adaptability and scaling up processes
- It was my first time to attend the convening and I realized that it was very importance learning and related to my field of work so more learning is needed. For now, I score some importance that will help me to make VAC implementation changes in our institution.
- It enables us reflect on our own practice, appreciate what has worked for us to eliminate VAC in school settings.
- I have an opportunity to modify on my VAC interventions models to include also what I have learned from the Learning to practices.

viii. To what extent do you think the NOISE analysis approach was appropriate?

66.7% of the respondents said that the NOISE analysis was very appropriate while 26.7% said it was appropriate and 6.6% said it was a lit bit appropriate. Participants shared the following explanation for why they think that the NOISE analysis was appropriate.

- It makes you think deep and relates the process and procedures
- It was quite comprehensive.
- It gives an opportunity for the organization to reflect in order to improve programming
- It's an appropriate approach that analyses the needed improvement, opportunities, quality results, components to scale up and also it helps to look at the current progress of the components. In general, the NOISE analysis helps to make changes to any organization's programs to succeed their objectives if it is well considered during implementation of any project.
- A great framework to analysis our work and lessons. We have adopted it in our organization.

- NOISE analysis was appropriate because it helps us to identify on our gaps and how to improve on our VAC Interventions from our organization.
- It gave me a chance to reflect on individual and organization roles in data management, and improving results for evidence generation.

ix. Which aspects/sessions did you find most useful? If possible, please specify why

Participants' respondents are summarized below:

- All aspects and session were very useful because firstly, the convening was very organized and presented very well in way that created desire to stay for more session as well as all aspects presented are virtual practices.
- Panel discussion of the evidence and evidence generation approaches because I learnt to much during this session
- Session on proving results in VAC prevention. This included a presentation on evidence generation and operationalization / demystifying complexity in evidence-based practice. It was an eye-opener to that not everything works as evidence. There are steps to follow and consider while generating evidence. There is a way to prove the results that have impacts.
- Sessions on evidence generation approaches were useful because in the current context, evidence is very key in conversing the world on what is working and not working regarding ending VAC since a lot of effort has been put in place for years, yet the problem is still there. Therefore, we need evidence of the interventions that are proven to work.
- Field visits, learning on ground and after field discussions. The field visit exposed us to real life experience of how children are participating in their protection
- Session on innovations around the mobile application
- Adaptation and Scaling up. Adapting a whole school approach,
- Evidence generation, dissemination and use
- Good school model programs to address Violence in Schools

x. Which aspects/sessions did you find least useful? If possible, please specify why and what could have been done differently to make the convening more useful/relevant for you

- Break away groups
- All aspects and sessions were relevant and most useful. If possible learning days to be increased for five days.
- None, but the field visits should have been organized a bit better to enable meet up with a wide range of school stakeholders. HakiElimu is good in policy and media engagement to address education challenges but we didn't have an opportunity to learn from these aspects of their work.

xi. How well would you rate the administration and organization of the convening?

Participants rated the administration and organization of the convening as follows:

Rating	% of respondents
Very poor	0%
Poor	0%
Neutral	6.7%
Fair	13.3%
Good	20%
Very good	60%

Participants shared further comments about the administration and organization of the convening as summarized below:

- Congratulation on the good arrangement. The convening was well organized. The organizing team was so amazing.
- Your responsiveness and planning is great! And the visit to the park!!! Work without play makes Jack a dull boy! You did well to give time for extracurricular. Thank you
- Everything was in order and the logistics had no problem. Logistics planning was well done.
- We were handled nicely and professionally. Thanks to the organizers
- It was well organized with a number of engagements
- Was very very good and I liked all moderators most, they know what they are doing
- Conference was small compared to the number of people. Also sitting arrangement was not friendly during presentation. The conference room was too small, it did not allow interactions.

xii. Please share any other comments regarding aspects that are not covered in the above.

- Next time, we should manage to include ministry as co-host also to improve their involvement and commitment.
- Out of pocket for participants
- It would have been good if the presentations were shared because it would help us as we work to modify our interventions.
- Would have appreciated if we all learnt about

Women Fund Tanzania Trust Fund work, Whole School approach, GST instead of break out groups because a majority missed out learning what the other approaches are about.

- The convening leaning forum has to live forever in East Africa it plays a great job to end VAC.
- The learning event was useful in all aspects.
- Congratulations to the organizers.

APPENDIX 2: PROGRAM FOR THE 6TH ANNUAL LEARNING CONVENING ON PREVENTING VAC IN EAST AFRICA 27TH – 30TH JUNE 2022

Time	Activity/Presentation/ Topic
DAY ONE	
08:00 – 08:30	Arrival and registration of participants
SESSION 1: Opening of event and setting the stage for learning	
08:30 – 09:00	Introductions and presentation of event theme, objectives, expected outcomes by the moderator
09:00 – 10:00	Welcoming remarks <ul style="list-style-type: none"> • IIDC • HakiElimu • Wellspring Philanthropic Fund
	<ul style="list-style-type: none"> • Overview of VAC in Tanzania: Sticking issues and significant shifts • Official opening of the 6th Annual Learning Convening on Preventing VAC in EA, by Government official from Tanzania
10:00 – 10:30	Group photo
10:30 – 11:00	HEALTH BREAK
SESSION 2: Proving results in VAC prevention Learning question: What counts as evidence in VAC prevention? What evidence are we generating to prove results in VAC prevention in East Africa? What does it take to produce this evidence? How is this evidence impacting on our programming? How can we draw government attention to this evidence?	
11:00 – 13:00	<ul style="list-style-type: none"> • Evidence and evidence generation approaches. An input presentation by IIDC • A deep dive into evidence generation approaches. • Panel discussion: HakiElimu – VAC studies, ICS – RCT, FAWE – Program Evaluations

Time	Activity/Presentation/ Topic
13:00 – 14:30	LUNCH BREAK
SESSION 3: Proving Results: Learning from school-based VAC prevention interventions Learning question: What aspects of school-based interventions contribute to eliminating violence against children?	
14:30 – 16:00	School-based VAC prevention interventions <ul style="list-style-type: none"> • The Good School Program. An input presentation by RaisingVoices • HakiElimu’s experience of piloting the Good School Program – What worked.
16:00 – 16:15	COFFEE BREAK
16:15 – 16:45	Child Protection Desk in Preventing Violence against Children in Schools by HakiElimu
16:15 – 17:00	Guidance for the field learning visit: Logistical arrangements for the field visit and end of day one
DAY TWO	
08:00 – 08:30	Participant arrival and departure to the field visit
SESSION 4: Appraising evidence from implementation and adaptation of school-based VAC interventions Learning question: What positive lessons do we draw from beneficiaries of the school-based VAC prevention interventions?	
08:30 – 10:30	Travel from Arusha to the field
10:30 – 13:00	Discussion and interaction with the beneficiaries
13:00 – 14:30	LUNCH
14:30 – 16:00	Reflection, discussion and feedback on the field visit: Are the field results self-provable and evident?
16:00 – 18:00	Travel back to the hotel
19:00	DINNER AND LEISURE
DAY THREE	
08:30 – 09:00	Participant arrival and recap of day one and day two discussions

Time	Activity/Presentation/ Topic
SESSION 5: Improving Results in VAC prevention	
09:00 – 10:30	Adaptation & scale-up, and the relation to improving results. An input presentation and guided discussion by IIDC
10:30 – 11:00	HEALTH BREAK
SESSION 6: Prospects, pitfalls and pre-requisites of the scale-up processes and precautions Learning question: How effectively can adaptation and scale up of VAC prevention models be done and later sustained? What impact can be attributed to adaptation and scale up of VAC prevention interventions?	
11:00 – 13:00	Adaptation and scale up of VAC prevention models: The impact / relation of adaptation and results on VAC prevention Break away rooms: Group 1: The GST and its adaptations. Exploring Modalities for Scale: Regional Resource Persons model, VAC Prevention Centers, CSOs- comparative approaches to scale; GST Secondary and GST Agile by Raising Voices Group 2: Adaptation, research and results of the Whole school approach by Investing in Children and their Societies (ICS) Group 4: Adapting a government endorsed approach: The Junior counsels in Tanzania, by Women Fund Tanzania
13:00 – 14:30	LUNCH BREAK
SESSION 7: The Learning corner by IIDC: Where do we go from here?	
14:30 – 16:30	How has the learning influenced your decisions? Using the NOISE analysis framework – Needs, Opportunities, Improvements, Strengths and Exceptions
16:30 – 17:00	Closing remarks

APPENDIX 3: LIST OF PARTICIPANTS

NO.	Name	Designation	Contact
HakiElimu			
1	John Kalage	Executive Director	john.kalage@hakielimu.or.tz
2	Godfrey Boniventura	Head of Programs	godfrey.boniventura@hakielimu.or.tz
3	Ellen Otaru	Quality Assurance Coordinator	ellen.otaru@hakielimu.or.tz
4	Elisante Kitulo	Media and Advocacy Manager	elisante.kitulo@hakielimu.or.tz
5	Emma Munslow	Programme Development and Funding Manager	emma.munslow@hakielimu.or.tz
6	Robert Kindoli	Monitoring Evaluation and Learning Manager	robert.kindoli@hakielimu.or.tz
7	Pius Makomelelo	Community Engagement and Action Manager	pius.makomelelo@hakielimu.org
8	Lilyan Omary	Assistant to the ED	lilyan.omary@hakielimu.or.tz
9	Gaudence Kapinga	Regional Education Learning Network	gaudence.kapinga@hakielimu.or.tz
10	Naomi A. Mwakilembe	Community Engagement and Action Officer	naomi.mwakilembe@hakielimu.or.tz
11	Frederick Rwehumbiza	Administrative Officer	frederick.rwehumbiza@hakielimu.or.tz
12	Rose Kalage	GRTI Project Officer	rose.kalage@hakielimu.or.tz
Forum for African Women Educationalists (FAWE) Uganda			
13	Susan Opok Tumusime	Executive Director	sopok@faweuganda.org
14	Joseph Adiana	Programs Manager	jadiama@faweuganda.org
15	Gloria Auma	Program Officer	gauma@faweuganda.org
16	Kapuru Kenneth	Program Assistant	kkapuru@faweuganda.org
17	Byamukama Steven	Program Assistant	sbyamukama@faweuganda.org
Investing in Children and their Societies (ICS)			
18	Beatrice Ogutu	ICS Director	beatrice.ogutu@icsafrica.org
19	Kudely Sokoine	Country Coordinator Tanzania	kudely.sokoine@icsafrica.org
20	Sabrina Majikata	Programme Officer Tanzania	sabrina.majikata@icsafrica.org
21	Nancy Njeru	VAC Coordinator Kenya	Nancy.njeru@icsafrica.org

NO.	Name	Designation	Contact
22	Lucy Onyango	VAC project officer Kenya	lucy.auma@icsafrica.org
23	Fredrick Olwal	M&E Coordinator	fredrick.olwal@icsafrica.org
24	Hermann Kouassi	Programme Coordinator Cote D ivoire	hermann.kouassi@icsafrica.org
World Education Bantwana Initiative			
25	Monica Asekenye	Program Director	Monica_asekenye@ug.worlded.org
26	Peter Kusemererwa	Program Community Coordinator	Peter_kusemererwa@ug.worlded.org
27	Alice Businge	Case Manager	alice_businge@ug.worlded.org
28	Moses Mugowa	M&E Officer	Moses_mugowa@ug.worlded.org
29	Michael Kamanyire	Field Officer	Micheal_kamanyire@ug.worlded.org
Transcultural Psychosocial Organization (TPO)			
30	Muwairwa Michael	Director Knowledge and Innovations	mmuwairwa@tpoug.org
31	Kia Penninah	Project Coordinator	pkia@tpoug.org
32	Alip Isabella	Project Officer	alipisabella@gmail.com
33	Arach Irene	Project Officer	irenearach91@gmail.com
34	Ojok Jasper	Project Officer	ojokjasper11@gmail.com
Raising Voices			
35	Hassan Muluusi Tinkamanyire	Technical Advisor-Good Schools	hassan@raisingvoices.org
36	Mastula Nakiboneka	Technical Manager,VAC Prevention	mastula@raisingvoices.org
37	Okello Denis	Technical Advisor, Learning, Monitoring and Evaluation	dennis@raisingvoices.org
38	Angel Mirembe	Program Officer,VAC Prevention	angel@raisingvoices.org
Women Fund Tanzania and partners			
39	Neema Msangi	Senior Program Officer Children Rights,WFT	neemamsangi@wftrust.or.tz
40	Gloria Mbia	Program Coordinator, Children Rights	glorymbia@wftrust.or.tz
41	Charles Ally	Programme Manager, Rafiki SDO	cally@rafikisdo.or.tz
42	Veronica Massawe	Project Officer,Young Women Leadership	veronicamassawe7@gmail.com
43	Aisha Mwinshari	Community Development Officer, Shinyanga District Council	aishamwinshari@gmail.com

NO.	Name	Designation	Contact
44	George Nyanda	Project Manager, Green Community Initiatives	nyandageorge7@gmail.com
Action Aid Tanzania			
45	Bakar Khamis Bakar	Unguja LRP Programme Coordinator	Bakar.Khamis@actionaid.org
46	Samwel Mesiak	Mafia LRP Programme Coordinator	Samwel.Mesiak@actionaid.org
Impact and Innovations Development Centre (IIDC)			
47	Deogratias Yiga	Executive Director	dyiga@iidcug.org
48	Samalie Lutaaya	Head of Programs	slutaaya@iidcug.org
49	Ramadhan Kirunda	TA Monitoring Evaluation and Learning	rkirunda@iidcug.org
50	Anslem Wandega	TA Child Protection and Safeguarding	awandega@iidcug.org
51	Josephine Igoe	Finance and Administration Manager	jigoe@iidcug.org
52	Rose Mugagga	Administrator	rmugagga@iidcug.org
53	Nalwoga Hellen	Report writer	nalwoga.hellen30@gmail.com
CivSource			
54	Catherine Mugabo	Associate Advisory	cmugabo@civsourcea.com
Wellspring Philanthropic Fund			
55	Gladys Richard	Consultant	Gladys-consultant@wpfund.org
Tanzania Government			
56	Dr Nandera Mhando (She)	Commissioner for Social Welfare (GoH)	
57	Lucas Msele	DCDO- Moshi	
58	Pruncen Furaha	DSWO- Moshi	
59	Benedict F Sandy	DSEO - Moshi	
60	Gaudence B.Assey	DPEO- Moshi	
61	Beatrice Sengi	Social Welfare Officer Arusha	+255 782 209 724
62	Angela Mvaa	Community Dev. Officer Arusha	+255 715 318 105
63	Mernard M. Lupenza	DEO Secondary Education	+255 762 610 723
64	Salvatory Kisuda Alute	DEO Primary Education – Arusha	+255 715 369 160
Friends of Education			
65	Habiba Swedy		

NO.	Name	Designation	Contact
66	Christina Lyimo		
67	Helena Lyimo		
68	Ruth Kihiu- Mollel	Pastoral Women Council - Head of Programs	pwctanzania@gmail.com
69	Devotha Mlay	GLAM -Executive Director	devotha@glami.or.tz

Impact and Innovations Development Centre
Plot 175/176 Kyaddondo II Road Kagugube Zone
P.O. Box 5150, Kampala, Uganda
Email: admin@iidcug.org
Phone: +256 392 002 512
www.iidcug.org