ChildFund Uganda

CAPACITY STATEMENT



Education

www.childfund.org

OVERVIEW: *(Brief Summary of the program)*

ChildFund is a child-focused international development organization that works throughout Asia, Africa and the Americas to connect children with what they need to grow up healthy, educated, skilled and safe, no matter where they are.

With funding from sponsors and governments, corporate and individual donors, we work long-term in communities to help them transform themselves into places where children have what they need to live to their potential throughout their lives.

ChildFund has been in Uganda for over 40 years and currently we have over 29,000 children enrolled in the sponsorship program. ChildFund works through 9 Local Partners spread across 36 districts in Northern, Eastern, Central and Western regions implementing programs under Child protection, health, Baic Education, Early childhood Development, WASH, household economic strengthening and Youth empowerment. ChildFund implements community-wide programs in the communities where these children's families are located. ChildFund also implements actions that strengthen systems for service delivery at the district and national level as well as engagements in advocacy activities. The organization uses the Life stage program approach to design interventions targeting children of age 0-5, 6-14, and 15-24

Under basic Education, ChildFund Uganda focuses on children with limited access to learning opportunities and are vulnerable to violence and exploitation. These include children: infected and affected by HIV/AIDS, experiencing and at risk of violence and abuse, children from economically and socially vulnerable households, in childcare institutions and those who are streets connected, special needs and orphans, and those living in refugee settlements.

The programing approach for Education is based on the theory of change that emphasizes that if children and young adolescents have positive relationships in supportive homes and communities, and if they have appropriate literacy, numeracy, and critical life skills to make healthy decisions, and if they are health and actively participating in community life, then we shall have children 6-14 years who are not only educated but are confident to make desirable decisions that will bring positive change in their communities and societies.

The organization therefore works towards ensuring that there are responsive parents and caregivers in the targeted communities, households are resilient to any shocks and children have positive peer and adult relationships. It also works towards strengthening community leadership that promotes learning as well as fostering quality inclusive and formal and alternative basic Education. life skills education is promoted in most of the schools as well as ensuring successful transition in Education. Access to health services, promotion of a safe learning environment, positive engagement for children and youth and effective community child protection mechanisms are key components of our programing approach.

TECHNICAL STRATEGY *(Briefly state coherently how a set of program activities have been designed to achieve a specified goal and or set of objectives).*

ChildFund works towards ensuring that children 6-14 years of age in the target communities achieve literacy and numeracy skills, are able to report Improved safety and learning environment, and there is increase in the number of caregivers with improved household Incomes.

Therefore, the focus is on ensuring that school going children have a safe and violent free learning environment, educators have the capacity to appropriately deliver quality learning content, and caregivers can attain the resources that support their children's learning.

Key interventions include capacity development for teachers' infrastructural development (construction of libraries, teachers house, pit latrines and classrooms), promotion of participatory school governance and literacy and numeracy promotion which includes, provision of assessment materials, readers, and text books for learners. Quizzes, debates, and reading competitions are organized for purposes of promoting literacy and numeracy skills for learners.

In terms of capacity building for structures, Teachers are trained in thematic, transition and child centered curriculum with a purpose of strengthening their skills in the use of different primary level curriculum to improve children's learning.



To create a safe and conducive environment for learning, ChildFund is also implementing a comprehensive School-Based Violence Prevention (SBVP) Global Program Model that enhances the skills of children, caregivers, and educators to prevent, mitigate, and respond to violence against children (VAC). This model is delivered by participating in a school-based violence prevention methodology and activities focused on social-emotional learning skills and self-protection. The model incorporates strategies shown to effectively reduce multiple forms of violence children experience at school, at home, and in the community. Integral to its design, the model is aligned with ChildFund's Life Stage theory of change (ages 6-14), using the school as the entry point to the community to support positive development of behavioral patterns, academic and social skills, and attitudes towards gender. The SBVP model specifically focuses on reducing VAC to engender environments that are physically, emotionally, and psychologically healthy for children's well-being and education.

Capacity to identify and implement interventions that increase efficient use of key resources *(outline only relevant interventions for the last five years and For each intervention explain briefly how management of these interventions has been done to achieve intended results)*

ChildFund Uganda aims to support school going children in various capacities for them to achieve better learning outcomes. In 2019, ChildFund supported 140 schools around the country in form of, capacity development for teachers, Infrastructural development, promotion of participatory school governance, and literacy and numeracy promotion. A total of 6,757 pupils benefited from these activities and 318 teachers benefited from these trainings in 2019.

Promotion of literacy and Numeracy skills

In a bid to promote literacy and numeracy in schools, ChildFund Uganda supports awareness campaign on the importance of child education in the communities of operation. The aim is to ensure that parents appreciate their role in children's education. Emphasis is put on teacher/ parent partnerships in support of children's learning. ChildFund also facilitates parents and pupil dialogues on children's learning at the school level. In 2021, a total of 12 dialogue meetings were organized to enhance and promote children's learning led by caregivers. A total of 605 parents participated in the dialogue meetings.

ChildFund also support schools to facilitate improvement in communication and oral language competency through reading and writing competitions, quizzes and debates. A total number of 25 schools, 18 in Teso subregion and 7 schools in Kampala district engaged in this activity that benefited 3729 children (1805 F ,1924 M,) last financial year.

ChildFund support the supply of assessment and education materials in supported schools. The materials include Newspaper in Education, (NiE), Pass PLE, orthography guide and readers. This activity is meant to promote the reading culture of the learners as well as enhance children's competence in different subjects. For 2021 alone total of 22,874 children benefited from NiE program.

Technical supervision and Monitoring of school interventions

In partnership with district Education departments, ChildFund facilitates termly technical inspections. Results from such monitoring exercises indicate that some teachers do not have standard lesson plans and schemes of work coupled with shallow and low curriculum coverage. Consequently, stakeholders' forums that attracts participation of CCTs, DIS, SMCs / PTAs and pupils are initiated to discuss school performance. For 2019 alone, a total of 2417 participants attended such forums across the areas of operation.

Printing and distribution of home study and learning materials

To address the learning barriers caused by COVID-19, in 2020, ChildFund supported the printing and distribution of home study materials developed by the Ministry of Education and Sports. A total of 19,191 children and youth were reached in 2020, and 12,461 (5897 F, 6564 M) in 2021. This ensured learning continuity amidst school closure.

In some areas of operation, teachers were hired to develop complementary learning materials and support radio education programs. This involved working with District Education Officers (DEOs) to hire teachers to develop more learning materials and support radio programs. A total of 43 teachers across the districts of operation were hired to support this initiative which broadened the avenues for children to learn as schools remained closed.



Mobilization and sensitization of parents on the use of home study materials.

To ensure effective mobilisation and sensitization of the parents on the use of home study learning materials, and to ensure access and proper utilization of the printed materials, ChildFund through the implementing partners mobilized and sensitized communities on the use of these materials. This was done though radio talk shows and megaphones. The Senior Education Officers, district Inspector of Schools, and program officers participated in the talk shows. 7984 households provided space and guided children to learn while at home. A total of 9102 (4733 F, 4369 M) children benefited from this program.

Orientation of PTA/ SMCs on their roles in school Management.

The organization also orient SMC/PTA and pupils on their roles in participatory school governance. The aim is to improve in the management of the school affairs and provide accountability to the stakeholders including parents and government stakeholders in regard to children's performance and safety while at school. Last FY, a total number of 192(87M, 105F) members participated in the orientation.

Renovation and equipping of Libraries

2 libraries in Aakum and Ogangai Primary schools in Katakwi and Serere district respectively, were renovated and stocked with readers donated by Longhorn publishers. This was done to improve the reading culture aimed at promoting literacy levels in the school. Over 1224 children are benefiting from the 2 libraries , thereby improving the reading abilities.

Capacity building for teachers

ChildFund support capacity development for teachers. Teachers are trained in thematic, transition and children centered curriculum with a purpose of strengthening their skills in the use of different primary level curriculum to improve children's learning. A total of 318 teachers benefited from this training in the financial year 2020.

Coordination and Collaboration *(Briefly explain Coordination in collaborative partnerships that you have had in various interventions)*

1. The Organisation works in collaboration with the Ministry of Education and Sports who provide overall guidance during implementation of different activities.
2. The district Local government is key in providing technical support espe cially during capacity building for teachers in the thematic curriculum, preparation of the lesson plans and schemes of work as well as overall con tinuous profession development whenever called upon.
3. The works department at the district level provide technical support during construction of pit latrines, classes and libraries and teachers houses. They provide specifications as well as supervision of the overall construction works.
4. Longhorn Publishers have supported in the provision of readers and text books to some of the supported schools.
5. We also work with the National curriculum development center who certify documents from partners before use.
6. We work with FENU which is a consortium of organizations that lobby gov ernment on any pertinent issues that require change or improvement.

ChildFund®

Because we need each other.

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