

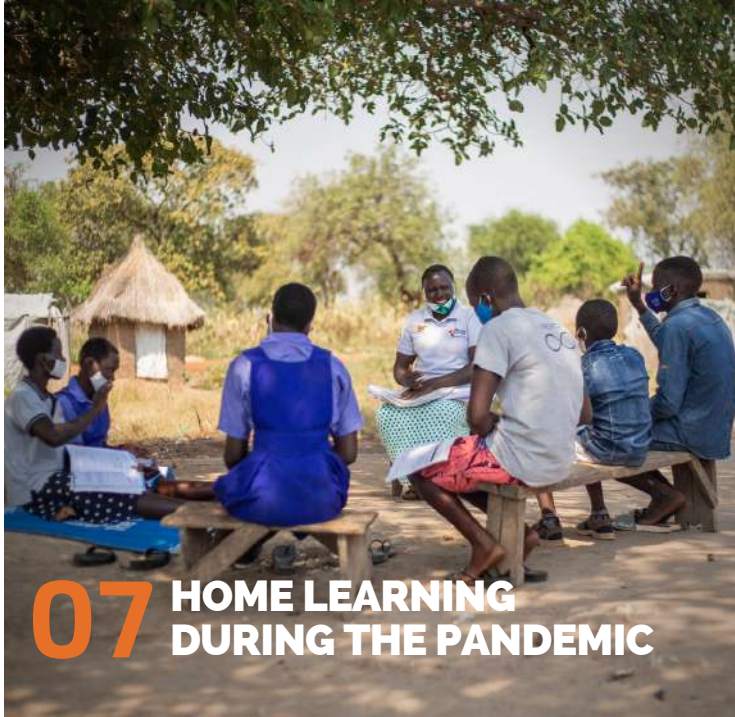
# EDUCATION MANAGEMENT SUPPORT PROJECT

2019 - 2021

FUNDED BY EDUCATION CANNOT WAIT



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# Introduction



Windle International Uganda with funding from Education Cannot Wait (ECW) and support from the Consortium Management Unit in Uganda implemented the Education Management support project for refugees and host community in five refugee settlements: Kyaka II, Kyangwali, Kiryandongo, Palorinya and Nakivale.

The project operated under the outcome areas of: Improved Equitable Access to Inclusive Relevant Learning Opportunities, Improved Delivery of Quality Education and Training, Strengthened Systems for Effective Delivery and the COVID19 Outcome. Over 60,000 learners and 400 teachers directly benefited from the project.

In this ECW Impact Magazine, we share some of the case studies and success stories from the different project outcomes registered over the years in the different settlements.

**Happy Reading.**

# Project Background

Windle International Uganda (WIU) in partnership with the Education Cannot Wait (ECW) implemented a project titled "Education Management Support Project for Refugees and Host Communities in Uganda".

The project was implemented because of the increasing influx of refugee children that put an enormous pressure on schools, many of which already had poor infrastructure and insufficient number of teachers. For example, in Yumbe district the school-aged population had more than doubled since early 2016 and in some government primary schools near the refugee settlements, the refugee learners outnumbered the host community pupils. Schools generally welcomed and integrated refugee children. However, the District Education Departments did not have sufficient capacity to provide additional facilities and resources for the numbers of enrolments. Overcrowding and a critical shortage of essential teaching and learning materials impacted negatively on the quality of teaching and of the learning environment, high teacher to pupil ratios were also a key concern, and so the project was officially launched in 2019 to address the issues stated above.

This project further prioritized latrine construction and began with a target of constructing 35 blocks of five stance latrines (175 stances) to reduce the pupil to latrine ratio down from 1:93 to to 1:65.

The construction of school facilities was made with due consideration of accessibility and convenience for children with disabilities as well as taking into consideration the gender needs of girls and boys especially providing for privacy of girls to enable them appropriately manage menstruation. This included separating boys and girls latrines, rumps, arm rests in pit latrines design for people with disabilities and other assistive devices to ease their access to education facilities.

ECW identified lack of teacher accommodation as a major cause for teacher absenteeism. The World Bank study which documented experiences in Uganda in relation to teacher incentives and challenges reported that the provision of accommodation is a major incentive for teachers and key factor for teacher retention and motivation, especially in rural areas, particularly for female teachers. The project also constructed teachers' accommodation.

Under this intervention, WIU also provided scholastic materials to learners. This ensured that children not only accessed school but their learning is supported. Scholastic materials distributed included exercise books, textbooks, mathematical sets, pens and pencils per learner, which addressed the shortage of scholastic materials as a key barrier to effective learning.

The project also focused on the development of a training program and a teacher training package for all teachers in refugee hosting areas, as they transition and adapt to the Ugandan education system. The project provided induction, teacher training and continuous teachers' development support for all teachers and administrators to improve their professional practice in supporting children from conflict backgrounds. In addition to ensuring gender balance for teachers participating in training, other gender concerns were considered in planning and delivery of these trainings, such as conducive timing, WASH facilities and support to ensure equal participation for females and males.

And lastly, quality assurance was ensured through strengthening the support supervision and school inspection function of the District Inspectorate and Ministry of Education Directorate of Standards. Facilitation was provided for inspection and support supervision by DEOs, DIS, CCTs and MoES officials to ensure regulatory and quality delivery of education.

# Project Goal

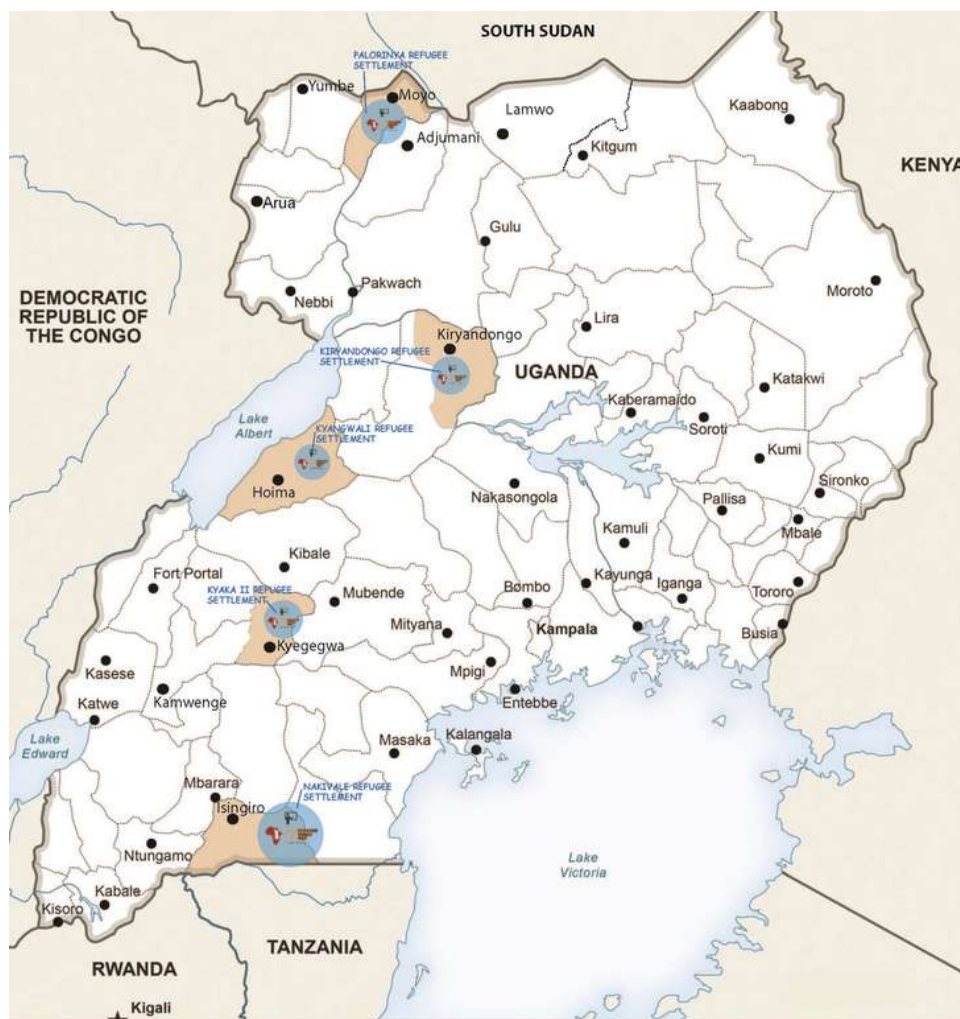
The Education Management Support Project for Refugees and Host Communities in Uganda goal is to address education challenges in schools identified to strengthen equity and gender equality in education and ensure a safe and protective learning environment for all crisis-affected girls and boys.

## Project Objectives

1. Improve Equitable Access to Inclusive Relevant Learning Opportunities.
2. Increase access to education for crisis-affected girls and boys.
3. Increase continuity and sustainability of education for crisis-affected girls and boys respectively.
4. Improve Delivery of Quality Education and Training.
5. Improve learning and skills outcomes for crisis-affected girls and boys.
6. Strengthen Systems for Effective Delivery.
7. Strengthen equity and gender equality in education in crisis.
8. Ensure safe and protective learning environments for all crisis-affected girls and boys.

## Areas Of Operation

The project is being implemented in 5 refugee settlements across Uganda which are; Kyaka II, Kyangwali, Kiryandongo, Nakivale and Palorinya.





# HOME LEARNING DURING THE PANDEMIC



During the lockdown in 2020, WIU remained focused and committed to providing access to Quality Education for Refugees and Persons affected by conflict despite the closure of schools and restrictions on movement. This was done through the home learning interventions that were in-line with the government directives. The purpose of home learning was to enable the learners to continue with learning during the lock down period, promote the socio-emotional well-being of learners while learning from home, to enable vulnerable learners e.g. Children with Disabilities (CWD) to access learning opportunities and to reduce the occurrence of learning backlogs.

Small Group Learning (SGL) was re-introduced to all levels of learners both in Nursery and Primary after the declaration of the second lockdown in the country which led to closure of schools. It targeted learners organized in a group of 20 pupils' maximum from neighbouring families to study in shades.

On the inception of SGL, a preparatory meeting was conducted with teachers and stakeholders to discuss a way forward on how teachers could support learners at household level, how to ensure child safeguarding, draw strategies on how the whole exercise would be monitored, supervised and actions to be taken for each of the schools to ensure continuity of learning. This was done through identification, mapping, and zoning of learners from within the refugee and host communities.

Community awareness and sensitization across the settlement on Small Group Learning was done to galvanize support for the program through community radios, road drives, sensitization of community structures, for example, Child Protection Committees, Refugees Welfare Councils (RWCs) among others.

Teachers were allocated to different locations in the villages according to the mapping and zoning exercise conducted by different stakeholders. Subsequently, teachers formed small groups of learners in each village allocated and started conducting small group learning sessions using distributed home learning materials and extracted lessons from the curriculum to cover the contents in the syllabus. With support from the donor (ECW), teachers were provided with instructional materials such as textbooks, charts, rulers, papers, manila papers, markers among others to promote visualization of learning in the learning centers while children are given scholastics such as books, pens and pencils for writing during the small group learning.

Tools for tracking and capturing data on small group learning were developed to support and provide evidence of the program. Daily records of learners were taken segregated by class, gender, sex, and nationality.

Some of the benefits of small group learning were;

Children were able to be taught in these Centres by the teachers and promoted to the next class when schools reopened in January 2022. 75% of targeted learners were taught in these small group learning centers. Learners continued to acquire new knowledge and skills despite the closure of schools due to Covid-19 pandemic and developed, learnt, adopted or promoted a reasonable discipline at the learning centers and in the communities.

This is key in the learning processes and in our environment since a disciplined society is a peaceful one and children form the largest percentage of community population. Learners have continued to acquire, develop and promote mutual relationship through networking between themselves and the community around in the learning centres and in the neighbourhoods.

Through small group learning, teachers have always offered guidance and counselling to the learners which has helped take a lot of them through some tough times during this pandemic.





Examples of small group learning in the community in Kyangwali Refugee Settlement.

## Success Story



Nyayenga Miriam of P5 narrates her story to WIU-EPO.

The closure of schools was really a kiss of death to all the refugee children, child labour was the order of the day, high rate of teenage pregnancy, early marriages and all sorts of sexual immorality happened to a certain girl child during the period of lock down making it a bad experience in my life.

"I was at home taking care of my younger sister who had a burn in an oven during the time of lock down, nursed her, plaited hair for women to earn a living. All seems to have come to an end in my education career since life at home was not a bed of roses". Says Nyayenga Miriam when asked what she was doing at home during the lock down.

Oh! Thank God for WIU with support from ECW for introducing home learning in small groups which in-return was an answered prayer to the helpless refugee children. Teachers moved to different villages and organized us into small groups under trees so as to be taught lessons as if we were still in a school setting. I could not hide my excitement the very first time I joined a class of 20 learners who were made to study under a big tree that provided a shade as a class room. We were taught just as if we are in a school setting, exercises were given, books marked and our marks recorded.

As if that was not enough, home learning packages were distributed to every child to help in revision and recover the missed and regressed contents. Scholastic materials like books, pens, pencils and sets were provided as well to ensure the progress of home learning.

I realized that, even though at home I was not missing learning this kept my hopes high and believed that one day schools will reopen then I will be able to proceed to the next class (P5) since I was being taught syllabus of P4 during the small group learning.

May God bless the mighty men who took time to think about the helpless refugee children to study during the lock down when all schools were closed in Uganda. Long live WIU, Long live ECW program.



# PSYCHOSOCIAL SUPPORT TO PREGNANT GIRLS



Psychosocial Support to Pregnant Girls was implemented when the number of young girls were getting pregnant and were dropping out of school. The intervention's main objectives were to improve mental health of the pregnant girls and build resilience among them, to build confidence among the pregnant girls and enable them to accept challenges in life and ultimately encourage them to go back to school when they have given birth and feel like they are ready to resume their learning.

The intervention was implemented with the help of senior women teachers, block leaders/RWC. WIU mobilized and identified school age going pregnant girls who conceived during the lock down as a result of Covid-19 outbreak. The girls were put in team up groups and a psychologist/counsellor was hired to provide psychosocial support to the pregnant girls so as to accept the changes in them and impress the future by going back to school after giving birth.

The psychosocial support exercise was organized in form of meetings which focused on the following areas:

- Psychosocial support as a component.
- How they can take care of themselves during the pregnancy period.
- Encouraging the girls to resume their studies after giving birth.

The psychosocial support has had such a great impact in the communities, some of the girls resumed studies after giving birth. The pregnant girls were able to stay stress free and gave birth successfully without any complication. Majority of them are now breast feeding mothers.

## Success Story



WIU-EPO taking to SARAH MBAVAZI

SARAH narrated her story as follows. "At the beginning of 2020, it was all joy and happiness every morning. I would wake up early and think of nothing but going to school where I met friends and learnt new things taught by teachers in P3 class". But all these changed in March 20th 2020 when there was a lock down due to Covid-19 pandemic and schools were closed. I started seeing hell on the battle ground because the support we used to get from the school such as sanitary pads, guidance and counseling was no more. Life was beginning to get tougher for me, at home my parents could not afford to give me money for buying my personal belongings that I needed to use daily such as smearing oil, soap, sanitary pads etc. Like a hyena I started thinking of eating ready meat because I can't hunt and catch meat for myself, this led me into a cave of fire. I got pregnant. All hopes of studies were gone. Next thing I was seeing myself setting up a home to raise my child but how could this even happen since the one who made me pregnant took off and denied my pregnancy. I felt like committing suicide because the world had turned me upside down. Just as I was trying to do this.

What an answered prayer it was, Oh God! My senior woman teacher came to our home and invited me to come to school the next day and what did I get in school that day. "Psychosocial support to pregnant girls" which was organized by WIU with funding from ECW. We were talked to for close to 4 hours by a psychologist hired by WIU and after the session I went back home when my mind was fresh and hopes of going back to school was high.

Like a sleeping baby I waited for my EDD (expected date of delivery) such that I could give birth and start a new life of going back to school when lock down will be over. Indeed here I am today in school and in P4 after giving birth in October 2021. I want to thank WIU and ECW donors for supporting girl child education in the settlement.

May the almighty God bless them abundantly.

Thanks.



SARAH MBAVAZI in her P4 class attending lesson at Maratatu P/S.



Pregnant girls during a session teaching them breathing exercises.



# STAKEHOLDER ENGAGEMENT



Stakeholder engagement in education is the involvement of all education actors in the affairs of managing and running education in the settlement. This intervention was needed to improve planning and management of education institutions, to improve successful learning and teaching by the pupils and teachers, provide safety and security for the schools and the learners and provide monitoring and supervision in schools for effective teaching and learning.

It was implemented by organizing trainings, meetings and inviting some of them such as the district education office, OPM, RDC and LC5 to carry out monitoring, supervision in schools, open and close education functions in schools or training centres.

The training and meetings specifically targeted RWCs, Teaching staff, SMCs, PTAs and BOGs for the secondary section.

1. Stakeholder engagement has had several impacts in the refugee settlements it is being implemented, including;
2. Effective teaching in the schools.
3. Safety and security of learners maintained in the schools.
4. Proper planning and management of all the schools within the settlement.
5. Safety of school properties maintained.
6. High enrolment of learners in the schools.

## Success Story



WIU-EPO and Mr. Kato Njalu Thomas the SMC chairperson of Maratatu P/S.

This is what Mr. Kato narrated, "We as SMC members have been involved a lot in running and managing education in the settlement. First of all, we have been trained by WIU to know our roles and responsibilities, invited to attend meetings in schools and some other places.

I want to thank God for WIU and ECW for the great work they are doing, when I was selected to chair the SMC committee for Maratatu primary school, I was empty like a pot without water as far as roles and responsibilities of SMCs are concerned yet there was a big task ahead of me but because of the trainings given to us, I was able to pick my roles and perform them diligently e.g. monitoring schools, involvement in school planning meetings, providing security to school properties etc. This has helped the school greatly since I don't leave the head teacher alone in key activities of the school.

We also had quarterly child protection feedback meetings which widen our knowledge in handling protection cases both at school and in homes to ensure safety of our children while at school and home. I can now move to school and advice the head teacher and his team to ensure safe learning environment for the children and report cases of child abuse and protection risks to the concerned partners handling protection cases.

May God bless WIU for allowing us participate actively in monitoring and supervising education activities within the settlement.

# TEACHERS CAPACITY BUILDING





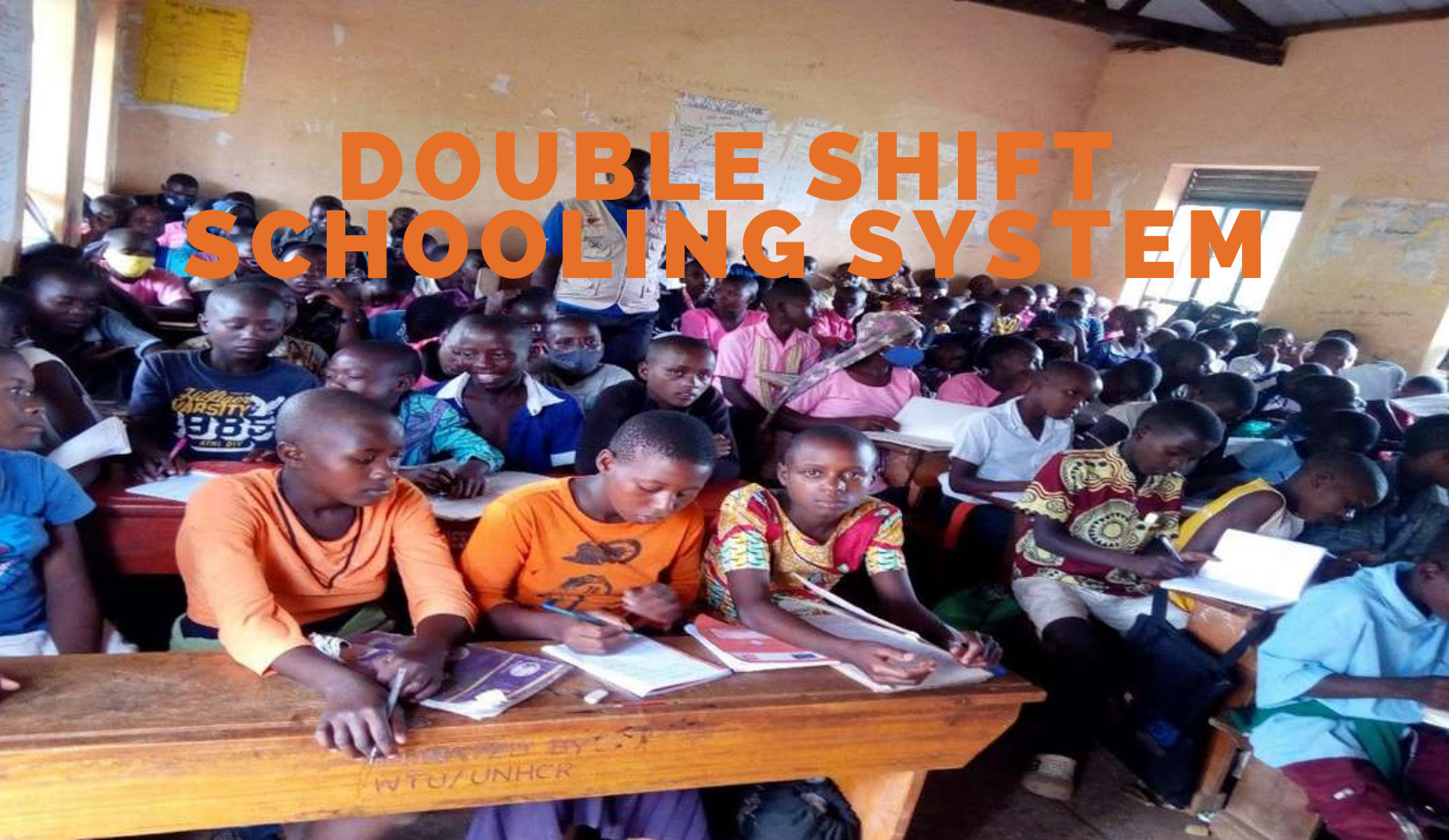
Teachers Capacity-building is an activity that was adopted by Windle International Uganda to build teachers capacity for curriculum implementation aimed at improving competence and positive attitudes, developing innovative pedagogical approaches and models to promote quality and inclusive education. It is a process of developing and strengthening the skills, instincts, abilities, processes and resources that teachers need to survive, adapt, and thrive in a fast-changing world.

Capacity building for teachers was necessary to reorient teachers on the new curriculum, Improving competence, positive attitudes as well as class management in the Covid-19 context.

In an effort to provide quality training, WIU sourced CCTs (Center coordinating Tutors) who have a better understanding of the relevant teaching methods to facilitate teachers training, in the process, the CCTs interact with teachers to find out what key areas and gaps do teachers have and in turn, training topics are chosen in line with the teachers need. The training manual was developed and shared with WIU officers for review and approval.

It should be noted that this was done together in a consultative approach with the District Education officers. During the training, teachers were taken through the following teaching methods among others; cooperative learning, inclusive education, learners centred method, teachers centred method, peer to peer teaching, experimental learning, data management, code of conduct and child protection and safeguarding.

Teachers capacity training has had the following impacts in the refugee settlements; Improved and proper coverage of the training package is attributed to the CPD conducted, and this points to teacher effectiveness. These are seen in the areas of (lesson plan, subject matter mastery, use of instructional materials, classroom organisation, motivational technique, method of teaching. Furthermore, during different school visits and clinical supervision conducted, it's evidenced that, teacher communication skill during the teaching-learning process had greatly improved ascertaining teachers effectiveness. The appropriate use of Instructional materials and relevant teaching materials that are indispensable in the teaching-learning process cited in classes like Charts on the wall, creative learning corner with relevant incidental learning by teachers to improve students has greatly improved children knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing in the Six primary schools in Kiryandongo.



P.6 B Learners in Rubondo Primary School in a class before introduction of double shift school system



P.6 Learners seated in a class after introduction of double shift school system at Rubondo Primary School

Double shift school system is a strategy that handles two entirely separate groups of pupils during a school day. The first group of learners usually attends school from early morning until mid-day and the second group usually attends from mid-day to evening hours (5:00PM). Each group of learners uses the same facilities in the school i.e. learning space (class rooms), teachers, desks, text books, latrine blocks and other equipment for learning at school.

Double shift school system can be defined as a mechanism whereby a school has two shifts each day, with one group of learners being taught lessons in a learning space early in the day and a second group of pupils later in the afternoon to reduce overcrowding in learning spaces (Double shift school system guide lines for primary schools, 2019).

In Nakivale Settlement, Double shift school system was piloted in two primary schools (Rubondo and Kashojwa Primary schools). These are schools with the highest enrolment (3471 and 3522 respectively) among all the primary schools in the settlement. It was required because of the following reasons:

- Effective utilization of the existing resources at schools (learning space, sports facilities, text books etc) and human resource (teachers) without creating or building more facilities and procuring resources.
- To improve on the quality of teaching and learning by reducing congestion in class rooms so as to improve on efficiency ratios i.e. pupil to desk ratios, teacher to pupil ratios, text book to pupil ratios etc
- Creating a conducive learning environment.
- To utilize human resources (teaching and support staff) more efficiently. When learners are divided into two shift, it leaves teachers with small number of learners in a class which is easy to manage.

In Nakivale Settlement, double shift school system is being implemented in two primary schools (Rubondo and Kashojwa Primary Schools). Stakeholders (learners, school administration and teachers, committee members i.e. PTA and SMCs) of these schools as well as parents were sensitized on the need and importance to embrace and adopt double shift school system. With funding from Education Cannot Wait (ECW), 72 teachers from the above schools were trained on the implementation and management of double shift school system. In these schools, the morning shift lessons begins at exactly 07:30 am, and it caters for learners in P.1, P.2, P.5, P.6 and P.7. P.1 and P.2 learners study up to a half past mid-day and they are released to go home. P.5 to P.7 learners continue up to 5pm. P.3 and P.4 learners study in the afternoon shift (shift two) which begins at exactly 12:30 pm and ends at 5:30Pm in the evening. All the learners are then released to go home together with P.5, P.6 and P.7 learners. The time table for teaching and learning for the two shifts have been clearly designed and shift one and two classes are taught by the respective teachers of those classes.

Ever since double shift school system was introduced in these two schools, there have been a lot of changes in the two primary schools implementing the program (Kashojwa and Rubondo Primary Schools). Some of these are;

- Decongestion of class rooms. Before this system was introduced in the two schools, over 120 learners were studying in a class and the ratio of desk to learners were 1:5, but now the number of learners studying in a class is 60 and ratio has changed to 1:2 per desk.
- Effective use of the available or existing resources (class rooms, desks, text books etc). With the big enrolment of learners in these schools, the above resource was not adequate for use when all the learners were studying at the same time, but since double shift school system was introduced the enrolment of the school was divided in to two shifts (learners who study in the early morning shift and those who study in the afternoon shift) and they are all using the same resources satisfactorily.
- Efficient use of the available human resource (teachers and support staff). Teachers who teach in the early morning shift are the same teachers who conduct lessons in shift two (morning and afternoon shift).



## Success Story



### DOUBLE SHIFT SCHOOL SYSTEM HAS IMPROVED TEACHING AND LEARNING AT RUBONDO PRIMARY SCHOOL

Mr. Ainebyona Robert a male adult aged 36 years old, deputy head teacher at Rubondo Primary School narrates his views on the double shift school system introduced by Windle International Uganda with funding from Education Cannot Wait in the year 2021 at Rubondo Primary School. Rubondo Primary School is a government aided primary school, it's found in Nakivale Refugee Settlement in Isingiro District. It's one of the primary schools being supported by Windle International Uganda with funding from ECW and UNHCR. "Before the introduction of this system (DSSS), Classes were very crowded and it was hard for teachers to control learners in class rooms," remarked Robert.

Over 100 learners could sit in a class room, the learning spaces (class rooms) were insufficient to cater for the big number of learners in the school at the same time, assessment of learners was also very hard. Once a teacher could give test examinations and class exercise, it could take a lot time for teachers to mark and give feedback to learners. Additionally, the cases of absenteeism of learners were very common and the teachers would take a long time to notice the perpetrators of this act. And some parents would also stop the learners from coming to school so as to support them with domestic work. The introduction of double shift school system (DSSS) has been a big relief as far as teaching and learning is concerned at Rubondo Primary School Ainebyona Robert further narrates; "Overcrowding in classrooms at Rubondo primary school has become history, learners have been divided into two groups with one group learning during the early morning shift and another group learning during the afternoon shift. The available learning space is being used effectively since learners have been divided into two groups and studying in shifts. The same facilities used by learners who study in the morning shift are the same facilities used by learners who study in the afternoon shift, no additional classrooms have been constructed."

The observance of COVID-19 Standard Operating Procedures (SOPs) has been done effectively for example the learners are maintaining social distancing while in class rooms that is to say only two learners are able to access a desk as compared to before when over 5 learners would share a desk.

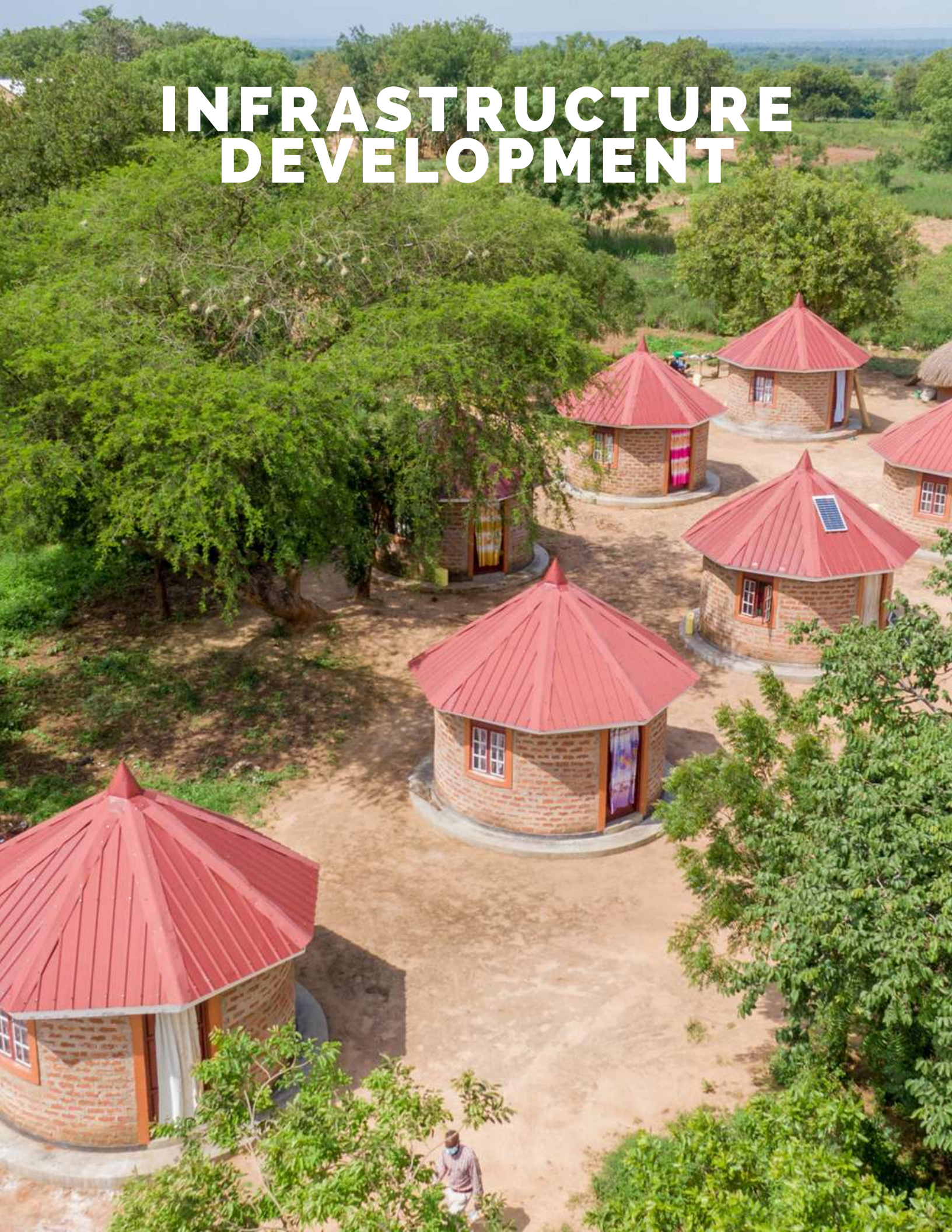
Double shift school system has further helped teachers to know the progress of each and every learner.

Since learners sit few in a class, individual differences are catered for, teachers can mark class exercises given to learners and share timely feedback with the learners. Teacher Robert said that the parents are very happy and appreciate the system (DSSS) because when the learners are off school they get time to help their parents with domestic work, this has reduced on cases of absenteeism amongst learners.

In his last remarks, Mr. Ainebyona Robert thanked WIU and Education Cannot Wait (ECW) for supporting decongestion of Rubondo Primary School by introducing the double shift school system.



# INFRASTRUCTURE DEVELOPMENT





Teachers accommodation, WASH facilities, classrooms, and equipment- education infrastructure - are crucial elements of learning environments in schools. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. In a school like Canrom Primary School with a projected enrolment of 4309 learners as of 2020, the need for WASH facilities is paramount for better learners' hygiene, school like Ematong and Victoria primary schools were the only schools without a single staff housing, and thus the justified need for housing infrastructure.

In an effort to promote quality education, different infrastructure development was inevitable, construction of teacher's accommodation and wash facilities were conducted.

The establishment of accommodation in schools has prevailing positive impact in many areas in regards to education. There has been great improvement in time management among teachers as a result of them residing within the school. The safety of school property and assets have increased as the presence of teachers within the school quarters deters wrong people from vandalizing school property. There is also increased human motivation and willingness of most teachers toward teaching and this has promoted proper syllabus coverage. The safety of female teachers has improved and distance to between their residence to schools improved.



**A picture of two unit of Tukulu, a temporary Kitchen and 1 block of two stance Latring at Victoria Primary School**



# **MENSTRUAL HYGIENE MANAGEMENT**



Menstrual Hygiene Management was needed to improve personal menstrual hygiene among the adolescent girls in primary schools. The intervention was also needed to increase enrolment and attendance of adolescent girls in the settlement schools. However, this would also to ensure retention and completion of primary education cycle by girls within menstrual age.

It was earmarked to improve performance of adolescent girls in examination and class work as well as heighten participation in extracurricular activities such as athletics, netball, volleyball because the menstrual pads give exceptional control of blood flow thus enhancing high participation among the girls.

Menstrual hygiene management was needed in Kyaka II settlement to canvass support for the girl child from boys, teachers and parents which will in turn facilitate social cohesion among the learners as well as preventing stigma and stress as a result of menstruation.

There were many ways of implementing menstrual Hygiene Management in the settlement which included the following;

In Kyaka II, Menstrual Hygiene management started with a training of boys and girls on menstruation, menstrual hygiene management and making of reusable sanitary pads. This training was organized by WIU with support from Health and Education of department of Kyegegwa district. The rationale was to help boys and girls to understand menstruation, management, myths associated with menstruation and also equip the adolescents with knowledge and skills in making sanitary reusable pads. During the training, the adolescent girls and boys were recommended to become trainee of trainers so as to ensure training continuity.

In the schools, meetings were organized for trained adolescents, senior woman and man teachers to make work plans for training of other untrained adolescents to make their own pads.

The schools also made work plans to enable learners to know when, where the trainings will be held and the facilitator for training. This also helps the trainers to prepare accordingly.

There were School based sensitization campaigns organized aimed at making learners understand menstruation, myths and take salient steps in supporting girls. This was aimed at preventing stigma, stress and absenteeism among adolescent girls.

In the settlement, the schools organized School Based Peer Training (SBPT) aimed at equipping adolescents with skills and knowledge in making and maintaining menstrual pads.

The adolescent girls felt healthy, clean and secure when they used menstrual pads.

### **Impact**

This helped girls to participate in extracurricular activities organized at School level. Initially, girls who were undergoing menstruation used to fear to participate in these activities due to the fact that they had no pads and blood could flow and stain their clothes.

This intervention of menstrual Hygiene management has not only improved attendance but also increased enrolment of girls in Kakoni, Kaborogota and Bukere primary School

In schools before the introduction MHM component, the monthly attendance of girls and boys in middle and upper primary showed that girls had poor attendance compared to boys. The introduction of menstrual hygiene has increased attendance in these classes.

Menstrual hygiene management has greatly improved the performance of adolescent girls in class work and examination.

In the settlement, menstrual hygiene management has ensured a strong social cohesion between boys and girls due to regular sensitization on MHM by Senior Woman/man teachers. This has helped girls to get support from boys in making reusable sanitary pads, campaign against stigma, cultural myths and discrimination in the schools.

## Success Story



My name is Edith Rubongo, am 15 years old Congolese living in Kakoni. I am in primary five. I joined Kakoni primary in 2019. I am staying with my mother and three other siblings. I am the first born of my mother. We fled Congo in 2018 due to war. In Congo we were staying in Goma in Eturi province where access to materials for making sanitary towels was a big challenge. My Mother introduced me to use rags as pads when I started having my menstruation. This is the norm of Congolese women using rags when they are in their periods.

Using rags sometimes come with challenge of sliding off from the pads thus leaving stains on the skirts. Poor hygiene led to infections. Washing and sterilizing is time consuming. During menstrual periods, I used to abscond from school because of the fear that the blood would flow into my cloth and stain the desk. This absenteeism affected my performance in class and examinations.

I am one of those blessed to benefit from training of making reusable sanitary materials and sensitization on menstrual Hygiene management by Windle International Uganda. This has equipped me with skills of making my own pads from the materials provided in the school. It has reduced cost of buying the commercial pads. I

can now use the money for buying pads for other basic needs. I am now attending my lessons regularly because the pads I make help in containing the menses. My performance in class is improving because of the increased attendance. I have also become very active in participating in extracurricular activities. I would like to become a nurse to train our women in the community to use reusable sanitary towels which are cheap to buy.

I would like to thank Windle International Uganda for empowering and equipping adolescent girls with such practical skills in making sanitary towels. Edith notes that such programs prevent teenage pregnancies caused as a result of lack of access. She says that men and adolescent boys take advantage of girl's inability to buy these materials. She requested Windle International Uganda to continue with such interventions and also extend them to other communities to support women.



# CHILD RIGHTS CLUBS



Child Right Clubs were needed in the settlements to increase awareness among the children on child rights and responsibilities. This would help children to address issues that affect their rights in the communities to different actors for action and support. This was a platform to hold the stakeholders accountable by ensuring that they help in preventing barriers that affect children exercise their rights.

The child right clubs established in the settlements were constituted by refugees and nationals and were led by the presidents and supported and guided by club patrons.

The Child Right Clubs activity implementation is guided by work plans that are made at the beginning of a term by the members. The members meet twice a month in line with the provisions in the Basic Requirement for Minimum Standards (BRMS) of Ministry of Education and Sports

The activities implemented by members included; meetings, sensitization of learners on their rights and responsibilities, go back to school campaigns, school debates, Music dance and drama, netball and football games, Kids parliamentary sessions and contests on story and letter writing including drawing.

The Child Right Clubs have had a positive impact in the refugee settlements. The members of the child rights clubs have become mouth pieces and agents of change in in addressing the critical concerns and issues impairing the rights of children in the school and communities during meetings. A case to note here, is of two sisters from the same mother who were defiled and impregnated by a boda boda who is now on run after the matter being reported to School authorities by members of a Club in Kakoni Primary school. The matter is under police investigation in Kyaka. The concerns and voices of children are considered and taken seriously by the stakeholders.

Formulation of clubs have led to acquisition of knowledge by children on their rights and responsibilities as result, the children have developed ability to distinguish between rights and responsibilities, needs and barriers that make achievement of the rights difficult.

The Child Right Clubs have given children freedom of expression on matters concerning their lives in the schools and community. This was not a common practice in the community because some cultures consider raising concerns by children in the community as lack of respect to their elders and parents. It was difficult to question the propriety of such cultural norms that inhibit children speaking freely. However, this has now changed.

Peaceful co-existence with refugees and nationals in the schools is contingent upon the continuous sensitization of learners on peace and unit by Child Right Clubs. Initially, in Kakoni primary School, there has been discrimination on nationality lines. The refugee learners sometimes would not allow host community learners to access services due to perception that services and materials provided in the settlement were for refugees. In Kaborogota and Bukere, the Bumyabwisa and Bagegere communities would not relate well with each other. The learners from the host community and refugees have been coalesced and conflict prone tribes stay peacefully as a result of establishment of the club.





## Success Story



### **"Child right clubs empowering children"**

My name is Richard Kasangaki, the Patron of Child Right Club of Kakoni primary School in Kyaka II refugee settlement.

In Kakoni primary, there wasn't any club that was formulated to create awareness on their rights and advocate in support of protection of children rights. Consequently, the children have not been participating in discussing, addressing and decision making about the issues that affect their rights. Children did not know their rights, privileges, and responsibilities. As a result, their rights were violated, responsibilities and privileges were compromised in the community. In the school, indiscipline and lack of respect among learners was at peak, children lack social conscience for one another. Generally, the attitude of children towards their fellows was cavalier.

Following the formulation of Child Right Club in the school, as patron I would like to note remarkable achievements in positive behavior change, realization of the rights and responsibilities were enhanced in the school.

Richard notes that; the club has empowered the children to be their mouth pieces, ambassadors, trumpets in advocating for child rights and protecting their fellow children from abuse. These children now speak with firmness and courage in addressing their peers because of this empowerment and understanding the fact that their rights are inalienable.

Although the parents believe that their children have no good ideas in their affairs, this notion is shifting in the community of Kakoni. The children now participate in family and community meetings and their views are now respected and upheld.

The parents have cherished the philosophy of giving children opportunity to learn about their rights and also participate actively in making informed decisions in families, Richard explained.

He expressed his gratitude to Windle International Uganda for formulating the child rights clubs to empower children. His wish is that WIU gets more funding so that the program is expanded to other communities.