Enhancing Programming in Reducing Violence against Children in and around Schools in East Africa

Convening Report
Royal Suites, Kampala, 29th Nov-1st Dec 2016
A report of the Program Learning Convening on Reducing Violence against Children in and around schools in East Africa.

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The views expressed in this report are the views of participants who attended the 2nd Learning Convening in Kampala, Uganda.
Acronyms

**ACPF**: African Child Policy Forum

**ANPPCAN**: African Network for prevention and Protection Against Child Abuse and Neglect

**CHAI**: Child Health Advocacy International

**CEO**: Chief Executive Officer

**CSO**: Civil Society Organisation

**ECFG**: Elevate Children Funders Group

**ICS**: Investing in Children and their Societies

**IIDC**: Impact and Innovations Development Center

**LSHTM**: London School of Hygiene and Tropical Medicine

**M&E**: Monitoring and Evaluation

**MEL**: Monitoring, Evaluation and Learning

**MGLSD**: Ministry of Gender, Labour and Social Development

**MoES**: Ministry of Education and Sports

**NGO**: Non Governmental Organisation

**RVACiS**: Reducing Violence against Children in and around Schools

**SDGs**: Sustainable Development Goals

**VAC**: Violence against Children

**VACiS**: Violence against Children in Schools

**VAG**: Violence against Girls

**VAW**: Violence Against Women

**WSA**: Wellspring Advisors
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**APPENDIX ONE: CONVENING AGENDA/PROGRAM**

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The convening, which was the first major activity to kick start the 3-year learning initiative, was organised by the Impact and Innovations Development Center (IIDC) and supported by Wellspring Advisors (WSA). In addition to IIDC staff, it was facilitated by individuals from the London School of Hygiene and Tropical Medicine (LSHTM) and Allan Kiwanuka from Child Hope UK. This 2016 Learning Convening was attended by the 8 East African organisations that make up the Learning Cohort focused on reducing Violence against Children in and around Schools (VACiS).
The convening exposed participants to emerging global and local evidence on VAC and explored its applicability to their program context. It also illustrated the role of Theory of Change, MEL and documentation in realizing impactful VACiS programs. The meeting also sought to enhance participants’ knowledge of social norm theory and its implications for reducing VACiS programming. Finally, the meeting was an opportunity to increase grantees’ understanding of the learning process and the various resources available to them.

This report can be useful to scholars, practitioners, and organisations that are implementing programs targeting VAC or related issues and are interested in how to measure and maximize their impact and effectiveness.

Some of the most salient learning points from the convening included:

1. There is an increased global recognition and focus on VAC as a critical area in which partners should seek to be part of and influence given their experience at the national and regional level.

2. Critical and widespread social problems like VAC are deeply rooted in social norms. Transforming social norms takes time and requires a multi-pronged approach and collective efforts by actors across sectors.

3. Learning and creating a learning culture in organisations is a critical first step in making programs more impactful, measurable, responsive and effective in a constantly changing context.

4. Documentation is critical to organisational learning and must be undertaken in a systematic and purposeful way if it is to meaningfully inform learning and programming.

5. A well-conceived Theory of Change enables an organisation to keep abreast with emerging issues so as to inform appropriate and timely remedial action and minimizes the pitfalls of “straight jacket” programming.

6. For organisations to be able to sustainably transform community attitudes, it is imperative that they start with focusing on the attitudes and dispositions of their own staff to ensure that they are aligned with the message that they communicate.

7. In addressing violent disciplining, there is a need to promote a shift towards motivating children to behave well rather than focusing on what punishment to give because a child has misbehaved.
Introduction
1.1 Background to the Convening
In the spring of 2015, a learning event on preventing VAC in Schools in East Africa was convened by Elevate Children Funders Group (ECFG) with substantial support from Wellspring Advisors. The event brought together ECFG grantees and a few other selected partners working on VAC in and around schools in Uganda, Tanzania, and Kenya. They recommended that a more broad learning agenda should be implemented to support grantees to work closely and reduce VACiS. This initiative was inspired by the realisation that there were limited opportunities for organisations to share knowledge, learn from each other and get exposed to research and emerging best practices in reducing VAC programming. The current learning initiative targets 8 grantees of WSA that are working in Uganda, Kenya, and Tanzania implementing programmes to reduce VACiS. It was as part of this initiative that the 2016 leaning convening was organised. The event enabled partners to learn about promising evidence-based practices to prevent violence against children in schools.

1.2 Objectives of the Convening
1. To expose participants to emerging global and local evidence on VAC and explore its applicability in their program context.
2. To increase grantees’ understanding of the RVACiS learning process, and how it will be managed.
3. To clarify and illustrate the role of Theory of Change, MEL and documentation in realizing impactful RVACiS programs.
4. To enhance participants’ knowledge of the theory of social norms and its implications for RVACiS programming.

1.3 Participants at the Convening
The convening attracted a total of 51 participants from Uganda, Kenya, and Tanzania. Each of the 8 partner organisations was represented by between 1 to 6 participants. These included CEOs of organisations, M&E professionals, Program Managers, and field staff. Other participants included international resource persons attached to the learning process, IIDC personnel, and development partners.

1.4 Methodology of the Convening
The convening involved the use of diverse methods to foster learning, including a field visit, exhibition, technical presentations, group work, panel discussions, case studies, and market place/café. The convening was moderated by Mrs. Samalie Lutaaya, Head of Programs, IIDC.
“I was exposed to violence in school in my childhood. In my family there was no problem but people my age understand that using a left hand was not good. I was not allowed and was beaten for it.”

Theophane Niyemwa, Executive Director, ACPF
2
Official Opening Ceremony
Remarks by Ms. Jackie Asiimwe – Wellspring Advisors, Uganda

Ms. Asiimwe emphasized that programs on reducing VAC are important and that they are working by changing one parent at a time to unlearn what they were subjected to in their childhood. She stated that efforts should be geared at creating a new generation of parents that do not subject their children to violence – a positive reference group.

She spoke of the urgent need to build synergies between the school and the home such that what is emphasized at school is also done and emphasized at home. She added that when parents are violent, their children fear them and thus cannot have a good relationship with them. When children face violence, they learn to do the same to their own children in future.

She concluded her remarks by sharing her personal experience of out-growing “parenting through violence,” which she had learned from her parents.
Ms. Greenwood expressed happiness at welcoming partners to the 2016 learning convening on RVACiS, which she added ushered in a new, narrower strategy focused on few partner organisations for effective learning. She stated that reducing VACiS is the key to reducing stress, improving learning outcomes for children in school, improving child wellbeing, improving school retention, and reducing child marriage and childhood pregnancy. She thanked the IIDC team and all the technical persons that had agreed to support the learning process.

She observed that the convening offers an important opportunity to learn about a combination of three types of knowledge - scientific evidence, programme knowledge and indigenous knowledge - to create lasting change in the protection of children. Thus, a critical objective of holding the convening was to foster a shared learning agenda in reducing VACiS in East Africa. This is important because too often good work is done but is not measured, or it is not shared because organisations work in silos.

She said Wellspring Advisors seeks to strengthen programing around reducing VAC to create meaningful and lasting change in relation to preventing VAC by introducing knowledge management systems, refining theory of change, and introducing dynamic concepts such as social norms. This is critical because changes in laws, constitution or policy and public communication campaigns, which change individuals, do not necessarily transform culture and social norms and stop short of sustainable change.

Ms. Greenwood concluded her remarks by stating that WSA was thrilled to contribute to shared learning and leveraging the global momentum of addressing VAC, especially because the work of partners fits well in the INSPIRE package and contributes to achievement of SDG 16.2. She added that Wellspring advisors is committed to supporting a serious engagement with learning and learning from failure to ensure that all the programmes can be shared at a global level, a critical aspect in furthering growth and fostering lasting change.
Keynote address by Mr. Theophane Niskyema, Executive Director, ACPF

Theophane began his keynote address with a personal story: “I was exposed to violence in school in my childhood. In my family there was no problem but people my age understand that using a left hand was not good. I was not allowed and was beaten for it. Today, I do everything with my left hand except writing. That was part of the practice and culture then, but we know that it affects the wellbeing of children.”

In his presentation, Mr. Niskyema highlighted global and regional developments in preventing VAC, stating that while most African countries have a supportive legal and policy framework and some studies on VAC, the challenge remains in the implementation of the laws and policies and uptake of available evidence and research to inform effective prevention and response programs to VAC.

On resources to address VAC, Mr. Niskyema stated that over the years there have been positive developments in the area of protection of children that have led to development of global and regional policy and program agendas on prevention of VAC including: the SDGs (see SDG 16.2), the INSPIRE Package, the AU Agenda 2063, Africa Agenda for Children 2040. These developments present opportunities for advocacy and to leverage resources to address VAC.

He concluded his presentation by emphasizing the importance of prevention of VAC, which should be addressed without neglecting responses to VAC. He added that at the global level the focus should be on leveraging opportunities to mobilize resources and cross-country learning by pushing governments to become pathfinder countries and supporting the African Partnership to End Violence against Children.
Emerging Issues from the Remarks of the Speakers

In a brief plenary discussion following the keynote presentation, the participants raised a couple of clarifications and complementary issues. The first question focused on the implications of being a pathfinder country within the context of the emerging global partnership to end violence against children. It was clarified that by accepting to be a pathfinder country, a government commits to mobilize and avail resources to expedite the implementation of holistic interventions, within the framework of the INSPIRE package, to address VAC. In East Africa, Tanzania, which is a pathfinder country, has developed and is implementing a national plan of action on VAC that is aligned with the INSPIRE strategy. It is expected that the process of becoming a pathfinder country should involve consultations between the government, CSOs, and all relevant stakeholders and partners in the fight against VAC.

The second question focused on the extent to which research has informed programming. There was concern that while many studies have been undertaken by various organisations on VAC, their impact on programming was not clearly evident. In this regard Mr. Nikyema highlighted the fact that there has been research uptake in the sense that, in addition to ACPF studies, a number of studies have been done at the national level by different countries or stakeholders - Tanzania and Nigeria being examples. The 2014 African report on VAC is a synthesis of different studies that were undertaken at national level. These studies informed policy formulation at national level and influenced the INSPIRE framework, which is based on the systems approach (itself a result of research) to programing. He also clarified that more effort needs to be focused on better coordination mechanisms and strict implementation of policies in order to be more successful in reducing VAC programing.

Finally, there was concern about the efficacy of prescriptive and value-laden interventions that do not take into account the deeply entrenched value and belief systems of the rural communities. It was recommended that to effectively address VAC, multi-stakeholder engagement, including religious, traditional, and community leaders, is needed to avoid and address the inherent conflict between modern laws and traditional customs and beliefs. This engagement can lead to crafting the right message that can resonate with communities with deeply embedded practices on VAC.
In his presentation, Mr. Yiga stated that IIDC was established in 2015, following recommendations from the first learning event in July 2015. He added that the learning initiative is a new innovation to enhance learning in VAC programming that is being spearheaded by IIDC as the learning partner. This will involve accompanying a cohort of 8 Wellspring grantees implementing VAC programs in schools over a three-year period to ensure that they use all available knowledge (scientific, technical, and indigenous) in their programming for increased effectiveness and impact and in ways that can be measured and shared.

He added that IIDC will provide technical support in VAC programming, support knowledge management, foster learning among partners, IIDC will also support them in documenting initiatives that are working and learning from those initiatives that have not worked. The learning process is expected to be demand/partner driven, and the role of IIDC is to provide ongoing support and coordinate resources.

Mr. Yiga explained that IIDC will be the coordination hub and work with a team of acclaimed consultants and an advisory committee to match organisations with the needed technical expertise. IIDC will help organisations utilize available evidence to refine programming, establish stronger relationships, and to improve practices such as documentation. He added that the role of grantees is to collaborate with the consultants, define their needs, share their experiences (successes and failures), and network with each other through available forums.

He ended his brief by making a call to partners to embrace learning, self-criticism, and reflection on their work, which would enable them make their programs more impactful, measurable, and more marketable to donors.

**Issue for Clarification**

One issue that needed clarification was what fears exist at the beginning of such a pilot learning project. It was clarified that working with different partners on programing in the area of VAC and child protection has, over time, brought to light the enormity of points of learning missed because interventions and organisations were not strategic or learning-oriented. There are organisations doing great work who cannot demonstrate it, because they are not using the necessary tools, such as learning deliberately and documenting. Learning requires openness to the fact that not everything being done is working as well as expected. It is important for organisations to be critical of what they do and boldly build or deconstruct the work they do. It is not always easy at a personal and organisational level, but it is worthwhile.
Raising Voices, one of the partners in the 8 organisation learning cohort, hosted some of the participants at two primary schools, Mamuli Primary School and Happy Hours Primary School.
Field visit to two “Good Schools” and Communities
3.1 About the Field Visit, Raising Voices and the Good Schools Toolkit

Raising Voices, one of the partners in the 8 organisation learning cohort, hosted some of the participants at two primary schools, Mamuli Primary School and Happy Hours Primary School. In these schools, the Good Schools Toolkit is being used to prevent, respond, and create awareness on VAC. The field trip also included a visit to the community to learn how the Good Schools Toolkit is used to influence change in community approaches to VAC.

3.2 Activities Witnessed at School and in the Community

At the schools, participants were introduced to activities that are implemented under the Good Schools program. Some of the activities witnessed by the participants included:

- The wall mural used to communicate messages about rights, good schools, and values to children and teachers that should be upheld.
- The Wall of Fame used to recognize children who behave and perform well.
- The Children’s Parliament/Court used to foster children’s participation in enforcing discipline in the school.
- Other strategies used include music, dance, drama, and posters in classrooms.

Following the school visits, the participants were hosted by community members of Lukomera Village, who demonstrated how they engage in community dialogues on issues that affect children in their community. The dialogues focused on the characteristics of a good and bad parent and the importance of educating girls.

3.3 Questions and Answers during the Field Visit

After the school visit, participants asked questions for clarity. These questions were answered by teachers and children respectively. Below is a table summarizing the questions that arose and the answers given.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you follow up decisions/actions made by the Children's Court?</td>
<td>The Court Judge chooses members of the court to follow up on the decisions made by the Children's Court.</td>
</tr>
<tr>
<td>How do you build confidence of children in the Children's Court and its ability to solve their problems?</td>
<td>The rest of the children in the school respect and have confidence in the Children's Court to solve their problems.</td>
</tr>
<tr>
<td>At what point do teachers interface with the children's court?</td>
<td>Teachers attend court sessions as observers to support the children solve issues.</td>
</tr>
<tr>
<td>If the child is aggrieved/not satisfied with the decision of the Children's Court, what remedies are available for appeal?</td>
<td>No child has reported being unfairly judged. If it came up, there is a teacher's disciplinary committee that would receive and handle the case/appeal.</td>
</tr>
<tr>
<td>How else does the school assess behavior change among children?</td>
<td>When there are no cases of indiscipline reported, then the teachers know that there is positive behavior change. At assemblies, the chairperson of the Children's Court always emphasizes discipline among the children. When he does not, then we know that the children have changed behavior. The counselling sessions also help the teachers deal with sensitive issues that the children cannot bring out in a public space.</td>
</tr>
<tr>
<td>How do you report violence at home and on the way to school?</td>
<td>The pupils report to us (teachers) about the violence they face in the community, and where we can intervene or refer to the local council committee.</td>
</tr>
<tr>
<td>How do you deal with indiscipline issues of members of the Children's Court?</td>
<td>If a court member is found guilty of indiscipline, s/he is relieved of her duties. The Court members are disciplined like the other children.</td>
</tr>
<tr>
<td>What have you learned by being part of a good school?</td>
<td>Head teacher: “The Good Schools model has helped to build life skills and confidence among children.” There is positive behavior change among the children. The teachers appreciate the contribution the children make: “as a teacher, I did not know that children had good and constructive ideas.” The children have learned to help each other solve problems without the teachers’ intervention.</td>
</tr>
</tbody>
</table>

**Questions answered by Pupils**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is the Children's Court Constituted/how is/are members selected?</td>
<td>I was selected by fellow pupils. They saw that I was confident and could represent the school well. I was selected by teachers. I am confident and disciplined.</td>
</tr>
<tr>
<td>How does it feel to be a member of the Children's Court?</td>
<td>All the children who responded to this question said that it feels good/prestigious to be a member of the Children's Court.</td>
</tr>
</tbody>
</table>
3.4 Reflection on Learning from the School Visit and Community Dialogue

After the field visit, participants reflected (in groups) and shared their learning from the school visits and the community dialogue. Their reflections were guided by a number of guiding questions as reflected below during a plenary session;

What impressed you most in the schools and in the community?

In the School:
- The children (especially the judge), were very assertive and knowledgeable on how to handle the children’s issues. The teachers too were very knowledgeable and friendly to the children.
- The good schools model is not a stand-alone intervention but part of a six-stage process. It has helped create an environment where teachers and pupils live happily together in the school.
- The children trust their structure (fellow children) to manage their issues, and the teachers believe in the children to support them in dealing with discipline in the school.
- The ability of children to document the work of the Children’s Court was very impressive.
- The judge’s decisions in the Children’s Court were based on evidence and participation of court members.
- The Children’s Court is an important structure for child participation; the children are involved in selecting members of the Court.
- There is a possibility to appeal to the Teachers and Parents Committee for complicated cases and cases not satisfactorily handled by the Children’s Court.
- The Children’s Court is a platform for skills building and fostering analytical thinking and responsibility among children.
- The culture of apologizing that the Children’s Court use to discipline children is an important value instilled in the children.

In the Community:
- The participation of men and people with disability to discuss issues affecting girls was commendable.
- Being able to point out role models of positive parenting in the communities motivates the recognized parents and also other parents to adopt good parenting practices.

What new thing did you learn from the school visit and community dialogue?

In the School:
- The Children’s Court is an innovative way to involve children in managing discipline in a school.
- The use of an ideas box, as opposed to a suggestion box, makes children feel that their ideas are valued.
- The existence of guiding rules for the children’s court is important to manage the smooth operations of the Children’s Court.
- The use of alternative discipline (discipline box) to manage discipline in the school.
- The use of the wall of fame to recognize outstanding pupils motivates good behavior and good academic performance.
- Display of messages in the classroom is a good way to remind children and teachers about their commitment to maintain a friendly environment in the school.
- The use of drama to teach children about different aspects related to their protection.

Community Dialogue:
- The community dialogue is a cost effective way of engaging communities on matters that affect children. It was organised in the community, using community resources.
- The method of dividing participants in groups to reflect on a specific issue and to later share their findings in plenary is an important aspect of enlisting participation of all members.
- The methods of facilitating the community dialogue (group work, brainstorming) were engaging and lively.
- The community was well-involved in identifying their own problems.
What challenges did you observe in relation to child protection at the school and community visits?

- The intervention focuses more on the school and not parents. It would be helpful to have a package for parents – a good parent’s toolkit.
- Children are not fully transformed on issues of VAC prevention.
- Confidentiality could be compromised, leading to emotional abuse of children, if Children’s Courts are allowed to handle sensitive issues that children would not want to discuss in public (for instance at Happy Hours Primary School, Bombo, the Children’s Court handled a case of child to child sex).
- The use of work as a penalty for misbehavior (or as an option for positive discipline) could result into children developing a negative attitude to work (e.g. cleaning, digging) which is actually positive for their holistic development.
- The members of the Children’s Court are not adequately trained to handle discipline issues in the school.
- The interventions at the school seemed detached from the interventions in the community. How the two link was not well articulated.

What recommendations do you make to improve the Good Schools model and the community dialogue?

**The Court Sessions:**

- Enhance children’s understanding of the appropriateness of penalties for indiscipline and the impact of the same in terms of fostering responsibility among children.
- Reduce the number of members of the court (the explanation was given that the core members of the court are four, the rest (members) are class representatives).
- The children should receive more training on children’s rights and responsibilities and the concept of a good school and Violence against Children.
- The teachers/school administration should filter cases that should be handled by the children to avoid a situation where children handle cases beyond their age or sensitive issues that require privacy.
- The court sessions should be made more participatory (although at Mamuli Primary School, there was evidence that the judge made decisions after consulting the members of the court).
- Pay attention to the general health condition of the children (for instance many were not wearing shoes, others were not in uniform and others, their clothes and uniforms were not in a good condition) which is detrimental for their health especially if they have to go to toilets bare footed.
- Design a parenting program for community members to balance the focus between having good schools and good communities.
- Replicate the court approach in the community (i.e. parents’ court) to help deal with issues such as school attendance, school shoes, and uniform for children.
- Involve younger children more (P1-P4) in the Good Schools activities in the school.
- Improve the school’s structures (e.g. put ramps) to make the school friendly to children with disabilities.
- Operationalize the ideas box in communities as well.
- Involve government structures in implementing the Good Schools model so that they own it and sustain it. (Not clearly articulated in the discussions in the schools).
- Document the impact of the Good Schools model (e.g. through videos, success stories) to document change.
- Match punishments with the nature of offence to avoid creating an impression among children that work is a punishment for wrong doing. For instance, for a child who refuses to sweep, s/he should be given the punishment to sweep and one who sexually abuses the other should not be sent to dig.

**The Community Dialogue:**

- After the dialogue, the facilitator should summarize the key message that the community members can continue to reflect on or implement to improve the situation.
- The discussions were focused on the girl child;
it is important to balance the genders because boys also need protection, and they should be empowered to become change agents.

- Economically empower parents to address susceptibility of girls to violence and school drop-out.
- Strengthen the link between the home, school, and community.

Key questions to reflect on in measuring change related to the Good Schools model

1. How can behavior change be assessed? How do we know that children’s behavior has transformed as a result of the Good Schools model?
2. What indicators/milestones show change attributable to the Good Schools model?
3. To what extent are outcomes of the Good Schools model measurable? (e.g. the court sessions handled by the children’s court, are they verifiable?)
4. What about cases arising from the community? How are they handled and documented?
5. What is the level of participation of children in identifying and addressing violence against them in the communities?

3.5 Conclusion and Wrap up

To wrap up the discussion, the Raising Voices team appreciated the recommendations given about the interventions and noted that the schools in the program are at different levels (high, medium and low) of implementing the Good Schools model. They particularly noted the following recommendations for improvement of the Good Schools model:

- Involving government leaders in the implementation of the Good Schools model to ensure its sustainability by the MoESTS beyond Raising Voice’s intervention (they were already reporting to the district about the same).
- Involvement of younger children, especially to build their capacity to sustain the model in the school since they had experienced transition challenges.
- Application of positive discipline: using work as a punishment in a way that it does not create an impression among children that work is a form of disciplining wrong doers, but that it is important for their growth and development.
- Link the Good Schools model with the community. Raising Voices is in the process of developing the local activism tool kit. The two models, although the issues are different, should link the school and the community.
- Tracking the impact of the Good Schools Model beyond primary school: Raising Voices was already piloting the Secondary Schools toolkit, which included issues such as reproductive health in two secondary schools.

Learning and Reflection points from the Field Visit

- The Good Schools Toolkit and activities build the confidence and self-esteem of children, which enables them to avoid and respond to violence.
- A linkage between the Good School Toolkit and community engagements to ensure complementarity is important if behavior change is to be sustainable and widespread.
- Alternatives to practices deemed harmful to children's wellbeing should be developed and promoted by supporting internal change agents within communities.
- The transition of children from primary to secondary, where there is no Good Schools model, needs to be addressed.
- The Good Schools Toolkit is empowering both children and the teachers.
- Linkage and enhancement of synergies between Good Schools activities and government laws, regulations and procedures improves ownership of the process and results of interventions.
- School-based interventions should reach children, teachers, and non-teaching staff to foster holistic prevention and response strategies for ending VAC.
- Care needs to be taken not to compromise the confidentiality and emotional well-being of children, especially when utilizing children courts to handle sensitive matters.
There is also networking and knowledge sharing among others. Through learning events, organisations strengthen their focus on learning and testing promising practices.
Overview of grantees’ work and impact of last learning event on projects.
4.1 Grantee Overview and Impact of Learning Event on Interventions

In mixed groups involving representatives of the participating organisations, participants introduced themselves and shared the VACiS-related work of their respective organisations. The presentations focused on the intervention target groups, key intervention strategies, and lessons learned from the 2015 convening that they incorporated to improve their interventions. In the plenary, participants from each group shared the most striking thing they picked from the group work.

The Bantwana Initiative VACiS project is in the 4th phase of implementation in 2 districts of Kabarole and Kyenjojo. Working with 40 schools to prevent VACiS, the project targets school-going children, teachers, and community case workers. The project supports training of teachers to prevent and respond to VACiS and promotes alternative forms of punishments through the “Hang-up the Stick” campaign. They also develop children’s agency through sensitizing children on child rights in children’s clubs that report and refer cases of child abuse and link schools to community child protection mechanisms. They also empower children to recognize and report abuse through children’s committee activities and suggestion boxes. Case conference meetings are held with case workers, district leaders, and sub-county workers to discuss VAC cases. From the 2015 VACiS convening, Bantwana incorporated the social norms approach into the current programs.

Investing in Children and their Societies (ICS) implements a VACiS reduction program targeting 25 schools in Kenya and Tanzania. The program focuses on promoting government guidelines on establishing child protection systems. In schools, ICS implements the Lunch and Learn initiative targeting teaching and non-teaching staff. ICS also developed a 5-module manual aimed at helping teachers understand VAC and alternative ways to manage behavior of children as opposed to corporal punishment. These issues are talked about during lunch hour and school management meetings with school management committees. ICS has established school clubs to help children understand their rights and responsibilities and how to report abuse. They have also designed a 7-module, 12-session parenting program through which ICS educates parents about child protection and positive parenting, encourages communication between the teachers and parents, and connects the school to the child protection teams at the village level.

Action Aid Tanzania/Mafia Island works in 9 districts that are predominantly Muslim with a goal to end poverty and promote women and children’s rights. The organisation targets school-going children through raising awareness in 40 primary schools and 6 secondary schools. It also implements an advocacy campaign and trainings targeting children, teachers, and local government officials. This intervention fits well and builds on the successes of the Local Rights Program and the previous WSA project.

ANPPCAN Uganda implements a VAC program in Arua District in Uganda targeting school children in primary school, community members and cultural institutions, school management committees, parent teacher associations, school administrators, and children’s club patrons. ANPPCAN has introduced letter link boxes (an equivalent of suggestion boxes) in schools and supported the schools in developing child protection policies. The organisation also works with local radio stations in the district where children are heard. ANPPCAN also targets community members by holding community conversations on corporal punishment and other child rights issues. The conversations are conducted by community conversation facilitators that are trained by ANPPCAN.
FAWE Uganda operates in 3 districts, in 12 secondary schools and 18 primary schools in Western Uganda. At the national level, FAWE is part of the MoES Technical Working Group on VACiS and, with other organisations, promotes the Ministry guidelines on alternatives to corporal punishment. FAWE also engages the district Education Officers to promote the same alternatives. FAWE provides grants to schools to implement school-led programming on VAC. The school administration makes work plans based on priority activities that they identify. These activities also include community action aimed at linking the school to the community. A monitoring committee, comprised of the local council, a child representative, a parent-teacher association member, and school management committee member, is set up to monitor the implementation of activities aimed at preventing VAC. The focus of awareness-raising activities is to increase knowledge of existing laws on child protection and to build capacity of community members and children to identify and report abuse. The ecological model of programing for VACiS, currently adopted as part of the next phase of the project currently underway, emerged from the 2015 Learning Event.

Kenya Alliance for Advancement of Children Rights (KAACR) strengthens provincial child protection networks in 7 Kenyan counties, advocating for favorable policies and establishing child protection networks that promote child protection. KAACR also targets CSOs, children in schools, community members, teachers and government officials. KAACR engages county education committees to ensure budgeting and legislation incorporate child protection. They also develop child protection rings for children and identify and promote community child rights models to model positive parenting. The organisation works to strengthen the capacity of children’s agencies.

The project shares knowledge with local education authorities responsible for primary education: these include district primary education officers, school quality assurance officers, social welfare officers, police, and teachers from the intervention schools. There is also networking and knowledge sharing with other Save the Children projects, specifically child protection and child rights governance projects.

Save the Children Tanzania is implementing a child protection and education program in the Kinondoni municipality of Dar es Salaam in Tanzania. The project seeks to increase the number of girls transitioning from primary school to secondary school in ten primary schools and improve education outcomes and life opportunities for female students. One of the short term outcomes is to increase transition rate from primary to secondary school among girls by 25 percent in ten primary schools by the end of the two-year period. This will be done along with efforts to empower female students with increased self-confidence levels and change community attitudes towards girls in general and girls’ education in particular.

Raising Voices approaches violence prevention and response with a focus on both children and women, emphasizing that there is a link between violence against both groups. The organisation targets both boys and girls and seeks to influence and inform perspectives in communities and public discourse. Through aspirational programing, the organisation engages duty bearers and rights holders respectfully and has developed a number of materials in that respect. Through the current project of the Good Schools program, which has a clear theory of change, the organisation has gone beyond awareness to skills building and creation of an accountable school administration. With a clear theory of change, the organisation has elevated learning in their programing and addressed critical gaps in their work through rigorous independent impact assessments of their interventions.

From the 2015 Program Learning Event, the organisation has strengthened its focus on learning and testing emerging promising practices that have strengthened the organisation. One of these practices is the Good Schools Toolkit, which is being replicated in over 100 countries.
4.2 Joint learning and Reflections from the 2015 Convening presented in plenary

- The “lunch and learn sessions” held by ICS, targeting teaching and non-teaching staff, have been replicated by other organisations.
- Incorporation of social norms in programming by Bantwana, as a take away from the 2015 convening, has strengthened the program.
- KAACR - advocacy at the local government level, to prioritize planning and budgeting for child protection, is the right step towards involving governments in sustainable action.
- ANPPCAN – working with religious leaders, cultural leaders and the media is an appropriate way of changing social norms.
- FAWE – the school-led programming model is an innovative way of building capacity of schools to sustain child protection activities in schools.
- The school-led planning for VACiS activities promoted by FAWE Uganda is an innovative way to build capacity of schools to sustain the VACiS initiatives.
- Linking violence against women and violence against children programming by Action Aid Tanzania and Raising Voices is an important aspect in holistic VACiS programming.

4.3 The Concept of Violence Against Children

Presentation made by Mr. Deogratias Yiga, Executive Director, IIDC

In his presentation, Mr. Yiga defined the term Violence against Children and the different forms it takes, including physical, emotional, sexual, neglect, and exploitation. He noted that children are abused largely because of their multifaceted types of vulnerability related to: physical status (small, powerless, and less resistant to ill treatment); social status (dependent on adults for basic needs); and low developmental status (can be manipulated). Underpinning this is the tendency of adults to abuse their positions of trust by and power over children.

He also highlighted diverse effects of the various forms of violence on children noting that while physical effects of violence may fade over time, the emotional effects do not easily fade and beget violence among future generations.

Mr. Yiga singled out corporal punishment as the most common form of physical violence in East Africa and explained its impact on children. He noted that corporal punishment increases aggressive behavior among children, contributes to delinquency, evokes fear and anger in children thus affecting adult-child relationships, and can be transferred to close relationships in future. Among parents, the use of corporal punishment is a manifestation of a lack of confidence and skills to discipline children as well as the lack of knowledge of alternative forms of discipline.

Mr. Yiga shared some of the known alternatives to corporal punishments that can be used by parents and caregivers, including setting and enforcing rules, showing interest, engaging children appropriately, focusing on desirable behavior, praising good behavior, and developing alternatives to violence.

He ended his presentation by suggesting actions that can be taken at the community level to promote positive discipline measures. These included community education, formation of alliances, research, lobbying government, and empowering/supporting parents.
4.4 Reflection Questions from the Session

1. How do we measure success?
2. How are we building on indigenous knowledge in our work?
3. How do we utilize information management systems to improve our work?

It was suggested that a mapping exercise be conducted to identify and build synergies among organisations working in VAC prevention and response, including having a central depository of emerging knowledge and research from which partners in the same cohort can base their learning.

4.5 Current Trends on Violence Against Children in Tanzania

Roundtable discussion by Tanzanian Participants

Aware that country and specific contexts can be different, a roundtable discussion with the Tanzanian participants was convened with the aim of reflecting on the impact of the current Tanzania regulatory frame on VACiS programs, fostering greater cooperation and coordination between VACiS actors and a possible consortium of VACiS actors. The Tanzanian participants were very appreciative of the thoughts about their context and indeed acknowledged the need for concerted efforts in order to effectively deal with VACiS, particularly with regards to the need for a stronger and united advocacy platform.

To take the agenda forward, Action Aid Tanzania volunteered to lead the process of mobilising and convening the meeting of VACiS actors in Tanzania and call on WSA and IIDC for any form of support as may eventually be needed.

Learning and change are inextricably linked and include learning from failures. This learning at a rate faster than change is critical.
Making RVACiS programs more impactful
5.1 The Relevance of Theory of Change, Monitoring, Evaluation and Learning
Presentation by James T. Yesiga, Technical Advisor, IIDC.

In his presentation Mr. Yesiga emphasized the fact that having a positive attitude to learning is an important aspect in fostering effective learning and involves questioning what works in different situations, problem solving, fostering an innovative and responsive environment, and setting out to deliberately learn as opposed to one-off activities.

He added that organisations must be reflective and clear about their reasons for learning, whether for survival and reputation or desire to improve performance. This enables organisations to develop sound working practices, foster understanding and appreciation of other perspectives and changes in their contexts, keep up with developments in a fast-changing operational context, get a good return on investment/value for money, and puts the organisation in a better place to improve their effectiveness, quality of services, and scale up interventions while remaining relevant in the sector.

He also emphasized effective organisational learning, which requires supportive leadership; a culture of continuous improvement; defined learning culture and an intuitive knowledge process. These are all critical aspects of the theory of change. He stated that it is critical for organisations to create an enabling learning environment and culture.

He explained that learning and change are inextricably linked and include learning from failures. Learning enables organisations to quickly identify problems, take leadership innovating, focus on quality of services given to beneficiaries, and rapidly and systematically grow.

On theory of change, Mr. Yesiga said that Theory of Change is a framework that emphasizes learning, accountability, and communication. He explained components of Theory of Change including causal pathways, backward mapping, pre-conditions, outcomes, assumptions, and indicators. He gave examples of questions that must be answered while using the Theory of Change (e.g. what to change, why, by who, how to measure and learn from the changes). He also pointed out that Theory of Change can be applied to an ongoing project if management is determined to improve the effectiveness of the project.

He reiterated the fact that for organisations to effectively use the Theory of Change, the following pre-conditions must exist in the organisation: flexible operational environment, explicit articulation of assumptions, an emphasis on evidence, participation of all, allocation of resources, and conceptual clarity. He also highlighted some of the challenges of using the Theory of Change including: working around deeply impeded assumptions, getting staff out of comfort zones, and committing resources.

He concluded by emphasizing that the process of developing a theory of change is a management decision. To make a Theory of Change and commit resources to support testing requires a strategic choice by management.
Group work
Using a case study of a community in Zanzibar with high incidences of corporal punishment, participants practiced developing a Theory of Change to address the problem with a focus on three key programme areas as per UNGEI classification:

1. Implementation and enforcement of laws
2. Creating safe environments for children
3. Education and life skills for children.

In so doing, participants discussed and answered the following questions:
- What is expected to change?
- Why is it expected to change?
- Who will contribute to that change?
- By how much will it change to achieve the desired change?
- How shall we tell that it has changed?
- What do we learn from intermediate changes that can improve the overall change?
- How will intermediate change influence /affect overall desired change?

Following the group discussions, participants, in a market place setting, chose a group representative who explained the sample Theory of Change that the group members developed. This was done to afford participants opportunity to practice what they had learnt and to get a feel of the discussions that will follow when the process of refining their very own Theories of Change commences.

Conclusion:
The process, undertaken by participants to develop a Theory of Change, was intended to illustrate what it takes to develop one. However, developing a TOC requires time and consensus building among the team members so that it is understood and owned across the board. The sample Theories of Change developed, therefore, were not perfect pieces.

Key messages and Reflections from the Session on Theory of Change (TOC) and MEL

- Theory of Change framework is a participatory process that requires the participation of all stakeholders and consensus building on all matters of the project.
- TOC thrives in a flexible and responsive environment that allows for freedom of thought, action, and continuously questioning about whether what is prevailing is the best that can be under the circumstances.
- Learning is an integral part of the Theory of Change framework, and the two are mutually reinforcing.
- TOC requires a conceptual clarity that most organisations and individuals are often not accustomed to.
- TOC requires questioning of assumptions, especially the seemingly obvious ones that people often take for granted.
- TOC focuses on continuous learning, accountability, and communication, which are critical elements of performance improvement in project planning and management.
- TOC enables organisations to keep tabs on emerging issues and make necessary remedial action. At the minimum, it enables organisations not to live with mistakes for far too long.
- TOC is an evidence-based process. Every claim, outcome, precondition, and indicator must be provable, verifiable, and valid.
... He urged partners, having grown up or worked in the traditional oral cultural context, to engage more in documentation in order to impact the development agenda that relies more on written evidence.
Documentation and knowledge utilization
6.1 The Importance of Documentation in the Learning Process

Presentation by Mr. Allan Kiwanuka, Child Hope, UK

Mr. Kiwanuka made a two part presentation that covered documentation which makes learning visible. He took participants through practical examples of documentation to bring home the fact that documentation is an important part of the learning journey.

6.1.1 Documentation that Makes Learning Visible

Mr. Kiwanuka defined a document as a means of making something evident. Documenting is the process of doing so, or explaining in a written form, and documentation is a set of documents in written, digital, or analogue media. He explained some types of documentation including narrative, information reports, recounts, explanation, description, research, expository, persuasive, and social media.

He noted that learning happens in a cycle that starts with acquiring the knowledge, putting it into practice, evaluating/assessing the results of learning, and modifying/transforming learning to suit the context. Learning is dependent on the will to learn, and learning guarantees a change in one way or another. He emphasized that documentation is critical to learning, because it provides evidence of continued learning from practice and especially attempts to capture the most important things that could easily go unnoticed.

In relation to VACiS programming, Mr. Kiwanuka stated that documentation helps to generate relevant information from practice to inform innovation, to report on the difference that programs are making, to report on the side effects of the programs (positive or negative) so as to avoid mistakes in future, and to provide the experiences to share with other actors. He urged partners, having grown up or worked in the traditional oral culture context, to engage more in documentation in order to impact the development agenda that relies more on written evidence.

6.1.2 Practical Examples of Documentation with Adequate Resources and with Limited Resources

In groups, participants read and discussed three different examples of documentation, some representing documentation with adequate resources and others with limited resources. In the groups, they reflected on the following:

- Does the documentation focus on the process as well as the product(s) of learning?
- Does the documentation promote conversation or deepen understanding about some aspect of learning?
- Does the documentation show innovation which the organisation set out to demonstrate?

Plenary

In a plenary, participants shared their thoughts about the documentation they had discussed in groups. Each group presented their observations on the respective documentation pieces they had reviewed. Each document was related to a different theme: documentation for personal reflection, documentation for internal learning, and documentation for wider dissemination.
Presentation 1: Documentation to aid your own reflection

This group discussed a document about change/transition in management in Mkombozi NGO Street Children Center. In the group, they attempted to answer the following questions:

1. Am I documenting my own words and actions?
2. Does the documentation help me re-examine things I did not initially notice or understand?
3. Does the documentation help me identify key moments of learning or aspects of the learning context?
4. Does the documentation suggest next steps for learning?
5. Does the documentation raise questions I can discuss with my colleagues?

Lesson for management in organisations: There is a tendency for many organisations, during transition to consider the interests of the organisation, forgetting the emotions, attachments, relationships and experiences of the transiting persons. They, too, need psychological support.

Presentation 2: Documentation to be shared more widely

This group reviewed a case study on the role of girls’ education in Pendekezo Letu’s Intervention in Nairobi, Kenya. They attempted to answer the following questions:

- Does the documentation provide enough context for the reader to understand the piece?
- Does the documentation focus on learning, not just on what was done?
- Does the documentation focus on the process as well as the product(s) of learning?
- Does the documentation clearly communicate the aspects of learning I consider most important?
- Does the documentation include an interpretation by practitioners or children?
- Does the documentation include more than one medium?
- Does the documentation have a title?
- Is the documentation presented in a way that draws the reader in?
- Does the documentation add to our collective body of knowledge and promote conversations about learning?

Presentation 3: Documentation with colleagues to facilitate internal learning/innovation

The group discussed two documents, namely:

1. Experiment process brief – analyzing performance of service delivery models in Uganda by Triple S/IRC, Uganda

They attempted to answer the following questions:

- Does the documentation focus on learning, not just something we did?
- Does the documentation promote conversation or deepen understanding about some aspect of learning?
- Does the documentation help me to address a particular question I have about learning?

Key Message: You cannot rush to do documentation or share any piece of documentation to the public for whatever reason as it might not be effective as intended (i.e. to demonstrate innovation). Internal processes should allow for documents to be reviewed and tested by others before being shared with the public.

The documents reviewed and the questions that participants answered in groups enabled them to reflect on the rationale, process, effect, outcomes, common mistakes, and purpose of different forms of documentation. This exercise brought home the need to be systematic, clear, strict, and have clear guidelines about how organisational documentation is done, reviewed, edited, and disseminated.

Mr. Kiwanuka ended his presentation by flagging some resources that participants could use to learn more about documentation.
Key Messages and Reflections from the Session on Documentation and Knowledge Utilization

- Documentation must be purposeful and well-targeted.
- The audience for which documentation is being prepared must be well segmented and understood to ensure the message is crafted appropriately.
- Documentation guidelines must be developed to guide the documentation process including the quality control measures that must be adhered to before dissemination.
- Documentation must be done in a way that attracts and captures the imagination of the viewer throughout the document.
- Documentation should be focused on both the product and the process to give a clearer picture.
- A good document should be context specific and elaborate enough to give the reader a good understanding of the setting.
- Learning must be at the center of any documentation. Any document not written to enlighten the reader is a waste of time.
- A good document should challenge one to reexamine, rethink, and reevaluate choices, decisions, and course of action.

6.2 “Hang up the Stick Campaign”: A Video by World Education Inc. Bantwana
Presentation by Ms. Susan Kajura, Executive Director, WEI Bantwana

The video gave insights into the change process undergone by teachers as they shifted their own attitudes and discipline practices in ways that are personal and quite human. Participants watched this video that highlighted the change in attitudes and practices of teachers in different schools, views of children about this shift, and the behavior of their teachers in relation to corporal punishment.

Later, a discussion about the same was held. Ms. Susan Kajura shared the organisation’s experience and views gathered from the public about the video that were obtained from NTV’s media sources (broadcast and social media).

According to Ms. Kajura, “the hang-up the stick campaign” – two wrongs do not make a right video
(a theme the video presents) - was implemented in schools to create a positive social norm shift from corporal punishment to alternative forms of punishment. One key goal was to develop the children’s agency to be empowered to participate in addressing their concerns. The campaign was informed by a Knowledge, Attitudes and Practices study that gathered the views of teachers, children, and other stakeholders.

She noted that some key findings from the study that informed the campaign were scaring and included the following:

- 85% of teachers knew that beating children was bad but continued with the practice anyway.
- 13% of teachers believed that caning a child is one tool of making a child understand.
- 21% of children reported being caned by a teacher, 17% by a parent, and 13% by both teacher and parent.

She also narrated how some of her staff also confessed that they believed in corporal punishment for children, which called for internal advocacy. She then advised participants on how to access this video, should they need it, and clarified that the video was developed to inform advocacy and programming on alternatives to corporal punishment.

### Key Messages and Reflections from the Video

- Changing social norms and embedded attitudes takes time and requires repeated and persistent interventions.
- Using media particularly motion pictures can enable interventions to reach greater audiences and influence perceptions.
- Organisations often target changing attitudes of people in communities and forget to focus on the attitudes of their own staff which may be contrary to the organisation’s aspirations.
- Despite laws banning corporal punishment in schools it is still prevalent, and there is data to support its existence.
- Evidence based programming is the recommended mode of operation if media campaigns are to be successful.
As part of the resources for the Learning Project, four consultants with diverse backgrounds and expertise have been made available by WSA to provide specialized technical support to the 8 organisations in the learning cohort.
The role of consultants in the learning process
As part of the resources for the Learning Project, four consultants with diverse backgrounds and expertise have been made available by WSA to provide specialized technical support to the 8 organisations in the learning cohort. Each of these consultants was given an opportunity to share with grantees their background, and what they will bring to the learning project. This was done in a panel discussion which is summarized below;

7.1 Dr. Michael Wessells, Professor, Columbia University, USA

Note: Dr. Wessells did not participate in the meeting because of unavoidable circumstances. He sent a video presentation that was presented and later summarized by Ms. Maureen Greenwood-Basken. Below are the key points of the presentation.

He employs an ecological approach to support initiatives tackling Violence Against Children in schools, homes, and communities. He believes that the key to the success of the ecological approach is building effective relationships among efforts that prevent and respond to violence against children, which he is keenly interested in.

He observed that many VACiS programs enjoy significant gains during the project period, but when the funding is over and the project ends, often times there is a setback or even a return/relapse towards the situations that existed before the project began. Dr. Wessells believes that getting REAL community ownership is a high priority. In addition, it is very important to break down the silos that exist in humanitarian and development work. Dr. Wessells is interested in sharing and talking with partners about the community-driven models they have and how they can be strengthened. He is available to provide individual organisational mentoring/discussions/advisory with one agency or pairs of agencies, on examining the strengths and weaknesses of different approaches. Dr. Wessells favors a co-learning approach where the partners are the experts. Dr. Wessells is an advisor who brings diverse experiences and research from other countries to enrich the programs and systematic learning processes. He can also facilitate group interagency learning capacity building workshops of about 15 people to discuss how to go about community-driven approaches, including training facilitators, dialoging, problem solving, and decision making.

He ended his presentation by stating that the way that we learn about communities shapes subsequent approaches and communities’ views of us. Either they see us as the holders of power or themselves as the holders of power with us as the facilitators. There are different forms of open-ended learning that can promote and enable community driven approaches. One that Dr. Wessells is keen on is ethnography. He is willing to conduct an interagency workshop on ethnographic learning about communities for about 15 people which will enable participant observation in a non-judgmental way. The workshop could build deeper levels of understanding of power dynamics and understanding of existing pathways of our response to violence against children in schools and in the community in a way that builds deep trust and sets the stage for facilitating community driven action, deeper community ownership, and longer-term sustainability.
Susan Kelly’s work and interest is understanding physical violence on children, specifically exploring space between community perceptions and experiences of child discipline and the relationship with the discourse on children’s rights in northwest Tanzania. She is doing this exploration as part of her PhD thesis. Her thesis seeks to explore the space between high level discourse and children's actual lives and experiences.

Her current study’s conceptual framework combines two concepts: the ecological model and the anthropologic model – liminality, used originally to describe the transition from childhood to adulthood. It represents change over time, suggesting that the middle stage is the transitional stage. Concepts such as childhood, child rearing, and punishment are in this transitional stage. The study views the child at the center of the model, and the researcher and her team are talking with children, families, community members, and schools, addressing how these relationships affect national, regional, and global level discourse on child protection. Later, the study team will work directly with children at household level to conduct transect walks in schools and communities. The idea is to identify, with children, the spaces where they feel safe or unsafe in the communities and schools.

She will be available to the 8 cohort organisations that want to engage in ethnographic methods, research in program evaluation, extensive literature reviews looking at different social constructions of childhood and corporal punishment, contextual interpretations of rights of children, and sharing resources regarding ethical research among children.

Cislaghi shared some of the questions he has tried to answer over the years through his work and academic career. He stated that in his experience, human beings have feelings and desires and have reasons why they do what they do. He then shared some key questions he seeks answers to and that participants could reflect on them.
Why do people do what they do with their children?
What are they trying to achieve?
Are they stupid to do the things that they do?
Do they hate their children?
Are they as human as I am?

He noted that it is important for actors to collectively reflect to understand why they do what they do and how other actors can help them achieve their objectives in ways that are protective of the wellbeing of their children.

The scope of Ben’s available support to partners is highlighted further under the section of social norms.

7.4 Richard Wamimbi, Director at Centers for Child Protection and Learning

Mr. Wamimbi made a presentation that provided details about the work of his organisation, which he said included building competencies of actors to provide quality services in preventing VAC, creating testing and scaling up new community-driven and culturally-grounded approaches aimed at addressing VAC, strengthening collaborative community learning and evidence to inform policy and influence policy, and employing social ecological perspectives and rights-based approaches to programing.

He stated that through empowerment, he is able to build life skills and resilience in children, promote positive parenting, and create awareness on VAC reporting mechanisms.

In the learning project, he will be focusing on how to utilize ICT to prevent and respond to VAC and on developing a VAC theory of change, a six-step process of community driven child protection programming, a youth economic empowerment model to prevent and respond to VAC, and conducting community child protection assessments, baseline, and impact evaluations.

On research and learning, he stated that, in collaboration with AfriChild, he is in the process of conducting two research projects, which will contribute to the evidence base and programming. He said he will work with IIDC to identify the most suitable partner among the 8 organisations to collaborate with on some of these planned research studies.

Note from Maureen Greenwood-Basken: She reiterated that the learning initiative was intended to co-invent with partners, and therefore is a two-way process that requires partners to actively engage the available world-class researchers and experts in the field of violence prevention to re-think and package evidence-based programs. In this process, IIDC will act as a broker to match partners with such resources.

7.5 Emerging Issues from the Panel Discussions

One issue that needed clarification was the criteria used by Susan Kelly to select the schools to be involved in the study since local leaders in Tanzania are often biased towards portraying a good picture of what is prevailing. It was clarified that the schools
were purposely selected to get variation in the different types of schools to include, such as rural, urban, private, public, religious affiliations, and ethnic location.

The criteria to be used to identify the research partner was another issue that needed clarification. It was clarified that the work already being done by the partner would be the ultimate guide on who to partner with on which research project.

The final issue that required clarification was how to work with children to ensure that their voices are heard. It was clarified that there are a wide range of tools to work with children that one can use to conduct participatory research activities with children. These shall be shared with partners who request them.

Key Messages and Reflections from the Panel Discussion

• Partners have a chance to choose from the different expertise that each consultant brings to the learning process for the improvement of their programs.
• IIDC shall facilitate the engagement between the consultants and individual partners to ensure coordinated learning and leverage to other partners.
• There are opportunities for partners to work with Consultants on Research Projects with the intention of co-publishing.
• There are opportunities for individualized partner support but also group capacity building initiatives that partners can take advantage of.
Prof. Cislaghi underscored the importance of community conversations that have been used in different forms in various parts of the globe to achieve social norms change including the Tostan study in West Africa.
Social norms in VACiS programing
8.1 The Concept of Social Norms
Presentation by Associate Prof. Ben Cislaghi, LSHTM.

Prof. Cislaghi noted that the theory of social norms started in the mid-90s with a mystery where people asked themselves why some people practiced Female Genital Cutting (FGC), yet they all acknowledged that they loved their daughters. Most knew it was dangerous for their daughters. Some knew that it was not a religious obligation, and some would even not prefer to, but still went ahead and did it.

He added that from the times of our ancestors, it is known that the groups of people (people across families and in large numbers) that worked together succeeded more and survived. People that did not cooperate were pushed out of the group, and if they still did not cooperate, they did not survive. Thus, maintaining a good reputation was evolutionarily important, and feelings of guilt, shame, honor, reputation, anger, disgust, and gossiping always help people play by the rules of the group and achieve greater collaboration. This explains why people choose to cooperate with others. Cultural consensus is correlated with normal blood pressure (When you are in a place where you think that this is your culture, your blood pressure is normal).

He added that when one is in a group, they try to behave “normally” to fit in. (For instance, when I went to Senegal, a 90% or more Muslim country, I did not know that it was not acceptable to hug women or shake their hands. I had to learn to “behave normally – to be like them”). He observed that social norms are group rules, learned mostly by observation and little by instruction, that regulate appropriate behavior in a given group. Examples of social norms include: wearing black at funerals, shaking hands, not cutting through the line, and tipping the waiter. Social norms are not legal rules, organisational rules, or religious rules.

He also explained that social norms are hinged on three pillars: 1) social expectations, 2) that they apply within a reference group, and 3) are partially maintained by anticipation of sanctions (positive or negative). He added that a practice becomes a social norm if someone does something because others expect him/her to do so, and if s/he does not comply, then he is ridiculed, gossiped about, or rejected. For instance, a personal attitude can be the decision to wear jeans and a t-shirt to my nephew’s wedding, but it becomes a social norm if I wear a tie and suit because everyone expects me to, and I do not want my family members to gossip about it.

He concluded that the power of social norms is in their ability to lock people into a social equilibrium because of the sanctions of non-compliance, such that nobody alone can change it without coordinated action of others in the reference group. If one person in a group stopped hitting children for example, the rest will not, but small consistent changes that create a critical mass of changed people can change the social equilibrium.

8.2 An Example of Social Norms – Corporal Punishment
Presentation by Dr. Nambusi Kyegombe, LSHTM

Dr. Nambusi started her presentation by observing that despite VAC being well known as a violation of children’s rights and a known risk factor for a number of health, social, and developmental outcomes including poor education, conduct disorders, risky sexual behavior, delinquency, and criminal behavior, corporal punishment continues to be meted out to children in various doses. Unfortunately, she observed the engine for positive discipline in society is supported by positive views about the same, including: “beating is discipline not violence – good beating; a parent has a right to discipline his/her child – an undisciplined child is difficult for the whole society, so a parent should discipline his/her child; if I was not beaten, I would not have turned out right/succeeded; an African child’s ears are on the buttocks.” These reinforce corporal punishment. Quoting two Raising Voices studies to explain normative and empirical expectations, she noted
that when asked about the appropriate forms of discipline the teachers should give children, both the adults and children mentioned that an undisciplined child should be beaten. They believed that children should be beaten as long as it is done in a good way. Surprisingly, she added, some of the children’s favourite teachers actually beat them.

Dr. Nambusi added that there are norms supportive of corporal punishment that perpetuate corporal punishment both in private and public spaces. She mentioned norms around private family matters (it is not your place to tell a parent the best way to treat their children), gender resulting in differential experiences of corporal punishment for boys and girls, concepts of good parenting (all parents/teachers beat) – empirical expectation, concepts of good children (Spare the rod, spoil the child), obedience, and appropriate space and voice for children – children should be seen not heard.

She recommended that instead of dismantling the existing negative social norms around corporal punishment, it might be more beneficial to create new positive norms to counter corporal punishment and to motivate the community to gravitate towards the positive social norm. She added that, in order for that to happen, there is need to: 1) understand reference groups, their expectations, and sanctions that support the practices around child discipline including corporal punishment, 2) develop new norms around relationships with adults, provide alternative discipline (redefine the meaning of the term rod), and build skills of adults to administer positive discipline, and 3) recognize and celebrate change.

8.3 Diagnosing and Measuring Social Norms
Presentation made by Prof. Ben Cislaghi

Prof. Cislaghi elaborated that the process of measuring social norms starts by determining the actions you want to measure, testing your intuition, and then conducting a survey to gather more information about the issue. For instance, if you want to understand whether the action of teachers hitting students is a social norm, you want to first ask a few people whether there are norms about hitting children at school – are there actions that teachers do because others expect them to do so?

He added that the following pertinent questions will guide one in determining what and how to measure:
1. Do you want to measure whether norms exist relating to the expectation to hit children, the expectation to treat children nicely, or the existence of positive/negative norms about hitting or not hitting/punishing children?
2. Do you want to measure what norms exist about reporting a fellow teacher that hit children, and whether people think it is good or bad to hit children?
3. Do you want to measure how teachers think that parents will react, how other teachers will react, and how other students will react?

He explained that the level of information available determines the course and methods to use. He added that in the event that one does not have information about an issue, one must start by measuring the existence of positive or negative norms, existence of proscribed (hit a student) and prescriptive (do not hit children) norms, direct (I should or should not hit a student) and indirect (I should or should not report a teacher) norms, sanctions that people anticipate, and existence of reference groups that matter to people (children, teachers or parents).

He concluded his presentation by illustrating a pictorial framework for norms diagnosis and measurement, which entailed leading participants into an exercise of measuring social norms. They explored the things they would do to intervene. Using the social norms diagnosis and measurement framework, they figured out the level of intervention, data collection methods, and the activities they would employ to collect data.
8.4 Social Norms Change
Presentation made by Prof. Ben Cislaghi

To further enhance participants’ understanding of the subject of social norms change, Prof. Cislaghi showed a silent video on a hand washing campaign implemented in West Africa. Then, he discussed with the participants what they saw in the video relating to social norms change in the area of hand washing. Participants noted the following about the video:

**Sanctions** – No handshake if someone did not wash their hands with soap after toilet use (social disapproval).

**Social expectation** – When someone gets out of the toilet, s/he should wash his/her hands with soap and water.

**Value/social norm** – of respecting one another was being built upon to influence the behavior of hand washing.

Prof. Cislaghi highlighted how social norms change. He stated that social norms change through community discussions on what people like and/or dislike about a social issue or practice. Such conversations should be based on three key principles:

**Motivation** – This is about problematisation of an issue using current information/knowledge, deliberation of values to identify common values and change practices, creating new outcomes based on individual and collective aspirations, and creating beliefs that people can individually and collectively achieve self-efficacy to adopt new practices.

**Deliberation and planning** – This is about building skills to achieve outcomes, strategizing to achieve outcomes, and ultimately changing social norms within the group.

**Action and diffusion** – This involves individual and collective action to motivate change, to help people see themselves as different, to help others see them differently, to create evidence (seeing is believing), influencing many to change, and sealing new norms by celebrating through public events.

Prof. Cislaghi underscored the importance of community conversations that have been used in different forms in various parts of the globe to achieve social norms change including the Tostan study in West Africa.

He wound up his presentation by advising partners working in the area of violence prevention to figure out their entry point to problematize the situation – to address violence against children. He also advised that programs should always aim to be holistic, not necessarily a program about violence against children, but a program about community empowerment emphasizing “making lives easier, making lives better.” These efforts should be buttressed by encouraging people who access information to go around and share it, which will catalyze awareness raising on the issue and eventually influence attitudes and behaviors.

8.5 Social Norms Change Under the SASA Study
Presentation by Dr. Nambusi Kyegombe, LSHTM

Dr. Nambusi stated that SASA was the first intervention in Sub-Saharan Africa to assess the impact at community level of a VAW prevention intervention. She said the study engaged a critical mass of people across all levels of society in order to create social norm change in preventing VAW and HIV. She added that the intervention developed a SASA activism toolkit – a community mobilisation approach that built upon the three principles of community conversations for social change (motivation, deliberation, action, and diffusion).
She explained that SASA employed four main strategies to reach out to all levels in the community to effect social norm change, including local activism, media advocacy, communication materials, and training. She added that the content of each strategy evolved each phase with the entry point into addressing violence against women and issues of human rights and gender being deliberations on power relations and their contribution to VAW.

Under community activism, Dr. Nambusi said that community activists were selected from ordinary resident members of the community: many held positions of responsibility as community leaders and volunteers, and all held relatively progressive views. She added that they were not paid to be community activists but were supported through trainings.

She shared that, through various interactions and positive/non-punitive benefit-based programing, a critical mass of community members was created that could deliberate on different aspects of violence (what is violence, what are the consequences), power (who has the power, what are the consequences of negative power), and alternatives to violence. She added that, through bi-monthly meetings, mentoring, and encouragement, the community activists actively developed content, gathered feedback, and their skills were strengthened.

In conclusion, Dr. Nambusi stated that the message of social change was diffused in the community through promoting collective responsibility, meeting the community where they were, publicizing new norms through community murals and other information materials, engagements with persons in groups and individuals, and community-wide fun and celebration.

**Learning Points and Reflections from the Social Norms Session**

- Focusing on social norms change may take time and more resources, but it delivers more sustainable program outcomes and impact.
- Targeting social norms change requires working closely with communities and fostering ownership of the process. If children are experiencing different treatment at school and at home, it can be very confusing, thus the need to work both at home and at school.
- NGOs should not approach communities in a high handed moral way which puts off communities. For example, the Child Rights movement gained traction when it was repackaged as Child Rights and Responsibilities.
- The interface between rules and norms seems to be blurred yet if we restrict our thinking to the school environment, how effective can we be?
- Positive discipline is about encouraging the behaviour you want as opposed to punishing the behaviour you do not want.
- There is a necessary shift that must happen: to focus more on motivating children to behave well (social norming) thereby removing the necessity to discipline them rather than focusing on what punishment to give because a child has misbehaved.
- In most instances, teachers and parents engage in corporal punishment because they have not been exposed to non-violent ways of disciplining children—it’s the only way they know.
- Delicately handle practices that may be negative with positive values or vice versa. For example corporal punishment to enforce discipline or FGC to preserve virginity.
Official closing ceremony
9.1 Organisational Action Plans

Participants, in their organisational groupings of 8 organisations, developed organisational action plans. These action plans were based on the learning from the convening. Participants explore how they could be used to make ongoing projects more impactful and measurable. In their action plans, most organisations indicated how they will undertake to reflect and refine their theory of change, incorporate social norms thinking in their programs, provide feedback to other project colleagues about the learning, and focus more on documenting emerging and promising best practices.

9.2 Remarks by Mr. Deogratias Yiga (Executive Director, IIDC)

On behalf of IIDC, Mr. Yiga appreciated all participants for their time, mental efforts, and physical energies that were spent in the intense process of reflection and learning at the convening. He expressed hope that participants had found new insights that would positively impact their programing, and IIDC would remain available to accompany them on the learning journey based on each organisation’s context with the ultimate aim of making projects more impactful.

Mr. Yiga expressed gratitude that organisations had been able to send more than one representative to the convening, which increases the potential for uptake and peer support and is also an indicator of the shared commitment to the learning. He thanked the facilitators, IIDC, and DLC staff for the tireless efforts in making the convening a resounding success. He added that IIDC was ready to learn from the experiences of this convening to inform the planning for future events.

To WSA, Mr. Yiga thanked them for entrusting IIDC with the responsibility, resources, and technical support to host and execute the convening successfully. He pledged the commitment of IIDC to remain available to the partners, to “match make” consultants with grantees to ensure that their needs are met even beyond the existing technical capacity through outsourcing where necessary.

He ended his remarks by wishing participants safe travel and called on them to keep working hard and remain inspired to contribute to this important call of preventing and reducing Violence Against Children.

9.3 Remarks by Ms. Maureen Greenwood-Basken, Wellspring Advisors

Ms. Greenwood-Basken thanked all participants for travelling from both near and far and putting their time at the convening to good use. She appreciated the IIDC and DLC team that helped maintain the flow, professionalism, and the mechanics of running such a successful meeting considering that IIDC was an NGO in its first year. She also appreciated the support of the WSA team both in the country and beyond who did a lot of work behind the scenes.

She advised that WSA clients have chosen to be modest by remaining anonymous. Therefore, all partners who may be doing anything external must, as a matter of principle, indicate that they are funded/supported by an “Anonymous Donor.”

On behalf of WSA, she stated that supporting the convening including the field event and the Organisational Development Roundtable for CEOs at the same time was testimony of their commitment to enhancing organisational effectiveness and sustainability, promotion of the Theory of Change to ultimately see that local NGOs are best placed to be a source of change/ transformation in their country. Through a mapping process, WSA was aware of existing strengths and gaps and is committed that the wonderful projects underway are beneficial to the children and to the organisations to create sustainable entities.
She credited FAWE with the idea of a learning convening, which first came from a conversation with them. They expressed a desire to have a learning partner, which led us to reflection on the idea of learning and to an annual learning convening and learning partner. Throughout the convening, I have learned so much from each participant. She expressed hope that the three-year project dedicated to learning would provide the space for organisational and personal professional growth.

Ms. Greenwood expressed hope that participants were enriched since the convening exposed them to the three kinds of knowledge (scientific, program/technical, and local/indigenous knowledge). Normally, in a meeting with donors, the tendency is to tell the donor that everything is going great. She expressed her pleasure that WSA was trying something different and that partners were responsive.

She called on partners to make good use of and collaborate closely with IIDC. She said the learning process is breaking ground, and therefore co-building in such a three-way partnership of WSA, IIDC, and the partners was paramount. She added that there was need to answer the question: how do all of us try to be open, learn, be a continuous learner, and engage in the learning cycle and continuous reflection?

“Please utilize IIDC, be responsive to them but also be open enough to tell them “you are wasting our time, this is not productive, I don’t need this, here is my gap we are hoping you will call on them and have a trusting relationship with them and they are obligated to act.”

On the topic of social norms and the other consultants on the leaning project, she advised that partners should endeavor to take advantage of their expertise during the three-year period. She said that changing norms can seem like an impossible task at the beginning, but it can be done.

She also stated that the issue of ending Violence Against Children is incredibly important and urgent. She applauded new exciting developments at the global level including a sustainable development goal on VAC, corporate engagement, and urgency around VAC like never before. She added that each partner has different strengths (in parenting, in school programs, community based systems, girls’ education), and the greater hope is that partners will learn from each other more than before.

She ended her remarks by quoting former SA President Nelson Mandela: “There can be no keener revelation of a society’s soul than the way in which it treats its children.”

9.4 Post Convening Evaluation

The evaluation reflects participants’ assessment on seven key aspects of the event: pre-workshop arrangements, event program, event management, logistics, learning, theme of the next convening, suggestions to improve the next convening, and the most useful aspects of the convening. 27 participants filled in and returned their evaluation forms.

The overall assessment of the convening was positive with scattered areas that need improvement in subsequent convening, as reflected in the detailed analysis below:

Pre-Workshop Arrangements

All participants rated pre-workshop communication and travel arrangements (for international participants) as either excellent or good. Only six (6) participants who stated that the timing of the event in November/December was not appropriate.
Event Program

The event program attracted positive reviews from most participants except four who found two out of the ten rated sessions least useful. Most significantly 85% of participants rated all speakers as being knowledgeable and prepared with only 4% stating otherwise. The content and usefulness of group discussions was rated at 89% as either useful or most useful. Generally, all sessions were rated as either useful or most useful with a rating of 63% as the lowest for the session on documentation and knowledge management and theory of social norms as the highest rated at 93%. Details of rating per session are below:

<table>
<thead>
<tr>
<th>Event program</th>
<th>Least useful</th>
<th>Fairly useful</th>
<th>Useful</th>
<th>Most useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts to eliminate violence against children</td>
<td>3(11%)</td>
<td>1(4%)</td>
<td>12(44%)</td>
<td>8(30%)</td>
</tr>
<tr>
<td>About the VACiS Learning Process Initiative</td>
<td>2(7%)</td>
<td>13(48%)</td>
<td>7(26%)</td>
<td></td>
</tr>
<tr>
<td>Theory of change, Monitoring, Learning and Evaluation</td>
<td>2(7%)</td>
<td>14(52%)</td>
<td>11(41%)</td>
<td></td>
</tr>
<tr>
<td>Documentation and Knowledge Utilization</td>
<td>6(22%)</td>
<td>12(44%)</td>
<td>5(19%)</td>
<td></td>
</tr>
<tr>
<td>The role of Resource Persons in the Learning Process Initiative</td>
<td>4(15%)</td>
<td>16(59%)</td>
<td>6(22%)</td>
<td></td>
</tr>
<tr>
<td>Theory of Social Norms</td>
<td></td>
<td></td>
<td>8(30%)</td>
<td>17(63%)</td>
</tr>
<tr>
<td>Content and usefulness of group discussions</td>
<td>1(4%)</td>
<td>13(48%)</td>
<td>11(41%)</td>
<td></td>
</tr>
<tr>
<td>Plenary discussions/questions and answer sessions</td>
<td>1(4%)</td>
<td>19(70%)</td>
<td>5(19%)</td>
<td></td>
</tr>
<tr>
<td>Learning activities during the field visit</td>
<td>1(4%)</td>
<td>2(7%)</td>
<td>8(30%)</td>
<td>14(41%)</td>
</tr>
</tbody>
</table>

Management of Event

The event was assessed as being generally well managed with overall convening administration rated as good and excellent by 96% of participants. All other assessed sections of event management were rated by 70+% of participants as being good and excellent. The only exceptions were time management and evening events which only attracted an approval rating of 56% and 60% from participants. Details of the rating are below:

<table>
<thead>
<tr>
<th>Pre-workshop arrangements</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-workshop communication</td>
<td>10 (37%)</td>
<td>17(63%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel arrangements (flight booking and airport transfers for international participants)</td>
<td>6(37%)</td>
<td>10(63%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness of event timing (time of the year)</td>
<td>6(22%)</td>
<td>12(44%)</td>
<td>8(30%)</td>
<td></td>
</tr>
</tbody>
</table>

Event Program

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<td></td>
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</tr>
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<td>19(70%)</td>
<td>5(19%)</td>
<td></td>
</tr>
<tr>
<td>Learning activities during the field visit</td>
<td>1(4%)</td>
<td>2(7%)</td>
<td>8(30%)</td>
<td>14(41%)</td>
</tr>
</tbody>
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Management of Event

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### Management of Event

<table>
<thead>
<tr>
<th>Event Aspect</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>2(7%)</td>
<td>14(41%)</td>
<td>4(15%)</td>
<td></td>
</tr>
<tr>
<td>Appropriateness of 9-5:30hrs to non-residents?</td>
<td>2(7%)</td>
<td>17(63%)</td>
<td>4(15%)</td>
<td></td>
</tr>
<tr>
<td>Time management of event program</td>
<td>3(11%)</td>
<td>16(59%)</td>
<td>7(26%)</td>
<td></td>
</tr>
<tr>
<td>Did you like the evening events or preferred to be free in the evenings?</td>
<td>2(7%)</td>
<td>3(11%)</td>
<td>14(41%)</td>
<td>5(19%)</td>
</tr>
<tr>
<td>Responsiveness of event organisers (IIDC)</td>
<td>1(4%)</td>
<td>7(26%)</td>
<td>18(67%)</td>
<td></td>
</tr>
<tr>
<td>Accessibility and comfort of venue (Royal Suites)</td>
<td>1(4%)</td>
<td>8(30%)</td>
<td>17(63%)</td>
<td></td>
</tr>
<tr>
<td>Workshop materials (handouts, resources, name tags, workshop bags, stationery, handbook)</td>
<td>5(19%)</td>
<td>21(78%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall workshop administration by organisers</td>
<td>7(26%)</td>
<td>19(70%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Logistical Aspects

All logistical aspects were rated above by 74+% participants as being good or excellent. It is only breakfast on the road during the field visit and meals at the hotel in the field visit that were rated negatively by one and two participants respectively. Details are represented below:

<table>
<thead>
<tr>
<th>Logistical aspect</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriateness of meeting rooms</td>
<td>2(7%)</td>
<td>12(44%)</td>
<td>13(48%)</td>
<td></td>
</tr>
<tr>
<td>Quality of meals and teas at Royal Suites</td>
<td>2(7%)</td>
<td>13(48%)</td>
<td>12(44%)</td>
<td></td>
</tr>
<tr>
<td>Breakfast on the road</td>
<td>1(4%)</td>
<td>11(41%)</td>
<td>13(48%)</td>
<td></td>
</tr>
<tr>
<td>Meals and facilities at Nimrod Hotel in Luweero (during the field visit)</td>
<td>2(7%)</td>
<td>1(4%)</td>
<td>13(48%)</td>
<td>7(26%)</td>
</tr>
<tr>
<td>Transport facilities for the field visit</td>
<td>1(4%)</td>
<td>11(41%)</td>
<td>9(33%)</td>
<td></td>
</tr>
<tr>
<td>Quality (ambience, space, functionality, internet) of rooms at Royal Suites (for residents)</td>
<td>1(4%)</td>
<td>9(33%)</td>
<td>14(44%)</td>
<td></td>
</tr>
<tr>
<td>Responsiveness of hotel staff</td>
<td>1(4%)</td>
<td>12(44%)</td>
<td>12(44%)</td>
<td></td>
</tr>
</tbody>
</table>

### The most useful aspects of the event:

The following were rated as the most useful aspects of the convening by participants. The list is produced in descending order:

- Social norms theory change
- Theory of Change, Monitoring and Evaluation
- Field Visit
- The different consultants
- Group discussions which were very engaging
- Providing an opportunity to meet and discuss with partners working on VACIS
Suggestions for the theme of the next convening:
• Enhancing Best Practices by Different Organisations for Better Programming
• Learning from successful initiatives per country
• Evidence Based Programming and Practice
• Effective programming and M&E for improved achievements
• Evidence based learning inspires ACTION
• Refining social norms training
• Most significant change theory
• How to use M&E for program decision making

Proposals on how to organise the next learning event:
Participants made suggestions on the nature and form of the next learning convening. The following were their suggestions:

1. Allocate more days for the event.
2. Convening should happen earlier in the year and include more group activities.
3. Include time for recreation so that the event does not appear so compact and some free time to enjoy the host country.
4. We can explore other countries as well especially Tanzania. “We have been in Uganda twice”. “We need to have experiences from other countries and their schools as well”.
5. Consultations on facilitators and field visits program.
6. Field questions should be given before field work so that people know what to learn about.
7. Evidence based research on specific themes in form of abstracts from the different projects.
8. Presence of children to learn from them and other success stories like the ones of Luwero.
9. Working in one small group for all activities helped develop working rapport but it could have been nice to work with others as well.
10. Presentations from all partners is important.

Conclusion
It is clear from the post convening evaluation that the event was very successful, and the participants were very appreciative of all aspects of the convening with minor suggestions on improvements for future events. IIDC will take these suggestions into consideration for future events.
## APPENDICES

### APPENDIX ONE: CONVENING AGENDA/PROGRAM

#### Day 1: Tuesday 29th November 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17:00 - 18:00</td>
<td>Arrival for the evening event: all participants</td>
</tr>
<tr>
<td>18:00 - 18:30</td>
<td>Settling in and Introductions</td>
</tr>
<tr>
<td></td>
<td>Moderator: Mrs Samalie Lutaaya, Head of Programs, Impact and Innovations Development Center</td>
</tr>
<tr>
<td></td>
<td>Welcome remarks</td>
</tr>
<tr>
<td></td>
<td>• Ms Maureen Greenwood-Basken, Program Officer, International Children’s Rights, Wellspring Advisors</td>
</tr>
<tr>
<td></td>
<td>• Mr Deogratias Yiga, Executive Director, Impact and Innovations Development Center</td>
</tr>
</tbody>
</table>

**Topic 1: Meaningful Participation of Children and Communities**
A Field visit to schools and communities where Raising Voices is working in Luwero

#### Official Opening of the Learning Convening 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18:30 - 19:30</td>
<td>Overview of global and regional (including Tanzania and Kenya) trends to eliminate violence against children</td>
</tr>
<tr>
<td></td>
<td>Key note address by Mr Theophane Niyemba, Executive Director ACPF</td>
</tr>
<tr>
<td></td>
<td>Overview of Ugandan trends to eliminate violence against children</td>
</tr>
<tr>
<td></td>
<td>Key note address by Mr James Kaboggoza, Assistant Commissioner – Children and Youth, Ministry of Gender Labour and Social Development, Uganda</td>
</tr>
<tr>
<td>19:30 to 20:00</td>
<td>About the VACiS Learning Process Initiative</td>
</tr>
<tr>
<td></td>
<td>Presenter: Mr Deogratias Yiga</td>
</tr>
<tr>
<td>20:00</td>
<td>Dinner and departure at leisure</td>
</tr>
</tbody>
</table>

#### Day 2: Wednesday 30th November 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:30 - 9:15</td>
<td>Arrival and Recap of previous day</td>
</tr>
<tr>
<td></td>
<td>Moderator: Mrs Samalie Lutaaya</td>
</tr>
<tr>
<td>9:15 - 9:30</td>
<td>Introductory remarks</td>
</tr>
<tr>
<td></td>
<td>Presenters: Ms Maureen Greenwood-Basken, WSA</td>
</tr>
<tr>
<td></td>
<td>Mr Deogratias Yiga, IIDC ED</td>
</tr>
<tr>
<td></td>
<td>Objectives of the Convening and Program Overview</td>
</tr>
<tr>
<td></td>
<td>Presenter: Mrs Samalie Lutaaya</td>
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</tbody>
</table>
### Topic 3: Promising approaches in Prevention of Violence against Children in Schools

#### Interventions in East Africa

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>9:30 - 10:30</td>
<td>Extended Introductions and Overview of Grantees’ VACiS Work  &lt;br&gt; Facilitators - Group 1: Mr James Tumushabe Yesiga; Group 2: Ms Regina Kacwamu; Group 3: Ms Juliet Nakayenga</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Group Photo  &lt;br&gt; Break tea</td>
</tr>
</tbody>
</table>

### Topic 4: Theory of Change, Monitoring, Learning and Evaluation

What does Theory of Change mean in VACiS work?

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 - 11:30</td>
<td>Understanding Theory of change, Monitoring, Learning and Evaluation in VACiS work  &lt;br&gt; Presenter: Mr James Tumushabe Yesiga, Technical Advisor, Impact and Innovations Development Center</td>
</tr>
<tr>
<td>11:30 - 13:00</td>
<td>Defining a good theory of change; Measuring outcomes and Using Evidence and Learning to implement impactful programmes  &lt;br&gt; Group work – Facilitators: Group 1: Mr James Tumushabe Yesiga, Group 2: Ms Regina Kacwamu, Group 3: Ms Juliet Nakayenga</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

### Topic 5: Learning, Documentation and Knowledge Utilization

Sharing Best Practices

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:00 - 15:30</td>
<td>Accounting for outcomes: Documentation; Knowledge Utilisation including use of emerging evidence – research; Sample case studies  &lt;br&gt; Presenter: Allan Kiwanuka, Child Hope UK</td>
</tr>
</tbody>
</table>

**The role of Resource Persons/Consultants in the Learning Process Initiative**<br> An articulation of what each consultant will be offering in the learning process

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>15:30 - 15:45</td>
<td>Support to Enhance Community Driven Approaches  &lt;br&gt; Video presentation: Mike Wessells</td>
</tr>
<tr>
<td>15:45 - 16:15</td>
<td>Tea Break</td>
</tr>
<tr>
<td>16:15 - 17:00</td>
<td>Support to enhance social norms programming and use of evidence – research  &lt;br&gt; Panel Discussion: Prof. Ben Cislaghi, Mr Richard Wamimbi and Ms Susan Kelly</td>
</tr>
<tr>
<td>17:00 - 17:30</td>
<td>Conclusions and End of Day 2</td>
</tr>
</tbody>
</table>

### Current Trends on Violence against Children in Tanzania

Implications on VACiS Intervention

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>18:00 - 19:00</td>
<td>Impact of current Tanzania regulatory frame on VACiS programs  &lt;br&gt; Round table discussion by Tanzania group  &lt;br&gt; Facilitator: Philo</td>
</tr>
</tbody>
</table>

### Day 3: Thursday 1st December 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30 - 9:15</td>
<td>Arrival and Recap of previous day  &lt;br&gt; Moderator: Mrs Samalie Lutaaya</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
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<tr>
<td>--------------</td>
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</tr>
<tr>
<td>9:15 - 10:30</td>
<td>Understanding the Theory of Social Norms</td>
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<tr>
<td></td>
<td>Presenters: Dr Nambusi Kyegombe and Prof. Ben Cisilaghi</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Break tea</td>
</tr>
<tr>
<td>11:00 - 13:00</td>
<td>Social Norms</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00 - 15:30</td>
<td>Social Norms</td>
</tr>
<tr>
<td>15:30 - 16:00</td>
<td>Tea Break</td>
</tr>
<tr>
<td>16:00 - 17:00</td>
<td>• Locating the learning process within the interventions of grantees</td>
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<tr>
<td></td>
<td>• What should be in place within one year after the convening</td>
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<td></td>
<td>• Plan for networking and one on one share of experience</td>
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<tr>
<td>17:00 - 17:30</td>
<td>Evaluation of the meeting</td>
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<td></td>
<td>Closing remarks:</td>
</tr>
<tr>
<td></td>
<td>• IIDC key next steps</td>
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<td>• Wellspring Advisors</td>
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</table>
## APPENDIX TWO: LIST OF PARTICIPANTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Country</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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<td>Yesiga</td>
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<td>Jovina Nawenzake</td>
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