

# **Sustainable Comprehensive Responses for vulnerable children and their families (SCORE)**

## **END OF PROJECT PERFORMANCE REPORT**

Lead Agency: **AVSI**



Organisation: **ANKOLE PRIVATE SECTOR PROMOTION CENTRE LIMITED (APROCEL)**

Project Title: **Sustainable Comprehensive Responses for vulnerable children and their families (SCORE)**

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### Acronyms and abbreviations:

ABT	Advanced Business Training
APROCEL	Ankole private sector promotion centre limited
CDOs	Community development officers
CFS	Child friendly school
CFPU	Child and family protection unit of the Uganda Police
CLV	Community legal volunteers
CP	Child protection

DOVCC	District orphans and other vulnerable children coordination committee
FFSs	Farmer field schools
HHs	Households
HIV/AIDS	Human immunodeficiency syndrome
IGA	Income generating activity
ILS	Interactive learning sessions
IPO	Implementing partner organization
JFFLS	Junior farmer field and life skill
LC1	Local council one
LGs	Local governments
NAADS	National agriculture advisory service
NPE	Nutrition peer educators
OVC	Orphans and other vulnerable children
PBA	Produce business (buyers) association
PO	Program officer
SCORE	Sustainable, comprehensive responses for vulnerable children and their families
SOVCC	Sub county orphans and other vulnerable children coordination committee
SOWIPA	South Western institute for policy and advocacy
SPM	Selection Planning and management of IGAs
SPWO	Senior probation and welfare officer
UGANET	Uganda network for HIV
USAID	US Agency for International Development
VC	Vulnerable children
VSLA	Village savings and loan association

**Introduction:**

Ankole private sector promotion centre limited (APROCEL); in partnership with CARE International in Uganda implemented a four year SCORE project in Ntungamo district. The USAID funded project started in October 2011 and ended in September 2015. In Ntungamo district, the project covered four sub counties of Itojo, Bwongyera, Ruhaama and Rukoni East. In Each sub county, four parishes were reached. SCORE project had the following Goal and objectives;

**Goal: To decrease the vulnerability of critically and moderately vulnerable children (VC) and their households.**

**Objective 1** - To improve the socio-economic status of VC households

**Objective 2** - To improve the food security and nutrition status of VC and their household members

**Objective 3** - To increase availability of Protection and Legal Services for VC and their household members

**Objective 4** - To increase capacity of vulnerable women and children and their households to access, acquire or provide critical services.

The project was implemented by four partners including;

**AVSI** - Lead agency for SCORE and technical lead on food security and nutritional status (2) and strengthened household capacity to access and provide critical services (4)

**CARE** – technical lead on Socio-economic empowerment (1)

**TPO** - technical lead on Child Protection and Legal Services (3)

**FHI** - technical lead on Monitoring and Evaluation, Operational Research

**Executive summary:**

Within four years of project implementation, a lot of success has been registered. The four years USAID funded project implemented by APROCEL in partnership with CARE International in Uganda, aimed at reducing the vulnerability among the 550 households and an additional of 209 households which were enrolled in the third year of project implementation. Various unique strategies were employed by the APROCEL SCORE team and the entire SCORE fraternity which include; social economic strengthening mechanisms, food security and nutrition

interventions, child protection and legal services strategies and increasing the capacity of vulnerable children and their households to acquire and access critical services.

The four year SCORE project has registered vast impact among VC households, index children and the targeted communities at large. The financial inclusion strategy has culminated into increases in financial resources at both household and community levels. Other caretakers and parents have continued to produce products trained on under the different community skills training in the previous quarters especially soap making, candle making and mushroom growing which have contributed to an increased financial capacity to provide for their children as demonstrated in the main report.

It has also been realized that when the four project objectives are well integrated at implementation, then households and children benefit better. For example, the agronomic training under the FFS together with the postharvest handling training have enormously boosted members attitude and benefit from practicing farming as a business. This in turn has widened their participation and benefit from the promoted value chains.

In general, the project approach of collaborations, linkages and networking with other critical service providers has continued to yield results that are highly sustainable beyond project period. The innovative partnerships with service providers in areas of health, agriculture, water, market access, and financial service continue to transform the lives of the VCs as their access to critical services is guaranteed given the high levels of empowerment.

## **Project implementation:**

### **3.1. General situation and Implementation Plan**

This report covers the project implementation period from 01<sup>st</sup> October 2011 to 30<sup>th</sup> September 2015. In strategic approach number one, we have strengthened initiatives of; VSLA, apprenticeship, financial literacy, value chain development activities, selection planning and management of IGAs, community market skills development and financial literacy. Under increasing food security and nutrition approach, we have formed one FFS, engaged both VC HHs and non VC HHs members to form back yard gardens, production marketing groups (PMGs), energy saving stoves, nutrition trainings and behavior change communication strategies among others. Under child protection and legal services component, the project put

emphasis on strengthening referral pathways to handle child abuse cases, training of formal and informal structures, child friendly schools activities, consultative meetings for child protection on code of conduct for child friendly schools, and consultative workshops on referrals and education issues within SCORE areas. These have been aimed at finding practical solutions to challenges affecting critically vulnerable HHs, as well as conducting legal clinics aimed at identification and resolving various cases that affect the wellbeing of individual HHs' wellbeing. Under objective four, we emphasized formation of parenting groups both under research and normal groups, strengthening life skills groups, as well as peer support groups.

The project which ended on 30<sup>th</sup> September 2015, the following were accomplished by APROCEL- SCORE Project in the four sub counties of Bwongyera, Itojo, Ruhaama and Rukoni East in Ntungamo district.

Different meetings for different key players in apprenticeship with care givers, artisans and apprentices, were held at sub county level to discuss the progress of apprenticeship program. During the meeting between artisans and care givers, parents of apprentices were called upon to support the apprentices towards acquisition of tool kits and improve on apprentice's behavior and commitment. Multi stakeholders meetings for value chain and enterprises were also conducted to strengthen these structures to enable VC HH and other community members to have a culture of collective bargaining.

Several stakeholders meetings from objective one to four were conducted to plan for the project and the integration of activities by the said sub counties.

Financial literacy among group members, business skills enhancement training and community skills are the add-ons in the apprenticeship program that were also provided to VC HH members. These targeted to support project apprentices and their households to increase on their social economic status particularly financial literacy which was meant to help apprentices to carefully manage the little money they get through use of saving goals, saving plans and making annual budgets.

Much emphasis was put on conducting best farming practices and storage. This ultimately increased the quality of goods produced, value in nutrition as well as increased prices to the



farmers and see that the targeted beneficiaries gain a lot through knowledge and skills. All the groups graduated and turned into PMGs through which the emphasis was put on ensuring that individual households adopt the methodology and scale up for increased yields and thus food security.

We intensified promotion of birth certificates for children within SCORE households, enhanced community legal clinics/ outreaches to take services nearer to the communities with specialists in different fields , interactive learning sessions, and refresher trainings for Project staff, CLVs, child protection activities in schools with the use of protagonists, conducting radio talk shows to increase awareness and also trained both formal and informal structures to increase the capacity of these structures to deliver effectively their mandate.

Fostering innovative partnerships with other partners engaged in OVC programming was very critical throughout the project period. Continued collaborations with services providers like Living water International, UGANET, SPRING and local governments and other partners involved in OVC programming, enhanced referral pathways and linkages to our VC HH members.

Conducting dialogue meetings aimed at creating awareness on various topics identified in the communities, attending both DOVCC and SOVCC meetings to discuss various issues related to OVC programming were also done.

### **3.1 Objective 1: To improve the socio-economic status of VC and their household members:**

<b>Activity</b>	<b>Number reached from project start</b>	<b>Source of Data</b>
Establishment of and Support to Village Savings and Loans Associations Number of VSLAs formed	66 formed and trained	VSLA MIS
Establishment of and Support to Village Savings and Loans Associations Total Membership (Direct and Indirect)	1967 participated in the VSLA program; 685 were VC HHs	

Establishment of and Support to Village Savings and Loans Associations VSLA Cumulative savings (CS)  VSLA Cumulative loans (CL) Total Number of audited groups	179,901,900= ( New cycle after graduation) 138,516,365= (New cycle after graduation) 49 groups with CS=364,126,500 CL=491,495,589	
Bank Linkages Number of VSLA groups linked to Banks and having running accounts (clarify # and # which banks)	38 VSLAs linked to Post Bank with 1128 members.	
Households with premiums paid	45 HHs of which 25 are SCORE direct beneficiaries	
Households provided with market oriented skills development		VSLA MIS, VSLA data collection tool
Financial Literacy	Total membership- 1228 VC 929	
SPM	Total Membership 1789 VC 611	Group activity forms
Community skills training	Total participants 910 VC HH 642	
Youth benefiting from Apprenticeships # enrolled # dropped out/lost # Graduated # working or with own business (out of those who graduated)	120  120 08 112 43	Apprenticeship register
Households benefiting from development of enterprise and market opportunities	Total participants 1700 VC 595	Group activity forms

### 3.1.2 Description of implementation of the activities:

#### 3.1.2.1 Establishment of and Support to Village Savings and Loans Associations (VSLAs)

VSLA methodology was one of the strategies employed by SCORE project to realize increased household financial resources. VSLA members collect weekly savings in form of shares at a price (Share Value) agreed upon by group members. After accumulation of shares, loans are offered to members at an interest rate set by various group members charged on monthly basis. At the

end of the cycle (usually 8 to 12 months), members share all their savings and interest accruing from loans and the 2<sup>nd</sup> cycle begins.

Using the last reports for the last quarter of project implementation which ended 30<sup>th</sup> Sept 2015, APROCEL had accumulative a total of 66 groups trained and saving with total membership of 1967 where men constituted 20.1% and 79.5% for females. Cumulative value of savings so far was 179,901,900= with outstanding loan value of 138,516,365=. Loan fund utilization rate was 64.6%. Returns on savings (ROS) are 20.8% from 18.4% reported in previous quarter and ROA (return on assets) of 16.2% from 15.0% reported previously. VC HH participation was 685 members representing 34.8% with average savings per person of 91,460= from 117,537= reported previously. Portfolio at risk (POR) was 1.0%.

49 groups had graduated with 364,126,500 shillings in savings and shared 491,495,589sh; implying they made a profit of 127,360,089 shillings

#### **3.1.2.2 Bank Linkages:**

Bank linkage is a SCORE strategy of increasing the household's financial resources. Financial linkages are mutually beneficial partnerships between informal and formal financial institutions that results in expansion of financial services to new or previously un served segments of the population like the VC Households.

This was promoted under the VSLA model to support VC household's access financial services. As these groups matured; members' financial needs outgrew the resources of the groups. Sometimes member's savings (especially towards action audit) also outgrew their capacity to utilize the funds available in the box, thus leading to having access funds in the box. This exposed the VSLA to high risk of theft thus need for banking services.

To meet this growing need within the VSLAs, we linked mature VSLA and formal financial services. APROCEL in partnership with CARE International in Uganda collaborated with Post Bank Uganda to provide formal financial services to SCORE VSLA groups. As a result, 38 mature groups were linked and are already accessing the services of Post Bank.

#### **3.1.2.3 Promote social insurance schemes and linkages to other financial services**

Micro-insurance is an insurance product characterized by low premium, low cap and low coverage limits sold as part of typical risk pooling and marketing arrangement and designed to

service low income people and businesses not served by typical social and commercial insurance firms. Micro-insurance is also recognized as useful tool in economic empowerment because low income people who don't have access to adequate risk management tools are generally more vulnerable to fall back into poverty in times of hardships.

In SCORE were mandated to promote social and micro-insurance products among VC households to protect them against unplanned expenses, risks, shocks and stress consequently reducing their vulnerability levels. SCORE project partnered with Jubilee insurance to provide these services. Much as the uptake was not as expected, members who purchased premiums and lost their loved ones were able to be compensated. However, some members were not compensated and even after all the requirements were fulfilled. This compromised the services of Insurance Company and discouraged members to pay for more premiums.

#### **3.1.2.4 Financial literacy**

Financial literacy was promoted by SCORE project among VSLAs to provide individuals with the capacity to make informed and effective decisions about the use of their money as well as a basic understanding of the financial terminologies used in formal and informal markets. APROCEL used mature VSLA groups and apprentices to train financial literacy and a total of 1228 members were trained in financial literacy.

#### **3.1.2.5 SPM trainings**

VSLAs were preferred platforms for providing enterprise development support. This enabled the group to consolidate and develop savings that could be used as start up or funds to improve on existing businesses. While the poor are often extremely averse and reluctant to invest in new or existing enterprises, once members participated in VSLA and had seen stabilization on their household income levels they were more willing and better positioned to take the risks associated with engaging in a business. On this, APROCEL trained VSLAs in SPM (selection planning and management) for the individuals to start up and operate income generating activities that enabled them have alternative sources of income for their households. Total of 1789 members were reached, out of which 802 were from VC HHs. From the trainings, 1257 members were able to start up small scale IGAs of which 796 are from VC households.

### 3.1.2.6 Community skills training

These are business tailored activities which are conducted to impart valuable skills and knowledge to the VC household members. These skills eventually contribute to the realized output in terms of improved incomes options for the VC household members. In APROCEL, participants in community skills were trained in three trades of; candle and liquid soap making and mushroom growing which were later adopted by many people as their income generating activities.

### 3.1.2.6 Apprenticeship

Apprenticeship is an on job skill training where youth are put in structured short term placements to learn specific trades with supervision and coaching by the master artisans. Apprenticeship program was one of the SCORE strategies that aimed at increasing the social economic skill base of the youth targeting those from vulnerable households. When youths are taught how to start their own businesses or learn skills necessary for gainful employment, household income increases and the socio-economic status of households improves.

**The following table shows** how the youth were trained in various trades.

TRADES	MALES	FEMALES	TOTAL NO. OF APPRENTICES TRAINED
Hair dressing		30	30
Motor cycle mechanics	44		44
Welding	04		04
Tailoring		35	35
Carpentry and joinery	05		05
Knitting		02	02
<b>TOTAL</b>	<b>53</b>	<b>67</b>	<b>120</b>

### 3.1.2.7 Develop enterprise and market opportunities

Market inclusion for VC households to enhance socio-economic status is a strategy that is achieved by using the market and value chain development approach. This strategy aimed at reducing poverty levels among the VC households. Value chain describes the full range of activities which are required to bring a product from conception through the different phases of production, delivery to the final consumers.

Value chain is a sequence of business related activities from provision of specific inputs for a particular product to primary production, transportation, and marketing and up to the final sale of the product to the final consumer. Using PBAs and a benchmark, members benefitted from value chain development strategy in form of accessing inputs from input suppliers, using modern production techniques, post harvest trainings, market information and bulk marketing that increased their bargaining power in the market.

### 3.1.2.8 Advanced Business Skills (ABT)

ABT was implemented under social economic empowerment to equip VSLA members, especially women and youth with skills in improving the performance of their businesses/IGAs. Whereas SPM enabled trainees to select appropriate IGAs based upon a careful assessment of their skills and resources, ABT on the other hand was for selected people operating businesses that needed support to enhance management.

105 VC household members were trained in advanced business skills training. The number trained was small because the activity was introduced in the last quarter of project implementation.

### 3.1.3 Key outputs and achievements obtained against planned targets:

No	Key outputs	Targets	Achievements
1	Establishment of and Support to Village Savings and Loans Associations  (a) Formation for groups  (b) Members to be reached	  65  1625	  66  1967
2	Bank Linkages:  (a) Groups to be linked	  45	  38
	(b) Group members linked to formal financial services	1125 (average of 25 members per group)	1128
3	Promote social insurance schemes.	1625	45
4	Training in Financial literacy	1457	1228

5	SPM trainings	1457	1789
6	Community skills training	780	910
7	Apprenticeship	120	120
8	Develop enterprise and market opportunities	685	1700

### 3.1.4 Reasons for any deviations from expected outputs and targets; and inability to implement any planned activities:

- VSLA methodology was highly appreciated by the community members as a method of increasing household financial base a reason the targets were met. This was boosted by add-on trainings like SPM, financial literacy, advanced business training which provided members with various financial options that could lead them out of vulnerability.
- The inclusion of active poor in all SCORE interventions boosted the implementation process of all the activities. It created some kind of healthy competition and others acted as role models for the VC HH members to learn and live like their counterpart.
- However, some activities like linkage banking, financial literacy and ABT were introduced towards the end of the project a reason their performance was not as expected. There was also low adaptation of funeral insurance by community members as most of them preferred health insurance than funeral insurance.
- Accelerated closure of the SCORE project affected some activities. For instance, village Agent model was left out, ABT training which was introduced in the last quarter of the project was not implemented across all the SCORE sub counties among others.

### 3.1.5 Main challenges met during implementation and their effect on project implementation, how they were addressed:

- The main challenge under objective one was low adaptation of funeral insurance by community members majorly due to the reasons stated above.
- Staff turnover also affected the implementation process as most of those trained left before completing the training of VC HHs. Recruitment and training of new staff was done and this addressed the prevailing challenges at that time.

### Change stories

Tusasirwe Gerald of Kishami parish Ruhaama Sub County

HH CODE:	Household Plan	Activities

C-APR-0532	<ul style="list-style-type: none"> <li>• Village Savings and Loans Association - VSLA</li> <li>• Apprenticeship</li> <li>• Increased food production</li> </ul>	<ul style="list-style-type: none"> <li>• Village Savings and Loans Association - VSLA</li> <li>• Apprenticeship</li> <li>• FFS</li> </ul>
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### Background:

Tusasirwe Gerald of Kyabakonjo Village is a household head who takes care of 4 children. One of his children (Muhwezi Emmanuel) was attached for motorcycle mechanics by SCORE and has now completed training. At the same time Gerald happens to be a member of Mitooma Farmers FFS group and trained in advanced business skills, Selection planning and management of income generating activities and financial literacy.

### Process:

Gerald a member of Kyabakonjo Twetungure group, used VSLA as one of his strategies to achieve social economic wellbeing as shown in the table below.

NO	Loan amount
1 <sup>ST</sup> Loan	50,000
2 <sup>nd</sup> Loan	100,000
3 <sup>rd</sup> Loan	150,000
4 <sup>th</sup> Loan	200,000
5 <sup>th</sup> Loan	150,000
6 <sup>th</sup> Loan	100,000
7 <sup>th</sup> Loan	150,000

He used the above loans to clear 11/2 acre of land, bought pineapple cuttings, manure. From his pine apple garden, he now earns a net of 100,000=from his garden weekly.

### Results:

Gerald now uses proceedings from his garden to pay fees worth 250,000=for his 3 schooling children per term, acquired construction materials like poles, Iron sheets and others worth 286,000= for house expansion, and is able to provide the basic needs to his family.

***In the picture below, Tusasirwe Gerald in his Pineapple garden.***





#### Tusiime Loyi of Kishami parish Ruhaama Sub County

HH CODE:	Household Plan	Activities
C-APR-0317	<ul style="list-style-type: none"> <li>• Village Savings and Loans Association - VSLA</li> <li>• Financial Knowledge</li> <li>• Increased food production</li> <li>• Market for agriculture products</li> </ul>	<ul style="list-style-type: none"> <li>• Village Savings and Loans Association - VSLA</li> <li>• Financial literacy training</li> <li>• FFS</li> <li>• Value chain marketing group</li> </ul>

#### Background:

Tusiime Loy (53 yrs) of Kyanyamugamba Village is a household care taker of 5 children. Loy is a widow who was left with 2 children and is taking care of more 3 grandchildren. She is a member of Kishami Twimukye group.

#### Process:

Using Loans from the VSLA, she invested in crop farming. With the training she received in farming as a business, the loan acquired from the VSLA was used to hire land and is engaged in

commercial farming where she specializes in bean and maize growing. For the past 2 seasons her yields were as follows.

Season	Amount Borrowed	land hired	Amount paid	Quantity Produced	Cost per unit	Total	Crop
March-June 2015	170,000	2 Acres	100,000	200kgs	2500=	500,000=	Beans
September-December 2014	100,000	11/2 acres	70,000	324kgs	650=	210,600=	Maize

### Results:

Has acquired construction materials worth 610,000=. She made a top up from other sources and bought iron sheets, poles and other construction materials to put up a permanent house. She also used welfare fund to cater for other basic house hold needs..

*In the picture below Tusiime Loy on her newly constructed house.*



*In the picture below, Loy showing some of her bags of beans with the project manager taking records of what was produced during a home visit.*



Source; Success story books and field monitoring reports.

### Success story

#### Biryagasha Deus of Rwoho parish Rukoni East Sub County

HH CODE:	Household Plan	Activities
C-APR-0308-02	<ul style="list-style-type: none"> <li>• Psychosocial support</li> <li>• Shelter</li> <li>• Increased household income.</li> <li>• School fees</li> <li>• Enough and constant food supply</li> <li>• Nutrition knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Home visit</li> <li>• Financial literacy</li> <li>• VSLA.</li> <li>• SPM</li> <li>• Referrals for supplements</li> <li>• Backyard garden</li> </ul>

### Background:

Biryagasha Deus is a care taker of 3 children and lives in Nyamatete village in Rukoni East Sub County. At the start of the project, he could hardly afford a meal in a day. The household could cook '*raw papaws*' and serves them as a meal. After all the SCORE interventions including VSLA as one of the strategies to increase HH financial base, though Deus was reluctant, he later

changed his mind and accepted to join VSLA. After one cycle, he was selected as a group secretary of Nyamatete Twetungure group.

**Process:**

He joined SCORE VSLA and after share out, he first bought 14 iron sheets from his share of savings and loans to replace his former grass thatched house which was burnt down to ashes in the process of cooking. After financial literacy training, he started saving again and bought 7 more iron sheets each at 18,500= that is 129,500=. On getting stuck with his iron sheets, he requested for help from office to enable him put up a structure. The office engaged the community to support Deus and put up a house now with iron sheets. Later, Biryagasha took interest and started an IGA of buying and selling matooke after training in SPM. He says, he now has earned an income of 30,000= per week.

**Results:** The income earned from his Matooke IGA coupled with that from VSLA in terms of shares and welfare fund enables him to cater for his 3 children in terms of paying school fees, buying household basic needs which; to him was a dream. Biryagasha is now a happy man and empowered. In his words, this is what he has to say;

*"I think I was wrong to think that I couldnot do anything of value by myself, I wasted a lot of time begging and lamenting that I was poor and cannot afford anything in my life; I thank APROCEL SCORE for washing away ignorance from my face and I will always work hard to compensate all the time I wasted"*

***In the picture below, a wife to Biryagasha and one of their children poses on their newly constructed houses.***



### 3.2 Objective 2: To improve the food security and nutrition status of VC and their household members:

Activity	# reached from project start	Source of Data
FFS VCHHs supported # FFS groups formed #FFS groups registered # FFS groups graduated #FFS groups disbanded #Membership in FFS groups (#VCHH and # Indirect HHs)	685 members were reached of which 290 were from VC HHs  23 formed and trained  23 groups registered with community development department  23  0 685	FFS MIS
Horticulture VCHHs supported	620 VC supported	Backyard garden tracking tool (Form 15)
Beneficiaries BCC on nutrition		
a) Cooking demos	724 VC reached and 1769	Group activity forms

	indirect beneficiaries.	
b) Nutrition education/dialogues	645 VC supported and 1499 indirect beneficiaries served.	
Malnourished children referred		
# screened	123	FSN form 2
# found malnourished	16	Nutritional referral forms
# Referred	16	
# completing referrals	16	
FFS and Horticulture Farmers (PMGs) linked	23	FSN form 9
Establishment of energy saving stoves	331 for direct beneficiaries 544 for non VC	Group activity form
Formation and training of Junior farmer field and life skills group	Four groups formed with 118 members of which 54 members were from VC HH.	JFFLS monitoring forms

### **3.2.0 Description of implementation of the activities:**

#### **3.2.1.1 Establish and support Farmer Field Schools**

SCORE project used farmer field schools as a tool for bottom-up transfer of knowledge to farmers. This approach ensured that farmers identified the problem themselves, and with the technical back up of project staff and other service providers, they worked on the problem and tried to find practical solutions together. In other words farmers were directly involved from the first process of identifying the challenge up to when the solution is provided. This helped the trainees in transferring technologies used in FFS platform to farmer's gardens. As a result of these trainings, 23 FFS groups were formed and trained and later after graduation, they were registered at the district as PMGs.

#### **3.2.1.2 Junior farmer field and life skills group**

A junior farmer field and life skills group (JFFLS) is A group of children (aged 12-17) who meet regularly (3 times a week) under the guidance of trained interdisciplinary team of facilitators during the course of the growing season to experiment and learn for themselves Agricultural production practices, technologies and life skills in order to enhance their livelihoods. Groups were formed in four schools. They experiment on different crop families such as annual and vegetable crop production. APROCEL formed 4 groups of JFFLS in four schools of Rwankora p/s, Itojo Central p/s, Kihanga p/s and Rwoho p/s. These groups were equipped with knowledge of best agricultural practices and life skills.

### **Achievements of junior farmer field and life skills groups**

#### **Exchange visits**

The groups of JFFLS received exchange visit with the aim of enabling member share experience with other members in different fields. This also helped them to share some of the challenges and best practices and discuss the way forward. The exchange visit focused on two basic practices of soil fertility management and variety comparison where participants were able to add on their knowledge of improving infertile soils using natural methods.



*In the picture below, a farmer shows the participants various varieties of banana plants and what it takes to improve soil fertility.*



### **JFFLS Graduation**

On completion of the learning cycle, JFFLS participants in all the four groups were post tested. They qualified for graduation an activity that was conducted in the quarter ending 30<sup>th</sup> Sept 2015. JFFLS members learnt various technologies in agricultural production focusing on pests and disease control, soil fertility management and variety comparison. Children were also taken through life skills and child protection training to enable them live up to their full potential.

The function took place at Ntungamo district head quarters and was officiated by the chairman LC5 as shown in the pictures below;





*In the pictures above, the chairman LC5 awarding gifts to the best performing JFFLS participants as the APROCEL BOD member looks on.*

### **3.2.1.3 Participation in Establishment of Backyard Gardens**

SCORE project used backyard gardens as a tool to ensure steady production of vegetables to the project's beneficiaries. Vegetables provide protective and regulative nutrients which fight against diseases and their related side effects. In addition, vegetables help to eliminate hidden hunger which is a common malnutrition problem in very many VC households. APROCEL used this strategy as a way of improving nutritional practices and prevent malnutrition among both direct and non direct SCORE beneficiaries. In total, 782 members established backyard gardens and among these, 588 were from VCHHs.

*Below is one of the backyard gardens established by Kemigyende Beteth of Kyabashenyi Bwongyera Sub County*



### **3.2.1.4 Behavior Change Communication on food consumption and nutritional practices**

The dialogues covered specific nutritional topics such as infant and young child feeding, maternal nutrition during pregnancy and breastfeeding, and good nutritional practices for the people living with HIV. In such dialogue meetings, intake of food with all food values was emphasized. These dialogues helped on behavioral change especially on the myth and misconceptions in the community about certain foods and how such myth could be potentially dangerous to the most at risk population in the community. APROCEL conducted these trainings with the help of PHEs and nutritional focal persons from the district. We also used radio talk shows and radio spot messages to ensure that the messages reached a wider coverage. The use

of interactive learning lessons with the use of technical facilitators was also pertinent as members received these trainings within their saving groups.

### **Cooking demonstration**

SCORE project used cooking demonstrations as an approach to practically illustrate the process of food preparation. VC household learnt the practical procedures how food is handled, washed, cooked and eaten in its right quantities. From this members learnt from experiment and then transferred this knowledge of food preparation to their homes.

Sometimes, these cooking demonstrations were conducted in partnership with USAID SPRING project as the project was typically handling nutrition. In total, 1769 members participated in cooking demos of which 774 were from VC HH

#### **3.2.1.5 Map nutritional needs and promote linkage with nutrition and health services**

Referrals of severely acute malnourished (SAM) VC household members helped them in their rehabilitation. On this, we mapped nutritional service providers and these played an important role in handling nutritional cases referred. These service centers (Hospital and health centers) provided various services to referred children like ready to use therapeutic foods, nutritional guidance and health talk which played an important role in management of malnutrition among the VC HH members. We also linked VC HH members to other programs to access various services like inputs, agricultural advisory services among others. In total, 685 members were linked. 290 were from VC HHs. Most of the linkages were to NAADS, wealth creation, Living Water International to access safe water and other input suppliers.

#### **3.2.1.6 Participation FFS in exchange visits**

SCORE project used this tool to encourage farmers venturing in different enterprises to meet and share their successes and challenges. In so doing, farmers from different areas got to learn other new applications that can make them achieve reasonable yield using lower costs of production. On this, APROCEL in partnership with CARE international in Uganda selected 5 members per PMG and went to Rukungiri and Mbarara stock farm. Other exchange visits were carried out within SCORE sub counties. Exchange visits were also conducted among JFFLs members together with their focal teachers. All these visits equipped the participants with modern methods of farming like variety comparisons, pests and disease management

techniques, soil fertility management among others. The acquired skills were later rolled out to their respective areas of origin and had positive effects on food security.

#### **3.2.1.7 Training in Postharvest Technology Techniques**

The management identified a very big gap in as far as postharvest handling practices in VC households is concerned. VC household members were found drying their produce on bare soil and sometimes sell them in the field, which leads to over 20% post-harvest loss (FIT Uganda). On this, it was imperative to train VC households on the basic techniques on postharvest handling practices. Members were trained on harvest preservation, value addition to their products, and construction of drying pallets among others which made the products of PBA members competitive due to high quality.

#### **3.2.1.8 Quarterly review meeting with PHEs**

The quarterly review meetings were conducted in Ntungamo district. Members discussed successes and challenges they faced during implementation of their work. During the meetings the PHEs also presented reports on different activities they had done like establishment of energy cooking stoves, nutritional dialogue meetings and backyard gardens. These meetings acted as a benchmark for planning for subsequent activities. The meetings also brought together all the implementers of the project and this enabled to set priorities of the activities to be done.

#### **3.2.1.9 Environmental Protection Training**

##### **Energy cooking stoves**

VC households were trained to make and use energy saving stoves. Energy saving stoves are efficient at using firewood and play a big role in environmental protection since they reduces exploitation of the environment. Little smoke is produced when using energy cooking stoves hence reducing the amount of smoke discharge to the atmosphere. SCORE PHEs took a leading role in construction of these energy saving stoves. On this, 331 VC HHs constructed energy saving stoves and 544 were constructed by SCORE indirect beneficiaries.

#### **3.2.2 Key outputs and achievements obtained against planned targets:**

No	Key outputs	Targets	Achievements
1	Establish and support Farmer Field Schools	26	Cumulative total groups

	Participation of VC HH in farmer field schools	552	of 23 groups with a total of 685 people out of whom 290 (51%) are SCORE VCHH members were formed.
2	Formation and training of Junior farmer field and life skills group	4	4
3	Participation in Establishment of Backyard Gardens	552	848 members established backyard gardens of which 620 belonged to VC HHs
4	Behavior Change Communication on food consumption and nutritional practices:  a) Conducting cooking demonstrations  b) Conducting Nutritional dialogue meetings.	552  552	1769 members participated in cooking demos of which 774 were from VC HH  1499 members participated in nutrition dialogues. 645 members were from VC HHs.
5	Map nutritional needs and promote linkage with nutrition and health services	552	685 members were linked. 290 were from VC HHs.
6	Training in Postharvest Technology Techniques	552	685 members trained in post harvest handling. 290 were from VC HHs
7	Establishment of energy saving stoves among the VC HHs	550	cumulative 349 members of which 288 are of VCHHS

### 3.2.3 Reasons for any deviations from expected outputs and targets; and inability to implement any planned activities:

- As the project implementation went on, members kept on deviating from their original needs. For instance, out of 552 members who were recorded in NAT 1 as being food

insecure, only 290 participated in FFS. Others, the situation stabilized with other interventions like trainings in nutrition, cooking demonstrations, and others opted to participate in VSLA which gave them income to get enough food.

- Also, community members appreciated and embraced FFS techniques of production which had positive effects on improving their productivity. This enabled the team to achieve the set targets.

### 3.2.4 Main challenges met during implementation and their effect on project implementation, how they were addressed:

- In some sub counties, FFS methodology was not favored due to limited land to facilitate the process. This led to imbalanced transfer of FFS methodology. Such groups in these areas were supplied with goats as an alternative to crop husbandry. Members were also trained on soil fertility management and on how to use small plots of land to get enough yields.
- Staff turnover especially on the side of FFN program officers also affected the implementation of FFS methodology. This was later addressed by recruiting and bringing other FSN implementers on board.

### Change stories

*Some of the backyard gardens in Itojo Sub County put up by Ntungirehi Nazario (CAPR-0028) on the left and Besitamire Paulina (CAPR-0009)*



### Results of backyard gardens to VC households as discussed below

Name	HH Code	Parishes	Achievement	Comment
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Ntungirehi Nazario	C-APR-0028	Itojo	Improved on business and income	<i>"I always get vegetables from my backyard garden and put them in my business for sale. I earn 10,000 per week and this has helped me to save more money in VLSA every week. I even have enough for my home consumption. Thanks to SCORE project".</i>
Nasasira Godwine	C-APR-0504	Kyamwasha	school fees	<i>The household has gained much from backyard because for the last two months they sold cabbages and carrots at shs 55,000 and used the money to pay school fees.</i>
C-APR-0259	C-APR-0259	Ruhanga	Improved nutritional status	<i>"I have a child who is HIV positive, but since I established a backyard garden feeding my child on vegetables has been easy for me than before when I used to ask from neighbors, sometimes she would spend days without taking vegetable which would culminate into various communicable diseases due to her immune deficiency."</i>
Besitamiire Paulina	C-APR-0009	Itojo	Improved nutrition and income	<i>"I have two backyards where I have planted cabbages, dodo, carrots and onions. Every week I harvest dodo to supply in the hotel in the trading centre. They</i>

				<i>pay me 50,000 every month. My family now has a plenty of vegetables which has also improved on nutrition</i>
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### 3.3 Objective 3: To increase availability of Protection and Legal services for VC and their household members

Activity	# reached from project start	Source of Data
Map formal and existing traditional CP structures in each target community	44	Mapping sheets
Conduct targeted trainings that directly address capacity gaps identified	172	Group activity forms
Number of schools supported to become child friendly	16	Mapping sheets, activity reports
Beneficiary households for interactive learning sessions on objective 3	809	Group activity form
Beneficiary households family visits and counseling	809	Home visit forms
Beneficiaries legal support and referral		Referral register and case management book
a) Child protection	158	
b) Legal support	87	
c) Birth registration	346 for VC  In total 550 birth cards were purchased.	

### **3.3.2 Description of implementation of the activities**

#### **3.3.2.1 Map both formal and existing traditional child protection structures in each target community.**

Child protection within the district needed concerted efforts right from the family, community and government structures a reason it is referred to as a ring of responsibility. For effective running of this activity, we mapped child protection service providers within our area of operation. The community based child protection approach as used by SCORE project employed all the activities relating to child protection. In this, we mapped both formal and informal child protection structures that include police, CDOs, LCs, mothers and father's union groups, strong clan leaders, schools and many others and these were very critical referral pathways.

#### **3.3.2.2 Conduct targeted trainings that directly address capacity gaps identified**

We have conducted tailored trainings for local council leaders aimed at bridging their capacity gaps identified. These trainings were done using community leaders like the police, community development officers, district probation officer and some area councilors with relevant skills. These trainings were also conducted using external technical facilitators from other players in the district involved in OVC programming. The trainings have helped the leaders to identify causes of vulnerability especially child abuse. Suitable solutions have been generated during these interactive learning sessions and the leaders have passed on these trainings to their people especially the most vulnerable members of the community. The trainings included but not limited to; rights of children, duties and responsibilities of local leaders in ensuring rights of children, will making, how do deal with such cases property grabbing, child neglect, case identification and management among others.

#### **3.3.2.3 Conduct child protection activities within schools**

A total of 16 schools were selected to foster child protection across the project area. The selection of these schools was done closely with the district Education department who helped in identification of most accessible schools by children from VC households. We also considered the willingness and commitment of school administration to support the promotion of the Good schools concept. Selected teachers and the head teachers were also trained in good school methodology putting much emphasis on alternative means to corporal punishment, creating good learning environment, child involvement in formulation of school rules and



regulations and having accountable administration. Specific activities conducted in these schools include, formation and training of various clubs, life skills training amongst the children, holding periodic pregnancy tests and nutritional, hygiene talks, formation and training of JFFs, distribution of talking compound materials, supporting games and sports activities, trainings in making of sanitary pads among many other activities which gave a new shape to all the sixteen child friendly schools. Participants were encouraged to carry the knowledge acquired to their homes as a way of improving sanitation within their households.

The activities conducted in schools have led to increased participation of school management committee including parents. The performance of child friendly schools has also improved as a result of good learning environment in schools, increased participation of pupils in school activities; like clubs and using alternative means to corporal punishment. Examples of schools whose performance has improved include but not limited to the following.

Name of school	2014 performance Total PLE candidates 35				2015 performance Total PLE candidates 36			
	1st Grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	failures	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	failure
Kemishego P/S	9	23	3	0	11	25	0	0
Itojo p/s	2	11	12	6	3	15	15	0

#### 3.3.2.4 Conduct interactive learning sessions with VC households & community based organizations

Interactive learning sessions use VSLAs and other SCORE groups as a platform to engage household members in productive discussions. Since most of the trainings in VSLA were concluded, members used the time after saving to discuss issues pertaining their wellbeing. We worked jointly with peer group members and other relevant resource persons to facilitate discussions on hygiene, nutrition, poverty, child abuse and excessive alcohol among the VC HH; and these were believed to have accelerated vulnerability among the communities. That's why much emphasis was always put on enabling members themselves to suggest solutions to their problems.

### **3.3.2.5 Conduct family visits and provide counseling and other social support services**

The visits aimed at assessing the status in terms of SCORE project activities, such as child abuse cases, education status of children in homes, sanitation and hygiene, adaptation of FFs methodology, improved incomes and identifying new cases and provide counseling to the children and HHs members who would need support. The emphasis was mainly put on attending school, establishment of backyard gardens, access to primary health care services, general home hygiene and follows up on some of the children whose rights were violated against and performance of households as per household development plan. Home visits also acted as an avenue to resolve the triggers of domestic violence which culminated into reduction of such cases from SCORE beneficiary households.

### **3.3.2.6 Provide legal support and referral to individuals and families.**

Vulnerable children and their HHs at times required legal support to get justice and address their vulnerabilities. Such children included abused children; like those defiled, neglected, physically abused, children in contact with the law and those whose rights was being threatened.

APROCEL conducted community legal clinics /outreaches in respective sub counties, conducted training of informal and formal structures in all the 16 Parishes of SCORE project implementation. The legal clinics acted as an avenue to identify and address various child related cases within SCORE households in collaboration with other partners involved in OVC programming like the office of probation and welfare, police, sub county community development officers, clan leaders and other players operating within the district. The activity created an avenue for referral pathways as VC HH members know where to report child abuse related cases.

### **3.3.2.7 Birth Registration**

Birth registration is the process of recording a child's birth in a civil register. This is done by the relevant government authority (the registrar of birth and death and the sub county chief). Birth registration gives a child legal recognition. A birth certificate is crucial as it provides permanent official and visible evidence of a state's legal recognition of the child's existence as a member of society. APROCEL mobilized communities to have their children register for birth certificates.

This was boosted by the project when it provided some funds and the VC HH members were required to cost share. As a result, a total of 393 VC acquired birth cards out of the total 550 members.

### 3.3.3 Key outputs and achievements obtained against planned targets

No	Key outputs	Targets	Achievements
1	Map both formal and existing traditional child protection structures in each target community.	-	44 structures
2	Conduct targeted trainings that directly address capacity gaps identified	206	172 trained
3	Conduct child protection activities within schools. The activities included the following; <ul style="list-style-type: none"> <li>a) Formation of clubs</li> <li>b) Selection and training of protagonist</li> <li>c) School gardens</li> <li>d) Formation and training of Junior farmer field schools</li> <li>e) Training of head teachers in good school methodology</li> <li>f) Conducting periodic pregnancy tests and nutritional talks</li> <li>g) Conducting life skills training</li> </ul>	16 schools  80 clubs 32 teacher 16  4  16  16  16	16 schools were reached with child protection activities.  85 clubs formed 32 selected and trained 16  4 with 118 pupils participating.  16 head teachers trained  12 schools reached  16 schools reached with (20 groups with 255 VC members participating out of 412 total participants)
4	Conduct interactive learning sessions with VC households & community based	809 VC HHS	666 VC HHS

	organizations		
5	Conduct family visits and provide counseling and other social support services	809 HHS	809 HHS
6	Provide legal support and referral to individuals and families.	-	245
7	Facilitating Birth Registration process	550	393 of which 346 were directly facilitated by SCORE project in terms of cost sharing.

#### **3.3.4 Reasons for any deviations from expected outputs and targets; and inability to implement any planned activities.**

- High costs involved in processing/ buying birth cards at the service points. APROCEL negotiated with sub county officials and the price of birth cards were reduced in some sub counties.
- 259 HHs were recruited later towards the end of the project a reason why some HHs were not served with various activities like interactive learning sessions and birth registration.

#### **3.3.5 Main challenges met during implementation and their effect on project implementation, how they were addressed:**

- Transfer of protagonists trained in good school methodology hindered the smooth implementation of SCORE child friendly school activities. A case in point is the teacher from Rwoho Primary school Rukoni East Sub County who transferred together with the head teacher and the methodology almost stalled.
- Inadequate facilitation of community legal volunteers in terms of transport and other facilitates affected their morale to perform better child protection activities.
- High costs involved in processing/ buying birth cards at the service points as already noted above also affected the implementation process.

#### **Change stories under child protection and legal services**

Examples of children that have benefited from some of the services include but not limited to; Turyasingura Ronald **C-APR- 0691-04** of Kihanga primary school was chosen to practice in JFFLS

that had not been his case before because he had low self esteem, shy and could find it hard to communicate in public but because he was involved in school clubs, he is now confident, assertive and participates in all school co curricular activities. The boy was amused when he was announced as the best performer in his Kihanga JFFLS during their graduation ceremony at the district.

***In the picture below, Ronald receiving a gift from chairman LC5 Ntungamo district as the best JFFLS participant in his school***



Byaruhanga Julius C- ARPR - 0468-07 aged 17 in primary six in Itojo Central primary school thought that he was very old and sometimes he could dodge classes to go for bathing, watching films. It was from JFFLS implementation when Julius was made the leader of JFFLS group where he found it interesting and now when it's not time for classes especially in the evening he goes to his small garden of cabbages and so far he has sold 5 heads of cabbages at 5,000/= and bought scholastic materials and putting much effort on academics because he wants to be a doctor. This is due to the fact that he has now appreciated himself. He was touched during life skills training under JFFLS under module 2 sessions one "I am special, my abilities, my skills and my value" this training was a landmark in his life after realizing that much as he looked older, he still remains special.

**Objective 4: To increase capacity of vulnerable women and children and their households to access, acquire or provide critical services:**

Activity	# reached from project start	Source of Data
Beneficiary households, dialogues and workshops		Activity group forms  Parenting and life skills Inventory
a) Dialogues	990 VC out of 2252 participants	
b) Life skills training	20 groups with 255 VC members participating out of 412 total participants.	
c) Psychosocial support	396 VC HH with 459 VC members	
d) Parenting skills	41 groups (570 VC participated out of 1050 total participants)	
Capacity building of local implementing partners  <i>Indicate the # of staff and volunteers and community structures trained by SCORE project and also which trainings they underwent</i>	18 SCORE staff, 4 community development officers, 16 community legal volunteers, 20 Peer health Educators and 16 child friendly schools with 48 protagonists and Head teachers were given various capacity building based on the activity one was supposed to perform .	Attendance lists
District mapped - essential delivery points	1 District with 135 essential service delivery points	Mapping sheets
Beneficiary households referred for essential services  # Referred # complete referrals # common types of services for which referral is made (arrange according to the highest)	151 VC members 151 VC members 151 VC members  Family planning, cancer screening, Birth certificates, disability assessment and treatment, malaria and other infections, nutritional and legal	Referral forms and SCORE Data base

	services	
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## **Description of implementation of the activities:**

### **3.4.1.1 Conducting community dialogues meetings.**

Community dialogues are outreaches that give the communities an opportunity to discuss and agree on the solutions to their challenges like coming up with a bi-law to protect the VC from bad practices such as early marriages, enabling VC families to understand the benefits of utilizing child protection services and other relevant authorities in case of an offence. APROCEL conducted dialogue meetings for members from VSLA groups, parenting, life skills, FFS, peer to peer support groups and active poor in the communities under the supervision of project staff. In these dialogue meetings, key issues were discussed through open discussion with full participation of the members present by discussing the various challenges affecting them and solutions were given there and then. Where this failed, then such cases were referred to relevant authorities for possible solutions.

### **3.4.1.2 Life skills**

This activity is necessary for children from VC HHs to enable them deal with their emotions, discover themselves and build their self esteems and be assertive. The activity is for youth between the age of 12 to 24 years who are both in school and out of school. APROCEL trained life skills amongst the apprentices, out of school youth and children in the sixteen child friendly schools. The trainings enabled the youth to appreciate what they are after understanding value in them. Training also helped the youth to take informed decisions in life bearing in mind of “what to do, when to do it and the effect the action has in his/her personal life and others.

### **3.4.1.3 Psychosocial support**

Psychosocial support are activities that create interaction of VC households with other community members through engagement in meaningful psychosocial activities like sanitation competition, sports and drama among other activities in order to build their self esteem. Largely, in SCORE, these activities were carried out using peer support groups. With the help of facilitators, members formed 13 peer support groups basing on the situations that affected members. These ranged from Post test groups, youth groups, women groups among others

which acted as a yardstick for resolving various challenges that affected group members. The use of role models, experience sharing, and living by example were very critical among the peer support group members. The trainings enabled members to deal with various problems that affected them. Affected members even receive peer counseling from fellow community members thereby restoring hopes in once hopeless VC HH members.

#### **3.4.1.4 Beneficiaries involved in parenting training activities**

This is an activity which enable parents adopt positive parenting styles by having a positive impact on building confidence amongst care givers in upbringing and working with their children, improved attitudes and behaviors, reduced care givers' stress and anxiety while working with children, increased relationship between care givers and their children, elimination of corporal punishments and any other un fair means of dealing with children's miss conduct in order to reduce on domestic related violence. APROCEL conducted parenting trainings through VSLA groups. In total, APROCEL trained 41 groups in parenting with total participation standing at 1050 members; among these trained, 570 were from VC HHs. The trainings enabled members to increase cohesion in families, equipped the participants with various methods of upbringing children, the importance of communication among the family members and the effects of domestic violence on children and women among others.

#### **3.4.1.5 Train and Mentor local implementers**

Different trainings were conducted where staff were trained and mentored on different aspects mostly on how to conduct SCORE project activities. In this case, several meetings inform of joint support visits by all the consortium agencies were conducted and these played a vital role in guiding and mentoring staff in different aspects of SCORE implementation. We also conducted social workers meeting with all staff facilitated by CARE team and technical advisers from AVIS for both child protection and family strengthening. The meeting equipped the local implementers with skills of handling complicated cases identified in the communities.

#### **3.4.1.6 Map Essential service delivery points**

In Ntungamo district, all the sub counties were fully mapped and these service delivery points (both formal and informal) helped us in enhancing referral pathways for VC members. These



service providers helped in handling critical services referred across all the interventions of SCORE Project.

#### **3.4.1.7 Create concrete referral structures/system to critical services.**

These are referrals which enable VC HHs with disabilities and other diseases beyond nutrition to access and acquire a comprehensive critical service from credible service providers across the country which cannot be accessed on their own due to different casts involved. All the referrals were made to the mapped structures which made it easy to access and acquire various critical services by VC HH members.

#### **3.4.1.8 Foster innovative partnerships for vulnerable women, children and their households with private firms to increase economic and social opportunities.**

Across the entire project period, APROCEL continued to strengthen the partnerships with the already existing partners involved in OVC programming aimed at providing critical services to VC HH members. We continued working with our local partners OURS Mbarara to assess and address physical impairment of the VC members, worked closely with Ntungamo district local government both at sub county level and district level who helped in acquiring birth certificates for children by reducing the costs on the birth cards, registration of FFS and VSLA groups for sustainability and follow up even after the end of SCORE project. These partnerships also enabled district joint OVC supervision programs and the findings were shared in both SOVCC and DOVCC for better OVC programming.

We worked closely with different health facilities which were mapped like Itojo Hospital, Kitwe health center IV, Reproductive health Uganda, Marie stops among others. We also intensified our partnerships with selected CFS, where training of JFFLs and good school methodology were completed.

VC HH members received services on reproductive health and family planning and how it could help in reducing the unplanned pregnancies and the high birth rate. We also conducted nutritional and hygiene talks after realizing that many VC members are at a risk of contracting UTIs and STIS due to low levels of hygiene and sanitation and lack of awareness on the causes, effects and preventive measures.

Also we worked closely with Local NGOs within the district such as Living Water International which provided our households in their respective sub counties with safe water, UGANET and SOWIPA (South Western institute for policy and advocacy) which provided legal support and helped in creating awareness as far as policy and advocacy issues are concerned. NGO'S enabled VC HH members to know their rights and where they can report in case of any offence concerning child abuse and domestic violence. We collaborated with post bank; one of the financial institutions working in Ntungamo District for linkage purposes. This linkage enabled 38 mature VSLA to access extended financial services from this formal financial service provider.

### 3.4.2 Key outputs and achievements obtained against planned targets:

No	Key outputs	Targets	Achievements
1	Conducting community dialogues meetings.		990 VC members out of 2252 total participants
2	Training youth in life skills	13 groups	20 groups (255VC members out of 412 total participants)
3	providing psychosocial support to Vulnerable HH members		459 VC members and 895 indirect beneficiaries participated.
4	Parenting training activities  a. Groups trained  b. VC members reached  c. Total members trained	13 groups	41 groups trained  570 VC members  1050 total participants
5	Train and Mentor local implementers	local implementers	18 SCORE staff,  16 community legal volunteers,  20 Peer Health Educators,  48 Protagonists and Head teachers and

			4community Development officers.
6	Map Essential service delivery points	essential service delivery points	135 essential service delivery points.
7	Create concrete referral structures/system to critical services.		151 VC members referred
8	Foster innovative partnerships for vulnerable women, children and their households with private firms to increase economic and social opportunities		As already mentioned above, various innovative partnerships were created aiming enabling VC HH members to acquire and access critical services.

### **3.2.1 Reasons for any deviations from expected outputs and targets; and inability to implement any planned activities:**

- As already mentioned above in other objectives, this objective was adversely affected by high rates of staff turnover which affected the implementation of planned activities.
- Field officers were overwhelmed by the number of trainings they had to conduct. These included home visits, formation and training of various groups, providing psychosocial support to VC HH members among very many other deliverables in all the objectives. This led to divided efforts and compromised the quality of the work produced and failure to achieve some of the set target.

### **3.4.1 Main challenges met during implementation and their effect on project implementation, how they were addressed:**

- Low turn up of men during training, dialogues and outreaches which affected the effectiveness of the activity to have an immediate impact at the house hold level. Certain trainings like parenting required participation of couples to yield positive results. On realizing this, door to door mobilization was done and this resulted into increased

participation of males much as a lot still need to be done to ensure that all men come on board during trainings and other project activities.

#### **4. Human and institutional change**

The partnership with CARE international in the implementation of SCORE project gave APROCEL a facelift in terms of public image, staff capacity building and this resulted into increased comparative advantage over many other agencies which never had a chance of implementing such wide and big project. The project also provided APROCEL staff with various skills in OVC programming, social economic strengthening, food security, child protection and legal services and family strengthening which is a rare opportunity. SCORE project has also enabled APROCEL as an institution to handle mult-billion donor projects and associate with various international agencies including USAID which funded SCORE project.

#### **Success stories**

##### ***Background***

C-APR-0815-02 is one of the SCORE beneficiaries who have benefited in psychosocial activity. He was born in 1984 married with two children and is a resident of Kikongoro village, Rwamwire parish, Ruhaama sub county, Ntungamo District.

##### ***Process***

Before the psychosocial support, the house hold head feared to tell the wife that he was living with HIV; fearing that once he tells her, she would divorce and leave him alone, he was stressed until he shared with our field staff what was disturbing his mind. We went and met the wife where we first counseled her and told her that it's good to know their HIV status. We asked for her views as far as knowing her status and on accepting, the couple was referred for HIV/AIDS counseling and testing in Kitwe H/C IV where they were found positive. The wife was in a state of dismay and refused to take the medicine but the husband continued since he had already started but only had not told the wife. We engaged the HH until the wife accepted and also took it positively.

##### ***Results***

Later the woman started taking medicine and we told them to join the post test peer to peer support group in Ruhaama Sub County; a thing they did and they are both living positively.

*Below is post test peer support group in Ruhaanga parish in Itojo Sub County during their normal meetings.*



***Some of the beneficiaries of Life skills are;***

### ***Background***

C-APR-0625-05 is one of the female youth who benefited from the life skills training and apprenticeship program doing hair dressing. She was born in 1998 and she lives in Kyarwehunde village, Kyarwehunde parish, Ruhaama Sub County.

### ***Process***

Before the life skills training, she was aggressive, violate and had anxiety and disorder; a behavior that developed after dropping her from school. She even hated herself because she has big breasts and she could keep in isolation not associating with any one at her place of attachment as an apprentice ( as was later enrolled as an apprentice). They used to nick name her all sorts of names based on her physical appearance. One day she told her mother that she no longer want to go back for training because she used to see herself without any future as

she was even performing poorly due to attention deficiency which also developed as a result of long term trauma. When life skills training started, she was among the youth who were picked due to her unusual behavior and she gained interest in what they were teaching.

### **Results**

During the course of the training, the life skills facilitator remained very close to her, and she narrated the whole story. It was a coincidence that the facilitator was covering module two session one *“knowing myself; I am special, my abilities, my skills, and my value”*. Another session that was landmark in her life was module three in the training which tackled relations. From there, she gained self confidence and self esteem. She appreciates who she is and now likes school where she is aiming at achieving her goals. She now respects her parents. Does all the work at home and the mother is proud of her that she is a changed person better than her fellows at home which earlier was a reverse.

### **Background**

**C-APR-0406-05** is one of the male youth who benefited from the life skills training and apprenticeship program doing mechanics. He was born in 1994 and she lives in Rwemikoma village, Rwamwire parish Ruhaama Sub County.

### **Process**

Before the life skills training, he used to play cards and drink alcohol by going to the brewing places. When the parents approached him he stopped talking to them not even greeting them. When he joined the life skills group and reached module nine (9) which talks about subsistence abuse the uptake of drugs such as alcohol with its dangers, he stood up and told the life skills class how he has been taking it and not associating with the parents which may hinder him from achieving his goals. He confessed that he will be able to continue doing his course of mechanics and use the little money he earns to support the parents.

### **Results**

He went back home and asked for forgiveness from the parents and promised not to take alcohol again and any kind of disrespect to the parents. When we visited the house hold the parents told us that, he has changed and sometimes he buys soap and salt in the household and has joined VSLA where he makes saving to help him in future.



*In the picture, on the left is technical advisor objective four and other staff during support visit to one of life skill groups in Rukoni East Sub County. On the right, life skills session being conducted in Rwoho primary school, Rukoni East sub county.*

## **5. Good practices and lessons learned:**

- Engagement of the district Probation and Welfare officers as well as the Community Development Officers and other stake holders was critical for harmonized program implementation in the respective districts. Therefore, our appointment to the SOVCC DOVCC committees facilitated easy networking and appreciation of SCORE program interventions.
- APROCEL SCORE office did not work in isolation. To achieve all the above, we worked closely with relevant stake holders at all levels including the probation office, community development, production departments, police, health department formal

and informal structures and all other players involved in OVC programming. This enabled the institution to remain in line and achieve the desired objectives of SCORE project.

- Team work on the side of the APROCEL management and staff with SCORE technical team cannot be taken for granted. It created a smooth environment favorable for achieving the required results. This was boosted by support supervision provided at all levels.

#### **6. Linkages with other programs and coordination mechanisms:**

We registered 38 VSLA groups both at the sub county and district level. All the groups were linked to financial institutions (POST Bank) for extended financial services especially borrowing and making savings. APROCEL also registered 23 Farmer Field groups at both the sub county and district level for sustainability and follow up after the closure of the SCORE project all the groups have certificates of registration. The groups have since then been elevated to the level of production marketing groups with the aim of increased food productivity, value addition and bulk marketing.

#### **7. Collaboration with the Districts/Local Government:**

The DOVCC meeting brought in all technocrats and actors who are involved in the OVC Programming across the district including those from the four sub counties where SCORE project operates. DOVCC meeting helped in identifying the gaps that exist in the implementation of VC activities, they have also provided a platform for advocacy in the improvement of service delivery for the VC House Holds as we have gone a head working with local advocacy NGOS SOWIPA, UGANET and Red Cross.

#### **8. Environmental considerations:**

In bid to protect the environment, energy cooking stoves continued to be emphasized across all the sub counties. VC and non VC households were trained to construct and use fuel saving stoves. Energy saving stoves are very efficient as they use less firewood and release limited smoke to the environment. The trainings were spearheaded by PHEs who were equipped with



the skill of constructing energy saving stoves. This intervention is sustainable since the NPE live within the SCORE sub counties meaning the intervention can continue beyond SCORE project.

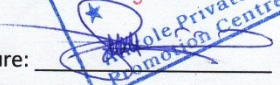
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**Date:** 30<sup>th</sup> Jan 2016





## 9. Annexes: Photos

*In the photo below, left is one of the groups conducting saving and on right is Value chain collaboration platform meeting in Ntungamo district*



*Below is PBA members in Itojo sub county collectively selling their produce and on the right is one of the VC receiving VCT services.*



*Above is some of the youth that benefitted from apprenticeship program in Ntungamo district*



*On the left, an officer from ARISE training informal structures on Rukoni East and on the right, an officer from Itojo Hospital providing counseling services before conducting VCT.*



*In the pictures above, the staff is conducting cooking demonstration in partnership with USAID SPRING in Itojo Sub County and below, on the left, an officer from UGANET conducting dialogue meeting in Bwongyera. Right is a police officer conducting dialogue in Itojo.*





*Below is distinct probation officer facilitating dialogue meeting in and right is an officer in charge children and women affairs counseling one of the VC in Bwonyera Sub County*



*Below is APROCEL SCORE participating in district function; the day of African child, women's day celebration among others.*





*Above, APROCEL SCORE project distributing sports materials in child friendly schools.*







*The above pictures show FSN activities in various sub counties and the exchange visit that was conducted to share lessons and experiences with other districts*