

ORPHANS AND VULNERABLE CHILDREN SUPPORT PROJECT - NEBBI

PHASE 1 PROGRESS REPORT



**Prepared by:
Drs. Alfred Lakwo
Agency for Accelerated Regional Development
(AFARD)**

**and
Fr. Geoffrey Ocamgiu
CARITAS Nebbi**

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ACRONYMS

AFARD	=	Agency For Accelerated Regional Development
FO	=	Field Officer
IGA	=	Income Generating Activity
CD	=	Community Dialogue
PIA	=	Project Implementation Agencies
PLC	=	Parish Level Committee
PLWA	=	Persons Living with HIV/AIDS
LC	=	Local Council
NGO	=	Non Governmental Organization
OVC	=	Orphans and Vulnerable Children
PEC	=	Peer Educator-cum-Counselor
UGX	=	Ugandan shillings

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1.0 SUMMARY DATA

Title of Report	Phase I: Progress Report
Implementing agency:	Agency For Accelerated Regional Development (AFARD) and CARITAS-Nebbi
Physical address:	Butime Road, Nebbi Town Council, Opp. Local Government Administration Building.
Postal address:	P.O. Box80, Nebbi.
Telephone:	077 – 437175/589733
E-mail:	afard@afard.net or carinebb@utlonline.co.ug
Web address:	www.afard.net
Contact person:	Drs. Alfred Lakwo
Project name:	Orphans and Vulnerable Children Support Project – Nebbi
Project location:	Wadelai and Erussi sub counties, Nebbi District, Uganda.
Project duration:	12 months (September 2005/ August 2006)
Total Project Cost	UGX 296, 684,920
Reporting Period Cost	UGX 102, 265,968
Reporting Period	Phase I: September – November 2005
Reporting Date	November 17, 2005

2.0 INTRODUCTION

The Agency for Accelerated Regional Development (AFARD) and CARITAS – Nebbi in partnership with UNICEF-GoU Country Programme are implementing a joint Orphans and Vulnerable Children (OVC) Support Project in Nebbi district in line with the Memorandum of Understanding signed on September 5, 2005. This pilot project is for one-year (September 2005- August 2006). It is family focused and livelihood sustainability oriented; covering all the 10 parishes in Wadelai and Erussi Sub counties. The project purpose is to contribute to the reduction of vulnerability of boys and girls through strengthening family capacity and community support to provide basic social services.

The project focus on OVC vulnerability is due to the incapacitation of OVCs and their families to ensure a sustainable livelihood as they are unable to meet their daily basic needs requirement of food, security, and protection. As such, the children are denied livelihood capability improvement opportunities which eventually lead to their dropping out of school; getting trapped into unrewarding adaptive activities; and being exposed to HIV/AIDS infections and social stigmatization.

In line with the OVC Policy and building on the experiences learnt from other child support



Phillips Limlim signing the MoU with Fr. Geoffrey and Drs. Lakwo at UNICEF Country Office (September 5, 2005)

projects, especially those that isolated the children from their communities, this project is realigned to ensure the social protection of OVCs through: (i) engaging children to pursue a purposeful future; (ii) enabling families and communities take responsibilities for their children while seeing external help as just a complement; (iii) promoting local ownership; and (iv) ensuring equality between males and females and among children to ensure that the vulnerable too reach where other children are.

This report covers phase I activities for which disbursement was made. It spells out the implementation progress made; challenges faced; lessons learnt; and which way forward. The report also positions the project within the broader operations of the Project Implementation Agencies (PIA). Finally, it presents the process and impact results scored this far. Table I below presents a summary highlighting the progress made in the reporting period.

Table I: Overview of key progress made

<p><u>Key achievements made</u></p> <ul style="list-style-type: none"> • Communities are aware of the project. A dialogue was held in each parish, and sub county local governments lobbied for OVC support. • Community based contact points are established namely parish level committees (PLCs) and peer educators-cum-counselors (PECs). • Skills training for PLCs on their roles, PECs in psychosocial support, out-of-school OVCs in vocational skills, and support families in income generation management were provided. • Project synergies built with other programmes of PIA and with other development actors in the district. 	<p><u>Key challenges faced</u></p> <ul style="list-style-type: none"> • Many needy OVCs are out there without help. • PLCs lack adequate facilitation in order to engage effectively in the project activities. • LCs at village levels are cash oriented and are tagging their participation to money. • Responsible parenting is still a problem in many communities. • Teachers lack guidance and counselling skills. • Sub counties are not adequately monitoring the project.
<p><u>Lessons learnt</u></p> <ul style="list-style-type: none"> • Reliance on limited male-centered mobilization channels promote male bias in project participation and decision making process. • Community engagement in the entire project process reduces local politics that often lead to wrong beneficiary identification in favor of the 'powerful' in society. • Community review meetings promote project accountability and power sharing; modify impact monitoring; and acts as a diagnostic study from which challenges and solutions for redress are collectively identified timely. • Government services provided under Indicative Planning Figure (IPF) guidelines that are sector based are not sensitive to the needs of the marginalized groups. • Participatory elected project committees are more dedicated, transparent, and work to the expectations of their constituency. 	



3.0 PROJECT IMPLEMENTATION PROGRESS

3.1 *Implementation preparation*

Following the signing of the MoU with UNICEF, AFARD and CARITAS as Project Implementing Agencies (PIA) held a joint planning meeting to operationalize the project. CARITAS was assigned a supervisory and AFARD an implementation role. Two Field Officers (FOs) - in-charge of the two sub counties - were identified from among the existing staffs in the PIA. Task-time allocation was revised. Books of accounts were prepared and financial management procedures agreed upon.

Immediately, a formal letter of introduction was written and personally delivered to the various stakeholders: Chairperson LC 5; Resident District Commissioner; Chief Administrative Officer, District Director of Health Services; Community Development Officer; Secretary for Social Services; the NGO Forum; Network of AIDS Services Organisations in Nebbi; and the two sub county officials including the religious leaders. These were seen as medium for dialogue and (future) support to the project and other OVCs in the non-project areas.

To kick start the community based activities, the FOs contacted the Catechists and Parish Chiefs in all the 10 parishes of Wadelai and Erussi so that they could mobilize people for the community debriefing meetings scheduled for the following week. The sub county chiefs, LC III Chairpersons, Parish Priests of Wadelai and Erussi, Community Development Assistants and Field Extension Workers were also informed of the meetings.

3.2 *Community debriefing meetings*

Between 26th September and 1st October 2005, community meetings were held. This was a ground breaking activity conducted at community levels to set the stage for the project entry into the two target sub counties. The objectives of the parish level community meeting were to:

- Brief the community about what the project is all about. The basic information extracted from the project proposal document; OVC policy guidelines; and AFARD/CARITAS working principles were packaged and used as key ingredients to meet this objective.
- Elect, participatorily, PLCs (Parish Level Committees) who will act as the contact points and advocate for the projects in their areas.
- Elect competent PECs (Peer Educators-



Elected Parish Level Committees of Ragem parish chairing a community meeting

cum-Counselors) who will provide psychosocial support to OVCs and their communities.

- Finally, fix a date for the training of the identified PLCs and that for PECs.

A total of 603 people (29.2% women) participated in the meeting as shown below. These were drawn from Youth leaders, Women leaders, LCs, Parish Development Committees, Religious leaders, Opinion leaders and other Community members. What can be seen is that there were many men than women who participated in the meeting. This aroused as a result of male bias during the mobilization. The Parish chiefs and catechists who are all men, favored their fellow men and more so when they knew that some facilitation would be provided. When asked in Pachaka why there were fewer women than men, a member noted:

They drink together and saw that the facilitation to be provided would better be shared among them [men] than when women [who do not share in their drinking as they take their money for home use], were invited.

Table 2: Community meeting schedule and participation by gender

Parish	Male	Females	Total	% females
Pakwinyo	45	15	60	25.0%
Ragem	45	15	60	25.0%
Mutir	40	20	60	33.3%
Oweko	40	20	60	33.3%
Abar	37	23	60	38.3%
Pachaka	49	11	60	18.3%
Padolo	41	22	63	34.9%
Pajur	43	17	60	28.3%
Abongo	44	16	60	26.7%
Payera	43	17	60	28.3%
Total	427	176	603	29.2%

Source: Community meeting attendance sheet

In the meeting, the origin, focus, and mundus operandi of the project were presented to the communities. The need to strengthen a home-based family safety net was emphasized and why communities are persistently shying away from the Alur culture of family support system for the OVCs explored. Often, the biting poverty was the prominent issue raised why families are unable to provide for OVCs. However, a participant in Wadelai narrated:

Many times, young people have shamelessly established their own families. Without the understanding and internalization of what a family system is interwoven around, such as providing for OVCs, many child-headed families are resorting to a nucleated family setting where I, my wife and my children is the norm. Blood relations matter less and in this way, OVCs are alienated the more. Besides, with the rampant marital dissolution among these young couples the number of OVCs is on a steady increase.

Similarly, an elderly woman council leader also reiterated the fact that:



We are being neglected by government. Our various local governments are blind on the plights of OVCs. All they know is driving development as set by the central government guidelines on funding. It is assumed that by spending money on education (UPE), health, roads, and extension, etc the OVCs will automatically benefit. During budget conferences, when you ask how women (as well as the marginalized groups such as OVCs) will benefit, you are rebuked with an answer that – who block them from accessing services that are being provided? Such an institutional blindness has continued to perpetuate poverty, inequality and stigma in our community.

Further, the meetings elected 90 PLCs (43.4% women) and 20 PECs (50% women). Different justifications were used in this selection process including the persons' past records in development work, participation in community committees; representation of a specific social group, and being able to echo the voice of the beneficiary groups. Among the PLC, while the chairperson and secretary positions are dominated by men (8.9% each compared to 2.2% each for women), the women preoccupy the treasurer positions (10% compared to only 1.1% by men).

Some selected data drawn from the bio-data sheet on the PLC and PECs are shown below. What it reveal is that (i) gender equality has been accorded space to ensure that (wo)men partake in the project implementation although there are more men than women among PLCs; (ii) child-headed households are equally catered for; and (iii) people from diverse background – age, profession and economic activities formed the core of the project-community link. Such diversity provides for balancing power relations and ensuring that views from diverse lived experiences are taken into consideration.

Table 3: Key Data on Parish Level Committees and Peer Educators-cum-Counselors

Categorization	Variables	Parish level committee			Peer educators-cum-counselors		
		Males	Females	Total	Males	Females	Total
Age-group	20-24	3.3%	4.4%	7.8%	-	15.0%	15.0%
	25-29	4.4%	2.2%	6.7%	5.0%	10.0%	15.0%
	30-34	6.7%	6.7%	13.3%	10.0%	10.0%	20.0%
	35-39	8.9%	6.7%	15.6%	-	10.0%	10.0%
	40-44	13.3%	5.6%	18.9%	15.0%		15.0%
	45-49	11.1%	4.4%	15.6%	15.0%	5.0%	20.0%
	50-54	3.3%	7.8%	11.1%	-	-	-
	55 and over	5.6%	5.6%	11.1%	5.0%	-	5.0%
	Total	56.7%	43.3%	100.0%	50.0%	50.0%	100.0%
Educational attainment	None	-	6.7%	6.7%	-	-	-
	Primary	23.3%	25.6%	48.9%	-	10.0%	10.0%
	Secondary	32.2%	10.0%	42.2%	40.0%	35.0%	75.0%
	Post secondary	-	1.1%	1.1%	10.0%	5.0%	15.0%
	FAL	1.1%	-	1.1%	-	-	-
	Total	56.7%	43.3%	100.0%	50.0%	50.0%	100.0%
Marital status	Single	4.4%	5.6%	10.0%	5.0%	5.0%	10.0%
	Married	51.1%	36.7%	87.8%	45.0%	45.0%	90.0%
	Widow	1.1%	1.1%	2.2%	-	-	-
	Total	56.7%	43.3%	100.0%	50.0%	50.0%	100.0%
Household size	1 person	-	-	-	-	5.0%	5.0%
	2-5 people	13.3%	4.4%	17.8%	10.0%	25.0%	35.0%
	6-10 people	28.9%	30.0%	58.9%	20.0%	20.0%	40.0%
	>10 people	14.4%	8.9%	23.3%	20.0%	-	20.0%
	Total	56.7%	43.3%	100.0%	50.0%	50.0%	100.0%
Household	Self	13.3%	6.7%	20.0%	5.0%	5.0%	10.0%



breadwinner	Husband	33.3%	16.7%	50.0%	35.0%	45.0%	80.0%
	Wife	7.8%	20.0%	27.8%	10.0%	-	10.0%
	Mother/Father	2.2%	-	2.2%	-	-	-
	Total	56.7%	43.3%	100.0%	50.0%	50.0%	100.0%
Income generating activity engaged in	Farming	55.6%	41.1%	96.7%	40.0%	30.0%	70.0%
	Petty trade	1.1%	2.2%	3.3%	5.0%	20.0%	25.0%
	Salary	-	-	-	5.0%	-	5.0%
	Total	56.7%	43.3%	100.0%	50.0%	50.0%	100.0%
Other community roles	Care givers	2.2%	2.2%	4.4%	-	-	-
	Development Worker	14.4%	6.7%	21.1%	15.0%	10.0%	25.0%
	Local council	16.7%	8.9%	25.6%	5.0%	15.0%	20.0%
	None	4.4%	13.3%	17.8%	-	15.0%	15.0%
	Opinion leader	-	1.1%	1.1%	-	5.0%	5.0%
	Religious work	12.2%	2.2%	14.4%	10.0%	-	10.0%
	School management	3.3%	4.4%	7.8%	10.0%	5.0%	15.0%
	Youth/Women Representative	3.3%	4.4%	7.8%	10.0%	-	10.0%
Total	56.7%	43.3%	100.0%	50.0%	50.0%	100.0%	

Source: Bio-data sheet of PLCs and PECs

3.3 Sub county based training of PLCs

As per the agreed upon date, the PLCs were trained on October 3rd 2005 in their sub counties. It was aimed that by the end of the training, PLCs will be able to:

- Know in depth what the OVC Support Project is all about by mentioning at least the different project beneficiaries, stakeholders, and activities.
- Know their roles and responsibilities in the project by stating at least 3 cardinal functions they are expected to undertake.
- Know the beneficiary identification criteria by stating at least 3 conditions of vulnerabilities that they will consider
- Get acquainted with the beneficiary identification form by filling in a draft copy of the form.

The training process included the preparation of a brief training guide that detailed in a step-by-step the training. The guide also provided key hints on the training methodology and content. This guide was reviewed together by the trainers and a final revised version adopted for the training. Also a 'loose-end' beneficiary identification guideline was stipulated subject to a discussion with the PLCs basing on the different situations in their areas. And, a form was designed to record the key data about the identified families and the OVCs for project support.

Thus, the training was conducted at a sub county level for all PLCs in that sub county. All the elected PLCs (90 in total – 40 of whom women) attended the training. The methodologies used were largely: Questions and Answers; Brainstorming, Lecture; and Group Discussion. And, the training contents included:

- A brief about the project and its coverage.
- Participatory leadership in committees including qualities of leaders and that of a good committee.
- Effective management operations including conduct of meetings; records keeping; and effective communication.



- Identification of OVCs using a family based approach.

The box below of participants' expectation and fears vis-à-vis the evaluation reveal the achievement of the training exercise.

<p>Expectations</p> <ul style="list-style-type: none"> - To know what the project is all about: why OVCs and not others; what help is going to be given to the beneficiaries; how long the project is going to last and what next after the projects has expired; and what benefits the PLC are going to get as they do their work - To know what the roles of the PLC are - To know how to be a good leader - To get management knowledge to strengthen the PLC - Acquiring skills of record keeping <p>Fears</p> <ul style="list-style-type: none"> - Participants may stay hungry the whole day - There may be no sitting allowance - Time may not be enough for the training - The weather may not be conducive enough - The training may be in English yet many do not understand English 	<p>Participatory Evaluations</p> <ul style="list-style-type: none"> - 'Now we know what the OVC project is all about: what it will do; who are the primary actors and beneficiaries; and how long it will take' remarked the trainees. - A random selection of trainees indicated the roles of PLCs, key leadership qualities; what records they will be required to keep and why; and family vulnerability indicators that would make a family identified. <p>Administration</p> <ul style="list-style-type: none"> - Meals and other related facilitation were provided - The training was conducted in time - Since a safe hall was used, inconveniences of weather were avoided - The local language was used to facilitate the training
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3.4 Community based OVC identification

Between 3rd– 9th October, PLCs identified 79 vulnerable families (30 in Wadelai and 49 in Erussi)¹ together with 400 OVCs in-schools (50% girls) and 70 out of school OVCs (57% girls) to benefit from the project.

The PLCs did identify the OVCs with the help of the Local Councils, Opinion leaders, religious leaders, and the entire community members in their parishes. Community vetting was used during the community identification meetings especially after a long list of would-be beneficiaries was identified. Several reasons were advanced for the selection of (as well as dropping from the list of) the identified households.



A vulnerable family headed by a widow identified for support under OVC Support Project in Erussi sub county, Nebbi district

¹ This lot excludes those who will participate in IGA training and benefit from the supply of mosquito nets.



The most common criteria used for the identifications of the various beneficiaries are as summarized below.

Table 4: Common selection criteria

Families	In-school OVCs	Out-of-school OVCs
<ul style="list-style-type: none"> • Child headed household • Female headed household • Mzee headed household • Terminally sick headed household • Disabled and unable headed household • PLWA headed Households (even if they may not be in terminal stage) 	Belong (by birth or residence) to the identified family but is: <ul style="list-style-type: none"> • Enrolled in school • An Orphan without support • A child with disabilities • A child who is a PLWAs (where it is known). 	<ul style="list-style-type: none"> • Include all the criteria for family selection or is an OVC out of school

Source: Briefing by PLCs and Community meetings during verification exercise

3.5 Beneficiary verification visits

To confirm whether the beneficiaries identified by the PLCs are those who would qualify for support, a verification exercise was carried out from 10th - 14th October by two teams.



Community meeting in Pachaka parish to Verify and Validate Identified beneficiaries

The aim of the verification process was to confirm before project acceptance, whether the identified OVCs were really the needy ones in the community. In this way, the exercise assessed whether the PLCs used the right approach to identify the required OVCs; and whether the community participated in selection process and do consent to those identified beneficiaries.

The process of verifying the project beneficiaries was done in the following manner:

- A letter of notice was sent as a reminder to the PLCs since during their training it was agreed as to when this exercise was to be done. The letter requested PLCs to organize for the verification by mobilising both the beneficiaries they identified and other community members and to arrange suitable venue for the exercise. Sub county leaders (political, technical, religious, opinion, and special interest groups) were also invited.
- On the set days, a 2-person team travelled to every parish. While there, a list of the identified beneficiaries was received from the PLCs and the various identified categories were then separated in order to be handled with ease. A discussion was initiated with the parish representatives who turned up for the meeting. The PLCs briefed members of the selection process and its results. Thereafter, the



communities were asked of their consent, approval, and consensus of those identified as well as the reasons why the identified beneficiaries were selected. A few cases of manipulations as was in Payera, Oweko, Abongo and Ragem were easily identified, discarded and rightful replacements publicly made in a consensus after heated debates.

- Finally, the support families and the OVCs in-school and out-of-school were cross-checked for their names, status and current activities they and their families were engaged in.

Overall, all the parishes in the sub county were reached. The identified beneficiaries were verified with a total of 549 people (52.5% women) composed of 79 families (60.8% headed by women) with 400 in-school OVCs (50% girls) and 70 out-of-school OVCs (57.1% girls).

3.6 OVC database establishment

In order to reduce future anomaly as was the case with other child support programmes especially where community leaders switch support away from the rightly identified beneficiary to new ones of their choice after the project team have left, a basic bio-data of the identified beneficiaries was collected. This bio-data included a digital photograph, demographic and locational data as well as the family data.

The objectives of the database building were:

- To interact with the children (in a dialogue manner) in order to ascertain what their lifestyles, and expectations were from the project given that in most of the preliminary activities their views were not echoed.
- To generate a pictorial/digital evidence of the beneficiaries in order to minimize swapping normally done in favour of the powerful in society.
- To understand the livelihood well being status of the beneficiary.

The preparation for this process was based on the list of beneficiaries generated and verified during the Beneficiary Identification and Verification processes at the parish level.

Identify Photo	Bio-data
	Name: Nyakombe Brenda Sex: Female Age: 13 years Guardian: Ojoko, S Parish: Pakwinyo Village: Akonyi

- A meeting schedule was drawn and circulated to all the PLCs to mobilise the beneficiaries on the agreed dates on which, two people from AFARD travelled to the Parish venues where the beneficiaries had collected. In this meeting, the beneficiaries were informed in-depth about the project; their roles and linkages with PLCs and PECs.

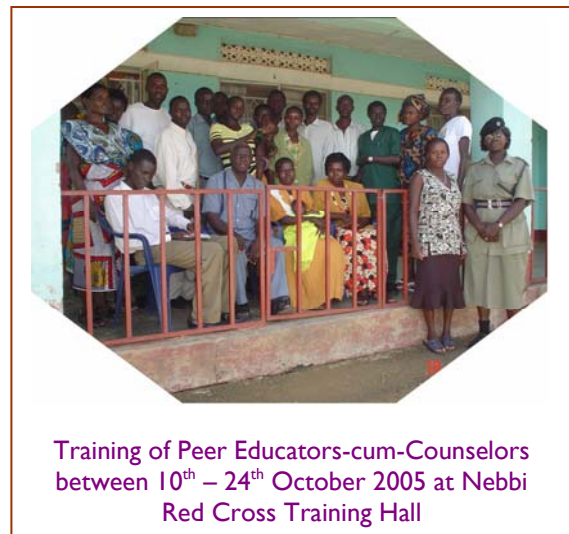


- A digital picture of all the beneficiaries was taken. For those who did not make it to this exercise, mainly due to illness, the FO later took their photos during their routine supervision visits to the parishes.
- After the photos were assembled, a database in SPSS (for biodata) and Word (for photographs) were developed.
- The draft photographic database was sent back to the parishes for verifications.
- Finally, corrections are being made before a final copy of the database is printed.
- Meanwhile, to study the livelihood well being status, a household survey questionnaire was designed. This household study is based on children's responses when asked about 'what their better well being would be'. The varied needs ranging from having food always to getting better guardianship set the basic well-being indicators clustered in the various livelihoods asset domains. A separate report is being prepared for this study.

3.7 Training of Peer Educators-cum-Counselors

In order to strengthen the economic support and make it meaningful to the beneficiaries (and also to build an OVC-responsible community) 20 identified PECs (50% women) drawn from different age-groups and social categories were trained for two weeks in peer education and counseling skills between 10th to 24th October 2005 in Nebbi town. Trainers were drawn from Community Development, Uganda Police, and AFARD LAIP Trainers.

The training focused on the predominant lifestyles of OVC in our settings. Using this as a foundation, it built on what kinds of challenges – material and immaterial – the OVCs are facing thereby identifying the various psychosocial supports they need. It is from this perspective that the various skills of peer education and counseling were imparted. The residential training was full of participatory methodologies, mock exercises, video shows, and brain storming. With routine short talks from various heads of departments both in local governments and civil society in the district, the trainees were exposed to a number of approaches as well as skills of handling OVCs, their support families, and the entire community.



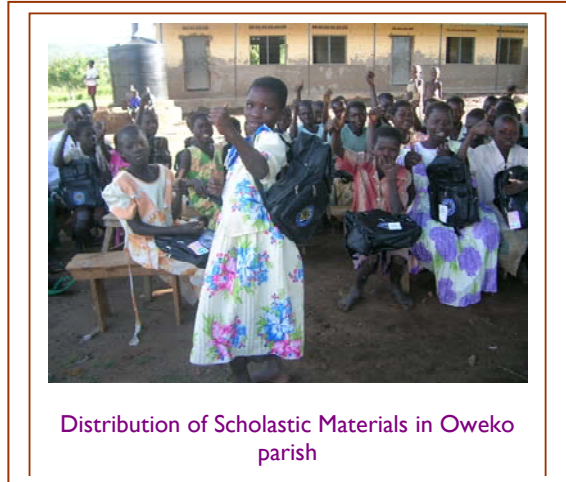
Majority of the PEC, in their participatory evaluation, acknowledged that they have learnt a lot from the training and they hope to create awareness among the community let alone giving more psychosocial and moral support to the OVCs and their community as they get back home. Finally, the participants were issued with a training certificate and a monthly report form that is the basis for their monthly remuneration once done correctly.



3.8 Educational support

This project also target OVCs who are in schools. During a dialogue with the children during Dbase building exercise, it was echoed that a number of them normally miss lessons in search for income with which to procure scholastic materials and other personal effects. This is mainly as a result of the incapacity of the parents/guardians to support the OVCs given their weak financial base. This practice, therefore, retards the performance of the OVCs in schools. Thus, the distribution of scholastic materials was carried out:

- (i) To provide educational materials to in-school OVCs in order to promote their school attendance, retention, and improved performance.
- (ii) To verify the in-school existence of the OVCs.



The entire distribution exercise was accomplished by the following set of activities:

- A distribution planning meeting was done within AFARD together by the FOs and the PO. In this meeting, (i) the dates for distributions were set; and (ii) in consultation with the head teacher of Nebbi Town Primary School a 'material needs guide' was developed.
- A formal letter of distribution was then written and sent through the PECs to the various sub county and parish leaders including the chairpersons of PLCs notifying them of the dates and the need for them to organize the venue and mobilise the children. School teachers were also invited.

The distribution of scholastic materials was based on the number of in-school OVCs in a parish vide their material needs. This is summarized in table 5 below. All the OVCs in schools were provided with basic scholastic materials that consisted a school bag, mathematical set, exercise books, ball point pens and pencils. Pupils in P1-P2 received fewer materials compared to those in middle and upper primary and those in secondary schools although importantly all the expected scholastic material needs were met.

Table 5: Material needs, Enrolment total, and Materials distributed

Grading	Number of materials per child					Total enrolment			Total of materials distributed				
	School bag	Maths set	Exercise books	Ball Pens	Pencils	Boys	Girls	Total	School bag	Maths set	Exercise books	Ball Pens	Pencils
P1-P2	1	1	5	-	3	49	69	118	118	118	580	-	354
P3-P5	1	1	10	2	2	76	98	174	174	174	1740	348	348
P6-P7	1	1	14	4	1	53	28	81	81	81	1120	320	81
Secondary	1	1	20	5	1	18	9	27	27	27	560	140	27



y													
Total						196	204	400	400	400	4000	800	810

Note: 2 pupils did not turn up. Their materials were delivered later.

Source: Distribution list

The distribution process was yet another sign of a quick response to community needs. It provided what the teachers, parents and children needed and did so with the right strategy. The following comments from the various stakeholders present such a view. An elderly woman in Pajur who came to witness what her grandson was going to receive remarked:

This is the only project that has come to help us. Imagine in such a short time our children now have materials with which to stay in school. In the past, my grandson had to come home and dig leja lega (literally meaning a hired labor on people's gardens) in order to be able to buy books and pens.

I now also know that next year he will have a clean uniform that will make him smart like other children. Am happy and God must reward you abundantly because this is a miracle. I would not do all this for him at my age and strength. Thank you a lot!

A girl child in P6 also excitedly remarked:

God is with me! I had only 4 exercise books in which I was doing every subject. My class teacher quarreled on me at first but later madam understood the situation. I always did and handed in my homework late because if a subject book is with another teacher then the next subject will wait. Now that I have all my subject books, I will be doing my homework early and submitting them timely to all teachers. Am going to thank madam [referring to her class teacher] today that I have all the books we need for all the subjects.

The entire distribution process was also transparent and all the children and parents who attended the exercise were happy about it. A head teacher at Mutir pointed,

You were right not to provide the uniforms this term. First, they would become clothing for the coming festive season [referring to X-mas and New Year]. Second, when children change their schools next year they would still need new uniforms which will mean a waste on the current ones. Finally, providing the uniforms next year will set a new encouragement for the children to stay in school and do well.

3.9 Vocational skills training for out-of-school OVCs

That the out-of-school OVCs were either redundant or employed in jobs that patronized them to their employers at the expense of a good reward, exposure to HIV/AIDS, and above all being unable to fend for their already vulnerable families, it became vital to enable them build a viable, sustainable, and self-reliant means of livelihood.

Vocational skill was the best preferred option although a few despite recognizing their inadequacies to manage profitable enterprises wanted loans for self-account businesses. The skills that were favored were tailoring for girls and carpentry for boys (after a fruitless encouragement of the boys and girls to share in such a gendered skills and enclaves).



A market survey was then conducted first within the sub counties for competent service providers who can handle such a skills training. Failure to secure one led to headhunting and approaching institutions within Nebbi town. Both Foundation for Rural Development through Skills (FORUDES) and Unique Attractions and Fashion Designers had already 'conducted successfully' (personal communication with the Manager) such a task with World Vision under Northern Uganda Youth Development Project. A discussion was then initiated with the two institutions. Training contents were developed, revised, customized to fit within the project span and adjusted to include aspects of business management and facts about HIV/AIDS and life skills. Similarly, their proposed budgets were reviewed. Thereafter, a contract agreement was signed with them stipulating the training framework and terms of reference.

FORUDES was given the 30 boys and Unique Attractions the 40 girls for carpentry and tailoring skills training respectively.² These residential trainings being conducted in Nebbi Town commenced on the 16th October and are expected to last for 3 months. The trainees will receive a 5-days break monthly in order to enable them check on their families and also interact with other entrepreneurs in their field of specialization.

The boys have elected their leaders – Guild President and his vice together with health, dinning hall, information and dormitory leaders. They have also been grouped into 6 groups of 5 people each. Each of these groups has its own trade name: Express Timber Works; Can Okella Group; Okello and Sons; Can Rac Lalo Mer; and Lworumbe. In these groups, practical work such as timber selection and cutting, marking, planning, ripping is done collectively but with an approach that encourage each member to make a nice output that can compete with that of other groups. As such, all the boys have already made stools and chairs and are now practicing with making beds.

Similarly, the girls have a head girl with 6 other leaders. They also have a matron who resides with them. They have already accomplished learning the basic components of a sewing machine; preparatory skills in cloth making and have upgrade from hard paper cutting and knitting into cloth sewing. They have already made kids ware and are now making panties, ladies dresses, and shirts.

In both training centers, the OVCs are provided with:

- A balanced diet composed of posho, beans, rice, meat, fish, and sweet potatoes.
- Basic necessities such as toilet papers, tooth paste, soap, and sanitary pads for girls.
- Leisure facilities as netballs for girls and footballs for boys. The girls are also given video shows over the weekend.
- Spiritual growth in terms of access to a joint prayer center on Sundays.

The products from both trainees are also promising. A shared product-sale arrangement is being worked out whereby after the sales of every item produced by the trainees some sales share is given to them. The aim of this approach is to encourage quality assurance learning and also to help provide marketing skills in the trainees let alone raising some funds.

² Of the 40 girls 2 did not turn up and the PLCs also failed to replace them timely.



While the girls were examined for their first term, the boys had a competition in making the best stool. A joint meeting held with the trainees confirmed the monthly reports of the trainers which indicate that ‘the students’ progress is generally good’. Among the girls, a 15-year old who reported to the training with a one month old baby is also catching up well as she points:

Am not disturbed by the presence of the child. At the start, I didn't have a baby sitter but when the Matron advised me to get one and my father sent me one, now I can sit the whole day, with few break, and concentrate on my lessons.

Vocational skills training for:	
<i>Female out-of-school OVCs in Tailoring by Unique Attractions and Fashion Designers. A Hands-on training on a manual sewing machine</i>	<i>Male Out-of-school OVCs in a Carpentry Workshop at Foundation for Rural Development Through Skills (FORUDES).</i>
	

3.10 Entrepreneurship skills training

The ability of a family to fend for itself is in part dependent on how diversified their livelihood activities are. However, in both Wadelai and Erussi, many families rely on fishing and farming. These are seasonal activities with one-peak yield month. As such, the sustainability capacity to respond to shocks in periods of scarcity is reduced given that the practices are small scale.

This training was therefore offered to support families, OVCs out of school (but not under the vocational skills on-going training) totaling to 343 people (43.7% women) and 24 members of the PLCs in the project area with the aim of enabling them internalize the market metrics that is now driving many households beyond subsistence. The training focused on income generation through microenterprises. It imparted the skills to select, plan, and



manage enterprises with a profit motive. Such generated profits are aimed to be invested in the consumption, production, and investment of other livelihood assets.

Facilitated under a contract with West Nile Private Sector Development Promotion Center Ltd, the 5-days non-residential sessions per parish focused on household livelihood and poverty as well as capacity assessment building on what the members are already engaged in. Using the five finger grid-rules, trainees were taken in a step-by-step way into identifying the three priority IGAs of their choice. From here these IGAs they progressed into understanding the business value-chain that involved input-output analysis in order to assess the management demand and the profit value-addition. This was done to enable trainees know how IGAs compete for resources yet they yield different returns and hence one needed to be strategic in order to identify and invest in the best performing (profit maximizing) IGA. Using the priority IGAs, issues relate to capital mobilization such as by engaging in groups so that they can save and on-lend or join existing village banks were analyzed. Eventually, trainees developed their own projects in which to venture after the training and did report the value of the training to their microenterprise management as one woman noted:

I used to take it for granted that all monies were same. I would hardly separate my business money from that generated from other activities. In the end, I spend the money just like that. I can not then tell whether the business was growing or not. As long as I still had stock and was restocking there was no problem.

However, with this training, I know that there is need to monitor closely how my business is growing. By separating the money, I can then know at the end of the week/month whether there is good sales; whether I have saved; and I can be able to invest into what I can tell is specifically as the outcome of my business.

Table 6: Attendance in IGA training

Parish	Male	Females	Total	% females
Abar	15	19	34	55.9
Oweko*	19	16	35	45.7
Padolo*	19	16	35	45.7
Pachaka	17	18	35	51.4
Payera	20	14	34	41.2
Abongo*	18	15	33	45.5
Pajur	18	17	35	48.6
Mutir	26	8	34	23.5
Ragem	20	15	35	42.9
Pakwinyo	21	12	33	36.4
Total	193	150	343	43.7

* Refers to where PLCs attended (a total of 24 attended)

Source: Attendance sheet



3.11 Life skills training

Besides the high level of vulnerability, the OVCs are often times in dilemma in the face of life challenging phenomena such as growth process, decision making, relationships, associations, sicknesses, and problem solving, etc. Overwhelmed by ignorance, shyness, negative self esteem, lukewarmness, and fear, these OVCs easily fall prey as they make wrong decisions which backfire with very disastrous effects that would otherwise be avoided if they had certain life skills. True to this fact, this project has therefore considered it not enough to give the OVC in-school scholastic materials; their capacity to face head on some of these challenges was equally important. The life skills training was thus one of the ways to curtail such setbacks. It aimed at empowering in-school OVC by esteem building and assertive living and general awareness on life skills for adolescents. The specific objectives of the training were (i) to clarify doubts, misconception and false beliefs young children face especially in wake of the escalating HIV/AIDS; rape and defilement; premarital sex; and risky behaviours such as smoking/drinking; and (ii) to impart effective communication skills in the children.

On the 7th November 2005, the training was organized for 30 OVC in Wadelai and 70 in Erussi sub counties respectively (50% in both places were girls). This training was preceded by three stage-setting activities: Mobilisation of participants and facilitators, training content preparations, and induction of facilitators on training contents. The key child-centered methodologies used were prompting role play, group discussion and presentation, brainstorming, case study, testimonies and story telling.

Overall, 100% of the targeted beneficiaries received training and their expectations were met. Some parents/guardians and members of the PLC (totalling to 32) attended the training and in the process gained some parenting skills. The children also pledged commitment to first change their life style and secondly to share the information they learnt in the training with other children in their schools and communities.

3.12 Psychosocial support

The cardinal objective of training PECs was to set a team of local actors who could, over the project period and beyond, offer home based support to OVCs, their support families, and the community. Such a support would be in the form of peer education and counseling. Therefore, with the zeal after their graduation, the PECs have embarked on the provision of such services. From their monthly returns below is a summary of their achievements.

A total of 2,061 people have been reached. Peer education was conducted among 1,602 people (48.1% females) and 459 (50.8% females) were counseled. In both cases, one-to-one and one-to-many approach to education and counseling was used. The main challenge has been with counseling something that first needs the 'clients' to internalize and approach service providers seeking for help. Equally, it takes effort on the part of the PECs to gain acceptance among the target group.



Table 7: PEC performance

		Males <5yrs	Females <5yrs	Males 6-13 yrs	Females 6-13 yrs	Males 14-18 yrs	Females 14-18 yrs	Males >18 yrs	Females >18 yrs
Peer educated	Upto 5 people	4	4	6	3	3	7	3	1
	6-10 people	4	4	2	3	4	2	4	4
	Over 10 people	0	1	6	8	6	4	7	6
Counsel ed	Upto 5 people	2	3	4	2	5	4	6	8
	6-10 people	1	1	3	1	1	1	3	4
	Over 10 people	-	4	2	4	2	2	1	12

Source: PEC Monthly Report

3.13 Local government advocacy and lobbying workshops

The effectiveness of this project is in part dependent on the active engagement of Sub county Local Governments (SCLGs). However, gaining such an active engagement requires that the PIA work cordially with the SCLGs concerned. Thus, on the 8th – 9th November 2005, two lobbying and advocacy workshops were held with Wadelai and Erussi sub county local councils with the sole objectives:

- (i) To debrief SCLGs about the project. It was realised during the monitoring visits that SCLG executives and counsellors were not actively engaged in the project even within their own villages. As such, they were not fully aware of the project.
- (ii) To account to SCLGs about what the project has done this far. This objective was aimed at promoting both vertical and horizontal accountability since from September 2005 when the project started till the date of the workshops a number of activities had been accomplished. More often, the paper accountabilities submitted to SCLGs in the form of reports as well as encouragement to participate in the project activities were not utilized.
- (iii) To explore from the SCLG what the project has so far achieved and its challenges. This was done vis-à-vis understanding the various roles of SCLG is the promotion of Child Rights, Care and Support.
- (iv) To solicit SCLG support to the cause of OVCs. Every home has been noted to have an OVCs yet these are the invisible lot whose presence has not been recognized by the SCLGs under whose mandates OVCs should have benefited.



LC III Chairperson of Erussi Sub county closing
the Sub county Advocacy and Lobbying
Workshop on the 9th November 2005 at Erussi
Teachers' Resource Center



Such a lobby inclined on synergy building given the fact that the investment from the OVC project was twice the budget size of Erussi (UGX 130 million) and four times that of Wadelai (UGX 57 million).

The workshop organization was done in the following manner:

- A letter of notice was sent to the Sub county Chiefs requesting them to organize for the workshop by mobilising both the political and technical personnel to participate in the workshop. Likewise, the FOs mobilised the PLCs and PECs for the same exercise. This enriched the Sub county participation to include political, technical, religious, opinion, and special interest groups.
- A review of the sub county plans was one. The focus of the review was ensuring whether the SCLGs do develop an ‘OVC Sensitive Budgets and Plans’.

Overall, 100 people (25% women) participated in the workshops. The workshop deliberated on the project intentions, scope and focus. A detailed up to date account of the project was provided. This built on the origin of the project, why Erussi and Wadelai, why OVC, and the current project operationalization strategies. What has been done this far was presented under status of activity implementation. The activity that have been accomplished, on-going, and to be implemented were provided.

On the observation of the rights of children it was note that OVCs are not having a descent access to education, nutrition, love and affections, ownership of properties, and health care. Whatever the sub county has been doing in all these areas have been so far indirect. The sub county LC III Chairperson of Erussi remarked:

We do not have a specific budget for OVCs. Using the IPFs we provide services across the board in health, education, roads, agriculture, etc. We hope that these services reach out to all people in the sub county and that it improves their quality of life.

In view of the above it was enumerated that the successes so far scored both by the sub counties and the project are minimal while the challenges ahead were enormous. The box below summarizes the key outcomes and challenges.

	Success	Challenges
Sub county	<ul style="list-style-type: none"> • Bursary for 2 children in secondary school. • Provision of safe water, good roads, health facilities, and improved seeds. 	<ul style="list-style-type: none"> • No specific budget for OVCs. • OVCs are not seen as a vital group whose rights need to be protected.
OVC Support Project Nebbi	<ul style="list-style-type: none"> • Provision of scholastic materials that has increased the motivation of children to come to school. • Skill training is slowly changing people’s attitude. 	<ul style="list-style-type: none"> • Community leadership is weak. • Limited outreach that has left many OVCs without support. • Weak motivation of SCLG in monitoring OVC project under implementation. • No clear exit strategy is in place.



As a result, both sub counties pledged that, in the FY 2006/07 they will initiate within their planning processes right from the village to the sub county levels the need for OVC sensitivity. They promised to:

- Strengthen the role of SCLGs in monitoring, supervising, and mentoring the OVC project implementation.
- Motivate best performing pupils with emphasis on OVCs.
- Train more PECs and PLCs in all the parishes.
- Identify, register, and verify other needy OVCs not included in the on-going OVC project.
- Provide scholastic support to OVCs in schools.
- Sensitize communities on the right of children
- Supply improved seed to OVC support families.
- Liaise with CSOs to lobby donor funding towards the plight of the OVCs.

The LC III Chairman of Wadelai summarized these commitments by pointing that:

We had in the past been working strictly within the central and district government IPFs. This means that there was no direct funds allotted for OVC support since resource allocations are sector based. No effort was also put in mobilizing civil society support for projects identified by us yet unsupported by the IPFs. This means that we were only dependant on the direct releases to us and were short sighted on the ability to collectively mobilize resources with NGOs. The challenge this project has brought to us is primarily an enlightenment that if NGOs can partner to implement one project then NGOs and government can as well partner to implement a project that is participatorily identified.

3.14 Parish based CD meetings

That this project will not ameliorate the vulnerability of all OVCs in the project area, it was important to anchor a realistic avenue through which OVCs can derive a life outside despair. Their communities are a big potential for the reduction of this vulnerability. It is in this perspective that the community dialogue (CD) as a strategy of reinforcing a collective and multi-faceted approach to OVC support system targeted a variety of channels as its participants. The CD was designed to strengthen the family and community capacity to provide for the basic social services and support for the OVCs. It also explored what course of actions is to be taken by which actor in order to reinforce the support OVCs deserve. Accordingly, between the 3rd - 13th November 2005 the exercise was conducted in the parishes of Erussi and Wadelai sub counties, the project areas.

While the scheduling was being conducted, the PO AFARD concentrated on (i) the identification of competent facilitators who were eventually drawn, after a consultation with the Deputy DEO in-charge of UNICEF activities, from the newly trained trainers in CD; (ii) preparing the CD framework in order for it to benefit the project and the OVCs; (iii) mobilisation of the communities in order to ensure that women's participation increased and appropriate venues were used given the weather conditions.



On the set dates a 2-person team went to the parishes to conduct the CDs. The participants included parents/guardians, the OVC, teachers, opinion leaders, elders, LCs and of course with gender sensitivity. Using a number of participatory approaches such as role plays, group discussion and presentation, and brainstorming, the exercise, the CD created awareness in communities on Alur social safety net practices with particular emphasis on child's rights and wellbeing, and parenting skills. It explored in depth and exposed:

- An understanding on the problems children are experiencing with regard to their wellbeing and rights in the community.
- What is being done by different actors to address OVC problems.
- The challenges being faced while addressing these problems.
- The way forward (what the different actors can do).

Table 8: Participants during parish CD

<i>Parish</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Female %</i>
Mutir	25	25	50	50
Pakwinyo	23	27	50	54
Ragem	33	17	50	34
Abar	27	23	50	46
Oweko	26	24	50	48
Padolo	23	27	50	54
Pajur	26	24	50	48
Abongo	21	29	50	58
Payera	26	24	50	48
Pachaka	26	24	50	48
	256	244	500	48.8%

Source: Attendance list

While a pathetic OVC livelihood was depicted in the domains of education, health, feeding, love and care, associations, property rights, and moral and spiritual growth, among others, the various channels committed for actions basing on what they are doing are as shown below.

- Families were urged to adopt positive parenting skills. They are also challenged to shift out of the nucleated family system that is foreign to Alur setting.
- LCs promised to adopt bye-laws that would ensure UPE utilization and child care and protection.
- Opinion leader and elders promised to uphold valuable Alur culture.
- Teachers were urged to act as role models to children; and desist from drunkenness.
- AFARD/CARITAS were challenged to mobilize more resources to expand outreach.
- Government was urged to provide adequate infrastructures in schools; and provide meals in schools.



Alfred Lakwo addressing a CD workshop in Payera parish (November 12, 2005)



District Secretary for Health and Social Services and Wadelai Secretary for Social Services dialoguing with PLCs of Ragem (November 11, 2005)



3.15 Routine monitoring



To ensure that project implementation was progressing in the right direction and where impediments were arising actions taken timely, a multi-stakeholder monitoring system was instituted. This was also a form of accountability to the project beneficiaries on the political commitment to the project let alone the need to know what was on-going.

Local government representation (both political and technical) was integrated with CSOs and engaged in undertaking the monitoring activities. Spot visits were made to all the parishes; review meetings held with some PLCs; and focused interviews of communities were done. The objectives of doing so were to:

- Interact with the PLCs, local leaders and some community members to assess whether they understand the project and know what has been one this far. This was done by asking direct questions related to the objectives and components of the project.
- Assess whether the PLCs already trained know their roles and do not have more expectations from the project.
- Politically assess the progress made and challenges being faced by the project. This involved travelling to the sub county headquarters, and to the parishes of Ragem, Padolo, Abar, and Payera.
- To ascertain what challenges are being faced in the project implementation as well as those contributed by the project.

While the technical monitoring visits were made in line with the field reports that had been submitted by the FOs on slackening progress in those parishes, the political visit was based on the exposure of the political leadership to areas where activities were on-going at the time of the visits as well as good and bad performing parishes.



Joint technical and political monitoring of project implementation	
<p><i>Female out-of-school OVCs demonstrating their paper and cloth products during a monitoring visit at Unique Attractions and Fashion Designers</i></p>	<p><i>Male Out-of-school OVCs in FORUDES excited by the visit an address of Hon Biriosis Olar Othembi. In attendance were the Principal, CARITAS Coordinator and the Programme Officer AFARD.</i></p>
	

Overall, the evidences from the various monitoring visits reveal that:

- The people know about the project as they were able to enumerate the project objectives, content, scope and duration. They knew the various dates what activities were done so far, when, with what level of facilitation they received; and which category of people participated.
- The PLCs know their roles and their expectations were within the line of the project deliverables.
- The PLCs and the communities are monitoring project implementation. In Pachaka one member commented; *if all projects were like this it would be good. Look at NUSAF and PMA. All they do is sing about it yet there is nothing you can see. The staffs are even not known to us.* The project has also been appreciated by the Secretary for Health and Community Services as he noted:

You people [referring to organizations!] are serious and focussed. The project fund is going to the right people, through the right and committed channels and is producing impacts. Guardians are happy of the kind of support their children have received at just the start of the project. Children are gaining the hopes they had lost. Politicians are not meddling into the affairs of the communities. Besides, you are transparent about both the activities and fund something many CSOs fear to do because they know we shall follow them. Please, keep up the spirit and scale up is possible.

- The political leadership in the district is in touch with on-the-ground project implementers. They have also through the visits undertaken physical accountability exercise.
- The PLCs that had dysfunction were helped to re-organize their operations.
- SCLG is now challenged to reinforce its monitoring of the project implementation. The district councillor emphasized;

How can you wait for me to come all the way from Nebbi to monitor this project being implemented next to your houses? It is your responsibilities for which no pay is to be effected to monitor, supervise, and mentor the project implementation through interacting



with the beneficiaries, the PLCs, PECs, and the PIA. Don't look at money but the result that our children and the community will derive.

4.0 FINANCIAL SUMMARY

Over the reporting period, the PIA received UGX 102, 265,968. This fund was spent as hereunder:

Table 9: Financial performance

Activity	Disbursement in UGX	Actual expenses in UGX	Variance in UGX	Remarks
1.1 Preparatory Parish level meetings	4,900,000	4,900,000	-	
1.2 PLC training	2,936,000	2,936,000	-	
1.3 OVC Identification by PLCs	1,990,000	1,990,000	-	
1.4 Verification visits	2,750,000	2,750,000	-	
1.5 Dbase identification	4,070,000	4,070,000	-	
2.1 Provision of scholastic materials	6,640,000	7,590,000	(950,000)	Included transport hire and allowances for PLCs
2.2 Apprenticeship skills training	18,585,000	18,585,000	-	
2.9 IGA-SPM skills training	8,346,000	8,346,000	-	
3.1 Training of PECs	12,396,400	13,816,400	(1,420,000)	Catered for baby sitters, first aid kits, video hire, and stationery
3.2 Community dialogue at parish levels	14,850,000	14,750,000	100,000	Reallocated to top-up sub county advocacy workshops
3.3 Sub county advocacy workshop	2,807,000	2,907,000	(100,000)	Catered for stationery and adjusted from 3.2 above
3.4 Local IEC material production	3,300,000	3,300,000	-	
3.6 Life skills training	3,582,800	3,582,800	-	
** Programme Support Cost	5,150,000	5,350,000	(200,000)	The accountant allowance for November was not released.
** Operational cost	1,790,000	1,710,000	80,000	
** Monitoring	3,300,000	3,300,000	-	
** Indirect cost	4,869,645	4,815,258	54,387	
			-	
TOTAL DISBURSEMENT	102,265,968			
TOTAL EXPENSES		102,211,581		
BANK BALANCE			54,387	

Note: Parenthesis refers to over-expenditure.

While the technical monitoring visits were made in line with the field reports that had been submitted by the FOs on the progress in those parishes, the political visit was based on the exposure of the political leadership to areas where activities were on-going at the time of the visits as well as good and bad performing parishes.



5.0 SYNERGY BUILDING

5.1 *Mobilization through and with other channels*

We do recognize the fact that OVCs issues are beyond this project intervention. It encompasses a wider actor arena right from the families to the (local and national) governments. Intermediate institutions such as the churches, local leaders, and development organizations play a crucial gap-filling role that should enable all duty bearers to undertake responsive actions to ameliorate the sufferings of OVCs. It is in this regards that a number of channels that would enhance children's rights in general and OVCs in particular were identified and integrated into the implementation process of this project. The District NGO Forum and AIDS Services Organization Network (for CSOs), Church leaders, Local Council structures, representatives of Youth and Women Council, and Community development workers are active partners with whom the project is working. Such linkages has contributed greatly to widening the resource (skills) pool with which the project is being implemented.

5.2 *Programme integration with Food Security and HIV/AIDS*

This project is not the only activity the PIA are engaged in. AFARD is implementing a Food Security Project in Erussi subcounty especially in Pachaka parish. Through this project improved technology supplies – crops and livestock – are distributed for multiplication and on-lending; and agronomic skills training is provided as a corner stone for ensuring that the improved technologies are utilized productively among other activities. Some of the project beneficiary families have already received support through their community based groups which act as an innovation site for individual group member learning, adaptation and adoption.

Further, basing on the experience of both agencies and the realization that HIV/AIDS and lack of entrepreneurship skills are impediments to a secure livelihood, out-of-school OVCs undergoing vocational skills training have had their training contents customized to integrate HIV/AIDS education as well as IGA-selection, planning and management skills. These components were executed by our project staffs with expertise in the areas.



Agwechi Women Group a community based group provided with two male Boar breeders and five local female goats for in-breeding as well as cross-breeding with community local species



5.3 Organizational linkages and resource leverage

As noted above, this project implementation does not solely rest on AFARD and CARITAS. We appreciate the competencies and experiences other actors have on offer. As such, other organizations have been sub-granted to undertake in the implementation of the project activities. West Nile Private Sector Development Promotion Centre Ltd (using also CREAM staff) conducted the IGA-SPM training in all the 10 parishes. As an institution overseeing village banking development in the region, such an opportunity provides an avenue for the beneficiaries to either utilize the existing village banks in their areas or refocus their associations for local savings and credit management as they are to engage in paying microenterprises. Equally, FORUDES and Unique Attractions are providing vocational skills training. Finally, avenues are being explored to ensure that a wider network is built for the project beneficiaries so that they may tap resources from diverse sources.

5.4 Community spin-off

A project should ideally look beyond agency-target group benefit flow. It should also spill over its effects onto non-identified beneficiaries. Using such an outlook, this project has started to provide a community benefit spin-off especially from the local supplies of inputs. A trader, Okal hardware and stationery who supplied part of the scholastic materials noted how the supply opportunity helped him meet his obligation. He had this to say:

In deed this is a project for orphans. I'm looking after 8 orphans from my late brother. All these kids are in secondary schools. As they went back for their 3rd term, I was not able to clear all their fees because this is a bad trading season. Those especially in S4 were sent back to get money before they can sit for their UCE examination. I was lost! I didn't know where to start from. With this contract, they have all gone back and my mind can rest as per now.

5.5 Staff skills development

Improved project performance is in part dependent on the human resources. Basing on the need identified from the FOs performance, AFARD organized and conducted a half-day in-house coaching in (Activity) Progress Report writing for both AFARD/CARITAS staff. Nine people (3 of whom women) participated in the training. Further, one FO participated in the Community Dialogue Training of Trainers course conducted in Nebbi district. He later on shared the knowledge and skills with AFARD/CARITAS staffs. In the pipeline are trainings to be organized in computer skills; basic financial management for non-accounts staff, and training report writing.

6.0 CHALLENGES AND RECOMMENDATIONS

During the reporting period some challenges were experienced. The table below summarizes such challenges and recommendations to solve them.

Table 10: Summary of challenges and solutions

Domains	Challenges	Recommendations	Actors to involve
Community levels	<ul style="list-style-type: none"> Biased mobilization favor male participation in project activities. Village LCs are demanding for cash payments in order to participate in the project. Limited positive parenting skills. Counseling is still not appreciated. 	<ul style="list-style-type: none"> Widen channels of mobilization to include women as agents. Liaise with sub county local governments to enforce lower LC participation. There is a need to engage and dialogue with the LCs on the provisions and necessity of the project. Train the community in parenting skills. Continue to provide positive counseling with prudent approaches for the community to appreciate it. 	FOs PIA/SCLG PIA/UNICEF PIA/PECs
Project level	<ul style="list-style-type: none"> The PLCs are inadequately motivated to effectively mobilize communities and follow up project activities. PLCs lack advocacy and lobbying skills. Exit strategy discussions is unappreciated by communities who see it as too early to talk of the way forward. 	<ul style="list-style-type: none"> Some means of motivation for PLCs needs to be identified. For instance, having a monthly performance related allowance (say of Ushs 10,000) may boost their morale. Train PLCs in advocacy and lobbying skills. Reinforce the need to think into the future among the project stakeholders. 	PIA?UNICEF PIA/UNICEF PIA
Externalities	<ul style="list-style-type: none"> Sub county local governments' are not adequately engaged in the project. Targeting has fallen short of reaching all needy OVCs. OVCs are neglected and shadowed by LG planning and budgeting processes based on sector guided IPFs. 	<ul style="list-style-type: none"> There is need to re-orient sub county councils on the principles and benefits of programme mainstreaming. Integrate intervention with other programmes implementing similar activities. Follow up local government budgeting processes and advocate for OVC sensitive budgets. 	PIA PIA/SCLG/UNICEF PIA/SCLG/UNICEF

7.0 LESSONS LEARNT

- a. Community politics surround every project however transparent the process is. While a participatory approach was used to identify OVCs basing on family settings and approval, still some community members biased selection process to favor the able and powerful in their areas. However, the direct involvement of the community in beneficiary identification curbed manipulation both at the identification and verification stages. It also promotes the identification of the rightfully needy by local community standards.
- b. Project accountability, horizontally and vertically, to a multi-stakeholder is better done through a community review meeting. In such a meeting, what has been done so far, for what reasons and with what inputs are feedback to the community, and how the project is functioning with what result becomes a cause for their feed-in. Community feed-back instead improves and widen the performance and impact monitoring indicators and allows for remedial actions on constraining factors.
- c. Sector based planning approach that guides government services as is advocated by Ministry of Finance an Planning and dictated through IPFs (indicative Planning Figures) is no longer relevant, without an affirmative action, to respond to the needs of the marginalized groups such as OVCs.
- d. The provision of meals in kind is not appreciated by community members since they have a higher 'opportunity cost' for the cash equivalent. Such seemingly small funds helps a lot in buffering household consumptions as in the procurement of life cycle needs e.g., medicine, salt, and at times scholastic materials.
- e. Leaving mobilisation in the hands of men creates gender imbalance in attendance. Men prefer to invite fellow men; they also don't want to participate in the same workshops, for instance, with their wives.

8.0 THE WAY FORWARD

The results scored over this period have set a basis upon which the next phase will be implemented. Consolidating these achievements will, therefore, require:

- Accomplishing the on-going project activities with clear synergies of how they can impact on the families and OVCs.
- Reinforcing the knowledge and skills created by enabling family capacity to fend for their households through the direct material supplies.
- Strengthening a parish based collective action for a sustainable IGA for in-school OVC support.
- Routine monitoring and documentation of the project best practices.
- Continuous engagement with local governments to ensure that they adopt an OVC sensitive budgeting.

SUMMARY OF PERFORMANCE MONITORING

Activity	Outputs	Indicator	Result/Effect	Comment-Progress
Overall goal: Vulnerability of orphans and vulnerable children in Wadelai and Erussi sub counties reduced				
Project goal: To contribute to the reduction of vulnerability of boys and girls through strengthening family capacity to provide for the basic social services and community support in two sub counties of Wadelai and Erussi.				
Objective 1: A system for identification and follow-up of 400 OVCs and 300 families strengthened/established.				
Output 1: A system (committees) at parish level in place Output 2: 400 hundred OVC (at least half girls) and 367 families identified				
1.1 Hold preparatory meeting	10 preparatory meetings held in which: - 603 people (29.2% women) participate. - 20 PECs (50% women) identified - 90 PLCs (44.4% women) identified	# of meetings held	- Communities know about the project - PECs and PLCs established as village volunteers and are effective contact points for the project	Accomplished
1.2 Training of Parish level committees.	10 PLCs (with 90 members – of whom 44.4% are women) were trained	# of PLCs formed and trained	- Project contact with community strengthened - PLCS aware of their roles	Accomplished
1.3 Identification of needy OVCs.	Project beneficiaries were identified including 70 support families (60.8% Female headed households); 400 in-school (50% girls) and 70 out-of schools (57% girls) OVCs.	# of OVCs identified	-Project targeting to right OVCs	Accomplished. Identification of beneficiaries for nets will be done later.
1.4 Visit & verification (BDR database)	10 visits made an 549 people (52.9% women) verified As truly needy	# of visits made	- PLC identified OVCs are those the communities consider needy and 'forged beneficiaries' were disqualified	Accomplished
1.5 Establishment of the OVC database	1 database established with identified beneficiary digital photos an biodata. A household base survey was conducted and report in progress.	Presence of database set	- User friendly database of OVCs in place with clear traceability - Manipulations of project beneficiaries eliminated	Accomplished. Household data report is being processed



Activity	Outputs	Indicator	Result/Effect	Comment-Progress
Objective 2: Increased capacity of the OVCs and families to provide basic social services.				
Output 1: 400 OVCs regularly attending school with decrease in absenteeism Output 2: 68 OVCs out of school trained artisan Output 3: 367 Families engaged in income generating activities for provision of basic social services to the children.				
2.1 Provision of scholastic materials to 400 OVC.	400 school bags; 400 mathematical sets, 800 pencils, 800 pens, and 4000 books (96 pages) provided to 400 in-school OVCs	# receiving support	Parental support to education expressed; student determination to work hard increased; pride in the project shown	Accomplished
2.2 Training OVCs (50% girls) in vocational skills.	68 OVCs on training in vocational skills. 38 girls in tailoring skills and 30 boys in carpentry skills	# of OVCs trained	<ul style="list-style-type: none"> - OVCs able to fend for themselves in a sustainable way - Value of education instilled in OVCs - Pride in skills for self reliance expressed 	On-going. This training will last for 3 months with a week's break every month
2.9 Training family heads and OVCs in entrepreneur skills.	343 family heads and OVC (43.7% women) as well as 24 members of PLCs trained in entrepreneurial skills targeting business selection, planning and management	# of people trained	<ul style="list-style-type: none"> - Ability to set profitable IGA - Knowledge of better business management skills - Encouraged to join village banks in their areas or form savings and credit schemes 	Accomplished. More 267 people included
2.10 Carrying out monthly meetings at parish level with PLCs	12 meetings held	# of meetings held	Project is on track; diagnostic study conducted and responses were timely	On-going by FOs, politicians, and AFARD/CARIT AS staffs.
Objective 3: Increased community support, care and protection of the Rights of OVCs				
Output: Social acceptability of and support to OVCs increased				
3.1 Train Peer educators cum counsellors	20 PECS(50% women) trained and awarded certificates	# of PECCs trained	<ul style="list-style-type: none"> - Local services providers established in the community - PECs providing psychological support to OVC and communities 	Accomplished



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Activity	Outputs	Indicator	Result/Effect	Comment-Progress
3.2 Hold awareness seminars	10 workshops held for 500 people (48.8% women)	# of people made aware	- Community members aware of the plight of OVCs and community responsibilities to OVC rights - Different duty bearers agreed to enhance their support for OVCs	Accomplished
3.3. Hold advocacy and lobbying workshops	2 workshops held for 100 people (25% Women)	# of workshops held	Local government staff made commitment to mainstream OVC in plans and budget	Accomplished
3.4 Produce local IECs	600 posters, 1000 stickers, and 4 radio programmes produced	# of IECs produced and disseminated	Increased awareness on OVCs	Accomplished
3.5 Provide psychosocial counseling	2061 OVCs reached. 1602 (48.1%) educated and 459 (50.8% females) counseled	# of OVC counseled	- Self- stigmatization reduced - Parenting skills improved	Accomplished
3.6 Train OVCs in life skills	100 OVCs (50% girls) trained in life skills	# of OVCs trained	OVCs can assertively integrate in society by withstanding peer pressure and avoiding adult exploitation	Accomplished

