

Incorporating Facilitated Advocacy into Uwezo Citizen-led Assessment of Child Learning in Uganda

Mary Goretti Nakabugo and William Savage

Abstract

Uwezo – *Capability* in Swahili – is an education initiative that aims to improve competencies in literacy and numeracy among children aged 6-16 years in Kenya, Tanzania and Uganda, by using an innovative approach to social change that is citizen driven. Partnering with locally-recruited volunteers working in their home villages, Uwezo carries out country-wide assessments of child learning outcomes at household level, with one product being a village report card for each of the assessed communities. These report cards are used to inform volunteer-facilitated village meetings whose purpose is to start a conversation involving community members on what could be done to improve children's learning. Although these meetings have been mostly successful in the past, Uwezo is enhancing this process by embracing a facilitated advocacy approach to development initiatives that enables people to engage with each other equitably, to identify desired changes in policy and practice, and to advocate for actions to improve their lives. As part of the facilitated advocacy initiative, “new” elements were introduced into the Uwezo assessment process and village meetings, including facilitation techniques to enable equitable participation of stakeholders, involvement of children in the meetings, and building consensus towards actionable advocacy commitments that enjoyed the collective ownership of all village meeting participants. Drawing from the lessons gathered so far, we argue that for a facilitated advocacy approach to be fully integrated into Uwezo's processes, a number of factors will need to be explored further, with regards to facilitation, advocacy, training, and monitoring and evaluation. Broader implications for the role of facilitated advocacy in education are also suggested, from child, community and national perspectives.

Are Our Children Learning?

Uwezo – *Capability* in Swahili – is an education initiative that aims to improve competencies in literacy and numeracy among children aged 6-16 years in Kenya, Tanzania and Uganda, by using an innovative approach to social change that is citizen driven and publicly accountable. Partnering with locally-recruited volunteers working in their home villages, Uwezo carries out country-wide assessments of child learning outcomes at household level, with one product being a village report card for each of the assessed communities. Although Uwezo data are not generalizable from village level, the report cards are used to inform volunteer-facilitated village meetings whose purpose is to start a conversation involving community members (e.g., parents of the assessed children, teachers in the surveyed schools, and local government and religious leaders) on what could be done to improve children's learning. Although these meetings have been mostly successful in the past, Uwezo is embracing a facilitated advocacy approach to enhance their effectiveness.

Making It Easier to Take Action

Facilitated advocacy is an approach to development initiatives that enables people to engage with each other equitably and to identify desired changes in policy and practice. The approach's purpose is for people to advocate for actions to improve their lives. Developed over several years in Asia and Africa, the facilitated advocacy approach grew out of experiences of listening to the voices of people in change processes that place the so-called target group at the center of development efforts, and that support them to advocate for what they value (Haylor and Savage, 2019)¹.

Tested, practical, community-based examples from seven other Asian and African countries² provided a justification for considering a similar approach for Uwezo village meetings. In the case of a particular community, the specific advocacy actions would be aimed at changes in policy and practice (at local level) to improve children's learning conditions and ultimately their learning outcomes.

The promotion of a facilitated advocacy approach is also in alignment with the Sustainable Development Goals (SDGs) agenda to "leave no one behind", to foster dialogue in which all parties collaborate in a spirit of equality, to listen and act on the freely-expressed concerns of people affected by policy decisions, and to build an understanding of people's lives through the power of stories told in their own words. Working within the SDG framework is also in accordance with Uwezo's move in 2018 to monitor, evaluate and learn from other development indicators beyond education, e.g., water and sanitation, so that the village report cards will also have a focus beyond children's learning outcomes in literacy and numeracy.

Training in, Piloting and Evaluating the Approach

Uwezo's Trainers' Manual and Volunteer Workbook already have a description of how to set up and run a village meeting. It appeared, however, that more opportunities could be provided to trainers and volunteers to gain experience with facilitation concepts and methods. Thus, an initiative was undertaken wherein such experience-building was integrated into the training of trainers (ToT) and volunteer training, followed by the piloting and evaluation of the facilitated advocacy approach in two of the 32 districts to be reached across Uganda during the Uwezo Uganda National Learning Assessment 2018. Goretti rightly referred to the pilot initiative as one of a "proof of concept" in practice.

Before the ToT sessions, information about the approach – and specific facilitation techniques (Annex 1) – were incorporated (by William from a distance) into the Uwezo Trainers' Manual, and later into the Volunteer Workbook (specifically, in Chapter 10 in each). During the first ToT gathering, participants were introduced to and informed about the facilitated advocacy initiative. Later, at the two-and-a-half-day National Conference, a one-hour training session on facilitated advocacy was conducted for a group of 60 trainers and staff. After the Conference, training (again

¹ Graham Haylor and William Savage 2019 *Facilitated Advocacy for Sustainable Development: An Approach and Its Paradoxes*. Oxford, England and New York, USA: Routledge.

² Vietnam, Cambodia, India, Sri Lanka, Pakistan, Kenya and Ghana

of one hour) and monitoring in the approach was collaboratively supported for 60 volunteers in each of the two districts, along with one District Coordinator and three Village Coordinators in each.

During the training sessions at both the National Conference and in the two pilot districts, “new” elements (i.e., innovations) were introduced into the Uwezo assessment process and village meetings, including facilitation techniques to encourage equitable participation, children’s involvement and participation, and consensus-building. It was stressed in the national training that it was advisable to always speak of the *village meetings* as just that, and not as a *facilitated advocacy meeting*, the distinction being that the latter is an approach being used as a part of the former.

Trainers and volunteer-trainees were encouraged to consider how they might enable ***equitable participation*** in the village meetings. Their attention was drawn to the facilitation techniques (Annex 1) – so-called Food for Thought – that were included as stand-alone pieces in the Trainers’ Manual and Volunteer Workbook. These were reviewed in both training sessions. To share perspectives on how to promote ***children’s involvement and participation*** in the village meetings, participants worked in small groups to generate ideas for practice. These were compiled (Annex 2) and shared with the trainers and trainees, and later with the volunteer-trainees, who were encouraged to try them out. In both training sessions, ideas were discussed for how to promote ***consensus-building*** toward actionable advocacy commitments that enjoy the collective ownership of all village meeting participants, with examples provided of what such collective actions might look like.

In each of the two pilot districts of Adjumani and Arua, three pairs of volunteers (from among the 60) were identified by the trainers over the course of the two-and-a-half-day training, at the end of which the innovations were discussed with them. During the assessment monitoring, where possible each pair was joined at a school, at least one household and during the village meeting. Reflection-learning meetings were planned for the ends of the two pilot assessment weeks to provide action-based insights into how the introduction of the facilitated advocacy approach eventuated. [Note that this worked as intended in Adjumani, though not in Arua when the village meetings got rained out; see the next section.]

As implied above, to evaluate the pilot experience, an “action research / learning” model was used, centered around a “most significant change”³ technique (another innovation being tried out in the pilot), the basis of which is a simple statement adapted for the Uwezo context: Describe what you think was the *most significant change* that you contributed to in some way during the assessment process and/or village meeting (Annex 3).

³ Rick Davies and Jess Dart 2005 *The 'Most Significant Change' Technique - A Guide to Its Use*. Funded by CARE International, United Kingdom; Oxfam Community Aid Abroad, Australia; Learning to Learn, Government of South Australia; Oxfam New Zealand; Christian Aid, United Kingdom; Exchange, United Kingdom; Ibis, Denmark; Mellemfolkeligt Samvirke (MS), Denmark; Lutheran World Relief, United States of America. Retrieved from <http://www.mande.co.uk/docs/MSCGuide.pdf>

On-going, cumulative dialogue and documentation took place throughout the pilot in the two districts, primarily in daily debriefing and a post-assessment reflection-learning meeting (in Adjumani), but also during informal conversations. Significant change stories (see below) collected from the volunteers (and one trainer) offered a glimpse into how they perceived the experience. Our observation notes, the reflection-learning documentation and the significant change stories constitute the data for the action research on the pilot, and serve as the basis for the following descriptions and interpretations of its outcomes.

Outcomes of the Pilot

Adjumani District

As mentioned earlier, we were able to fully realize the plan in Adjumani District, following the three selected volunteer pairs in school and household visits and the village meeting. Each of the four assessment days concluded with the training team gathering for a debriefing / planning meeting, and on the Monday morning after the Sunday evening village meetings, a reflection-learning meeting. Observation notes from the Silili Village meeting we attended appear in Annex 4, followed by the notes from the Adjumani District reflection-learning meeting located in Annex 5 (covering all three village meetings in Marindi Central, Pavuraga and Silili). Significant change stories 2-5 (in Annex 7) were written by the Adjumani volunteer pairs.

Interpretation

All three of the Adjumani village meetings seemed to be well organized by the volunteers, with at least an awareness of the importance of encouraging as full as possible a quorum of participants across the stakeholder groups, and an apparent effort to do so. The fact that the three pairs had managed to complete all of their household visits in time to hold the village meeting on Sunday afternoon was also a testament to their organizational skills.

From our observations and their own reports, volunteers seemed to have benefitted from the training, in terms of taking on most of the intended features of a well-organized and well-run village meeting. They also perhaps unexpectedly realized – and were motivated by – the potential of having a role in their own communities beyond being a volunteer who came to collect data for an “outside entity”.

An abiding challenge seems to be the presentation of Uwezo and its purpose in coming to the village, and making clear the distinction between collecting data for a national assessment and being seen initially as an organization that is possibly bringing or promising something.

Time was given in the village meetings for people to speak, openly discuss, give their opinions, ask for clarifications, and even spend a few rounds blaming others for the children’s perceived failure to learn, or at least the “poor” literacy and numeracy results on the village report card. Nevertheless, ideas for commitments seemed to come out handily, and it appeared to be straightforward for the volunteers to guide the meetings to consensus. A question remains as to whether the commitments are realistically actionable (and how those that are punitive [e.g., fines]

should be considered), and how and whether they will be followed up and monitored by the communities themselves and their respective volunteers.

A common theme seemed to be parents' realization of their own responsibilities for their children's learning, and more broadly, a more widely shared understanding across the community of roles, rights and responsibilities in the learning of the village's children.

Of the four innovations, the involvement and participation of children remains the one that will require most further attention. In one village meeting, the volunteer and other adults tried twice to get children to speak in front of the large group (though apparently the volunteer did talk with a child after the meeting). In the other two village meetings, volunteers were more effective at involving children, noting that they would speak after the adults had, even though there still seemed to be a perception of children's fears of reprisal. (Everyone concerned needs to be reminded of the fundamental child rights / protection principle of "do no harm".) On a positive note, in some cases, being assessed in their own households seemed to motivate some of the children to learn.

Arua District

Because heavy rains caused the cancellation of the Sunday village meetings, we were not able to reflect on and learn from the experience of the volunteer-facilitated village meetings, although we had been able to see through the inclusion of the hour-long training session for volunteers, the daily debriefing meetings, and the volunteer orientation on the four innovations. However, the Arua District Coordinator was able to collect and send us four significant change stories (6-9, in Annex 7) written by Arua volunteers.

Bugiri District

Although Bugiri District was not "officially" a part of the facilitated advocacy pilot, our presence there in the third and final week of the National Assessment meant that we were able to observe the second day of the volunteer training, and in particular the session on "Organising a village dissemination meeting using a facilitated advocacy approach" (notes in Annex 6). This afforded an opportunity to add to the outcomes presented above from Adjumani and Arua, insights about which also appear in the final report section on learning and implications.

About the Significant Change Stories

Annex 7 contains the complete set of significant change stories that were submitted during the pilot components of the national assessment. Story 1 was written by Gariyo Yosam of Rukungiri District, one of the participants in the National Conference. He wrote and submitted it following the national training field practice in Mukono District. With his permission, it was anonymized and included as a sample when we sent out the significant change story template by email to all the trainees, to use for their purposes in the volunteer training. Story 10 (in Annex 7) was written by a volunteer in Rukungiri District, collected and submitted by Gariyo Yosam after the assessment there in the same week that we were in Arua.

Of the four innovations introduced in the pilot, the significant change story was the one that we were mostly just “trying out to see what happened”, primarily because the technique is not yet part of the innovations of participation, children’s involvement and consensus-building that are “more relevant and important” to the overall purpose of the pilot to “enhance the capacity of Uwezo sub-national communication and engagement”. We anticipated that we would not necessarily get many submissions from trainers and volunteers, and of those that did get returned, there would be a range of quality in content and writing, including whether the author would be able to hone in on and articulate what she or he considered to be a significant change. Having said all of this, we were grateful for people’s efforts and pleased with their contributions to our learning, not to mention genuinely impressed with a few of the stories and their quality in content and writing.

Learning from the Pilot and Implications for Uwezo

For a facilitated advocacy approach to be fully embraced and integrated into Uwezo’s processes, a number of factors will need to be explored further, as elaborated below, in terms of facilitation, advocacy, training, and monitoring and evaluation.

Facilitation

It is a lot to expect of village-member volunteers to take on board an awareness of a facilitated advocacy approach’s participatory features, not to mention to become prepared to put it into practice after a short training session, especially in the midst of everything else there is to learn about the Uwezo assessment procedures. Having said that, the pilot experience demonstrated that some volunteers are capable of meeting the challenge, and even surpassing expectations, which is to say that many of them could.

Perhaps a first step forward is to consider how to include in the volunteer recruitment procedures some sort of assessment of candidates’ experience of (or potential for) being a meeting facilitator. Another step could be to take the time to consider how to implement a volunteer training model that supports the “passing along” of facilitation concepts and techniques from national trainers to volunteer-trainees to the village meeting itself. This could be helped by stronger materials support during the training, as suggested below.

Advocacy

Similar observations can be made about volunteers taking on the role of *advocate* along with *facilitator* while carrying out the work of doing a learning assessment at local council, school and household levels. Clearly, however, many volunteers do consider themselves to be (or want to be) “change agents” in their communities, and this is another characteristic that can be looked for when recruiting volunteers. The village meeting is already off to a solid start in being a platform for advocated change, with the revised current wording on the village report card, saying “We commit to the following collective actions to improve children’s learning in our community:”

While “hearing the voices” of community members is at the heart of a facilitated advocacy approach, its “lifeline” is the connections that are made and the channels that are found or created to take people’s views and desires for change into places where policy and practice are decided upon. Therefore, efforts could be made (as envisioned in Uwezo’s next strategic planning process) to take another look at the overall role of advocacy in the organization’s work. This could involve exploring how the “messages” that come out of the national assessment are being translated into influencing district- and national-level education policy and practice, i.e., how the learning that comes from the collective commitments and community actions can be cumulatively documented and presented in appropriate ways to influence the making of decisions at household, community, district and national levels, all with the goal of improving children’s learning.

Training

Here are some recommendations about how to enhance the training that trainers and volunteers receive on “convening and facilitating a village meeting using a facilitated advocacy approach”:

- From the outset, convey to trainers and volunteers alike that – in addition to the important role volunteers are playing as national assessment village-level enumerators – they are also facilitators and advocates.
- For future national assessments, be clearer about the progression of learning and experience-building – the way the information is passed along – from the initial ToT through the national training and volunteer training, and into supporting volunteers in the field as they prepare to hold the village meetings.
- Revise and simplify the information about facilitated advocacy in Chapter 10 of both the Trainers’ Manual 2018 and Volunteer Workbook 2018, and also integrate into the text where appropriate the facilitation tips in “Food for Thought – An Approach to Facilitation Practice, with particular focus on Uwezo village / sub-national dissemination meetings”.
- Double the time allocated for the national and volunteer training sessions on “running a village meeting using a facilitated advocacy approach”. This would allow for participants to gain more in-depth hands-on experiences with participatory facilitation, child participation, village consensus-building and writing significant change stories.
- Develop a list of topics and points to be covered about running the village meeting, so that this information is delivered more consistently along the “training path”. Support this with supplementary detailed materials on participatory facilitation, child participation, village consensus-building and writing significant change stories.

Monitoring and Evaluation

We learned from the pilot experience that the Most Significant Change (MSC) technique has the potential as an evaluation tool to help us understand whether a particular community might be likely to follow through on their collective commitments, and also about the role of the volunteer

as a facilitator-advocate. However, this initial foray into asking trainers and volunteers to write stories was only the first of the three basic steps laid out by Davies and Dart (2005), which we interpreted as:

1. Deciding the types of stories that should be collected (about, for example, a change observed as a result of some contribution a trainer or volunteer made during the assessment process and/or village meeting)

Future work on incorporating a facilitated advocacy approach, and particularly complementing it with an evaluation tool such as MSC stories, would add on the second and third steps of:

2. Collecting the stories and determining which stories are the most significant, and
3. Sharing the stories and discussion of values with stakeholders and contributors so that learning happens about what is valued.

The MSC stories that “rise to the top” as examples of learning about what is valued (and what needs to be changed) would open up an organization-wide discussion on the sorts of indicators of success that could be developed in collaboration with trainers, volunteers and village meeting participants – as an element of action research / learning – and might include such items as the extents to which:

- Volunteers experience and report levels of engagement with and understanding of community intentions and commitments for improvements in children’s learning outcomes
- Community members – including children – are able to identify changes that lead to better learning outcomes for children, and how these are affected by and affect other SDG-related outcomes
- Actions committed to by community members are integrated into village and school policies and practices, i.e., their “ways of working”, and
- Relationships established among Uwezo staff, trainers, volunteers and community members continue and evolve.

A Role for Facilitated Advocacy in Education

Facilitated advocacy has broader implications in education beyond Uwezo as an organization. Here we highlight three, from the child to community and national-level forums for discussing educational practice and policy.

First, bringing children into the center of education conversations, encouraging them to be critical and to contribute solutions to improve their learning may be well suited for environments where the cultural context encourages self-assertion. The idea of an active child who is able to reflect and take part in discussions aimed at improving her or his learning may not be readily accepted in communities that are situated in nominally conformist societies where traditionally children are not expected to question or talk in the presence of their elders. Peer interaction would, however,

fit such a context because it allows children to discuss with peers, critique one another's ideas and ask for guidance from each other rather than from their elders. Therefore, if we are to embrace a facilitated advocacy approach in the education system and in community interactions, commonly prevailing attitudes toward children need to move gradually from being conformist to being more unconventional. Facilitated advocacy may be a catalyst for such a shift, as children progress from passivity to being more active. The effective use of facilitated advocacy would necessarily require classroom and community environments that encourage children's participation in dialogues about teaching, learning and community involvement.

Second, creating spaces for nurturing community-grown solutions to education challenges would require interrogating the "top-down" and "one-size-fits-all" approaches that are still prominent in many education systems. One could then imagine, third, a methodological projection of the views of children and the perspectives of communities into a national education policy conversation where – through a facilitated advocacy approach – people would be enabled to engage with each other equitably to identify desired changes in policy and practice, based on the premise that the ultimate so-called beneficiaries are best placed to advocate for actions they deem necessary to improve their own lives.

In Conclusion

This pilot experience on "Enhancing Uwezo Communication and Engagement through a Facilitated Advocacy Approach" was intended to catalyze a conversation within Uwezo that will lead to further clarification and specification of how this approach might work in more widespread practice in the organization. We believe that the concept has been proved to be appropriate, actionable and useful, and that it is consistent with and supportive of Uwezo's commitment to being a citizen led, publicly accountable movement whose overriding goal is the improvement of children's learning in Uganda, East Africa and around the world.

Annex 1

An Approach to Facilitation Practice⁴ with particular focus on Uwezo village/sub-national dissemination meetings

Expression of Needs

- *Communicate* in advance with all participants in an event so that their place and time constraints, needs, issues, ideas and content are incorporated into planning and proceedings
- *Consider* carefully the intention to involve to the greatest possible extent participants representing “the target group” – for example, children, parents, teachers and local leaders – to ensure that their participation is authentic and meaningful, and that it is a genuine expression of their needs
- *Determine* whether there are any language issues that need to be considered, and respond with suggested arrangements for interpretation, translation and written materials

Definition of Roles

- *Be clear* with all concerned about the roles and responsibilities of facilitators
- *Demonstrate* desirable facilitator traits such as being calm, patient, down-to-earth and approachable, while demonstrating discipline and engagement
- *Be* an example of what it means to enjoy the event, the work and the company of co-facilitators, organizers and participants, whether in public discussions or private conversations

Conceptualization of the Work

- *Prepare* working documents in advance, including relevant organizational texts
- *Be clear* with everyone about how presentations and other participant contributions to the event are being elicited, and who is responsible

Design of Gatherings

- *Be well prepared* with presentations, equipment and materials (e.g., flip-chart paper, markers, masking tape, attendance sheets, sample tests, venue furnishings)
- *Have discussions* with presenters to ensure that they understand how their sessions contribute to the whole event
- *Limit* the number of presentations
- *Include* interactive sessions, e.g., working groups, poster sessions and exhibits

Implementation of Activities

Getting Started

- *Introduce* yourself to everyone you can before the event starts
- *Express* clearly what is going to happen during the event, including the purpose, objectives, intended outcomes and outputs, and schedule
- *Establish* in a gentle way that you are the moderator of who speaks when and for how long
- *Ask* people to think about their “intentions” for the event, rather than “expectations”
- *Make sure* that there is a session with all participants speaking as early as possible in the schedule

Valuing Language

- *Refer* to people by name
- *Listen* to what people are saying

⁴ Extracts modified from Chapter Two of Graham Haylor and William Savage 2019 *Facilitated Advocacy for Sustainable Development: An Approach and Its Paradoxes*. Oxford, England and New York, USA: Routledge.

- *Be kind* if you need to interrupt people when they are talking too much
- *Begin* to make reference to what people say
- *Repeat* participants' own words, in the language they are using, to talk about the work and the tasks at hand – recognize ideas and voices, and anything new forming in the group
- *Think* through in advance how to introduce any given session, using simple, clear language, and repeating it when necessary
- *Use* focused, specific tasks or questions, to which people are requested to respond; thus when someone (usually a dominator) wants to talk about something else, it is easy enough to refer back to the task or question to be addressed
- *Compile* participant reportbacks on a flipchart, when appropriate

Making Connections

- *Synthesize* early discussions and link with what is coming so people know when “their” issues will be dealt with
- *Be aware* of “where the group is at” and work with them there, not where you or others think they should be, with an intention that through their conversations participants will feel safe to build understanding and trust among themselves
- *Invite* participants to co-facilitate, identifying people with characteristics and talents and asking them to take on appropriate tasks
- *Work* as much as is possible and appropriate in smaller groups, trying to keep dominators in a group together
- *Sit* with smaller working groups when appropriate
- *Encourage* out-of-event networking and sharing of talents
- *Hold* sessions outdoors or in a natural setting, when possible and appropriate

Making Decisions

- *Allow* the group's own interaction style to determine the rhythm of the event
- *Invite* participants to decide how they would like sessions and activities to be done, e.g., grouping, reporting back, documenting (as much as possible or practical)
- *Check in* with organizers and participants (e.g., during breaks) on how it is going, seeking their advice on how to move ahead

Being Aware of Time and Space

- *Allow* things to happen and welcome surprises – things always take longer than intended or expected
- *Be punctual* with starting and ending times
- *Stay* in the room
- *Make sure* that everyone – participants and organizers – is aware of any changes to the program

Concluding

- *Revisit* the purpose and objectives before wrapping up – have they been achieved?
- *Wind up* on a high note with an encouraging activity

Following Up with Action

- *Conceptualize and convey* how the event will be followed up with actions that can be monitored for their impacts and where required, additional support provided

Evaluation of the Work

- *Generate* evaluation questions as the event proceeds, rather than using pre-determined ones
- *Create* time at the end for participants to speak about their experiences of the event

Annex 2

Sharing Assessment Findings at Village Meetings through Facilitated Advocacy: How can we involve children?

Before the Meeting

- Become informed about children's participation policies, guidelines and practices
- Be aware of the times during the day when children are likely to be most active
- Create time for group activities before the meeting, such as music, drama, songs, poems and stories about education

During the Meeting

- Solicit views from all participants, including children
- Create a conducive environment for children to speak
- Place children at the front so that they are not intimidated
- Schedule deliberate and separate platforms or slots for children to speak
- Talk with children separately in their own peer group
- Pair a child with another parent for conversation and report the outcomes back to the group
- Give children an opportunity to take the lead
- Introduce role-plays for children to present their issues
- Use participatory approaches that involve children, e.g., games, body mapping
- Invite children to express themselves in pictorial form on paper
- Allow children to write or draw their views without giving their names, so as to keep them anonymous

At the End of the Meeting

- Build children's confidence by indicating how much their contributions are valued

Annex 3

Most Significant Change ~ Evaluation Tool Template

Date	_____
Volunteer Name	_____
Telephone	_____
E-mail Address	_____
District	_____
Enumeration Area	_____
Surveyed School	_____

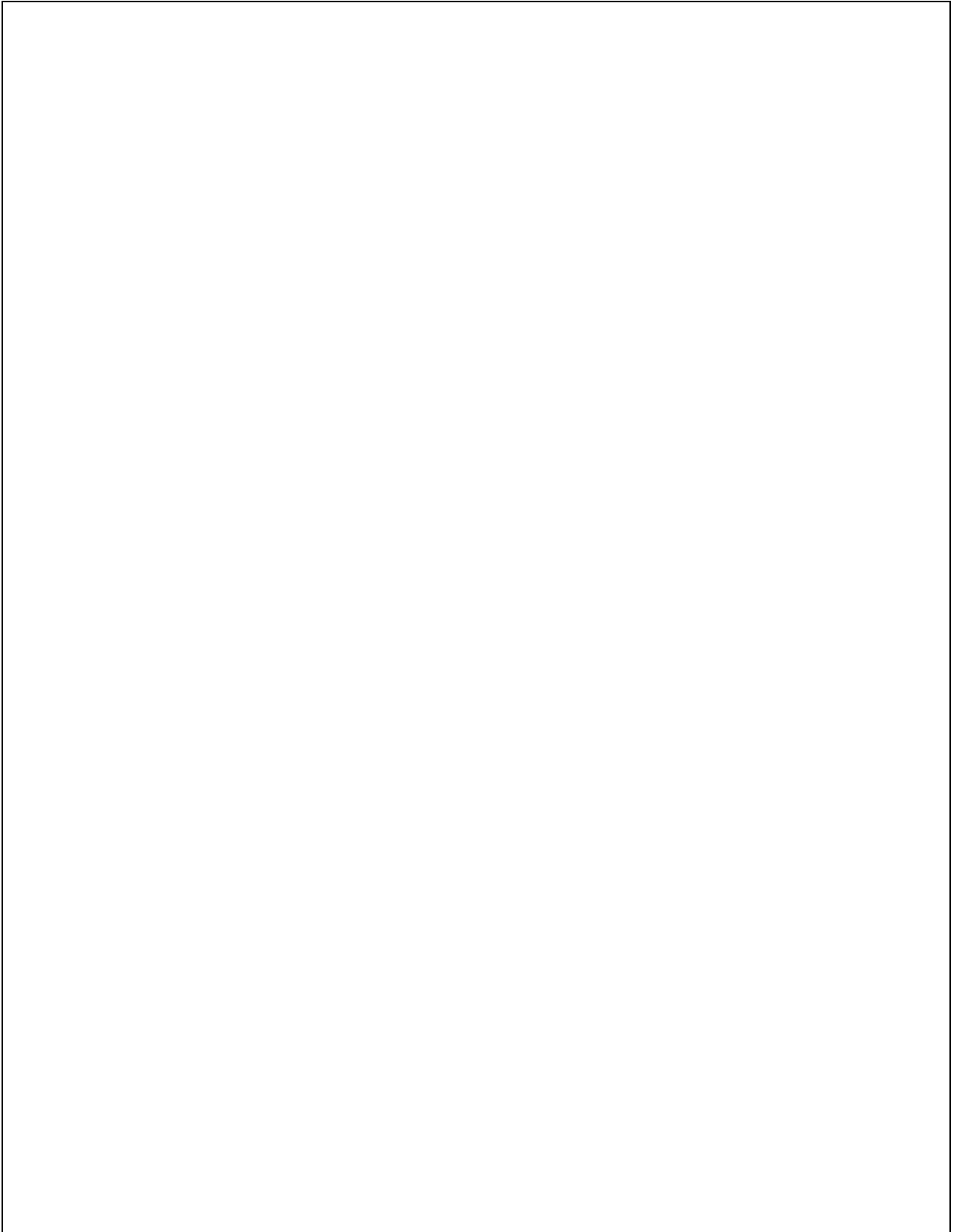
The basis of the Most Significant Change evaluation tool is a simple statement:

Describe what you think was the *most significant change* that you contributed to in some way during the assessment process and/or village meeting.

- In the “story”, give information about the nature of the change, i.e., who or what has changed. In what ways?
- A story based on evidence rather than opinion will be more useful, i.e., what tells you that the change has happened? What have been the effects of the change? Include enough detail to make it understandable to someone not familiar with the activity and to make it possible to follow up later to see if the change has continued.
- In the explanation, describe why this particular change is of significance, i.e., why was it chosen over any other potential change stories? What difference has this change made or is likely to make and for whom? This is the most important part of the account, as it enables other people to assess the significance and relevance of what otherwise might be “just a story”.

Use the space on the back of this sheet to describe the story.

Once you have written the story, give it a short title that you feel captures the change being reported.



Annex 4

Silili Village Meeting Sunday, 7 October 2018

We arrived in Silili Village at about 2:30 pm on a day that was cooler than previous ones, with partly cloudy skies and a slight breeze. The community center – the meeting venue – was an open space beneath the shade of a small grove of mango trees, with the red dirt of the ground swept clean. Three large papyrus mats were spread around the edge of the area with women and children seated on them in separate groups. Some of the kids were holding the readers they had been given at the end of the household assessments. Middle-aged and older men were seated in plastic chairs on another side of the meeting space. Behind them were some younger men on chairs or seated on tree roots, and off to other sides in the background various other people were seated on chairs, bicycles or tucked among the trees.

Two tables with five chairs sat opposite the women and children, for the two Uwezo volunteers (Gloria and Robert) and what would eventually be three Silili Village leaders from the Local Council (LC) 1. Another row of chairs continued the line of the tables, for the three Uwezo observers: the Uganda Country Lead and external consultant seated on either side of one of the Village Coordinators from the partner organization, acting as a Ma'di (local language) interpreter. Beyond where the women were seated, within full view of everyone, was taped to one of the mango trees the meeting agenda written legibly on a poster, as below:

Agenda for the Village Report Card Sharing Meeting

1. Short prayers
2. Welcome remarks
3. Introduction
4. Presenting the village report card
5. Discussing the village report card
6. Way forward
7. Closing remarks

From the top table, the General Secretary of the LC1 introduced the agenda as the meeting got started around 3:00 pm, concluding by saying, “For the way forward, everyone will contribute to the commitments”. The LC1 Chair then welcomed the Uwezo officials, noting that a death in the village meant that many other residents were attending the funeral. He noted that the 290 households in Silili Village constituted a population of 804, with 401 females and 403 males, although some other households had not yet registered. He said, “Thanks to Uwezo, this village is surely advancing more than other villages”. What he did not know is what Uwezo is targeting. The two volunteers had brought the introduction letter in Ma'di and he acknowledged that, noting that NGOs “come here to collect data but not only for promise”. He informed the group that the LC1 Secretaries of Production and Finance, and the Secretary, were absent, though the Secretaries of Security and Information were present (indicating two men seated on the chairs to the left of the visiting Uwezo team).

An older woman seated on the mat led a prayer with her palms facing upward; most people's heads were bowed and almost everyone made the sign of the cross at the beginning and end of the prayer. At this point, another elderly woman (the LC Vice Chair) joined the top table, just as the LC1 Chair introduced two other women council members for Disability and the LC2. The Uwezo team then introduced themselves to the gathering.

Robert introduced Uwezo, speaking about how it is “you, me and everybody”, a part of Twaweza and also operating in Kenya and Tanzania to assess children from 6-16 years to know how they are learning in literacy and numeracy and also to conduct water sampling tests. In Silili Village, 18 out of the 20 sampled households had been reached. The village report card would be presented shortly: How would the results help the community, and what could the community do with the results? One copy of the report card would be left with the LC1, and the other kept by the volunteers.

Gloria then presented the results on the report card, holding it in front of her facing the group as she spoke. Of the 34 children assessed, seven were marked at “story level” for literacy and ten at “division level” for numeracy. From the water tests were found one “treated water”, one “contaminated water” and two households with “facilities for hand washing”, i.e., water and soap. Out of the 14 teachers in the surveyed school, three were absent on the day of assessment. Gloria then opened the meeting for questions about the results [as below with any responses in italics].

- From where was the water tested? *The drinking spot.*
- Every house should use chlorine, but where to get?
- If the household does not have a child to be assessed, what do you do? *Just collect the other information.*
- Why were some households not assessed? *This was a sampling.*
- How many teachers and students are there in the school? *[Robert gave the numbers from the school survey booklet.]*
- The LC1 said that he was happy to hear the data from the school, although he was concerned about contamination of the water at the source. *The water was not tested at the borehole but rather in the house.*

Robert spoke about how, “Together we can improve learning by making commitments for action, the way forward. What can the community do to improve learning”? All were invited to contribute. The General Secretary encouraged members to give their views.

- Woman: Is this for the school or for the community? *For both.*
- Another woman: Cross-check the children's exercise books
- Vice Chair: Classroom congestion and lack of teachers
- Disability Secretary: Is Uwezo giving sponsorships or taking the children somewhere? *[Robert explained the purpose of the assessment.]*
- General Secretary: The PTA chair should be here to hear this discussion. Parents need to wake up and support their children, and follow up on their attendance. Together we can fight for our children's education.
- Man: For a child to perform well, they have to go through pre-school.

- Council member: Teachers are not here to address this meeting, but even if they reach the school, are they in class? Parents need to make sure they are contributing money to their child's education, and they also need to attend parent meetings.
- Other council member: The school needs to be better about informing parents of meetings.

At this point, Robert asked the children if they wanted to share their views. Amid giggling and hiding of faces, none of them spoke, and the adults continued.

- LC1: Class sizes are too large but because of UPE (Universal Primary Education), and some teachers are paid less. I never believed that in this village so many children would fail. There is a proposal to have a primary school in this village [the school attended by the children is at some distance]. We need to monitor the teachers and to have vocational training also. Parents also need to monitor their children at school: "We shall be monitors."
- Robert asked, "Do you all agree to monitor your children at school? *Yes [loudly by many people]*."
- Vice Chair: "Will you take it into action?"

At this point, other adults [not Robert] asked the children again to talk. They were all quiet, apparently not wanting to. Adults encouraged them to speak, with one person saying, "Or you will lose your reader".

- Man: Before the child is enrolled, parents need to start teaching them and correcting them. We need a pre-school.

Robert summarized the commitments before seeking agreement on them: 1. Install solar light so that the community can come together; 2. Send children to pre-school; 3. Monitor the children at school.

- Information Secretary: I need transport so I can notify everyone.
- Vice Chair: We need the solar light so the children can gather at night and read.
- LC1: Parents with children can contribute. Can children whose parents do not contribute use the solar light? Who can contribute? Raise your hands. *[Some hands are raised.]*
- Robert: Who can contribute to bring more teachers to the school? *[Fewer hands are raised.]*

Robert announced that they [the volunteers] would inform all parents and the school about the meeting outcomes. The Vice Chair said that the head teacher had written to the district for more teachers, and that parents did not want to contribute for teachers but they did for food. At the end of the meeting, the group agreed on the three commitments, and the village report card was filled out in two copies and witnessed in signature by the LC1 Chair and another person. The meeting was adjourned.

Annex 5

Adjumani District Reflection-Learning Meeting Monday morning, 8 October 2018

Present: Allan and Akuo Queen (Marindi Central Village volunteers), Mociruku Beatrice and Nansamba Topista (Pavuraga Village volunteers), Gloria and Robert (Silili Village volunteers), Peter (District Coordinator), Emmanuel (National Trainer), Christopher, Gloria and Nataline (Village Coordinators), Goretti (Uwezo Uganda Country Lead), William (consultant)

After welcoming all to the meeting, William asked each volunteer pair to speak about four elements: participation, children's involvement, collective commitments, and their significant change stories. Below are their reports, followed by comments from others.

Marindi Central Village

In terms of participation, Allan said, "We were doing something great in our village. The response was positive and no one disappointed us. The school visit was nice. In the village meeting, we had the LC1 and the Director of Studies from the school. The LC and religious leaders were not there because of a celebration [the priest] and the imam was not there also. Children, parents and elders were present and the LC1 opened the meeting".

About children's involvement, speaking in front of the large group, one boy named Godfrey told brief stories about school and the students' performance, saying, "Teachers don't come to give lessons, and there is one teacher for three to four classes. Children don't study on their own, but play." Another boy named Xavier commented on there being too few teachers.

Parents suggested monthly pre-testing to improve performance, and asked what Uwezo would bring to the children, to which the volunteers responded by saying Uwezo is not promising anything. The commitments the meeting came up with were: 1. Number of male teachers to be increased [the commitment was made in response to the number of female teachers in the school who were on maternity leave at the time] 2. Number of boreholes to be increased 3. Latecomers should be given warning letters.

Comments from the reflection-learning meeting included:

- Peter (who was at the village meeting): The PTA and households were present. The children seemed to feel free to give their ideas, especially after hearing parents give theirs. The children spoke about latecomers.
- Goretti: What will the community do to increase teachers? *Peter: They will lobby the district local government.* The boreholes? *They will lobby the district leaders.*

Allan said that their significant change story came from their own ideas and that they would follow up with the community.

Pavuraga Village

In terms of participation, Topista reported that there were different categories of meeting participants, such as PTA, LC1, parents, teachers, religious leaders, children, LC members and other volunteers. Parents commented that teachers don't follow the levels of understanding of children in class, and they don't assess child learning. Some parents have negative attitudes towards their children, and force them to be laborers. Teachers commented that the large class sizes make it difficult to control the classes, and that the feeding program was inadequate and this affected children's performance. The LC1 said that parents don't care about sending children to school.

The children sat in a separate group, and seemed to be shy to speak, perhaps because they were afraid to be punished later. However, two views expressed by children included:

- Parents do not pay school fees and so they drop out, even though they are willing to study.
- Parents make them work when they wake up.

Collective actions generated by the meeting, including the children, were:

1. Any parent who does not send a child to school should be fined and someone from the village education committee will be identified to monitor this.
2. Follow up on water contamination in each household, and also penalize them.
3. Every household should have their own latrine.

Comments from the reflection-learning meeting included:

- Goretti: These commitments are sticks, not carrots. Who gets the money?
- Gloria (who was present at the village meeting): The meeting was encouraging, with active arguments between women and men about responsibility, which brought interaction and points of why children are not learning.
- Christopher (also at the village meeting): Mostly women turned up and they tried to commit.
- Gloria and Christopher: Absenteeism is a problem, despite UPE (Universal Primary Education).

Topista concluded their report by saying she and Beatrice would follow up on children not going to school.

Silili Village

Robert started by saying that there were 84 people in attendance at the village meeting, including parents, children, and politicians from LC3 and LC1. They had assessed 36 children in 18 households; ten children reached the highest level in literacy (read a story) and seven reached the highest level in numeracy (division), with two households noted for having a functional hand-washing facility (with soap and water) and one with contaminated drinking water.

The reaction from the village was that children were performing poorly and they want to do something to improve. About the water and hygiene, they will check on the latrines. Since the community members recognized the inadequate number of teachers, they agreed as parents to teach their children at home, either themselves or getting someone else, for reading and calculations. Twice in a month, they would gather to share about children's learning. Sending children late to school will be checked, as will the monitoring of children's participation at school. They made commitments about solar lighting, pre-school and monitoring.

Comments from the reflection-learning meeting included:

- Gloria: She noted that the community questioned the role of Uwezo. She also asked whether there was any input at all from children. [*Robert: One child came after to talk.*]
- Robert: "We will follow up on the commitments by monitoring and taking part in village meetings." He also announced that the title of his significant change story is *Memorial Change*.
- Nataline (who was at the village meeting): "About the contamination of the water, the woman Vice Chair told them to wash their containers."
- Goretti: "What would you do differently to get children to participate?" *Robert: "Separate them to get their views."*
- Goretti: "And what about the solar light for reading?" *Robert: "So that the reading cannot be interrupted."* Goretti: "Please ensure that the children are safe."
- Topista: "What if parents cannot read?" *Robert: "Others will volunteer."* Topista: "Who will ensure continuity?" *Robert: "At the next village meeting, assignments will be made."*

The reflection-learning meeting was then adjourned.

Annex 6

Bugiri District Training Session on “Organising a village dissemination meeting using a facilitated advocacy approach” Wednesday, 17 October 2018

I was considering the “research question” of: *How is the material presented and delivered, as passed along from the national training, without any intervention from me?*” Although Isaiah (the trainer) spoke about many topics related to the village meeting, I have only noted those related to the so-called “four new elements” we introduced for incorporation into the village meetings from a facilitated advocacy approach.

Here are the general points mentioned by Isaiah (though he told me later that he went into some detail), and also some other thoughts I had while observing, about modifications either made or to be made to the process:

- Remember all the categories of participants and ensure that they get invited to the village meeting, and also including children. They are also stakeholders.
- [Isaiah passed out the sheet about involving children in the meetings, the ideas generated at the national training, which was also passed out in Arua, though we don’t know what happened yet, since we got rained out.]
- Try to get collective commitments.
- [Suggest a list of topics / points to provide the trainers about running the meeting, seeing how well organized and structured Isaiah’s presentation was.]
- Explained what facilitated advocacy is from the Volunteer Workbook, and directed volunteers’ attention to section 10.2 (What is a Facilitated Advocacy Approach?), paragraph 2, taking each idea and reading it out in English and then talking about it in Luganda, which speakers of the local language (Lusoga) also understand.
- A discussion took place in Luganda and Lusoga about how to get children’s views into the village meeting.
- Isaiah passed out the most significant change story template and talked volunteers through all of the instructions (in English), saying, “You are discovering what changes as a result of what we are doing with the community. You can also give your story a title. Writing the story is just for your learning.”

Annex 7 Most Significant Change Stories

Most Significant Change Story 1

“Let’s Also Invest in Our Children”, Said the Religious Leader

Written by Gariyo Yosam of Rukungiri District

Early on the morning of 27 September, the Twaweza family was conducting the 2018 Uwezo assessment program as part of the regional training workshop of District Coordinators (DCs), who were split into different groups. I happened to appear in Group D that was led by one of the national trainers. We left for field practice on the follow-up of children’s learning in one of the selected Enumeration Areas (EAs) of Mukono District in Goma Sub-county, Bukerere Parish, Nakagere Village, where the great stories and testimonies of low levels of education were typically recorded by a concerned senior citizen and local religious leader.

A husband, parent, grandfather, former LC1 (Local Council 1) Chairperson, Community Change Agent (CCA) and a leader at a nearby community mosque, he lived in an isolated area in a temporary house built of iron sheet, with nine other family members. He seemed familiar with what everyone else was doing, except his own doings. He started by complaining a lot about how almost all the stakeholders, i.e., government, schools and children, have failed to do their duties and responsibilities towards the learning of children.

Discussions went on after introducing Uwezo processes and explaining the reasons for the survey. He started picking one by one and later realized the overall roles to be played by everyone as far as children’s learning is concerned, including himself as a parent.

He later disclosed how he had given up on the education of even his own children. He promised to take them back to their schools and provide them with the basic needs they would want, without forgetting about cooperation with the school on matters concerning the education of his children. Quoting what his late father told him, “The development of a child is based specifically on health, education and food.”

He left me with surety that the life of his eight children and the entire community was bound to change for he dedicated his spirit and time in spreading the good news of children’s education to the rest of the community members using the chance of the meetings that he holds every Tuesday of the week as a CCA of the nearby school.

Most Significant Change Story 2

Date	8 October 2018
Volunteer Name	Eriga Robert
Telephone	0775893037 / 0751519103
E-mail Address	erigarobert2@gmail.com
District	Adjumani
Enumeration Area	Silili Village
Surveyed School	Dzaipi Primary School

A Memorial Change

It was through the research that we carried out in the past few days at household level in Silili Village that we were able to answer the question Uwezo always ask: “Are Our Children Learning?” The parents, children, teachers and local leaders were also able to answer the question depending on assessment done and results obtain on the village report card which shows that children in the village are performing poorly at the minimum level of education.

This result has created awareness among the parents, teachers, children and others, so due to the poor result on the village report card, the parents decided and agreed on that they can improve the learning of their children in the community. Hence, [this] made them to take part in action plans that enable their children to improve learning at school basing on the problem that is affecting the learning of their children, i.e., inadequate teachers at the surveyed school.

Then immediately they have taken the responsibility of teaching their children when they are at home as a community which will equip the children with skills and knowledge in areas not taught, skipped or remind them in what has been covered from the school. This can be done in daily basis where each parent will take part in teaching his or her child. Secondly, the community will come together twice in a month (weekends) in two different places (due to distance) in order to conduct it successful. They agreed to contribute money for buying two light systems (i.e., battery, solar, bulb) to be used in case it reaches night.

This will bring a very important change in the community and it will improve the learning of the children which will be of great pleasure to the community because they didn’t just only speak but went up to the actions. All this changes in the community had been brought by Uwezo due to the assessment done and the result of the village report card. It will be change I will always remember in my life because children are the future.

Most Significant Change Story 3

Date	8 October 2018
Volunteer Name	Mania Gloria
Telephone	0777345539
E-mail Address	manigloria1993@gmail.com
District	Adjumani
Enumeration Area	Silili Village
Surveyed School	Dzaipi Primary School

A Story of Memorial Change

The first day I went to Silili Village to carry out assessment, the people of the village do not have any idea about Uwezo. They thought Uwezo was a government programme or people sponsoring children, but after when I explain to them confidently and accurately about Uwezo, the community members of the village came to understand that Uwezo assess children competencies in both literacy and numeracy skill and they were very happy about it.

So these brought change because they accept their children to be assessed and even the parent participate in the exercise.

After assessing the children, we got the performance of the children in both literacy and numeracy was very poor so these made the communities not happy because of the poor performance of the children in their village.

So the community members of the village took action to improve learning of children in their community through sending children to early childhood development (ECCD) school, by frequent monitoring of their children at school and also by giving their time to check children's books when they come back from the school. All these commitments came because of poor performance of their children in both literacy and numeracy and they said together they can do to improve their children learning in their Silili Village.

Most Significant Change Story 4

Date	7 October 2018
Volunteer Name	Nansamba Topista
Telephone	0778757627
E-mail Address	nansambatopista002@gmail.com
District	Adjumani
Enumeration Area	Pavuraga Village
Surveyed School	Cesia Primary School

A Brief Story for the Collective Village Meeting

Are Our Children Learning? Assessment was conducted to assess the level of literacy and numeracy among the school age going children from the age of 6-16 years. During the assessment children were exposed to various questions to see how far they have learnt. This gave them courage and were willing to answer given question, thus developed more interest in learning in that some were even asking if we can keep coming to teach them and give them tests and a few from the age of 5 also wanted to be tested.

Since the children, parents, teachers, Local Council 1 and other community members were willing to support the learning in the community. This was clearly seen during the village meeting on what affects their learning. For example, a child said his parents refused to pay his school fees which led to dropout and others also said parents fail to pay fees and school requirements in time. Teachers were also able to point out that parents do not follow up their children in schools. As a result of this, all categories were able to realize their own roles, rights and responsibilities in learning.

At the end, teachers, LC1, parents and others were able to come up with solutions. For example, parents will be penalized with a fine of 10,000 if they do not send children to school. This has been evidenced by appointing participants who will carry follow up actions such as Vichiko Albert Ayiga for education and Kelementina Len as well as Josephine Jurugo in order to work hand in hand to follow up the suggested actions in all areas including water and sanitation. This was done to ensure all community members get serious to support children's learning and control other issues that might in one way or the other affect the health of the children and parents which might affect their studies. Therefore, this will reduce the level of absenteeism of children in schools and prevent community members from keeping school age going group at home.

Most Significant Change Story 5

Date	<u>7 October 2018</u>
Volunteer Name	<u>Onzima Allan</u>
Telephone	<u>0772027980</u>
E-mail Address	<u>allansco2017@gmail.com</u>
District	<u>Adjumani</u>
Enumeration Area	<u>Marindi Central</u>
Surveyed School	<u>Eleukwe Primary School</u>

Brief Story

Household Surveyed

The few days I had being doing assessment was very fantastic and so interested. It motivates us on with we are doing and contribute we did was, children should be send to school and also they should be put to do homework on the presence of their parents. Children should be toughened when they fail to perform well.

School Surveyed

Teachers should put more effort to make sure children at the school should do something better to change their future and also children should be given monthly pre-test to change their learning. That's what we can write briefly about what we had on our survey and thanks. God bless Uwezo Uganda.

The commitment of the community is like:

- a. The number of teachers to be increase
- b. The number of borehole to be increase
- c. Children should be given letters when they reach late at school and parents should pay school fee in time

Most Significant Change Story 6

Date	27 October 2018
Volunteer Name	Adania Janety
Telephone	0774963188
E-mail Address	n/a
District	Arua
Enumeration Area	Bandu Village
Surveyed School	Etori Primary

Untitled

From the start of the assessment, the Chairman LC1 got concerned and was ready to know how the children in his village are doing. He then emphasized that there is a nursery school in the village but there are only three children in the school. So he is going to educate parents so that more children join the school next year. In the assessment, some children were interested to learn but others who don't want school ran away.

In the village meeting, I made the parents to know that they were responsible for the learning of their children and they accepted. The children contributed that the parents don't want to buy for them scholastic materials like books, pens, pencils and school uniforms, and they also don't want to pay PTA money and exam fees. Not only that; also they don't give them food so they are always hungry. The parents accepted their mistakes and promised to provide what the children need for their study and promised to have more education meetings to improve the learning of their children.

Most Significant Change Story 7

Date	15 October 2018
Volunteer Name	Amuza Kassim
Telephone	0779946170
E-mail Address	n/a
District	Arua
Enumeration Area	Oli C B
Surveyed School	Oli Parents Primary School

Untitled

It was such a pleasure to be part of the Twaweza's programme Uwezo which was carried across schools and households. During one of my visits to an undisclosed household, I noted that they did not have hand washing facility in their latrine which according to my understanding is not something good if you take it health-wise.

After some 28 hours on my second visit to feed them with their water test result which I had carried out on my first visit, one significant change I noted was handwashing facilities like water in a bucket, soap and some detergents being put at the latrine and one of the household members using it after a visit to the latrine. This change showed to me that my visit to them had an impact on this particular household, making them to think about dangers of not having handwashing facility at the latrine.

According to my own understanding, this change is of significance in a way that it helps to prevent some diseases like cholera and diarrhea in this household as one is assured of his / her hand being clean after visiting the latrine as he / she makes use of the hand washing facility.

Finally, I can conclude that the more number of households with such kind of facility the less chance of school children being attacked by diseases like cholera and diarrhea, hence making them to go to school daily and weekly basis, thus making them to attain quality education.

Most Significant Change Story 8

Date	14 October 2018
Volunteer Name	Asinduru Christine and Lekuru Lillian
Telephone	0789395235 / 0781599094
E-mail Address	n/a
District	Arua
Enumeration Area	Widdi
Surveyed School	Obitu Primary School

A Story about Children Living and Learning

Step 1: Children Living

In Widdi Village, the majority of the households did not have clean water for drinking. The majority of them are drinking from the river, and as a result the water is having bacteria; according to the first five water testing the result is positive. In the village meeting, people have come up with the suggestion that there should be provision of water supply like boreholes for them to drink because the water is not good but they are drinking the water through the condition of not having clean water.

Step 2: Children Learning

In the learning assessment, we find that children are not actively participating in learning compared to the past years. As a result, a majority of the children have stopped at letter in literacy, while in numeracy they have remained at matching. As we have presented the feedback to the parents in the meeting, they have come up with the following suggestions or comments that there should be a school committee in the village, such that the committee will follow up some areas:

- Schools should organize parent meeting per term so that they should discuss the matters concerning with education together and link the village committee to the school committees to work hand in hand.
- Implementation of laws in the community.
- There should also be freedom for the children so that they will achieve their rights such as paying games and riddles in the community.
- About the long distance from the village to the school, they said that if there is a possibility of building a school in the village such that children will turn up positively, and they accepted that.
- Overworking given to the children like domestic works may also affect their performance.

Most Significant Change Story 9

Date	23 October 2018
Volunteer Name	Obiti Emmanuel
Telephone	0785482721
E-mail Address	n/a
District	Arua
Enumeration Area	Bura'a
Surveyed School	Micu Primary

Untitled

In our village there was not education meeting about children's learning with the parents and children. This program of Uwezo has made us to meet together to help our children. With the program we are now going to make meetings with our children about education for our children in the village.

In our village there was no children's assessment which has made our children not know how to read and write during the assessment with this program of Uwezo. Our children are going to read and write because we have now known all our children's problems during the assessment.

We used to use latrine without washing our hands after visiting. With Uwezo program in our Bura'a Village, every household is now having water and soap near the latrine to prevent outbreak of some diseases in our village.

We used to drink water without protecting like boiling, using of chlorine or aquasafe which has caused a lot of problems in our village of diarrhea, vomiting and stomach pains. Now with the good education program of Uwezo has now made us to stop drinking water without boiling or using some of the above procedures in our village. We are now okay with the Uwezo program.

We pray that the Uwezo program must go ahead in our village to improve our village in all areas.

Most Significant Change Story 10

Date	15 October 2018
Volunteer Name	Ayebare Shidra
Telephone	0779780052
E-mail Address	ayebareshidra@gmail.com
District	Rukungiri
Enumeration Area	Nyamayenje
Surveyed School	Nyakibare Upper Primary School

“It’s a Miraculous Day,” Said the Drunkard Dad

Early in the morning at around 10:00 am of a good Saturday 13/10/2018 while traversing the households in Nyamayenje cell, we got our footsteps stuck at one of the market neighbors who never knew what was taking place in the whole world at that very time. Drunkard, sleeping and tired was his mood of the day for he had sipped a lot the night before.

The needy poor wife was outside in her banana plantation weeding near her home. After the great Uwezo introduction and the importance of our visit, she had no doubts for the hanging tags in both of our necks were so clear to make us look serious. She immediately ran inside the house to come along with her was the “I don’t care gentleman” who was so inquisitive about knowing us. We exactly let him know why we had moved to his home early in the hens, stating the Uwezo processes and objectives, he testified we had work. We posed a little bit for he had to clean himself first and later the conversation took its lane.

He opened up on how his first wife left him because of alcohol and his own family negligence plus carrying all his children that became a burden to her that resulted into ending her own life for she failed to provide basic needs to the abandoned children. After a deep breath and a moment of silence we were given a permission to assess his children who did good in both numeracy and literacy that impressed him so much after the instant feedback, he praised the almighty, Uwezo family and decided to take action starting from his own family, his own responsibilities, his own blood. The tailor was reached by the telephone who came just in the tickle of an eye and started measuring the uniform sizes of the children.

The wife was sent to purchase books, pens and other scholastic materials for the children without forgetting a kilogram of meat as a way of celebrating both his children’s capacity in numeracy and literacy plus his own hungover. He promised us that it was his last day of misery and drinking and he was now left with the business of his own family members. We left joy, peace, harmony, love and togetherness in their home.