

GIVING HOPE – SCHOOL SAFE ZONE PROJECT PROPOSAL BY MWENDO NEEDEY CHILDREN AND ORPHANS UGANDA

ABOUT MWENDO NEEDEY CHILDREN AND ORPHANS UGANDA

Mwendo Needy Children and Orphans Uganda is a non-profit Ugandan organization that was formed in 2005 and operates in Mwendo Parish Kabale District. It was conceived by Mr. Tusasibwe Richard and a group of other community member after Identifying a number of problems that were being experienced in his community which included rape, sexual immorality, school dropout, HIV leading to orphans. New Mwendo needy children and orphans project Uganda is currently helping children who are orphans and other needy children from poor families to provide Education, Nutrition and Moral in Mwendo society. Richard Tusasibwe holds qualifications in Social work and social Administrations and therefore is using his skills as a social worker to help his community get out of Poverty.

Current, Mwendo Needy children and Orphans Uganda is working with schools to make sure that these children get support from our programs; the schools are Mwendo-James Primary School with 500 children and Kakomo Primary with 700 children and in total which 1200 Children.

OVERVIEW OF THE PROJECT PROPOSAL/BRIEF SUMMARY

The vision of “Giving Hope - School Safe Zones” stems from a fundamental conviction that primary and secondary schools across Africa can be places for children to learn and study in a secure environment, free from all forms of violence. These schools can become a stabilizing influence for society at large. Giving Hope - School Safe Zones should be places of safety and health, places to learn life skills, and places where the best interests of children are the primary consideration in all deliberations. Giving Hope - School Safe Zones should be places where children are respected and valued and their voices are heard and sought after, and places where all children are treated equally regardless of their gender, ethnicity, religion, or ability. The Giving Hopr SSZ task entails building a public and private partnership to create an oasis of hope that can bring tangible results. The critical element in establishing SSZ begins with the assumption that there will be ongoing collaboration between multiple stakeholders; children, schools, parents,

communities, the private sector, and the government, are the critical cornerstones in maintaining the integrity and physical parameters of School Safe Zones.

The Objective

The main objective of the GH-SSZ program is to enhance children's access to quality education by addressing factors that prohibit schools from being safe and attractive institutions for learning and development.

Initiatives

1. Working with the local leaders to establish definitive physical space around the school and create safe learning environments for children
2. Developing networks and partnerships that enable the realization of SSZ
3. Facilitating trainings and peer exchanges in targeted schools/communities to address issues of security, morale, and discipline to ensure that school environments are conducive to learning
4. Improving access to safe water and basic sanitation facilities for schools to be more comfortable and attractive, particularly to girls
5. Facilitating advocacy for children's right to quality education in a safe environment
6. Promoting child-centered learning

Activities

- Pay school fees, uniforms and other scholastic materials.
- Organize meetings with the guardians, committees and Local leaders.
- To support orphans /homes and guardians
- Identify and register orphans
- Provide animals like rabbits, cows, goats, pigs, in the needy homes.
- Provide mosquito Nets to needy homes
- Water harvesting Jars
- Sustainable Skills Training (Tailoring, Knitting and fashion design) for guardians.

OUR PROPOSAL METHODOLOGY

With each SSZ, there is an understanding that every community and the challenges it faces are unique, which means that the imposition of a single model or approach is discouraged. Rather, the network of stakeholders and services is an adaptation to local needs. However, all project sites are required to adhere to a staple of core

education curriculum and services and the objectives of SSZ.

The Step-by-Step Process

- Identification of a specific school with MoE
- Initiate dialogue with parents, community leaders, and the school management committee
- Needs assessment performed based on the SSZ safety standards and school development plan created with the school management committee
- Identification of immediate resources and drawing of complete plan of action
- Full Parent-Teacher Association brought together to discuss development process
- Local stakeholders and committees begin work toward the achievement of a 'School Safe Zone'
- All Partners continue to monitor and encourage the process.

School Clusters

Following the initial success of the program with the two pilot schools, we will expand SSZ by creating school clusters, which groups one of the original pilot schools with other schools in the surrounding area. One of the benefits of clusters is that the schools will be able to share resources such as teaching and learning materials, facilities, and staff. Also, because the schools in a cluster will be from the same geographic area, they often face similar difficulties; the clusters approach will allow schools to learn from each other and from the pilot school's experiences. The formation of clusters will be a positive approach, and will encourage the stronger schools to help develop the weaker schools.

SSZ Committees

A local Task Force comprised of representatives from various organizations will be established to guide the entire implementation of SSZ. School Safe Zones works with school management committees from each school, as well, to facilitate the implementation of the SSZ program. A cluster committee will also be set up in each region to advise and facilitate SSZ implementation at the regional level. Cluster committees are comprised of one teacher from each school in a cluster.

Participatory Approach

Multiple stakeholders, including schools, pupils, communities, the government, NGO's, and members of the private sector, must be involved at the local level. As a result, Mwendo Needy Needy children and Orphans Uganda is not seen as an implementer, but rather the facilitator and a key stakeholder - one of several contributing to the effort. The success of the SSZ concept is determined by the extent to which it creates a sense of ownership among the stakeholders. In any SSZ, there must be a mechanism for children's ongoing participation. Without strong collaboration and commitment by all stakeholders, including children themselves, a SSZ is not

viable

SSZ Volunteer Facilitators

The immediate stakeholders, including Parent Teacher Associations (PTA) and School Committees, are expected to play the lead role in implementing SSZ at the school level. However, each school appoints a Volunteer Facilitator whose role is to mobilize the community and stakeholders and ensure that all of the processes and steps are followed to ensure the realization of a safe school zone. The Volunteer Facilitators answer to the cluster committees, and he/she works closely with an SSZ Coordinator to ensure that results are achieved.

Participatory Rapid Appraisal (PRA)

An appraisal is conducted in each school community to help identify both the gaps and resources within the communities and draw a one year plan of action –a school development plan—on how to mobilize resources and implement the plan of action in order to accomplish SSZ. The plan of action is done based on priorities and what is achievable in one year. Once each community has drawn the plan of action, they are presented to the stakeholders for support.

'Safe Zone' Qualifications

Targeted schools will have the following as indicators of safe zones:

- Retention of children in schools, evaluated after one-two years of implementation.
- Community participation in school programs
- Clear demarcation of school boundaries with fence and gate
- Availability of adequate toilets and sanitation facilities
- Improvement in discipline among pupils
- Absence of drug peddlers and kiosks around the schools
- Frequent consultations between parents, teachers, and pupils
- Specific and concrete involvement of stakeholders in providing for the needs of the pupils – both material and spiritual
- Efforts towards enforcement of a child's right to education

Project Deliverables

Following is a complete list of all project deliverables:

Deliverable	Description
Health	<ul style="list-style-type: none"> * Basic medical care provided through the health insurance scheme * <i>Special medical care not provided through the health insurance scheme</i> * PMTCT (Prevention of Mother to Children Transmission), VCT (Voluntary Counselling and Testing) and ARV (Antiretroviral therapy) for HIV/AIDS infected children/parents * Education and prevention against infancy related diseases * Education and prevention against other diseases and pandemic diseases * Hygiene education * Reproductive health and prevention against HIV/AIDS
Nutrition	<ul style="list-style-type: none"> * Food assistance * Nutrition education * Promote food security * Therapeutic nutrition for malnourished children and/or children who are taking antiretroviral drugs
Education	<ul style="list-style-type: none"> - School fees and school materials - Vocational training and tool kits/ funds to join a cooperative or to launch business - Literacy courses and catch up courses - Child development programme - Special Needs Education for children with disabilities
Legal protection	<ul style="list-style-type: none"> - Legal support to children who are abused or exploited - Educate children and community on child rights and child obligations - Provide support to child protection committees
Psychological and social support	<ul style="list-style-type: none"> - Psychological support to children (counselling), - Organize trainings on psychological and social support - Leisure activities - Consultation fees and special medical care

	<ul style="list-style-type: none"> - Social assistance to children
Shelter	<ul style="list-style-type: none"> - Building repair and or construction of houses - Household equipment and furniture
Reinforcement of family economy, social integration and skills development	<ul style="list-style-type: none"> - Reinforcement of family economy (cooperatives, regular loans, income generating activities) - Ensure long term family autonomy

OUTCOMES OF SERVICES PROVIDED

SERVICE	OUTCOME
Health	<p>Children are in good health.</p> <p>Children have access to quality health services including medical care, preventive care such as vaccination and information on disease prevention.</p>
Nutrition	<p>Children have enough food anytime.</p> <p>Children's growth is ensured</p>
Education	<p>Children go to school and/or have the opportunity to learn new skills. Children take part in useful activities or perform activities that are related to their age. Young children are attracted by the leisure activities performed by adults.</p> <p>Child development is ensured; children acquire new knowledge and develop their thinking abilities at home, at school or in other useful activities related to their age.</p>
Protection	<p>Children live in safe environment, they are protected from any form of abuse, and they are not abandoned or exploited.</p> <p>Children are protected legally and get the legal assistance they need.</p> <p>Children have at least an adult (18 years and above) who provides the required support and care.</p>
Psychological and social support	<p>Children are happy, in good mood and optimistic in general.</p> <p>Children are ready to cooperate and participate in various activities with other children and adults.</p>
Shelter	<p>Children live in a safe house that protects them from bad weather.</p> <p>Children are not discriminated in their house.</p>
Reinforcement of family economy, social integration	<p>The family has enough resources for children's wellbeing and development.</p> <p>The family gets the required social and economic support when needed and contributes to its economic and financial self-reliance.</p>

EXPECTED RESULTS

The program expect to achieve the following:

- Increased enrollment and attendance by at least 20% in SSZ schools
- Improved academic performance by at least 16% in SSZ schools
- Safer and more secure school grounds
- Expansion from the 2 pilot schools; SSZ will works directly with 10 schools in Kabale in Year 3
- Safety manual disseminated
- 50 school administrators trained on the safety manual, resulting in the implementation of safety standards
- 1200 student leaders provided with life skills training; those students have formed groups at their schools to pass on what they have learned

BUDGET

Budget Item Description	Price
Children support 100 Households x 120 USD	12,000 USD
Training for 100 households x 10 USD	1,000 USD
Dream Drawing Sessions for 100 Households x 10	1,000 USD
Facilitation of the Working Group Formation 10 Groups x 100	1,000 USD
Fun Days Organized 2 events x 4500	9,000 USD
Transportation 12 months x 500	6,000 USD
Volunteers 10 x 50 USD x 12 months as an incentive/month	6,000 USD
Salary for Staff 1 x 818 USD/month x 12	9,816 USD
Total	45,816 USD

**ACTIVITY SCHEDULED FOR THIS GIVING HOPE – SCHOOL SAFE ZONE PROJECT TO BE IMPLEMENTED BY MWENDO
NEEDY CHILDREN & ORPHANS UGANDA**

	To be done by	Q1			Q2			Q3			Q4		
		MONTH			MONTH			MONTH			MONTH		
		1	2	3	4	5	6	7	8	9	10	11	12
<ul style="list-style-type: none"> ▪ To assist the orphans to acquire education in Kabale villages 													
<ul style="list-style-type: none"> ▪ Identify 284 orphans and other vulnerable children (OVCs) 	<ul style="list-style-type: none"> ▪ Social worker ▪ Local workers 												
<ul style="list-style-type: none"> ▪ Take pictures of vulnerable children (OVCs) 	<ul style="list-style-type: none"> ▪ Social worker 												
<ul style="list-style-type: none"> ▪ Have their profiles updated-to be done by the social worker 	<ul style="list-style-type: none"> ▪ Social worker 												
<ul style="list-style-type: none"> ▪ Organize 3 meetings for guardians and local leaders 	<ul style="list-style-type: none"> ▪ Social worker ▪ Project director 												
<ul style="list-style-type: none"> ▪ Pay school fees; buy uniforms, books, pens, and scholastic materials. ▪ Organize an Easter and end of year parties for the children. 	<ul style="list-style-type: none"> ▪ Social worker ▪ Local leaders ▪ Project director 												
<ul style="list-style-type: none"> ▪ To support 284 needy children with educational facilities and to provide 1 spring well in the community (Kabale). 													
<ul style="list-style-type: none"> ▪ Identify sick children 	<ul style="list-style-type: none"> ▪ Health trainer ▪ Committee 												
<ul style="list-style-type: none"> ▪ Provide health seminars and counseling 	<ul style="list-style-type: none"> ▪ Health trainer ▪ committee 												
<ul style="list-style-type: none"> ▪ Provide food to the children 	<ul style="list-style-type: none"> ▪ Health trainer ▪ Volunteers 												

<ul style="list-style-type: none"> ▪ Build a health unit at school 	<ul style="list-style-type: none"> ▪ Health trainer ▪ Local leaders ▪ Project director 												
<ul style="list-style-type: none"> ▪ Provide 284 mosquito nets to the needy children 	<ul style="list-style-type: none"> ▪ Health trainer ▪ committee 												

CONCLUSION

Every child should be provided the opportunities to acquire basic education and to develop his or her full human potential. However, these opportunities are often negated by factors that inhibit children's access to a basic education. Some of these factors include over crowded classrooms, lack of access to safe drinking water, and inadequate facilities, among others. As a result, children in Sub-Saharan Africa are often left vulnerable, and access to a quality education is frequently out of reach. Schools need to be a place that seeks to maximize individual potential, to compensate for initial disadvantage and provide development support.

The SSZ concept offers a great opportunity for all stakeholders to work together in addressing factors that inhibit safety in learning institutions so that children can learn and grow up in an environment that encourages them to achieve their full potential. Mwendo Needy Children and Orphans partners with the local government, school administrators, the private sector, teachers, and students alike to empower children, schools, and the surrounding communities, to create a safe environment free from all forms of abuse; a place where all children feel secure, wanted, and valued.