



Name of Agency:	ACTED Agence d'Aide à la Coopération Technique et au Développement Agency for Technical Cooperation and Development	
Program Title:	Primary Education Sector Support Program (PESSP) in Pastoral Areas of Nakapiripirit and Pokot North	
Country/Region:	Nakapiripirit District (Uganda) and Pokot North District (Kenya)	
Exact Location:	Pokot County of Nakapiripirit District and Kacheliba Division of Pokot North District	
Period of the Programme:	10 months (01 June 2007 – 31 March 2008)	
Total Number of Targeted Beneficiaries:	2,625 pre-primary and primary students and 54 teachers	
EURO Amount Requested:	509,900 EUR	
Submission Date:	27/04/2007	
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TABLE OF CONTENTS

I. Executive Summary	3
II. Background on ACTED	4
III. Program Rationale	6
A. Background.....	6
B. Needs Assessment – Description of the Area and Target Population and Needs.....	8
C. Coordination.....	11
IV. Proposal Framework	11
A. Program Goal.....	11
B. Objectives, Results and Indicators.....	12
C. Target Group.....	13
V. Program Description	13
A. Description of the Project Components.....	13
1. Improvement of School Learning Environment.....	13
1.1. Mobilization of Parents’-Teachers’ Associations (PTAs) and the wider Community.....	13
1.2. School Situation Analysis and Visioning.....	13
1.3. Design of School Development Plan (SDP).....	13
1.4. Implementation of Micro-Projects.....	15
2. Hygiene Promotion.....	16
2.1. Creation and Training of School Hygiene Clubs.....	16
2.2. Hygiene Promotion in the Wider Community.....	17
3. Food Security.....	18
4. School Management, Operation and Maintenance.....	18
4.1. PTA Mobilization and Capacity Building.....	18
4.2. Cross-Border Exposure and Workshop.....	18
B. Implementation Plan.....	18
C. Monitoring and Evaluation.....	18
D. Year 2 Outlook.....	19



I. Executive Summary

Goal of the Program: To expand access, retention, equity and quality of pre-primary and primary education in pastoral areas of Nakapiripirit and Pokot North Districts.

Objective 1: To improve education facilities for school children and their teachers

This objective is expected to induce the following results:

- Reduced numbers of drop outs through the provision of a friendly and safe learning environment for children;
- Improved enrolment and retention of girls through the provision of a school environment that provides protection and respect;
- Increased retention/commitment of teachers.

Objective 2: To improve sanitation and hygiene knowledge, attitudes and practices among school children and the wider community

This objective is expected to induce the following results:

- Improved sanitation levels in schools, and therefore disease burden, through the creation of health clubs spreading basic hygiene messages;
- Improved sanitation levels within the wider community through a domino effect involving the transmission of hygiene messages from children to their families and friends.

Objective 3: To improve school food security

This objective is expected to induce the following results:

- Improved food security and nutritional status among school children through increased dietary intake and dietary utilization.

Objective 4: To improve the management, operation and maintenance of pre-primary and primary education facilities

This objective is expected to induce the following results:

- Schools are well managed and maintained.

Geographic areas of activity: Pokot County of Nakapiripirit District, Karamoja Region, Eastern Uganda and Kacheliba Division of Pokot North District, Western Kenya

Number/Type of Beneficiaries: 2,625 pre-primary and primary students and 54 teachers

Period of Activity: 1st June 2007 – 31st March 2008

Amount Requested: 509,900 EUR



II. Background on ACTED

The Agency for Technical Cooperation and Development (ACTED) is a non-political, non-confessional international relief and development agency with its headquarters in Paris, France. Founded in 1993 in Afghanistan to bring relief to population affected by more than 15 years of conflict, ACTED is now active in 20 countries around the world and develops about 150 projects yearly in diversified activities such as emergency relief, food security, health promotion, economic development, education, microfinance, institutional support and regional dialogue as well as cultural promotion.

Objectives of the Organization:

ACTED's vocation is to save lives, assist vulnerable populations and bring hope to those in need for a better future. A progressive world must be a fairer world.

ACTED is a humanitarian organisation which intervenes in times of crises (emergency projects), either immediately after (rehabilitation projects), or in the short and long term (development projects) in the following situations:

- in emergency situations linked to human factors,
- in situations due to natural disasters,
- in situations of economic and social disasters.

All the programmes enacted by ACTED have for ultimate goal the support of populations affected by crises. These programmes integrate ACTED's actions in the medium term while taking into consideration the social, political and economic environment of the country or the region in which the intervention takes place.

The ultimate objective is to contribute to the eradication of poverty in the country or region by supporting vulnerable civil populations or in situations of important distress during periods of transition and upheaval.

Principles:

In light of its activities, ACTED respects and implements the following principles:

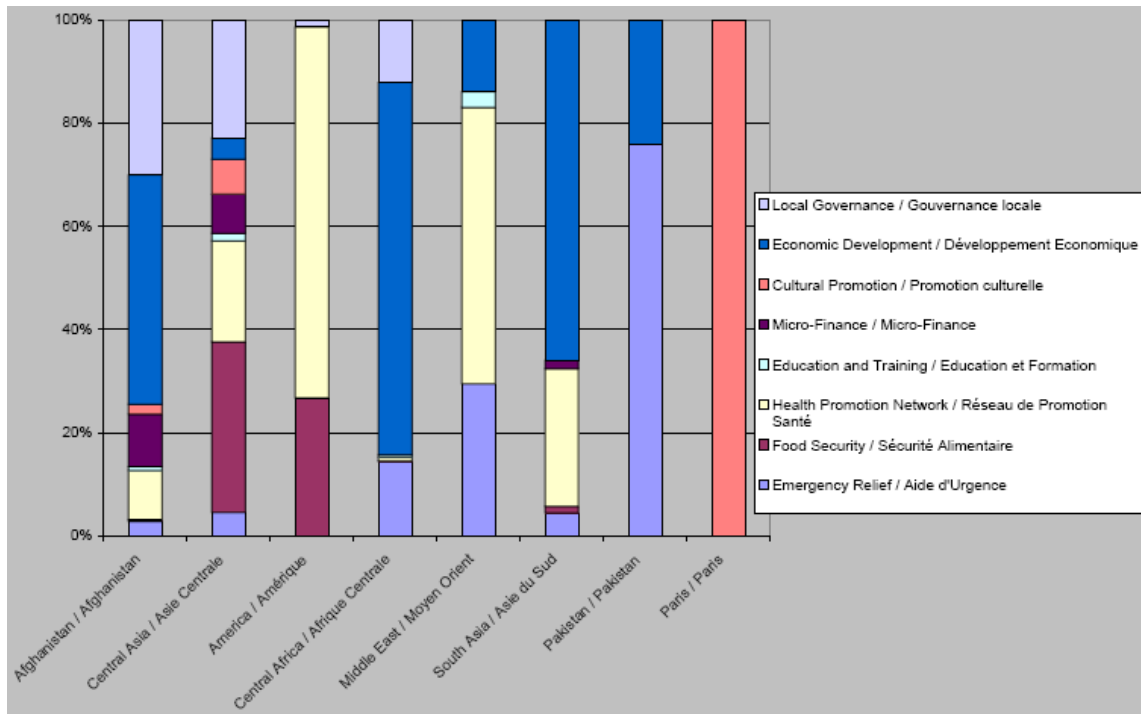
- *Independence:* ACTED acts in accordance to its own principles. None of ACTED's actions are dictated by political entities or the foreign policy of a particular government or state.
- *Neutrality:* ACTED operates with strict respect of political and religious neutrality and impartiality.
- *Non-discrimination:* ACTED refuses to apply, in its actions, any form of discrimination based on race, gender, ethnicity, religion, nationality, opinion, or social class.
- *Free and direct access to victims:* ACTED bases its operation, on the need for free access to victims and complete control over its projects. ACTED strives to give itself all the necessary means to obtain this goal. The organisation also verifies the distribution of resources and goods, in order to ensure that they reach the indented vulnerable beneficiaries.
- *Professionalism:* ACTED bases its conceptualisation, implementation, management and the evaluation of its programmes on high standards of professionalism and the capitalisation of its experience in order to maximize its efficiency and the utilization of its resources.
- *Transparency:* ACTED is committed to its beneficiaries, partners and financial donors to allow full transparency and access to information in the allocation and management of its funds. The organisation is committed to equip itself with all the necessary guarantees aimed at a proper management of its operations.



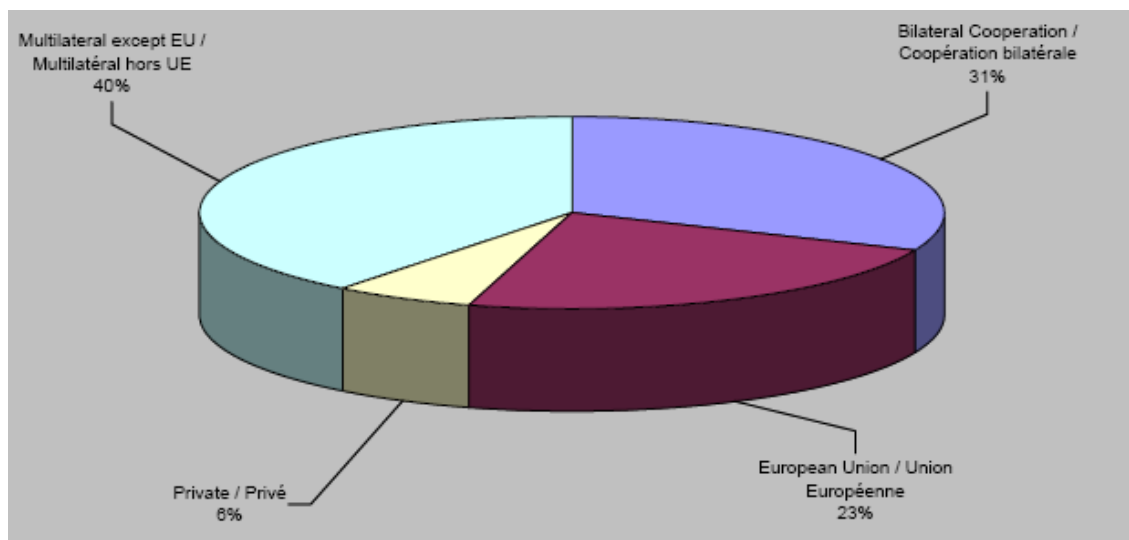
Sectors of Intervention:

ACTED intervenes in the following sectors:

- Emergency Relief;
- Food Security;
- Health Promotion;
- Education and Training;
- Economic Development;
- Microfinance;
- Institutional Support;
- Cultural Promotion.



Donors:





Selected ACTED School Support Projects

Project code	Country	Project title	Donor	Budget USD	Year
23 SI	Sudan	Water Supply, Sanitation, and Hygiene Promotion in Urban Areas of Western Bahr el Ghazal	OFDA	600,000	2007
23 RM OS	Sudan	School Water Supply, Sanitation and Hygiene Education in West Darfur	OFDA	567,332	2006
02 KY Z19	Afghanistan	Construction of Tapa Zargaran school	DAFA	58,123	2005
02 FL LW	Afghanistan	Rehabilitation and extension of 5 additional classrooms for primary school in Panjsher	Turkish Government	47,256	2003
02 EW YL	Afghanistan	Rehabilitation of school in Yakawlang	UNOPS	57,100	2003
02 Z4 QD	Afghanistan	Construction of school in Wardak	Turkish Government	72,404	2003
02 V5 Q1	Afghanistan	Rehabilitation of the high school for girls in Bibi Fatmataz Zahra	French Senate	100,067	2002
02 V4 QZ	Afghanistan	Reconstruction of a primary school for girls in Sharikuna, district of Nahrin	French Ministry of Youth, Education and Research	66,826	2002
20 K5 MI	Congo Brazza	Improvement of hygiene and decontamination in 10 primary schools in Brazzaville	French Embassy	101,301	2001
CG09802	Congo Brazza	Rehabilitation of primary schools in Brazzaville	CITEU	99,412	1998
CG09805	Congo Brazza	School rehabilitation in Brazzaville	ELF	692,565	1998

III. Program Rationale

A. Background

Located in Eastern Uganda and Western Kenya respectively, Karamoja and Pokot North is a land of pastoralists, populated by the Karimojong, Pokot and other tribes. The region is largely semi-arid, with an average rainfall of 500 – 700 mm per year. The semiarid plain comprises of savannah covered with seasonal grasses, thorny plants, and occasional small trees. In response to these harsh environmental conditions, most of the livelihood systems in the lowlands of Karamoja and Pokot North depend on livestock husbandry. The livestock systems can be classified as transhumance, with the majority of the population neither sedentary nor nomadic.



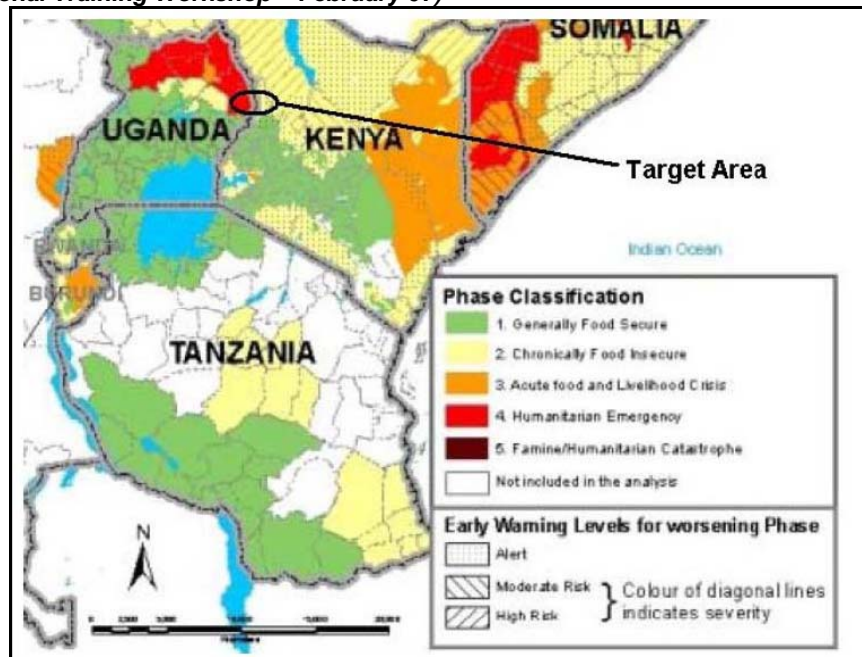
The Karimojong/Pokot production system is a dual system in which life revolves around two locations at the same time: the permanent settlement (manyatta) where predominantly agricultural production takes place and some animals are kept and the mobile cattle-camp (kraal) where pastoral production takes place. This system is well adapted to the uncertain environment and pastoralists traditionally employ a range of coping mechanisms that enable them to survive the severe shocks such as droughts that characterize their environment.



Karimojong Manyatta

Recent years, however, have shown more frequent and more severe shocks to the Karimojongs' and Pokots' livelihood system. As whether patterns become more volatile due to climate change, the possibility of rebuilding assets by the affected groups is limited due to reduced and less predictable periods between climatic shocks. A drought has often been a trigger to a humanitarian crisis but the increased vulnerability of the affected pastoralists over the years has increased the extent and severity of the crisis. This vulnerability is caused by a wide variety of complex and interacting factors such as cattle related conflicts, in particular commercialized intra-community cattle rustling and conflict over control and access of scarce grazing and water resources. In addition, social change, poor infrastructure and basic social service delivery, limited marketing opportunities, especially for livestock, land pressure, natural resource degradation, social and cultural marginalization, long standing dependency on external aid and most importantly chronic insecurity causes this vulnerability.

Map: Food Security Situation Outlook through June 07 (Source: Food Security and Nutrition Working Group Regional Training Workshop – February 07)





Inter-ethnic raids between Karimojong and Pokot are also a major characteristic of the region. It is a result of both traditional cattle raiding and commercial livestock rustling as well competition over scarce resources. The conflict factors are exacerbated by the harsh climatic conditions and recurrent droughts as mentioned above and especially through the unregulated and widespread availability of modern weapons. The outcomes of regular raids are devastating: There is loss of life, injury, internal displacements, theft and loss of livestock, food insecurity and collapse of social and developmental services like education, health, and agriculture; spread of HIV/AIDS due to rape and defilement, abductions; growing number of orphans, widows, single mothers and child headed households. Others are high level of mistrust, tension, fear, trauma, despair and uncertainty. As a result, the Karamoja/Pokot border region has lagged behind in terms of socio-economic development. Today, it is the most impoverished region in Uganda and Kenya respectively and the current situation remains very bleak.

In this context, children are one of the most vulnerable groups. First and foremost, many of them are excluded from the formal education system due to a variety of factors: poverty; socio-cultural norms and values; inadequate facilities. Children are also directly affected by the chronic food insecurity in the region, leading to high malnutrition rates and poor health status.

B. Needs Assessment – Description of the Service Area, Target Population and Needs

ACTED carried out needs assessments in Pokot North and Nakapiripirit in April 2007.

Nakapiripirit District is one of eleven newly created districts following a decision by the Sixth Parliament of Uganda. Unlike others, Nakapiripirit has been a district before (1973-1981). The district, located at the southern edge of the Karamoja, is bordered in the North by Moroto district (centre of gravity for the entire region), Katakwi and Kumi to the West and Sironko and Kapchorwa to the south. The district shares 300 Km of borderline with the Republic of Kenya on the Eastern side. The district has an area of about 6,379 sq. km and a population of 154,494.

The majority of the people access their livelihood from livestock and agricultural produce (sorghum and maize). However, because of the dry spells and lack of adequate water for livestock, the people lead a semi nomadic life style moving even to neighboring districts in search of mainly water and pasture.

In terms of the **socio-economic situation**, the district is one of the **least developed areas in the country** with high levels of illiteracy (up to 90%), high infant mortality rates, high levels of malnutrition among under five and a higher prevalence of dire poverty (no disposable income). Hence the human development index for Nakapiripirit ranks one of the lowest in the country (0.24). Development initiatives and service delivery have greatly been hampered by internal and external occurrence of insecurity as a result of untamed use of the guns held by the Karimojong, the Pokot and the Kadama.

In terms of education, Karamoja district has a total of 60 schools and 303 primary school teachers of which 142 untrained. Many community-run schools have recently been appointed state school (enrolment > 100 pupils). Very few children have access to secondary school education. Most schools are in a **dilapidated condition**, with no water source and latrines, run down classrooms (no walls, missing roof), no school furniture etc.

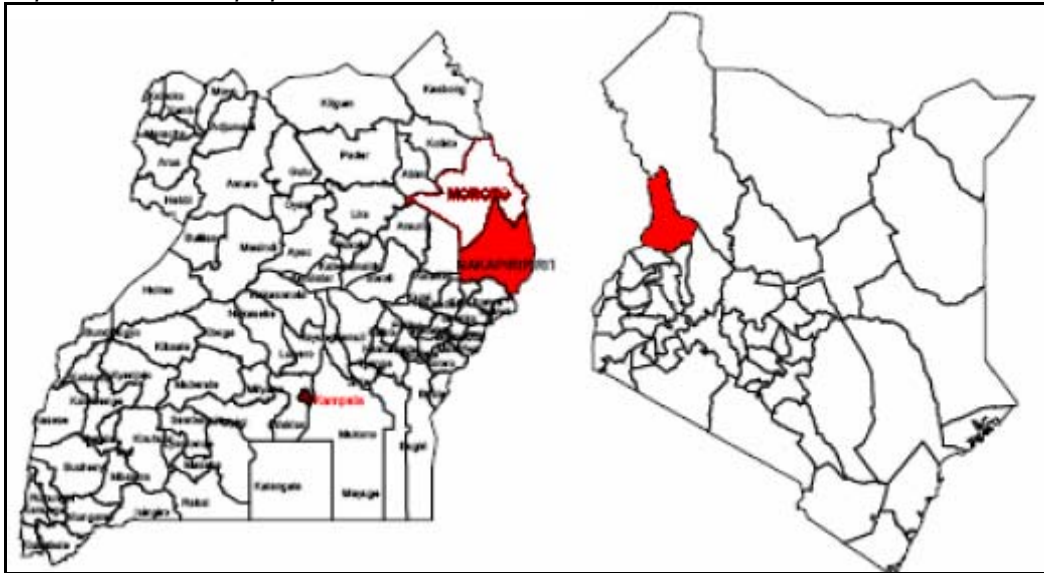
Pokot North is one of the 19 districts that form Rift Valley Province. It is situated in the North Rift along Kenya's western border with Uganda and borders Trans Nzoia in the South, West Pokot in the East and Turkana Districts in the north respectively. The district has a population of 74,249, most of whom pastoralists due to erratic rainfalls, high evaporation rate and poor soils which only support animal husbandry.



56% of the population lives below the poverty line of 1 US Dollar per day. In addition, the district has one of the **worst development indicators in the country.** Infant mortality stands at 108 per 1000 live births, 206 out of 1000 children die before reaching the age of 5, life expectancy is 49,6 years, the average distance to the nearest portable water source is 5km and there is only one doctor for the whole district.

In terms of education, only 30% of all children attend school. The schools are sparsely distributed and poorly staffed. Also, most schools are poorly equipped with learning and teaching materials and therefore education standards are low.

Map: Location Nakapiripirit and Pokot North Districts



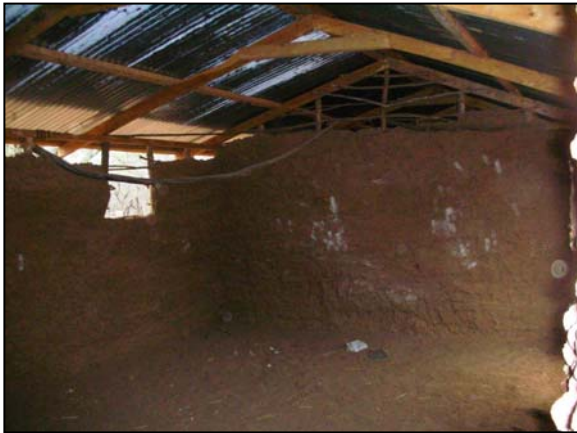
During its assessment mission, ACTED confirmed the dilapidated state of education facilities. In particular, ACTED observed the following:

- **Lack of water and sanitation facilities in schools** (especially latrines, water points). The student-latrine ratio is 164:1, far above the SPHERE and UNICEF recommended 50 people per latrine; only 50% of schools have access to functioning water source;
- **Dilapidated or lack of permanent classrooms, dormitories and administrative offices;** up to 100 students in average share 1 decent, completed class room, and 60 students if including uncompleted/dilapidated class rooms; about 70-80 students usually share a dormitory sleeping on the floor;
- **Lack of accommodation for teachers** contributing to absenteeism; half teachers do not stay overnight at the school and for those staying, there is hardly any decent accommodation (mostly mud-houses);
- **Lack of school furniture:** In Kenyan schools there is a lack of benches and desks, while Ugandan boarding schools lack bedding
- **Poor hygiene practices among school children:** Less than 50% of schools have a functioning sanitation and hygiene club in place. The lack of basic sanitation facilities has contributed to the low level of knowledge and poor practices among school children regarding water, sanitation, health and hygiene. Because many of the practices that children learn at a young age are carried with them throughout life, it is particularly important to target them in campaigns to improve health, hygiene and living conditions. However, it is generally difficult to teach children about health and hygiene, and change their attitudes and practices when they lack basic facilities. That is, it is difficult to teach



the importance of water and sanitation without water and sanitation facilities, the importance of using a latrine when there are no latrines, or the importance of hand washing when there is no water. School children remain particularly vulnerable to the lack of facilities and hygiene education. Targeting them in campaigns to improve their health and hygiene and through a domino effect their families' and friends' should be emphasized;

- **Poor school management, operation and maintenance** on the one hand due to lack of funds, on the other hand due to lack of interest and ignorance among parents and host communities.



Classroom Asilong Primary School



Classroom Tokora Primary School



*School Kitchen at Kodich Primary School
With Goats easting from Cooking Pots*



A "Well-Equipped" Dormitory

ACTED believes that a comprehensive program must be put together to effectively tackle the challenges faced by schools in the target area. This proposal will therefore focus on the following elements that will serve as a direct benefit to school children, teachers and surrounding communities:

- Improvement of school infrastructure (latrines, classrooms, dormitories, offices, teacher accommodation, kitchens etc.);
- Health and hygiene promotion in schools through set-up and training of health clubs;



- Support to school gardens and woodlots in order to improve food security among schools and to train pastoral children on agricultural issues;
- Mobilization of district education authorities, Parent-Teacher Associations and the wider community in order to improve management, operation and maintenance of education facilities.



School Kids at a Water Point

All these activities will lead to the creation of model schools where all basic conditions to study will be met. Also, school children, teachers and the surrounding community will be actively involved in the implementation of the project, to create a sense of ownership, leading to a sustainable learning environment. The 6 following schools have been selected on the basis of the needs assessment:

Country	Administrative Unit	School	Number of Students	Number of Teachers
Kenya	Kacheliba Division	Kodich Primary School	413	7
		Lokichar Primary School	446	6
		Asilong Primary School	160	4
Uganda	Pokot County	Kalas Boys' Primary School	650	12
		Kalas Girls' Primary School	500	14
	Chekwii County	Tokora Primary School	456	11
TOTAL			2,625	54

C. Coordination

The assessment conducted by ACTED as well as the development of this intervention is the result of the discussions with different actors:

- a) District authorities, especially the District Education Office (DEO);
- b) UNICEF technical officers for education;
- c) Headmasters and teaching staff of schools visited.

III. Proposal Framework

A. Program Goal

The overall goal of the proposed intervention is to expand access, retention, equity and quality of pre-primary and primary education in pastoral areas of Nakapiripirit and Pokot North Districts.



The goal will be achieved through the improvement of school infrastructure, hygiene promotion, support to school gardens and woodlots as well as mobilization of different stakeholders in education facilities management, operation and maintenance.

B. Objectives, Results and Indicators

Objective	Expected Result	Indicators
To improve education facilities for school children and their teachers	Reduced numbers of drop outs through the provision of a friendly and safe learning environment for children	<ul style="list-style-type: none"> Number of students in the targeted schools remains at least stable or increases
	Improved enrolment and retention of girls through the provision of a school environment that provides protection and respect	<ul style="list-style-type: none"> Girl enrolment increases
	Increased retention/commitment of teachers	<ul style="list-style-type: none"> Reduced turnover among teachers Reduced vacant teaching positions
To improve sanitation and hygiene knowledge, attitudes and practices among school children and the wider community	Improved sanitation levels in schools, and therefore disease burden, through the creation of health clubs spreading basic hygiene messages	<ul style="list-style-type: none"> 2,625 school children exposed to hygiene promotion 6 hygiene/health clubs set up and trained Average increase in good hand washing practices, reported as the change in percent of the targeted population washing hands correctly before and after the intervention. Average increase (in percentage of people) in correct water usage practices, such as water collection, transport, storage, and consumption, reported as the change in percent of population using water correctly before and after the intervention 75% of direct beneficiaries understand causes of diarrhoea 25% reduction of incidences of waterborne diseases
	Improved sanitation levels within the wider community through a domino effect involving the transmission of hygiene messages from children to their families and friends.	<ul style="list-style-type: none"> Children disseminate the knowledge learnt with their wider community (family, friends, neighbours) Average increase in good hand washing practices, reported as the change in percent of the targeted population washing hands correctly before and after the intervention. Average increase (in percentage of people) in correct water usage practices, such as water collection, transport, storage, and consumption, reported as the change in percent of population using water correctly before and after the intervention. 20% of indirect beneficiaries understand causes of diarrhoea 50% of indirect beneficiaries know at least one or two main hygiene messages



Objective	Expected Result	Indicators
To improve school food security	Improved food security and nutritional status among children through increased dietary intake and dietary utilization.	<ul style="list-style-type: none"> ▪ 3 school gardens and woodlots supported through distribution of tools and seeds ▪ 3 schools supported with bee-keeping activities ▪ Vegetables and staples supplement children's diet during school feeding
To improve the management, operation and maintenance of pre-primary and primary education facilities	Schools are well managed and maintained.	<ul style="list-style-type: none"> ▪ 1 cross-border exposure and workshop for teachers and district education officers organized ▪ 6 Parent-Teacher's Associations mobilized/revitalized ▪ Community contributes 10% of capital costs to school projects ▪ School facilities are looked at nights and during holidays

C. Target Group

ACTED expects that approximately **2,679 school children and teachers** will benefit directly from the proposed intervention

IV. Program Description

A. Description of the Project Components

1. Improvement of School Learning Environment

1.1. *Mobilization of Parents'-Teachers' Associations (PTAs) and the wider Community*

ACTED will create awareness among PTAs and the wider community about the self help potential it has and what role it is to play in the process of improving the school situation. A variety of role plays will be used to create awareness among PTAs and show them that they are the key to their own development and nobody else.

1.2. *School Situation Analysis and Visioning*

The PTA with the facilitation of ACTED will assess the current situation in the school and the circumstances affecting the school learning environment by using Participatory Rural Appraisal (PRA) tools. ACTED will then facilitate a joint visioning exercise that will provide a list of statements on how the preferred future for the school should look like. These statements will serve as the framework for planning and will guide the PTA in defining what needs to be done to gradually reach the desired state of development in future.

1.3. *Design of School Development Plan (SDP)*

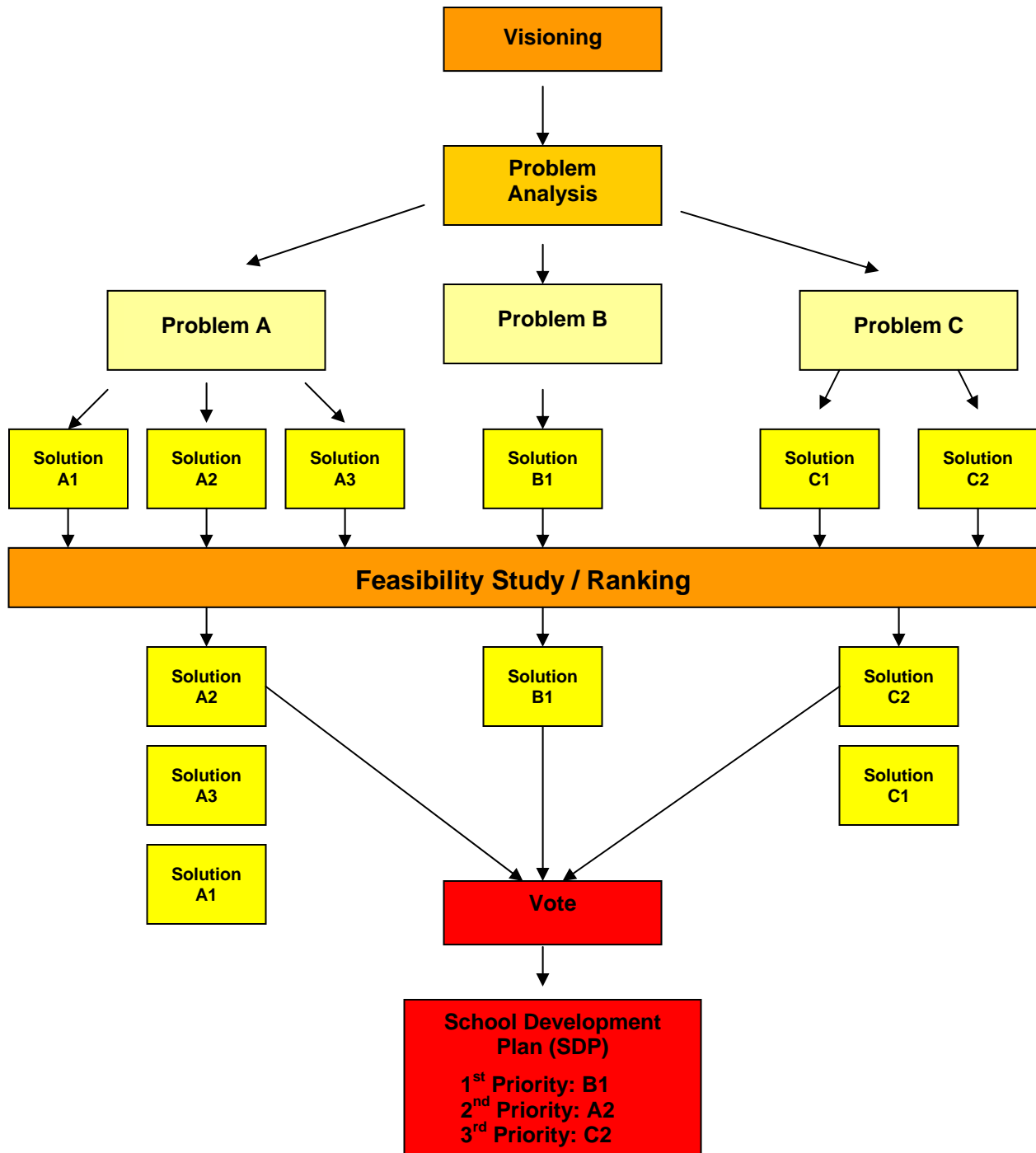
The conclusion of the visioning exercise (1.2.) will leave the PTA with a list of preferred future statements and long-term goals for the school. ACTED will now help the PTA to clarify immediate priorities with the use of PRA tools. Information that came up from the visioning exercise will be used for a problem analysis, whereby PTA members will identify a wide range of problems and determine problem solving strategies. Together with the ACTED technical advisor and the district technical staff, the PTA will then carry out a feasibility study and select the most feasible project for each problem. The potential projects will be presented to the community members who will select the projects they would like to see implemented in the school through a secret ballot. The ballot will be done through the following criteria:

- Everybody in the community above the age of 18 will be eligible to vote;
- Each voter will have one vote;



- Voting will be conducted through a secret ballot. Provision will be made that each person can cast his/her vote in private without interference/pressure;
- On each ballot box a symbol will represent the project to assist illiterate voters.

The development plan will be drawn-up on the results. All project priorities will be indicated in the School Development Plan (SDP). At a community wide meeting, the SDP will be presented and endorsed. The SDP will also provide a basis for government and non governmental interventions at the school level.





1.4. Implementation of Micro-Projects

Each of the targeted school will receive a grant for the implementation of micro-projects identified in the SDP. The amount of the grant depends on the number of students and teachers in each school. The grant amount is 75 USD per student/teacher. Below a breakdown showing the grant amount to which each school is entitled:

School	Number of Beneficiaries	USD Grant Amount
Kodich Primary School	420	31,500
Lokichar Primary School	452	33,900
Asilong Primary School	164	12,300
Kalas Boys' Primary School	662	49,650
Kalas Girls' Primary School	514	38,550
Tokora Primary School	456	35,025
TOTAL	2,625	200,925

The following micro-projects can be funded through the grant:

- Rehabilitation of all existing infrastructure;
- Latrines;
- Classroom;
- Offices and staff rooms;
- Kitchen;
- Store;
- Teacher accommodation;
- Dormitory;
- School furniture including beds and mattresses for dormitories;
- Showers/Bathrooms;
- Water supply system;
- Compound fencing;
- Kitchen gardens including seeds and tools;
- Bee-keeping;
- Electrification using solar energy;
- Textbooks

The following will not be funded ("negative list"):

- Drilling of new boreholes;
- Anything dependent on a generator;
- Teacher latrines;
- Scholarships for individual students;
- Pesticides, herbicides and other chemicals;
- Investments detrimental to the environment;
- Land purchase or lease, under any conditions;
- Payments of salaries to PTA members;
- Any activity on land that has disputed ownership or tenure rights;

ACTED will estimate the costs for each selected micro-project, come up with a design and be responsible for the implementation. The community has to contribute at least 10% to the capital costs of the micro-project, either in kind or in cash. ACTED will sign a Memorandum of Understanding (MoU) with each community specifying each parties roles, responsibilities and duties.



For all infrastructure construction and rehabilitation activities, ACTED will use as much as possible unskilled and skilled man-power from local communities. For a full day of unskilled labor, ACTED will pay about 2.3 USD and for a full day of skilled labor, ACTED will pay about 4.7 USD.

2. Hygiene Promotion

2.1. Creation and Training of School Hygiene Clubs

School water, sanitation and hygiene promotion have a profound impact on the health of children, on learning, the teaching environment and on girl's education. They are directly related not only to physical, mental and social health, but ultimately to economic and social development. ACTED will develop a hygiene promotion program which will cover all schools, targeting both school children and teachers. This program will closely follow guidelines described in the UNICEF/IRC Manual on School Sanitation and Hygiene. Focusing attention on children will help establish awareness, understanding, and habits at an early age; children are also often effective in passing on their learning to others in their family. For example, in the household, children often take care of younger brothers and sisters. They admire their older siblings, copy them and listen to their advice. Groups of children, especially popular and influential can influence (pressure) peers in a way parents never can. Also, children, through their innocence, can question existing practices in the household and remind adults that their actions are unwise or unsafe. Thus, children can act as the "conscience" of the community.

In each of the targeted schools, ACTED will perform a participatory needs assessment on the knowledge, attitudes, and practices of school children and teachers, and develop baseline data concerning the incidence and prevalence of water borne disease. This assessment will include health status, hygiene behaviour, use of water and sanitation facilities, current curriculum, teacher qualifications, and available teaching materials.

The information will be analyzed, and the results will be used to work with teachers in the school to establish basic hygiene messages and materials teachers will use for hygiene education. The topics are expected to include:

- The importance of safe drinking water sources, clean water containers, and latrines;
- Washing hands after defecation and before eating;
- Keeping wells and latrines clean, and the importance of not damaging them;
- Protecting food from insects and dirt;
- Safe disposal of garbage.

Primary attention will be given to the training and support of teachers, in order to establish a sustainable program for ongoing hygiene education in schools. ACTED will work closely with teaching staff to ensure that they have:

- Acceptable knowledge of the relationship between water, sanitation, hygiene, and health;
- Ability to adapt participatory methods to children, and make changes and improvements as appropriate;
- Awareness of their position as role model, from which children learn and adopt healthy practices;
- Willingness to ask for help when needed.

ACTED will first organize training workshops for 2 teachers from each school (if possible 1 male/1 female) and then help the trained staff set up their health club in their school. He/she will then be available for support and information, but also monitor the work in classrooms to ensure the methods employed are appropriate and effective.



2.2. Hygiene Promotion in the Wider Community

ACTED will also implement a hygiene promotion campaign which covers all school communities. In line with its principle of community participation, ACTED will use the PHAST (Participatory Hygiene and Sanitation Transformation) methodology to help communities improve hygiene behaviours and to prevent diarrhoeal diseases. This will be achieved by demonstrating the relationship between hygiene and health status and by increasing the self-esteem of community members through the use of participatory methods. Hygiene promotion with the PHAST approach will be based on the following principles:

- People can understand how diarrhoeal diseases are transmitted, and this understanding might inspire them to change their hygiene behaviour;
- Once people understand how transmission occurs, they themselves can identify the different ways to block the transmission routes;
- Communities themselves can evaluate their current behaviours and make gradual changes to them.

As it will be impossible to work with the whole community, ACTED will work with volunteers on hygiene promotion on a food-for-training basis. The volunteers are then expected to spread the messages to the wider community. ACTED will take participants of the PHAST sessions through the following 7 steps:





3. Food Security

ACTED will support the existing gardens and woodlots in the Ugandan schools. Support will consist of capacity building on agricultural issues as well as seed and tool distribution. Specifically, ACTED will promote cultivation of vegetables and fruit trees in order to supplement staple food.

As the arid environment on the Kenyan side of the border does not allow any agricultural activities, ACTED will promote bee-keeping among the schools. Bee-keeping products can on the one hand supplement the dietary intake and thus improve the nutritional status and on the other hand generate income through sale

4. School Management, Operation and Maintenance

4.1. PTA Mobilization and Capacity Building

ACTED will mobilize and train PTAs to become more active in school management, operation and maintenance. In particular, the training will focus on resource mobilization among community members so that urgent school needs can be met. The training will also include a component on lobbying, whereby PTAs will be empowered to approach government offices or donors such as UNICEF.

4.2. Cross-Border Exposure and Workshop

ACTED will organize a cross-border visit and subsequent workshop for district education officers, head teachers and PTA members to exchange ideas/views, discuss achievements and challenges in the primary education sector in both districts and the way forward.

B. Implementation Plan

Activity	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recruitment										
Office Set-up										
PTA Mobilization and Training										
School Situation Analysis and Visioning										
School Development Plan Design										
Implementation of Micro-Projects										
Hygiene/Health Club Creation and Training										
Hygiene/Health Club Monitoring										
Community Hygiene Promotion										
Gardening/Woodlot Support										
Cross-Border Exposure and Workshop										

C. Monitoring and Evaluation

ACTED will closely monitor the progress to ensure the stated goal and objectives are achieved. It will also identify where adjustments are necessary to remain in step with the evolving situation. This will include the following techniques:

- Use of appropriate indicators to measure the effectiveness of the different activities (for example, KAP surveys will be conducted to assess the knowledge and practices of targeted groups at the beginning of the hygiene promotion campaign and at the end and to check whether hygiene messages have been disseminated to the wider community; a baseline survey will be carried in selected schools in order to determine the prevalence of water-borne diseases);



- Use of impact analysis techniques;
- Checking of the program's appropriateness at different levels;
- Cost efficiency analysis;
- Broad evaluation to ensure coherence.

A comprehensive baseline survey designed by ACTED's Appraisal, Monitoring and Evaluation Unit (AMEU) will be carried out at the beginning of the intervention. After baseline data has been established, surveys will be carried out on a quarterly basis in order to measure progress. A comprehensive presentation and analysis of the monitoring data will be part of each quarterly report (see below).

Reporting will consist of submitting regular reports to the Foundation as follows:

- Quarterly report which will include data such as progress observed in reaching expected results, information on community mobilization, detailed analysis of the construction works, improvement in sanitation levels, etc.
- Final report recording the operations and results achieved by ACTED Uganda throughout project implementation.

D. Year 2 Outlook

ACTED envisions the following activities for the targeted schools in year 2:

- Further provision of infrastructure to improve the school learning environment;
- Schools to establish partnerships with schools in Europe (networking);
- Computerization and possibly internet access.