Rotary eClub Of Uganda Global

BUTIITI ADOPT A COMMUNITY GLOBAL GRANT PROJECT (GG2344843) AT BUTIITI GIRLS PRIMARY SCHOOL IN KYENJOJO DISTRICT – WESTERN UGANDA



ACTIVITY PROGRESS REPORT
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EXECUTIVE SUMMARY

The Butiiti Adopt A Community Global Grant Project is a six-month initiative undertaken by the Rotary E-Club of Uganda Global and partnering clubs to improve the quality of education at Butiiti Girls Primary School in Kyenjojo District, Uganda. The project aims to enhance human capital and strengthen institutional capacity to provide a positive environment for student academic and social development.

The project's key objectives include:

i. Developing a skilled and effective teaching workforce
ii. Improving education infrastructure and WASH facilities
iii. Supporting extra-curricular activities, such as climate smart farmer field school garden and fruit and medicinal tree planting

The project's activities include trainings for educators and trainers, renovation of classroom blocks and library, construction of WASH facilities, and installation of water harvesting systems. The project also aims to support the school's sustainability by improving food security and economic situation of teachers.

By implementing this project, we aim to create a safe and conducive learning environment, motivating teachers to provide quality education and improving productivity. Ultimately, the project aims to support the improvement of food security and economic situation of teachers, ensuring sustainability beyond the project duration.

INTRODUCTION

The Butiiti Adopt A Community Global Grant Activities Project, funded by Rotary E-Club of Uganda Global and partnering clubs, is a six-month initiative aimed at improving the quality of education at Butiiti Girls Primary School in Kyenjojo district, Uganda. The project is designed to enhance human capital and strengthen institutional capacity to provide a positive environment for student academic and social development.

Since the project's inception, we have made significant progress in implementing the various activities outlined in our project plan. In this activity progress report, we will provide an update on the project's achievements, challenges, and lessons learned over the past [insert timeframe]. The report will highlight the key milestones achieved, including the completion of training sessions for educators and trainers, the renovation of classroom blocks and library, and the installation of WASH facilities.

The report will also provide insight into the project's impact on the school community, including improvements in student learning outcomes, teacher motivation, and overall school environment. Additionally, we will highlight any challenges faced during the implementation process and outline our plans to address them in the remaining period of the project.

Purpose Statement

The purpose of the Butiiti Adopt A Community Global Grant Project is to enhance the institutional capacity of Butiiti Girls Primary School in Kyenjojo district, Uganda, by improving the delivery of quality education and imparting essential skills to students, thereby enabling them to become productive members of society. Specifically, the project aims to:

i. Improve the health and quality of life for pupils, staff, and community members of Butiiti Girls Primary School
ii. Enhance the institutional learning environment, enrollment, performance, and attendance
iii. Increase school attendance, particularly for girls

By achieving these objectives, the project seeks to positively impact the lives of 518 students, 48 under the Nursery school section, 12 teachers, and indirectly benefit 4,933 individuals in 710 households within the Butiiti Town Council community.

SENSITIZATION MEETING HELD ON 10TH APRIL 2024.

On April 10th, 2024, the project steering committee held a successful stakeholders meeting event to officially introduce the Butiiti Adopt A Community Global Grant Activities Project to the school children, teachers, Foundation Body Butiiti Catholic Parish, School Management Committee, and Parent-Teacher Association (PTA), District representatives and the general public. The purpose of the meeting was to ensure ownership of the project and its interventions among the key stakeholders.

During the meeting, the Headteacher of Butiiti Girls Primary School and her team

received a detailed briefing on the project, including its objectives, interventions, and expected outcomes. This provided an opportunity for the teachers to ask questions and clarify any doubts they may have had. To ensure effective implementation and sustainability, the teachers formed committees for each intervention, comprising teachers, parents, school management members, and students.

The church foundation body, represented by the parish priest, also met with the project administrator to discuss the partnership between Butiiti Girls Primary School and the Rotary Club. The project documentation was shared with the head priest, and discussions focused on the project's goals and objectives.

On the same day, a site visit was conducted by project service providers, Rotarians, teachers, and the school Headteacher. The purpose of this visit was to assess the status of the identified sites to be worked on and to gauge the readiness of the host partner to efficiently run the intended activities.



Figure 1: Steering Committee members and other Rotarians sensitizing the children, parents, PTA members, School Management Committee, District Representatives, the School Foundation Body representatives and community members about the project.



Figure 2: Members of the steering committee having a meeting with the school team and the service providers for the project who later toured the school assessing the project activities for implementation.

STAKEHOLDERS SENSITIZATION AND PROJECT GROUNDBREAKING CEREMONY.

On 8TH May 2024, the project hosts, in conjunction with partnering Rotary Clubs, organized a grand sensitization and project groundbreaking ceremony at the project site Butiiti Girls Primary school. The event aimed at creating awareness to the general public about the objectives of the Butiiti Adopt A Community Global Grant Project and its interventions (benefits).

The ceremony brought together all stakeholders, including community leaders, teachers, parents, school management members, students, and representatives from the district education department. The project groundbreaking ceremony was officiated by the District Governor of Rotary District 9213, Edward Kakembo Nsubuga, who also awarded certificates to participants to participants who had completed a training in Child Rights Protection facilitated by Verizon Development Link Company Limited.

The project's goals and initiatives were thoroughly explained to stakeholders, highlighting the crucial role of community participation and ownership in the project's success. The Headteacher of Butiiti Girls Primary School and her team emphasized the importance of parental support, urging parents to contribute in any way they can to ensure the project's accomplishment. Meanwhile, the Rotary Club representatives gained a deeper understanding of the project's objectives and met with service providers, PTA members, teachers, parents, school management members, and students to foster collaboration and mutual understanding.

The School Foundation Body and Church Leadership, led by the parish priest, provided an update on the Rotary E-Global Uganda Club's initiatives and officially announced the partnership between the club and Butiiti Girls Primary School. The project team also presented the project's documentation to the head priest, who expressed his commitment to support the project's activities and initiatives. The key stakeholders made significant commitments to support the Butiiti Adopt the Community project, including:

i. The district education department offered to provide assistance whenever needed.
ii. The PTA representative expressed support for the project and requested that local youth be considered for job opportunities during the construction phase.
iii. The head of the Foundation Body emphasized the importance of parental and teacher involvement in every project activity, and asked them to be available to provide support when needed.
iv. Parents enthusiastically thanked the Rotary Club representatives for bringing the project to their school and pledged their total support.

Additionally, the children participated in a brief meeting to discuss the project's expectations from them during implementation and afterwards. The event was marked by a lively welcome ceremony, featuring music, sports, dance, and drama performances.

The successful event marked the launch of the Butiiti Adopt the Community project in Kyenjojo, kicking off a new initiative aimed at benefiting the local

community.


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Figure 3: Guests and Rotary fraternity that graced the occasion including parents, education officers of the district and the church management committee.


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Figure 4: The Chief Guest, DG Edward Kakembo Nsubuga officiating the groundbreaking ceremony, laid the brick to commission the remodeling of the Nursery and P 2 block and planted a tree. He also handed over certificates of completion to the participants who had just completed a 5 days capacity building training in the Child Rights Protection.

Verizon Development Link (VDL) conducted a comprehensive training on child protection, targeting the teachers, School Management Committee (SMC) and Parent-Teacher Association (PTA) committee members, as well as selected pupils from Butiiti Girls Primary School. The training aimed to promote safe schools and children's rights through the **Supporting Children's Rights through Arts and the Media (SCREAM) Model**.

The specific objectives of the training were:

i. To develop a child protection training program for teachers, parents, and community stakeholders in the Butiiti community.

ii. To deliver a child protection training for selected participants from Butiiti Girls Primary School.

iii. To support the school in developing an action plan for creating effective and meaningful mechanisms for child participation.

The training commenced with a climate-setting session to break down social barriers and facilitate open communication among participants and facilitators. A participatory approach was used to nominate the participants' support team, list

expectations and fears, and encourage sharing of experiences, group presentations, and individual reflections on child rights, child protection, safe schools, and child participation.

The facilitators engaged participants in dialogues, using thought-provoking questions to stimulate discussion and encourage reflection on the content. Energizers were used to break the monotony of the sessions and keep participants engaged.

The training covered basic definitions of child rights, child protection, safe schools, and child participation. Participants formed groups and presented their findings in a plenary session, with feedback from fellow participants welcomed as a way to enrich the presentation.

The facilitators provided clarification on important concepts and encouraged discussion after each plenary presentation. The outcome was that participants understood the basic definitions of child rights, child protection, safe schools, and child participation and could relate them to their school and community settings.

The children's workshop was conducted separately from the adult training, using approaches tailored to their age group. The facilitators observed that children's discussions should be brief and engaging, taking into account their attention span and need for entertainment.

The topics discussed were therefore the following:

i. **Child Labour and Light Work**

   Causes, the types and the effects of child labour in Butiiti.

ii. **Teenage Pregnancy**

   Causes, the types and the effects of teenage pregnancy in Butiiti.

iii. **The SCREAM Model**

   Advantages of the SCREAM model in communication.

iv. **The Child-to-Child Approach**

Advantages of the Child-to-Child approach in learning with peers.



Figure 5: Children, Teachers, Parents, PTA members, SMC members undergoing the Child Rights and Protection training under Verizon Development Links at Butiiti Girls Primary School.

RENOVATION/REFURBISHMENT AND EQUIPPING OF THE NURSERY, P 2 AND LIBRARY CLASSROOM BLOCKS.

Upon conducting a series of visits to both blocks of the building, it became clear that they were in a state of disrepair. The existing walls were weak, not anchored to the concrete columns, and covered in old and rusty iron sheets and timber frames. The windows and doors were old and worn, with no splash apron around the building, no lightning protection, and no power provisions. Furthermore, there were very few reading desks and chairs.

Following a thorough assessment of the entire building, the NATO Engineering team began by removing loose plaster material and mortar joints, as well as old worn-off floor screed and rusty iron sheets. The old wooden windows and doors were also removed.

Significant progress has been made since the project began on April 26th, 2024. The new brick mortar joints have been properly anchored and aligned on the existing columns, and new concrete floors and splash aprons have been installed for both structures.

The site has been fortunate to have started during the holiday period, allowing for uninterrupted work without interruptions from the children. The contractor has also employed local youth, including one girl from the community, to work as messengers and porters. Additionally, one teacher has utilized the holiday period to earn extra income by working on site.

Despite significant progress, there have been some challenges. The main issue has been the unreliable water supply on site. However, we are hopeful that we will be able to achieve the project timelines.

To ensure a safe working environment, workers on site are equipped with protective gear, Standard Operating Procedures (SOPs) are strictly observed, and safety drills are regularly conducted at site.

There is a permanent security personnel to secure the site and Safety equipment, materials:

S/N	ITEM	ACTIVITIES CARRIED OUT	PROGRESS PERCENTAGE
1	Block A (Nursery Block)	New Apron	100%
		New Slab	100%
		Brick work/ New Walls	100%
		Demolition of old walls	100%
2	Block B (P.1 Block)	Casting new slab	100%
		Splash Apron	20%


Shot on AWESOME A70



Figure 6: Removal of the old brick mortar and digging of the splash apron and the School Management Committee and teachers supervising the site with the site engineer.





Figure 7: Removal of the old floor and digging of the splash apron foundation: New Concretefloor and splash apron being arranged by engineering team.





Figure 8: Removal of the old rusty iron sheets and the entire roofing structure.





Figure 9: Brick and mortar laying works to join the columns being done.

Tree Planting at Butiiti Primary School.

As part of the Butiiti Adopt A Community Global Grant Project, a team of Rotarians and Rotaractors led by the Rotaract E-club of Uganda Global planted 400 trees at Butiiti Girls Primary School on 8th - 9th May, 2024. The trees included a mix of medicinal and fruit-bearing varieties, which will provide a sustainable source of fresh, nutritious fruits to the students and potentially generate income for the school.

The tree planting initiative aims to address the nutritional needs of the school community and provide valuable educational opportunities about the environment, agriculture, and access to traditional remedies. Additionally, the planting of Eucalyptus and other medicinal trees is expected to help combat diseases that cause absenteeism, poor health, and reduced immunity, thereby improving the academic performance of students.

Eucalyptus trees are particularly notable for their aromatic leaves, which contain compounds with medicinal properties. The oil extracted from these leaves has been used to treat respiratory conditions such as asthma due to its decongestant and anti-inflammatory effects. Moreover, the strong scent of eucalyptus can help repel mosquitoes, which can help reduce the risk of malaria transmission.

The project also aims to support the mobilization of the school and parents to identify early signs of malaria and other common illnesses, seeking prompt treatment and reducing the risk of transmission. Furthermore, the planting of climate-smart eucalyptus trees will create a protective barrier against malaria-carrying mosquitoes, improving the health of children.

The overall goal is to use a climate-smart approach that promotes environmentally sustainable practices, resilience, and adaptability to climate change. By reducing malaria-related absences and enhancing academic performance, while mitigating the impact of climate change through sustainable tree planting, this project aims to create a positive and impactful change in nurturing healthier and more resilient communities where children can thrive academically and lead sustainable lives.


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Figure 10: Rotarian's, Rotaractors, School teachers and some students participating in the tree planting activity.

Upcoming Training Initiatives:

1. **Enterprise Development and Mindset Change Training:** Course will be held from 17th to 21st June, 2024, during the middle of Term II.
   - Additionally, the Wash Training will also take place during the same period, from June 17th to 21st, 2024.
2. **Training in the Making of Reusable Sanitary Pads and WASH :** Eco-Pads Uganda will conduct training session on Menstrual Hygiene Management, WASH habits and the process of making of reusable sanitary pads from 24th to 28th June, 2024.
3. **Cassava Planting Initiative:** The school through the Foundation Body of Butiiti Catholic Parish has allocated pieces of land for the cassava planting scheme. The land is pending clearing and preparation for the next planting season.

   Additionally, training sessions in cassava management for economic growth will also be delivered to the school management and surrounding community.

MONITORING AND EVALUATION OBJECTIVES

The primary objective of the monitoring and evaluation (M&E) is to provide an independent assessment of the project's performance and experience, as well as to assess whether the project's interventions and activities are achieving the overall goals. The evaluation will also identify factors influencing achievements and potential lack of achievements, document lessons learned, and identify best practices to inform future projects.

Key Strategy

The M&E strategy involves a physical follow-up of activities by responsible entities, including Rotary Clubs and community implementing partners, through field visits, notes, and reports.

Objectives

The M&E team aims to cover project processes and results, including outputs, outcomes, and impact evaluation. The main objectives are:

1. Ensure compliance with Grant Agreement and project implementation guidelines.
2. Provide regular progress updates on results.
3. Identify and address risks, bottlenecks, and problems to facilitate continuous project redesign and improvement.
4. Provide evidence-based information to transparent systems for communicating progress, enhancing stakeholders' and partners' confidence in transparency.

Core Evaluation Questions

The evaluation will address the following core questions:

1. Assess the relevance and effectiveness of project interventions, including their impact on beneficiaries' lives.
2. Assess the efficiency of project interventions and resource utilization.
3. Document lessons learned, best practices, and models of intervention to inform future projects.
4. Assess the sustainability of project interventions.

Methodology

The evaluation approach is participatory and qualitative, with data collection methods including field visits, interviews, focus groups discussions (FGDs), observation, and quantitative data from reports.

Principles

The following principles will be applied during the evaluation process:

1. Triangulation of data collection methods and stakeholder perspectives for all evaluation questions.
2. Integration of gender and cultural sensitivity in the evaluation approach.
3. Consultations with stakeholders and beneficiaries to ensure ownership while meeting information requirements.

Data Collection Methods

The evaluation team will use various methods and tools to collect data, including:

1. Monitoring and Evaluation report forms
2. Open feedback from participants/beneficiaries

3. Evaluation questionnaires

Overall Design Relevance

The overall design of the project is relevant to country and local strategies, as well as community needs. The design is expected to remain relevant throughout the implementation period, with potential adjustments made as needed to achieve intended results.

Challenges and mitigation

	Challenges	Mitigation
	Training	
1	Mobilization of the participants for the trainingsis still a challenge.	• Since most of our target are the teachers we decided to handle the other trainings when the school term begins. • We have placed adverts on radio and in the church. • Also we have engaged the Headteacher, PTAand the church leadership.
2	Language inconsistency. During trainings Some participants were unable to fully listen and comprehend the instruction language.	• The trainers mixed English with Luganda being a Bantu language, most trainees were able to follow suit. • Use of well-versed participants to interpret to others in their local language.
3	Inconsistency of some participants. Being a rural setting and given the fact that most participants were mature adults, some had other commitments that made them unable to attend all the 5 days.	• Strongly encouraged participants to attend for the training was for their benefit and for the benefit of the school at large.

4	Late coming. The first day of training saw most participants reporting late for training	• Both the trainers and leaders strongly emphasized the issue of time keeping in each session. • We have also decided to inform the beneficiaries that we started early and clearly communicate the time.
5	Logistical expectation for participants. Most participants expected tangible benefits as a token for participation more so in form of money	• The training team clearly explained the voluntarism aspect of Rotary under the project meant to benefit the community hence their participation was vital in success of the project.
6	Welfare (and training materials) inconsistency due to lack of prior financial planning in form of meals and refreshment.	• Verizon development team together with Sr. Noelina Bananura and the project team combined financial effort to ensure participants get breakfast, lunch and accompanying refreshments.
	Construction	
	Unreliable water	• The construction team has employed some youth to fetch water and the same time ensure that they collect water in the water tanks available at school.

CONCLUSIONS

The Monitoring and Evaluation framework is designed to provide a comprehensive assessment of the project's performance, progress, and impact. By triangulating data collection methods and incorporating stakeholder perspectives, the evaluation will provide valuable insights into the effectiveness and efficiency of project interventions. The findings will inform future project design, implementation, and improvement, ultimately ensuring that the project achieves its intended goals and contributes to meaningful change in the targeted communities.

In conclusion, the Butiiti Adopt A Community Global Grant Project has made significant

progress towards achieving its objectives, with notable achievements in remodeling/refurbishment of the classroom blocks and providing the training to the skills development training. Despite challenges and setbacks, the project's implementation has remained aligned with the overall design and goals, with a focus on sustainability and impact. As we move forward, we remain committed to continuous improvement and adaptation, ensuring that our efforts are responsive to the needs of our beneficiaries and stakeholders. We look forward to building on this momentum and continuing to drive positive change in promoting education and provision of clean water.