CHILD CARE OPEN LEARNING PROGRAMME (COMMUNITY BASED) - NATIONAL WORKHOP

HELD ON 28TH - 29TH JANUARY 1998

AT POPE PAUL IV MEMORIAL COMMUNITY CENTRE - LUBAGA

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Acknowledgements

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S.C.F. is grateful for the attendance of District Officials, NGO representatives, Government and the Community groups. This workshop was blessed with NGO representatives and the Ag. Commissioner, Mrs. Rufina Ocago who represented the Director of Community Development.

The development and implementation of this programme has been possible because of the commitment of the Steering Group and the Organisations and Agencies which they represent. Late Julius Ordukene, formerly Director Distance Education (Makerere University), and late Fred Bagyenda, formerly Training Officer for the Department of Child Care and Protection played a key role to the development and implementation of the programme. They were the founder and Steering group members and are acknowledged for their great contribution.

Introduction

The workshop held on 28th - 29th January 1998 for the CCOLP pilot wind-up was held to share the experience of the pilot process and methodology with the different partners and reviewers. It involved the Steering group, The Ministry of Education, the Departments of Community Development, Child Care and Protection from the Ministry of Gender and Community Development, UNESCO, PLAN International, Redd Barna, Red Barnet, Uganda Child Rights NGO Network, Lutheran World Federation, District Officials from Busia, Lira, Tororo, and Kasese, and representatives from the 10 pilot study groups.

Or a combination of these various potential actors, with hopefully a greater emphasis being placed on sub-county (rather than district) structures.

Recommendations of the CCOLP Evaluation Workshop

Introduction:

After extensive discussions on the process and outcomes, of the Pilot Programme, the participants made recommendations on how the programme could be improved. Highlights of the District Review Workshop were presented and discussed. The discussions which centred on the future of the programme came up with ideas and recommendations. These were:-

The general agreement was that the CB CCOLP initiative be promoted beyond this pilot phase. The programme has a high potential of helping people at the grassroots improve the quality of child care in the community. Its greatest advantage is the self-perpetuation and the multiplier effect it has; addressing individuals and later the wider community on practices and attitudes regarding child care through the study groups.

SCF (UK) has a role to play in the future of the CCOLP as the parent organisation. This can be done in many ways depending on the capacity of SCF.

Proposed Strategies:

a. That SCF(UK) introduces the CCOLP in the districts where it is operating eg. Arua, Kawempe and in future Kasese as an intermediary phase to further study the programme and later develop the way forward for national implementation. This would be cost effective since existing resources would be used to manage the CCOLP in these districts.

b. That SCF (UK) continues the CCOLP by supporting the pilot districts and any other two to spread the programme beyond the 10 Pilot groups. What is required is providing for support visits to groups and facilitating the district team.

Alternatively

- that with the limited resources SCF (UK) should lead the intermediary phase with the steering group for 1 - ½ years! This phase is to further study the process and methodology, the available alternatives and setting up a better M & E. in the Pilot districts for at least one year.

c. In case SCF completely lacks the capacity to support CCOLP, it could work with the Steering Group to develop a proposal for funding for the intermediary phase and possibly the transition to the next implementation phase. SCF could then remain a resource centre for the CCOLP because it has the experience.

The participants' implied definition of the intermediary phase as:

- a further study into the process,
- continued revision of the books,
- translation of the materials,
- planning and orientation of new districts/groups.

d. In collaboration with Nsamizi Institute for Social Development, SCF or another lead agency should utilise the Students during their one year practical work in a selected district. This needs advance planning. The students would use and/or provide the support to the Study Groups as part of their practical work. Basically no extra resources are required for this.

- Similar work should be developed for other community based interventions using participatory and multi-sectoral approaches. The lessons learnt from the pilot could be used to develop an enriched curriculum.

  SCF is already thinking about developing an open distance learning curriculum for Community Development Assistants and would use the experience of this concluded Pilot.

- That the Pilot Groups be given " the books " and act as link groups in the formation of new groups. They would support groups voluntarily and link them to the district or sub-county depending on what is more appropriate.

  Interested NGOs or CBOs operating in the area of child welfare development work should consider taking up and integrating CCOLP into their work using existing resources.

- The Department of Child Care and Protection in the Ministry of Gender and Community Development should develop a multi-sectoral strategy to propagate this programme nationwide. This should be in partnership with departments like Community Development and ministries like the Ministry of Education, and the Ministry of Health. The existing district systems could be utilised to support the programme.

  Some groups had already requested i.e. Kansanga, Kagando, CCF Busia, COMBRA Bwaise, Kong Temo Lira.

- The Pilot Districts felt that CCOLP should be implemented at Sub-county level where CDAs would be the link between groups, the district and the centre. Since there are Sub-County Plans of Action for Children, CCOLP should be an integral part of them. The districts should also build CCOLP into their Plans and Budgets.

- The materials should be translated into at least 6 local languages. In the intermediary phase funds and the process for translation should be secured and started respectively.

If the Programme could be implemented in one district then Nsamizi Institute trainees could be available during their one year field work to provide support to the study groups. Could S.C.F. take this opportunity up to coordinate with Nsamizi during the transitional period.

Similar work using this methodology could be developed by other partners. There is need for proper documentation of this experience so that the idea and method of work in shared even beyond the borders of Uganda.

Closing Session

The Steering Group thanked the Ag. Commissioner for Child Care and Protection, Mrs. Ocago and all the participants for coming and for their contribution towards the programme.

Closing Remarks from Mrs. Ocago Rufina, Ag. Commissioner, Department of Child Care and Protection

The Ag. Commissioner was very happy to have attended the workshop and regretted missing the first day. She informed members that CCOLP had had some ups and downs at the start and was happy that the pilot had turned out to be a success. CCOLP was part of a bigger funding by USAID through S.C.F. (UK). It included Tracing and Resettlement programme, Capacity Building - where motorcycles, vehicles, computers etc were acquired for the Department of Child Care and Protection and staff had been trained to manage them. She appreciated the participation of the community and the district officials. She commended the work done by the Steering Group in the development process of this programme.

She emphasised the Government policy which encourages Community Child Care and strongly felt that CCOLP(CB) had clear aims which could help the community manage this. CCOLP(CB) was part of the major strategy of implementing the Children's Statute 1996.

She thanked all the participants from the community groups; the district officers, Department of Child Care and Protection and all the invited organisations and agencies for attending the workshop and for their contribution for the future of CCOLP (CB).

She congratulated the Steering Committee for their sustained commitment to the programme and particularly thanked Edwin Edward Kayuki, the Programme Development Worker, SCF (UK)for his hard work in implementing the programme.

The workshop was closed at 3.00 pm.

Executive Summary

This is a report of the proceedings of the evaluation Workshop for Community based Child Care Open Learning Programme (CCOLP(CB) pilot. The proceedings and recommendations contained in this report are intended to contribute to the future implementation and to provide information to child focussed organisations and donor agencies that may be interested in adopting and implementing this approach.

Background to CCOLP(CB)

The community based Child Care Open Learning programme is a distance learning training aimed at improving child care practices in the community. The training is a package consisting of 5 units (modules) which broadly address child care needs in the community. The units are

- Unit 1 Child health
- Unit 2 Child growth and development
- Unit 3 Children in difficult circumstances
- Unit 4 Working with communities
- Unit 5 Management of child welfare

A study guide is provided. It gives information on how the programme is organised and managed for both individual users and self-help study groups.

The Distance Learning Methodology

This programme uses the distance open learning methodology. Books are provided to community groups who have been introduced to the programme. Interested members form a study group and develop a study timetable. The groups keep records of their participation eg. attendance per study unit.

Consultations were made with child welfare agencies and Government departments which provided professional support to the development and implementation of the programme. They together with other key people developed the curriculum and the draft study materials (units).

To test the methodology and the study materials, a pilot phase was set up involving 10 community study groups in Tororo - Busia, Lira, and Kasese. These received draft materials and participated in the study programme. The pilot phase began in January 1997 and ended January 1998.

Management

At National level, the programme was managed by SCF (UK) and Ministry of Gender and Community Development (MoGCD) with a collaborative partnership of representatives from child focussed NGOs and educational institutions at the centre. These formed the Steering Group. At District level, a support team involving district officers and Child focussed NGOs co-ordinated and managed the programme.

The Steering group members made occasional visits to meet the district team and the groups. The information from the groups and the district was collected and has been analysed for the evaluation stage.

Strengths and Weaknesses

The first assumption that by just providing reading materials which individuals and groups would then study, the materials that this process would have an influence on individuals and groups proved correct. Even without any material benefits the programme approach is potentially sustainable. It created a close link between the district and the community groups. It is a cheap way of learning since it is self perpetuating.

Lessons from the Pilot, (resulting from a mid-term review, 3 district workshops and the 2 day National workshop) show that there are more strengths than weaknesses in this programme (see pages 10 & 11). It is a simple methodology with a lot of potential in influencing community practices and attitude. It has also been able to create more awareness about needs of & quality of children and care in the community in a very cost effective manner. It is also potentially self perpetuating and sustainable.

Lessons Learnt

It is a multi-sectoral approach with high potential to reach the grass-root level. In this case the sectors involved were Health, Community Development, Child Care and Protection, Women and Income generation, Education and Rehabilitation.

The programme found that the community is thirsty for knowledge and there is a need for such programmes at a community level. The programme should be promoted further and multi- media e.g. radio and cassette recordings should be explored for groups.

Study Group Activities:

The groups found the programme to be self perpetuating and it has made them more aware of the needs of children in the community, especially those in difficult circumstances. The groups have realised through distance learning, that they have a role to play in sensitising and mobilising the community to improve the quality of child care and to protect children. Through plays and songs, drama, peer groups influence and community meetings, the individuals and the study groups have been able to transfer skills and knowledge acquired from the study programme.

Conclusions

The workshop and reviews proposed that SCF(UK) continues the parent role during the intermediary phase whatever the magnitude of support it can provide since the CCOLP(CB) falls within the overall SCF(UK) country strategy.

The Steering Committee with collaborating agencies will study the workshop recommendations further and work out a possible strategy to implement the next phase.

DAY 1 -

Welcome and Introductions - (*Facilitator: Edwin Kayuki*)

The workshop started at 8.30 am with a word of prayer.

Participants' Expectations - *(Facilitator: George Calder)*

Participants were requested to write on the cards 2 expectations from the workshop.

Outline of participants' expectations

- Bright Future, good childhood for the children
- Get feedback from study groups on usefulness of materials
- To know the future of the programme (CCOLP)
- The organisers to tell us what will happen to the programme - whether it will continue and how?
- Organisers to identify participants as members of Child Care in Uganda
- Know how we shall be getting funds to help the needy/the disabled in our communities.
- Know when we shall get certificates.
- Renewal of the programme
- Allowances (Transport and lunch)
- Gaining more knowledge
- Knowing more friends
- Identification of agents to follow CCOLP.
- Integration of CCOLP into other programmes.
- Sharing experiences from other groups
- How can CCOLP be made better?
- To be facilitated
- Identify the funder to take forward this programme
- All participants, facilitators and others invited to stay until the workshop closes.
- Conclude the pilot but expand and continue the programme.
- To give more light on transferring skills to other people and the community at large.
- Gain more skills and knowledge in child management.
- To create awareness in the community for proper care of children
- Sending letters to us after the workshop
- Informing groups to form projects and to help them identify NGOs to fund them.
- Give us chance to share experiences on how to help children.
- Find out from organisers of the programme the future of the study group.
- The way forward for CCOLP.
- Whether the pilot has been a success

Workshop Objectives - *(Facilitator: George Calder)*

The objectives were agreed as follows.

Workshop objectives

1 Look back at **successes** and **weaknesses** of the programme
2 Share experiences of the different districts and groups.
3 Discuss the way forward
4 Making friends and interact with people from other districts
5 Acquiring certificates.

The CCOLP Process - *(Facilitator: Edwin Kayuki)*

What is CCOLP

The Community Based Child Care Open Learning Programme (CCOLP (CB) is a distance learning training aimed at improving child care practices in the community. The training is organised as a package consisting of 5 modules covering various topics addressing child care needs in the community.

Why it is called Open

It can be studied anywhere, in any place regardless of age, educational background, sex, but it is open to everybody who wishes to participate.

Distance

The development and management of the learning programme was done at the centre (Kampala) but the community study groups are found at a distance.

Parties involved in the CCOLP

To provide professional support to the development and implementation of the programme. This group comprised of Makerere University Distance Learning Department. Nsamizi Institute for Social Development, World Vision, Community Development, and the Department of Child Care and Protection, UCBHCA, UCOBAC, ACTION AID, COMBRA and S.C.F. (UK) Uganda.

This group formed the core of the writers who later identified key people with relevant skills that were important for curriculum development and study materials. A district based support system manages the programme at district level and links the study groups to the centre i.e. in Kampala - Steering Group.

How CCOLP (CB) started

CCOLP (CB) evolved from the Child Care Open Learning Programme (CCOLP) which was developed to meet the training needs of staff working in residential child care institutions in Uganda. It aimed to increase the quality, standards and professionalism of care provided to children in these Institutions. As this programme went on, individuals and groups in the community demanded to join the study groups in the children's homes. But this programme was not appropriate for the community based. Later, UCOBAC (Uganda Community Based Association for Child Care) approached the Department of Child Care and Protection and Save the Children (UK) to respond to this demand.

A needs training assessment for the community was conducted involving 40 community groups in 14 districts. A curriculum was developed to address child care as a subject. 5 units were developed.

1 Child Health
2 Child Growth and Development
3 Children in Difficult Circumstances
4 Working with Communities
5 Management of Child Welfare

A Study Guide was designed to help participants know and understand CCOLP(CB) and how to use the books.

Target group

The programme targets individuals and community based groups involved in child welfare.

How the materials were developed

The books were written by technical people in consultation with members working in the community in the area of child welfare.

How the 3 Pilot Districts were selected

The Steering Group considered regional balance in the choice of the pilot districts. Lira represented the Northern, Kasese -Western and Tororo-Busia - Eastern.

<u>3 Scenarios were considered</u>

(a) A district collaborative partnership involving district departments and any active CBO (local NGO) involved in child welfare activities (Kasese).

(b) A district collaborative partnership of only 2 departments namely; Community Development and Child Care and Protection (Probation and Social Welfare) (Lira).

(c) A district with only district departments and no NGO representation but involving Community Development Assistants (CDAs) (Tororo).

N.B: Financial support - namely transport refund/fuel and day allowances was to be provided to (a) and (b).

However, due to district financial constraints, all the 3 districts received financial support. The districts were able to provide personnel and vehicles.

How the groups were selected:-

The collaborative partnership at the district level selected the community groups who participated in the pilot. Lira comprised of 3 groups namely:- Konya Adong (Boroboro), Amuca - Kong. Temo and Starch Factory Group. Kasese 3 groups namely:- Rwesande CoU Community Project, Kasanga Catholic Mission PHC Project and Kagando CoU Rural Community Development Project. Tororo 4 groups namely:- Butalejja Annex School, Buyengo CCF Project, Mwello Disabled Children's Project (Uganda Red Cross) and Tororo District initiatives (Malaba).

How the groups are managed

A district based support system (collaborative partnership) comprised of District officials and /or NGOs working in the districts managed and supported the groups. They monitored the progress and linked groups to the centre. Occasionally the Programme Coordinator with a Steering Group member from Kampala visited the districts to monitor the progress and study needs of the groups.

The study process

Groups received the materials and embarked on the study. The group members were encouraged to pass on the knowledge and skills gained to other community members. Individuals from study groups regularly meet to review and discuss what they read in the modules.

CCOLP - Strengths and Weaknesses - *(Facilitators S.Bukenya/ J. De Coninck)*

Participants were asked to identify strengths and weaknesses of the programme - whether the programme has been helpful or not. They used pictures to represent the strengths and weaknesses. John De Coninck suggested that participants choose any animal to represent CCOLP (CB). later the participants related the identified strengths and weaknesses of the animal . This encouraged participation in the discussion and stimulated ideas. Participants were divided into 5 groups namely:-

3 community groups (study group participants) from Kasese, Lira and Tororo-Busia.
1 group - District Officials (Lira, Tororo-Busia and Kasese)
1 group - Steering Group and Invited Guests - Governmental and NGOs (Kampala group).

Group 1

Strengths

- The books have been delivered and study programme started
- The programme has been facilitated by monitoring study groups, organising seminars to review the progress.
- There has been acquisition of knowledge from texts.
- The group members have utilised the knowledge acquired by putting it in practice.
- The communities are approached on child care through churches, mosques, women organisations, families or homes and individual (peer group discussion).
- Groups have been monitored from headquarters occasionally and by district officials easily and cheaply.
- The district official are willing to promote this programme.
- The Local Councils are involved in facilitating the programme at district level by inviting relevant resource persons to this programme.
- Community is coming up or been sensitised to handle children's needs as part and parcel of their responsibilities
- It is a voluntary programme for community involvement.

Weaknesses

- Lack of transport
- Lack of enough materials
- Lack of motivations
- Lack of commitment by some group members
- It is a voluntary programme

Group 2

Strengths

- Materials provided - brought about:-
  - change of community attitudes towards children
  - identification of some common diseases that affect our children and what to do to help them.
  - knowledge of how to deal with children under difficult circumstances:-
    * the blind, deaf and dumb, lame and crippled (Children with disabilities).
    * orphans
    * street children
    * young offenders
    * abandoned children
  - We are now able to educate the community through - songs and plays.

Weaknesses

- Inadequate supply of reading materials
- Transport problems
- Lack of interest by some officials/LCs (Local Leaders)
- Poor communication between HQs and Community groups, district and community groups.
- Loss of interests by some members due to lack of motivation

Group 3

Strengths

- Positive attitude towards the programme
- Recognition of children in difficult circumstances like orphans, disabled
- Community respect - children's rights and laws.
- Parents and community have respect to child welfare
- The programme has helped members to become 'Social Workers' and improve on the Community Based Health Care.
- There are better relationships between parents, children and the community at large.
- It has given more coordination with other groups.
- Creation of awareness/develop skills

Weaknesses

- Books are not enough
- Study Group members are dropping out due to:-
  - Language (few are able to read English)
  - Commitment
  - Lost interest because of lack of motivation/allowances
  - Famine
  - People thought they were used as tools (groups think that the educated earn (allowance) money and they do not get any).
- Lack of funds to run the group activities e.g:- transport and lunch allowances, money for buying costumes

- Communication is poor from headquarters to community (groups concerned).
- Non literacy (illiterate)

Group 4

Strengths

- On community care for children especially to the Rights/Responsibility of children
- Touches day to day life
- Saves children from being exploited
- Relies on the resources in the district
- When well trained, group members work with minimum supervision
- It is cost effective in the training aspect
- It is multipurpose (multi-sectoral) - caters for all sectors of child welfare e.g. child health).
- Programme has family planning attributes.

Weaknesses

- Programme can be dangerous to the unexposed members of the community
- Programme requires close attention (e.g. technical input)
- Requires logistic support (two way traffic)

Group 5

Strengths

- Creation of awareness
- Changed attitudes (individuals, groups and community)
- Good method of passing on information
- Community ownership of the project
- Created demand i.e. project is demand driven
- Good target group - In school and out of school and adults.

Weaknesses

- Sharing of study materials due to shortage
- Gender balance, women are more involved than men (cultural bias)
- Perception and transfer of knowledge by children in school i.e. impact evaluation - if not done - do children know what they pass on.
- District participation low.

What lessons learnt? (Plenary discussion) - *(Facilitator P. Okuma)*

Participant wrote down one lesson each learnt from the discussions.

Summary of lessons learnt from the programme

- Sense of ownership not yet deep in community.
- Should be sustained - work hand in hand
- District officials ready to continue running the programme
- There are weaknesses which could affect the programme if not solved.
- Sustainability depends on community

- Has ability to reach the target groups
- Top to Bottom approach misinterpreted at times (perception)
- Voluntary multi-sectoral approach - use of district resources
- Incentives required for the success of such a programme
- Study groups had higher expectations than planned
- There should be stronger Committees set-up at District level
- Effective community participation if it is to succeed
- If proved useful, programme can continue
- Closer linkage between the community members and the district
- Not 100%, only 70% - corrections should be made.
- A cheap method of learning
- Without study materials learning is difficult
- The inter disciplinary (multi-sectoral) approach made it rich
- Programme requires monitoring and technical support
- Community members were involved in revising the reading materials
- Community was thirsty for knowledge and there was increased demand for materials - which were not enough.
- Donors are temporary
- Some in-put above the district level was critical/necessary
- A multimedia approach could enrich this programme e.g. videos, cassettes etc!!
- Programme not segregative
- Gender balance very necessary in the study groups
- Some aspects in the materials could be integrated in the school curriculum.
- Collaborative efforts good both at national and district level.
- Famine/external factors affected the programme
- All units should be availed in time to the groups for progressive learning
- Illiteracy hampered the progress of the programme.

Conclusion of day one

Day 1 ended with evening video films showing CCOLP activities by the pilot groups.

DAY 2 - The Way Forward

It started at 8.30 am with a word of prayer.

Summary of the previous day's discussion -

The important lessons learnt were:-

From the experience of the pilot programme of the groups and the collaborative partnership.

1 Participants agreed that the programme worked well at community level.
2 Some of the concerns are ensuring sustainability - of the programme (self reliance component) and wider impact at community level.
3 The programme was working hand in hand with the district
4 The programme had more strengths than weaknesses.

Remarks from Richard Mawer, Country Director S.C.F.

He apologised for having failed to attend the workshop the previous day. He appreciated the involvement of district officials and community members for the last few years in the programme. He was pleased to note that the workshop was represented by different categories of people; Community, District Officials, Government Officials and NGO representatives.

He thanked the Steering Committee for their effort and guidance, the Department of Child Care and Protection, all the District officials and Edwin Kayuki for spear heading the implementation of the programme.

He was happy to note that out of the lessons from the pilot, participants appreciated the programme. It has been a success and had transformed the participants as individuals, group and to some extent community level through the participants in the study groups. However:-

- there is need to identify where the funds are going to come from for future implementation.
- there is need to translate the materials in the local languages.
- partners are interested to know whether the programme had had impact.
- the programme has changed the relationship within the community and individuals.
- groups managed to educate the community through Drama, songs and dance.

He told participants that with the implementation of the Children Statute 1996, they should see how they could use the lessons learnt to support the implementation of the Statute.

He mentioned that USAID which was funding the CCOLP programme appreciated the programme activities which were taking place. However, USAID priorities had changed and funding for the CCOLP programme finishes the end of January 1998. He also regretted that S.C.F. does not have the capacity (resources) to facilitate the programme to the next phase i.e. country wide implementation.

Materials Review: Presentation - *(Facilitator: Monica Chibita)*

The review process begun in November 1997. The team consisted of 3 people namely Hilda Munyagwa, Florence Olal-Odur and Monica Chibita.

The task of the review team was:-
To review materials used in the CCOLP Pilot Programme in the districts of Kasese, Lira and Tororo.

The process of reviewing the materials:-
A team of reviewers made a field Trip to Lira and Tororo, met the community groups and gathered comments. People with expertise relating to the different units were contacted. The team worked with a Unit Coordinator (lead writer) some of whom had been involved in the Steering Committee that developed the materials in the first place and one other person who was not necessarily among the original writers group (but a professional on the subject). The people who reviewed the various Units were:-

- Unit 1- Child Health:-
  Unit Coordinator - Dr. Alice Baingana
  Reviewer - Sr.S. Mbabaali.
- Unit 2 - Growth and Development:-
  Unit Coordinator - Sr. S. Mbabali
  Reviewer - Monica Muhairwe & Dr. Alice Baingana Nganwa.
- Unit 3 - Children in Difficult Circumstances
  Unit Coordinator - Maria Kangere
  Reviewer - Stella Kasirye & Dr. Alice Baingana.
- Unit 4 - Working with Communities
  Unit Coordinator - Patrick Okuma
  Reviewer - Mary S. Ssonko.
- Unit 5 - Management of Child Welfare
  Unit Coordinator - P. T. Kakama
  Reviewer - Stella Kasirye.
- The Study Guide - Florence Olal-Odur.
-

Review workshops were held to receive comments from the reviewers , merge them with comments from the field and agree on changes to be made in terms of content, language, level, presentation and illustrations.

The process:

2 members of the team; Hilda Munyagwa and Florence Olar-Odur, travelled to Lira and Tororo to meet with participants and officials involved with the programme and to get ideas about the community training needs in child care.

Group members and district officials were involved in the discussions.

- Specific pictures which people wanted changed or removed were identified .
- Many people felt that the language should be simplified further.
- More pictures were suggested for all books.

The team read through all the materials and found that the information was excellent, however, there were some improvements to be made in the areas of:-

- Accuracy of information
- Flow of information
- Choice of placement of illustrations, and adding more
- The activities in terms of how meaningful and challenging
- The link between the information and child welfare

Challenges/Constraints

1 The time was very short and it coincided with the Christmas holiday.

2 The review of materials came before the CCOLP pilot process and methodology had been reviewed. Information from this evaluation would have helped reviewers make more meaningful comments and changes to the materials.

3 The S.2 level target reader/user identified earlier, did not reflect all the people who were using and apparently benefiting from the materials. Some of these people did not even understand English and had "read" the materials through a translator yet others were above S. 2 level.

4 Relating pictures with text took much longer than anticipated.

5 Content reviewers were very busy, made the coordination of the work difficult.

The Distance Education Component in the Child Care Open Learning Programme(CB) - *(Facilitator: Florence Olal-Odur)*

The programme objectives were recommended to be:

The CCOLP (CB) can be able to:-

- promote mother and child-care in communities
- promote the support of sick children and prevention of some diseases that affect children
- develop community based health-care units in communities
- enable communities apply knowledge of stages of development to help children grow well
- teach the necessary social habits to children according to their culture and let them use these habits properly
- effectively mobilise communities to promote awareness of children in difficult situations
- develop community initiatives for management and prevention of problems of children in difficult situations and their root causes
- explain situations, policies, laws and practices affecting children in Uganda

- promote the use of resources available to the community to:-
  - help in the growth and development of children
  - improve and sustain child welfare development in communities
- promote collaboration between the community and appropriate welfare organisation.

General Comments

Management

This component should be responsible for personnel, records, communication, procedures, purchasing and stores.

It is important that personnel to be involved in any distance learning programme are properly identified and their job roles clearly defined. This is because Distance Education programmes are managed both at the Institution (HQ) level and at the local centres level, where students are based. Personnel should therefore be thoroughly briefed or trained to run the programme properly.

The person would in turn be responsible to manage records, communications, procedures, and other administrative issues.

Students Support Services

This component is responsible for disseminating information, admissions, counselling, teaching and examinations (assessment).

In the CCOLP (CB), this component needs strengthening for the students. Although initial orientation to the programme was done, students needed more orientations especially when they complete studying a particular unit. Some participants did not seem to understand the purpose of and procedures of the programme quite well, hence, they needed constant orientation and support.

Participants also expressed concern about lack of notice about the occasional support visits from the centre and infrequent visits by the District officers supposed to be monitoring them. Many times this disheartened the participants and some dropped off. Frequent visits to and constant communication with the students is one way of counselling students and many times keeps them on the programme. However, being a community based programme, group members are involved in other activities and it may not be necessary to give a strict schedule about support visits especially from the centre.

Study Group Leadership

The group co-ordinator role was to:-

- plan and organise meetings
- keep the meeting relevant by keeping the group's attention on the purpose of the meeting and helping to steer discussion
- keep records of meetings
- appraise the meetings

- provide feedback to the District officer on the groups progress and performance
- He/she was not expected to be an expert, just a responsible person.

How well this was done, depended on the ability of the individuals chosen by the groups and the support provided by the district support teams and Steering group.

Assessment and Certification

- The participants on the CCOLP (CB) were not expected to have any formal form of assessments. They were, however, expected to carry out regular self assessment using group and self-check tests in each of the study units.
- Everyone who formerly enrolled for the programme and regularly attended study group meeting is entitled to a certificate of participation.
- The study group co-ordinator was expected to keep proper attendance record.

Such a kind of arrangement does not cater for:-

- those who drop off for a few weeks and then rejoin the programme or
- those who claim to be reading alone and come only once in a while for group discussion

Another question is

- how fair is the participant going to assess him/herself.
- what are the indicators that the participant can apply the knowledge and skills learnt on the programme
- what is the provision for those who complete only certain courses, will these not be recognised?

Evaluation

This component should be strengthened because it deals with checking efficiency of management, effective use of resources, reviewing programme objectives, improvement and research.

The CCOLP (CB) pilot had this in-built but less emphasis was placed on the impact of the programme. For now the focus has been on the:-

- pilot process
- distance education component, and
- relevance of materials being used.

It is hoped that:-

- the results of this evaluation will be used to improve the programme.
- establishing the strengths and weaknesses of the current programme will assist in strengthening its capacity in running the programme and providing efficient support for the students on the programme.

Constraints

There were some constraints during this evaluation.

- The time given for the field study was too brief, it was difficult to meet all the groups especially the Tororo Groups.
- There was need for more and frequent meetings with and between those evaluating the process.
- The weather during the field visits was also unfavourable. This interrupted some of planned group meetings.

Recommendations

After reviewing how the distance education component is being applied in the CCOLP (CB), the following recommendations were made:-

- There is need to strengthen all the six distance education components as they apply to the CCOLP (CB).
- CCOLP(CB) should clearly identify and define the target group or programme participants. Without this it is difficult to specify the programme duration; develop study materials with appropriate content and suitable language level; and organise appropriate student support for the learners.
- Where the grassroot communities are involved there is need to reduce the content and tone down the language level. This would involve developing very simplified materials with plenty of illustrations for each unit.
- Considering the learner characteristics of the target group, their varied socio-economic and educational backgrounds, the programme duration should be extended to between ten months and one year.
- The method of assessment and certification should be reviewed:-
  - there is need for a more participatory continuous assessment throughout each course that is offered.
  - there should be a certificate of participation for every course offered. This would make a provision for those who drop off in the middle of the course and can resume studies during the next offering.
- CCOLP(CB) should employ a full time Programme Co-ordinator at the district level. This kind of arrangement would strengthen support at that level and provide fast and easy feedback to the Headquarters.
- Record keeping should be strengthened especially at the district level.
- CCOLP(CB) should organise occasional tutoring support especially to orientate students to the new courses being offered.
- When students identify salient issues, the Group Co-ordinator should consult the District Co-ordinator to make arrangements with specialists to discuss with the groups such issues.
- Writers and material developers for the programme should be trained in Distance Education and Community Based mode of writing.
- The print media, which is basically the study materials, should be supplemented with use of posters, charts, large diagrams, pictures and realia during the learning process. This

would facilitate learning especially for the grassroot participants who may find it difficult to understand the basic materials.

- Adults learn better when they see and listen at the same time. There is need to consider using audio-tapes to explain certain unclear or difficult sections of the materials. CCOLP(CB) should also consider using audio-visual materials (films, film strips video-tapes) for demonstrations and illustrations. Such variations make learning more interesting and brings the teacher and learner closer together.
- Required study materials should be distributed to students before the particular course begins.
- Study materials should be translated into local languages.
- To sustain the programme:-
  - CCOLP(CB) could raise funds from the sale of the study materials.
  - Districts involved should partly contribute financially for their participants.
  - Different study groups could also raise funds by staging plays related to their courses.
  - There is still need for donor and government financial support especially at the initial stages of implementation.

Discussion on review process - *(Facilitator: Tom Kakuba)*

This discussion was in relation to the presentation of the materials review team.

Comments

Language:
Due to language barrier, it was proposed that the materials should be translated into local languages. It was also emphasised that when reviewing, the materials should be put in simple English. The difficult words should be explained in the text. The idea of a glossary was discouraged.

Illustrations:
These should be modified to suit the style or way of people in the different localities in Uganda. Materials need to be made more balanced to have rural and urban orientation. Names and the style of dressing need to be changed. More pictures were suggested.

Materials:

- some people may not want to or may not be able to read the materials provided but could benefit from the posters or audio-visual materials.
- it would be better that the study materials are taken to the district at once - then groups could access them according to their need from the district offices.
- noted that volume will not be changed much due to the many new words which have to be simplified.

The Way Forward (Group work) - *(Facilitator: Edwin Kayuki)*

Participants formed 3 groups namely:- Community representatives team, District officials and a Kampala Team - and were to discuss - Where the programme is going, how it will be implemented, when it will be implemented, where to be implemented and who is to implement it.

Group 1 - Community Team
Where the programme is going?

This group felt that the programme had a future within the districts and should not be dropped. They strongly felt that ways and means of sustaining this programme were available through various channels e.g Government departments Districts and NGOs. CCOLP(CB) should, therefore could be introduced to identified community groups such as:-

- Women groups
- Local councils
- Churches/mosques
- Families/households
- Medical units
- Youth groups (CB)

- Elders
- NGOs
- Schools and institutions
- Project groups

How it will be implemented?
- Through collaborations with other bodies e.g. donors, NGOs, district officials, LCs etc.
- Discussions
- Drama, songs/plays
- Implement/start money generating projects
- Advertisements using posters, mass media etc.

When it will be implemented?
Right now

Where will it be implemented?
- In the communities
- Church/mosque functions.
- Schools
- Family gatherings, peer group, homesteads and other institutions

Who will implement it?
- The study groups and individual study group members
- Collaborators
- District officials
- LCs
- Families

Group 2 - District Team

Where the programme is going?
- End of a pilot rated at 75% successful
- Study groups in place; 10 in total in 4 pilot districts
- Study materials available - Unit 1 - 5 and revised.
- USAID pulling out without any logistical support e.g. vehicles to district, MoGCD Hqs, DCCP (Pilot has depended on locally available resources).
- Some district leaders sensitised.

How it will be implemented?
- Sensitize the District, sub-county leaders about the programme including NGOs, church leadership i.e. those involved in child welfare.
- Integrate the programme into the District Action Plan
- Lobby for support from District, sub-county and other well wishers.
- Involve other stakeholders like education, community development, health etc.
- Advocate for support from other agencies such as UNICEF, Redd Barna, Red Barnet etc.
- Use of mass media to inform public.

Who will implement it?

- Community members/beneficiaries
- Child Care and Protection Department
- Education Department
- Health Department
- All Local Council Committees
- CAO's office
- RDC's office
- Planning Unit (District)
- Support Agencies e.g. UNICEF, Redd Barna, Red Barnet, GTZ.
- Women and Youth Groups
- Church/muslim organisations

When it will be implemented?

Immediately because it is continuing.

Group 3 - Kampala Team

Where the programme is

The Pilot is ending and the following and the findings:-

- Has more strengths and weaknesses
- Pilot has been beneficial and communities want it to continue
- Materials have been reviewed and will be printed and make available.

Where are we going?

Carry forward CCOLP as a National Programme (Ministry of Gender, NCC)

PLENARY SESSION

Recommendations

How CCOLP can be implemented

For Sustainability:

- Director/Coordinator of Community Services should be in charge of this programme.
- Steering Committee inclusive
- NGOs to oversee the programme (should integrate all stakeholders in child welfare)
- CCOLP should use existing resource persons in the district to support the learners.
- Training institutions be advised to review their curriculum to include elements of child welfare.
- Technical and logistical support for the transition stage.

Role of the Centre (Ministry) and/or support NGO

- producing materials
- lobbying/advocacy (political will)
- soliciting for support
- monitoring
- policy and technical guidance.

District

- Mobilisation of study groups
- Coordination of key players in the district
- Supervision and monitoring
- Lobbying and advocacy
- Mobilising resources
- Capacity building
- Distribution of materials
- Providing technical input.
- Integrate CCOLP(CB) into the District and Sub-county Plans of Action for Children.

Funding

- CCOLP be included in Ministry/district budgets.
- Seek for new funders.

Role of S.C.F.

S.C.F. should not drop the programme abruptly but instead:-

- Provide some modest financial/logistical support for the transition period to strengthen existing study groups (4 districts) plus any other 6 districts - other groups for a period of 2 - 3 years as other funders are approached. This will be a transition period after this Pilot phase.

Role of the Steering Group

- Continue giving advisory support
- Review of materials should continue during transition period

Summary of Recommendations for Distance Education (Open Learning)

- Target group be P.7 level so as to reach more people.
- Simplify the materials to suit that level.
- Translation of materials into some languages
- Continue revising the material during the transitional period
- Certificates be awarded as per completion level per Unit since not all can complete all the units.
- Tutoring support to the participants is very crucial. Therefore special support should in future be put in place to ascertain quality, sufficiency, flexibility and self confidence in the participants.

Evaluation Perspective - *(Facilitator: John De Coninck)*

The facilitator expressed satisfaction that the outcome of the workshop discussions coincided with the CDRN (Community Development Resource Network) findings and recommendations.

The Study Materials
The study books have constituted a central part of the pilot programme and much attention has been given to the development of appropriate materials.

Generally, the content of these books has been welcome, users have found them to be both informative and relevant, although some demands were expressed for a wider range of topics.

Impact on the groups
The central assumption made by the CCOLP that this reading will in turn affect behaviour and have an impact at community level is miraculously working as indicated by the following:-

First of all, many groups have taken up suggestions for activities made in the books. Drama, in particular, has been used by many to illustrate certain themes or situations. In some cases, mini-action plans have been developed, for instance, by developing problem trees.

Secondly, change in attitude amongst individuals in the groups is reported. Participants from the groups at the Lira review workshop, for instance, witnessed behavioural change within their groups: they cited less violence (beating) towards children; better care for disabled children; educating delinquent children rather than punishing them.

Is there some impact at community level? An answer to this question is limited by the lack of impact indicators and by the very short implementation period. In all cases, respondents stated it was too early to look at change in their communities. It is only indicating change in behaviour.

At district level
The intention of the CCOLP (CB) was, "for sustainability to use existing systems in the districts to support, monitor and evaluate the programme". A "district collaborative partnership" between local government and non-governmental authorities (4/5 people) was envisaged to:-

- act as link between HQ and participants
- mobilise resources locally to support the programme work
- set up appropriate support systems for the study groups
- introduce the programme to projects, participants and conduct an orientation
- distribute study materials
- evaluate the programme using participatory methods
- advocate for the programme especially in relation to the district administration and at policy level.
- recommend the award of Certificates to participants.

The experience of the Steering Group
It had been envisaged that the Steering Group would:

1 provide advice to the Department of Child Welfare and Protection and S.C.F. (UK), Social work Programme regarding development and implementation of CCOLP.
2 Assist with specific tasks where members have the professional skills.
3 Advise on quality, level and presentation of the learning materials.
4 Contribute ideas for the development of the pilot and implementation of the programme, this may also have the direct involvement of the organisations members represented.

This was fairly successful on voluntary basis.

The Implementing agency
At the time of the original proposal, a case was made for the involvement of S.C.F. essentially because of:-

1 S.C.F.'s experience with the CCOLP in institutions and
2 the good fit "into the objectives of the Social Work Project and because it) is a logical development of existing work.

Monitoring and Evaluation (M & E)
The most important area where support could have been provided is with M & E and, especially, impact indicators. These are of course especially important for a pilot project and should have been defined at the outset. But given the short period for the Pilot, it would have been difficult to measure impact.

Links with other partners
The Steering Group provided a good opportunity to work with other partners. As mentioned above, this proved difficult and other partners have perhaps not sufficiently been kept "on board".

What future for CCOLP? With regard to the books:
Revision of the materials was regrettably before the future of the project has been clarified. The review entailed a limited revision of the texts.

Proposed recommendations by - CDRN

Scenario 1: Continuation of the programme
Ideally, a one year transitional period to spread the activities in the pilot districts, with a good M & E system, and with more emphasis on sub-county (rather than district) level structures. This could be managed by S.C.F. since it has accumulated the required experience. It would appear that all the existing partners would welcome further involvement.

CCOLP would appear to fit extremely well in the current S.C.F. strategy in Uganda:

In particular the CCOLP can be seen to address 2 of the 5 strategic issues SCF has identified for itself in Uganda.

In addition, the CCOLP seems entirely relevant to the methods S.C.F. intends to develop in its work in Uganda: designing alternative (community-based) interventions mechanisms; developing different forms of partnerships, especially with local government and communities; adopting participatory and multi-sectoral approaches. Work would continue in the current pilot districts with:-

- better evaluation mechanisms, especially to gauge community impact.
- existing groups would take work to other areas to test the replicability of the approach.
- materials would be further adapted, to better suit them to communities
- a better M & E system would be introduced to test various methodologies, including working with a few groups with very limited support.

This transitional period, undertaken in close co-operation with government and other potential partners, would also chart the process leading to a spread - if justified - to other districts.

This would also entail looking at how this approach could be integrated in a possible training curriculum for CDAs and how a "simple" process of distributing books from Centre to districts to sub-counties could be made effective and sustainable in the long run.

This is the recommended option, given the potential of the programme at local level, and the learning potential for S.C.F. and other partners.

Scenario 2: A more limited approach

This scenario would involve work in a similar fashion, but in one district only. This would be Kasese, where S.C.F. intends to have an on-going presence, and where the various hypotheses outlined above would the at least be tested. Kasese would also afford an opportunity for an approach self-driven by groups, judging by the experience in the district so far.

Additional costs incurred by S.C.F. would probably be minimal.

However, S.C.F. would have to ensure some kind of formal "handover" of activities in Tororo, Busia and Lira. Existing books could be distributed to secondary schools through the Ministry of Education.

Scenario 3: End of S.C.F. Involvement

Given the promise of the programme, it should be possible to hand over the programme to other organisations, even if the materials are used in other contexts. This might include:-

(a) national/international NGOs:-

- Child Rights Network, which is starting a training programme for NGOs and government workers.

(b) UNICEF (BECCAD programme, taking over district management of the CCOLP?)
(c) The World Bank - funded Early Childhood and Development project.
(d) Government

Or a combination of these various potential actors, with hopefully a greater emphasis being placed on sub-county (rather than district) structures.

Recommendations of the CCOLP Evaluation Workshop

Introduction:

After extensive discussions on the process and outcomes of the Pilot Programme, the participants made recommendations on how the programme could be improved. Highlights of the District Review Workshop were presented and discussed. The discussions which centred on the future of the programme came up with ideas and recommendations. These were:-

The general agreement was that the CB CCOLP initiative be promoted beyond this pilot phase. The programme has a high potential of helping people at the grassroots improve the quality of child care in the community. Its greatest advantage is the self-perpetuation and the multiplier effect it has; addressing individuals and later the wider community on practices and attitudes regarding child care through the study groups.

SCF (UK) has a role to play in the future of the CCOLP as the parent organisation. This can be done in many ways depending on the capacity of SCF.

Proposed Strategies:

a. That SCF(UK) introduces the CCOLP in the districts where it is operating eg. Arua, Kawempe and in future Kasese as an intermediary phase to further study the programme and later develop the way forward for national implementation. This would be cost effective since existing resources would be used to manage the CCOLP in these districts.

b. That SCF (UK) continues the CCOLP by supporting the pilot districts and any other two to spread the programme beyond the 10 Pilot groups. What is required is providing for support visits to groups and facilitating the district team.

Alternatively

- that with the limited resources SCF (UK) should lead the intermediary phase with the steering group for 1 - ½ years! This phase is to further study the process and methodology, the available alternatives and setting up a better M & E. in the Pilot districts for at least one year.

c. In case SCF completely lacks the capacity to support CCOLP, it could work with the Steering Group to develop a proposal for funding for the intermediary phase and possibly the transition to the next implementation phase. SCF could then remain a resource centre for the CCOLP because it has the experience.

The participants' implied definition of the intermediary phase as:

- a further study into the process,
- continued revision of the books,
- translation of the materials,
- planning and orientation of new districts/groups.

d. In collaboration with Nsamizi Institute for Social Development, SCF or another lead agency should utilise the Students during their one year practical work in a selected district. This needs advance planning. The students would use and/or provide the support to the Study Groups as part of their practical work. Basically no extra resources are required for this.

- Similar work should be developed for other community based interventions using participatory and multi-sectoral approaches. The lessons learnt from the pilot could be used to develop an enriched curriculum.

  SCF is already thinking about developing an open distance learning curriculum for Community Development Assistants and would use the experience of this concluded Pilot.

- That the Pilot Groups be given " the books " and act as link groups in the formation of new groups. They would support groups voluntarily and link them to the district or sub-county depending on what is more appropriate.

  Interested NGOs or CBOs operating in the area of child welfare development work should consider taking up and integrating CCOLP into their work using existing resources.

- The Department of Child Care and Protection in the Ministry of Gender and Community Development should develop a multi-sectoral strategy to propagate this programme nationwide. This should be in partnership with departments like Community Development and ministries like the Ministry of Education, and the Ministry of Health. The existing district systems could be utilised to support the programme.

  Some groups had already requested i.e. Kansanga, Kagando, CCF Busia, COMBRA Bwaise, Kong Temo Lira.

- The Pilot Districts felt that CCOLP should be implemented at Sub-county level where CDAs would be the link between groups, the district and the centre. Since there are Sub-County Plans of Action for Children, CCOLP should be an integral part of them. The districts should also build CCOLP into their Plans and Budgets.

- The materials should be translated into at least 6 local languages. In the intermediary phase funds and the process for translation should be secured and started respectively.

If the Programme could be implemented in one district then Nsamizi Institute trainees could be available during their one year field work to provide support to the study groups. Could S.C.F. take this opportunity up to coordinate with Nsamizi during the transitional period.

Similar work using this methodology could be developed by other partners. There is need for proper documentation of this experience so that the idea and method of work in shared even beyond the borders of Uganda.

Closing Session

The Steering Group thanked the Ag. Commissioner for Child Care and Protection, Mrs. Ocago and all the participants for coming and for their contribution towards the programme.

Closing Remarks from Mrs. Ocago Rufina, Ag. Commissioner, Department of Child Care and Protection

The Ag. Commissioner was very happy to have attended the workshop and regretted missing the first day. She informed members that CCOLP had had some ups and downs at the start and was happy that the pilot had turned out to be a success. CCOLP was part of a bigger funding by USAID through S.C.F. (UK). It included Tracing and Resettlement programme, Capacity Building - where motorcycles, vehicles, computers etc were acquired for the Department of Child Care and Protection and staff had been trained to manage them. She appreciated the participation of the community and the district officials. She commended the work done by the Steering Group in the development process of this programme.

She emphasised the Government policy which encourages Community Child Care and strongly felt that CCOLP(CB) had clear aims which could help the community manage this. CCOLP(CB) was part of the major strategy of implementing the Children's Statute 1996.

She thanked all the participants from the community groups; the district officers, Department of Child Care and Protection and all the invited organisations and agencies for attending the workshop and for their contribution for the future of CCOLP (CB).

She congratulated the Steering Committee for their sustained commitment to the programme and particularly thanked Edwin Edward Kayuki, the Programme Development Worker, SCF (UK)for his hard work in implementing the programme.

The workshop was closed at 3.00 pm.

APPENDIX 1 - NAMES OF PARTICIPANTS

	NAME	TITLE	ADDRESS
1	Dan Odwedo Ochienghs	D/CAO/Lira	C/o P O Box 49 Lira
2	Angela Ochwo	Registered Nurse	URC, P O Box 982, Tororo
3	Grace Okuja	CIDA Lira	P O Box 50 Lira
4	Gertrude Joy Ogwal-Ageal	Chairperson of the K. Adong Group	P O Box 81, Lira
5	Kajura Mary	Chairperson of the Group	P O Box 132, Kasese
6	Mrs. Margaret Odongo	Teacher	C/o P O Box 81, Lira
7	Obadial Mubiru Rujumba	Coordinator	P O Box 142, Kasese
8	Peter Edonga	D/Probation/Welfare Officer	P O Box 50 Lira
9	George Calder	District Programme Development Coordinator	SCF (UK) Uganda
10	Aujat Harriet Betty	Todi Social Worker	P O Box 784, Tororo
11	Jane Efoyati	Health Worker	URC, P O Box 982
12	Mulembe Charles	Teacher	P O Box 2332, Mbale
13	Mrs. Margaret Ochen	Chairperson Starch/F	Starch Factory W/G
14	Mr. Owor Anthony	Project Manager	URC P O Box 982
15	John De Coninck	Reviewer	P O Box 3791, Kla
16	Xavidur Eriku	Senior Field Assistant	LWF, P O Box 7 Adjumani
17	John Charles Omonya	Branch Secretary	P O Box 40 Lira
18	Ouma Patyx	Social Worker	Christian Children Fund, inc. Buyengo Project, P O Box 154 Busia
19	Mr. Alala Wilbert	Teacher	Amuca, P O Box 10, Lira.
20	Okello Andrew	Butaleja/teacher - study group coordinator	P O Box 2332, Mbale
21	Kisyenene Diinah	Health Worker	P O Box 132, Kasese
22	Agnes Ekwar	Housewife	Starch Factory Lira
23	Biira Jane Grace	Teacher	P O Box 14, Kasese
24	Patrick Okuma	Senior Trainer	P O Box 10293, Kla
25	Bukenya Steven	Probation Officer/Facilitator	P O Box 250, Kasese
26	Onyango Simon P.N	Social Worker C.C.F	P O Box 154, Busia
27	Mutebi Henry	Journalist	New Vision/Bukedde
28	Jose Azionga Osikol	Programme Officer	P O Box 7449, Kampala
29	S.B. Onek	Assistant Commissioner	MoE Hq.
30	D.K. Obbo	Principal Nsamizi	P O Box 149, Mpigi
31	Tom Kakuba	Research/Evaluation Coordinator	Plan International - P O Box 149 Mpigi
32	Rev. Grace Kaiso	World Vision - Member Steering Group	P O Box 5319, Kampala

33	J. K. Othieno	Senior Inspector of Schools	P O Box 3568 Kampala
34	Virginia Ochwo	Red Barnet	P O Box 11857, Kla
35	Geoffrey Idema	Social Worker	P O Box 748, Tororo
36	Sarah Nakalanzi	Uganda National Commission for UNESCO	P O Box 4692, Kla
37	Edwin Kayuki	SCF (UK), Development Worker/Facilitator	P O Box 1124, Kla
38	Baita Pascal	DPO	Kasese
39	Muhwdo Eseri Ngene	CAO	Kasese
40	Mukasa Grace	Programme Officer	Kampala
41	Hilda Munyagwa	Reviewer of Programme	Kampala
42	Ebong A Kenneth	DPWO	P O Box 124 Busia
43	Obbo Angwellas	DPWO office	Tororo
44	Sugar-Ray Isaac	UCBHCA	Entebbe
45	Joyce K. Othieno	S.I.C	P O Box 3568, Kampala
46	Mrs. Rufina Ocago	Ag. Commissioner, DCCP	Kampala
47	Monica Chibita	Reviewer of the Programme	Kampala
48	Richard Mawer	Country Director	S.C.F. (UK) Uganda
49	Florence Olala-Odur	Reviewer of the Programme	Kampala
50	Monday Ben	Group Member	P O Box 250, Kasese
51	Alencio Ochira	Starch Factory	
52	Were O	Social Worker	
53	Christine Nakiyimba	Secretary	S.C.F. (UK) Uganda
Drivers **Simon Nigo**		S.C.F. (UK) Uganda LWF UCRNN DPO Kasese DPSWO Kasese ACAO Lira ACAO Kasese	

- CAO - District Administration Officer
- DPWO - District Probation and Welfare Officer
- DPO - District Population Officer
- UCBHCA - Uganda Community Based Health Care Association.

Appendix 2: Workshop Programme

DAY 1

Time	Topic	Session Leader
8.45-9.00am	Welcome and Introductions	Edwin Kayuki
9.00-9.15 am	Participants Expectations	George Calder
9.15-9.45 am	Workshop Objectives	George Calder
9.45-10.45 am	The CCOLP Process	Edwin Kayuki
10.45-11.00 am	Tea Break	
11.00-13.00pm	CCOLP Strengths and Weaknesses	S. Bukenya/John
13.00-14.00 pm	Lunch	
14.00-16.00 pm	What Lessons (Plennary Discussion)	P. Okuma
16.00-17.30 pm	Conclusion	

DAY 2

Time	Topic	Session Leader
8.45-9.00am	Summary of previous day's discussion	John De Coninck
9.00-9.15 am	Remarks from The CD, SCF	Richard Mawer
9.15-9.45 am	Materials Review: Presentation	Monica Chibita
9.45-10.45 am	Discussion on review process	
10.45-11.00 am	Tea Break	
11.00-12.00pm	The way forward	Edwin Kayuki
12.00-14.00 pm	Evaluation Perspective	John De Coninck
14.00 14.30 pm	Closing Session	

Appendix 3

COMPLETION LEVELS FOR CCOLP

	NAME	DISTRICT	STUDY GROUP	UNITS					COMMENTS
		TORORO	**MWIDO**	1	2	3	4	5	
1	Ochoge George	"	"	✔	✔	✔	✔	✔	
2	Idewa Geofrey	"	Mwido	✔	✔	✔	✔	✔	
3	Harriet Idewa	"	Mwido	✔	✔	✔	✔	✔	
4	Ikileng Peter	"	Mwido	✔	✔	✔	✔	✔	
5	Rev. Okaska Geofrey	"	Mwido	✔	✔				
6	Agodo Peter	"	Mwido	✔	✔				
7	Catherine Etyang	"	Mwido	✔	✔				
8	Amachari Rose	"	Mwido	✔	✔				
		KASESE	**KAGANDO**						
1	Byensi Patrick	"	Kagando	✔	✔	✔	✔	✔	
2	Kwemara Ngabu William	"	Kagando	✔	✔	✔	✔	✔	
3	Ngene Edward	"	Kagando	✔	✔	✔	✔	✔	
4	Mugisa Paul	"	Kagando						
5	Kamalha Yowasi	"	Kagando	✔	✔	✔	✔	✔	
6	Jackson Twesigye	"	Kagando	✔	✔	✔			
7	Gertrude Mesereka	"	Kagando						
8	Maseruka A lebu	"	Kagando						

NAME	DISTRICT	STUDY GROUP	UNITS					COMMENTS
	KASESE (cont)	**RWESANDE**	1	2	3	4	5	
Baluku Charles			✔	✔	✔	✔	✔	
Mujungu Moses			✔	✔	✔	✔	✔	
Betty Rukundika			✔	✔	✔	✔	✔	
Tebeza Johnson			✔	✔	✔	✔	✔	
Mubiru obadiah			✔	✔	✔	✔	✔	
Mrs. Kisyenene Dinah			✔	✔	✔	✔	✔	
Isebahinda Erikana			✔	✔	✔	✔	✔	
		KASANGA						
Kule Barthlomew			✔	✔	✔	✔	✔	
Kajura Mary			✔	✔	✔	✔	✔	
Mrs. Deodeta Bakumabiri			✔	✔	✔	✔	✔	
Aliganyira Bernadet			✔	✔	✔	✔	✔	
Surprise Frances			✔	✔	✔	✔	✔	
Biira jane Grace			✔	✔	✔	✔	✔	

NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		LIRA	**KONYA ADONG**	1	2	3	4	5	
1	Mrs. Gertrude Ogwal	Lira	Konya Adong	✔	✔	✔	✔		
2	Margaret Odongo	"	"	✔	✔	✔	✔		
3	Sam Bua	"	"	✔	✔	✔	✔		
4	Hellen Okullu	"	"	✔	✔	✔	✔		
5	Mrs. Ketty Opio	"	"	✔	✔	✔			
6	Mr. A. J. Odongo Ogwang	"	"	✔	✔	✔			
7	Mrs. Florence Ekwang	"	"	✔	✔	✔			
8	Mrs. Florence Okello	"	"	✔	✔	✔			
9	Mrs. Anna Agedi	"	"	✔	✔	✔			
10	Mrs. Phoebi Goi	"	"	✔	✔	✔			
11	Mrs. Dolly Etyang	"	"	✔	✔	✔			
12	Margaret Amodo	"	"	✔	✔	✔			
13	Margaret Emor	"	"	✔	✔	✔			
14	Mr. Saimon Odullo	"	"	✔	✔	✔			
15	Otuke Alex	"	"	✔	✔	✔			
16	Mrs. Rose Ojok	"	"	✔	✔	✔			
17	Mr. Buka George Okwir	"	"	✔	✔				

NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		TORORO MALABA	**MASCAP**	1	2	3	4	5	
1	Shama Peter	"	"		✔				
2	George Muyanja	"	"		✔				
3	Patrick Sekabira	"	"		✔				
4	Ram Ngabirano	"	"						
5	Wycliff Kayombya	"	"						
		TORORO	**MWELLO**						
1	Evaline Owor								
2	Emily Owor	"	"	✔	✔	✔	✔		
3	Margaret Kigen	"	"	✔	✔	✔	✔		
4	Ochwo Joseph	"	"	✔	✔	✔	✔		
5	Angella Ochwo	"	"	✔	✔	✔	✔		
6	Erinayo Ajwenda	"	"	✔	✔	✔	✔		
7	Anthony	"	"	✔	✔	✔			
8	Oketch Paul	"	"	✔	✔				
9	Florence	"	"	✔	✔	✔			
10	Joyce - unable to read and write	"	"	✔	✔	✔	✔		Non literate
11	Iseza Awor - unable to read and write	"	"	✔	✔	✔	✔		Non literate
12	John Ochwo	"	"	✔	✔				Non literature

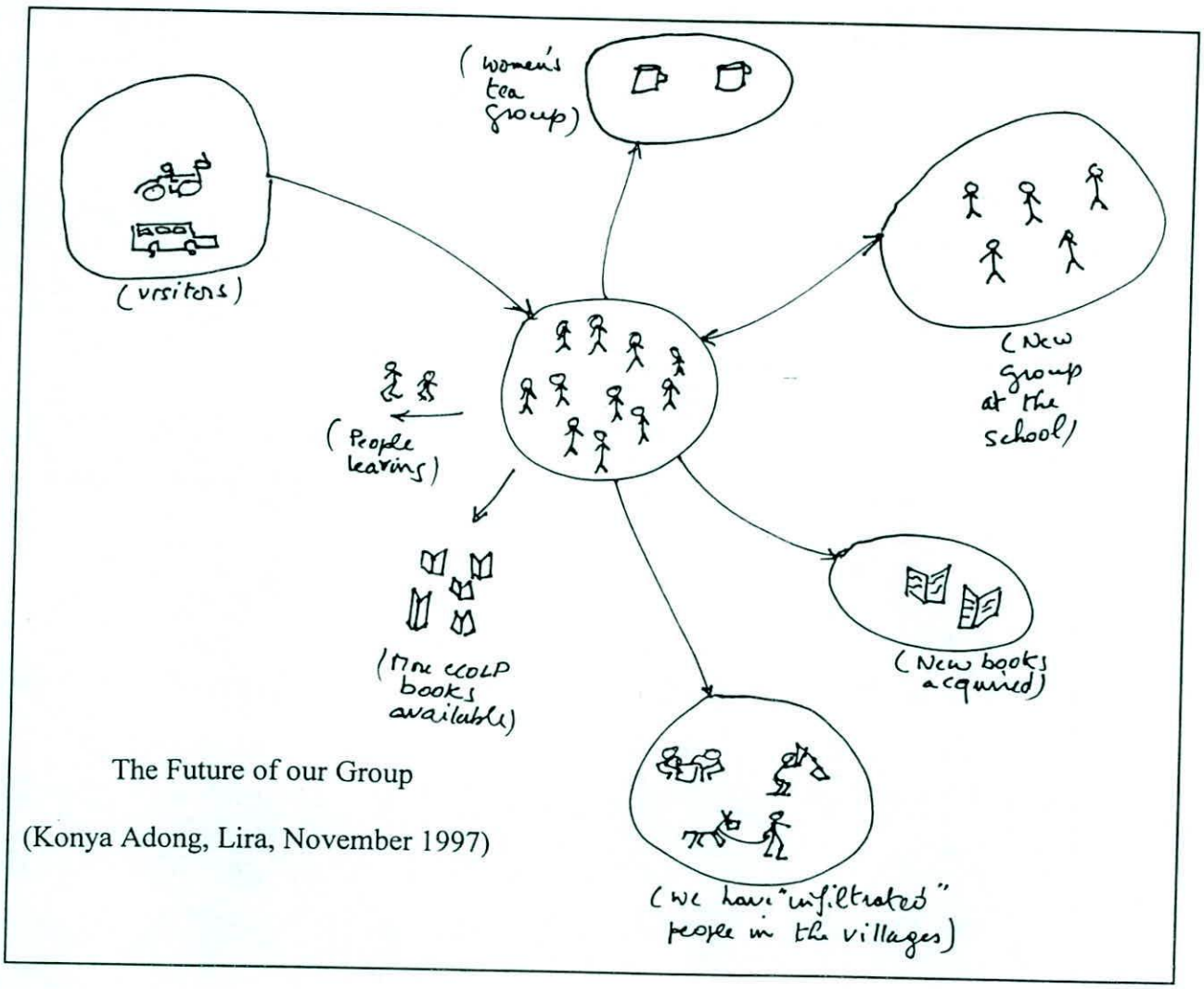
NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		TORORO	**BUTALEJJA ANNEX**	1	2	3	4	5	
1	Mulembe Charles	"	"	✔	✔	✔	✔		
2	Okello Andrew	"	"	✔	✔	✔	✔		
3	Allen James	"	"	✔	✔	✔	✔		
4	Onyango Fred	"	"	✔	✔	✔	✔		
5	Akello Teresa	"	"	✔	✔	✔	✔		
6	Kanghanyi Florence	"	"	✔	✔	✔	✔		
7	Namubali Peninah	"	"	✔	✔	✔	✔		
8	Nabala George	"	"	✔	✔	✔	✔		
9	Wapaha Patrick	"	"		✔	✔	✔		
10	Namugwere B	"	"	✔	✔	✔	✔		
		LIRA	**STARCH FACTORY**						
1	Margaret Ocen	"	"	✔	✔	✔	✔		
2	Grace Ocen	"	"	✔	✔	✔	✔		
3	Katherine Gwen	"	"	✔	✔	✔	✔		
4	Mary Otubo	"	"	✔	✔	✔	✔		
5	Agnes Ikwar	"	"	✔	✔	✔	✔		
6	Mary Okello	"	"	✔	✔	✔	✔		
7	Hellen Okello	"	"	✔	✔	✔	✔		
8	Pasca Alupo	"	"	✔	✔	✔	✔		
9	Irene Ingena	"	"	✔	✔	✔	✔		

NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		LIRA (cont)	**STARCH FACTORY**	1	2	3	4	5	
10	Josephine Acyang	"	"	✔	✔	✔	✔		
11	Sophie Odongo	"	"	✔	✔	✔	✔		
12	Esther Adia (Miss)	"	"	✔	✔	✔	✔		
13	Betty Alakana	"	"	✔	✔	✔	✔		
14	Hellen Opio	"	"	✔	✔	✔	✔		
15	Rose Opio	"	"	✔	✔	✔	✔		
16	Mrs. Jenty Ayo	"	"	✔	✔	✔	✔		
17	Mrs. Polly Okodi	"	"	✔	✔	✔	✔		
		LIRA	**AMUCA**						
1	J. Charles Omwony	"	"	✔	✔	✔	✔		
2	Wilbert Alar	"	"	✔	✔	✔	✔		
3	Bicantina Opito	"	"	✔	✔	✔	✔		
4	Janet Atim Apita	"	"	✔	✔	✔	✔		
5	Agnes Amongi	"	"	✔	✔	✔	✔		
6	Maria Opio	"	"	✔	✔	✔			
7	Hellen Odur	"	"	✔	✔	✔	✔		
8	Florence Okello	"	"	✔	✔	✔	✔		
9	Conny Mary Akello	"	"	✔	✔	✔	✔		
10	Rudencianuh Ongola	"	"	✔	✔	✔	✔		

NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		LIRA (cont)	**AMUCA**	1	2	3	4	5	
11	Beatrice Akite	"	"	✔	✔	✔	✔		
12	Katherine Odok	"	"	✔	✔	✔	✔		
13	Fiona Atim	"	"	✔	✔	✔	✔		

Child Care Open Learning Pilot Programme:

Review Report.



The Future of our Group

(Konya Adong, Lira, November 1997)

Submitted to SCF (UK) by
CDRN, Kampala, February 1998.

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1. Summary.

The Community-based Child Care Open Learning Programme (CCOLP) is a distance learning programme aimed at improving child care practices in the community. Its focus is on 5 booklets ("units") that cover such topics as Child Health and Children in Difficult Circumstances, which are reviewed and discussed by community groups over a period of several months. Groups are then encouraged to pass this knowledge and practices on to other groups and to influence behaviour in their own community. Groups are supported (for supervision, monitoring, encouragement) by district authorities (governmental and/or non-governmental).

The programme was developed by a number of institutional partners involved in child welfare work and has been implemented by the Department of Child Welfare (Ministry of Gender and Community Development) and by Save the Children (UK). A pilot phase was started in late 1995 and is coming to a close in January 1998. This pilot phase has been funded by USAID and by SCF (UK); it constitutes the subject of this review document.

The pilot phase of the CCOLP has covered 10 community groups in three selected districts, two of which (Tororo and Lira) were visited in the course of the review process.

Because of the lack of a comprehensive monitoring and evaluation system, it has been found difficult to precisely evaluate the appropriateness of the methodology and its impact at community level. The short period of implementation in the field also makes this difficult.

However, existing evidence suggests, in our opinion, that:

- the methodological approach has been very successful at community level.
- district support has been problematic and has ended up being dependent on SCF-provided resources.
- reading materials have been much appreciated, although they have proved to be rather complicated for group members and the use of English has limited participation by some of the participants.
- there is anecdotal evidence that groups that are "going through" the process are starting to have some impact in their community.

The essentially voluntary nature of the programme (hence its potentially very low costs) - as well as the important avenue such groups could provide for essential national issues (Children's Statute implementation) indicate that the approach has much potential, although, because of constraints mentioned above, the underlying hypotheses of the CCOLP pilot cannot be fully tested at this point.

Given such a promising start, this review document proposes a follow-up phase of the programme which, at minimal cost, could examine issues of replicability, sustainability and impact in more depth than is currently possible.

2. The context and history of the project.

2.1. A changing approach.

While the details of the early history of the project are difficult to establish because SCF staff who were involved in the early design of the CCOLP are not longer in Kampala, the project's original rationale was congruent both with SCF's role in Uganda[1] and with the Government's evolving policy.

Early documents indicate that the original proposal dates back to 1992 and directly stemmed from earlier (but similar) work undertaken to meet the training needs of staff working in residential child care institutions in the country.

It is in the context of working with institution-based staff that the approach underpinning the CCOLP was first developed, as well as the idea of the different booklets and study guide. This is when the open learning approach, using study groups (open to any staff whatever their background) appears to have been initiated.

Reflecting changes in Government policy and in the legal framework towards child care (such as the enactment of community-oriented Child Care legislation, and the Department of Probation and Social Welfare's policy of seeking community alternatives to institutional care), the CCOLP subsequently adjusted its methodology towards a community-based, rather than institution-based, approach to meeting the problems of vulnerable children in the country.

This also tallied with SCF's evolving priorities as well as the wish expressed by a number of probation officers to use the open learning methodology with communities. There were also direct approaches by community-based organisations and UCOBAC, with its 35 district affiliates, to the Department of Social Welfare and SCF with a view to using the CCOLP materials at community level.

This development entailed adapted project aims:

> *"1. to improve the standard of child-care provided by community-based children's projects and increase the awareness of workers and the wider community with regard to issues relating (to) caring for children, in particular vulnerable children"*
>
> *2. To test out the methodology of open and distance learning and its transferability to a variety of formal and informal community projects and settings."*[2]

thus raising *the levels of awareness and training, irrespective of educational level or geographical location"* [3]

---

[1]. "Through its work, SCF aims to support the Government to develop essential and sustainable services and thus secure lasting benefits for children in Uganda (..) SCF has been actively involved in developing a cross-sectoral approach to children's issues (..) and contributed to the establishment of the Child Law Reform Committee [whose work eventually led to the Children Statute]", " Save the Children in Uganda", 1996, p.1.

[2]. Wright, J., Project Proposal, 1993, p.7.

[3]. Ibid., p. 3.

This entailed, more specifically:

- adapting the contents of the first four booklets, with entirely new texts and booklets where necessary. It was anticipated that the draft of these materials would be completed by the end of 1993 and prepared by a materials development group (consisting of members of a Steering Group - see below - plus sectoral specialists)

- developing district "collaborative partnerships" (with the CDO, the DPWO, the District Health Educator and 2 NGO members (the district UCOBAC affiliate being one of them) to be the local implementing agent for the programme at district level, to monitor and evaluate the programme and to advocate for the programme to the district administration. This would dovetail with the ongoing government decentralisation process.

- the formation of a Steering Group at national level (consisting of representatives from relevant Government Departments, NGOs and other institutions involved in child welfare issues) to conduct the initial needs assessment, to work on materials development, to develop the collaborative partnerships and to work on monitoring and evaluation issues. However, the programme would be a joint SCF/ and, at the time, Ministry of Labour and Social Affairs project.

- working in three pilot districts with 10 community groups altogether, with an evaluation at the end of the pilot phase, prior to nation-wide coverage and translation of revised materials into 6 local languages.

- training key individuals in the districts collaborative partnerships to enable them implement this programme in their respective districts.

The target group of the CCOLP was therefore defined as "*community-based groups and projects who are working with, supporting and providing non-institutional care for vulnerable children, at grassroots community level*".[4]

Children would benefit, it was anticipated, through increased awareness and training both for child carers and the wider community *to enhance standards and attitudes* towards child welfare.

The approach would be sustainable since materials would be distributed to groups and people who would gain knowledge which, in turn, would be passed on to others. Once the knowledge would be internalised and translated into practice, this would be *self-perpetuating.* District support would be financially supported by the district administrations as part of their District Plan of Action for Children.

2.2. The lessons to be learned.

In this design, it was anticipated that, in relation to policy and practice, there would be three main areas where lessons could be drawn:

[4] Ibid., p.8

1. Improving on community-based child care practice.

2. Providing more information on open and distance learning methodology.

3. Providing information on the district collaborative partnership model.

2.3. Measuring progress and impact.

The main monitoring and evaluation function, it was anticipated, would be located with the district collaborative partnerships: "*A degree of self-reliance and co-operation on the part of collaborative partnerships implementing the programme will be key to the monitoring and evaluation*"[5] However, the Steering Committee would be charged with developing a detailed monitoring process, the identification of indicators and undertaking evaluation. Evaluation would cover both programme process and contents.

Different suggestions were made in the programme document: the use of participatory evaluation techniques, administration of questionnaires before and after each unit is reviewed; a questionnaire after the programme is completed to gauge attitude change; and an interim evaluation.

The following evaluation indicators were suggested:

1. General response and feedback on materials.

2. Replies and questionnaires which may provide evidence of improved standards of child care.

3. The issues covered may result in increased referrals to the relevant authorities (e.g. the increased number of property disputes, reduction of children coming before the courts, more being dealt with by the RC system.) [6]

The problem of attribution was raised (how could the specific impact of CCOLP be measured when other similar initiatives may be present?), as well as the fact that attitude changes take a long time. All that could be expected, therefore, was for CCOLP to contribute to change.

[5] Wright, p.11.
[6] Ibid., p.11

3. The review.

3.1. Evaluation constraints.

This review was intended to comment on (rather than evaluate):

- project achievements and constraints with a focus on methodological issues.
- implementing agency performance, including the cost-effectiveness of the project.
- perspectives for the future of the project and outline the lessons to be learnt from the pilot phase.

This was undertaken through:

- taking part in meetings with project staff, Government officials, steering group members, etc.
- briefly visiting two project areas (Lira, Tororo) to meet with community group members, district officials, and to take part in a community group review workshop (Lira).
- taking part in a 2-day National Workshop to wind-up CCOLP and examine options for the future.

This exercise was, however, faced by two main constraints:

1. In spite of the pilot nature of the programme, insufficient attention appears to have been placed on the monitoring and evaluation function. In particular, the evaluation system of this pilot project appears to have been virtually absent (except at the activity level), making a short assessment of its impact impossible.

This is unfortunate because, as we have seen, the CCOLP was designed to test new approaches and materials. With the lack of baseline data, given the problems of attribution mentioned in the project proposal, and given the difficulties inherent in measuring attitude changes, evaluating impact becomes hazardous. The selection of the groups could have been different to highlight particular aspects of the pilot: support mechanisms for some of the groups could have been different (or even deliberately absent), for instance, thus providing comparative experiences, from which useful lessons could have been drawn.

2. The actual implementation period of the CCOLP in the districts turned out to be much shorter than originally planned and too short to make any evaluation of its impact at community level realistic. The first books were distributed in early 1997, the last books are still to be distributed to the groups at the time of writing.

The reasons for these delays are several, including:

a. late receipt of funding (October 1995).

b. the voluntary nature of the materials development group (see below).

Much of what follows in this report can, therefore, only be taken as "impressionistic" and "anecdotal" evidence.

3.2. Some basic CCOLP assumptions.

The CCOLP adopted a very innovative approach which, to a significant extent, was being constantly developed as implementation was unfolding. At the same time, a number of fundamental assumptions were being made with regard to its implementation. Some of these were explicit:

1. The relationship between Government and SCF-UK was seen to be all-important, especially since any support to a future nation-wide programme would crucially depend on Government's involvement.

2. The conclusion of this pilot phase would, as just mentioned, lead onto a nation-wide programme.

However, other important assumptions were implicitly made:

1. The most fundamental of these concerns the approach: by "simply" distributing booklets to a "community group", it was assumed that (a) this group of persons would actually read the materials with interest and (b) through this, have some impact on their own families and, especially, on their community. This was a bold assumption to make: it underpinned much of what was expected in terms of (a) impact and (b) sustainability[7].

2. Secondly, and closely linked to this, it was assumed that the programme could be implemented with a minimum of supervision and support from the "centre"(limited to an occasional "good-will visit"). In other words, the process could be locally self-managed and the level of support to be provided by SCF could be kept to a minimum without compromising impact.

3. However, the "district partnerships" were seen as important actors to manage the process. It was assumed that local partners (NGOs, district government officials) would have the capacity, interest, and skills to keep the momentum going with a minimum of support (which would be generated from district sources). This was also an important plank of the "sustainability agenda".

4. Finally, the reading was seen as a "stand alone activity": after reading the books, activities would take place unsupported. Change would thus happen.

[7] The topics of the five books or "units" are: Child Health, Child Growth and Development, Children in difficult Circumstances, Working with Communities and Management of Child Welfare. There is also a study guide to accompany the series.

4. What has CCOLP achieved?

4.1. At community level.

1. **The methodology.** The approach was generally felt by respondents to be both innovative and well-suited to eliciting community responsibility for child care issues[8]:

> *"The learning group approach is really good",*

said the DPSWO in Tororo and many other respondents, including group members. The latter asserted that they had learnt about very many things, including:

> *"how better to care for our children", "how to speak up for their rights", "how to be a good community worker", "how to recognise some diseases", "how to care for a pregnant woman", "how to report cases to the Probation Officer"*, etc.[9].

This very positive assessment has no doubt contributed to the sustainability of the groups, which have shown a capacity to continue with their activity with minimum support. This is the case for all the groups visited. In the three districts, no group was reported to have disbanded.

In Mwello (Tororo), for instance, out of 10 original members only 1 dropped out (having left the area). They have been meeting once a week, covering 1 book per month. In Malaba and Busia, at least half of the group members appear to have stayed on too, and so did the teachers at Buyengo. In Malaba, two group members (out of 8) left because of the lack of material benefits. In Lira, there have been drop-outs, but many members have stayed the course and are keen to continue. All 3 groups in Lira are active; their contribution at a review workshop held in Lira town could be described as enthusiastic. Overall, the programme appears to have elicited interest from both men and women. (See the appendix for detailed figures).

An indicator of this is that some groups have been able to surmount some of their problems themselves. These problems have included:

Some of the main problems faced by groups involved in the CCOLP:

1. lack of time (where salaried workers are involved, clash with church activities, etc.).

2. lack of money and dashed expectations when no material benefits for members (credit, etc.) are forthcoming.

3. the "I know already" types; lack of concentration and preparedness.

[8] The following section stems from having met 7 of the 10 groups involved in two of the three pilot districts. Some groups in Kampala were also asked to take part in the programme. However, we understand that their involvement was limited to commenting on the early units.

[9] In Kasese, similar feelings have been expressed. *"The approach has some miracles in it, because it has helped people recognise the poor situations children live in and most of our children face difficult lives"* (Community Services Officer).

4. sometimes difficult books, written in English. Books insufficient in numbers[10].

5. "Environmental" factors affecting the regularity of meetings and attendance (drought, illness, agricultural seasons, etc.)

And some solutions identified by the groups to these problems(in the same order):

1. give more encouragement to members, more home visits to find out their problems preventing them from coming. Change meeting times if necessary.

2. spend more time with those who are not interested; we need to spend time to convince them. Letting those who are not interested drop out. Where a solution demands money (as for helping the disabled), we need to train members for their own IGAs. Walk to other places, if there is no bicycle.

3. encourage members; tell them education never stops. Prepare the sessions in advance.

4. getting help from children; ensure that an English-speaking person (preferably several neighbours too) joins the group. Sharing books; preparing lessons beforehand. Have more pictures in the books.

2. The study books. The study books have constituted a central part of the pilot programme and much attention has been given to the development of appropriate materials.

Generally, the contents of these books has been welcome, users have found them to be both informative and relevant, although some demands were expressed for a wider ranger of topics:

"We would like to know more about planting trees, handicraft...."

and some of the community workers expressed their own perspective:

"We need guidelines on how to form groups. The book on how to enter the community should be book No 1."

In spite of some pre-testing in 1995, the presentation of the material has not, however, always been appreciated. This may stem in part from the recourse to "experts" to write the booklets, but also from some lack of clarity as to their target audience. Initially developed for staff working in child-care institutions, they were later adapted for community workers and community members. Thus, the Butaleja teachers commented: *"Topics are very relevant to all communities, but needs translation and targeting"*.

Whereas it is said that the books are for all-comers, in effect the target group is limited by:

- the use of English.

[10] In part, because they are sometimes unnecessarily kept at district headquarters and in part because more members have, in places, joined the groups.

- the use of language which is often too complicated.
- the use of a literate approach, with extensive text and limited, not-very-attractive illustrations[11].
- the volume of the material

Finally, the books appear often to be rather inflexibly followed, with a feeling that all 5 units *must* be covered, in their order, starting with Unit 1([12]).

3. Impact on the groups. The central assumption made by the CCOLP is that this reading will in turn affect behaviour and have an impact at community level. What are the indications in this respect?

First of all, many groups have taken up suggestions for activities made in the books. Drama, in particular, has been used by many to illustrate certain themes or situations. In some cases, mini-action plans have been developed, for instance, by developing problem trees

Secondly, change in attitude amongst the groups is reported. Participants from the groups at the Lira review workshop, for instance, witnessed behavioural change within their groups: they cited less violence (beating) towards children; better care for disabled children; educating delinquent children rather than punishing them...

> *"One day, I left my 9-year old daughter to look after the food. Her younger siblings put ash in the pot. When I returned I beat up my daughter. Now, as a group member, I would no longer do so..."*

> *"I'm a teacher and a group member: one day, the parent of one of our school children poured hot water on her. I went to see the mother and she agreed to take the child to the clinic. Before the group work, I would not have done so."*

In Malaba,

> *"these books brought us power", certainly the behaviour of group members changed: you can see that in town there is less child beating these days...."*

There are indications, therefore, that most central assumption made by the programme, at least so far as group members are concerned, appears to have been proved correct [13].

4. Is there some impact at community level? An answer to this question is limited by the lack of impact indicators and by the very short implementation period. In *all* cases, respondents stated it was *too early* to look at change in their communities. However, groups reported the following[14]:

---

[11] Some respondents noted that these showed very few men caring for children.

[12] This also reflects the order in which they were produced and distributed.

[13] However, some attitudes are well-entrenched; the DPSWO in Lira, for instance, stated that, at the beginning the groups took the reading to be very much like class work. Later, when drama was developed, attitudes changed - things became less formal.

[14] In Kasese also, it was reported that, in spite of the insecurity, groups had developed a number of plays to illustrate various issues such as early pregnancies, etc. One group has requested "permission" to start working in other areas around the pilot group area. Some group members attend district meetings at their own cost.

- Looking after an abandoned child (as a group) and having received requests for "consultancy services" from other areas (Lira).

- At Mwello (Tororo): *"Now, we can intervene if something wrong is done to a child"* and group members have noticed changes at their school.

- Butaleja teachers (Tororo) : *"We see a difference between children now and before and between teachers in the way they behave with children with disabilities who have gone to the study group and those who do not attend. There are similar differences outside the school compound"*

- In Malaba, a group member is attempting to start another group elsewhere in the district.

- In Lira again, arranging for a destitute child to be given a place at the Lira Babies home (as a way of helping an ailing guardian too).

- intervening in child abuse situations and protecting pregnant women.

- reporting child abuse cases to LCs.

This was corroborated by other parties. There are claims of attitude change in Tororo district; by the DPSWO, by the CDA in Bunyole. A Steering Group member reports:

> *"I went to Tororo and the programme had real impact on those involved: at Butaleja school, for instance, the attitude of teachers towards children with a disability changed. It was a mental change, thanks to this programme. In Malaba, people I talked to became reference points in their community when problems arose. There was a new consciousness."*

Furthermore, some community groups now perceive themselves as consultants in their communities. In some cases too, they are recognised as such[15]. Lira groups stated in the review workshop:

> *"We are now all social workers...we can go and help others"*

> *"There is more unity in our village - attitudes are changing."*

Hence the comment of the DPSWO, Lira:

> *"This programme really involves communities and means we there is no need for waiting for Government to implement the Children's' Statute.*

To conclude, there are many signs of potential impact at community level through the CCOLP approach. Some of this impact *may* be ascribed to the relative strength and cohesion

[15] Thus study group members attending a Child Rights Training workshop run by Redd Barna in Tororo were reportedly recognised as resource persons by other participants.

of the groups selected (often with strongly-motivated individuals - such as the Headmaster at Butaleja School) or where other forms of external support have been made available (cf. Redd Barna support at Mwello, CCF support in Busia, etc.) It could, on the other hand, be argued that CCOLP work (both in terms of contents and process) has in itself strengthened group cohesion and motivation.

The potential of the approach in terms of costs is also apparent at community level. It is to the credit of SCF that no "short-cuts" were used in this respect[16]; the programme has remained voluntary in nature. The only encouragement provided are the books themselves and occasional visits, though some group members probably expect to "cash in" later on. The DPSWO thus commented:

> *"The good thing about CCOLP is that it does not depend on instructors; it is the best way to implement the Children's' Statute."*

Because no monetary benefits were involved, transparency (or the lack of it) did not become an issue within the groups. Also, for many, CCOLP activities got integrated in normal activities/programme. Where an integration with other programmes was possible, CCOLP was particularly easy to implement [17].

4.2. At district level.

When the open learning methodology was used by the original CCOLP, it was found that *"a crucial factor in the effectiveness of the CCOLP for Children's homes has been the support the study groups have received"*[18]

The intention of the CCOLP(CB) was, *"for sustainability to use existing systems in the districts to support, monitor and evaluate the programme"*. A "district collaborative partnership" between local government and non-governmental authorities (4/5 people) was envisaged to:

- *act as link between HQ and participants.*
- *mobilise resources locally to support the programme work*
- *set up appropriate support systems for the study groups.*
- *introduce the programme to projects, participants and conduct an orientation.*
- *distribute study materials.*
- *evaluate the programme using participatory methods.*
- *advocate for the programme especially in relation to the district administration and at policy level.*
- *[- recommend the award of a Certificate to participants]*[19]

The original intention of the programme was to work differently in the three pilot districts[20]:

---

[16] *"At the beginning, it was difficult to convince people of the voluntary nature of the programme"*(Edwin).

[17] This is of course where impact is most difficult to gauge: cf. CCF in Busia: *"the CCOLP was not very different for us, since the contents of the books is very similar to what we teach our client families in any case"*.

[18] J. Wright, p. 10

[19] Tororo visitation report, May 1996.

[20] Tororo, Kasese and Lira were selected for: geographical representativity; *'decentralisation process, potential of CBOs and availability of local resources"* (Steering Group minutes, April 1995).

a. Have a fully supported "collaborative partnership", with the project providing travel and other allowances. In this case, the partnership would consist of district officials and representatives of local NGOs.

b. Have a fully supported district collaborative partnership, with representatives from district authorities only (PWO plus CDO).

c. Have a collaborative partnership with district departments only, but supported for an initial 3 months only, after which the district would shoulder costs linked to allowances, etc.

In practice, the experience of the "district collaborative partnerships" has been mixed. While in all cases, district authorities have provided vehicles and staff for supervision and monitoring purposes, in Lira and Tororo, there have been constant appeals to SCF for the provision of transport, allowances and other gratuities.[21] In consequence, the CCOLP has ended up paying for virtually all the costs associated with the implementation of the Pilot (so far as district authorities are concerned in Tororo and Lira).

Initially, NGOs have been represented in all three districts. In Busia, CCF has played a supervisory and support role for one of the groups. In Lira, on the other hand, the local implementing organisation was first selected to be World Vision. This is said to have worked well as first but World Vision soon left the district. The programme has thus rested on local Government and on SCF, the latter undertaking most of the support visits. In Kasese, one group (the Kasanga catholic mission PHC Project) has played the role of "local relay", apparently very successfully. They consider the project very successful and have asked for 5 more groups to start in other parishes, under their supervision[22].

In the event, implementation thus became very dependent on resources provided by the Programme and SCF assumed a crucial supervisory monitoring and encouragement role which should have been played to a larger extent by district authorities and/or district-based NGOs.

There are several reasons for this. In the two districts that were visited in the course of this review, these have been:

- very limited resources at the disposal of the districts and difficult administrative changes coinciding with decentralisation.
- a low priority accorded to the programme both in terms of local human and financial resources (in spite of earlier commitments, that have not been fulfilled[23]).

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[21] And also the *perceived availability* of such funds, which turned out to be correct...

[22] As already mentioned, the experience in Kasese seems to have been more positive than elsewhere (in spite of insecurity and other constraints), possibly because of some of the individuals involved and because some of the groups selected have been more "developed" than elsewhere. It was, for instance, reported that local NGOs were using their own transport and other resources to monitor groups and attend meetings at district headquarters. some groups have been very active, with one, for instance, holding meetings with school management committees in the area.

[23] The expectation of the programme was that supervision costs would be incorporated into the 1995/96 district budgets.

- a feeling that donor-supported programmes will in any case continue.
- staff changes (both in terms of administrative and political cadres), transfers, deaths
- the division of one of the districts (Tororo) into 2 new administrative entities.
- an unclear role for extension agents, who are also asked to perform many other tasks[24].
-the fact that CCOLP is not accompanied by substantial "incentives"[25]
- the difficulty in accommodating a "multi-sectoral" programme by departments that remain sectoral.
- the lack of local NGOs operating throughout the district, with sufficient capacity.

To conclude, one therefore gets the impression of a somewhat low-priority programme so far as district authorities are concerned. This is reflected by a certain lack of interest and commitment. The reasons for this are not entirely linked to the methodology developed by the CCOLP, but they do raise questions with regard to the sustainability of any future programme. Low capacity, the move to decentralisation and other factors have thus slowed the pace and extent of implementation at this level. The position is summarised by a member of the Steering Group - Revd. Kaliso:

> *"My worry with the approach is the link between groups and local government. Is the latter sufficiently interested - is such a programme not low on their list of priorities?"*

4.3. The experience of the Steering Group.

It had been envisaged that the Steering group would:

> *"1. Provide advice to the Department of child Welfare and Protection and SCF(UK), Social Work Programme regarding development and implementation of CCOLP.*
>
> *2. Assist with specific tasks where members have the professional skills.*
>
> *3. Advise on quality, level and presentation of the learning materials.*
>
> *4. Contribute ideas for the development of the pilot and implementation of the programme, this may also have the direct involvement of the organisations members present"*[26]

The Group provided an opportunity for various relevant organisations[27] to meet on a practical issue of common concern and to develop a common approach that would reflect their individual experiences and preferences, an important consideration for the eventual future of the Pilot programme.

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[24] In Tororo, for instance, CDAs were said to be "too busy" for CCOLP because of commitments with RUWASA, Youth, Women programmes, etc.

[25] This is a reflection of the wider problem of disparate policies by donors with regard to voluntarism, project management policies, incentives for Government workers, etc.

[26] SCF/CCOLP files.

[27] Members included representatives from: World Vision, ActionAid, COMBRA, the Institute of Adult and Continuing Education, Nsamizi Institute for Social Development, UCOBAC, UCBHCA, Community Development and Child Care and Protection Departments, and SCF(UK).

What has been the experience? The early days of the Group are said to have been a positive experience for many of the members. The group met regularly; work plans developed; pilot districts selected; enthusiasm was demonstrated in attendance and discussions; practical work took the form of contributing to the development of the materials:

> *"We formed a good, enthusiastic, dedicated team. We learnt from other areas. And our work was not motivated by allowances. The books, especially, seemed so useful to us"*

Subsequently, this appeared to change; there was a lack of continuity. There appears to have been a number of reasons for this: the earlier SCF staff member in charge of the CCOLP left the country; the key person representing the DCCP died and there were transfers and replacements of other Group members; the appointment of a full-time coordinator by SCF might have led others to "relax" somewhat; and the later DCCP representative was over-stretched with commitments on other training programmes.

Monthly meetings became infrequent.[28] To some extent, this reflected the change in programme activities (with less time spent on materials development, which some of the Members had been intimately involved in and more eenrgy spent in distant districts) but also a certain de-motivation by group members who felt increasingly neglected by SCF.

Members participated in a mid-term review of the Programme, but some group members felt insufficiently consulted on the current review process. Some said they were not sufficiently involved in discussions on the future perspectives for the programme: it came as a surprise to some, for example, that SCF was planning to "disengage" from the programme once the pilot phase would be completed.

There were other problems too: organisations represented on the Group experienced their own difficulties (UCOBAC); most were not operational in the pilot districts; and the strong spirit of voluntarism could not be sustained in the face of competing professional demands [29].

The Steering Group therefore was unable to fulfil all the tasks envisaged for it. In particular, the M&E system and the advocacy strategy, while discussed at meetings, did not materialise. As a result, the CCOLP became increasingly associated with (and dependent upon) SCF.

4.4. The implementing agency.

At the time of the original proposal, a case was made for the involvement of SCF essentially because of (i) SCF's experience with the CCOLP in institutions and (ii) the good fit *"into the objectives of the Social Work Project and [because it] is a logical development of existing work"*[30].

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[28] There we no meetings in the second half of 1997; and a 7-months gap between July 1996 and February 1997.
[29] A sitting allowance was, however, paid by CCOLP.
[30] Wright, p.5.

Presently, SCF gives the impression to some of only half-hearted in-house interest in the CCOLP. While SCF has assigned the full-time services of one its staff members to the programme, this impression of uncertainty (at times interpreted as an attempt to merely keep up with donor requirements) can undermine motivation. Apart from changes in personnel, growing pressures from other SCF programmes and somewhat differing interpretations about ultimate management responsibilities for the CCOLP probably also contributed in this respect.

a. Monitoring and evaluation.

The most important area where support could have been provided is with M&E and, especially, impact indicators. These are of course especially important for a pilot project and should have been defined at the outset.

A Pilot project is indeed developed to *test hypotheses*. In the case of CCOLP, these hypotheses were not clearly defined. Such definition might have led to different approaches in the districts, for instance, to identify those that "work" and those that do not. One could have imagined for example, a comparison between a more self-reliant approach (minimal follow-up by SCF and government) compared with a more supportive approach.

M&E tasks were essentially seen as process/activity M&E, not impact M&E. Communities were also not asked to define their own indicators[31].

> *In an exercise in Butaleja, teachers came up with a good example of what could have been possible (and would have explained the "project" in other terms than "reading books"):*
>
> *They identified 3 levels of objectives:*
>
> *- read and understand materials.*
> *- practice knowledge gained*
> *- extend to neighbouring communities*
>
> *Indicators identified included: songs, plays, communities involved, group recognised in existence, any behavioural change; No of people who can and do consult the group.*

b. Links with other partners.

The Steering Group provided a good opportunity to work with other partners. As mentioned above, this proved difficult and other partners have perhaps not sufficiently been kept "on board" (or kept themselves on board).

This applies to Central Government - where the death of the concerned person at the DCCP has resulted in limited communication - and to future potentially interested parties (UNICEF, World Bank-funded NECD project, etc.), although contacts have been made over time.

The Steering Group noted in April 1997 that:

[31] In addition, specific opportunities could have been used: CCF for instance conducted a first baseline household survey in its area of operation in Busia and this could have been used by CCOLP to gauge impact after a year.

"The CCLOP (CB) should have a higher national profile early enough such that at the time of the main implementation, it is a well-known and recognised programme at national level. International NGOs and Government Departments should be made aware of the programme. This may help in raising of more support in case of deficiency of finances available. Other funders could be approached now..."

One person from the Ministry and three members of Staff at SCF were proposed to implement this resolution. This does not seem to have taken place in a sustained fashion[32].

c. Managing the programme.

SCF has proved to be very adaptable and flexible in managing the programme and in promoting a very innovative methodology. Groups have been consistently followed-up in spite of many difficulties and district teams have also received much needed support.

However, as already noted, there have been considerable delays in the implementing process. This is due in part to the funding delays long delays in securing funding (see page 7), and to the mode of implementation selected (such as writers working on a mostly voluntary basis, but at their own pace.) This has especially been the case with the development of the materials, leading to a much shorter period of implementation in the field. In consequence, less time was spent piloting in the districts than anticipated and there has been a rushed implementation of the final tasks associated with the programme as funders have declined to extend the CCOLP period a second time, e.g. book reviews.

With regard to the costs incurred by the programme, the following seems pertinent:

- the total budget for the pilot phase amounted to approximately U.shs. 163,000,000. This includes staff costs, workshops, development and production of the materials, support to districts, and the purchase of a vehicle, etc.

- The development costs of the materials amounted to approximately U.shs. 7,900,000; the printing costs of the first "edition" (150 copies of each booklet) was U.shs. 10,200,000 or U.shs. 11,000 per copy.

- Support visits to the districts cost U.shs. 7,000,000. or U.shs. 700,000 per group (this, however, excludes staff salaries).

- The printing costs for the second edition of the books are currently estimated at U.shs. 31,250,000 or about U.shs. 3,000 per copy, reflecting the higher print run (1800 copies) than for the initial version of the booklets (150 copies)..

[32] Steering Group minutes, April 1997, August 1997.

5. Conclusions and The future.

5.1. Conclusions.

A. The absence of a comprehensive M&E system (and the short implementation period) does not allow to comment conclusively on the ultimate goal of the pilot programme, i.e. on impact at community level. However, those visited all assert that impact is starting to be felt... and certainly exists at group level. There is emerging evidence to support this assertion.

B. Much of the apparent success can probably be ascribed to the method used. Its non-exclusive, voluntary nature in terms of joining a group appears to have been effective and sustained. This is a considerable achievement on the part of the CCOLP. It is to the credit of SCF that no "short-cuts" were used in this respect; the programme has remained voluntary in nature.

C. This success is all the more notable as the reading materials themselves are not very "customer-friendly", viz. their emphasis on a literate public, their length and the language used.

D. As a result of the approach followed, the programme has the potential of being remarkably cheap to implement. It is also well in tune with SCF current Country Strategy, which in turn reflects national priorities (f.i. implementation of the Children Statute)

E. While the voluntary nature of the process is evident at group level, the methodology selected by the CCOLP appears to rely significantly on the existence of a local intermediary for support, supervisory and encouragement purposes (local NGO, district authorities).

F. The rather loose definition of hypotheses to be tested by this pilot programme (see A above) also makes it difficult to assess impact at intermediary/district level. While local partners were unanimous in commending the programme and its approach, the experience at this level appears to have been much more mitigated than at community level with districts relying to a great extent on SCF support to discharge their responsibilities.

G. The steering committee provided a good opportunity for other relevant partners to take part in the development and implementation of the CCOLP pilot. However, towards the second half of the period, the Steering group no longer met regularly and became rather peripheral to discussions on programme implementation and, crucially, its future. The experience of the steering committee also highlight the limits of "voluntarism" both in terms of time and ability to legitimately demand high-quality outputs.

H. While the implementing agency has adopted a flexible and supportive approach at both community and district levels, its performance has been undermined by:

- the limited emphasis placed on M&E at the outset of the programme (especially for subsequent impact assessment).
- a seemingly lower priority accorded to the CCOLP, especially during the second half of the implementation period, than the innovative nature of the programme would have warranted.

5.2. What future for CCOLP?

a. With regard to the books, a review process in now underway, regrettably before the future of the project has been clarified. The review will entail (we understand), a limited revision of the texts to make them "more-customer friendly", geared towards "community-workers", and probably more open to a wider "target group".

Should the lifespan of this project be extended, one could imagine further developing these materials into booklets that would more directly meet the needs of communities, with translation into local languages[33], a design for a non-literate public and/or a public with limited formal education. This would entail considerable shortening and simplification of the materials; much more use of diagrams and pictures to support limited text (rather than the other way round, as is presently the case). Drama, songs and other activities could also be used more consistently and guidance provided towards developing community action programmes linked to the implementation of the Children's Statute.

In addition, the book review team is suggesting the following, which should be supported:

- combine the approach with other media: use of audio tapes (with plays, real life examples, some excerpts from the books..), occasional video shows, radio programmes, posters...

- spread activities throughout the books (rather than at the end) and make them more functional, linked to local realities.

b. Partners' perspective:
In the districts visited, and during the final national workshop, all partners felt that the programme should be continued and expanded. The main reasons advanced for this were:

- the felt impact of the programme, especially among the groups and individuals.
- the ease with which it could be replicated
- the linkage with other current activities/policies (Child Statute, community development generally).

Partners suggested the following activities:

- expanding to other communities (by involving the pilot groups).
- translating the materials and changing the order of the units (starting with child growth); reviewing the text in the community management booklet.
- involving the LCs and working through women's' organisations.
- in Lira, integrating the programme into the Functional Adult Education programme of the Ministry[34]
- integrating activities within District Plans of Action for Children.

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[33] Translation into 6 local languages had been budgeted for in the pilot programme. However, this will not be accomplished by the time the pilot phase comes to an end. Translation was seen as "essential" by the mid-term review team.

[34] Now in 4 sub-counties with 1 group per parish, supervised by Lira District Development Programme - LDDC funded by Holland, soon to cover the whole district.

- lobbying for more district support, including the involvement of other district institutions such as NGOs, UNICEF, etc.
- using the mass media (especially local language radio programmes)

In Lira, the groups were asked their' perspectives on their own future (5 years hence):

a. for Konya Adong (see cover picture):
- group still exists.
- outreach work.
- new sub-group seeded.
- other types of books acquired and read.

b. for Amuca:
- number of members will increase (we advertise in churches, etc.)

c. for the Starch Factory group:
- *"we have collected children in difficult circumstances and helped people not to fear some children, such as those with epilepsy".*
- election of another leader.

The Steering group members met had the following comments, suggestions and questions:

"You cannot just distribute the remaining books and say "that's it".

"The programme does have a future place, especially in schools and for in-service teacher training and for LCs. The best suited institution to take it further would be the Ministry of Gender with an accreditation system for those who have studied the materials, and with regional co-ordinating centres. But this cannot happen overnight; there will be a need for SCF support for the next 2 or 3 years."

"It would be a real pity for SCF to abandon such a promising programme. Could UCOBAC take it over?"

The Commissioner for Child Care and Protection made the following comment:

" This is a good programme. We should integrate it with the normal activities of the CDAs. It links well with the implementation of the Children Statute. If we had the opportunity, we should definitely continue and expand it"

At the final National Workshop, it was felt that the programme should eventually acquire a national coverage, using existing resource persons in the districts, while initially establishing a 2- to 3-year transitional phase in 10 districts (including the 4 pilot districts)[35]. .

c. Evaluation perspective:

Three scenarios are proposed:

Scenario 1: Continuation of the programme.

Ideally, a one-year transitional period to spread the activities in the pilot districts, with a good M&E system; and with more emphasis on sub-county (rather than district) level structures.

[35] . For details, see Workshop Report.

SCF would continue to play an important role, given its accumulated experience and its plans to continue with a presence in Kasese. It would appear that all the existing partners would welcome further involvement.

Such a programme would appear to fit extremely well in the current SCF strategy in Uganda:

> *"By the end of the period (5 years), SCF will be recognised as (...) a key player in drawing up and implementing legislation that focuses on the needs and rights of children - in particular the Children Statute...*

In particular, the CCOLP can be seen to address 4 of the 5 strategic issues SCF has identified for itself in Uganda[36].

In addition, the CCOLP seems entirely relevant to the *methods* SCF intends to develop in its work in Uganda: designing alternative (community-based) interventions mechanisms; developing different forms of partnerships, especially with local Government and communities; adopting participatory and multi-sectoral approaches[37]:

> *We will in addition gain a deeper understanding and contacts [with local organisations]...and use participatory methodologies to assist communities...(p.1)*
>
> *(..)and to develop a multi-sectoral approach to the needs and rights of children in their communities (p5).*

Work would continue in the current pilot districts with:

- better evaluation mechanisms, especially to gauge community impact.
- existing groups would take work to other areas to test the replicability of the approach.
- materials would be further adapted, to better suit them to communities.
- a better M&E system would be introduced to test various methodologies, including working with a few groups with very limited support, and to test possible cooperation mechanisms at district and, especially, sub-county levels..

This transitional period, undertaken in close co-operation with government and other potential partners, would also chart the process leading to a spread - if justified - to other districts.

This would also entail looking at how this approach could be integrated in a possible training curriculum for CDAs and how a "simple" process of distributing books from Centre to districts to sub-counties could be made effective and sustainable in the long run..

This is the recommended option, given the potential of the programme at local level, and the learning potential for SCF and other partners.

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[36]. See CSP, pp. 6-10, especially strategic objective 1 and 3 for Issue 1; objective 1 (c,d,e) of Issue 2; objectives 3 and partly 4 of Issue 3 and objective 2 of Issue 5.

[37]. Some of the pages of the CSP could indeed have been written as a rationale for the CCOLP!

Scenario 2: A more limited approach.
This scenario would involve work in a similar fashion, but in one district only. This would be Kasese, where SCF intends to have an on-going presence, and where the various hypotheses outlined above would then at least be tested. Kasese would also afford an opportunity for an approach self-driven by groups, judging by the experience in the district so far.

Additional costs incurred by SCF would probably be minimal.

However, SCF would have to ensure some kind of formal "handover" of activities in Tororo, Busia and Lira. Existing books could be distributed to secondary schools through the Ministry of Education.

Scenario 3: End of SCF involvement.
Given the promise of the programme, it should be possible to hand over the programme to other organisations, even if the materials are used in other contexts. This might include:

a. national/international NGOs:
- Child Rights Network, which is starting a training programme for NGOs and government workers.
- Red Barnet and/or other members of the SCF alliance represented in Uganda.
b. UNICEF (BECCAD programme, taking over district management of the CCOLP?).
c. The World Bank-funded Early Childhood and Development project.
d. Government.

A combination of these various potential actors could also be considered, with hopefully a greater emphasis being placed on sub-county (rather than district) structures.

COMPLETION LEVELS FOR CCOLP

	NAME	DISTRICT	STUDY GROUP	UNITS					COMMENTS
		TORORO	**MWIDO**	1	2	3	4	5	
1	Ochoge George	"	"	✔	✔	✔	✔	✔	
2	Idewa Geofrey	"	Mwido	✔	✔	✔	✔	✔	
3	Harriet Idewa	"	Mwido	✔	✔	✔	✔	✔	
4	Ikileng Peter	"	Mwido	✔	✔	✔	✔	✔	
5	Rev. Okaska Geofrey	"	Mwido	✔	✔				
6	Agodo Peter	"	Mwido	✔	✔				
7	Catherine Etyang	"	Mwido	✔	✔				
8	Amachari Rose	"	Mwido	✔	✔				
		KASESE	**KAGANDO**						
1	Byensi Patrick	"	Kagando						
2	Kwemara Ngabu William	"	Kagando						
3	Ngene Edward	"	Kagando						
4	Mugisa Paul	"	Kagando						
5	Kamalha Yowasi	"	Kagando						
6	Jackson Twesigye	"	Kagando						
7	Gertrude Mesereka	"	Kagando						
8	Maseruka A lebu	"	Kagando						

NAME	DISTRICT	STUDY GROUP	UNITS					COMMENTS
	KASESE (cont)	**RWESANDE**	1	2	3	4	5	
Baluku Charles								
Mujungu Moses								
Betty Rukundika								
Tebeza Johnson								
Mubiru obadiah								
Mrs. Kisyenene Dinah								
Isebahinda Erikana								
		KASANGA						
Kule Barthlomew								
Kajura Mary								
Mrs. Deodeta Bakumabiri								
Aliganyira Bernadet								
Surprise Frances								
Biira jane Grace								

NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		LIRA	**KONYA ADONG**	1	2	3	4	5	
1	Mrs. Gertrude Ogwal	Lira	Konya Adong						
2	Margaret Odongo	"	"						
3	Sam Bua	"	"						
4	Hellen Okullu	"	"						
5	Mrs. Ketty Opio	"	"						
6	Mr. A. J. Odongo Ogwang	"	"						
7	Mrs. Florence Ekwang	"	"						
8	Mrs. Florence Okello	"	"						
9	Mrs. Anna Agedi	"	"						
10	Mrs. Phoebi Goi	"	"						
11	Mrs. Dolly Etyang	"	"						
12	Margaret Amodo	"	"						
13	Margaret Emor	"	"						
14	Mr. Saimon Odullo	"	"						
15	Otuke Alex	"	"						
16	Mrs. Rose Ojok	"	"						
17	Mr. Buka George Okwir	"	"						

NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		TORORO MALABA	**MASCAP**	1	2	3	4	5	
1	Shama Peter	"	"						
2	George Muyanja	"	"						
3	Patrick Sekabira	"	"						
4	Ram Ngabirano	"	"						
5	Wycliff Kayombya	"	"						
		TORORO	**MWELLO**						
1	Evaline Owor								
2	Emily Owor	"	"						
3	Margaret Kigen	"	"						
4	Ochwo Joseph	"	"						
5	Angella Ochwo	"	"						
6	Erinayo Ajwenda	"	"						
7	Anthony	"	"						
8	Oketch Paul	"	"						
9	Florence	"	"						
10	Joyce - unable to read and write	"	"						
11	Iseza Awor - unable to read and write	"	"						Illiterate even in vernacular
12	John Ochwo	"	"						Illiterate even in vernacular

NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		TORORO	**BUTALEJJA ANNEX**	1	2	3	4	5	
1	Mulembe Charles	"	"						
2	Okello Andrew	"	"						
3	Allen James	"	"						
4	Onyango Fred	"	"						
5	Akello Teresa	"	"						
6	Kanghanyi Florence	"	"						
7	Namubali Peninah	"	"						
8	Nabala George	"	"						
9	Wapaha Patrick	"	"						
10	Namugwere B	"	"						
		LIRA	**STARCH FACTORY**						
1	Margaret Ocen	"	"						
2	Grace Ocen	"	"						
3	Katherine Gwen	"	"						
4	Mary Otubo	"	"						
5	Agnes Ikwar	"	"						
6	Mary Okello	"	"						
7	Hellen Okello	"	"						
8	Pasca Alupo	"	"						
9	Irene Ingena	"	"						

NAME		DISTRICT	STUDY GROUP	UNITS					COMMENTS
		LIRA (cont)	**STARCH FACTORY**	1	2	3	4	5	
10	Josephine Acyang	"	"						
11	Sophie Odongo	"	"						
12	Esther Adia (Miss)	"	"						
13	Betty Alakana	"	"						
14	Hellen Opio	"	"						
15	Rose Opio	"	"						
16	Mrs. Jenty Ayo	"	"						
17	Mrs. Polly Okodi	"	"						
		LIRA	**AMUCA**						
1	J. Charles Omwony	"	"						
2	Wilbert Alar	"	"						
3	Bicantina Opito	"	"						
4	Janet Atim Apita	"	"						
5	Agnes Amongi	"	"						
6	Maria Opio	"	"						
7	Hellen Odur	"	"						
8	Florence Okello	"	"						

9	Conny Mary Akello	"	"						
10	Rudencianuh Ongola	"	"						
NAME		**DISTRICT**	**STUDY GROUP**	**UNITS**					**COMMENTS**
		LIRA (cont)	**AMUCA**	1	2	3	4	5	
11	Beatrice Akite	"	"						
12	Katherine Odok	"	"						
13	Fiona Atim	"	"						

THE DISTANCE EDUCATION COMPONENT IN THE COMMUNITY BASED CHILD CARE OPEN LEARNING PROGRAMME

A REPORT

SUBMITTED TO SAVE THE CHILDREN FUND (UK) - KAMPALA

BY FLORENCE OLAL-ODUR

FEBRUARY, 1998

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1.0 INTRODUCTION

1.1 HISTORICAL BACKGROUND TO COMMUNITY BASED CHILD CARE OPEN LEARNING PROGRAMME (CBCCOLP)

The Community Based Child Care Open Learning Programme (CBCCOLP), still in its pilot phase, evolved from Child Care Learning Programme (CCOLP). This pilot phase, has now taken one year having been launched in January 1997.

The idea of the Child Care Open Learning Programme (CCOLP) was conceived in 1989. The programme was meant for all staff working in children's homes and institutions. It offered five courses through the open/distance learning mode, using the printed study materials and study group discussions as the major teaching/ learning method. The courses offered were: Child Health; Child Nutrition; Children with Special Needs; Skills in Training Children; and Administration for Children's Homes. A study guide for the courses was also developed. The curriculum for the CCOLP was designed through consultations with experts from the various fields who had special knowledge required in the identified areas.

The main aim of the CCOLP was to:

> Increase the quality, standards and professionalism
> of care provided by the institution...

Between the conception of CCOLP and its implementation in 1992, there were major and significant changes in government approach to child care and protection. There was a move to a more community based approach as a result of the tremendous increase in number of vulnerable children. At the same time, many other Community Based Organizations, Women Groups and NGOs expressed interest in the CCOLP.

A training needs assessment survey was then carried between May and June 1993 all over Uganda to establish areas of concern on child care within local communities. The study revealed five main areas that the programme needed to deal with. These were:

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Special thanks goes to Mr. George Calder the District Programmes Development Co-ordinator and Mr. Edwin Kayuki, the Programme Incharge, for the continued trust and support they accorded me.

To the writers, reviewers, editors, illustrators, the district co-ordinators and course participants, and to all those who contributed in one way or another, in the Evaluation, I say thank you.

* Child Health and Nutrition;
* Child Growth and Development;
* How to Understand and Help Children in Difficult Circumstances;
* How to Work with Communities; and
* How to Manage Organizations.

Learning materials needed to be developed to cover all the areas identified. USAID gave the financial support for this and also to pilot the new programme which then became the Community Based Child Care Open Learning Programme (CBCCOLP). Save the Children's Fund (UK) provided the technical support for the pilot phase. It co-ordinated the development of learning materials and introduced the programme to the communities. The learning materials were developed by the steering committee which drew members from various fields of interest in child care. These included: child care agencies, social work and social development, health, nutrition and adult education. They developed five study units namely:

* Child Health;
* Child Growth and Development;
* Children in Difficult Circumstances;
* Working with Communities and Management for Child welfare;
* They also developed a study guide for the programme.

The new programme (CBCCOLP) was then piloted in the three districts of Lira, Tororo and Kasese. The programme continued using Open/Distance Education mode as the means of learning. Course participants used the study materials and group discussions as the main means of learning on the programme.

AIMS OF THE COMMUNITY BASED CHILD CARE OPEN LEARNING PROGRAMME

The CBCCOLP belongs to the Department of Probation and Social Welfare in the Ministry of Gender and Community Development.

The CBCCOLP was introduced with the following aims:

* To improve the quality of child care and protection in the community.

* To improve the skills and knowledge of communities and people working with children in the community on child care and protection.

1.2 OBJECTIVES OF THE CBCCOLP

The specific and immediate objective of the CBCCOLP were to:

* pomote mother and child-care in communities;

* promote the support of sick children and prevention of some diseases that affect children;

* develop community based health-care units in communities,

* enable communities apply knowledge of stages of development to help children grow well;

* teach the necessary social habits to children according to their culture and let them use these habits properly;

* effectively mobilize communities to promote awareness of children in difficult situations;

* develop community initiatives for management and prevention of problems of children in difficult situations and their root causes;

* explain situations, policies, laws and practices affecting children in Uganda;

* promote the use of resources available to the community to:

- help in the growth and development of children;
- improve and sustain child welfare development in communities.

* promote collaboration between the community and appropriate welfare organization.

2.0 WHAT DISTANCE EDUCATION IS

Distance Education is a term used to cover all forms of studies at all levels where the teacher is not in direct contact with the learner. In many cases the learner is not also in direct contact with the mother institution nor with fellow learners on the same programme/course.

In such a situation, learning is therefore carried out through several inter-mediaries like use of print packages sent to the student to read on his own. Learning can also be carried through the use of audio or audior-visual means: telephone, tele-conferences, video-conferences, film strips, and films. It can be carried through computer.

The term Distance Education was only universally accepted in 1982. Formerly, this form of study was referred to by a variety of names; but all these terms were found to be limited. Some of these terms were:

i) **Correspondence Studies**

This basically referred to the mode of instruction rather than what entailed learning at a distance. The teacher corresponded with the student by letters through post. Today Distance Education relies on the printed materials and other media like radio, T.V., teleconference tape recordings, computer etc.

ii) **Home Study**

This term emphasized the place of study, the home, yet the student does not necesarily study only at home. This term does not therefore adequately explain the meaning of this mode of studies.

iii) **School of the Air/School Broadcast**

This is restricted to air programmes, yet different types of media can be used.

iv) **Independent Studies**

This is vague and confusing. For, what are the studies independent of? Is it materials, radio, or face to face?

v) **Open learning/University Without Walls**

Again this terms are vague, though "open learning/without walls" emphasize that learning is not restricted to the classroom or maybe to one media. So, what is it open to? Is it anybody irrespective to educational background, age or what?

vi) **Distance Learning/Distance Teaching**

This term is also confusing. It implies that learning is either learner oriented or teacher oriented.

The term Distance Education was therefore found the most suitable because it was all embracing. Although we have Open Universities/University of the Air, they use distance education as the form of studies. This is because with modern technology there has been a move away from using one media only. Distance educators want to enrich this system of education to reduce drop-out rates and make it competetive with internal programmes by using different media and different types of learning materials and providing a variety of relevant support to the learners on their programmes.

3.0 THE RATIONALE FOR DISTANCE EDUCATION (D.E.) IN THE COMMUNITY CHILD CARE LEARNING PROGRAMME

D.E. was introduced into the education system in response to the growing needs not easily met by traditional/conventional forms of education. This is especially true where:

* **Students learn in scattered communities covering sparsely populated areas or large geographical areas.**

  When Child Care Open Learning Programme was initially introduced, it was meant to cover the whole country. When it is implemented, the CBCCOLP is also expected to cover the whole country. The participants will come from all over Uganda and will therefore scatter over a wide geographical area. As such, D.E. is a relevant mode for studying in this programme.

* **Course participants are working and cannot be pulled away from their jobs for a long period of time.**

  In the case of CBCCOLP, identified participants are **community workers, groups dealing with child welfare,community leaders, etc.** These are all working adults in local communities and need to be in their stations most of the time, such a programme would be most suitable for them.

* **There is a necessity to provide educational opportunities for adults who have been deprived of education.**

  Some of these adults particulary in the CCCOLP had not had any opportunity to participate in such kinds of programmes because of a variety of reasons. These incuded: lack of fees to continue with education, stiff competition in examinations, family interferance and other personal problems.

* **There is need to bring into learning situations expert knowledge, rare experiences and stimulating personalities.**

The media and materials used enables a few specialists share their experiences with a tremendously large number of students, the students' various experiences can also be incorporated into the learning situation.

* **There is need to update knowledge and skills and accelerate manpower development.**

* The CBCCOLP aims at:

  (i) Improving skills and knowledge of communities and people working with community child-care and protection.

  (ii) Improving the quality of child-care and protection in the community.

All these are to update knowledge and skills and accelerate manpower development.

Distance education is therefore a relevant mode of learning for the CBCCOLP because of the above mentioned reasons.

4.0 HOW DISTANCE EDUCATION IS APPLIED IN THE COMMUNITY BASED CHILD CARE OPEN LEANING PROGRAMME

D.E. systems have six major components. For any D.E. system to function successfully, each of these components must also function efficiently and effectively. This is because these components are interrelated and each feeds into the other. For successful implementation of the CBCCOLP, each of these components have to be clearly defined and their roles clearly stated.

These components are: Educational Programme;, Instructional Materials; Management; Finance; Students Support Services and Evaluation.

(1) **Educational Programmes**

The Community Based Child Care Open Learning Programme (CBCCOLP) offers five tailor made, non-credit courses, these are: Child Health, Child Growth and Development, Children in Difficult Circumstances, Working with Communities and Management of Child Welfare.

The courses are expected to be covered in six months, each taking about one month to complete.

The Programme was meant for all "members of the communities where children live", however, it was specially designed for "community workers in local NGOs, Community Based Organizations and groups dealing in child welfare and community leaders."

The programme was expected to be "open" to all whatever their educational background. There was no formal entry requirements provided one was interested and prepared to do the work the programme required.

- The aims of the CBCCOLP were clearly identified.

- The objectives of each course were also stated in the study units. These were, however, revised in terms of revised content, of the behavioral changes expected by the end of the course and applicability of the knowledge and skills acquired.

Findings from the field visits revealed that although most participants were very enthusiastic and willing to participate in the programme, the course duration was not practical. Most participants took much longer to complete going through each course unit than was estimated. By early December 1997, most groups had only completed reading 3 study units. The majority of participants could not find time to go through the study units alone during the week for a variety of reasons. Some of them were either illiterate or:

- unable to find a quiet place and time to read,
- too busy to read,
- did not receive the study materials.

Even group participation was seasonally determined . During peak seasons of planting, weeding and harvesting, most participants who were peasant farmers never attended group discussions. The same was true when there were political campaigns. These findings were not surprising as distance education programmes normally take much longer than internal programmes.

The target group identified for the CBCCOLP was very wide and fluid, ranging from professionals, the highly educated to the illiterates at the grassroot level. This has great implications on the courses being offered and materials being developed. For while trying to maintain standards for each set of participants, one has to pay particular attention to the content language and style of presentation. Such fluidity makes it difficult and tricky to produce very relevant study materials.

(2) Instructional Materials

This component takes care of developing the course curriculum and course content; identifying using appropriate media and developing and producing appropriate instructional materials.

In ~~reaction~~ relation to the CBCCOLP:

* The curriculum for the CBCCOLP was designed through consultations with experts from various fields who had special knowledge required in the identified areas.

* The course content and study materials were developed by the steering committee which drew members from various fields related child-care. These were produced and distributed to participants on the programme.

* Only one media, the print, was used on the programme.

As with many D.E. programmes, the printed study materials is normally the basic media used.. The media used by CBCCOLP does not make learning very "open" to all the participants. It has implications for the illiterate members from the grassroot communities. Our field visits indicated that one of the reasons some participants could not use study materials on their own was because they could not read, let alone understand the printed study units. So they rely on their friends during study group discussions. This does not only affect progress on the programme but also understanding and application of knowledge and skills that should be acquired. The slow learners tend to pull back fast learners.

As a result of the separation between the tutor and the student on the D.E. programme, instructional materials are used as the major means of delivery of content. Instructional materials should therefore be of quality, they should be clear and relevant to the course. D.E instructional materials are normally specially designed to bring the learner and instructor (writer) in close contact. They can be in form of print, audio or audio-visual materials.

Written study materials must be self contained, interactive and written in an easy and readable language.

The CBCCOLP provided Instructional Materials to students in form of study materials. The field visit indicated that the study materials sent to students were not adequate and did not reach them in time.

However, participants who could read and understand the study materials expressed a lot of enthusiasm in using them. They found the contents relevant and applicable to their day to day lives and appreciated the courses a great deal. Participants said these materials have changed their attitude towards children a great deal. For example, now they could listen and try to understand their children and not inflict such harsh punishments on them. They have also been able to resettle some of the street children back to their communities. Their attitudes and approach to certain illnesses have also changed.

Despite this, because of the wide and fluid target group, some participants still found

certain study units difficult to understand especially units 3,4,5. This is discussed in details in the report on "Application of the Distance Education mode in the study materials prepared for the CBCCOLP."

Generally the materials were well received by students. The D.E. component, however, needed a lot of reviewing, for in some texts the language needed adjusting to the learner's levels. Some text were not interactive and used text-book language, for example unit 4, the discussion of "approaches used to mobilize communities". In other instances a lot of information was provided without making use of the learner's experiences to enrich content. In essence the materials needed to be more participatory. In revised copies these were considered and more challenging and relevant activities and illustrations were incorporated.

3 Management

This component is responsible for personnel, records, communication, procedures, purchasing and stores.

It is important to note that the personnel to be involved in the programme are properly identified and their job descriptions clearly stated. This is because D.E. programmes

are managed both at the Institution (Head Quarter) level and at the Local Centre level where students are based. Recruited personnel should therefore be thoroughly briefed or trained to run the programme properly.

The personnel recruited would in turn be responsible to manage records, communications, procedures, purchasing and stores.

In the CBCCOLP, the personnel is still very scanty both at the Head Quarters and at the district level. At the district level, the staff are engaged on part time basis. They are quite busy with their own jobs and use only their spare time to look after the programme. This ~~make~~ made it difficult for them to constantly monitor the

programme and keep proper records on students. There ~~is~~ was no systematic record keeping system either with the district officers or with co-ordinators. Most of the information like: date of meetings, what groups have achieved, how far they have gone, their problems, list of registered students, drop-out rates etc, were being kept verbally.

The Communication flow was also still problematic especially between the Head quarters and the upcountry centres and with students and also within upcountry centres. Students only received communication once a while when District Officers ~~visit~~ visited them. Yet as distance students they ~~need~~ needed to be constantly informed to reduce their feeling of isolation and anxiety.

Certain procedures, like procedures on: registration, retention on programme, drop-outs, those who want to resume studies after dropping off, assessment, completion of one course and promotion into the next stage of course and certification in the CBCC still ~~needs~~ clarification.

4 Students Support Services

This component is responsible for disseminating information, admissions, counselling, teaching and examinations (assessment).

Distance Education learners are disadvantaged in more subtle ways than students who study on the internal programmes. Therefore, need to be provided with special support if they have to study well on the programme. This support should be of quality, sufficient, flexible and fast. It should be both administrative and academic in nature.

Support provided to the learner normally varies from place to place depending on programme offered and the students' needs and problems. However, whatever the support is, it must create in the learner a feeling of self confidence, confidence on the programme, on the course, on the administration, on the media and materials used, on the mode of study and on the system as a whole.

In the CBCCOLP, this component needs a lot of strengthening for the students do not seem to receive as much support as they need. Although initial orientation to the programme was done, students needed more orientations especially when they complete reading a particular study unit. Some participants did not seem to understand the purpose of and procedures on the programme quite well, hence, they needed constant orientation. Participants also expressed concern about lack of continuous information from the Head quarters and infrequent visits by the District Officers supposed to be monitoring them. Many, times this disheartened the participants and some dropped off. Frequent visits to and constant communication with the students is one way of counselling students and many times keeps them on the programme.

The CBCCOLP does not provide for the tutoring support. The students are expected to study on their own and meet to discuss in self help study groups guided by the group co-ordinator.

Studying alone meant devoting some free hours during the week to read whatever topic would be discussed the following week. Each student was therefore expected to make a flexible, convenient, weekly time-table for studying alone and also find a convenient place to study. They were also given guidelines on how to study alone.

Studying in the group, on the other hand, meant preparing oneself for the topic to be discussed and participating actively in the discussions.

The group co-ordinator was expected to:

- plan and organize meetings;
- keep the meeting relevant by keeping the group's attention on the purpose of the meeting and helping to steer discussion;
- keep records of meetings;
- appraise the meetings;
- provide feedback to the District Officer on the groups progress and performance.
- He/she was not expected to be an expert, just a responsible person.

This kind of arrangement had implications for the students progress and participation on the programme. This was because some members could not read and write, nor clearly understand the language of the text. Such participants could not read during the week and had limited participation during the group discussions even if the discussions were held in the local languages. Another problem experienced was where participants encountered language or content difficulties, they had to wait long for the District Officer's visit. In cases where the District Officer was not an expert in the subject area, the students would end up being frustrated.

Because the distance students are isolated from the teacher and their mother institution, they need plenty of counselling to keep them on the programme. They need constant reassurance that they can go on and complete the course despite the problems they may encounter. For the CBCCOLP, the District Officer was expected to provide this kind of counselling. The major drawback was the length of time the District Officers took to visit their students.

Admissions on the CBCCOLP was done at the district level.

To enrol on the programme, the interested person was expected to:

- discuss the idea with people who work with the community based child-care programme in his/her community;
- discuss the idea with his/her or organization, friends and work-mates;
- contact the District Community Development Officer or Probation and Welfare Officer of the district administration.
- fill forms and return them to where he/she had picked them from;
- be advised by those officers when to start on the course.

However, during the pilot phase, the District Probation or the District Community Development Officers identified a few of the already existing groups that were interested in the programme; briefed and registered the groups. It was their duty to administer the programme at the district level.

Assessment and Certification

- The participants on the CBCCOLP were not expected to have any formal form of assessments. They were, however, expected to carry out regular self assessment using self-check test in each of the study units.

- Everyone who formerly enrolled on the programme and regular attended study group meetings was entitled to a certificate of participation.

- The study group co-ordinator was expected to keep proper attendance record.

Such a kind of arrangement does not cater for those who

. drop off for a few weeks and then rejoin the programme; or

. claim to be reading alone and come only once in a while for group discussion.

This area too needed to be improved.

Another question of concern was:

i) How fairly was each participants going to assess himself/herself?

ii) What are the indicators that the participant can apply the knowledge and skills learnt on the programme?

iii) Was there a provision for those who complete only certain courses, would ~~they~~ these be recognized as having studied in the CBCCOLP ?

5 Finance

This component undertakes budgeting, costing, accounting of revenues and expenditure.

Although D.E. programmes are eventually more cost-effective than internal programmes, the initial implementation can be costly for the programme administrators. This is because all the six components have to be successfully put in place if the programme has to run smoothly.

The media to be used have to be identified and instructional materials for each media has to be developed before the course is launched. Personnel to run the programme have to be recruited, trained or briefed on what is expected of them as distance educators. Student support services have to be put in place and the programme should be constantly monitored and evaluated. All these need financial support either from government or donors. Most distance education programmes are also partly supported by students who pay fees.

The CBCCOLP was financially supported during the pilot phase by USAID. During the implementation phase it will still need a lot of support if the programme has to be sustained.

6 Evaluation

This component deals with checking efficiency of management, effective use of revenues, objectives, improvement and research. CBCCOLP has this component in place, after the pilot phase, the programme is being evaluated in terms of the:

- process;
- distance education component; and
- relevance of materials being used.

* It is hoped that the results of this evaluation will be used to improve the programme.
* It is also hoped that establishing the strengths and weaknesses of the current programme will assist The Deapartment of Probation and Social Welfare in strengthening its capacity to run the programme and provide effecient support for the students on the programme.

5.0 CONSTRAINTS

The following were some of the constraints experienced during the evaluation period.

- The time given for the field study was too brief, it was difficult to meet all the groups especially the Tororo groups.

- There was need for more and frequent meetings with and between those evaluating the process and the materials.

- The weather during the field visits also unfavourable. This interrupted some of the planned group meetings.

RECOMMENDATIONS

After reviewing how the distance education component is being applied in the CBCCOLP, the following recommendations were made:

- There is need to strengthen all the six distance education components as they apply to the CBCCOLP.

- CBCCOLP should clearly identify and define the target group or programme participants. Without this it is difficult to specify the programme duration; develop study materials with appropriate content and suitable language level; and organize appropriate student support for the learners.

- Where the grassroot communities are involved there is need to reduce the content load and tone down the language level. This would involve developing very simplified materials with plenty of illustrations for each unit.

- Considering the learner characteristics of the target group, their varied socio-economic and educational backgrounds, the programme duration should be extended to say between ten months to one year.

- The method of assessment and certification should be reviewed:

  - There is need for a more participatory continuous assessment throughout each course that is offered.

  - There should be a certificate of participation for every course unit offered. This would make a provision for those who drop off in the middle of the course and can resume studies during the next offering.

- CBCCOLP should employ a full time programme co-ordinator at the district level. This kind of arrangement would strengthen support at that level and provide fast and easy feed back to the Head quarters.

- Record keeping should be strengthened especially at the district level.

- CBCCOLP should organize occasional tutoring support especially to orientate students to the new courses being offered.

  When students identify salient issues, the group co-ordinator should consult the district co-ordinator to make arrangements with specialists to discuss with the groups such issues.

- Writers and material developers for the programme should be trained in Distance Education and community based mode of writing.

- The print media, which is basically the study materials, should be supplemented with use of posters, charts, large diagrams, pictures and realia during the learning process. This would facilitate learning especially for the grassroot participants who may find it difficult to understand the basic materials.

- Adults learn better when they see and listen at the same time. There is need to consider using audio-tapes to explain certain unclear or difficult concepts

and sections of the materials. CBCCOLP should also consider using audio-visual materials (films, film strips video-tapes) for demonstrations and illustrations. Such variations make learning more interesting and brings the teacher and learner closer together.

- Required study materials should be distributed to students before a particular course begins.

- Study materials should be translated into local languages;

- A study guide should be developed for each study unit

- To sustain the programme:

  - CBCCOLP should raise funds from the sale of the study materials.

  - Districts involved should partly contribute financially for their participants.

  - Different study groups could also raise funds by staging plays related to their courses.

  - There is still need for donor and government financial support especially at the initial stages of implementation.

APPLICATION OF THE DISTANCE EDUCATION MODE IN THE STUDY MATERIALS PREPARED FOR THE COMMUNITY BASED CHILD-CARE OPEN LEARNING PROGRAMME

A Report Submitted to Save The Children's Fund (UK) Based in Kampala, by Florence Olal Odur

February 1998

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APPLICATION OF THE DISTANCE EDUCATION MODE IN THE STUDY MATERIALS PREPARED FOR THE COMMUNITY BASED CHILD-CARE OPEN LEARNING PROGRAMME

BACKGROUND

The Community Based Child Care Learning Programme (CBCCOLP) is run by the Department of Probation and Social Welfare in the Ministry of Gender and Community Development. This ~~is a~~ Distance Education Programme ~~which~~ was in 1997 ~~being~~ piloted in the three districts of Tororo, Lira and Kasese in Uganda.

The programmes offered 5 courses namely:

- Child Health;
- Child Growth and Development;
- Children in Difficult Circumstances;
- Working with Communities; and
- Management of Child-Welfare.

Being a Distance Education (DE) Programme, study materials ~~was~~ developed for each of the courses by a team of writers identified from each of the relevant fields of interest. These together with a study guide were produced and sent to the students in the field ~~for pilot testing as they study on the programme.~~ The students were expected to read the materials both individually and also discuss them in groups. The whole programme was expected to be completed in 6 months, ~~Meaning that one~~ course ~~had to be~~ completed in about 1 month.

A team was sent after eleven months to evaluate how the programme was ~~running~~ and the relevance of the study materials in as far as the Distance Education (DE) component was concerned.

The Task

The main task ~~of the~~ of ~~this~~ paper ~~was to review~~ the Distance Education component of the CBCCOLP printed study materials in terms of:

- Learner characteristics, ~~presentation and relevance;~~
- Presentation
- Relevance

DISCUSSION OF FINDINGS

Learner Characteristics

- Findings in the field showed that the CBCCOLP registered a wide range of participants, with varying socio-economic and educational backgrounds. These included highly educated members of the communities, professionals in child-welfare, semi-illiterates and illiterate members from ~~the~~ grassroot communities. Some of them were peasant farmers, others engaged in a variety of businesses, yet others were teachers, opinion leaders, social workers, house-wives, children, religious workers and so on.

- The CBCCOLP was meant for "all members of communities where children live and open to all, whatever their educational background." However, it was ~~specially~~ specifically designed for "community workers in local Non-Governmental Organizations, Community Based Organisations, Groups dealing with Child-Welfare and Community Leaders."

The varied background of participants ~~made them display varying characteristics, some of~~ which ~~were~~ was quite extreme. Some of the characteristics identified were:

- ability to read fast on one's own, comprehend well and participate actively in group discussions;
- ability to read slowly on one's own, comprehend slowly and with difficulty and participate in group discussions;
- inability to read and comprehend the materials;
- reliance on others in order to participate in the discussions;
- being too busy to read on one's own;

* inability to find convenient space for reading on one's own; and
* inability to find time to regularly participate in group sessions.

The varied characteristics displayed by participants therefore made it ~~tricky~~ difficult to develop study materials ~~of one media~~ in one format, which had appropriate content level and language ~~of presentation to~~ for all participants.

~~This is because~~ different participants therefore approached the study materials according to their different levels of learning. The pace for individual reading therefore became quite varied and this influenced the group reading. Some fast readers who could not cope with the slow speed came for group studies ~~only once in a while~~ on an intermittant basis, while those who could not read needed ~~plenty of~~ additional assistance from them. who? more competant readers?

However, most of the participants, ~~who finally~~ understood the contents of the study materials, and were happy with the programme. ~~They said~~ Participants stated that the courses were relevant to their needs and made them understand children better and they could now apply the knowledge and skills learnt to real life situations.

Presentation and Changes Made

◊ It was agreed that the five courses be presented in the following order.

Unit	I	Child Growth and Development
	II	Child Health
	III	Children in difficult situations title changed
	IV	Working with Communities
	V	Management of Child Welfare

This arrangement was to initially enable readers to understand how children grew and developed, ~~first~~ before they ~~could be~~ were introduced to the various health problems children ~~go through~~ may experience.

◊ The quality of learning by this method ~~distance~~ is directly dependent on the quality of instructional materials. Instructional materials should, therefore, be specially designed to bring the

tutor
~~teacher~~ and the learner closer in the learning situation. They should be self contained, interactive, motivating and written in an easy and readable language.

◊ The CBCCOLP study units strived to present the contents using the Distance Education Mode. This was seen in:

- **The general layout of the materials**

  The unit contents were divided into topics, sub-topics, sub-sub-topics, paragraphs and sentences etc. Distance Education advocates for this kind of structuring, where the content is broken down into manageable parts so that the student can read and comprehend easily.

  What was problematic in all the study units, however, was the orderly flow of the headings scheme. Some topics, sub-topics, sub-sub-topics etc. were not chronologically arranged and this could easily confuse the lone reader, say, ~~far deep at Angwet~~ Angwet village. Unit 4 Topic 4 "*Health problems with a social stigma*" for example, needed to have the topics arranged according to their inter-relationships. Similarly, unit 2 topic 1: "*Common Health Emergencies*" did not have clear connection between the sub-headings. This problem was found to be consistent in all the Course Units. The unit reviewers and editors therefore, made the necessary corrections.

  Linked with this was the repetition of certain topics in different Study Units. For example, discussions on breast feeding, cleanliness, immunisation, HIV were repeated in both units 1 & 2. This was looked into by the reviewers and editors.

  An interview with some of the co-ordinators indicated that these kind of anomalies occurred because of the little time given during material development and that there had been lack of in-depth consultations between writers, reviewers, and editors.

The Formulation of Course/Unit Objectives

Distance Educators believe that if learning is specified in measurable terms, then learning experiences can be organised to achieve such objectives. Learning objectives for the study units and topics should be clearly stated. Learning objectives are important because they:

prescribe the scope of the content?

(i) delimit scope of content;

(ii) give direction to:

- mental process to be developed; and
- skills to be acquired.

assist in evaluating

(iii) ~~help evaluate~~ whether learning has taken place.

They should therefore be: Specific, Measurable, Achievable, Realistic and Time-bound.
The CBCCOLP study units have unit objectives stated at the beginning of each unit. These were reviewed and those not found to be clearly stated were modified accordingly. However, what was completely missing were the objectives for the topics to be covered within the courses.

the teacher was referred to at top of page 4!

◊ In Distance Education, the writer takes the place of the teacher. It is therefore necessary to incorporate some face to face stylistic features in the study materials. This means that the materials should be presented using conversational style.

- The writer should therefore be friendly and encouraging as she/he writes. The writer should engage the learner in argument, ask the student to criticise, comment, consider questions raised, supplement; address him/her as 'you' to develop personal a relationship with the student.

- The CBCCOLP study materials tried to use this stylistic approach especially at the introduction of the different topics dealt with in every study unit. A good example of this stylistic approach is seen in Unit 4 topic 2. "*Ways of carrying out Effective Community Mobilisation.*" The writer tried as much as possible to develop a personal relationship with the students and to engage the students in a conversation. However, in the same Unit Topic 1 when "*Community Development Approaches*" is being discussed, the writer seemed alienated and used more of the ordinary text-book language. Points/facts were merely listed without making the reading conversational.

◊ To facilitate learning, Distance Educators advocate for punctuating content with in-text questions. Learning is assumed to take place more easily if the questions are built within the text are connected with what has been learnt and can be used for solving problems relevant to the learners' experiences. Information should therefore be presented in small ~~doses~~ sections and exercises should be set immediately after this to test the learner's understanding of that information.

The CBCCOLP study units tried to incorporate questions or activities in the texts. Most of these questions/activities, however, came at the end of the topics after so many sub-topics and issues had been discussed. It therefore made it difficult to determine immediately whether or not learning had taken place or whether the learner could apply what she/he had learnt. ~~Noticeable also was the fact that~~ It was also noticeable that some questions were unproductive and led to dead ends. These questions/activities were therefore improved upon and ~~fitted where they should belong~~ placed more appropriately.

In most Distance Education texts answers to activities, especially self tests, are provided in the text for the learners to cross-check their responses. This however, was not provided for in the CBCCOLP Study Units. This was possibly because certain answers were relevant only to particular communities. — is this true?

◊ Distance Educators advocate that:

- Students acquire knowledge faster with the aid of well structured presentations,
- Students learn new materials faster in terms of what they already know. Therefore, writers should make use of advanced organizers bridges and links. These serve as introductory materials which ~~is~~ are aimed at bridging the gap between what the student has already learnt or knows with what the student needs to learn and assimilate.

In the CBCCOLP study units this was taken care of, especially at the beginning of the study units, i.e. during the unit introduction and when the main topics were being introduced.

"In this unit we are going to learn about..."

"In this topic we are going to learn about..."

However, as writing progressed there were is hardly any references to what the student already knew when discussing related topics. There was need for some "bridges" like:
"In the last topic, or sub-topic, we discussed the Pre-Natal Stage of Development, we saw that the pre-natal stage of development is.... In this sub-topic we shall discuss the fist two years of life. This stage begins from...."

Most topics/sub-topics simply had the headings or sub-headings and a list of points or facts about the topic/sub-topic without introducing lead in sentences as indicated above.

It is also important to incorporate the learners' experiences into the learning situation by building in questions within discussions, expecting immediate response from the learner by asking him/her to enumerate, list, or expound. In the CBCCOLP study materials where questions were posed as sub-headings, answers were given immediately so there would be no interaction between the learner and writer in parts where discussions were expected to be held, the learner was provided with all the information, actually spoon-fed and not allowed to respond intelligently using his/her own experiences. In the revised study units, these were corrected.

Confusing

◊ Distance Educators advocate for the use of Motivational Instruction Devices. They contend that the text should be truly interactive for learning to take place. These motivational instructional devices are seen through the use of:

- objectives - both for the study unit and identified topics;
- advanced organisers, bridges and links - through the text;
- challenging activities - throughout the text;
- meaningful illustrations; and
- recapitulation - at the end of topics.

In the CBCCOLP study units, illustrations were presented in form of simple drawings and tables. In units 4 and 5 some of the illustrations used had been used in the earlier units that is unit 1, 2, & 3. There was need to revisit these as they did not help much to stimulate learning.

In the Unit on "**Child Growth and Development**" some illustrations were not very meaningful, for example, the stages of the baby's development was not reflected by the drawings. Some of the pictures especially nude pictures were seen as offensive by participants. The participants too felt the pregnant women should not be made to eat all that food in front of her at one meal! Learners to failed to easily comprehend the "tree" diagram and some tables.

Distance Education texts provide for recapitulation at the end of every topic. This helps in assessing whether objectives have been achieved and also in summing up what the topic was about. The CBCCOLP study units provided for this in form of self-check tests and activities for most of the topics. What was missing was the general summary of what the topics discussed.

◊ The Distance Education type of writing is didactic with a story obligation to communicate easily with the reader. There are two types of text materials that can be developed:

(i) The self contained study materials.

(ii) Study guides for already published texts. These help to guide the learner in mastering a text which would otherwise be difficult to understand.

The CBCCOLP has developed self-contained study materials for the course. There is now need to develop study guides for each of the course units for the grassroots participants who may find it difficult to comprehend the longer texts.

All in all, the CBCCOLP study materials tried to incorporate the Distance Education Mode of presentation fairly well. What seemed to have been lacking was the monitoring and reviewing of materials as they were being written, and also the fact that the target group was not clearly identified made it difficult for them to adjust the content level to suit every potential participants. There was, therefore, need to incorporate the corrections and recommendations made by the reviewers and editors as necessary. As it is now, the materials will dictate who the

participants are. Another set of simpler study materials can be developed for the participants who cannot cope with these present ~~materials.~~ format?

RECOMMENDATIONS

After going through the 5 study units the following recommendations were made:

- Course participants should be clearly identified so that course materials can be developed at the right level.

- Future writers and reviewers for the CBCCOLP need training in writing Distance Education Materials.

- Study guides for each of the 5 units should be developed to help the semi-illiterate group master the content of the study units.

- Another set of study materials be developed for the illiterate members from the grass-root level.

- Suggested changes in the study materials should be incorporated to make them more user-friendly.