

BASELINE REPORT FOR SELECTED BOUNDARY PARTNERS USING OUTCOME MAPPING



JUNE 2022



***FOR COMMUNITY SUPPORT INITIATIVE PROJECT
IN NORTHERN REGION (PADER, AGAGO & KITGUM)***

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Abbreviations

<i>PM</i>	<i>Progress Markers</i>
<i>BP</i>	<i>Boundary Partner</i>
<i>OM</i>	<i>Outcome Mapping</i>
<i>CSIP</i>	<i>Community Support Initiative Program</i>
<i>SMC</i>	<i>School Management committee</i>
<i>PTA</i>	<i>Parents Teachers Association</i>
<i>FDG</i>	<i>Focus Group Discussions</i>
<i>CBO</i>	<i>Community Based Organisation</i>
<i>IGA</i>	<i>Income Generating Activity</i>
<i>SIDA</i>	<i>Swedish International Development Cooperation Agency</i>
<i>SMC</i>	<i>Swedish Mission Council</i>
<i>PDC</i>	<i>Parish Development Committee</i>
<i>PDM</i>	<i>Parish Development Model</i>

Executive Summary

This report details the findings and recommendations of the baseline report for a four-year program (2022-2026) “**Community Initiative Support Program**” that is being implemented by ADRA Uganda in Northern part of Uganda -Sub Acholi region in districts of Agago, Pader, Kitgum & Lamwo.

The baseline was conducted using outcome mapping to capture the current behaviours *and hindrances* in the behaviours, actions and relationships on selected Boundary Partners using progress markers organised in three categories of *Expect to see...*, *like to see....* and *Love to see...*

Qualitative data was captured from different boundary partners (CBOs, School management committee, young people, Cultural /religious leaders, &Parents/guardians) and was coded for further analysis. The baseline team conducted 32 FGD composing of women (134) Male (304) girls (34) boys (32) with selected boundary partners.

Key Recommendations

- ❖ Based on the knowledge gaps identified during the baseline assessment, there is need to capacity realign these boundary partners on Basic documentation, Advocacy and how to conduct an evidence-based advocacy, networking/partnership, Human rights, social protection, collective bulking and marketing, SMART approach, good parenting etc. These will therefore aid them to practice the set progress markers.
- ❖ PDC structure has been instrumental in influencing and fastening the Advocacy issue response by duty bearers in terms of budget allocation in sectors of Health, Livelihood and Education, therefore the need to continually encouraged CBOs to closely work with PDCs for issue prioritization and address at various levels with Parish Development Model support by Government.
- ❖ Program achievements needs to be documented systematically and in correlation to the 3 change levels (**expect, like and love to see**). This will help the project capture clearly its progressive contributions towards the set outcomes verses other Actor’s contributions in the program sphere.
- ❖ For more authentic information from parents in future, there is need to engage with their children and youths to validate some of their response in relation to good parenting and communication through home visits.
- ❖ There is need for the program team to formalize MoUs with these boundary partners for clearer descriptions of expectations, roles, and responsibilities with ADRA Uganda, this will be a guide to both parties in executing program implementations, monitoring and follow up for improvement and support.

- ❖ There is a need to translate the outcome mapping terms into local language to enable communities understand since the approach is participatory.

Lessons Learnt

- ❖ Boundary Partners were more motivated to reflect, learn and share their current behavioural changes regarding progress markers as well as sharing collective insights on the challenges hindering their progress marker.
- ❖ Outcome mapping promotes ownership of the project activities among boundary partners because the progress markers are more relevant to their lives compared to quantitative indicators.
- ❖ It promotes participatory approach (community Led monitoring) where unintended and intended behavioural changes are discussed and a lot of learning takes places for all involved.
- ❖ Tracking progress markers triggers reflection and learning for men and women in the communities and the program partners / staff to create collective insights on the challenges, hindering and contributing factors, and possible solutions and actions. The fact that the communities themselves have spelled out the changes that are reflected in the progress markers means that the goals resonate with their life and context.
- ❖ For quality assurance purposes, it's key to indicate the sources of evidence used to make statements about the observed changes.

Introduction

Community Initiative Support Program” is being funded by SMC/SIDA/ADRA Sweden and it's a 4-year program from 2022-2026. The program was designed using Outcome mapping to define the extent of the programs influence, both deliberate and unintended, and to adaptively manage variations in strategies to bring about desired outcomes. This promotes strategies that are appropriate to the context and recognizes the potential contributions of other actors in achieving impacts. Outcome Mapping (OM) is an actor-centred approach that focuses on behaviour changes of the selected actors with whom a project works with directly. Outcomes are formulated as changes in actions, activities, behaviours, and relationships.

The Baseline survey team did not apply the full OM approach, but used key concepts, particularly Boundary partner, Outcome Challenges, Progress Markers and journals for data collection and analysis.

Key terms

Boundary Partners are Individuals, groups, or organizations with which the program interacts directly and which the programme hopes to influence.

Outcome Challenge: Description of the ideal changes the program intends to influence in the behaviour, relationships, activities and/or actions of a Boundary Partner.

Progress Markers are a graduated set of statements describing a progression of changed behaviours of the people, groups, and organisations with whom the program works directly, leading to the ideal outcomes described in outcome challenge.

It's worth noting that Progress Markers are indicators of change, but they differ in nature from the SMART indicators in keyways: They can be adjusted during the program and can capture unintended results.

Progress Markers do not include targets or time/deadline indications. They are always expressed in terms of the observable behaviours of a specific actor.

Methodology

The baseline team employed qualitative approach where participatory Focus group discussions were conducted, with selected boundary partners (CBOs, school clubs, school management committees, Parents/guardian, & cultural /religious) from different districts of Pader, Agago & Kitgum. The team was divided into two groups and 32 FGDs were conducted composing of women (450), Male (314), girls (40), boys (32). Respondents of various backgrounds, age and gender were involved in the assessment to ensure equal representation from the community in relation to current behavioural changes to progress markers.

Data collection.

Both primary and secondary data were collected. Qualitative method was used through conducting focus group discussions. For quality assurance document reviews was also used to capture source of evidence for the current behaviour changes in relation to progress markers. The data was collected using outcome Journal that captured current behavioural changes, limitations, accompanied by scores to make subjective judgement of progress in relation to each progress marker.

Data Analysis

The data captured on graduated set of progress markers was later coded to make summary and advanced analysis for each boundary partner for proper planning and decision making.

Baseline team composition

Name	Sex	Title
Esther Nalunga	<i>Female</i>	<i>Desk Officer CSIP</i>
Hudson Ogwaga	<i>Male</i>	<i>District Coordinator-Kitgum, Lamwo(CSIP)</i>
Akurtoo Prisca	<i>Female</i>	<i>District Coordinator-Pader, Agago(CSIP)</i>
Harriet Twongyeirwe	<i>Female</i>	<i>MEAL Manager</i>

Limitations

- Participants were not readily available due to planting seasons, however the team managed to mobilise several boundary partners that participated in the exercise.
- Limited time. Time was not enough to visit different districts in the implementation area however this was resolved by dividing the team into two to complete the work within the scheduled timeframe.

Presentation of findings for selected Boundary Partners

This section presents the baseline findings of selected boundary partners in relation with the set progress markers. The findings are presented as follows:

- ❖ Short Description of Boundary Partner
- ❖ General current behavioural status
- ❖ Boundary partners' Outcome Challenge
- ❖ Overall summary on status of progress markers using outcome journal
- ❖ Overall summary scores & Average on Progress Markers per boundary partner

Short Description of community Based Organisation & Current behavioural status



These are community groups formed with a purpose of achieving specific Purpose and are governed by a group constitution, registered at subcounty or district.

They act as change agents in the community.

Current behavioural status of BP

They have insufficient knowledge and skills to establish and manage IGAs, Rights Advocacy, Gender, and social protection.

Their household income is low and unable to provide for their families. Unable to access financial services from financial institutions

Limited leadership skills

Boundary partners' Outcome Challenge- Most ideal/desired change in Boundary Partner (CBO)

- ❖ CBOs/CBGs have the knowledge and skills to participate and contribute to development ventures within their respective communities.
- ❖ They have skills in climate smart agriculture and can practice agriculture as a business and have improved Household income and are able to access goods and services.
- ❖ They have functional VSLAs and can access soft loans to support their IGAs.
- ❖ They can now access further financial services from the financial institutions.
- ❖ CBOs/CBGs are now being managed well demonstrating good planning and decision making as well as conflict resolution.

Overall summary on status of progress markers for Community Based Organisation

Categories of PM	Progress Markers	Current behavioral Status on progress marker
Expect to See	1. Attending capacity building trainings.	They attend trainings include, record keeping, Advocacy, financial literacy, dangers of Gender based violence, advocacy with minutes captured in one of the trainings attended, inadequate knowledge on proper documentation and filling to support behavior change Inadequate knowledge on report writing
	2. Participating in Project orientation meetings	CBO members attended SCALE iii project orientation meeting in 2019, few CBO with evidence of attendance list, to support behavioral change, Inadequate knowledge on basics of report writing, proper documentation & filling.
	3. Identifying and developing advocacy Plans.	Majority of CBO don't have community issues identification minute or list., some CBO s don't have advocacy plan, few with Advocacy plan are incomplete with no Title, date - there is a need for refresher training on community Led Advocacy
	4. Attending CBO meetings regularly	Members attends meeting with scattered minutes in different books, limited knowledge on proper documentation and filling.
Like to see	1. Cascading knowledge gained through capacity building.	Few CBOs transferred knowledge gained from various trainings like hygiene, and dangers of alcohol, GVB this has been conducted through community awareness session, drama however, -There is a need to train CBO members on how to package their awareness messages depending on different topics to be covered with the community. -Basic skills on making awareness guides, mobilization skills, communication skills -Basic skills on how to present awareness messages
	2. Implementing Business Plans and VSLAs.	CBO members have active VSLA with record book however they lack VSLA Plan as well as business plan- Inadequate record keeping-Limited knowledge on financial literacy.
	3. Implementing advocacy plans.	Few CBOs implement advocacy in line with their plans, majority implement advocacy without Plans, and few have evidence to support behavior change (attendance list, minutes). limited knowledge on evidence-based advocacy
	4. Practicing climate smart Agriculture.	CBO members are using their local knowledge on agricultural smart Limited knowledge on climate smart agriculture among CBO Members
	5. Engaging in Agricultural marketing.	CBO members sell their produce from the garden at low prices Limited knowledge on agricultural marketing
	6. Engaging in Collective marketing.	Some CBO practice collective bulking but at small scale, Majority don't practice collective marketing due to small scale farming both at group and household levels, inadequate knowledge on collective marketing
	7. Established structures for improved and continuous learning	The structure are still weak needs more strengthening
Love to see	1. Having sustainable livelihood.	The Members are currently engaging in various livelihoods like farming, poultry keeping, small scale business, VSLA however the livelihoods are not yet sustainable.

Overall summary Scores & Average on Progress Markers per CBO

	SCORES & AVERAGE ON EACH PROGRESS MARKER																						
Categories of PM	CBO progress marker	Lacn pe nino	ATEK KI LWAK	Akemkwene farmers	Ogen Rwot farmers	Lubanga Ber	Tute Ryemo Can y	Ribe Ber farmers	Tem Gumi Drama G	Oryang ogom farmers g	Bed ki gen catering	Kacel watara Mobile	PagWa Shamba Farmers	Ajing Koma Farmers G	Gen Lubanga F	Gen Ber Farmers Group	Rwot Gwoko VSLA and F.	Wilobo Wire VSLA	Danan Loba Ber Farmers	RIBE AYE TEK0	Wan Gi Dio Agago	Ore Oketo Latin Iyic	Average on Progress Marker
Expect to See	1. Attending capacity building trainings.	1	1	1	0	0	0	0	0	1	1	0	2	1	1	1	1	1	0	0	1	1	0.7
	2. Participating in Project orientation meetings	1	1	0	1	0	1	0	0	0	2	1	1	1	1	1	1	1	1	1	1	1	0.8
	3. Identifying and developing advocacy Plans.	1	1	0	0	0	1	1	0	2	1	0	0	0	2	1	2	1	1	2	1	2	0.9
	4. Attending CBO meetings regularly	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0.7
Like to see	1. Cascading knowledge gained through capacity building.	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	1	0	0.3
	2. Implementing Business Plans and VSLAs.	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0.8
	3. Implementing advocacy plans.	1	0	0	1	0	1	1	0	2	1	0	0	1	0	1	2	1	1	1	1	1	0.8
	4. Practicing climate smart Agriculture.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
	5. Engaging in Agricultural marketing.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
	6. Engaging in Collective marketing.	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0.0
	7. Established structures for improved and continuous learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Love	1. Having sustainable livelihood.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Sum		6	3	3	3	1	5	4	1	8	6	2	5	6	7	6	9	6	4	6	7	6	5
Weighted index (expect*1, like*2, love*3) (max value= 69)		8	3	5	5	2	7	6	2	12	8	2	6	9	9	8	13	8	5	9	10	7	7
Index normalized to 100- scale		12	4	7	7	3	10	9	3	17	12	3	9	13	13	12	19	12	7	13	14	10	10



Outcome journal
Kitgum District.xlsx



Outcome journal
Pader District.xlsx



Outcome journal
Agago District.xlsx

Short Description of School management committees (SMC)/Parents and teachers' association (PTA)

School management committees (SMC)

A committee composed of selected teachers and parents' representatives. Both teachers and parents are selected by the school. The parents should be literate with ability to monitor, evaluate, coordinate, and interpret policies. They are composed of 9 members, and they serve for 1 year.

Parents and teachers' association (PTA)

A committee composed of 13 members (teachers and parents).

They are selected by the parents' assembly includes both parents and teachers.

The purpose of the committee is to create a supportive and sustainable relationship between parents and teachers.

They hold the SMC and school administration accountable.

Current behavioural status of SMC/PTA

The SMCs/PTAs in the targeted schools are new and have not been trained or oriented, they have limited knowledge to execute their responsibilities, gender and protection, Human rights, and community Led Advocacy.

Boundary partners' Outcome Challenge- School management committees (SMC/PTA)

SMCs and PTAs are trained using the standard government curriculum and are now able to effectively execute their roles and responsibilities.

They are able to advocate for resources and other support from government, and other duty bearers for the school.

They are actively engaging in elimination of social protection issues and provide education on human rights to the parents' body.

Overall summary on status of progress markers for School management committees (SMC/PTA)

Categories of Progress markers	PROGRESS MARKER	Baseline Status on progress marker
	School Management Committee	
Expect to See	1. Attend trainings	Members attends various training include, benefits of school feeding, formulating school improvement plan, however the structures have no evidence to support Behavioral change Limited knowledge on Proper documentation and filling limited knowledge on Basics of Report writing
	2. Holding regular meetings	The structure holds joint meetings 3 times a term however no was no evidence to support the behavioral change
	3. Acknowledge the existence of a problem	Limited knowledge in identifying the existence of a problem. Need to train them on Advocacy issue identification, prioritization of issues, conflict management, networking, and collaboration
	4. Drawing action plans including school feeding.	Majority of the schools don't have Action plan drawn on school feeding
Like to see	1. Advocating for the right issues	The structures conduct enrollment campaign through community meeting, no evidence on behavioral change -Limited knowledge on mobilization Refresher training on Advocacy
	2. Active Participation in planning, decision making and development activities of the school	The structures involve in planning and decision making of the school with few examples evidenced by workplan for 2021/22, renovation of teachers houses
	3. Monitoring and Evaluating School Performance.	The structure does routine monitoring on school activities including pupils' performance, and other school activities however few schools don't have monitoring reports to support behavioral change.
	4. Mobilizing and engaging parents in trainings.	Limited knowledge on mobilization skills, inadequate knowledge on communication skills/public speaking with confidence
	5. Speaking in public, sharing perspective with confidence	Inadequate knowledge in public speaking, low confidence Limited knowledge on Mobilization skills
	6. Transfer knowledge on Human rights, Gender and social protection.	According to their responses the structures transfers knowledge to the community but they lack evidence to support behavior al change. Limited knowledge on knowledge transfers
	7. Establishing school gardens.	2/4 Smc/PTA has opened demonstration school garden of cassave 2 acres at school
Love to see	1. Providing resources for school projects.	Few schools provide in kind support to the school like oxen for opening school garden, bricks for teacher's house
	2. Forming coalitions of SMCs/PTAs	Inadequate knowledge of forming coalitions

Overall summary Scores & Average of Progress Markers for SMC/PTA per school

Categories of PM	PROGRESS MARKERS	Agago	Pader	Kitgum		Average on PM
	School Management Committee	Okol primary School	Opolacen primary School	Lakwaor P/S	Alele P/S	
Expect to See	1. Attend trainings	0	0	0	1	0.3
	2. Holding regular meetings	0	1	1	1	0.8
	3. Acknowledge the existence of a problem	0	0	0	0	0.0
	4. Drawing action plans including school feeding.	0	1	0	1	0.5
Like to see	1. Advocating for the rights	0	1	0	1	0.5
	2. Active Participation in planning, decision making and development activities of the school	2	1	1	1	1.3
	3. Monitoring and Evaluating School Performance.	1	0	0	0	0.3
	4. Mobilising and engaging parents in trainings.	0	0	0	1	0.3
	5. Speaking in public, sharing perspective with confidence	0	0	0	0	0.0
	6. Transfer knowledge on Human rights, Gender, and social protection.	0	0	0	0	0.0
	7. Establishing school gardens.	1	1	0	0	0.5
Love to see	1. Providing resources for school projects.	2	1	0	0	0.8
	2. Forming coalitions of SMCs/PTAs	0	0	0	0	0.0
Sum		6	6	2	6	5
Weighted index (expect*1, like*2, love*3)(max value= 69)		14	11	3	9	9
Index normalised to 100 scale		20	16	4	13	13



Outcome journal for
School Mgt.xlsx

Short Description of young people, Current behavioural status & outcome challenge



Short Description of young people

These are boys and girls attending primary school from Level one to level seven in Pader, Kitgum, Agago, and Lamwo Districts in Acholi sub-region in northern Uganda.

Current behavioural status of School Club members.

They have insufficient knowledge and skills to establish and manage IGAs, Rights Advocacy, Gender, and social protection.

Their household income is low and unable to provide for their families. Unable to access financial services from financial institutions

Limited leadership skills

Outcome challenge

School going pupils attend school regularly, have improved performance and completed primary level with good grades.

They know and promote their rights to education, food, gender, social protection, and menstrual health.

Overall summary on status of progress markers for young people (School club members)

Categories of progress markers	PROGRESS MARKER	Baseline Status on progress marker
	<i>School Club members</i>	
Expect to See	1. Attending school regularly.	Some Pupils attend school regularly however, parents engage pupils in domestic work like farming, Cooking, looking after the sick, correcting firewood. girls miss classes during monthly periods due sanitary pads -Limited knowledge on how to make sanitary pads using Local material -conduct awareness campaigns on benefits of educating children
	2. Doing Homework Regularly.	Some pupils do homework regularly there is need for improvement Yes though sometimes parents take us to dig in the garden during planting season, weeding, and harvesting, looking after animals. Cooking for the family, during menstruation period. Girls may not attend school to take care of sick family members.
	3.Out of school Attending vocational trainings	This will be assessed with out of school young people.
Like to see	1.Promoting right to education.	Few pupils interact with friends to enrol for school, 3 Schools engaged stakeholders in regard to challenges they encounter as children -limited knowledge on advocacy -communication skills/public speaking
	2. Children Participating in the rights clubs.	they are active in school club and established vegetable gardens, cassava, conducted community dialogue on educating girl child however there was no evidence to support the behavioural change -Train them on roles and responsibility of school club member -Proper documentation and filling
	3. More girls enrolling and attending school.	More enrolment was observed during baseline however retention and attendance is low evidenced by school attendance register -Conduct go back to school campaigns -Promotion of school feeding program to reduce on pupils walking long distances to go back home for lunch -Bring role models to share their history, achievements with girls
	4. Accessing dignity kits.	-inadequate dignity kits for girls Limited Knowledge on menstrual hygiene and management
	5. Establishing viable IGAs.	Pupils initiated cassava garden at school however drought destroyed the crops. Limited knowledge on record keeping, and filling
Love to see	1. Completing primary school with good grades.	This will be tracked termly, to assess pupils' performance until completion
	2. Sustainable IGAs.	to be assessed under out of school
	Youth engaging in development issues of their communities.	to be assessed under out of school

Overall summary Scores & Average on Progress Markers of School club members per school

PROGRESS MARKER for School Club						
Categorie s of PM	School Club members	Okol P/S	Opolacen P/S	Alele P/S	Lakwor P/S	Average on PM
Expect to See	1. Attending school regularly.	1	1	1	1	1.0
	2. Doing Homework Regularly.	1	1	1	1	1.0
	3.Out of school Attending vocational trainings	0	0	0	0	0.0
Like to see	1.Promoting right to education.	1	1	1	0	0.8
	2. Children Participating in the rights clubs.	0	2	2	0	1.0
	3. More girls enrolling and attending school.	1	1	1	1	1.0
	4. Accessing dignity kits.	0	0	0	0	0.0
	5. Establishing viable IGAs.	0	0	0	0	0.0
Love to see	1. Completing primary school with good grades.	0	0	0	0	0.0
	2. Sustainable IGAs.	0	0	0	0	0.0
	Youth engaging in development issues of their communities.	0	0	0	0	0.0
Sum		4	6	6	3	5
Weighted index (expect*1, like*2, love*3)(max value= 69)		6	10	10	4	8
Index normalized to 100 scale		9	14	14	6	11



Outcome journal for
School clubmembers.

Short Description of Cultural, Religious Leaders Current behavioural status & outcome challenge

Cultural Leaders

They are custodians of traditional norms and values; they have powers and influence to reinforce and impose negative sanctions on those who do not comply.

Their positions are inherited from one generation to another.

Religious Leaders

These are leaders of different Christian denominations and faith groups; they are appointed by their respective faith groups to provide leadership in the community.

They are influential, respected by their congregants and the community in general.

Current behavioural status of Cultural/ Religious Leader

They have limited knowledge and understanding on issues of Gender, Human rights, and social protection and are not currently promoting them in the community.

Outcome Challenge for Cultural/ Religious Leader

- *Cultural and religious leaders understand and advocate for the rights of children and youths in their community.*
- *They are pro children and youths and are willing to challenge norms and cultural practices which negatively affect children and youths.*
- *They are strong influencers and advocate for the issues concerning women, children, and youths in their communities with the local government*

Overall summary on status of progress markers for Cultural/ Religious Leaders

Ca teg	PROGRESS MARKER	Baseline Status on progress marker
Expect to See	<i>Cultural/Religious leaders</i>	
	1. Attending meetings/trainings for gender, Human rights and Social Protection.	The structure attends training including dangers of gender-based violence, Human rights, Advocacy mediation, training but there is no evidence to support behavioural change
	2. Developing Advocacy plans for gender, Human rights and social protection issues	No advocacy plan developed however Cultural/religious has been involved in advocating for gender and protection issues in the community through various platforms like community meetings, church services but no evidence to support behavioural change Limited knowledge on evidence-based advocacy.
	3. Participating in awareness creation on Human rights, gender and social protection.	The structures attend and participates in awareness campaigns in the community includes educating girl child, dangers of GBV but there is no evidence to support behaviour change Limited knowledge on Human rights, gender, and social protection
Like to see	4. Participating in elimination of harmful practices in the community, such as child, early, forced marriage and GBV	The structure participates in the process of eliminating harmful practices in the community like GBV, forced marriage, land wrangles, child abuse through various platforms like home visits, community meeting however no evidence to support the behavioural change The structure needs to be strengthened on proper documentation, mobilisation skills, case management skills
	1. Mobilizing communities to attend awareness creation meetings on gender and protection.	they engage in mobilisation at community level but with no evidence to support behavioural change strengthened structure on mobilisation skills
	2. Promoting and advocating for elimination of harmful practices in the community, such as child, early, forced marriage and GBV	The structure participates in the process of eliminating harmful practices in the community like GBV, forced marriage, land wrangles, child abuse through various platforms like home visits, community meeting however no evidence to support the behavioural change The structure needs to be strengthened on proper documentation, mobilisation skills, case management skills
	3. Utilizing and transferring knowledge and skills gained on gender and protection to the communities	they transfer knowledge through different Platforms while meeting community members like church services, community meetings, dialogues meeting but no evidence. Inadequate knowledge on packaging awareness messages
	4. Providing psychosocial support to the victims of SGBV and other Human rights violations.	They conduct psychosocial support to victims of SCBV however no evidence to support the behavioural change The structure needs to be strengthened on providing psychosocial support, and case management handling, referral pathways, and proper documentation
	5. Promoting women's participation in decision making both at household and community levels.	The structure is still weak needs to be strengthened on gender equality
	6. Implementing Child Protection and Safeguarding Policies	Limited knowledge on implementing safeguarding policies
Love to see	7. Promoting the reporting of SGBV cases to the referral paths.	The structure is still weak needs to be strengthened on case management, referral pathways
	1. Influencing national debates and on gender equality.	this is done at local level with no evidence to support the behavioural change The structure needs strengthening to conduct debates at national level
	2. Using the traditional courts to execute justice to victims of SGBV and human rights issues.	The structure is still weak needs to be strengthened though some few members submit some cases to traditional courts.
	3. Traditional and community leaders are advocating for youths and children and influencing justice on issues relating to harmful norms and cultures	Inadequate knowledge on advocacy

Overall summary Scores & Average of Progress Markers for cultural/Religious Leaders per district

Categories of PM	Cultural/Religious PROGRESS MARKER RANKING	Agago	Pader	Kitgum	Average on PM
	Cultural/Religious and Local leaders				
Expect to See	1. Attending meetings/trainings for gender, Human rights, and Social Protection.	0	0	I	0.3
	2. developing Advocacy plans for gender, Human rights, and social protection issues.	0	0	I	0.3
	3. Participating in awareness creation on Human rights, gender, and social protection.	0	0	0	0.0
	4.Participating in elimination of harmful practices in the community, such as child, early, forced marriage and GBV	0	0	I	0.3
Like to see	1. Mobilizing communities to attend awareness creation meetings on gender and protection.	0	0	0	0.0
	2. Promoting and advocating for elimination of harmful practices in the community, such as child, early, forced marriage and GBV	0	0	I	0.3
	3. Utilizing and transferring knowledge and skills gained on gender and protection to the communities	0	0	0	0.0
	4. Providing psychosocial support to the victims of SGBV and other Human rights violations.	I	I	I	1.0
	5. Promoting women’s participation in decision making both at household and community levels.	0	0	I	0.3
	6. Implementing Child Protection and Safeguarding Policies	0	0	0	0.0
	7. Promoting the reporting of SGBV cases to the referral paths.	0	0	0	0.0
Love to see	1. Influencing national debates and on gender equality.	0	0	0	0.0
	2. Using the traditional courts to execute justice to victims of SGBV and human rights issues.	0	0	0	0.0
	3. Traditional and community leaders are advocating for youths and children and influencing justice on issues relating to harmful norms and cultures	0	0	0	0.0
Sum		1	1	6	3
Weighted index (expect*1, like*2, love*3) (max value= 69)		2	2	9	4
Index normalized to 100-point scale		3	3	13	6



Outcome journal for
Cultural religious lead

Short Description of Parents, Current behavioural status & outcome challenge



Short Description of Parents

These are both primary and moral duty bearers, they have a responsibility to train, guide, mentor and protect the rights of their children. These are parents/Guardians of school going pupils and the out of school going children in the districts of Pader.

Current behavioural status

They have limited knowledge and understanding on issues of Gender, Human rights, and social protection they are not currently promoting them in the community.

Outcome Challenge

Parents and guardians have good parenting skills, can discuss, guide and mentor their children at different levels.

They recognize and demonstrate equality and equity, practise joint decision making for development.

They support and provide basic needs & provide menstrual hygiene kits for their girl children.

They understand the rights of their children, gender, and can advocate for their rights.

They promote gender & advocate elimination of harmful practises in the community.

Overall summary on status of progress markers for Parents

PROGRESS MARKERS FOR PARENTS/GUARDIANS

C a		Current Status
Expect to See	1. Parents and guardians acquire skills on good parenting, communication, mentorship skills and how to address Gender and social protection issues for youths and children.	Most parents do not have good parenting skills since most of them still fear having an open communication with their children like sexual health and other sex related issues, Limited knowledge on better parenting, Limited knowledge on mentorship and communication skills.
	2. Parents and guardians actively participating in community forums were social protection, gender, and Human rights issues affecting children and youths.	Parents and guardians actively participate in community forms such as PTA general meeting, parish and village meetings and other days like women's day, Day of African but due to limited knowledge on gender, human rights, and issues affecting children are not given priority during discussion.
Like to see	1. Parents and guardians communicate freely and effectively with their children.	Most parents do not have the confidence to communicate to their children on given topics such as reproductive health, menstrual health, some parents are too tough, and they make children timid, hence creating fear. there is need to train parents on positive parenting, communication skills and social protection.
	2. Parents and Guardians support each other to provide consistent mentorship for their children.	There is in inequality while handing children by their parents, boy children tend to be more protected by the mothers like wise to girls. This creates divide among children hence mentoring them becomes difficult. Parents don't get time to set with their children to mentor them to be upright children.
	3. Parents and Guardians provide protection for their children and ensure that the community Protection and safeguarding system is functional and effective.	Parents have exposed children to harmful practices such as domestic violence, hard labor, instead of protecting them. Limited knowledge on positive parenting, social protection, and life skills.
	4. Parents and Guardians advocate for vocational training and other opportunities for the children and youths in their communities.	Most parents/guardians view vocational training as for dull children. few children are taken there. There is need to create awareness on importance of technical education. No documentation has been made on the change
	5. Parents and guardians ensure gender equality and equity among their children and support/create opportunities for both male and female children. .	Majority of parents still prioritize boys over girls as their culture women are seen as weak sex. Limited knowledge on gender equality and equity.
	6. Parents and guardians participating in community dialogue meetings on gender and social protection.	Parents participate in such meeting and community engagement though with little information on the topics discussed.
	7. Parents and Guardians are systematically addressing gender and social protection issues.	Not systematically done. In community meetings many plans are drawn but no action taken to implement them. Limited knowledge on gender and social protection would help to enhanced parents to understand their roles
Love to see	1. Parents and guidance have a common voice and can influence change in their community.	Limited knowledge on advocacy

Overall summary Scores & Average of Progress Markers for Parents per district

Categories of PM	Parents PROGRESS MARKER	Agago	Pader	Kitgum		Average on PM
	Parents/guardian	Okol	Opalacen	Lawkor	Alele	
Expect to See	1. Parents and guardians acquire skills on good parenting, communication, mentorship skills and how to address Gender and social protection issues for youths and children.	0	0	0	0	0
	2. Parents and guardians actively participating in community forums were social protection, gender, and Human rights issues affecting children and youths.	0	0	1	0	0.3
Like to see	1. Parents and guardians communicate freely and effectively with their children.	0	0	0	0	0
	2. Parents and Guardians support each other to provide consistent mentorship for their children.	0	0	0	0	0
	3. Parents and Guardians provide protection for their children and ensure that the community Protection and safeguarding system is functional and effective.	0	0	0	0	0
	4. Parents and Guardians advocate for vocational training and other opportunities for the children and youths in their communities.	0	0	0	0	0
	5. Parents and guardians ensure gender equality and equity among their children and support/create opportunities for both male and female children. .	0	0	0	0	0
	6. Parents and guardians participating in community dialogue meetings on gender and social protection.	0	0	0	0	0
	7. Parents and Guardians are systematically addressing gender and social protection issues.	0	0	0	0	0
Love to see	1. Parents and guardians have a common voice and can influence change in their community.	0	0	0	0	0
Sum		0	0	1	0	0.3
Weighted index (expect*1, like*2, love*3) (max value= 69)		0	0	1	0	0.3
Index normalized to 100 scale		0	0	1	0	0.4



Outcome Journal for
parents.xlsx