

REGIONAL EDUCATION LEARNING INITIATIVE (RELI)

Uganda Partners

LIFE SKILLS SURVEY REPORT

October, 2018

ACKNOWLEDGEMENTS

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1. BACKGROUND TO THE SURVEY

1.1. Introduction

The Life Skills cluster is part of the cross-country thematic clusters which include: Teacher Development and Support; Life Skills; and Equity and Inclusion under the Regional Education Learning Initiative (RELI) – a joint program of Wellspring and the African Population and Health Research Center (APHRC). RELI's core and long-term goal is to empower its members to become effective and influential organizations. The RELI objectives include:

1. Better coordination and alignment;
2. Policy influence;
3. Thematic principles of good practice;
4. Improved learning outcomes.

The first three objectives relate to cross-project learning which can be advanced at the regional and country level through several mechanisms within RELI.

1.2. Aim of the Life Skills Cluster

This cluster was formed with the purpose to build and assess life skills, soft skills, and socio-emotional learning both inside and outside the classroom, believing that these skills are intricately linked with better education outcomes. Many of the groups in this cluster work with marginalized youths. This group is largely composed of the following country groups: Youth Development, Mentoring, and Life Skills (Tanzania); Development and Assessment of Soft Skills (Uganda); and Values and Soft Skills (Kenya).

In Uganda, the Life skills cluster is comprised of eight partner organisations which include: Luigi Giussani Institute of Higher Education, Komo Learning Centres, Twaweza East Africa, Foundation for Inclusive Community Help, CEDA International, Fundi Robotics Ltd, Africa Educational Trust, and Educate!.

1.3. Purpose of the Survey

The survey was derived out of the need to understand the degree of intervention of RELI member partners working on life skills aspects in Uganda so as to map out a few life skills of mutual interest for collaboration purposes. This was also driven by the need to single out learning needs (such as challenges, best practises etc.); assessment; and implementation methodologies of the organizations involved.

1.4. Significance of the Survey

The findings of this survey will enable RELI partners:

- Narrow down the scope of the life skills of interest;
- Agree upon life skills of mutual interest for collaboration;
- Learn from each other;
- Engage other thematic groups;
- Mitigate duplication and improve collaboration among members.

2. MATERIALS AND METHODS

2.1. Scope

The survey mainly targeted RELI Uganda partners of the Life Skills cluster. However, members of other clusters (such as Teacher Development and Support, and Equity and Inclusion) were also invited to participate.

The survey was particularly designed to map out: interventions of member organisation/partners on life skills; geographical scope of operation; target groups/beneficiaries; methods of delivering the life skills interventions; and scale of operation.

2.2. Data collection methods

Prior to the survey, consultative meetings were conducted with representative members of the Life Skills cluster in order to agree on the scope of the survey and to develop an appropriate questionnaire to be used.

The survey questionnaire was then designed using Google forms and made available online for completion and submission.

The survey forms were completed by one representative from each target organization. In total, 15 organizations responded to the survey.

3. FINDINGS

3.1. Names and addresses of the organizations surveyed

Eight out of 15 organisations that participated in the survey belong to the RELI Uganda Life skills cluster. The names, years of establishment and addresses of the 15 surveyed organizations are as shown below:

Table 1: Name of the organisation, year of establishment and the address of the head office

Name of the organisation	Year of Establishment	Address of the head office	RELI Cluster
Foundation for Inclusive Community Help (FICH)	2010	Loro-Alidi, Oyam District, Northern Uganda	Life Skills
Fundi Robotics Ltd	2014	Sayuuni Complex, Ntinda-Kisaasi Road, +256392000159	Life Skills
Komo Learning Centres	2009	Mukono	Life Skills
Luigi Giussani Institute of Higher Education	2009	Luzira, Kampala	Life Skills
Twaweza East Africa	2008	127 Mafinga Rd, off Kinondoni Rd, PO Box 38342, Dar es Salaam, Tanzania	Life Skills

International Institute of Rural Reconstruction	2005	Plot 6, Charles Lwanga Road, Ministers village Ntinda, P.O Box 35536 Kampala Uganda	Equity and Inclusion
Africa Educational Trust	1958	UK, 88 Kingsway WC2B 6AA	Life Skills; Teacher Development and Support
Build Africa	1978	Block 245, Plot 431 & 424 Kabalagala Central Zone, Off Gaba Road, PO Box 7224, Kampala, Uganda	Teacher Development and Support
CEDA International	2009	Kibuli Hill Kakungulu Road	Life Skills; Teacher Development and Support
Educate!	2008	Plot 3671 Mbogo Road-Kibuli	Life Skills; Teacher Development and Support
Building Tomorrow	2006	AMFIU house plot 679, Wamala Rd, Najjanankumbi	Teacher Development and Support
Mango Tree Educational Enterprises	2000	5th Street Industrial Area, Kampala	Teacher Development and Support
COBURWAS International Youth Organisation to Transform Africa	2005	P.O.BOX. 34703, Kampala Uganda	Equity and Inclusion
Uganda Society for Disabled Children (USDC)	1985	Plot 112 Owen Road, Mulago Hill	Equity and Inclusion
War Child Canada	2005	Plot 1006, Block 244, Kironde Road, Muyenga Kampala Uganda	Equity and Inclusion

3.2. Number of employees and volunteers

The surveyed organizations had varying number of employees and volunteers, ranging from the category of 0-5 to 21+ staff.

Table 2: Number of organisations per number of employees and volunteers

Number of people	No. organizations (Employees)	No. organizations (Volunteers)
0 - 5	0	10
6 - 10	2	1
11 - 20	3	0
21+	10	4

Most organizations (10/15) employ at least 21 people. No organization surveyed employs less than 6 people.

In terms of volunteer staff, most organizations (10/15) have recruited less than 6 volunteers, while a quarter of the organizations have at least 21 of such staff.

3.3. African countries of operation

Organisations surveyed have operations in a total of 16 African countries as shown in the figure below:

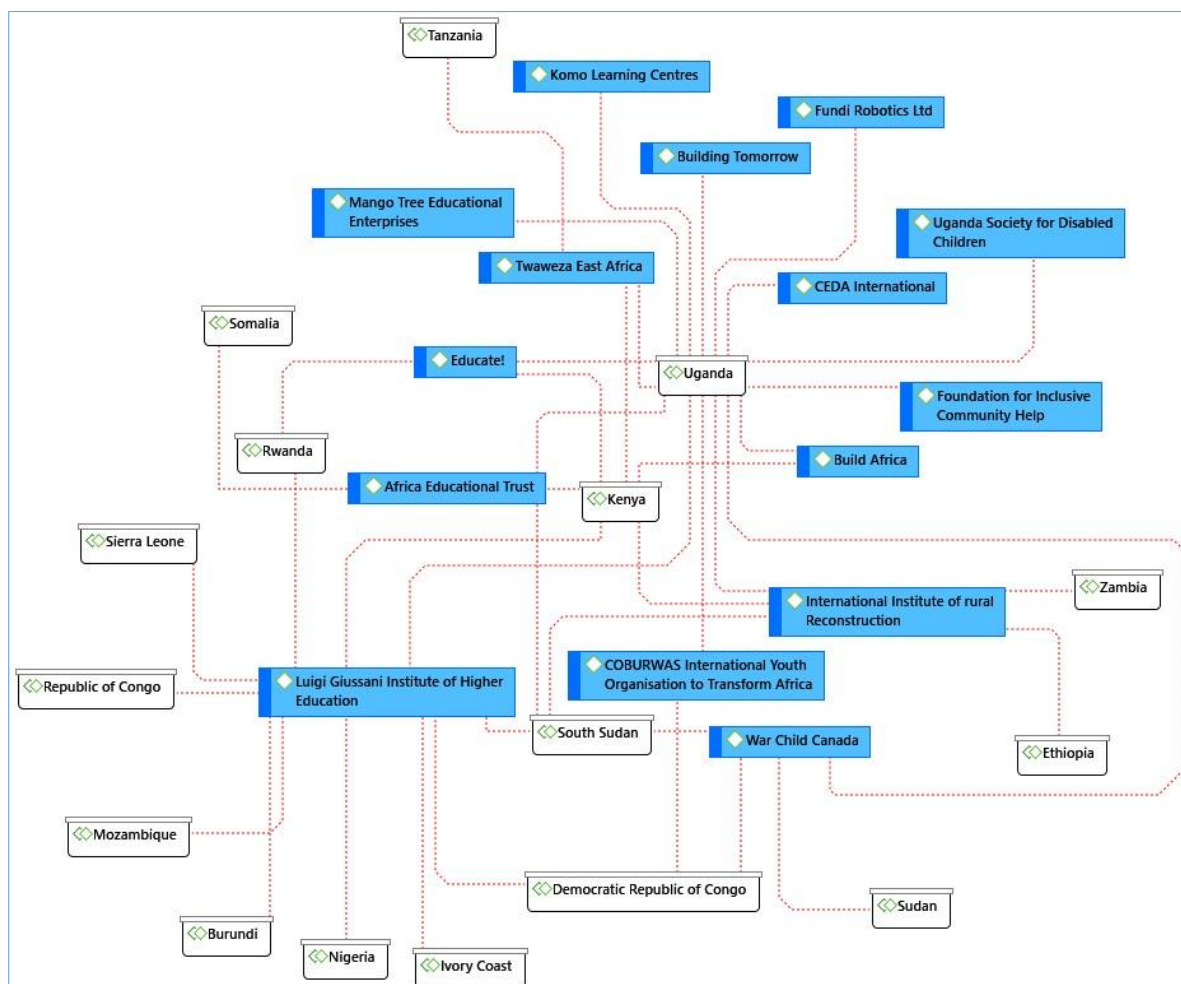


Figure 1: African countries of operation

Note that, 7 organisations have operations in Uganda only while one of the organizations has operations in 11 out of 16 of these countries.

3.4. Ugandan districts of operation

The surveyed organizations are working in a total of 112 districts of Uganda. At least 5 organizations operate in each of the following districts: Oyam, Gulu, Adjumani, Hoima, Kampala, Lira, Luweero, Masindi, and Pader.

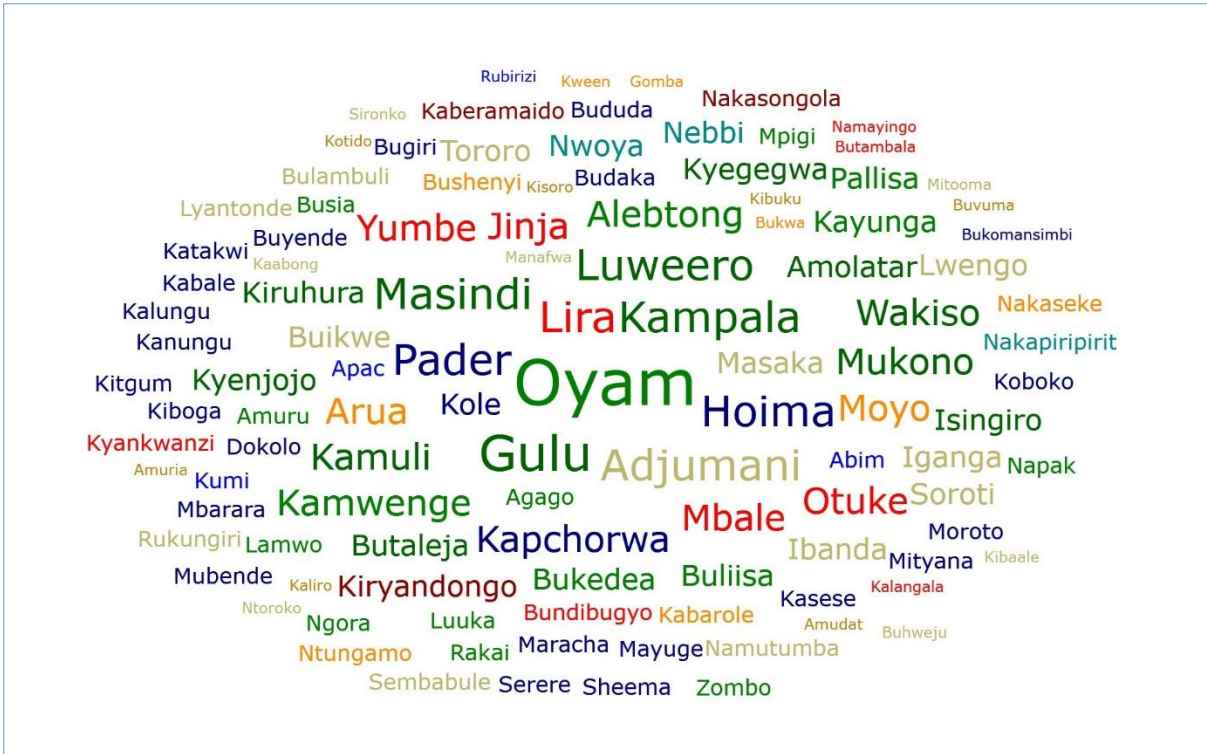


Figure 2: Districts of operation

Also note that, Twaweza East Africa works in all the 112 districts. Educate! operates in 56 districts, Building Tomorrow in 28 districts while Foundation for Inclusive Community Help, and COBURWAS International Youth Organisation to Transform Africa work in only one district, each (refer to *Appendix 2: List of districts of operation within Uganda*)

Uganda RELI cluster

The organizations surveyed belong to at least one of the RELI Uganda clusters which include: Life skills; Teacher Development and Support; and Equity and Inclusion.

Table 3: Number of organisations surveyed per cluster

Cluster	No. of organisations
Life skills	8
Teacher Development and Support	6
Equity and Inclusion	4
Only one cluster	
Life skills	5
Equity and Inclusion	4
Teacher Development and Support	3
Two clusters	
Teacher Development and Support and Life skills	3

Eight out of 15 organisations belonged to the Life skills cluster. 6 belonged to Teacher Development and Support, while 4 belonged to Equity and Inclusion. 12 organizations

belong to only 1 cluster each, while 3 of them belong to 2 clusters. None of the organisations surveyed belongs to all the three clusters.

3.5. Life skills of focus

In order to establish the life skills of interest, respondents were tasked to rank each of the 29 selected skills on a scale of 0 (no focus at all) to 4 (major focus). During analysis, 3 categories were realized by merging “very little focus with some focus”; and “a lot of focus with a major focus” in order to easily map out the life skills of common interest. The number of organizations in each of these categories per skill is as shown below:

Table 4: Organisations’ focus on the various life skills

Life skill	No focus	Very little/some focus	A lot of/major focus
Problem solving	0	1	14
Communication	0	1	14
Critical thinking	0	2	13
Teamwork	0	2	13
Positive attitude	0	3	12
Innovation	0	4	11
Creativity	0	4	11
Leadership	0	4	11
Decision making	0	5	10
Resilience	0	5	10
Self-awareness	0	5	10
Goal orientation	0	5	10
Integrity	0	6	9
Curiosity	1	5	9
Growth mind-set	1	6	8
Self-efficacy	0	7	8
Responsibility	1	6	8
Persistence	1	6	8
Punctuality	1	6	8
Gratitude	2	5	8
Self-control	0	8	7
Empathy	1	7	7
Honesty	1	7	7
Trustworthiness	1	7	7
Emotional regulation	1	8	6
Friendship	1	8	6
Self-concept	1	8	6
Optimism	1	9	5
Grit	2	9	4

At least two-thirds of the organizations surveyed have “a lot of/major focus” on 12 out of 29 life skills of interest. These include: Problem solving, Communication, Critical thinking, Teamwork, Positive attitude, Innovation, Creativity, Leadership, Decision making, Resilience, Self-awareness, and Goal orientation. Moreover, none of the organizations surveyed had “no focus” on these skills.

3.6. Activities that address life skills

Almost all the organisations surveyed (13 out of 15) address life skills through direct program implementation (e.g., training teachers, students, etc). Only 3 organisations address life skills through policy development, as shown below.

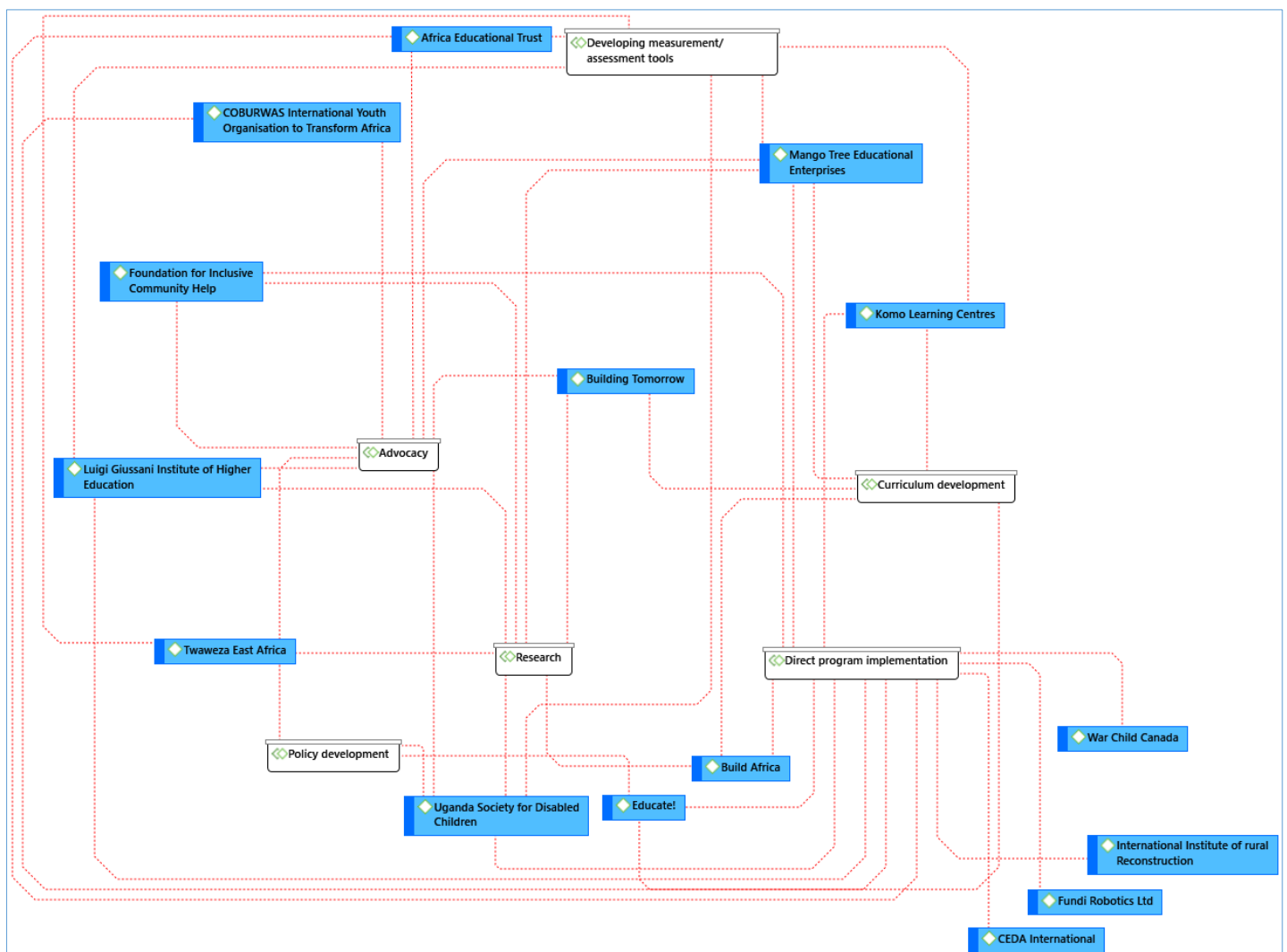


Figure 3: Organisations per life skill addressing activity

Note that 3 organisations surveyed address life skills through direct program implementation only. The rest address life skills through at least 2 activities.

Some of the methods applied by the 13 organisations that conduct direct program implementation in nurturing life skills include: capacity building sessions, mentorship, project-based learning, among others.

Table 5: Methods applied in nurturing life skills by different organisations

Methods applied in nurturing life skills	No. of organizations
Capacity building of school leaders and teachers (in using learner-centered approaches and also incorporate life skills in their lessons)	8
Peer mentorship and/or counselling of students and other youths	7
Project based learning	3
Life skills trainings for students and other youths	2
Edutainment (such as role plays, etc.)	2
School Clubs	2
Guided and unguided discovery	1
Case study documentation and sharing	1

Note that 3 organizations that stated to be carrying out direct program implementation of life skills did not mention any method applied in nurturing these skills.

3.7. Measurement of life skills

The methods stated by at least 50% of the organizations surveyed in measuring life skills include: Observational assessments; Qualitative interviews; Baseline-endline comparison; Quantitative self-report surveys; and Qualitative focus groups. Other approaches are as shown below:

Table 6: Organisations' ways of measuring life skills

How life skills are measured	No. of organisations
Observational assessments	12
Qualitative interviews	9
Baseline-endline comparison	8
Quantitative self-report surveys	8
Qualitative focus groups	8
Qualitative self-report surveys/short surveys	7
Performance assessments	6
Simulations (e.g., group work, public speaking, etc.)	6
Population surveys	1
Household surveys	1
Routine monitoring and having one-on-one discussions	1

Note that one of the organizations did not state any method on how it measures life skills.

3.8. Tools used to measure life skills

Nine out of 15 organizations surveyed have at least a tool to help them measure life skills. However, most of them use internally developed tools. These are in form of:

- Questionnaires
- portfolio assessments
- training evaluation forms
- focus group discussion guidelines
- experiential learning using 5D cycle
- observational rubrics
- leadership passbooks
- a citizen-led assessment tool
- activity feedback forms

Only 2 organizations (Africa Educational Trust; and Komo Learning Centres) use internationally adopted tools which include: EBI tool; USAID positive youth development measurement toolkit; and Life skills Assessment Scale by Kennedy, Pearson and Taylor.

3.9. Target groups

The target groups that the surveyed organizations mostly work with around life skills include: teachers; school going children in primary and secondary schools; school administrators; parents and community members. Others are as shown below:

Table 7: Life skills target groups

Group	No. of organisations
Teachers	13
Students in primary school	11
Students in secondary school	9
School administrators	9
Parents	8
Community members	8
Government officials	6
Out-of-school youth	6
Civil society organisations	3
Adult learners	2
People with disabilities	2
University students	1

Only one organisation targets University students.

3.10. Other non RELI organizations implementing life skills in East Africa

In order to facilitate widening of the network of organizations working around life skills, respondents were asked to state organizations that they are aware of working on life skills in East Africa but are outside of the RELI network. These include:

- Crane
- Viva
- PEAS
- TPO-Uganda
- Strong minds
- Mentor, Coach and Empower Uganda
- Cornerstone Development Africa (Uganda)
- Save the Children
- KISA in Tanzania
- Centre for creativity
- FAWEU
- Hope for Rwanda
- UNICEF
- Red Earth
- UEFA foundation
- Life Skills foundation
- Restless Development
- Samburu Girls Foundation
- Hope and Peace for Humanity

3.11. Most pressing questions about life skills

A total of 35 most pressing questions about life skills were stated by the representatives of the organizations surveyed. During analysis, some of the similar questions were merged by paraphrasing in order to cater for the stated views.

The questions stated by at least 2 organizations include: How do we measure and/or assess life skills for the different categories of people (pupils/students in the classrooms; out-of-school children/youths; children at household level, etc.)? How do we assess the impact of the life skills interventions on the different beneficiaries and/or in the community? What are the key life skills needed by the different groups of people (pupils/students; adult learners, out-of-school youths, etc.) to live a meaningful life and/or to contribute to improved learning outcomes? How do we inculcate/incorporate life skills in the teaching and learning processes (e.g. in the existing subjects)? How can we foster life skills among the different people (e.g. on how to live with oneself; on how to make critical decisions; on how to exhibit positive thinking, etc.)?

Table 8: Most pressing questions about life skills

Most pressing questions	No. of organizations
1. How do we measure and/or assess life skills for the different categories of people (pupils/students in the classrooms; youths; children at household-level, etc.)?	7
2. How do we assess the impacts of the life skills interventions on the different beneficiaries and/or in the community?	4
3. How do we inculcate/incorporate life skills in the teaching and learning processes (e.g. in the existing subjects)?	4
4. What are the key life skills needed by the different groups of people (pupils/students; adult learners, out-of-school youths, etc.) to live a meaningful life and/or to contribute to improved learning outcomes?	3
5. How can we develop life skills among the different people (e.g. on how to live with oneself; on how to make critical decision making; on how to exhibit positive thinking, etc.)?	2
6. How do we incorporate life skills into the curriculum?	1
7. How can we monitor the application of life skills among the different beneficiaries (students/pupils, youths, etc.)?	1
8. How can we maximize the appreciation of milestones as key learning achievements or outcomes?	1
9. What tools exist for assessing life skills (e.g. at household level)?	1
10. What competencies do trainers/teachers need to pass on life skills to learners?	1
11. To what extent can children demonstrate acquisition of life skills (such as problem-solving and critical thinking)?	1
12. How reliable are young people in gauging their own life-skills capacities?	1
13. How does teachers' pre-service training influence teaching methods in school?	1
14. How are persons in the settlement camps and post conflict areas be able to put into practice what they have learnt?	1
15. Will equity be realized in the measurement of milestones for all learners?	1
16. How can the life skills intervention improve personal behaviour in order to stop self-centred thinking?	1

3.12. Challenges faced by the organizations

The organizations surveyed stated various challenges faced around life skills. The stated challenges include:

- Limited capacity of the teachers to pass on life skills to learners. This is also coupled with their mind-sets towards innovation in teaching methods.
- Modelling teachers to live to the desired expectations in the field of life skills.
- The attitudes by the various target groups (such as teachers, school leaders, learners, youths) to acquire the life skills and also to put into practice.
- Limited family support in nurturing life skills to young persons.
- Assessment of the impacts of life skills e.g. on learning outcomes.
- Measurement of life skills. This is also coupled with scarce tools to be used.
- The education system that does not examine life skills. This also influences teachers to teach to the test/exams.

- Limited human resources (and other resources) to nurture, assess and provide feedback on life skills.
- Limited time allocation for life skills sessions especially in schools due to the various activities. This limits beneficiary participation into the program.
- Low levels of awareness of various beneficiaries (such as teachers, school leaders) on the importance of life skills for the holistic education of the child.
- Meaningful sharing of life skills assessment results with key stakeholders.

Some of the issues such as measurement of life skills; assessment of the impacts of life skills interventions; and teacher capacities to nurture life skills in learners were also stated among the most pressing questions.

3.13. Technical assistance around life skills

Much as the organizations face various challenges and also raised important pressing questions around life skills, their combined efforts could be a possibility of resolving some of these issues. Life skills training seems to be an area where most organizations are able to give each other some assistance. Only 2 organizations stated being able to aid on how to assess life skills. Other kinds of technical assistance are as shown in the table:

Table 9: Technical assistance around life skills that each organisation can offer

Organisation	Assistance
Africa Educational Trust	<ul style="list-style-type: none"> ▪ Teacher training in new ways of delivering STEM subjects
Build Africa	<ul style="list-style-type: none"> ▪ Life skills training
CEDA International	<ul style="list-style-type: none"> ▪ Employment skills development ▪ School based entrepreneurship projects ▪ Partnerships and collaborations with the organizations
Educate!	<ul style="list-style-type: none"> ▪ How to nurture life skills among secondary school learners ▪ How to scale best practice in program implementation
Foundation for Inclusive Community Help	<ul style="list-style-type: none"> ▪ Reviewing and designing practical life skills curriculum in the context of post and conflict affected communities
Fundi Robotics Ltd	<ul style="list-style-type: none"> ▪ Using robotics tool to nurture some life skills
International Institute of rural Reconstruction	<ul style="list-style-type: none"> ▪ Designing activities that promote life skills in students
Komo Learning Centres	<ul style="list-style-type: none"> ▪ Incorporating meaningful youth participation into life skills programs
Luigi Giussani Institute of Higher Education	<ul style="list-style-type: none"> ▪ Assessment
Mango Tree Educational Enterprises	<ul style="list-style-type: none"> ▪ Design, communication and innovation
Twaweza East Africa	<ul style="list-style-type: none"> ▪ How to assess life skills at scale working with citizen-volunteers at household/community level
Uganda Society for Disabled Children	<ul style="list-style-type: none"> ▪ Giving an inclusion training which is a way to bring on key life skills such as empathy, team work, resilience.
War Child Canada	<ul style="list-style-type: none"> ▪ Mentorship and coaching to teams
Building Tomorrow	<ul style="list-style-type: none"> ▪ <i>Very little – the organization is still learning</i>
COBURWAS International Youth Organisation to Transform Africa	<ul style="list-style-type: none"> ▪ <i>None</i>

4. APPENDICES

Appendix 1: Organisation's name, vision, mission, project name, description and how it addresses life skills, and point person

Organisation Name, Vision, Mission	No.	Project name	Description and how it addresses life skills	Point person
<p>Africa Educational Trust</p> <p>Vision: We envisage a continent in which all African nations provide quality education for every citizen</p> <p>Mission: We support people in Africa who have been excluded from educational opportunities due to conflict, discrimination or poverty</p>	1	BRITE Futures (Business Resilience Innovation Technology and Enterprise)	<p>A strong emphasis is put on the 21st century skills, collaboration and team work, critical thinking, Problem solving, creativity and imagination.</p> <p>We also emphasise innovative use of knowledge, information opportunities and advanced technologies.</p>	<p>Tryphosa Kwagala Namubiru Country Manager +256 782 864138 t.kwagala@africaeducationaltrust.org</p>
<p>Build Africa</p> <p>Vision: People in Africa leading fulfilling, happy lives</p> <p>Mission: To partner with African communities to create lasting educational and livelihoods opportunities</p>	1	Supporting Transition and Early Preparation to School-steps project	<p>STEPS project has been working with children, parents and teachers in 10 schools to ensure P1 to P3 school children in rural West Uganda have the fundamental skills that they need for future learning and achievement.</p> <p>Specifically, teachers are skilled and inspired, which ensures they provide child friendly and good quality teaching, improving children's engagement in class. Older children are empowered to mentor younger children, becoming an additional source of help to younger children resulting in improved learning and emotional support for those younger children at school.</p> <p>Parents are equipped to champion their children's education, ensuring children are prepared for school and</p>	<p>George Lwanga Program Manager +256 776808061 lwanga@build-africaug.org</p>

			their learning is nurtured resulting in a positive learning culture for children at home. Young girls and boys receive both academic and social support for their learning.	
	2	Improving quality of primary school Education in the selected district of Uganda	Build Africa (BA) in partnership with UNICEF is implementing a programme targeting 30 primary schools in Kiryandongo district to address learning barriers including; Weak information management systems at the District, weak capacity of the community to demand for quality education, inadequate provision for special educational learning needs, low teacher time on task, ineffective School Management Committees and weak supervision. To address these barriers, BA has built the capacity of the District Education Officers on data collection, analysis and interpretation, developed the competencies of 65% of the teachers to carry out continuous assessment and to deliver early grade reading enhanced through support supervision and mentoring by Centre Coordinating Tutors.	
Building Tomorrow	1		Basically, building tomorrow has the fellowship program where it recruits fresh graduates and undergo various training. In their training, the component of life skills is included specifically in how best they can foster the issue of debates and sports in schools. These have had serious engagements with the teachers and are doing all what is possible to ensure these skills are imparted. However, being a learning organization we are still evolving.	Jjethro Benedict Kazungu 0782-069750 jjethro@buildingtomorrow.org Robert Ssekadde 0772-849713 robert@buildingtomorrow.org
CEDA International	1	Rising Stars Mentoring	Based on the success and learning from the three years the Rising Stars Mentoring Program has been implemented, this	Shamim Zamzam Nabbale Senior Program Manager

<p>Vision: A world where girls and young women are nurtured and empowered to have skills to take charge of their lives to lead change in their communities.</p> <p>Mission: To strengthen the skills and voice of young women from marginalized and underserved communities</p>		Program	<p>project continues to work in 7 secondary schools in conflict affected areas and of Northern and Western Uganda. The project focuses on Social and Life Skills, Employment, Vocational and Entrepreneurship, Skills Development, Create Networks and Support Systems, Leadership and Entrepreneurship development for teachers.</p>	<p>+256 704194232 shamim@ceda-uganda.org</p>
<p>COBURWAS International Youth Organisation to Transform Africa</p> <p>Vision: Seeks to build united developed and peaceful communities in Africa.</p> <p>Mission: We seek to transform Africa by educating and empowering socially responsible entrepreneurial leaders to unite communities and create sustainable peace, love and prosperity.</p>	<p>1</p> <p>2</p>	<p>Unlocking Boys and Girls potentials in conflict Affected areas of Uganda.</p> <p>Girls of Transformation project</p>	<p>This involves providing them with quality Education and training them in few life skills.</p> <p>Basically, for upper primary girls. This project involves providing few life skills and support towards their education.</p>	<p>Atieno Annet Education Director +256 783261092 annet@gmail.org</p>

<p>Educate!</p> <p>Vision: Preparing youth in Africa with the skills to succeed in today's economy.</p> <p>Mission: To develop young leaders and entrepreneurs in Africa.</p>			<p><i>Implement a program in schools</i></p>	<p>Modern Karema Programs Manager +256 781064668 modern@experienceeducate.org</p>
<p>Foundation for Inclusive Community Help (FICH)</p> <p>Vision: A generation of healthy, innovative, productive and self-reliant youth and women.</p> <p>Mission: FICH exists to transform youth and women through sustainable opportunities and descent work in a thriving community.</p>	<p>1</p> <p>2</p>	<p>Second Chance Education for Marginalized Girls Affected by Conflict.</p> <p>Women Empowered in Business (WEB) Soya</p>	<p>FICH support most conflict affected girls who were affected by more than twenty years civic conflict in Northern Uganda in gaining admissions into public schools, vocational training institutes and provide students with learning materials. FICH provide orientation for the teachers in the schools were beneficiaries attend to equip them with counselling skills, enabling them in providing psychosocial support, mentoring, as well as help in addressing some special needs of the beneficiaries to help them stay in school. All beneficiaries are trained in soft skills and some always attend training to learn practical life skills which they use to generate income for themselves and their families. FICH spends significant amount of time organizing community & school outreach programs. Girls express themselves through clubs to builds confidence to help them stay & complete school & approach potential employers in future</p> <p>This engages young women age 12-30 in Oyam District who are soya bean farmers & want to add value to their produce to enable them become commercial suppliers of soya cake and flour rich with proteins for babies, pregnant mothers, and older persons. This is being achieved by improving young women technical and entrepreneurship skills</p>	<p>Emmy Zoomlamai Okello Executive Director +256 772888599 emmyzoomlamai@gmail.com</p>

			development through capacity building and facilitating their access to necessary information sources and services. In addition, the young women are trained in business management, with a focus on market research and quality production skills to increase the value of their products. The program is facilitating skills & linkages to providers of finance to enable them expand their businesses. Life skills training is being conducted to provide young women the appropriate tools and confidence to participate more broadly in markets and to improve the negotiation power of the young women.	
Fundi Robotics Ltd Vision: Transforming Africa through science. Mission: To accelerate science learning in African classrooms			<i>The projects are basically on robotics training.</i>	Obua Gasper Regional Manager – North +256 772934553/703519988 gasperobua@fundibots.org
International Institute of Rural Reconstruction Vision: We Envision a world of equity, Justice and peace where all people achieve their full potential and live a life of quality and dignity in harmony with the environment	1	Giving Girls a second chance in education	Provide life skills to girls through a holiday camp model in which activities are designed for two weeks and students are guided through these activities and build their life skills in problem solving, decision making, assertiveness and other values which we like for our students to have.	Ajwag Sarah Robina Project Manager Education +256 772949061 sarah.ajwang@iirr.org

<p>Mission: We enable communities and those who work with them to develop innovate yet practical solutions to poverty through a community led development approach and widely share these lessons to encourage replication</p>				
<p>Komo Learning Centres</p> <p>Vision: Engaged, dynamic, and thriving African youth.</p> <p>Mission: Supporting young people to be change makers in their schools and communities.</p>	1	Do It Yourself Clubs (DIY)	<p>Through DIY we promote youth voice and decision-making, demonstrating our organizational values of treating youth as partners rather than project “beneficiaries.” DIY equips members with a holistic set of foundational trainings that include life skills, health education, facilitation, research, and program planning, implementation, evaluation. After participating in these initial capacity-building trainings, the DIY members take the lead to develop projects that address needs in their schools and communities. In Zines and Blood worth (2004) they argue that “the best SEL approaches encourage application of SEL competencies to real-life situation.” This is the key component of the program – learning through the participatory process itself. From conducting a needs assessment, to planning and implementation, youth are involved in genuine and meaningful ways. For many students, this is a radical shift away from the rigid, rote-learning to which they are accustomed.</p>	<p>David Kafumbe Country Director +256 777046610 dkafumbe@gmail.com</p>
	2	Leadership, Entrepreneurship, and Apprenticeship	<p>LEAP is a 12-month program that serves out-of-school youth between 15 and 25, most of whom do not have a job or business. The LEAP experience is designed to equip these youth with marketable skills they can use to start their own</p>	

		Program (LEAP)	businesses and/or find gainful employment. LEAP is an innovative, interactive, and engaging initiative that provides the holistic set of skills youth need to thrive. The program is set up so that young people receive training on life skills, entrepreneurship, and employability skills in the first phase, and hard skills training through apprenticeships in the second phase. The second phase also incorporates guidance and mentorship through meetings, trainings, business/employment visits, and one-on-one mentoring visits. In addition, LEAP trainers provide market linkages, marketing/advertising assistance, and access to low-interest cash and toolkit loans.	
Luigi Giussani Institute of Higher Education	1	Rebirth of Quality Education in Uganda	The main goal of the current project is to foster the growth of 10 school communities by proposing viable solutions for the enhancement of school leadership, teacher competency, and student learning outcomes while fostering parental participation. Over the course of the next two years, LGIHE seeks to effect change in 4 different domains of school life while strengthening its own organizational position as a leading institute of higher education in Uganda. A marked improvement in classroom instruction and assessment methods for all teachers through school-wide professional development in literacy, content area knowledge, soft-skill acquisition, and assessment practices.	Teddy Mutoni Communication Officer +256779117495 t.mutoni@lgihe.org
Vision: To be a leading institution of higher education that has a transformative impact on society in Uganda and throughout Africa by improving the quality of education and professional development.				
Mission: To create opportunities for professional and personal development, which start from the dignity and infinite value of the person and are	2	Reclaiming National Exams to Widen Achievements in Learning (RENEWAL) in Ugandan	Although the project ultimately has the potential to improve the quality of secondary school education for all, the midterm aim is to pilot a modified Uganda Certificate of Education (UCE) examination for secondary school that is relevant, comprehensive, and achievable, while improving teaching methods for student learning outcomes. This innovation seeks to increase the percentage of students who	

developed through a method of personal engagement with one's life and the meaning of one's work, targeting teachers, other professionals, parents and students.		Secondary Schools	remain in school through completion by engaging students in more interesting and participatory learning experiences and allowing them to demonstrate mastery in a broader range of relevant skills.	
	3	SWEAR: Skills and Work are East Africa's Resource Phase II	In both Kenya and Uganda, roughly 60% of the population is below the age of 24 years. This trend is even intensifying. While both countries have pledged to attain universal primary education, there are distinct shortcomings in education and training for the time after primary school. This leaves youths without adequate qualification for the labour market: They have neither the technical skills that are required for employment in manual traits, nor the entrepreneurial skills to become self-employed, nor the necessary life skills to have the self-esteem to confront their bleak situation. The present program seeks to respond to these identified needs through knowledge transfer between NGOs from Uganda and Kenya. The overall objective of the program is to contribute to the reduction of poverty in Uganda and Kenya in the context of pro-poor growth through the establishment and/or sustainable consolidation of local capacity building structures that provide support to youths from poor or extremely poor backgrounds and seek to increase their qualification for income generating activities (through employment or self-employment). The program objective is to foster sustainable structures in each country for increased access to employment or self-employment for poor youths by improving quality and relevance of vocational training through knowledge creation.	
Mango Tree Educational Enterprises	1	Northern Uganda Literacy	Capacity development for teachers, school administrators and district officials. We also bring parents on board so they are able to willingly support their children's education. We	James Odong Content and Advocacy Officer +256 774200 589

<p>Vision: To be a company that empowers Africa with the best educational tools possible</p> <p>Mission: 1. Provide African educators with the best tools and methods. 2. Serve as a socially responsible business model for Uganda.</p>		Laboratory Project	strengthen teachers' skills in lesson delivery through CPDs, we build their confidence through Community of Practice which promotes collaborative learning. CCTs, district officials and school administrators are involved in observing lessons and this gives them the opportunity to interact freely with the teachers and provide positive feedback. Parents are provided with the Parents Assessment Tools to support the learning of their children at home.	jodongo@mangotreeuganda.org
<p>Twaweza East Africa</p> <p>Vision: We believe in an open society, built on the human impulse to make a difference; where information and ideas flow, citizens engage, and authorities are accountable to the people.</p> <p>Mission: We collect, curate, and transport evidence, ideas, and stories to inspire citizen action and stimulate responsiveness from authorities on basic learning and open government.</p>	1	Integrating Life skills Assessment in Uwezo citizen-led Learning Assessment.	This initiative makes an attempt at including items related to life skills in the mainstream Uwezo learning assessment of basic literacy and numeracy. The purpose is to test out the feasibility of working with citizen-volunteers at community level to assess selected life skills in a simple manner and at scale.	Mary Goretti Nakabugo Twaweza Country Lead and Regional Manager, Uwezo East Africa +256 772951762 gnakabugo@twaweza.org
<p>Uganda Society for Disabled</p>	1	The USDC	From onset a teacher plans to include all learners in a	Musinguzi John Mary

<p>Children (USDC)</p> <p>Vision: A society in which Children with Disabilities can grow and develop to their full potential.</p> <p>Mission: To promote equal rights and equitable opportunities for Children with Disabilities through; advocacy, capacity building and rehabilitation</p>		<p>Child-to-Child Inclusive Education</p>	<p>lesson through pairs, group work and in threes. It has got a 6-step approach which begins with research, Find out more, Discuss and plan Action, Take Action, Evaluate, Do it Again.</p> <p>The CtC approach helps enrol otherwise marginalized learners into school and they stay, but does it in such a way that the entire class, school and community can get involved. They identify the problem and go on to solve it. It does not confine learning to a classroom setting alone.</p>	<p>Program Manager +256 772090381 johnmary.musinguzi@usdc.or.ug</p>
<p>War Child Canada</p> <p>Vision: A world where no child knows War.</p> <p>Mission: War Child works with war affected communities to help children reclaim their childhood through Education, Opportunities and Justice. War Child takes on an active role of raising public awareness around the impact of war on communities and our shared responsibility to act.</p>	<p>1</p>	<p>Educate: Securing the future of South Sudanese children through Education</p>	<p>This project targets children whose education has been affected by War especially those from South Sudan. It is a catch Programme implemented as an Accelerated Education program. This project targets 1500 children in 10 learning centres of Adjumani District. The projects support the identification of the Community Education community members whose support with the mobilization of children who dropped out of school to come enrol for the catch-up programme,</p> <p>This project dresses Life skills through Capacity building of teachers who deal with these children in the learning centres in various aspects including Psychosocial support. The teachers in turn impart these skills into the learners through guidance and counselling, use of child friendly methodologies in the teaching and learning process and in classroom management</p>	<p>Rosemary Imagoro Project Manager +256 774360490 imagoror@warchild.ca imagororse@gmail.com</p>
	<p>2</p>	<p>Increasing</p>	<p>This project targets 70% of refugees and 30% of the host</p>	

		<p>Access to Primary School Education for refugees and host communities out of school children in Yumbe and Insiro District through Integrated Accelerated Education Programme</p>	<p>communities. All of these children are adolescent girls and boy children who dropped out of school 1 or two years ago. The AEP uses a non-formal curriculum facilitated a catch-up learning process. The life skill and adolescent component in this project targets 150 adolescent boys and girls in Nakivale settlements in Insiro district. The youth are trained in life skill, leadership and peace building, Reporting, Tracking, Response and Referral (RTRR). The out of school adolescents are facilitated to establish clubs or forums where they conduct discussions on issues affecting adolescent rights to Education, protection and health. The adolescents are facilitated to participate in debate discussions and drama activities.</p>	
	3	<p>Education cannot wait fast Response.</p>	<p>The project aims at Supporting free access and quality education to learners, the project is being implemented in Moyo and Adjumani District in 11 centres (08 in Moyo and 03 in Adjumani). The target of refugee Vs host is being supported by the Policy of 70% refugees and 30% host communities. The project is being implemented in a consortium where war child plays the role of implementing software part of the project. This project build capacity of teachers on different skills that in turn are transferred to the learners in different school activities such as debates, formation of youth clubs and drama activities. In so doing the project promotes the life skill of learning to leave with others. The 30% host community also promotes skills learning to leave with others and conflict management. This project targets 1650 learners. The project also targets communities through awareness creation.</p>	

Appendix 2: List of districts of operation within Uganda

Name of organization	Districts of operation
Africa Educational Trust	Bulambuli, Butaleja, Kapchorwa, Mbale, Otuke, Oyam
Build Africa	Bukedea, Buliisa, Kiryandongo, Kumi, Masindi, Namutumba, Ngora, Nwoya, Oyam
Building Tomorrow	Adjumani, Butaleja, Buyende, Hoima, Ibanda, Kaberamaido, Kalungu, Kamuli, Kamwenge, Kanungu, Katakwi, Kiboga, Kiruhura, Kyankwanzi, Luuka, Luweero, Lwengo, Lyantonde, Masindi, Mityana, Mpigi, Mubende, Mukono, Nakaseke, Nakasongola, Rakai, Sembabule, Wakiso
CEDA International	Gulu, Kamwenge, Kyegegwa, Kyenjojo, Nwoya, Oyam, Pader
Educate!	Adjumani, Alebtong, Amuru, Apac, Arua, Budaka, Bugiri, Buikwe, Bukedea, Bundibugyo, Bushenyi, Busia, Gulu, Hoima, Ibanda, Iganga, Isingiro, Jinja, Kabale, Kabarole, Kampala, Kamuli, Kamwenge, Kapchorwa, Kasese, Kayunga, Kiruhura, Kitgum, Koboko, Kole, Kyegegwa, Kyenjojo, Lira, Luweero, Lwengo, Maracha, Masaka, Masindi, Mayuge, Mbale, Mbarara, Moyo, Mukono, Nebbi, Ntungamo, Oyam, Pader, Pallisa, Rukungiri, Serere, Sheema, Soroti, Tororo, Wakiso, Yumbe, Zombo
Fundi Robotics Ltd	Bududa, Gulu, Iganga, Kampala, Kapchorwa, Lira, Mbale, Tororo
International Institute of rural Reconstruction	Abim, Alebtong, Amolatar, Moroto, Nakapiripirit, Napak, Otuke, Oyam, Pader
Komo Learning Centres	Buikwe, Gulu, Kayunga, Mukono, Wakiso
Luigi Giussani Institute of Higher Education	Jinja, Kampala, Kamuli, Lamwo, Luweero, Pallisa
Mango Tree Educational Enterprises	Alebtong, Amolatar, Dokolo, Kole, Lira, Otuke, Oyam

Twaweza East Africa	Abim, Adjumani, Agago, Alebtong, Amolatar, Amudat, Amuria, Amuru, Apac, Arua, Budaka, Bududa, Bugiri, Buhweju, Buikwe, Bukedea, Bukomansimbi, Bukwa, Bulambuli, Buliisa, Bundibugyo, Bushenyi, Busia, Butaleja, Butambala, Buvuma, Buyende, Dokolo, Gomba, Gulu, Hoima, Ibanda, Iganga, Isingiro, Jinja, Kaabong, Kabale, Kabarole, Kaberamaido, Kalangala, Kaliro, Kalungu, Kampala, Kamuli, Kamwenge, Kanungu, Kapchorwa, Kasese, Katakwi, Kayunga, Kibaale, Kiboga, Kibuku, Kiruhura, Kiryandongo, Kisoro, Kitgum, Koboko, Kole, Kotido, Kumi, Kween, Kyankwanzi, Kyegegwa, Kyenjojo, Lamwo, Lira, Luuka, Luweero, Lwengo, Lyantonde, Manafwa, Maracha, Masaka, Masindi, Mayuge, Mbale, Mbarara, Mitooma, Mityana, Moroto, Moyo, Mpigi, Mubende, Mukono, Nakapiripirit, Nakaseke, Nakasongola, Namayingo, Namutumba, Napak, Nebbi, Ngora, Ntoroko, Ntungamo, Nwoya, Otake, Oyam, Pader, Pallisa, Rakai, Rubirizi, Rukungiri, Sembabule, Serere, Sheema, Sironko, Soroti, Tororo, Wakiso, Yumbe, Zombo
Uganda Society for Disabled Children	Adjumani, Arua, Buliisa, Hoima, Jinja, Kampala, Lira, Luweero, Masaka, Masindi, Moyo, Nebbi, Soroti, Yumbe
War Child Canada	Adjumani, Agago, Arua, Gulu, Isingiro, Kiryandongo, Moyo, Pader, Yumbe
Foundation for Inclusive Community Help	Oyam
COBURWAS International Youth Organisation to Transform Africa	Hoima