

Scaling a violence prevention programme in Schools through Community Activists: Early Lessons

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Raising Voices



Overview

Background

Good
Schools
Toolkit

Cascade
Model for
scaling

Research
embedded
in scaling

Early data on
implementation

Reflections
from key
actors

Lessons
learnt and
implications

Summary

Background

Children commonly experience violence within schools from both staff and peers

COVID-19 lockdowns and school closures have increased VAC

Schools provide an entry point to prevent VAC



The Good Schools Toolkit

A collection of ideas and tools that help prevent VAC in schools

School-led implementation over a period of 18 months along 6 steps

Evidence-based methodology: **42%** reduction in physical violence from staff to learners

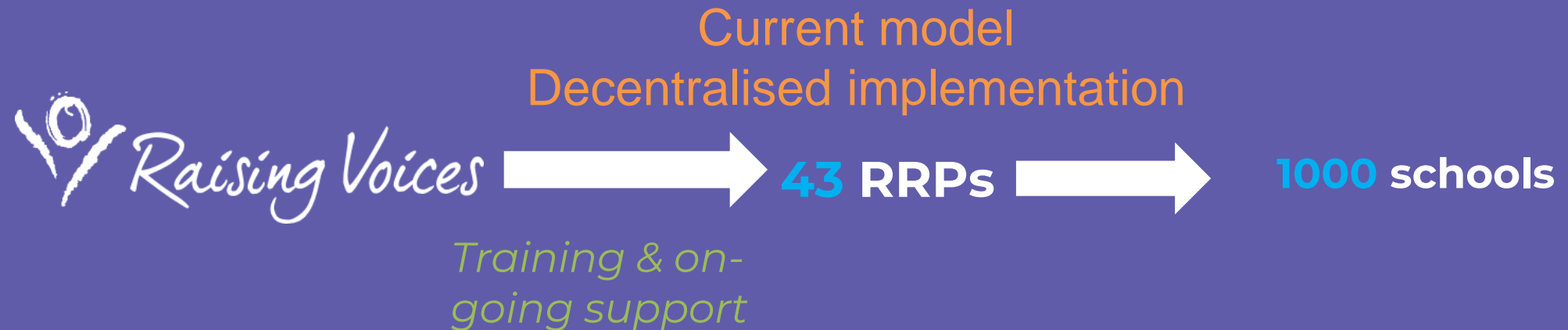
Raising Voices has implemented using different approaches – directly and through partner organizations



Scaling GST through
a cascade model
involving community-
based activists



De-centralized model reaching 1000 schools



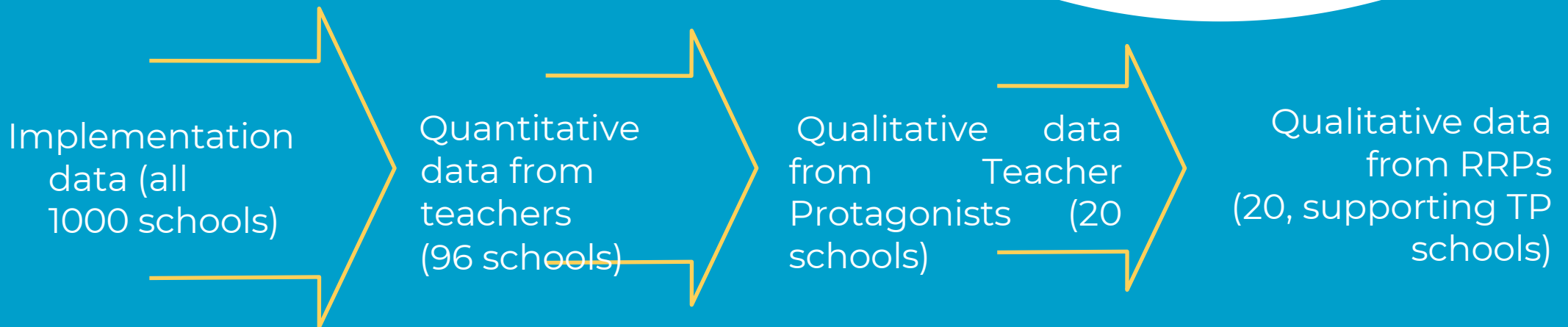
RRPs use **Good Schools Mobile app** to record assessment data in schools

A large white curved arrow at the bottom of the slide points from the current model back to the original RCT, indicating a feedback loop.

Embedded nested research within this scale-up

Overall aim: To determine the feasibility & acceptability of this cascade model & whether it leads to change in schools

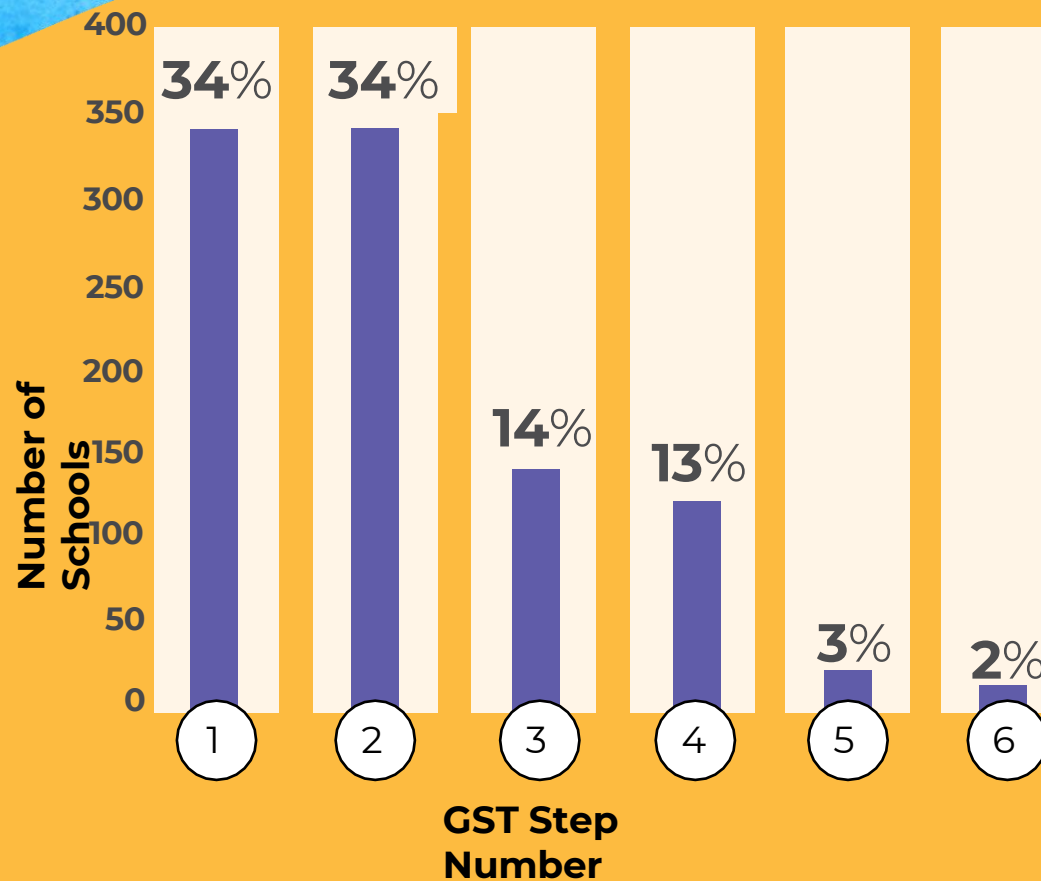
Today we will explore early markers of implementation & RRP's perceptions of their role



Insights on implementation progress using data collected by Raising Voices



Implementation Status when schools reopened in Feb 2022



Data from 992 schools

Schools at different levels
of implementation

Schools document:

Committee formation
& meetings

developing an action plan

GST training &
booklet discussions

Multiple check-ins
with RRP

**We are in 28
districts across
Uganda**



What did teachers say about their exposure to GST?

Quantitative data from **1,121 teachers** from **96 schools** across Uganda

Promising GST awareness

Over 90% of the teachers said:

their school was taking part in the program

they had seen a poster/booklet from the program

their school had a Good Schools teachers

committee

they had time/motivation to focus on Good Schools activities

Early Experiences of RRPs

Qualitative
data from **20**
RRPs
supporting
schools across
Uganda



Change Agents

RRPs perceived themselves as...

Activists within communities around schools

“We are part of the place so that is very important, we are residents so we interface with some of these people, they know us.” ~Male RRP, Central Uganda

Pillars to GST implementation & Raising Voices’
VAC prevention ambassadors

RRPs demonstrate good GST understanding: **whole-school** approach to improve school learning environments, **amplify student voices & prevent VAC**

Link between Raising Voices and schools

“... we are intermediators,
where Raising Voices is not
there, we are there” ~
Male RRP, Central Uganda



Driven by Personal Transformation and Activism

Belief in program due to personal transformation & previous experience with GST

Care about VAC prevention & want to spread GST impact in their communities

Inspired to communicate with humility

“...personally...should I say a saved person, should I say a reformed person? -I was one of the victims of issues of corporal punishments, issues of handling children harshly... But when I was taken through the trainings of a Good School... I realized that the approaches I was using were very wrong. I started myself changing at an individual level, at home... and when they told me there is this opportunity I said as long as it's working with children,”

~ Female RRP, Eastern Uganda

Challenges with scaling

- Teacher transfers & dropouts during school closures
 - Losing gains in schools & re-starting implementation
- Perception of RRP's as people gaining financially from the program
- Logistical challenges

“...rural schools, there is always time for you...urban schools are not very easy so we need to be conscious about them.”~ Female RRP, Central Uganda

Having schools which are too far from one another

Lessons and Implications

Invest time in tailored capacity strengthening for RRP

Far & remote schools need special attention

Support to schools needs to be contextualised & flexible

RRPs are embedded in communities & bring enthusiasm for VAC prevention that goes beyond schools



Bringing It All Together... and next steps

Many questions around how to take successful violence prevention interventions to scale

RRP model has the reach & early data suggest the potential for high-impact

Why? RRP's are change agents, who describe personal transformative processes & are driven by personal activism for VAC prevention

These are early data & we will continue studying it, funding permitted, to answer our overall aim