Ministry of Education and Sports

Training Manual on Early Warning System:
A Strategy to Prevent School Dropout in Uganda

1st Edition: March 2017

Determined **Resilient** **Empowered** **AIDS-Free** **Mentored** **Safe**

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Foreword

World Vision in partnership with the government of Uganda is implementing a Strengthening School – Community Accountability for Girls Education (SAGE) project under the DREAMS Innovation Challenge. The Determined, Resilient, Empowered, Aids-free, Mentored and Safe Women (DREAMS). The DREAMS Innovation Challenge is funded by the U.S. President 's Emergency Plan for Aids Relief (PEPFAR); Janssen Pharmaceutical NV (Janssen), Johnson and Johnson and ViiV Healthcare. This project runs from October 2016 -September 2018 and aims to develop Determined, Resilient, Empowered, Aids-free, Mentored and Safe Women.

The underlying principle of the SAGE-DREAMS project is that girls can attain their full potential when they are supported to remain and complete school. When girls remain and complete school, they reduce the risk of HIV infection. This is because they get more empowered to make informed decisions about their sexual lives. The SAGE DREAMS project will increase awareness on Human Immune Virus (HIV) prevention and engage the larger community in supporting girls to achieve their hopes and aspirations using an adolescent peer- led Early Warning System approach.

Adolescent girls in addition to the complex challenges contributing to school dropout, do not have the right set of supportive environment to stay in school. This has affected the level of retention for girls in schools and increased their vulnerability to HIV infection.

The SAGE-DREAMS project through the Early Warning system approach strives to provide an opportunity to deliberately track, identify and support girls to remain and complete school in order to decrease their chances of HIV infection.

I therefore call upon all stakeholders to join hands to support adolescent girls to remain and complete school.

Honorable Janet Kataaha Museveni
First Lady and Minister of Education and Sports
The Republic of Uganda

Acknowledgements

Gilbert Kamanga
National Director
World Vision Uganda

Acronyms

ABC	Attendance, Behavior and Course performance	LCV	Local Council 5
AG	Adolescent Girls	MGLSD	Ministry of Gender, Labor and Social Development
AGYW	Adolescent Girls and Young Women	MoES	Ministry of Education and Sports
AIDS	Acquired Immuno Deficiency Syndrome	MOH	Ministry of Health
BOG	Board of Governors	MOJ	Ministry of Justice
DCDO	District Community Development Officer	NCDC	National Curriculum Development Centre
DEO	District Education Officer	PTA	Parents Teachers Association
DHO	District Health Officer	SRBGV	School Related Gender Based Violence
DIS	District Inspector of Schools	TIET	Teacher, Instructor Education and Training
DPSWO	District Probation and Social Welfare officer	ToT	Trainers of Trainers
DREAMS	Determined, Resilient, AIDS Free, Mentored and Safe	UDHR	Universal Declaration of Human Rights
DREAMS-IC	Determined Resilient Empowered Aids Free Mentored and Safe-Innovation Challenge	UNICEF	United Nations Children's Fund
EWS	Early Warning System	USAID	United States Agency for International Development
G4G	Girls for Girls	VACiS	Violence against children in schools
GBV	Gender-Based Violence	VHT	Village Health Teams
HCT	Counselling and Testing	WVI	World Vision International
HIV	Human Immune Virus	WVU	World Vision Uganda
IMU	Instructional Material Unit	WVUS	World Vision US
LC1	Local Council 1	YFRHS	Youth Friendly Reproductive Health Services

Introduction

This Manual has been developed by referring to and incorporating learning and recommendations from the School Dropout Prevention Pilot (SDPP) Program. This Program was a three-year multi-country program, funded by the US Agency for International Development (USAID), aimed at mitigating school dropout from primary and secondary schools. Its objective was to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan, and Timor Leste.

World Vision adapted the Theory of change for the School Dropout Prevention Pilot (SDPP) program for the SAGE-DREAMS project because this pilot has been proven to work and it is a good model to replicate in other countries.

Figure 1: School Dropout Pilot Program Theory of Change for Early Warning System[1]
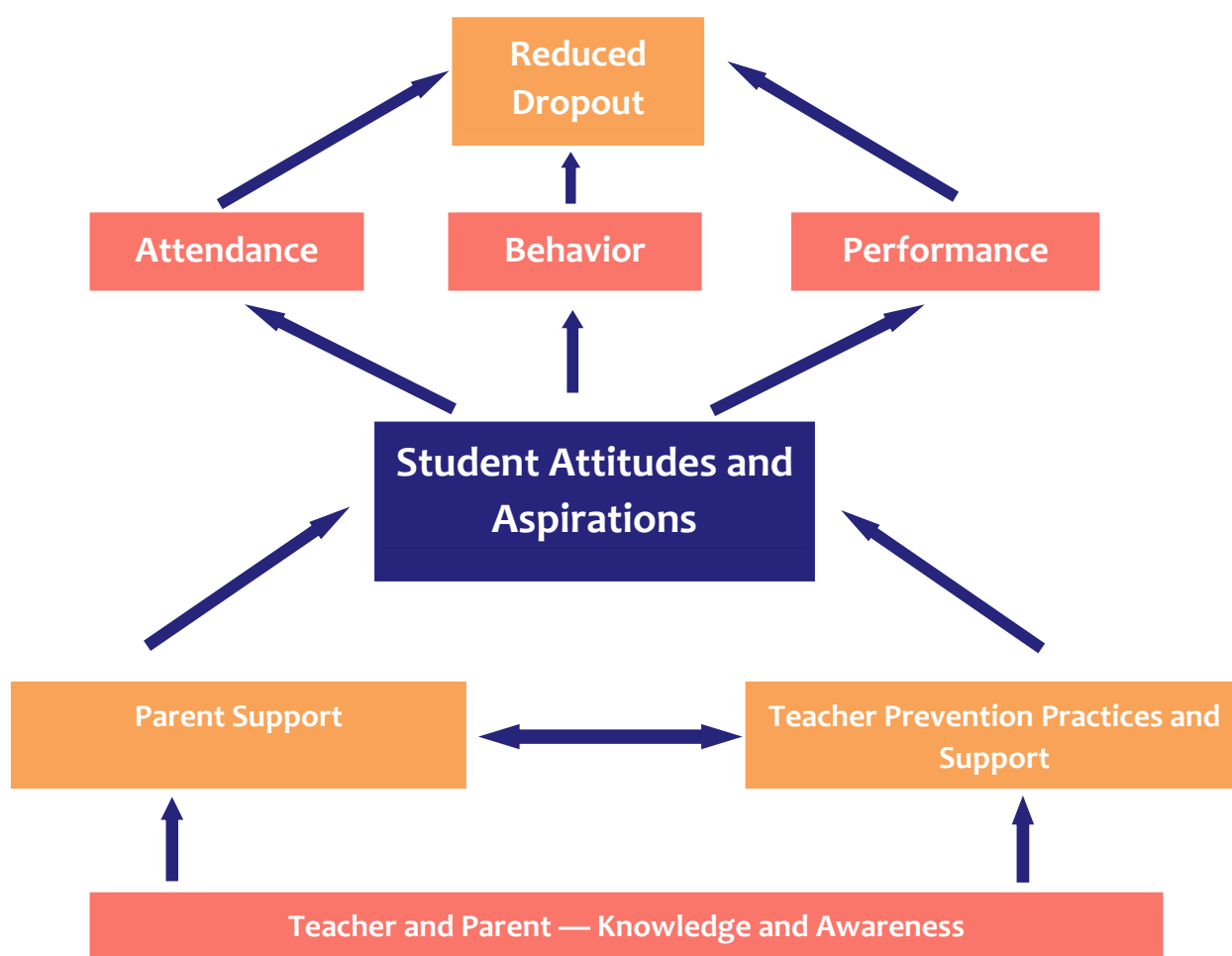
This model involves a process of designing and implementing an Early Warning System through:
- Increasing the knowledge base on the early warning signs of school dropout amongst teachers and parents in order to generate parents and teachers' prevention practices
- Support through monitoring attendance, behavior and performance of students.

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[1] Source: USAID Early Warning System for Prevention of School Dropout project (Aug, 2016)

This collective support by teachers and parents stimulates the students' attitudes and aspirations to attend school, do their homework and perform well in order to achieve their dreams.

The model is centered on monitoring the attendance, behavior and performance of students as key predictors which are early warning signs for school dropout. It is built on the understanding that school dropout is a process that can be curbed if teachers, school administrators and parents work together and are aware of the early warning signs. In order to address drop out in the targeted schools, the SAGE – DREAMS project adopted the School Dropout Pilot Project model from which this training manual has been developed.

The Situational Analysis of School Dropout in Uganda

According to the MoES EMIS 2015 report, 65% of girls who complete primary seven join the first year of Secondary Education (S.1); 34% girls complete Senior 4 of an overall 40 % S4 completion rate. The report also indicates that only 30% of the girls who complete S.4 transition to S5. Some of the girls join certificate courses in the technical and vocational institution, nursing and midwifery and Primary Teacher training Colleges. However, overall there are fewer numbers of girls in higher institution of learning compared to the boys. This means that many girls drop off at the lower levels of the education cycle. This condition has been attributed to poverty and socio-economic factors such as: lack of basic needs, negative influences from teachers and communities, sexual abuse, violence and lack of guidance from parents.[2]

MINISTRY OF EDUCATION AND SPORTS
Education and Sports Sector Fact Sheet 2002 – 2015

| INDICATORS	Source	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	201
No. of Pre-primary schools	EMIS	1032	893	538	628	717	703	1,724	2,469	6,579	2,361	4,092	4,949	4,95
(a) Total Enrolment	EMIS	78,257	64,484	41,775	55,558	69,340	76,538	175,302	234,428	498,644	214,797	356,903	430,425	433,2
(i) Boys	EMIS	38,581	32,148	20,596	27,548	34,500	37,689	86,006	114,473	245,605	105,428	179,857	210,966	214,5
(ii) Girls	EMIS	39,676	32,336	21,179	30,010	38,840	38,849	89,296	119,955	253,039	109,369	180,046	219,459	218,2
(b) GER(Day-care)	EMIS, UBOS	NA	3.21%	2.24%	2.19%	2.35%	2.50%	5.60%	7.60%	8.10%	7.50%	9.10%	10.2%	9.74%
(i) Boys	EMIS, UBOS	NA	3.12%	2.21%	2.19%	2.40%	2.50%	5.60%	7.50%	8.20%	7.40%	9.90%	10.2%	9.67
(ii) Girls	EMIS, UBOS	NA	3.30%	2.26%	2.20%	2.30%	2.50%	5.50%	7.80%	8.10%	7.60%	8.70%	10.3%	9.81
(c) NER (Day-care)	EMIS, UBOS	NA	2.15%	1.47%	1.63%	1.60%	1.50%	3.90%	5.60%	6.10%	6.60%	7.10%	10.1%	9.49
(i) Boys	EMIS, UBOS	NA	2.09%	1.45%	1.63%	1.59%	1.50%	4.00%	5.50%	6.30%	7.20%	8.20%	10.2%	9.63
(ii) Girls	EMIS, UBOS	NA	2.22%	1.49%	1.63%	1.51%	1.50%	3.90%	5.70%	6.20%	6.70%	7.20%	10.3%	9.56
Total Schools that Responded	EMIS	13,332	13,353	13,371	13,576	14,385	14,728	15,962	17,127	17,865	16,684	17,682	18,079	18,4

Overall Objective of the Manual

The Manual has been developed to train Trainers of Trainers (ToT) who will train teachers on the concept of the Early Warning System as a strategy for preventing school dropout. The teachers will in turn use the Manual to train the Stay in School Committees (SISC) sometimes referred to as the "Early Warning Team" (EWT) which is a structure that will be at the forefront of implementing the Early Warning System (EWS).

Specific Objectives of the Manual

- To train teachers on the EWS strategies and methodology
- To facilitate tracking of and response to students at risk of dropping out of school.
- To facilitate understanding of key actors in supporting children at risk of dropping out of school.

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[2] Education Management Information System (EMIS) 2002-2015

- To equip teachers and administrators with skills for promoting a safe school
- To introduce the safety friends as a peer support mechanism for safety of students to and from school.

Structure of the Manual

The Manual is comprised of 4 modules highlighted below:

- **Module 1:** Introduction to the Early Warning System
- **Module 2:** Tracking and response to at risk students
- **Module 3:** School-community engagement for at risk students
- **Module 4:** Safe schools and safety friends

Each session consists of different sections and these includes:
- Introduction
- Duration
- Session Competences
- Methodology
- Materials Needed
- Session Activity
- Facilitator's Notes
- Wrap Up

Target Users of the Manual

This Manual will be used by:

- SAGE-DREAMS project staff
- Trainers of Trainers
- Teachers who will use it at different levels to disseminate the Early Warning System methodology and strategy for the prevention of school dropout among adolescent girls.
- The Stay in School Committee (SISCs) will use this manual as a reference document from time to time to guide them in the implementation of the EWS. All the tools for implementing the EWS are found in the manual.
- An EWS monitoring team

Duration of the Training

The training content in this manual is expected to be delivered in three days. The project will train ToTs for each target district. The ToTs will roll out this content to teachers targeting at least 6 teachers per school. The teachers will then train the SISCs in their respective schools who will use this information to steer the implementation of the EWS.

Roll Out Process of the Training

Event	Target Audience
Review and adoption of the EWS training manual	Officials from the MoES
	DREAMS national focal person
	Officials from NCDC
Training Trainers-of-Trainers	Selected trainers per district

| Roll out training to teachers | 6 selected teachers per school |
| Training of the SISCs | All SISC members |

Symbols Used in the Manual

Materials Required	Duration	Facilitator's Guide	Facilitator's Reference Notes	Activity	Session Competencies

Illustrations in the Manual

The illustrations in this manual is purely for learning purposes. The names of characters in the case studies are not real names nor are the school names. The figures in performance and attendance sample tracking sheets are not real either. They have been crafted for study purposes only.

Methodology

The Manual uses different participatory methodologies briefly described below:

Brainstorming

A brainstorm is an exploration of ideas and a great way to open a topic for discussion. During brainstorming, no one should judge or place a value on an answer someone else gives. Each answer is simply recorded on flipchart paper or a chalkboard for the entire group to see. This activity encourages participants to expand their thinking about an idea and look at a topic from different angles and perspectives. The facilitator makes relevant clarifications.

Group Discussion

Group discussion elicits responses from participants on a particular topic or issue and provides many teachable moments to enhance knowledge or correct misinformation. The effectiveness of the group discussion often depends on the use of **open-ended questions,** which are questions that go beyond a simple "yes" or "no". These questions seek to bring out feelings or thoughts about a topic or an activity.

"What did you learn from this activity?" is an open-ended question because it invites participants to share their thoughts and reactions. "How did that activity impact you?" would be another example of an open-ended question.

"Did you learn anything?" is not an open-ended question, as the participant can simply say "yes" or "no." "Does that make sense?" is also not an open-ended question.

Another strategy to ensure effective group discussions is to communicate acceptance and validate feelings. People are far more likely to share their feelings and ideas if they know they will not be judged or criticized for expressing themselves or if others do not feel the same way they do.

Role-Play

Role-play is an effective method for practicing and modeling new skills. Since role-play can potentially be emotional, it is very important to emphasize that participants are playing characters and not themselves. Role-plays also provide an opportunity to remind participants of agreed-upon ground rules and group norms. It is important to encourage participants to role-play realistic situations. Role-play provides the opportunity to experience a real-life situation without taking real-life risks.

Case Study

Case study helps to create a "real situation" of a topic under study. The facilitator will use this method to assess the level of understanding of participants on a topic under discussion. It will also be used to reinforce what was learned.

Vote with Your Feet

Participants express their opinions and feelings on issues by going to a pre-designated sign or point in the room that represents their feelings on that subject.

Learning Games / Energizers / Icebreakers

Energizers or icebreakers are games to help participants relax, have fun and reconnect with each other. At the beginning of each session or meeting, lead participants in a warm-up. Games can also be used at the end of the day or between sessions and activities to lighten the mood and give participants an opportunity to relax after a difficult or intense session/day. You can ask participants to come up with ice breakers as a way of increasing their level of participation in the training session.
Other methodologies

Gallery Walk

Gallery walk involves participants moving to designated places of the training room to learn from displayed information in the different places.

Question and Answer

The facilitator can engage participants using question and answer approaches. This is mainly aimed at assessing the level of participants' knowledge at the beginning of a topic or assess the level of understanding after delivering a topic.

Facilitated Discussions

This is a method used by the facilitator to guide the delivery process by explaining key information and occasionally engaging participants through questions and answers.

Tips to the Trainers

There is no single method that can be used in isolation to facilitate a training program. Each facilitator has a different style; different groups have different needs. A trainer needs to use different methods to deliver a good training program.

A good facilitator must exhibit the following:
- Treat participants as people with information and skills to share, rather than take himself or herself as the only expert in the room.
- Think of everyone participant as learning from each other and of himself or herself as guiding the process rather than thinking of the participants as empty bowls to be filled with knowledge from the facilitator.
- Believe that people learn by doing, experiencing, practicing and feeling, rather than by memorizing, repeating and recording information.

- See many possible answers to a situation or question rather than only one right answer.
- Think it is important for all to participate and be involved in the learning process rather than thinking of control as better.

Material Preparation

It is strongly advised that the trainer prepares all materials in advance and have them ready in advance. This will help to run all lessons and activities smoothly. Some activities will require handouts that can be photocopied and distributed prior or after activities. It is recommended to use of a chalkboard or flip charts to write definition or illustrate concepts, if printed copies are not available.

Venue Setting

This **Training Program** is designed to be highly participatory, filled with participatory group reflections, discussions and brainstorming, many of which will result in concrete products. Organize tables and chairs at a training venue in a small "U" shape or oval shape where possible. If the training venue allows, display results of the group work and participatory activities on the walls to refer back to the knowledge, demonstrate the links between the activities, and acknowledge participants' hard work and commitment.

Dealing with Difference in Views

It is important to set an atmosphere in which people can share different views. Participants should not feel they all have to agree with each other. The important thing for the trainer is to open the questions for discussion, summarize the different views expressed, and to ask participants to think about possible consequences for a range of actions. It is not the trainer's job to recommend a particular opinion. However, the facilitator is encouraged to provide correct and reliable information.

Encourage Honesty and Openness – Create a Safe Space

Encourage participants to be honest and open, and promote sharing of personal experiences and stories from classrooms and school settings. Further, trainers are seen as role models and they can share personal examples with the participants on how they survived dropping out of school. Training sessions should a safe space, where views can be expressed without fear of judgment and difficult topics can be addressed without shame.

Evaluation of the Training Program

Self-reflection and feedback from others are useful to help improve your facilitation skills and the program overall. You should conduct some kind of evaluation after each session or at the end of each day. There are several ways to find out how the program is progressing. Below are some suggestions:

Self-assessment: Questions to ask yourself
- What went well?
- What was difficult?
- Did I achieve the objectives of the session?
- How will I do it differently next time?
- What did I learn from today's session that I can apply in the upcoming sessions?

Evaluation Scale

Very Happy	Somewhat Happy	Not Happy

The facilitator will have printed copies of the evaluation scale and ask participants to tick or place stickers in the box that indicate how they feel.

2. Observation
If you are working with another person, take turns to observe how the group is working together and participating in the activities and discussions. If you are facilitating the sessions alone, you can still observe how the group is reacting and working together. Be sure to observe the following:
- Are all the participants attending the program?
- Who is actively participating? Are there any participants who are keeping quiet?
- Who talks the most and who talks the least? Are participants listening to each other?
- Are participants working together or splitting up into smaller groups?
- What is the mood of the group? Do participants seem bored or interested in the activities?
- Does anyone seem upset or embarrassed by the activities?
- How do participants respond when others voice their opinions?
- Are participants giving feedback to each other and the facilitator during the sessions?

3. Feedback from Participants
Invite participants to share their views on the sessions. You could go around the room at the end of the day and ask everyone to say something, or you could invite participants to volunteer to share one thing they liked about the day's session and one suggestion for improvement. Below are some questions for gathering feedback:
- What is the most important thing you learned in this session?
- What did you enjoy most about this session?
- What did you find difficult about this session?
- What suggestions do you have for improving the next session?
- Are there any questions or issues we did not cover that you would like to discuss?

TIPS FOR A SUCCESSFUL TRAINING PROGRAM

- Be familiar with the entire manual before beginning the program
- Be familiar with all the sessions before delivering the sessions and have materials prepared beforehand.
- Anticipate any issues that might arise during more emotionally demanded sessions e.g. sessions that discuss sexual abuse.

- Review the objectives with participants at the beginning of each sessions
- Always try to provide local examples and make the activities relevant to the participants' daily lives and concerns
- When possible work from the known to the unknown and from easy to difficult topics
- Create a "parking lot" for issues that arise during the sessions but are not relevant to the session objectives. These issues can be discussed at another time or linked to other activity sessions
- Plan for ice breakers and energizing activities. They can be a great transition from one activity to another or used when energy in a group is low
- Capture the important points during the discussions, list them on a flip chart for use during the summary and wrap-up activities
- Consider asking a co-facilitator to assist.
- Connect new information or content to what the participants already know and explain its relevancy to their current situation both individually and as a collective group
- Be sure to end sessions on a positive note with a clear take away message.
- When appropriate identify next steps or possible solutions to challenges
- Encourage participant to answer questions.

CLIMATE SETTING

Introduction

This session provides participants and facilitators an opportunity to learn more about one another and to establish trust while providing an overview and the goals of *Training Program.* The session will give participants an idea of the "bigger picture" and explain how the program is set up, including a discussion of when participants will be meeting. It will provide participants with a clear picture of what is expected of them in the program and give them chance to express their expectations of the training program.

The session introduces the training program to the participants.

Activity 1: Introduction

Activity 2: Expectations and Ground Rules

	Materials Needed • Chalkboard or flipchart • Masking tape • Sticky notes • A ball
	1: Participants introduction and introduction of the Training Program
	Duration: 30 Minutes
	Facilitator's Guide • Facilitators welcome the participants and introduce themselves as trainers. • Facilitator asks participants to form a circle for the introduction exercise. • Facilitator gives participants instructions of how the introduction will be conducted as below: • A ball will be thrown and whoever picks it introduces themselves by mentioning the following: o Their name, school, roles at the school and what they like
	2: Introducing training objectives and generating participants' expectations and fears
	Duration: 30 Minutes
	Facilitator's Guide • Ask participants to remain in the circle • Hand sticky notes of two different colors to each participant • Ask participants to write their expectations on one sticky notes and fears on another • Ask participants to post their expectations and fears on different designated points. • Ask one of the participants to read through the expectations and another the fears.

- Respond to participants' points by explaining how expectations will be met and how fears will be addressed.
- Write the objectives of the training on a flip chart and explain each of them to participants
- Ask participants if they have any questions and respond to them.
- Ask participants to brainstorm on the ground rules and write them on a flip chart
- Hang the rules at a place that can easily be read by all and begin the session

SESSION WRAP UP

- ✓ Congratulate participants on being selected to be part of a training program that will be interesting and participatory. Remind them that they bring knowledge and experiences to the workshop and that you look forward to hearing more from each individual.
- ✓ Remind everyone to call participants by their preferred name.
- ✓ Compare their expectations with the objectives of the training and explain that some of their expectations cannot be met (e.g. increasing teachers' salaries), but you will try to meet the workshop's goal and objectives. Tell them that at the end of the program there will be an evaluation to see whether or not the objectives of the workshop were met.

MODULE 1: INTRODUCTION TO THE EARLY WARNING SYSTEM (EWS)

Introduction

This module introduces the broader concept of the EWS in an education context. It provides participants with the opportunity to define what the EWS is, learn how to design the EWS and how to establish this system in schools to prevent school dropout.

The module comprises of two sessions:

1. **Session 1.1:** Defining an Early Warning System
2. **Session 1.2:** Defining key actors and their roles in the EWS

SESSION 1.1: DEFINING AN EARLY WARNING SYSTEM

Introduction

An Early Warning System (EWS) is a data driven and adolescent peer led system that involves schools, families and communities in monitoring students' attendance, behavior, performance and taking practical actions to provide support to at-risk students to help them remain in school. This session defines the EWS and elaborates how this can be applied by different actors to support students at risk of dropping out of school to remain in school.

	Materials Needed • Flip chart and masking tape • Notebooks and pens • Printed copies of case study extracts • Sticky notes
	Duration: 1:30 Minutes
	Session Competencies **The Participant** • Defines an Early Warning System in an education context • Identifies warning signs that predict school dropout • States how an EWS can benefit students • Highlights the importance of teachers, parents/guardians and community involvement in preventing school dropout. **Methodology** • Brainstorming • Group Discussion • Facilitated Discussion • Question and answer

1.1.1: Brainstorming on EWS

Facilitator's Guide
- Facilitator asks participants to brainstorm on what they understand by an Early Warning System in an Education Context.
- Facilitator notes down the responses from the participants on a flip chart paper
- Facilitator builds on the participants' responses by adding missing points from the Facilitators notes to enrich the participants' understanding of an EWS.

Facilitator's Notes

What is an Early Warning System?

An Early Warning System (EWS) is a data driven and adolescent peer led system that involves: schools, families and communities in monitoring students' attendance, behavior, performance and taking practical actions to provide support to at-risk students to help them remain in school. It is designed to identify potential school dropouts early and provide educators with strategies to mitigate dropout. It uses readily available and easily accessible information at the school level to identify students at risk of dropping out.

Research has shown that school dropout is a gradual process, making early identification and intervention to address it very important. Students who are at risk of dropping out of school exhibit some characteristics that when dealt with can prevent them from dropping out of school. These characteristics can be monitored by paying attention to student's attendance, behavior and course performance sometimes referred to as the ABC predictors.[3]

Development of an early warning system requires effective local leadership and engagement of other school staff, students and parents/caregivers. Care must be taken to consider the unique context and needs of each target school.

1.1.2: Group discussion on the warning signs of dropout and the role of key stakeholders in preventing school dropout

Duration: 20 Minutes

Facilitator's Guide
- Facilitator writes the following questions on a flipchart
    - What are the warning signs that predict a student is at-risk of dropping out of school?
    - What are some of the attitudes and behaviors in the school, homes and community that contribute to school dropout?

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[3] USAID Early Warning System for Prevention of School Drop Out Learning Lab (Aug, 2016)

- o What are the roles of teachers, parents and community in preventing school dropout
- Facilitator asks participants to form 3-4 groups.
- Facilitator asks participants to discuss these questions in their groups and report their response to plenary.
- Facilitator builds on the participants' responses by adding missing points from the Facilitators notes to enrich the participants' understanding of the warning signs of dropout as well as the roles of different stakeholders in preventing school dropout.

Facilitators' Notes

Warning Signs of School Dropout

Absenteeism: If the student's absence from school grows or the student misses many days consecutively then it points out that the student is at-risk of dropping out of school.

Behavior: The student's behavior shows a growing disinterest in studies and he/she often seems distracted and has little interest in classroom activities. The student may show signs of disengagement; appear aloof and withdrawn, and cannot be engaged in studies or extracurricular activities. The student can distract others through interruptions or aggressive behavior often causing problems for him/herself and others.

Course performance: Persistent or sudden decline in performance by a student is also an indicator of a potential cause for school dropout.

Other factors:
In addition to the ABC predictors, there are other factors that trigger dropout from school that need to be paid attention to while designing interventions for preventing school dropout. These include:
- Poor household livelihoods resulting into school fees challenges
- Long distance to and from school may discourage students from attending school every day leading to absenteeism and associated risks to retention
- Domestic and Gender Based violence
- Orphan-hood with no one to take care of the children leading to children taking up responsibility of caring for other siblings instead of attending school.
- Gender discrimination and low value attached to girls' education
- Cultural beliefs and practices that are not in favor of education eg: Child marriage
- Negative attitudes towards girls' education
- Lack of parental guidance on the importance of education
- Unfriendly school environment; poor sanitary facilities for girls, classrooms are too crowded, teachers do not perform
- Violence against children in and out of schools Security reasons; when children perceive that it is unsafe to move to and from school
- Failure of older siblings to get jobs after their studies could demoralize other sibling still in school not to value education and drop out very easily in case of any slight interference.
- Child labor that exposes children to money at an early age and deprive them from attending school consequently influencing them to drop out.

**Responsibility of Schools, Parents/Caregivers and Community
in Preventing School Dropout**

Schools: Schools must ensure that learners' data/records are readily available and their staff/teachers are trained to interpret data and use it to provide support to at-risk students. This could include identifying effective ways to communicate with parents/caregivers about what the process or the EWS system has identified about their children.

Parents/Guardians/Caregivers: Parents must involve parents/guardians in the education of their children. They must support, provide, protect and monitor education of their children.

Community: All community members should be involved in spreading the EWS at community meetings, via media and by other means.

Peer Support: Students can play a big role in supporting their fellow students remain in school. They can support their friends who have difficulty understanding a concept catch up with them so that their performances can improve. They can advise their peers who have challenges attending school regularly seek solutions to these challenges instead of considering dropping out of school.

Benefits of the Early Warning System to Students

- It is an effective identification, prevention and intervention tool which helps to track at risk students and respond to their challenges before they get out of hand.
- It identifies students who are at risk of dropping out who are supported to remain in school thus increasing their opportunities to complete their education cycle.
- It involves parents of at risk students in the process of mitigating drop out thus helping to strengthen student-parent relationships.
- It improves relationship between teachers and students making learning more meaningful
- It provides a platform where student's grades are discussed and the right support is provided resulting into improved performance for students
- It improves on the relationship between schools and community promoting the growth of both the school and community.
- It increases support of the schools by the management committees to ensure students stay in school especially the girl child.
- It helps the school administration focus and tailor the right help to at risk students at an almost zero cost because it uses readily available student data
- It gives a sense of belonging to at risk students as well as provide psychological support through peer mentoring and coaching
- It increases students' engagement and persistence to academic tasks
- It helps improve the learning environment for students thereby increasing their retention levels

SESSION WRAP-UP

- ✓ Teachers have a great role to play in supporting students to remain in school. They should adopt a deliberate effort in monitoring students' attendances, behavior and performance. Teachers should make an effort to attend to individual student's needs in order for the EWS to be effective.
- ✓ Parents should support, protect and closely monitor education of their children.
- ✓ Effective use of Data should be adopted to assess the true status of individual students to inform support interventions

SESSION .1.2: STAGES AND KEY ACTORS IN IMPLEMENTING THE EARLY WARNING SYSTEM

Introduction

This session defines key actors and their roles and responsibilities in supporting children to remain in school and the stages of implementing the EWS. The effectiveness and efficiency of the EWS is dependent on combined efforts by all stakeholders.

	Duration 1:30 Minutes
	Session Competences **The Participant** • States the stages of implementing the EWS • Identifies the roles of schools, families and community in implementing the EWS **Methodology** • Brainstorming • Facilitated Discussion • Case Study • Case Study
	Materials Needed • Flip chart • Masking tape • Notebooks and pens • Post-it notes • Sticky notes
	1.2.1: Brainstorming
	Facilitator's Guide • Facilitator asks participants to brainstorm on what would be needed to set up a EWS in a school. • Facilitator notes down the responses from the participants on a flip chart. • Facilitator builds on the participants' responses by adding missing points from the notes to enrich the participants' understanding of the stages and key actors in implementing the EWS.
	Facilitator's Reference Notes The EWS involves schools, families and communities in monitoring students' attendance and taking practical actions to provide support to at-risk students to help them remain in school. This system uses readily available school data to identify at-risk students, provide additional support to at-risk students and strengthen partnerships amongst schools, families and communities.

The EWS model is centered on monitoring the attendance, behavior and performance of students as key predictors and early warning signs for school dropout. It is built on the understanding that school dropout is a process that can be curbed if teachers, school administrators, parents and community work together and are aware of the early warning signs.[4]

Three Major Stages of the Early Warning System

1. **Identifying at-risk students**

Students are identified using the ABC Predictors.

The following predictors highlight some of the conditions that could point to a student being at risk of dropping out from school.

- **Attendance**: Students who miss 10% or more instruction time in school in a term.
- **Behavior**: Students who seem distracted, are aggressive, isolated and do not participate in other school activities.
- **Course work/performance**: Students who perform persistently below average

2. **Tracking and triggering response to at-risk student**

Tracking and monitoring of at-risk students involves students themselves, teachers, family members and community.

- **Student tracking and Monitoring**: Students can be involved in supporting their students in: making attendance a priority; tracking performance; and monitoring behavior.
- **School responsibilities**: Teachers and school teams can be involved in strengthening positive and supportive school climate, support the school to strengthen communications with families/parents/guardians, encourage teacher and volunteers to support home visits and follow up to ensure proper case management.
- **Family/Parent/Caregiver**: The family should be closely involved to: monitor the child's behavior, ensure regular attendance, review homework together with their child, meet with school to discuss child performance and behavior, re-schedule or reduce home chore load.
- **Community level responsibility**: Community members should assist with home visits, participate in case management.

3. **Community engagement interventions for at-risk students**

- Establish functional community Stay In School Committees (SISC) consisting of 12-15 members (6 adolescent girls peer leaders, Parents, Old boys, Old girl, Religious leader, Administrator, BOG, PTA, Community leader). The core role of this committee is to identify, track and support students at risk of dropping out of school. They offer this support both in school as well as following up students out of school through home visits.
- Conduct School-community action-oriented meetings/discussion focused on keeping students in school.

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[4] USAID Early Warning System for Prevention of School Drop Out Learning Lab (Aug, 2016)

1.2.2: Case study to identify the roles of key actors in supporting children at risk of dropping out of school

Duration: 25 Minutes

Facilitator's Guide
- Facilitator asks participants to make groups of 9-10 people depending on number of participants.
- Facilitator hands out the printed case study to the groups
- Participants read the case study and respond to the questions
- Participants present their work to plenary
- Facilitator looks out for any good responses by the group that need to be reinforced and misconceptions that need to be corrected.

Case Study

Sharon is 15 years old attends school at Kokong secondary school which is 5km from her home. She lives with her grandmother and she is the eldest in the family. On her way to school every morning she meets a group of older boys who keep teasing and making her feel uncomfortable and unsafe. She fears that these boys could be a danger to her since the road to school is bushy and lonely. Because of this challenge she decides to skip school every Tuesday, Thursdays and Fridays to avoid meeting with the gang of older boys who like bullying her. Her absence at school starts to disrupt her performance and she is always disengaged in class and outside school activities. During review of student's data, Sharon's situation draws the attention of the SISC committee.

Questions
- What do you think could be happening on these days that forces Sharon to miss school?
- What support can the school provide to Sharon to prevent her from dropping out of school?
- What support can the family and community leaders provide to Sharon to prevent her from dropping out of school?

SESSION WRAP-UP

- ✓ Teachers have a great role to play in supporting students to remain in school. They should adopt a deliberate effort in monitoring students' attendances, behavior and performance.
- ✓ Teachers should make an effort to attend to individual student's needs in order for the EWS to be effective.
- ✓ Effective use of data should be adopted to assess the true status of individual students to inform support interventions
- ✓ The families and communities need to be closely involved to support students at risk of dropping out of school.

MODULE 2: TRACKING AND RESPONSE TO AT RISK STUDENTS

Introduction

This module describes what an on-going tracking is and how to conduct activities to support students at risk of dropping out of school using an adolescent peer led system. It describes how to set up an on-going tracking system and manage cases to support students at risk of dropping out of school.

This module comprises of three sessions namely:
1. On-going tracking of students at risk of dropping out of school.
2. Parent/guardian communication to support students at risk of dropping out of school.
3. Case management to respond to students identified to be at risk of dropping out of school.

SESSION 2.1: ON-GOING TRACKING OF STUDENTS AT RISK OF DROPPING OUT

Introduction

It takes a deliberate effort to identify and support students to prevent them from dropping out of school. This session will help participants understand how this can be done using the ABC predictors. It gives tips on how to communicate to parents for support to students and how to manage cases of students identified to be at risk of dropping out of school.

	Duration: 1:30 Minutes
	Session Competencies **Participants** • Explain on-going tracking system to monitor students at risk of dropping out of school • Develop strategies to communicate to parents/guardians to support at risk students • Conduct case management meetings **Methodology** • Brainstorming • Facilitated Discussion • Group Discussion • Case study
	Materials Needed • Flip chart and masking tapes • Notebooks and pens • Printed copies of case study extracts • Attendance tracking form template
	2.1.1: Brainstorming

Facilitator's Guide

- Facilitator asks participants to brainstorm on what they understand by on-going tracking in reference to students at risk of dropping out of school
- Facilitator writes down the responses from the participants on a flip chart.
- Facilitator builds on the participants' responses by adding missing points from the notes to enrich knowledge on tracking and response.

Facilitator's Reference Notes

Tracking and Response to Students at Risk of Dropping out of School

On-going tracking is a deliberate action of taking students' records on attendance, behavior and performance. These records are analysed and the findings are used to identify students who score poorly on these indicators. The identified students are flagged as being at risk of dropping out of school. They are then referred for support in order to address their risk factors. For example, a student who has been identified as missing most of her school time could have their parents engaged in a discussion to ascertain the causes of absenteeism and a course of action agreed to support the child to regularly attend school.[5]

In the Early Warning system, students are tracked using the ABC predictor that looks at trends of students' Attendance, Behavior and Course Performance. This system uses the ABC predictor scale to score students on a scale of 0-2 with 0 being student not at risk, 1 being student fairly at risk and 2 being student most at risk.

Scoring Using the ABC Predictor Scale

The ABC predictor scale is a scoring mechanism used to determine the level of students' Attendance, Behavior and Performance. This will in turn be used to assess whether a student is at risk of dropping out of school or not. This then forms the basis for identifying and supporting students at risk of dropping out of school.

The ABC predictor scale uses a score of 0-2 defined as**: 0**- No Risk**, 1**- Fairly at Risk and **2**- Highly at Risk

For example, a students' performance would be scored as follows:
Score 0: Student completes assignments and hands them in time with overall grade mark above average (Not at risk)
Score 1: Student completes and hands a few assignments with overall grade mark being average (Fairly at risk)
Score 2: Student never completes and hands in assignments with overall grade mark below average (Most at risk)

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[5] USAID Early Warning System for Prevention of School Drop Out Learning Lab (Aug, 2016)

Figure 1.1: The Relationship between the ABC Predictors
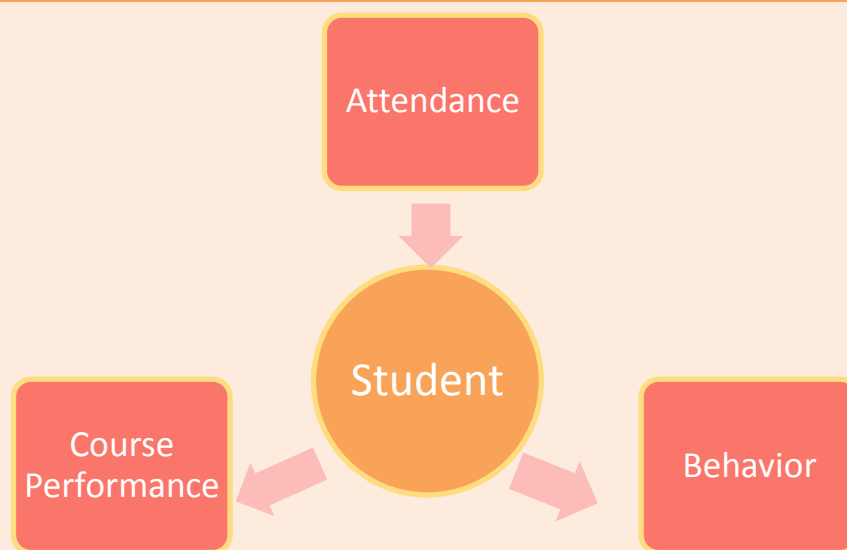
1. Tracking of Attendance:

When tracking students' attendance, tick every day of attendance but note the days missed in the month. This is important because any time missed in school has negative effects on a student's course performance as well as behavior.

When tracking attendance, a student is considered at risk of dropping out when she misses 10% of her lesson in term time or 2 or more days in a week. When a student keeps missing school, this is an indicator that there are challenges at home. She may be involved in other family obligations like domestic work, selling items on market days, taking care of animals etc. Absenteeism is a significant predictor of drop out. This is because if the student keeps missing school, she will fall behind in performance and her relationship with peers will be affected. She will not have enough time to socialize with her peers which will eventually bring a sense of isolation. When this is not addressed it may lead to her dropping out of school.

Fig 1.2: Sample Attendance Tracking Sheet

Name	February				March				April				Total
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	Term
Mary	3	2	2		1	2	2			2		2	**16**
Sarah		1	1			1						1	**4**
Joan			1						1				**2**

Tracking of Behavior of at Risk Students

One of the tracking items on the ABC predictor is behavior. Students exhibit some forms of behavior which can be used to assess whether they are at risk of dropping out of school. Teachers can use the following attributes to track students' behavior: Engaged, Disengaged and Disruptive. In order to track behavior on the ABC predictor scale the scores

range from 0-2 with: 0-Being Engaged (no risk), 1-Being Disengaged (fairly at risk) and 2-Being Disruptive (most at risk).

When a student is disengaged or disruptive, there is a high chance for them to miss school and ultimately decline in their performance increasing their risk of dropping out of school

Scoring Behavior to Identify a Student at Risk

Behavior	Score	Status	Response
Engaged	0	No risk	Not flagged
Disengaged	1	Fairly at risk	Flagged for support
Disruptive	2	Most at risk	Flagged for support

Fig 1.3: Characteristics a Student's Behavior

Engaged

- Always on task and follows instructions
- Actively participate in class and out of class activities,
- Does not cause trouble for other students.
- Always prepared for class, for example: Has all the necessary learning materials, is attentive and does not sleep in class etc.
- Comes on time to class and
- Does not leave class early before lessons or other school programs is finished

Disengaged

- Does not follow instructions
- Does not pay attention; day dreams or sleeps during teaching
- Excessively shy, withdrawn even in free periods
- Does not do assignments.
- Does not respond to or ask any questions
- Does not participate in group activities
- Comes to school but hides and does not attend class

Disruptive

- Comes late to class
- Comes in and out of class without teacher's permission
- Takes learning materials from other students
- Does not bring required text books or note books to class
- Talks out during listening time to other student or speaks out of turn and always dominates discussions
- Throws chalk /papers at other students
- Pushes other students for space.
- Makes fun of or calls other students names.
- Likes sitting behind the classroom
- Keeps changing position of sitting in class

Tracking of Course Performance

One of the ways to review course performance is by reviewing performance in subjects such as English, Mathematics, Biology or any other that is relevant to your class. This is done using a subject assignment tracker. The more subjects that are tracked for each

student, the better it will be for you to determine if the pattern you see is subject specific or more of an engagement problem.

When tracking course performance as a predictor for student's drop out, look out for trends in student's completion and handing in of assignments and the overall grade mark average.

Scoring Performance to Identify Students at Risk of Dropping out of School

Performance	Score	Status	Response
Student completes assignments and hands them in time with overall grade mark above average	0	No risk	Not flagged
Student completes and hands in a few assignments with overall grade mark being average	1	Fairly at risk	Flagged for some support
Student never completes and hands in assignments with overall grade mark below average	2	Most at risk	Flagged for intensive support

Sample Performance Tracking Form

Student	February				Av. Grade	March				Av. Grade	April				Av. Grade
	Eng	Mat	Bio	Phy		Eng	Mat	Bio	Phy		Eng	Mat	Bio	Phy	
Mary	21	07	25	30	20.8	39	25	29	35	32	45	29	35	48	39.3
Sarah	35	40	41	38	38.5	52	49	50	52	50.8	65	54	55	60	58.5
Joan	53	45	48	60	51.5	71	68	55	63	64.3	74	64	59	65	65.5

Facilitator's Reference Notes

The sampled subjects above were taken from the 7 core subjects. In actual tracking, all the seven core subjects should be considered. These core subjects are: English, mathematics, history, geography, physics, chemistry and biology.

This data is very important when shared with parents/guardians because it helps give them a bigger picture of the existing challenges that their child is encountering so they can be supported to avoid dropping out of school.

2.1.2: Tracking and interpreting ABC data for students at risk of dropping out of school

Duration: 30 Minutes

Facilitator's Guide
- Ask participants to make groups of 9-10 people depending on the number of participants.
- Hand out to participants printed copies of sample students tracking forms and additional notes below.
- Ask the participants to respond to the following questions in their groups and report their findings to plenary.

Instruction

Using the sample monthly attendance tracking form and additional notes provided, respond to the questions below:
- Score the 3 girls using the ABC predictor scale and state their level of risk.
- Do you see any relationship between performance and attendance of the 3 girls? Explain your answer.
- What do you think is responsible for the trend in attendance and performance of the 3 girls?

Look out for any concepts that were misunderstood and correct.

Sample Monthly Attendance Tracking Tool

February 2016

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Mary			■	■	■					■	■						■	■				7
Sarah												■					■					2
Joan										■												1

March 2016

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Mary					■						■	■				■	■					5
Sarah										■												1
Joan																						0

April 2016

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Mary								■	■									■	■			5
Sarah																	■					2
Joan			■																			1

Key:

- Mary missed school 7, 5 and 5 times in February, March and April respectively thus a total of 17 days in a term
- Sarah missed school 2, 1 and 0 times in February, March and April hence a total of 3 days in a term
- Joan missed school 1 time in February, 0 in March and 1 in April, a total of 2 days in a term

Additional Notes

February 2016 Results

Mary has started showing interest in some class activities although she continues to be withdrawn. However, when she comes back to school after being absent, she feels frustrated because she has a lot of notes to copy and lessons to catch up on.

March 2016 Results

Mary is getting increasingly interested in school and engages in small discussion groups with her class mates. She is active in class and voluntarily responds to questions.

April 2016 Results

Mary has continued to show improvement in her participation and involvement in her class. She has also joined the music, dance and drama team.

SESSION WRAP-UP

- ✓ On- going tracking is important in identifying patterns of students' ABC scores so that students flagged as at risk are effectively supported.
- ✓ It is important to treat each student as an individual in the process of tracking and response.
- ✓ The monthly records will be forwarded and discussed by the SISC in order to place children for support.

SESSION 2.2: COMMUNICATION AND PARENTAL INVOLVEMENT FOR AT RISK STUDENTS

Introduction

Timely communication between the school and parents helps to flag problems facing students before they become critical. Parents may not be aware of how much a child is missing school and the effect this has on performance in class leading to poor grades and disengagement. This ultimately increases the risk of dropping out of school. The school should develop mechanisms to open the lines of communication with parents and guardians about their child's education to support students at risk of dropping out of school.

	Duration: 1:30 Minutes
	Session Competencies **The Participant** • Identifies methods of communication with parents/guardians about their child's education • Develops communication tools to support at risk students • Conducts home visits as a tracking strategy to follow up at risk students **Methodology** • Brainstorming • Facilitated Discussion • Role play
	Materials Needed • Flip chart and masking tapes • Notebooks and pens • Printed copies of case study extracts
	2.2.1: Brainstorming
	Facilitator's Guide • Facilitator asks participants to brainstorm on the different forms of communication that can be used by the school to engage parents in support of students at risk of dropping out of school. • Facilitator writes down the responses from the participants on a flip chart paper • Facilitator builds on the participants' responses by making reference to the facilitator's notes.

Facilitator's Notes

Strategies for Communication between School and Parents for Support of at Risk Students

1. **Set up direct communication channels between the school and parents/care givers.**
   - Using letters which can be distributed by members of the SISC. This should be done when a student misses a predetermined amount of school time.
   - A Phone call to the parent/guardian by one of the teachers or SISC to find out the reason why the student missed school.
   - A Home visit can be conducted if a student continues to be absent to discuss with the parents the impact of missing school to their child's education and future and to find solutions.

2. **Set up a clear structure and escalation process for communication with parents based on the set risk levels for attendance, behavior and course performance.**
   - If a student misses 2-3 consecutive days a week, send a formal letter to the parent and keep a copy in the student's personal file.
   - If a student misses 2 days in a week, make a phone call to the parent/guardian or send a letter in case the parent has no phone.
   - If the student misses 4-5 days of school consecutively in two weeks, send a second letter and ask for a meeting with the parent/guardian/caregiver
   - If a student misses 7 days of school in three weeks, or does not return to school make a home visit to discuss with the parent/guardian/caregiver.

Home Visit as a Strategy for Tracking and Supporting Students at Risk of Dropping Out of School

If a child's attendance score on the ABC predictors indicates a red (2) or a combination of Attendance, Behavior and Performance averages are red, then a home visit must be arranged by the school to discuss this trend with the parents/caregivers to engage them in supporting the student.

Objectives of a Home Visit
- To determine the reasons why the student did not or could not attend school.
- To discuss solutions and convey the importance of regular school attendance

How to Prepare for a Home Visit
- Check all school records related to the student's progress
- Confirm that any other person that will be involved in the visit is ready
- Confirm the location of the student's home
- Inform the parent/guardian/caregiver about the visit

What to do During the Home Visit
- Greet the parent/ guardian
- Discuss the purpose of the visit
- Seek consent from parents/guardian to record the discussion Ask about the reasons for the student's absence, behavior and performance to determine if there are other indirect challenges such as health related, school, teacher, friend, work/family obligations
- Together, discuss ways to address the problem and remind them the importance related to child education.
- Agree on the ways they can follow up with the school to discuss ways to support the child.

What to do After the Home Visit

- Complete the home visit form and take the information to the SISC, Director of studies and head teacher.
- Document the outcomes and any follow up activities as agreed upon with the parent
- Review progress made by the student on monthly basis
- Continue to monitor the student closely

HOME VISIT SAMPLE TOOL

Date of Home Visit_____

Name Student_____ **Sex**_____ **Age**_____

Name of Village/Division/Ward/Zone/LC1 _____

Name of School_____

Name of District _____

Purpose of Home Visit _____

- o **Student has missed**_____ **days of school in the last** _____
- o **Child has behavior issues** ☐
- o **Student has got lower marks in one or more subjects** ☐
- o **Others, specify** _____

Summary of visit (what was discussed, which issues were resolved) _____

_____

What follow up actions will parents/guardians take? _____

_____

How will teachers or others follow up? _____

_____

Name of male parent/guardian _____

_____

Name of female parent/guardian _____

_____

Signature of parent/guardian_____

Name of home visitor _____

Signature of home visitor_____

Note:

- It is very important to maintain a record of communication activities to help teachers and the SISC team monitor the amount and type of contact with parents and guardians
- Please provide attachment of any additional information where necessary. Do not feel limited by the space on the tool.

2.2.2: Role play on conducting a home visit

Duration: 30 Minutes

Facilitator's Guide

- Ask the participants to divide up into 2 groups
- Hand out the printed copies of the Attendance, performance and additional notes to the participants
- Ask participants to study it and develop a role play for a home visit using information provided in the tools and additional notes.
- Ask each group to act out their role play.
- Ask each group to critique the other group's presentation focusing on what went well and what could have been done better.
- Look out for any concepts that need to be reinforced or corrected.

SESSION WRAP UP

- ✓ It is very important to communicate to parents about the situation of their children.
- ✓ Effective mode of communication to parents depend on the level of risk at which their student has been flagged.
- ✓ Those participating in a home visit must be well prepared for the visit, having with them records about the student's Attendance, Behavior and Performance that should form a basis for discussion with the parents/guardians.

SESSION 2.3: CASE MANAGEMENT TO SUPPORT AT RISK STUDENTS

Introduction

Case management is a collaborative process for determining the options and services required to meet the needs of students at risk of dropping out of school. The case management process involves assessing, planning, implementing, coordinating, monitoring and evaluating the options and services required to meet the needs of at risk students.

	Duration: 1:30 minutes
	Session Competences **The Participant** • Describes the composition of the case management team • Explains the role of a case management team • Describes the importance of case management in supporting students at risk of dropping out of school **Methodology** • Brainstorming • Facilitated discussion • Group Discussion
	Materials Needed • Flip chart and masking tapes • Notebooks and pens • Printed copies of case management forms
	2.3.1: Think pair and share
	Facilitator's Guide • Facilitator asks participants to pair up and share what they understand by the term "case management" in the context of tracking and responding to students at risk of dropping out of school • Facilitator writes down the responses from the participants on a flip chart paper • Facilitator builds on the participants' responses by making reference to facilitator's notes.
	Facilitator's Reference Notes **What is a Case Management Team?** This is a team charged with the responsibility of picking up information provided on students identified as at risk to discuss and come up with action points to support them.

The Case management team comprises 4-5 members including the following:
- Class teacher(s) of the students whose cases are being heard
- The Head Teacher or designate
- Chairperson of the SISC
- Senior Female Teacher
- Senior Male Teacher

Note:

It has been observed that in some schools, especially those located in rural and hard- to-reach areas, there are no female teachers. In this case the school can co-opt a female member from the community who is a role model to be on this team. Other ad hoc members can be invited periodically to participate so as to provide additional support and insight. For example, members of the PTA and BOG.

Roles of the Case Management Team

- Discuss the situation of individual children flagged as at risk and agree on the course of action for support.
- Follow up on the home visit reports and ensure that the agreed action with parents are executed.
- Link up students identified as at risk to different forms of support opportunities. For example refer students whose course performance is below average for remedial lessons or those with behavior problems for counselling.

Organizing a Case Management Meeting

Before **the Meeting**

Prepare and gather all relevant data including:
- Inform the case management committee (Date, Time, Agenda and Venue)
- Prepare students personal file with all the relevant data and information regarding the case including:
  - Student attendance, behavior and performance
  - Have records of communication with parents/guardians
  - Any other information that can support the discussion in the meeting
- Consult other relevant teachers for input on supporting the student and any changes on attendance, behavior and course work.

During **the Meeting**

- Make reference to the student's record on attendance, behavior and course performance. Do not focus on speculation and gossip about the case.
- Analyze trend of the student's attendance, behavior and course performance to see if there is any connection between them.
- Assess whether there is improvement or decline by the student on the ABC predictor score.
- Make reference to home visit reports to understand what was discussed and any support that was given to the student following the visit.
- Discuss and agree on the course of action to support the students who still exhibit risk signs.
- Give feedback to student and parents on the status of the student. For those found to have improved, reinforce and encourage the positive behavior and continue supporting the ones that are still showing high level of risks.

2.3.2: Case study to demonstrate Case Management

Duration: 25 Minutes

Facilitator's Guide

- Facilitator asks participants to make groups of 9-10 participants depending on the number of participants.
- Facilitator asks participants to read the case study scenario and answer questions that follow.
- Facilitator asks participants to present their work in plenary
- Facilitator builds on the participants' responses to enrich understanding of case management as a strategy to support students at risk of dropping out of school.

Case Scenario

Gloria is a 17-year-old girl in S.3 at Polor Secondary School who gets along well with her teachers and class mates. In S.1, her grades were good but she started registering marked decline in her performance in S.2. Her parents often work away from home. Gloria works in the garden and looks after animals for most of the school days rather than attend school. In the first month of school she missed 8 consecutive days. The following month, she missed for another 12 days.

Questions:

- Identify the challenges that could place Gloria at risk of dropping out of school.
- What are the possible action points that could be agreed upon by the case management team to support Gloria?

SESSION WRAP UP

- ✓ It is important to choose carefully members to be on the case management team. These should be people who are committed and have the authority to recommend action
- ✓ Emphasis must be taken on things to do before and during the meeting.
- ✓ There should be good tracking and record keeping on students' Attendance, Behavior and Performance to provide information upon which cases for support of students are built for discussion.

MODULE 3: SCHOOL-COMMUNITY ENGAGEMENT FOR AT RISK STUDENTS

Introduction

Community engagement is a key component in supporting students at risk of dropping out of school. The module aims at equipping participants with knowledge on how to establish functional community stay in school committees (SISC) whose core role is to track and support at risk students, and emphasizes the role of other community actors in supporting students at risk of dropping out of school.

The module consists of 3 sessions:
1. The Stay in School Committee (SISCs)
2. Role of other Community Actors in supporting at-risk students
3. Monitoring the effectiveness of the EWS

SESSION 3.1: THE STAY IN SCHOOL COMMITTEE (SISC)

Introduction

The stay in school committee (SISC) is a team that are at the forefront of implementing the EWS strategies. They provide a link between schools, community and parents for support of students at risk of dropping out of school. This session stimulates a deeper understanding of the composition and roles of the SISC and introduces different tools the SISC uses to track and respond to students at risk of dropping out of school.

Duration: 1:30 Minutes

Session Competences

The Participant
- Defines the SISC
- States the composition and Selection criteria of the Stay in School Committee
- Describes the roles of the SISC in supporting students at risk of dropping out of school
- Identifies the tools used by the SISC in implementing the EW

Methodology
- Brainstorming
- Facilitated discussions
- Case study

Materials Needed
- Flip chart and masking tapes
- Notebooks and pens

3.1.1: Think Pair and Share

Facilitator's Guide
- Facilitator asks participants to pair up and share which persons could be eligible for membership on the Stay in school committee.
- Facilitator asks sampled pairs to give their responses which are recorded on a flip chart.
- Facilitator builds on the participants' responses and explains the selection criteria for the SISC.

Facilitator's Reference Notes

The Stay in School Committee

The Stay in School Committee (SISC) is an Early Warning System School-Community engagement structure. The committee comprises of 12-15 members, 6 of whom must be adolescent girls. The other members of the SISC are: A school administrator, Parent representatives (1 male, 1 female), Community Leader, Faith Leader, Old Girl, Old Boy, executive member of PTA and BOG representatives. The SISC work is to link the school to the community and give support to students at risk of dropping out of school. It uses data generated by the ABC predictor to identify and trigger response for support within the school and in the community.

Selection Criteria for the SISC

Members selected to the SISC should possess the following attributes:
- A role model
- Willingness to serve on the committee
- Committed to the cause of girl child education
- Respected by the school-community for their leadership skills
- Not a culprit of child abuse
- Ability to transfer knowledge and skills

Description of Members of the Stay in School Committee

Adolescent Girls Peer Leaders	These comprise of 6 girls who shall be at the fore front of implementing the Early Warning System. These girls should be selected by the rest of the girls during an assembly or nominated in the different classes with the guidance of the teachers. They should be girls who possess strong leadership skills capable of mentoring and empowering their peers. At least one peer leader should be selected per class.
Representative from School Administration	An administrator; Head teacher or Director of Studies. In the event that these persons are very busy then another senior teacher should be nominated to serve on the committee. A senior female teacher must be one of the school representative on the SISCs. The female teacher should be one who is committed to mentoring, guiding and counseling of students. Where possible the girls should be given the opportunity to choose a teacher of their preference.

Faith Leaders	1 representative of a nearby church.	
Parents	Male and Female parents who reside near the school and are always active in school activities. Parents who appreciate and support Girl Child Education and are good role models in the community.	
Community Leaders	Preferably LC1, Women Counselors or Secretary for Education.	
An Older Boy and Older Girl from the School	This should be a male and female who had good track records while at the school and are good role models who cherish girl child education. Those who are always interested in school activities and are ready to share their experiences with students to motivate them to remain and complete school.	
PTA and BOG Representatives	These should be active members who are always available to support the school and rally communities to address issues that expose students to risks of dropping out of school.	

Orientation of the EWS Team/SISCs

Once the SISC have been constituted, they will be trained on the concept of the EWS and what is expected of them to implement. They will also be trained in other skills that they will be expected to pass on to the Adolescent Girls to facilitate their empowerment.

This training package will include among others: Life skills, Menstrual Hygiene Management, how to conduct structured peer group discussions with different stakeholders, Gender and power dynamics, HIV and AIDS information, Adolescent Friendly Reproductive health services, Community engagement and Advocacy. The project will use the Ministry of Education existing training manual.

Roles of the Stay in School Committee (SISC)

- Conduct home visits to discuss with parents the support required by their child to remain and complete school
- Conduct peer counselling, mentorship and empowerment sessions for adolescent girls to help them make informed decisions
- Develop School - Community accountability action plans to address school dropout.
- Refer students to health centers for HIV testing, counseling, care and treatment
- Conduct Community dialogue and advocacy meetings to support girls' retention in schools and prevention of HIV infection
- Participate in case management meetings to address issues affecting students at risk of dropping out of school.
- Develop strategies for engaging communities to support students at risk of dropping out of school
- Design Advocacy and Community Outreach programs for support of at risk students

Tools Used by SISCs in Executing Their Roles

- Attendance Registers
- Behavior Tracking Records
- Performance Records

- Case Management form
- Home Visits Forms
- Form for tracking at Risk Students
- SISCs Monthly Activity Reporting Form

At Risk Students Tracking Form

School: _____ Date: _____ SISC Member: _____

Name of Student	
Class	
Form of Risks identified	
Form of Support Offered	
Any Follow Up Action Required	

SISCs Monthly Activity Reporting Tool

SCHOOL: _____	MONTH: _____	DATE: _____	SISC MEMBER: _____

Number of Students Followed in the Month						
Class	S.1	S.2	S.3	S.4	S.5	S.6
Number Followed						

Status of Students Followed						
Class	S.1	S.2	S.3	S.4	S.5	S.6
Retained						
Dropped						
Total						

Other Activities Conducted

_____

_____

Any Best Practices to Share
_____ _____
Any Lessons learned that Can Support Retention of AGs in School
_____ _____
Reviewed by: _____Approved by: _____

3.1.2: Case studies to demonstrate the roles of the peer leaders and the use of home visit form

Duration: 30 Minutes

Facilitator's Guide
- Facilitator asks participants to divide up in groups of 9-10 members.
- Facilitator asks the participants to study the scenarios and answer the questions that follow.
- Facilitator asks the groups to present their work to plenary.
- Facilitator ask participants to comment on the ideas generated by each group.
- Facilitator looks out for any ideas that need to be reinforced or misconceptions that need to be corrected.

Case Study Scenario 1:

Joy is 16 years old in senior two at Omorio Secondary School. She is the oldest in her class and recently she returned to school after giving birth. The boys and girls in her class constantly call her names such as; "Grandmother, big is big, world champion, etc." Because of such name calling she has become withdrawn from class and school activities. She misses school so often and this has affected her performance in school.

Case Study Scenario 2:

Susan misses school every month for a period of five days and according to her school records, she misses school the first five days of the beginning of every month. From information gathered, she stays home during these days to take care of her siblings while her mother goes to the market on these days to raise income for the family. This has greatly affected her attendance and performance at school.

Instructions: Read the case study scenarios above and answer the following questions:
- As peer leaders, what forms of support would you offer to Joy to prevent her from dropping out of school again?
- Assume that you visited Susan's home, use the home visit form to record information on the visit and possible actions that could be taken by the family to support Susan to remain in school.

SESSION WRAP UP

✓ Peer leaders play an important role I supporting their fellow students to remain in school. It is therefore important that they are closely involved in the process of the EWS implementation.

SESSION 3.2: ROLES OF OTHER COMMUNITY ACTORS IN SUPPORTING AT-RISK STUDENTS

Introduction

"It takes a village to raise a child." This is a popular African saying. The community has a great role to play in the growth and development of its young people and more so to support children to remain and complete school, given that Education is the greatest driver to community development. There are many community actors such as: Parents, Local leaders, Faith based leaders, cultural and traditional leaders who are very influential in their own capacities and it is important that they are involved in supporting children to remain and complete school.

	Duration: 1:30 Minutes
	Session Competencies **The Participant** • Identifies different community structures that can support students at risk of dropping out of school. • Identifies roles of community structures in supporting students at risk of dropping out of school • Develops strategies for engaging communities to support students at risk of dropping out of school **Methodology** • Brainstorming • Facilitated discussions • Gallery walk
	Materials Needed • Flip chart and masking tapes • Notebooks and pens • Printed copies gallery walk questions
	3.2.1: Brainstorming
	Facilitator's Guide • Facilitator asks participants to brainstorm on some of the community structures that play a role in supporting children at risk of dropping out of school. • Facilitator writes down the responses from the participants on a flip chart • Facilitator builds on the participants' responses by making reference to the facilitator's notes.

Facilitator's Reference Notes

Different Community Structures and Their Roles in Supporting the EWS Families

It is the responsibility of parents and other family members to support children to attend and complete school by creating a supportive environment and providing for their scholastic and personal needs.

1. Families

The following are some of the roles that families can play to support children to attend and complete their education cycle:

- Maintain effective communication with the teachers to assess progress of a child's learning and address any challenges before it leads a child to drop out of school.
- Support students to regularly attend school by giving them tasks that do not interfere with school time. It is common practice to assign girls roles such as taking care of young ones and other domestic chores which makes them miss most of their school time. This places the girls at greater risk of dropping out of school.
- Participate in school open days and other school activities. This motivates children to remain in school.
- Families should constantly check progress of a child's performance and discuss areas of weaknesses with the teachers in order to map out ways to support the child to improve.
- Provide girls' specific needs such as sanitary materials and menstrual pain management to ensure girls are not missing school during menstruation.
- Provide parental guidance to students to discourage them from risky behavior such as drinking alcohol, engaging in early sex, consuming drugs etc that could disrupt their studies and make them drop out of school.
- Monitor children's attendance, behavior and performance

2. Community Leaders

The following are some of the categories of leaders in the community:

- Local Council
- Traditional/Cultural Leaders
- Child Protection Committees
- Village Health Teams
- Elders/Opinion Leaders

Community leaders play the following roles in supporting students to remain and complete school:

- Monitor schools to ensure a safe and friendly environment.
- Monitor schools to ensure quality education is being offered.
- Advocate for children's well -being in schools and work together with the school management to pay special attention to the well-being of the girl child taking into account their level of vulnerability.
- Carry out home visits to support students at risk and come up with key actions to support children who have dropped out to get back to school.
- Map out risk factors in communities and develop strategies for mitigating them in support of education.

3. Faith Based Leaders

In most cases, Faith Based Leaders (FBL) are trusted people in the community who normally work as a link between schools and communities. The FBLs:

- Provide guidance and counselling services to parents and students flagged as at risk.
- Advocate for positive attitude change towards education especially of the Girl Child.

4. Child Protection Committees

- Conduct home visits and engage with parents to safe guard the rights of children including the right to education.
- Advocate for child protection in the communities

5. Community Based Organizations

- Link communities with the schools and sensitize communities to value girl child education.
- Advocate for children's rights and responsibilities.
- Deal with issues of child abuse cases in schools and communities.

6. PTA/ BOGs/SMC

- Engage the school administration to assess effectiveness of actions taken to support students at risk of dropping out of school.
- Monitor schools to ensure a safe and protective learning environment

7. Local Councils

- Sensitize communities about the value of Education
- Check communities for incidences of child abuse and take action.
- Enforce the implementation of different by-laws that promote Education and general children's wellbeing.

3.2.1: Group Discussion on the roles and strategies for engaging community structures in supporting students at risk of dropping out of school

Duration: 25 Minutes

Facilitator's Guide

- Facilitator asks participants to divide up in a group of 9-10 members depending on the number of participants
- Facilitator writes the following questions on a flip chart
  - Mention the different community structures and state their roles in supporting students at risk of dropping out of school.
  - What are the different strategies that can be used to engage communities to support students at risk of dropping out of school?
- Facilitator asks each group to answer the above questions and posts the answers in different corners of the room.

- Facilitator asks the participants to move round the room to different points where group answers have been posted.
- Facilitator asks other participants to do a gallery walk and comment on a group's responses after presentation.
- Facilitator looks out for any points to reinforce or misconceptions to correct

Facilitator's Reference Notes

Planning for Community Meetings

In planning for a community meeting, the SISC members should think carefully so that the meeting is effective and get to meet its objectives. The template below can be used to guide planning for a SISC community meeting.

Sample SISC Community Engagement Planning Tool

#	Actions	Activity
1.	**Who?**	Discuss who will participate? Who is invited and their role during the meeting.
2.	**How?**	How will the meeting be conducted?
3.	**Why?**	Why have the meeting? (State the purpose of the meeting, issues to be discussed, goals to be accomplished, etc.)
4.	**Where?**	Where will the meeting take place? (E.g. School. Community building).
5.	**When**	When will the meeting be held? (State day/time for the meeting)
6.	**What**	What materials will you need for the meeting (posters, student class work, score sheets, registers, charts etc.) What strategy will you use to effectively pass on intended information?

Strategies for Engaging Communities to Support at Risk Students

- Community dialogues help in sharing ideas with the community on issues regarding education and the need to support children to remain in school.
- Community outreach programs like holding campaigns on identified topical issues such as the value of girl child education, sexual gender based violence, HIV infection etc. among adolescents
- Develop materials that talk about school dropout and how parents can support their children to stay in school. These could be posters, flyers or messages written and displayed in community centers such as the community play grounds, trading centers, community resource centers, Health Centers etc.
- Link community members to organizations that offer interventions like livelihood programs that can boost income from which source they can acquire essential needs for their children. This can be done by mapping organizations in a community that offer different services and build partnerships.

Sample Questions to be Discussed During Community Meetings

- What are the long-term benefits of education?

- How can the community support schools to create and maintain safe schools ?
- What kind of social and economic problems can be solved with good education?
- What support do families need to offer children to remain and complete school?
- What roles does the community play in supporting children to remain and complete school?

THE LINKAGE BETWEEN SCHOOLS AND COMMUNITIES IN PROMOTING GIRLS' RETENTION

Schools

Communities

Retention of Girls in Schools
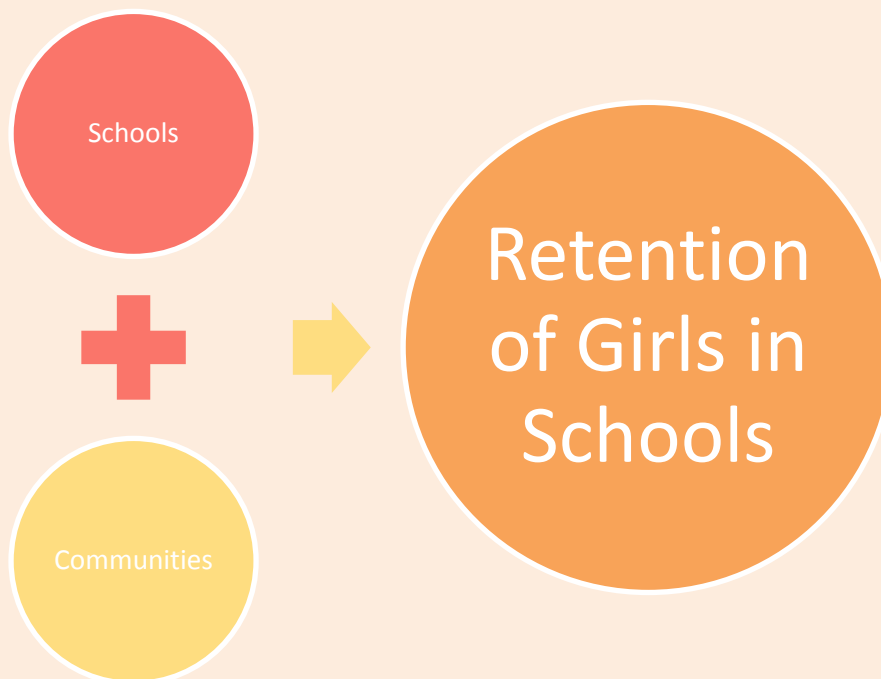
3.2.2: Group discussion to demonstrate how to develop a community engagement plan

Duration: 25 Minutes

Facilitator's Guide
- Ask participants to divide up into groups of 9-10 people depending on the number of participants.
- Facilitator asks each group to develop a community meeting plan using the Who, where, when, what, why and how guide.
- Facilitator asks each group to present its work in the plenary.
- Facilitator looks out for any points to be reinforced or any misconceptions to be corrected.

SESSION WRAP UP

- ✓ Schools and communities must work together in order for students to get effective support in preventing school drop out
- ✓ There are many community actors such as: Parents, Local leaders, Faith based leaders, cultural and traditional leaders who are very influential in their own capacities and it is important that they are involved in supporting children to remain and complete school.

SESSION 3.3: MONITORING THE EFFECTIVENESS OF THE EWS

Introduction

It is important to assess the effectiveness of the EWS intervention in keeping children in school. Monitoring the EWS intervention will provide opportunities to capture good practices and lessons learned that can be used to improve the status of retention. This session will look at the composition, roles and levels of monitoring aimed at achieving the above.

Duration: 1:30 Minutes

Session Competencies

The Participant
- Identifies different stakeholders involved in monitoring implementation of the EWS
- Examines the role of different stakeholders in monitoring the implementation of the EWS
- Uses the support supervision tool to identify strengths and weaknesses of an EWS

Methodology
- Brainstorming
- Facilitated discussions
- Demonstration

Materials Needed
- Flip chart and masking tape
- Notebooks and pens

Facilitator's Guide

- Facilitator opens the session by giving a brief introduction and stating the expected competencies.
- Facilitator engages participants in a facilitated discussion on the composition of the EWS monitoring team, roles of the team and level of monitoring.
- Facilitator engages the participants in an activity to reinforce what was learned.

Facilitator's Notes
Monitors are people assigned with the responsibility of observing and providing insight into programs, activities and systems for better functionality. Once the EWS has been established and it is functional, it is essential to have a team to monitor the implementation of this system in order to assess and report on the level of effectiveness of the intervention in supporting retention of girls at school. The monitoring team will be trained on the EWS concepts to equip them with knowledge on how the system works. This will facilitate their understanding on what to look out for during the monitoring visit. The monitors will share their findings with the World Vision Project teams as well as other implementing partners at the District and national level.

Composition of EWS Monitors

The monitors of the EWS intervention will comprise of the following:
- The Stay in school committee (SISC)
- The District Officers (DEO, DIS, DHO, HIV focal persons, DCDO, DPSWO etc.)
- Representatives of the National Line Ministries (MOES, MGLSD, MOH, MOJ etc.)
- Representatives of the Local Government Leaders (LCV, Secretary for Education etc.)

Roles of the EWS Monitors

- To conduct regular monitoring visits to schools using the monitoring checklist, record the progress of the implementation of the Early Warning System.
- To assess the implementation of the EWS and identify what has worked and what need to be improved.
- To document findings of the visits and provide feedback to DREAMS project teams and other stakeholders on the progress of the project.

Levels of Monitoring of the EWS Implementation

Monitoring will be conducted at 3 levels:

Level 1: Adolescent Peer Leaders
The Adolescent Peer Leaders will follow up their own peers who have been flagged to be at risk of dropping out of school and support them to remain and complete school. This will be on a daily basis and they will report this to their class teachers who will report to the DREAMS school focal person who in turn should share with the administration for appropriate support.

Level 2: Stay in School Committee
The members of the SISC will follow up at risk students at their homes and work together with their parents to support them stay and complete school. The home visits will be scheduled as and when a student is flagged up in this category. They then report their findings to the school administration for appropriate support.

Level 3: District and National Leaders
The District and line ministries representatives will conduct quarterly visits to assess the progress and effectiveness of the EWS implementation. They will share their feedback with the DREAMs project teams and other implementing partners highlighting progress, lesson learned, best practices and areas that need to be improved.

The EWS Monitoring Tool

It is important to have a structured way of conducting monitoring visits in order to provide consistent information across schools and districts. It is therefore important to have tools to guide the process of monitoring the EWS implementation. The following are tools that can be used in preparation and during the monitoring visits.

EWS Monitoring Visit Checklist

The EWS monitor's checklist should be used to prepare for a monitoring visit to the school. The tool should take note of all the activities that will be conducted, who will be engaged, what documents or records will be studied among others.
Checklist

- Date
- Activities
- Persons to engage
- Issues to discuss
- Documents required for review
- Expected outputs
- Recommendation from the monitors

SAMPLE OF EWS MONITOR'S CHECKLIST

DATE	ACTIVITIES	PERSONS TO ENGAGE	ISSUES TO DISCUSS	DOCUMENTS REQUIRED	EXPECTED OUTPUT
25/1/2017	Meeting with school administration	Head teacher Deputy Head teacher Director of studies	• Purpose of the visit • Updates on the status of students attendance, performance and behavior • Updates on SAGE-DREAMS intervention • Lessons learned and best practices of the SAGE project intervention	• Students attendance register • Students assessment register • SAGE project activity file • All tools for tracking at risk students at school level	• Record of students' attendance • Record of students' performance and behavior assessment • Record of SAGE project activities
	Meeting with SISC	SISC members	• Progress Report of tracking and support to at risk students • Challenges of EWS implementation • Lessons learned and best practices of the EWS intervention	• SISC report file • SISCs Meeting minutes • Home visit records • Community meeting minutes	• SISC activity record • Record of lessons learned and best practices if any
	Meeting with a sample of at risk students	A sample of at risk students	• Report on their views on the EWS and role of the SISCs • Changes being experienced	• SISC report file • Home visit records	• SISC activity record • Interview guide

Note: The EWS monitors should report against their monitoring checklist and should make reference to information provided in the SISC reports.

	3.3.1: Group discussion to demonstrate how to use the EWS monitoring tool
	Duration: 25 Minutes

Facilitator's Guide
- Facilitator asks participants to divide up into groups of 9-10 members depending on number of participants.
- Facilitator asks each group to use the EWS monitoring checklist and produce a monitoring report.
- Facilitator asks the groups to present their work in plenary
- Facilitator asks participants to comment on the different groups work highlighting the good features and what could have been done better.
- Facilitator asks participants to look out for points to reinforce and misconceptions that need to be corrected.

SESSION WRAP UP

- ✓ Monitoring is an important element in assessing effectiveness of the EWS in supporting students to remain in school.
- ✓ The monitoring team should be equipped with knowledge of the EWS and be well prepared in order for this to be achieved.
- ✓ It is important to interact with the at risk students in order to get their views and experiences of how the EWS is impacting on their retention in school.

MODULE 4: SAFE SCHOOLS AND SAFETY FRIENDS

Introduction

This module introduces two concepts: safe schools and Safety Friends. In order for the EWS strategy to be successful, schools need to be safe and children will require, support from their peers. This module emphasizes the importance of these two interventions in promoting retention. The module comprises of 2 sessions.

1. The Safe School session
2. The Safety Friends session

SESSION 4.1:   SAFE SCHOOL

Duration: 1:30 Minutes

Session Competencies

The Participant
- Defines a safe school and states the characteristics of a safe school
- Explains guiding principles for establishment of safe schools
- Examines the roles of different stakeholders in promoting safe schools

Methodology
- Brainstorm
- Question and answer
- Group Discussion

Materials Needed
- Flip charts and markers
- Masking tape
- Notebooks and pens
- Sticky notes

4.1.1: Brainstorming

Facilitator's Guide
- Facilitator asks participants to brainstorm on their understanding of a safe school?
- Facilitator writes down the responses from the participants on a flip chart
- Facilitator builds on the participants' responses by making reference to the Facilitator's notes.

Facilitator's Notes

Definition of a Safe School

A safe school is one in which education is conducted in a welcoming environment, free of intimidation, violence and fear by students; where behavior expectations are clearly communicated, consistently enforced and fairly applied.

Whole-school approaches are needed to "make schools safer, more 'child friendly' and a better environment for children to learn through engaging various stakeholders, at the school level, as well as in the local community and government, in a range of different activities."[6]

Why a Safe School?

Every child needs a safe and conducive learning environment in order to thrive academically, and develop socially to achieve his/her full potential. A safe school offers opportunities for all children to learn, develop and showcase their talents and gifts.

It is in a safe school where there is a healthy psychological and physical environment which nurtures holistic growth of its students.

Principles of a Child-Friendly School and its Features

1. **Child-centeredness**
   - Child-centered pedagogy in which children are active participants, provided by reflective practitioners
   - Healthy, safe and protective learning environment provided through appropriate architecture, services, policies and action
2. **Democratic Participation**
   - Children, families and communities are active participants in school decision-making
   - Strong links among home, school and community
   - Policies and services support fairness, non-discrimination and participation
3. **Inclusiveness**
   - Child-seeking
   - Inclusive and welcoming for all students
   - Gender-sensitive and girl-friendly
   - Policies and services encourage attendance and retention

How to Ensure Safe Physical Spaces in Schools

1. **School Location, Grounds and Access Routes**
   - School built in location perceived to be safe by the local community (e.g. away from bars and areas with high crime rates).
   - Conduct safety audits of the school building, grounds and access routes to identify unsafe areas, taking into account the opinions of different groups of students (e.g. boys, girls, minorities, disabled students etc.).
   - Improve and maintain lighting in and around school grounds.
   - Use perimeter and access point fencing and monitoring, and clear bushes.
   - Building and classroom design.
   - Consider SRGBV and safety issues in the design of school infrastructure.

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[6] Global Guidance on addressing School Related Gender Based Violence

- Ensure good visibility into educational spaces from the outside by maximizing the number/size of windows and doors in classrooms, offices and other spaces.

2. **Water, Sanitation and Hygiene (WASH) Facilities**
   - Separate, lockable toilets for boys, girls, men and women teachers/school staff.
   - Toilets should be in close proximity to the school in an open and visible location.
   - Provision of hygienic and safe sanitation disposal facilities.
   - Provision of space next to the toilets to change and wash menstrual pads.

3. **Monitoring and Maintenance**
   - Regular monitoring of spaces where children are most vulnerable to SRGBV (e.g. in or near latrines, in empty classrooms and hallways, the school perimeter) by school security, teachers, non-academic staff and students 'on duty' (with teacher supervision).
   - Regular checking and maintenance of broken lights, toilet facilities (including locks on doors) and security facilities.

4. **Transportation**
   - Increase safety on the way to and from school. For example, by establishing 'safe passage' routes to and from school that are patrolled or safe, shared transport options.[7]

What School Governing Bodies and Management can do to promote Safe Schools

1. **Prevention**
   - Ensure teachers and school staff have SRGBV training, and have the capacity to promote gender sensitive and inclusive classrooms
   - Develop and implement positive forms of discipline in schools
   - Consult with and include children in governance
   - Work with families and communities to promote the use of positive discipline and the principles of gender equality and non-violence and link with community-based child protection mechanisms

2. **Response**
   - Establish clear, safe and accessible procedures and mechanisms to report cases of violence and assist victims (including knowing when to refer cases and to whom)
   - Provide referral to counselling and support services

3. **Accountability**
   - Develop school rules and guidelines to implement national policies and regulations prohibiting SRGBV
   - Establish effective disciplinary procedures for perpetrators (adults and students), including creating mechanisms such as Oversight Committees[8]

4.1.1: Group Work: Mapping of unsafe sites and forms of violence in schools

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[7] UNICEF. 2009. Child-Friendly Schools Manual. New York, UNICEF
[8] Raising Voices. 2011. The Good School Toolkit

Duration: 30 Minutes

Facilitator's Guide
- Facilitator asks participants to divide up into groups of 9-10 members depending on number of participants.
- Facilitator asks participants to:
    - Draw a map showing the major features of the school (such as classrooms, playgrounds, toilets etc.), as well as the roads and paths leading to the school.
    - On the map, place green dots on places perceived by the group to be safe and red dots on places that are unsafe.
    - Discuss and write on flip chart why the group marked a place as safe or unsafe.
    - Identify the roles of key stakeholders in ensuring safety of students in the unsafe sports.
    - Facilitator asks the groups to present their work in plenary
- Facilitator builds on what participants have presented by making reference to facilitator's notes to enrich participants understanding of a safe school

SESSION WRAP UP

- ✓ A safe school motivates students to remain in school and therefore all schools must ensure a conducive learning environment.
- ✓ Schools and communities should work together to promote safety for students.

SESSION 4.2: SAFETY FRIENDS

Introduction

This Session introduces one of the key strategies used by EWS to protect adolescent girls. Adolescent girls face so many challenges that place them at risk of dropping out of school. Challenges may include walking long distance through remote fields and forest ways where adolescent girls are more susceptible to sexual harassment and other forms of violence than boys. Sometimes, adolescent girls are requested to assist with school functions, helping teachers with chores in their homes which reduces their class time and highly affects performance. Sometimes taking books to teacher's homes alone for marking places them at risk of sexual harassment. The Safety Friends strategy encourages girls to have supportive friends.

The Safety Friends Strategy was adopted by World Vision's SAGE-DREAMS project from the USAID funded UPHOLD project that was implemented in Primary Schools 2005-2007 and proved successful in empowering children to protect themselves from violence and abuse in schools.

	Duration: 1:30 Minutes
	Session Competencies **The Participant** • Defines Safety Friends concept • Describes how to form safety friends in a school • Appreciates the benefits of using Safety Friends as a strategy to protect adolescent girls from violence, abuse, dropping out of school and HIV infection **Methodology** • Brainstorming • Facilitated Discussion • Group Discussion • Gallery Walk
	Materials Needed • Flip charts and markers • Masking tape • Note books and pens • Sticky notes • Copies of the Safety Friends Contract
	4.1.1: Find a Friend

Facilitator's Guide

- Facilitator asks participants to pair up.
- Facilitator writes down the responses from the participants on a flip chart
- Facilitator builds on the participants' responses

Facilitators' Notes

What is the Safety Friends Strategy?

Safety Friends is a concept of keeping children safe from all forms of abuse to and from school and within the school environment. The safety friends' strategy involves adolescent girls selecting 3-4 friends to walk with to and from school and whenever requested to help. The purpose of safety friends is to ensure that the adolescent girls are safe from any form of violence, abuse and HIV infection despite the challenges they face to complete secondary education.

The Safety Friends system is enforced using the safety friends' contract. All teachers and children are expected to sign the contract to show that they agree to apply "The Safety friends" concept.

What Processes Do You Go Through to Form Safety Friends in a School?

- Introduce the Safety Friends Strategy during the Inception Meetings as one of the key strategies to the key stakeholders
- Train the TOTs and Teachers on how to guide the students to identify safety friends
- During the SISC trainings also inform them on how to establish safety friends
- The SISC will introduce the strategy of Safety Friends in each school and guide the students to identify 3-4 friends who will be their safety friends.
- Some of the criteria for selecting a safety friend could include: coming from the same village or parish and walking to school along the same paths or roads; classmates, willingness to support each other to stay safe, attend school every day, etc. Let the teachers build on this.
- Once the adolescent girls have selected their friends, they sign the contract as a binder and reminder of their commitment.

Codes of Conduct

A code of conduct is a set of guidelines that detail the set of recognized ethical norms (or values) and standards of acceptable conduct and behavior. Codes of conduct are typically developed at national level and rolled out among schools to ensure institutional and legal back-up. They usually apply to teachers and school staff, but can also extend to learners and parents in a school.

Codes of conduct should include the unacceptability of violence against children in any form (physical, verbal, psychological or sexual), sexual harassment, abuse and misconduct within schools, and sexual contact with students (coercive or consensual). The code should also cover mechanisms for reporting misconduct, as well as appropriate responses to students experiencing or witnessing violence. They should also stipulate the

consequences of breaching the code, clearly showing how implementation of the code is supported by the law.[9]

Safe School Contract for Teachers and Administrators

This is a commitment taken by teachers and school administrators to promote a violence free learning environment.

- This reinforces the teachers' commitment to their Professional Code of Conduct. It is intended to constantly remind teachers of their responsibility to ensure safety of students from all forms of abuse.
- The Head teacher and all the staff sign up as a commitment to uphold their professional code of conduct to protect students and support them to remain in school.
- Each staff commits to report any cases of violence and abuse without delay to relevant authorities.
- Signed contract is placed in a strategic location as a reminder

Sample Teachers' Safe School Contract

Teachers' Safe School Contract

I, Mr./Mrs./Ms._____ (name of teacher)
teacher at _____(name of school):

Commit to uphold the Teacher's Professional Code of Conduct and never to indulge in any form of child abuse.

I pledge to contribute to and uphold a safe learning environment for all students without discrimination.

Name of Teacher: _____   Name of Head Teacher: _____

Signature: _____   Signature: _____

Date: _____   Date: _____

4.2.2: The challenges faced by adolescent girls on their way to and from school

Duration: 25 Minutes

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[9] Poisson, M. 2009. Guidelines for the design and effective use of teacher codes of conduct. Paris, UNESCO.

Facilitators' Guide
- Facilitator writes the following questions on a flip chart
  - What challenges do adolescent girls face while moving to and from school and within the school?
  - Discuss the roles of the Safety Friends in safe guarding each other from abuse, school dropout and HIV infection.
- Facilitator asks participants pair up and write their responses to questions I and II different sticky notes. If possible, use different colored sticky note for each question.
- Facilitator asks participants to post their responses on designated places on the wall
- Facilitator asks participants to move around to points where responses have been posted
- Facilitator asks the volunteers to categorize participants' answers based on similar ideas
- Facilitator asks participants to rank the responses and identify the most challenges.
- Facilitator asks participants to brainstorm on solutions to 3 highest ranked challenges.

SESSION WRAP UP

- ✓ Safety for girls to and from school as well as within the school is a great motivation for girls to continue attending school and to complete their Education cycle.
- ✓ All teachers and students are expected to sign the safety contract to show that they agree to apply "The Safety friends".

APPENDIX 1: ATTENDANCE TRACKING FORM

February 2016

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Mary			■	■	■					■	■						■	■				7
Sarah												■					■					2
Joan										■												1

March 2016

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Mary					■						■	■				■	■					5
Sarah										■												1
Joan																						0

April 2016

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Mary								■	■									■	■			5
Sarah																	■					2
Joan			■																			1

APPENDIX 2: PERFORMANCE TRACKING FORM

Student	February				Av. Grade	March				Av. Grade	April				Av. Grade
	Eng	Mat	Bio	Phy		Eng	Mat	Bio	Phy		Eng	Mat	Bio	Phy	
Mary	21	07	25	30	**20.8**	39	25	29	35	**32**	45	29	35	48	**39.3**
Sarah	35	40	41	38	**38.5**	52	49	50	52	**50.8**	65	54	55	60	**58.5**
Joan	53	45	48	60	**51.5**	71	68	55	63	**64.3**	74	64	59	65	**65.5**

APPENDIX 3: BEHAVIOR TRACKING FORM

Behavior Tracking Score
- 0-Engaged (no risk),
- Disengaged (fairly at risk)
- 2-Disruptive (most at risk)
-

NAME OF STUDENT	SCORE	STUDENT'S STATUS *(most at- risk/fairly at-risk/not at-risk)*
Mary	1	**Fairly at risk**
Sarah	0	**Not at risk**
Susan	2	**Most at risk**

APPENDIX 4: HOME VISIT REPORT FORM

Date of Home Visit_____

Name Student_____ **Sex**_____ **Age**_____

Name of Village/Division/Ward/Zone/LC1 _____

Name of School_____

Name of District _____

Purpose of Home Visit _____

- o   **Student has missed**_____ **days of school in the last** _____
- o   **Child has behavior issues** ☐
- o   **Student has got lower marks in one or more subjects** ☐
- o   **Others, specify** _____

Summary of visit (what was discussed, which issues were resolved) _____

_____

What follow up actions will parents/guardians take? _____

_____

How will teachers or others follow up? _____

_____

Name of male parent/guardian _____

_____

Name of female parent/guardian _____

_____

Signature of parent/guardian_____

Name of home visitor _____

Signature of home visitor_____

APPENDIX 5: SISC STUDENTS TRACKING FORM

School: _____ **Date:** _____ **SISC Member:** _____	
Name of Student	
Class	
Form of Risks identified	
Form of Support Offered	
Any Follow Up Action Required	

APPENDIX 6: SISC MONTHLY ACTIVITY REPORTING TOOL

SCHOOL: _____	MONTH: _____	DATE: _____	SISC MEMBER: _____

Number of Students Followed in the Month						
Class	S.1	S.2	S.3	S.4	S.5	S.6
Number Followed						

Status of Students Followed						
Class	S.1	S.2	S.3	S.4	S.5	S.6
Retained						
Dropped						
Total						

Other Activities Conducted

_____
_____

Any Best Practices to Share

_____
_____

Any Lessons learned that Can Support Retention of AGs in School

_____
_____

Reviewed by: _____ Approved by: _____

APPENDIX 7: INTERVIEW GUIDE FOR EWS MONITORS

Strengthening School Community Accountability for Girls' Education (SAGE) DREAMS Project

INTERVIEW GUIDE QUESTIONNAIRE FOR AT RISK STUDENTS

Name of Student: _____ **Age:** _____ **Sex:** _____

Name of School: _____ **District:** _____ **S/C:** _____

Note: Before having an interview with a student build rapport to make the student feel comfortable and ask the following questions to assess how the intervention is going.

1. **Does your school have a system that support students who are at risk of dropping out of school stay and complete school? If yes what are they?** *(circle one)*

Yes   No

Comments: _____

_____

2. **Have you ever been tracked or followed up using any of this system?**

Yes   No

3. **If yes, what was the issue you were being tracked for?**

(Irregular attendance, poor performance, unacceptable behavior, any other issue)

Comments: _____

_____

4. **What form of support were you given to help you stay in school?**

Comments: _____

_____

5. **Was this support helpful in making you remain in school?** *(circle one)*

Yes   No

6. **Are you aware of the peer leaders in your school and their roles in supporting girls at risk of dropping out of school?** *(circle one)*

Yes   No

7. **What are some of the things you have seen the peer leaders doing to support students at risk of dropping out of school?**

Comments: _____

_____

8. **Is your school environment friendly and supportive? If yes/no, explain?** *(circle one)*

Yes   No

Comments: _____

_____

9. **Are your teachers supportive in helping students remain in school?**

Comments: _____

_____

10. **How you would like to be supported better to ensure that you complete school?**

Comments: _____

_____

APPENDIX 8: TEACHERS' SAFE SCHOOL CONTRACT

Teachers' Safe School Contract

I, Mr./Mrs./Ms._____ (name of teacher)
teacher at _____ (name of school):

Commit to uphold the Teacher's Professional Code of Conduct and never to indulge in any form of child abuse.

I pledge to contribute to and uphold a safe learning environment for all students without discrimination.

Name of Teacher: _____ Name of Head Teacher: _____

Signature: _____ Signature: _____

Date: _____ Date: _____

APPENDIX 9: EWS MONITOR'S REPORTING TEMPLATE

DATE: _____	SCHOOL: _____	DISTRICT: _____
Activities Conducted		
Persons to Engaged		
Issues to Discussed		
Lessons Learned		
Recommendation for Improvement		
Name and Signature of Monitor		

APPENDIX 10: TRAINING SCHEDULE FOR THE EWS

DAY ONE		
ACTIVITY	**SESSION OBJECTIVES**	**TIME**
Arrivals and registrations	• To confirm arrival of the right participants for the training	8:00-8:30am
Introduction and climate setting	• To introduce the participants to each other and establish trust and respect (use the Name Game). • To identify fears and expectations of participants. • To officially open the workshop.	8:30 - 9:15am
Pretest Assessment	• To assess the level of understanding of the participants on the early warning system.	9:30-9:45am
Module 1: Introduction to the Early Warning System(EWS)	• Introduce background of the Early Warning System and how it relates within the Ugandan Context.	9:45-10:00am
Session 1.1 Defining an Early Warning System.	• Define an Early Warning System in an education context. • Identify warning signs that predict school dropout. • State how an EWS can benefit students. • Highlight the importance of teachers, parents/guardians and community involvement in preventing school dropout.	10:00-11:00am
	TEA BREAK	**11:00-11:30am**
Session 2.1 Designing the Early Warning System	• State the components of the EWS. • Identify the roles of the student, teacher, family and community in implementation of the EWS.	11:30-1:00pm
	LUNCH	**1:00-2:00pm**
Session 3.1 How to establish the Early Warning System	• Form and orient an EWS design team. • Determine the predictors of dropout in the community.	2:00-3:30pm
Module 2: Tracking and responding to an Early Warning System	• Describe what an ongoing- tracking system is and how it impacts on supporting students at risk of dropping out.	3:30-3:45pm
Session 1.2 Ongoing tracking and support to students at risk of dropping out	• Set up an ongoing tracking system to track at risk students of dropping out of school. • Develop strategies to ensure a safe school for students. • Develop strategies to communicate to parents/guardians to support at risk students. • Conduct case management meetings.	3:45-5:15pm
	EVALUATION	**5:15-5:30pm**
	EVENING TEA AND DEPARTURE	**5:30pm**
DAY TWO		
ACTIVITY	**SESSION OBJECTIVES**	**TIME**
Recap of Day 1 sessions	• Check understanding of sessions covered in Day 1.	8:30 -9:00am
Session 3.2 Case Management	• Explain the purpose and role of a case management team. • Describe the importance of case management in supporting students at risk of dropping out of school.	9:00-10:30am
	TEA BREAK	**10:30-11:00am**

Module 3: School Community engagement for at risk students	• To equip participants with knowledge on how to establish functional community stay in school committees.	11:00-11:15am
Session 3.1 The EWS School community engagement structure(SISC's)	• Define the Stay in School Committee (SISC) structure. • State the composition and Selection criteria of the SISC. • State roles of the SISCs in supporting students at risk of dropping out of school. • Identify tools used by the SISCs in implementing the EWS.	11:15-1:00pm
	LUNCH BREAK	**1:00-2:00pm**
Session 2.3 Role of other community Actors in supporting at risk students	• Identify different community structures that support students at risk of dropping out of school. • Identify roles of community structures in supporting students at risk of dropping out of school. • Develop strategies for engaging communities to support students at risk of dropping out of school. • Design Advocacy and Community outreach program for support of at risk students.	2:00- 3:30pm
Session 3.3 Monitoring effectiveness of support to at risk students	• Identify different stakeholders involved in monitoring implementation of the EWS. • Examine the role of different stakeholders in monitoring the implementation of the EWS. • Use the support supervision tool to Identify strengthen and weakness of an established.	3:30-5:00pm
	EVALUATION	**5:00-5:30PM**
	EVENING TEA AND DEPARTURE	**5:30PM**
	DAY THREE	
Recap of Day 2 sessions	• Check understanding of sessions covered in Day 2.	8:30-9:00am
Module 4: Safe schools and safety friends.	• Understand the importance of safe schools and safety friends in promoting retention of girls in schools.	9:00-9:15am
Session 4.1 Safe School	• Define a safe school and state the characteristics of a safe school. • Explain guiding principles for establishment of safe schools. • Examine the roles of different stakeholders in promoting safe schools.	9:15-10:45am
	TEA BREAK	**10:45-11:15am**
Session 4.2 Safety Friends	• Learn what the Safety Friends Strategy is all about. • Describe how to form safety friends in a school. • Appreciate the benefits of using Safety Friends as a strategy to protect adolescent girls from violence, abuse, dropping out of school and HIV infection.	11:15- 1:00pm
	LUNCH	**1:00-2:00pm**
Post Test	• Assess participants understanding of EWS covered. • Action planning.	2:00-3:30pm
	EVALUATION	**2:30-3:00pm**
	CLOSURE AND DEPARTURE	**3:00pm**