

Uganda Learning Campaign tool kit

Ministry of Education and Sports



USAID
FROM THE AMERICAN PEOPLE





The illustration shows a school courtyard with a blue building in the background. In the foreground, a woman in an orange dress with a white and blue patterned headwrap is talking to a man in a red shirt. Several children are waving, and a woman in a pink dress is walking towards them. A man in a blue shirt and red pants is standing near the building, and a woman in a green and white striped dress is walking away. A large white circle with a blue center is overlaid on the scene.

Tusomere Wamu

This DVD Contains:

- Radio Jingle
- Radio Adverts
- Radio Programs
- TV Drama Skit



This DVD Contains Artwork For:

- Posters
- Flash Cards
- IPC Talking Points
- T-shirts

And Scripts For:

- Forum Theatre Drama Skits
- Literacy Activities Guide

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Acronyms:

SBCC – Social and Behaviour Change Communication

USAID – United States Agency for International Development

MoES – Ministry of Education and Sports

CLA – Collaborative Learning and Adoption

IPC – Interpersonal Communication

Introduction:

The USAID/Uganda Literacy Achievement and Retention Activity is a five-year project funded by the United States Agency for International Development (USAID).

The project is implemented in partnership with the Government of Uganda under the Ministry of Education and Sports (MoES). This project focuses on two overarching objectives, or “expected results.” These are: Result 1, “Improved institutional capacity to deliver early grade reading;” and Result 2, “Improved pupil retention in the early grades.”

To achieve the first result, The USAID/Uganda Literacy Achievement and Retention Activity —working with RTI and Ministry of Education and Sports (MoES)— developed an SBCC pilot campaign, with a theme *“Tusomere Wamu.”* *“Tusomere Wamu”* means *“Let’s Read Together”*. It is a Luganda phrase in which children request their parents to read with them at home. It encourages both literate and illiterate parents to read with their children at home. It promotes togetherness and empowerment.

The *“Tusomere Wamu”* campaign is driven by a crucial insight “people, especially adults, do not want to be preached to, commanded and told what to do. They believe that they are intelligent enough and know what is right and wrong.” Therefore, the campaign uses a conversation-drive, 2-way, interactive approach. All the messages are suggestive. And all its communication platforms and channels aim at enabling parents to share their opinions and views.



The pilot campaign was implemented in Ssekanyonyi Coordinating Area (sub-county), in Mityana district, for eight weeks with the aim of increasing parental engagement in children's reading practice at home. It targeted male and female, parents and guardians of early grade learners in 26 Government-aided primary schools.

The USAID/Uganda Literacy Achievement and Retention Activity hopes to work with various Implementing Partners (Sub Grantees) to roll out a series of interventions and strategies (of the pilot campaign) in other districts across Uganda that will encourage both literate and illiterate parents to read with their children in Primary One to Four at home.

Research has shown that Social and Behavior Change Communication approaches engaging multiple partners have shown more effects than single campaigns.

The Campaign Target Audience:

This campaign targets male and female parents of early grade (Primary 1 to 4) learners from Government-aided primary schools. The definition of parents in the context of this campaign extends to learners' guardians/caretakers, grandparents, aunts and uncles.

The Male Parent:

- The male parent may be literate or illiterate.
- Comes from a rural community.
- His source of income may be brick laying, fishing, stone-mining, farming, etc.
- He is often busy since his day starts as early as 6am and ends at 10pm.
- He still has time to spend with his friends in the evening.
- He does not know that he is supposed to read with his children at home.
- He leaves the responsibility to the teachers at school and, at times, to his wife.
- He believes that it is the teachers' responsibility to teach his children how to read and write.
- He may have access to some resources, but does not see the value of setting aside some funds to buy literacy books or materials for his children.
- He believes that his role is to feed his family, give them other basic needs and buy scholastic materials for the children. But it does not go beyond that.

- According to the formative research, this parent has access to both a radio and mobile phone.
- His key influencers are his friends, LC1, religious leaders, cultural leaders, teachers and opinion leaders.

The Female Parent:

- She may also be literate or illiterate.
- She is from a rural community, and aged between 20 to 55 years.
- Her source of income is farming.
- She lives below the poverty line.
- She has a husband who does not offer much support to their children's literacy.
- She wants the best for her children, but does not know where to begin to participate in their literacy.
- She is often busy and does not have time to help her children learn how to read.
- She wakes up at around 6am, ensures that her children go to school and goes to the garden.
- She may come back at noon to do a few household chores.
- She may then go back to the garden with her children at 4pm and come back at around 6:30pm.
- She comes home to prepare a meal at 7pm and goes to bed late.
- She may have several children all going to the same local government-aided school.

Key actions for the target audience (desired behavior):

Parents:

- Appreciate the importance of educating their children.
- Send their children to school and give them what they need to succeed at school.
- Appreciate the importance of reading with their children at home.
- Read with their children at home everyday for 20 to 30 minutes.
- Choose a place in the house or anywhere in the home, where the parents and their children feel comfortable to read *[This can be in the kitchen, sitting room, in the compound, under a tree, on the veranda, etc.]*
- Cultivate a positive relationship with their children/create a conducive environment at home that can enable them to read with their children at home.
- Create time to read with their children in Primary One to Four for 20 to 30 minutes every day at home. This reading includes:
 - Parents listening to children reading.
 - Parents telling children stories.
 - Parents singing with children.
 - Parents looking at the children's books with them.
 - Parents encouraging children to read for them.
 - Parents encouraging children tell them stories.

- Parents teaching children tongue twisters, riddles and how to pronounce words and names of different items.
- Parents talking to their children.
- Parents playing with their children.
- Get reading materials (to read with their children at home). These can be: children books, Newspapers, the Bible, the Quran, food charts, street signs, shop signs, cartoon illustrations, story books, flash cards, etc.
- Tell another adult at home to read with the children, in case the parents are too busy. These adults can be: the children's auntie, uncle, elder brother, elder sister, cousin, grandmother, grandfather or maid.
- Provide lighting in the reading place, if the parents are to read with their children at night.
- If they can't get free 20 to 30 minutes to read with their children at home, parents should read with them while doing other activities, like:
 - Cooking.
 - Washing utensils.
 - Bathing.
 - Washing clothes.
 - Digging.
 - Fetching water.
 - Collecting firewood.
 - Going to buy items from the market or trading center.
 - Laying the bed, etc.

[See Literacy Activities and Flash Cards for details on how parents can read with their children at home].

- If they can't get time to read with their children at home every day, they should read with their children on Saturday and Sunday when they're less busy.
- Give their children less house work or help their children with house chores, so that they get time to read together at home.

Purpose of the SBCC Tool Kit (Implementation Guide):

An audit conducted by organizations that practice Social and Behavior Change Communication in Uganda together with the Ministry of Health in 2014, concluded that one of the major weaknesses in SBCC activities in Uganda is lack of coordination and collaboration in the design, implementation, monitoring and evaluation of SBCC activities with various partners designing and implementing their own campaigns on the same issue. This leads to message fatigue due to the existence of many fragmented and un-coordinated messages.

It is because of this, that the USAID/Uganda Literacy Achievement and Retention Activity, working with RTI, the Ministry of Education and Sports, and SBCC specialists, designed, pre-tested, implemented, monitored and evaluated the *"Tusomere Wamu"* SBCC pilot campaign.

And that is why, all the Implementing Partners (Sub Grantees) agreed to adopt and implement the *"Tusomere Wamu"* campaign messages and strategies to avoid message fragmentation and fatigue.



Therefore, the purpose of this Tool Kit is to introduce the *“Tusomere Wamu”* campaign to the Implementing Partners (Sub Grantees) and help them to know the various interventions and strategies of the campaign and how they can be involved in rolling it out in their areas of operation.

The SBCC tool kit includes:

1. Campaign goal.
2. Campaign objectives.
3. Campaign thematic areas.
4. Campaign look and feel.
5. Campaign key messages.
6. Activities that happened under the pilot campaign.
7. What’s the role of RTI and how can Sub Grantees get involved in the scale up of the campaign?
8. Why all messages/materials need the same branding?
9. What materials or tools are available for Sub Grantees to use and how do they work?
10. DVDs with soft copies of all the communication materials and tools (including images, audios, videos and scripts).
11. Who can Sub Grantees contact for more information and inquiries?

The campaign objectives:

- Help parents to appreciate the value of educating their children.
- Help parents to understand that they have to read with their children at home.
- Help parents to understand the importance of reading with their children at home.
- Empower illiterate parents to read with their children at home.
- Show illiterate parents how they can read with their children at home.
- Enable parents to understand the importance of creating time to read with their children at home.
- Show busy parents how they can create time to read with their children at home.
- Encourage parents to set up a reading place in their home.
- Encourage parents to bond with their children and show them how this helps them to read with their children at home.
- Encourage parents to get reading materials for their children to read at home.

The campaign thematic areas:

These thematic areas came out of the four key major barriers that stop parents from reading with their children at home. These barriers include:

- Parents do not value education.
- Parents do not know that they have to read with their children at home and do not know how to read.
- Parents are always busy and they also give their children a lot of work after school, which denies both the parents and their children an opportunity to read together at home.
- Parents believe that punishing children is the best way to discipline them. This makes the children fear their parents and stops both the parents and children from reading together at home.

These four major barriers became the thematic areas of the campaign. These include:

1. Value of Education.
2. Roles of Parents.
3. Creating Time.
4. Parent-Child Relationship.

Therefore, all the campaign messages were crafted to overcome these four thematic areas. The communication materials for this campaign are categorized into four sets. Each set was designed specifically to combat a given barrier.

The campaign look and feel:

The development of all the campaign communication materials was guided by 3 key aspects:

1. Empowerment.
2. Togetherness.
3. Hope.

The campaign messages and creative elements were developed to empower parents who think they are unable to read with their children because of illiteracy (self-efficacy).

- The campaign equips illiterate parents with skills, through Literacy Activities, that enable them to read with their children at home.
- It illustrates to illiterate parents how they can read with their children at home.

The campaign messages, look and feel were also crafted to promote and position reading at home as something that builds the parent-child relationship.

- It also aims to inspire the feeling of love and care for children.
- The campaign portrays reading at home as an aspect that nurtures the spirit of togetherness.

The campaign messages were also created to inspire parents and caretakers to create a foundation of a better future for their children by helping them to learn how to read at an early age.

BOOKSHOP



Campaign key messages:

- Educate your children to enable them acquire skills they need to live a better life.
- Read with your children in primary 1, 2, 3 and 4 at home to enable them learn how to read and write at school and in life.
- When you help your children to learn how to read during the first four years of their primary school, you give them a foundation for success at school and in life.
- Children who do not learn how to read in the first few years of school will find it much more difficult to learn how to read later in life, and may drop out of school.
- Even if you cannot read, you can read with your children by: telling your children a story, singing with them, looking at their books with them, asking them how their day was at school, asking them what they learnt at school, asking them to show you what they liked at school, listening to them reading or telling a story, looking at pictures in a book with them, helping them learn how to pronounce words and names of different items, and playing with them.
- Identify a place in your house or anywhere in your home (like in the sitting room, kitchen, on the veranda or under the tree in the compound), where you can read with your children.
- Spend 20 to 30 minutes every day reading with your children at home.
- If you are very busy, another family member (like your children's older brother or sister, their niece or cousin, their auntie or uncle, their grandmother or grandfather) can help you to read with your children.

- You can also read with your children at night, when you have finished your daily work.
- You can also read with your children while doing house work, like cooking, washing utensils, bathing, washing clothes, digging, fetching water, collecting firewood, going to buy items from the market or trading center, laying the bed, etc.

Activities that happened under the pilot campaign:

Literacy Activities:

- Literacy Activities are a series of games and activities parents can engage in with their children at home to help them learn and love reading.
- They also include steps parents should take to enable their children learn how to read and love reading.
- A guide was developed and given to the Interpersonal Communication (IPC) team members.
- They used the guide to engage (train) parents about Literacy Activities during home visits.
- The Literacy Activities were kept few and very simple.
- Literacy Activities from Malawi and Senegal (where a similar campaign was implemented) were localized to befit the reality of our target audience.
- Literacy Activities, like “What Do You See”, that parents can do with their children anywhere were developed.

- Multi-purposed Literacy Activities, like “What Do You See”, which enable parents and children to practice in various ways (tell stories, learn names, shapes, colour and sizes, count, learn how to pronounce words and names, construct sentences, etc) using one Literacy Activity.

Radio:

- One radio station, Sun FM, was used during this pilot campaign. Sun FM reaches only the 2 Treatment Sub-counties—Ssekanyonyi and Namungo. Other radio stations in the region were not used because their reach is wider. They broadcast in areas that were the Control Zone of the campaign.
- A campaign theme song/jingle, that addresses all the 4 thematic areas of the campaign, was produced. All the audio and video communication materials had elements of this theme song in them. This was meant to achieve synergy and high recall of the messages. It was frequently played on Sun FM.
- 4 radio adverts, each addressing a given thematic area, were produced in English and Luganda. The Luganda versions were played on Sun FM. The English versions will be used for translations during the scale of the campaign.
- 4 radio programs, each addressing a given thematic area, were produced in English and Luganda. The Luganda versions were played on Sun FM. The English versions will be used for translations during the scale up of the campaign.
- The radio adverts and theme song were played interchangeably every day.

- The radio programs were played during a kids' program every Sunday. Each radio program was played on a particular Sunday. Each radio program was followed by a "CallIn" talk show that engaged the listeners in a conversation about reading with their children at home. The programs were played on Sunday because that is when the parents are free, and are more likely to be at home with their children.
- But these radio programs can be listened to by parents in Listenership Clubs. These Listenership Clubs can comprise 15 to 20 parents who live in the same village. These parents can meet, let us say, on every Sunday, at a designated location, listen to the programs. A champion can facilitate a discussion after the program. Audio playing devices can be given to each Listenership Club.

Posters:

- Five poster artworks, 3 addressing the Value of Education, Roles of Parents and Parent-child Relationship thematic areas and 1 addressing the Time thematic area, were designed.
- 200 posters were produced for each poster art work in Luganda.
- These posters were pinned on shops, churches, mosques, hospitals, in the offices of head teachers of Government-aided primary schools working with the USAID/Uganda Literacy and Retention Activity, and inside parents' homes.

Orientation of Interpersonal Communication (IPC) Team Members:

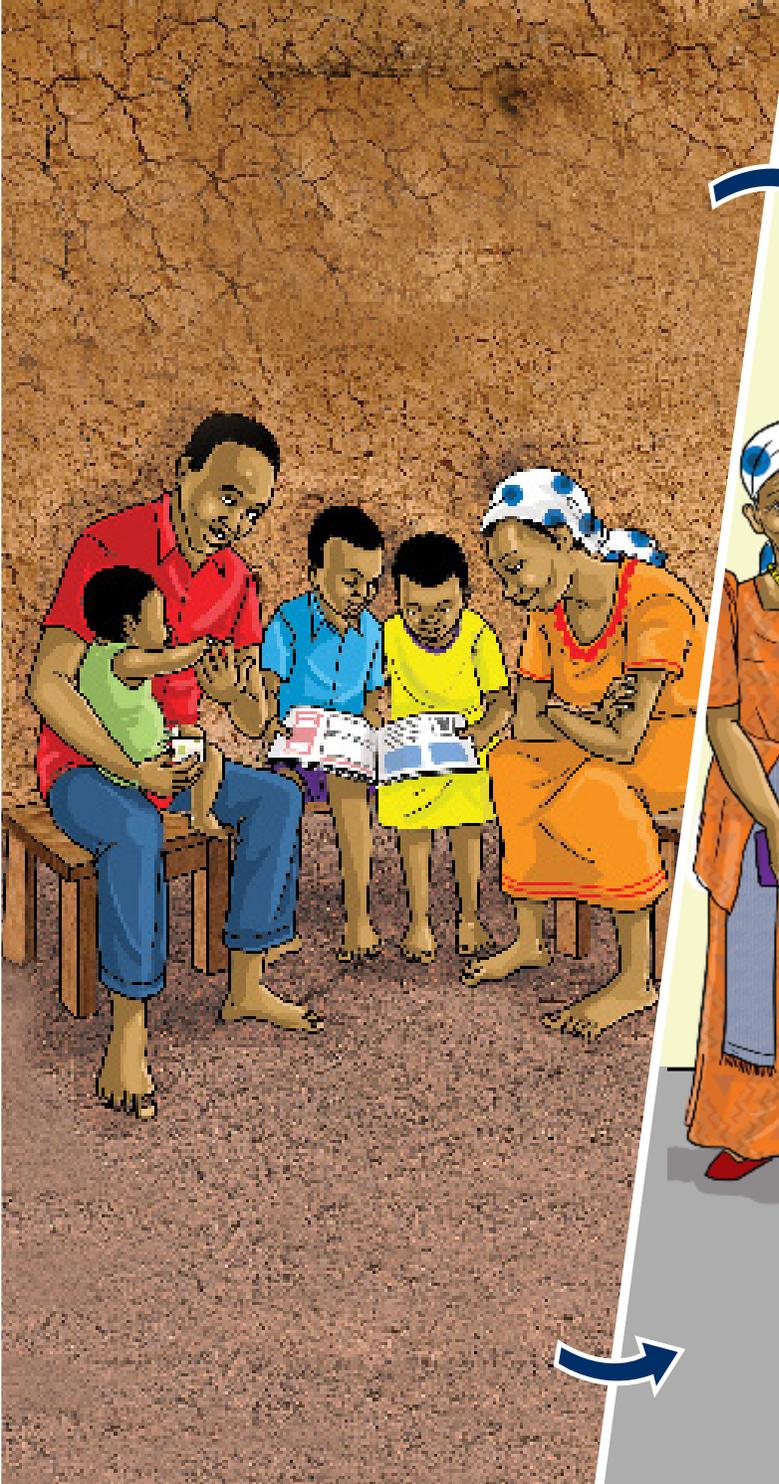
- A team of 14 IPC personals was trained in advance. They were oriented about the campaign and its objectives.
- They were trained in how to interact with parents and encourage them to read with their children at home.
- They were also trained in Literacy Activities, which they later taught parents.
- The IPC team members were given Talking Points in form of booklets. These booklets contain all the facts about the campaign. They used these as guiding tools during their engagements with parents.

Home Visits:

- The BTL/IPC team worked with school authorities to identify homes with children in primary 1 to 4.
- The IPC team members visited homes, interacted with parents, encouraged them to read with their children at home, taught them Literacy Activities, and demonstrated to them how they can use Flash Cards and various Literacy Activities to read with their children at home.
- During these home visits, most parents demanded for posters. So, the IPC team members also helped the parents to pin up the posters in their homes.

Community Engagement Sessions:

- The BTL/IPC team identified associations in each parish. Days on which these associations meet, were also identified. The IPC team members would meet members of these associations on the meeting days and engage them about the campaign.



- In areas where associations could not be identified, the IPC team members found parents in groups, in trading centers, drinking joints, markets, at Boda Boda stages, hospitals and brick laying stations and engaged them about the campaign.

Rig Truck Activations:

- A rig truck, with a Public-Address System and branded with the campaign messages, would drive through a given Parish from morning up to 2PM.
- There were 2 IPC team members on this truck.
- As the truck drove through a given parish, they would tell people about the campaign and encourage them to come to a specific location (usually in the nearby trading center), at a particular time (usually in the evening), be entertained and learn more about how they can read with their children at home to help them learn how to read and perform better at school.
- During the drive, the campaign theme song, radio adverts and snippets of the radio programs would play.
- After the drive, the truck would stage in the trading center. Dancers would attract and entertain the crowd.
- The Forum/Community Theatre drama skits would be staged and TV drama skit played on the truck.
- The IPC team members would facilitate discussion triggered by the TV drama and Forum Theatre drama skits.

Forum/Community Theater [Drama Skits]:

- Four drama skits were developed. Each addressing a given thematic area.
- A local drama group in Mityana was engaged to perform these skits. A local drama group was used because the target audience related with it.
- The drama group rehearsed these skits in advance.
- These drama skits were performed on a rig truck before a live audience.
- But they can be performed on any other stage-like platform available.
- Their main objective was to trigger a discussion among the audience, among the people who watch them.
- They were performed/acted in a way that they pause/stop at a critical/provocative/controversial/discussion-triggering moment.
- After the pause, the IPC team members intervened and engaged the viewers in conversations/discussions.
- These discussions were triggered by the skits.
- The IPC team members let the discussions follow naturally. They, however, guided the discussions into the direction that encourages parents to read with their children at home.

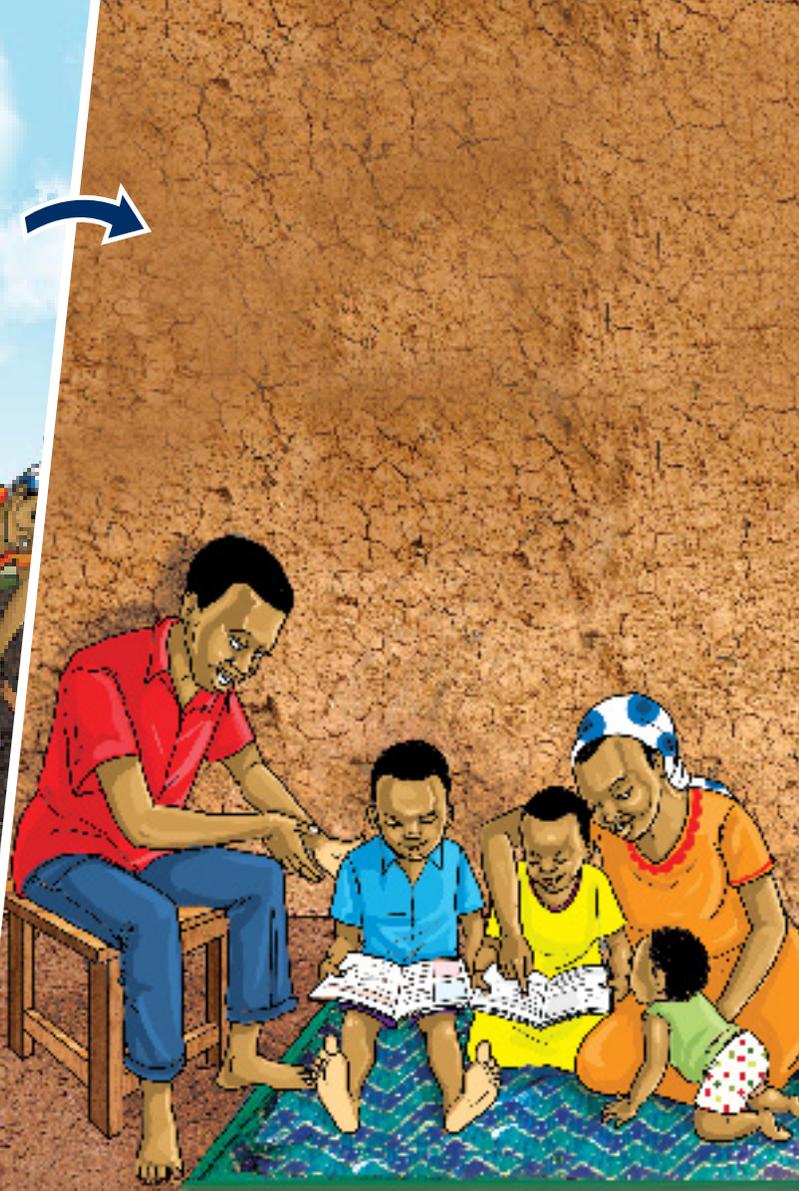
Mobile Cinema:

- A 5-minute TV drama skit, addressing all the thematic areas and promoting the objectives of the campaign, was produced in Luganda and English.
- The English version will be used for translations during the scale up of the campaign.

- The Luganda version was played for parents on screens during rig activations.
- After playing the TV drama skit, the IPC team members would emphasize the messages promoted by the TV drama skit, sometimes, they would ask the crowd to answer some questions related to the message of the drama skit.
- Huge screens connected to the rig truck were used to play this TV skit.
- But it can be played for an audience anywhere, on any type of a screen. A projector can also be used to play it.
- It is meant to illustrate to parents (especially the illiterate ones) how they can read with their children at home.

Pilot Campaign Monitoring:

- The *“Tusomere Wamu”* pilot campaign was monitored through a number of activities. Ipsos monitored the airing of radio adverts and radio programs every day. Ipsos reports were shared monthly with the USAID/Uganda Literacy Achievement and Retention Activity.
- Other campaign activities were monitored by RTI, USAID, Ministry of Education and Sports and Sub Grantee officials daily. In relation to this form of monitoring, Collaborative Learning and Adaptations (CLA) reports were shared with the USAID/Uganda Literacy Achievement and Retention Activity.



Performance of the Pilot Campaign:

Baseline and end line findings

Summary of the findings:

We surveyed;

- A total of 906 parents at Baseline.
- 936 parents at Endline.
- 90 teachers at Baseline.
- 85 teachers at Endline.

Targeted sample was 1040 parents and 104 teachers in each round of data collection.

Parents' behaviours related to supporting children reading at home-Before and After the campaign:

Ways in which parents help their children with schoolwork	Baseline	Endline	% Increase
Help the child complete homework	15.4	39.7*	158%
Make time for the child to study	31.7	36.8	16%
Read to the child	9.1	30.1*	231%
Practice with the child	0.3	5.2	1633

* Denotes to statistically significant change (p -value $< .05$)

What Worked Well?

With the different campaign channels explored, the outcomes are reflected as:

- Radio was the communication channel which had the highest mention. It was the channel where parents heard the campaign messages and it represented **49%**.
- Interpersonal communication had the second highest mention, representing **30%**.
- Posters represented **19%**
- Mobile Cinema (Drama skits) represented **15.9%**.
- Flash Cards represented **15.9%**
- Story cards represented **13%**

What is the role of RTI and how can Sub-Grantees get involved in the scale up of the campaign?

The “*Tusomere Wamu*” campaign communication materials were designed specifically to ease translation into different languages. The strategies and interventions were designed in a way that they should be easily implemented in any society across Uganda.

The table below shows how Sub Grantees can use different channels, tools and strategies to scale up the campaign in their respective areas of operation:

CHANNEL & TOOLS	MINIMUM PACKAGE (REACH & INTENSITY)	WHAT SUB-GRANTEES SHOULD DO?	RATIONALE
ELECTRONIC MEDIA: 1. Radio:	➤ At least 4 radio stations per region (e.g. Western).	IMPLEMENTATION: ❖ Secure the 4 most listened radio stations in your region. ❖ The radio adverts, jingle and programs are already produced in Runyankore–Rukiga and Runyoro–Rutooro. ❖ Engage Ipsos to monitor radio station broadcasts in your area.	
✓ 4 radio adverts	➤ At least 4 exposures per ad every day.		❖ These create high recall of the messages among the target audience.
✓ 1 radio jingle	➤ At least 4 exposures every day.		❖ It appeals to the target audience emotionally and induces them to adopt the desired behavior.
✓ 4 radio programs	➤ One exposure per radio program, per week.	❖ Provide guest speakers to appear on radio talk shows on the stations within your area of operation.	❖ These equip parents with skills on how to read with their children at home and enhance their self-efficacy.

PRINT MEDIA			
<p>1. Posters (5 types)</p>	<p>➤ 500 posters per village/school. These should be pinned at the school, shops in trading centers, churches and mosques, markets, and in parents' homes.</p>	<ul style="list-style-type: none"> ❖ These posters have been translated into Runyankore–Rukiga and Runyoro–Rutooro. ❖ Pin up the posters. <p>MONITORING:</p> <ul style="list-style-type: none"> ❖ Monitor the placement and audience interaction with placed posters through the campaign IPC team members. ❖ Replace spoilt posters accordingly. ❖ Document informal feedback (listening surveys) from the IPC team members and the public. 	<ul style="list-style-type: none"> ❖ These create high recall of the messages among the target audience. ❖ Print materials, such posters, complement mass media and interpersonal communication activities by helping audiences relate what they see on TV, hear on radio with the various print materials. They therefore enhance message repetition, association and recall.

<p>2. Talking Points Booklets (1 type covering the 4 thematic areas).</p>	<p>➤ 1 booklet per IPC Team Member. The total number will be determined by the IPC team members you decide to use in your area of operation. But you should have at least 15 IPC team members per sub-county.</p>	<ul style="list-style-type: none"> ❖ There are soft copies of these in English, Runyankore–Rukiga and Runyoro–Rutooro. ❖ Print your own copies. 	<ul style="list-style-type: none"> ❖ These booklets contain all the facts about the campaign. ❖ IPC team members use these as guiding tools during their engagements with parents.
<p>3. Flash Cards (1 type—an A4, 2-faced, colored, hard laminated card).</p>	<p>➤ At least 300 per school/village.</p>	<ul style="list-style-type: none"> ❖ There are a few copies in English. ❖ Translate and produce into the languages spoken in your area. 	<ul style="list-style-type: none"> ❖ These work as reminders to parents and caretakers to read with their children at home. ❖ They also demonstrate to parents, especially the illiterate ones, on how to read with their children at home.
<p>4. Story Cards.</p>	<p>➤ At least 300 per school.</p>	<ul style="list-style-type: none"> ❖ There are copies in Luganda and English. ❖ Translate them into Runyoro–Rutooro and Runyankore–Rukiga. ❖ Print them. 	<ul style="list-style-type: none"> ❖ These work as reminders to parents and caretakers to read with their children at home. ❖ They also demonstrate to parents, especially the illiterate ones, on how to read with their children at home.

<p>INTERPERSONAL COMMUNICATION (IPC):</p> <p>1. Home Visits.</p>	<ul style="list-style-type: none"> ➤ At least 15 IPC team members per sub-county. ➤ Reach every home in the sub-county with children in primary 1 to 4. 	<ul style="list-style-type: none"> ❖ Identify and train people who understand a given sub-county to interact with parents in their homes. ❖ Facilitate the IPC team members in terms of transport, feeding and lodging, where necessary. 	<ul style="list-style-type: none"> ❖ This enables parents to ask questions and get clarification. ❖ This enables IPC team members to train parents in Literacy Activities. ❖ The IPC team members help parents learn how to read with their children at home. ❖ This creates a platform to get constant feedback from the target audience. ❖ It also creates a platform for a thorough engagement with parents.
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<p>2. Community Engagement.</p>	<ul style="list-style-type: none"> ➤ At least 2 facilitators (female and male) per sub-county. ➤ Hold at least one Community Engagement per village. 	<ul style="list-style-type: none"> ❖ Identify and train people who understand a given sub-county to interact with parents in Community Engagements. ❖ Facilitate the Facilitators in terms of allowance, transport, feeding and lodging, where necessary. 	<ul style="list-style-type: none"> ❖ This enables parents to ask questions and get clarification. ❖ This enables IPC team members to train parents in Literacy Activities. ❖ The IPC team members help parents learn how to read with their children at home. ❖ This creates a platform to get constant feedback from the target audience. ❖ It also creates a platform for a thorough engagement with parents.
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<p>3. Literacy Activities Guide</p>	<p>➤ 1 guide per IPC Team Member. The total number will be determined by the IPC team members you decide to use in your area of operation. But you should have at least 15 IPC team members per sub-county.</p>	<ul style="list-style-type: none"> ❖ There is a soft copy of the Literacy Activities guide in word format. ❖ All you have to do is print out several copies. 	<ul style="list-style-type: none"> ❖ It contains a series of games and activities parents can engage in with their children at home to help them learn and love reading. ❖ It also includes steps parents can take to enable their children learn how to read and love reading. ❖ IPC team members use it to engage (train) parents about Literacy Activities during home visits.
<p>4. T. SHIRTS (for the IPC team members.)</p>	<p>➤ 2 t-shirts per IPC Team Member. The total number will be determined by the IPC team members you decide to use in your area of operation. But you should have at least 15 IPC team members per sub-county.</p>	<ul style="list-style-type: none"> ❖ There are samples of t-shirts that were produced for the pilot campaign. ❖ All you have to do is reproduce more. They should not be in white. White becomes very dirty for field activities. 	<ul style="list-style-type: none"> ❖ These give credibility and legitimacy to the IPC team members.

<p>COMMUNITY/ FORUM THEATER:</p> <ul style="list-style-type: none"> ✓ 4 Drama Skit scripts (one per thematic area). 	<ul style="list-style-type: none"> ➤ At least one Community/ Forum theatre session per village (where all the 4 drama skits are performed). 	<ul style="list-style-type: none"> ❖ Identify, engage and train a local drama group in your area to perform the drama skits. ❖ There are 4 Drama Skit scripts in English. ❖ All you have to do is give them to the drama group for rehearsals. ❖ Facilitate the drama group in terms of allowance, transport, feeding and lodging, where possible. 	<ul style="list-style-type: none"> ❖ These enable parents to ask questions and get clarification. ❖ They also enable IPC team members to train parents in Literacy Activities ❖ The IPC team members help parents learn how to read with their children at home. ❖ They also create a platform to get constant feedback from the target audience. ❖ They also create a platform for a thorough engagement with parents.
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Why do all materials need the same branding?

- In order to be consistent in our communication and avoid confusing audiences with different and competing messages, partners (Sub Grantees) must ensure that re-prints, adaptations, translations and use of the attached materials follows the same branding, audio sign outs, color and appearance to make all materials look and sound the same to the target audiences.
- This should be done through:
 - Using the attached *“Tusomere Wamu”* standardized materials that are well branded and have the same ‘look and feel’ to the audience.
 - Re-printing additional copies of the attached materials and tools for use in partner areas and activities.
 - Partners are free to add their program/organization logo but must follow the following guidelines:
 - Where a partner’s logo is added, it must not replace any of the existing logos on the materials both in appearance and order. Instead, it should appear at the extreme end after the RTI logo.
 - The *“Tusomere Wamu”* icon should always appear on top of the material.
 - The order of the USAID, Ministry of Education and Sports, and RTI should never be changed.
 - All relevant print-ready logos can be obtained from RTI International/USAID/Uganda Literacy Achievement and Retention Activity.

For more information on branding and other inquiries, please, contact: Kayiwa Denis—the Communications and Knowledge Management Specialist, RTI International | USAID/Uganda Literacy Achievement and Retention Activity, on email: dkayiwa@rti.org, Office: +256 204 250100, Mobile: +256 789031177 or 0772821893.

What materials or tools are available to implementing partners (Sub-rantees) and how do they work?

These include:

1. Radio Adverts.
2. Radio Jingle.
3. Radio Programs.
4. Posters.
5. TV Drama Skit.
6. Flash Cards.
7. Talking Points Booklets.
8. Literacy Activities Script.
9. Forum/Community Theater Drama Skits Scripts.
10. Collaborative Learning and Adaptations (CLA) Report.

RADIO ADVERTS:

- These are 60-second audio skits. There are 4 radio adverts. Each for a given thematic area.
- They contain messages that encourage parents to value education, create time to read with their children at home, befriend their children and get reading materials for their children.
- These should be aired on radio stations and played during activities at the community level, like Community Engagements, Community/Forum Theatre performances. See copies on the attached DVDs.

RADIO JINGLE:

- This is a 1-minute song. It is the theme song for the campaign.
- It should be the music bed for the radio ads, radio programs and TV drama skit.
- The *“Tusomere Wamu”* sign out by children voices should always appear at the end of the radio ads and programs.
- It contains messages that encourage parents to value education, create time to read with their children at home, befriend their children and get reading materials for their children.
- It should be aired on radio stations and played during activities at the community level, like Community Engagements, Community/Forum Theatre performances. See copy on the attached DVDs.

RADIO PROGRAMS:

- These are 30-minute host-drive, audio programs. There are 4 radio programs. Each for a given thematic area.
- They contain messages that encourage parents to value education, create time to read with their children at home, befriend their children and get reading materials for their children.
- These should be aired on radio stations and played during activities at the community level, like Community Engagements, Community/Forum Theatre performances. See copies on the attached DVDs.

TV DRAMA SKIT:

- This is a 1-and-half minute TV skit.
- It contains messages that encourage parents to value education, create time to read with their children at home, befriend their children and get reading materials for their children.
- It should be aired on TV stations and played during activities at the community level, like Community Engagement, Community/Forum Theatre performances. See copy on the attached DVDs.
- A shorter version (probably 60-seconds) can be provided.

POSTERS:

- These are full color, self-adhesive, A2 posters.
- There are 5 types (one for each of the 3 thematic areas and 2 for one thematic area).
- They contain messages that encourage parents to value education, create

time to read with their children at home, befriend their children and get reading materials for their children.

- They should be pinned at schools, shops in trading centers, health centers, churches and mosques, markets, and in parents' homes. See copies on the attached DVDs.

FLASH CARDS:

- These are A4, 2-faced, colored, hard laminated cards.
- These should be given to parents by IPC team members during Home Visits.
- The IPC team members should demonstrate to parents how to use the Flash Cards.
- These work as reminders to parents and caretakers to read with their children at home.
- They also demonstrate to parents, especially the illiterate ones, on how to read with their children at home.

TALKING POINTS BOOKLETS:

- These are A5, portrait, 2-paged booklets.
- These booklets contain all the facts about the campaign.
- They should be used by IPC team members as guiding tools during their engagements with parents. See copies on the attached DVDs.

LITERACY ACTIVITIES GUIDE:

- This is a 13-paged word document.
- It contains a series of games and activities parents can engage in with their children at home to help them learn and love reading.
- It also includes steps parents can take to enable their children learn how to read and love reading.
- It should be used by IPC team members to engage (train) parents about Literacy Activities during home visits. See copy on the attached DVDs.

FORUM/COMMUNITY THEATER DRAMA SKITS SCRIPTS:

- There are 4 drama skit scripts. Each for a given thematic area.
- They contain messages that encourage parents to value education, create time to read with their children at home, befriend their children and get reading materials for their children.
- They should be used by the Drama Group to rehearse and train for the Community/Forum Theatre performances. See copies on the attached DVDs.

COLLABORATIVE LEARNING AND ADAPTATIONS (CLA) REPORT:

- This is a word document that contains all the lessons that we learnt during the implementation of the “Tusomere Wamu” pilot campaign in Mityana.
- It is meant to help the Implementing Partners (Sub Grantees) prepare better and learn how to implement effectively. See copy on the attached DVDs.

ATTACHMENTS (DVDs):

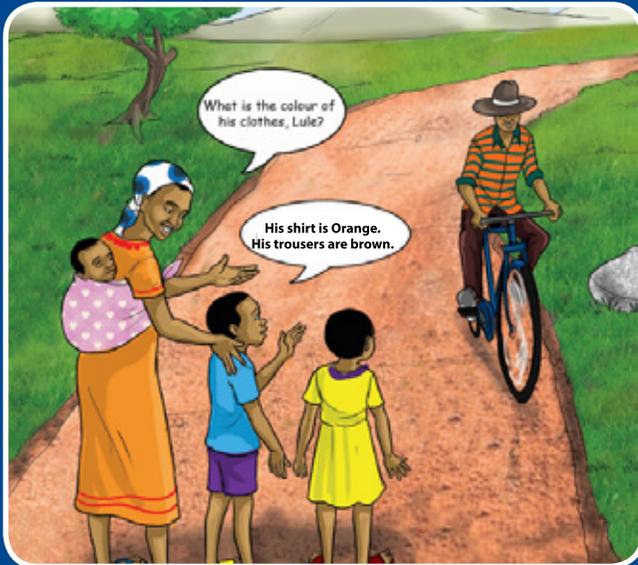
Please, see attachments for each of the above materials and tools.



Can you read
these words, Lule?

A cow is
eating grass.

mpu! Bu!ni v!no e gu!no y



This **information** is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of [RTI International] and do not necessarily reflect the views of USAID or the United States Government.