

## QUARTERLY NARRATIVE REPORT

### CLASS QUARTERLY NARRATIVE REPORT JANUARY-MARCH 2026



Report prepared and submitted to UNASO by: Change Lead Agency Social Support (CLASS)

Date of submission: 15<sup>th</sup> April 2026

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Report Public

[List of acronyms](#)



## QUARTERLY NARRATIVE REPORT

- CLASS Change Lead Agency Social Support.
- CAY Children, Adolescent and Youth
- SRHR Sexual and reproductive health and rights
- COC Champion of Change
- PIU Plan International Uganda
- FICH Foundation for Integrated Community Help
- PWD Persons with Disabilities
- CC Climate change
- CSOs Civil Society Organizations
- LCs Local Councillors
- CLO Community Liaison Officer
- SES Senior Expert Service
- T/C Town Council
- S/C Sub County



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### 1.0 INTRODUCTION AND BACKGROUND

#### 1.1 About Change Lead Agency Social Support (CLASS)

Change Lead Agency Social Support (CLASS) is a youth-focused nongovernmental organization started by people of like-minded and zeal to do charitable work in Uganda. It is incorporated with URSB (**Registration Number: 80020002304277**), legally registered with Uganda National NGO Bureau (**Registration Number: INDR156284736NB**), Alebtong District Local Government (**Registration Number: ADLG/2020/147**), Amugu Sub County Local Government (**Registration Number: ASLG/CBS/001/020**) and affiliated to Lango Civil Society Network (LACSON) formerly Lira NGO Forum (**Registration Number: LF/NGO/LR/1310**), Girls Not Brides Uganda Partnership to end child marriage, National Coalition of Human Rights Defenders Uganda, Digital Rights Alliance Africa, Uganda Network of AIDS Service Organizations (UNASO), Climate Action Network with a permit (**Permit Number: NDP0004736NB**) to operate nationwide and with certificate from Finance Intelligence Authority of Uganda (**Registration Number: FIA-14-001137**). CLASS is currently working in Alebtong District since its inception in 2016 towards promoting the wellbeing of children and youth in the areas of education, SRHR, WASH, Food and Nutrition, HIV/AIDS, SGBV, youth participation, youth economic empowerment and climate change response.

#### 1.2 Vision, Mission & core values

**Vision:** A global centre for promoting the wellbeing of children and youth

**Mission:** To facilitate change for socioeconomic wellbeing of children and youth

**Core values:** Respect for humanity, partnership, transparency and accountability, commitment to law and justice

#### 1.3 CLASS main objectives

- ✓ To be a lead voice for children and youth
- ✓ To give chance to children/youth to participate and contribute positive advocacy for child justice and wellbeing.
- ✓ Sustainable conservation and protections of environment.
- ✓ To promote access to education for vulnerable groups.
- ✓ To support programs that increase access to safe, clean water and basic sanitation.
- ✓ To mobilize and equip individuals on food security and nutrition.



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- ✓ To respond to disaster
- ✓ To promote sexual reproduction health and rights, and to tackle Sexual Gender Based Violence and HIV/AIDS.

#### 1.4 CLASS core Programs

1. Child Development and Child Protection
2. Youth Economic Empowerment and Youth Participation
3. Social norm change and Gender transformation
4. Climate change (emergency/disaster response program)
5. Research

#### CLASS Partners

1. Plan International.
2. Foundation for Integrated Community Help (FICH).
3. Uwezo Uganda.
4. Alebtong District Local Government.

#### CLASS Affiliations and Networks

UNASO

GNGU

Climate Action Network

National Coalition for Human Rights Defenders

Lango Civil Society Network

Uganda National NGO Forum

**CLASS conducted the following activities during year (January to March, 2026) mainly with funding support from Plan International;**

- Training CAY SRHR core topics using CoC Methodology.
- Conduct SRHR Awareness raising.
- Training of AY in Life Skill/ Foundational Course.
- Training AY in Vocational/ Green Skills.

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- Support Male engagement to challenge myths on SRHR.
- Support Parent VSLA group for resilience building.
- Implementing Building Bridges Curriculum.
- Supporting parents groups to build positive coping mechanisms.
- CSO Institutional Capacity support.
- Sub-county Advocacy.

**Outcome 1: Children, adolescents, and youth in all their diversity have the support and the confidence to make informed, responsible, positive, and healthy choices about their SRHR and future.**

**Output 1.1 Children, adolescents, and youth have improved skills and knowledge on SRHR, healthy and positive sexuality, intimate relationships, and gender roles.**

**Progress note and description of activities carried out**

**Activity 1.1.1 Training out of School CAY through CoC clubs**

**Champion of change group identification and registration.**

This activity was conducted in quarter one (January –March 2026) by CLASS targeting Children, adolescent and youth (CAY) aged 15-24 years including person with disability in Abunga and Amononeno parishes of Amugu and Abako Sub County respectively.

The purpose of the activity was to mobilize and register a total of 120 young people i.e. 60 youth (30 boys: 30 girls) in Amononeno-Abako Sub county and 60 youth (30 boys: 30 girls) in Abunga parish-Amugu Sub county aged 15-24years per parish to participate in the champion of change activities.

During this activity, four (4) youth groups were identified i.e. 2 in Amononeno parish Abako Sub county in the names of Nen Anyim group for girls and Note En Teko for boys and 2 in Abunga parish Amugu Sub County in the names of young talent (boys) and Bed igen (girls) respectively with the help of local leaders who played a great role in mobilization process.

The 4 identified groups were assessed and a total of 145 members registered i.e. Note en teko youth group (boys) 27 including 1 PWD and Nen Anyim CoC group (girls) 47 including 2 PWDs in Amononeno-Abako sub county, young talent (boys) 31 and Bed igen CoC group (girls) 40 respectively.

This activity intended to contribute to CLASS mandate of promoting well-being of youth through social norm change and gender transformation in line with Sexual Reproductive Health

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and Rights, Disability Inclusion, Gender Based Violence, Promotion of Girls Agency among others.

These groups were then enrolled for Champion of Change training sessions.

The overall objective of this training was to mobilize out of school girls and boys to collectively reflect about and challenge some customs around what it means being a boy/young man and a girl/young woman in their community. In this engagement, a total of 120 young people (60 girls: 60 boys) in the age bracket of 15-24 years participated in the completed CoC training sessions.

The Champion of change for gender equality and girls' rights is an initiative that work with young people out of school aged 15-24 years within a particular community mentored to advocate for gender equality and girls' rights since it is a fundamental requirement or basics in life of every young person. This approach focuses on girls/women empowerment and boys/men engagement.

During this reporting period, boys and girls were trained on championing disability inclusion led by LIDUPED Foundation. The boys and girls have completed all the modules as below;

#### **Girls' modules**

- Being assertive
- Being gender aware
- Being body confident
- Being informed about SRHR
- Being economically empowered

#### **Boys' modules**

- Finding solidarity
- Engaging boys and young men for gender equality
- Boys' champion of change

#### **Shared modules for both boys and girls**

MODULE 6: UNDERSTANDING CLIMATE CHANGE AND ITS LINKAGES TO SRHR

MODULE 7: BEING ECONOMICALLY EMPOWERED

MODULE 8: CHAMPIONING DISABILITY INCLUSION.

A female participant with disability (visual impairment) testified that her fellow peers especially those who have been part of the CoC are treating her with respect unlike before

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where they used to make fun of her and didn't want to associate with her during the CoC sessions. She added that through the training she was able to create awareness about disability to her family members that made them realize that PWDs also have equal rights like persons without disability. The numerous activities she attended has earned her little income that she is using to restock local chicken as her investments and this has made her father to realize how strong and valuable she is. Above all she gained confidence as a girl where she can talk and relate with her fellow peers without fear unlike before where she used to have low self-esteem.

The participants were able to identify and learnt to challenge the different myths and misconceptions about disability and viewed to create awareness about disability and importance of disability inclusion.

They also appreciated the different skills that they can use to communicate with persons with different impairments i.e. persons with hearing impairment, visual impairment, intellectual impairment and many more.

The boys/young men were able to understand into depth the overall purpose of champion of change for gender equality and girls' rights, identify their hope and fears were addressed.

The boys also appreciated the importance of trust in finding/showing solidarity and were also able to generate a group agreement.

The boys learnt about self-image and self-esteem and were able to link its significance to showing solidarity.

The boys were also able to learn/know the different styles of communication (aggressive communication, assertive communication and passive community) and appreciate the significance of each in showing solidarity.

Both boys and girls learnt different communication styles i.e. Aggressive communication, passive communication and Assertive communication and appreciated that being assertive is important for girls to live happy lives and to reach their potential. Therefore, embracing assertive behavior is key for girls to begin their journey to empowerment through strengthening their self-esteem.

Both boys and girls were able to reflect and define their agency and were able to come up with both personal and collective goals to enable them work together in group. They realized that integrating these goals into life planning will support a commitment to shared dreams.

Both boys and girls also got to know about self-image and self-esteem and were able to link its significance to showing solidarity and promoting gender equality. A male participant Y1, a

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female participant X1 and X2 (aged 22 years) testified that they now know the importance of self-image and have boosted their self-esteem; today they confidently speak and give their opinions in public and in their families.

Both boys and girls learnt about Agency as the ability to define one's goals, to make decision that affect one's life, and to act upon them and the boys appreciated they have higher control over their agency than girls. The boys were able to identify the different ways of supporting girls' agency. For example; a male participant Y1, Y2, Y3, X3, X4, X5, X6 among others testified that they have now identified their goals i.e. Animal raring (goats and poultry), to startup businesses such as garages, tailoring workshops among others that can generate for them income to help improve their standards of living. Y1 added that through the champion of change engagement he has learnt to make informed decision on his daily engagement, towards achieving his life goals and regarding his engagement with his peers and family. He added that he has set his goal of buying a heifer at the end of the year 2026.

Both boys and girls learnt about processes of making sustainable decision and appreciated that everyone including girls have the right and the ability to make her own decisions that have important consequences for achieving one's life-goals For example, Y3, Y1, X7 among others testified that they used to make irrational decisions that have been making them get in contention with family members but after learning about decision making under CoC program they are now making decisions that are helping them especially to enjoy their SRHR and achieve other dreams they have set.

Both boys and girls learnt about gender, the difference between gender and sex in terms of their characteristics thus gender various from place to place, changes overs time and are not documented, sex characteristics are defined biologically through sex hormones where most reflect at birth e.g. Males having penis, women have vagina among others. Both boys and girls were able to recognize gender privileges and restrictions especially among boys and girls and, pointed out the different ways they can use to challenge gender inequality especially among young people. For example, Y1 testified that he is now respectful to his sisters and are supporting them to be assertive and with home chores.

Through the power walk, both boys and girls were able to learn about power in inequalities that includes the different forms of power and the inequality in usage of power. Y4 testified that he has now learnt to support his family members especially girls to make informed decisions about their lives and supported them to claim equal opportunities at their home that includes right to property ownership.

The girls also learnt about beauty myth that exist among young people for example, most believed that bleaching the skin makes people beautiful and applying lipstick makes someone more beautiful which is not true.

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They also learnt that teens have rights too and they got to know that being a teen mother creates many barriers for girls but it should never isolate her or prevent her from reaching her potential. It is important for all the girls to have the positive attitude towards all her peers including girls who are pregnant or are already mothers.

They boys and young men realized their roles in promoting gender equality and appreciated that they cannot eliminate gender stereotypes and stereotype about their lives but can lessen its impacts on their lives and on the lives of people around them.

The boys understood the different key words and terminologies related to sexuality i.e. STI including HIV/AIDS, FGM, contraception, intimacy, sexual orientation and gender identity among others.

The young people particularly boys appreciated that their values are generally influenced by their surrounding e.g. Culture, therefore they realized the need for them to have accurate information and education about reproduction, sex and sexuality both in schools and out of school.

A male participant Y8 testified that he visited Abako health center III to check his health status and get condoms for himself and a few friends who could be interested and on sharing the story it inspired and motivated youth to go and seek for the various SRH services including HIV testing and counselling. A female participant X6 aged 19 years revealed that she has ever used contraceptives and it did not bring any side effects and encouraged fellow peers to use them to prevent teenage or unwanted pregnancy. She also added that she used to fear using contraceptive thinking that she may not be able to give birth to children and it has been widely said by many people in the community but after using it she is able to menstruate normally signifying that she is fertile.

The young men/boys appreciated that pornography is not a healthy way of learning about sex and therefore they intend not to depend on it throughout their life.

Participants also discovered that the girls have the rights to accurate information and education about reproductions and sexuality. Girls need this information to make informed decision about their sexual and reproductive health. It is important to talk about reproductions and sexuality with confidence and using the correct terms. Puberty, where they were able to learn the changes that occur in the early/late adolescence. The youth appreciated that it is both physical and emotional change during adolescence and every individual experience these changes in a different way and at a different pace and are normal. The reproductive system. The youth learnt different parts and functions of the reproductive systems, how to care about them. They appreciated that Knowing accurate information about their own body strengthens girl's self-awareness and self-esteem. Informed girls are able to understand what their bodies

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are capable of doing, and to reject myths and misconception that can lead them to harm. Preventing teenage pregnancy why and how? In this activity the participants were able to list reasons why a girl may want to delay or prevent pregnancy based on different types of consequences over their lives. Having the capacity to get pregnant does not mean the teenage girls are physically or emotionally ready to have children. There are many reasons for delaying pregnancies and a variety of contraceptives methods to do so. Preventing STIs, in this session the participants learnt that the girls have the right to protect themselves against STIs. It is very important for girls to know how to protect themselves and their partners against STIs. Being aware of different infections you can get from unprotected or unsafe sexual contact is also important. Our health our lives. In this activity the girls learnt that having correct information about sexual and reproductive health allows girls to make better decisions about their bodies and their health. Following these three steps can help the girls to make good decisions: 1) stop and think 2) know the facts 3) consider the consequences. Girls have the right to girl friendly sexual and reproductive health and information services. Knowing where they are and what services they are supposed to provide can help girls to claim this right.

The participants learnt that they all have the right to get pregnant by choice, not by chance or obligation.

A male participant Y 8 CoC member from Abako Sub County also testified to have a girl friend whose health status he didn't know and have been putting him on pressure to have intimate relationship something he feared but after the CoC engagement on boys' champion of change (module 3), he was able to make up his mind, talked to the girl about risks involved in sexual intercourse like unwanted pregnancy, STI/STD, HIV/AIDS where she understood and decided to use protection (condom). He also added that, both of them didn't know much about teenage pregnancy and STI/STD prevention but now they are aware and are talking to other peers about it.

The youth committed to start collecting and engaging in waste recycling, climate smart horticultural production and utilization of locally modified cook stoves that conserves energy and produce less smokes. Based on findings from champion of change home visits, the youth have influenced their families to adopt the use of locally modified cook stoves. For example, female participant X 17 moulded modified cook stoves with locally available materials and currently the family has embraced and using to cook food.

The youth were also able to understand the nexus of climate change and SRHR where they were able to reflect and interlink the relationships between climate change and violence, climate change and gender, building resilience to climate change for continuous access to SRH Services -mapping our community and becoming a champion of gender equality and climate action.

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Through the CoC engagement particularly on climate change, a male participant Y 11 from Amugu Sub County planted trees seedlings (fruit trees-mangoes, avocado) and practice climate smart horticultural production as a way of mitigating and adapting to climate change impacts and the fruit trees will serve as a source of food and nutrition to the family as well as for income generation.

Young people learnt about how to identify hotspots for climate change impacts and how to guard against effects/impacts of climate change in their lives and community at large.

The youth reflected and appreciated the barriers and opportunities girls have for economic success, importance of supporting girls to have a sustainable economic future. Through the CoC engagement-being economically empowered Participant Y 8, CoC member from Abako Sub County opened a chapatti making stall with the money he has been saving. Participant X 11 testified that the CoC training empowered her to enrol for a vocational skill training with the help of soft loans she has been getting from the VSLA. She also added that she is rearing poultry and one sheep and also making plans to borrow money from VSLA to buy 2 piglets for rearing. Participant Y 1 testified that he has started a poultry and goat rearing project as a way of making money. Besides that he has a side hustle of brick baking and laying where he earns out of its sales and currently he is saving in the CoC group VSLA for more investments.

#### **Activity 1.1.1.3. Intergenerational dialogue**

The dialogue meeting happened between the CoC members and parents being trained using building bridges curriculum in the 4 VSLA groups (2 groups in Amugu and 2 groups in Abako Sub County). This intergenerational dialogue on gender norms was conducted by CLASS in February 2026 in Abunga parish Amugu Sub County and Amononeno central-village, Amononeno parish, Abako Sub County with the main target of youth who are out of school aged between 15-24 years (champion of change members-boys and girls) and parents of Amononeno parish (par piwa VSLA and Acan pe kun VSLA parents group)-Abako and parents of Abunga parish-Amugu sub county (Lango Pedagere VSLA and Odio cwinywa VSLA group).

During the activity, a total of 240 participants were reached thus 120 participants (59 males: 61 females including 86 young people (36 males: 50 females)) in Abunga parish-Amugu sub county and 120 participants (51 males: 69 females including 60 young people (30 males and 30 females with three PWDs (2 females: 1 male))).

In the discussions, a number of issues leading to low access to SRH services by young people and among the identified issues were; negative social norms that exists within the community, misconceptions around SRHR for young people, lack of accurate information on SRHR by both young people and their parents, distance and associated cost to access SRH services, lack of parents support to young people to access SRH services among others.

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Parents asked health workers present whether there could be a negative possible effect of SRH services on the lives of young people. Health workers encouraged participants to consult qualified medical personnel if they want to use any of the contraceptive methods to ensure safety and effectiveness of contraception.

Leaders committed to regularly engage in awareness creation on SRH to a wider community especially about the importance of SRHR services access for young people.

The participants were able to identify and analysis the different institutions with their efforts to increase access to SRH services.

According to the dialogue, it is evident that young people and adults in a community often have different perspectives, and involving adults in sexual and reproductive health programs is important in influencing health seeking behavior and improve SRH rights among adolescents from the local perspective. However, parents' involvement in SRH programs can provide more effective support for youth; improve communication between adults and young people, and increase community ownership and sustainability of Youth sexual and Reproductive Health efforts effective.

The young people and parents also identified community leaders' involvement as paramount in promoting increased access to SRH service among young people where they cited the religious leaders, traditional/cultural leaders that included clan chiefs, clan heads, and women leaders among others.

They were also able to point out their roles on adolescents SRH and rights as; advisory, encouragement, regulating and restricting cultural practices, formulating bye-laws and handling sexual abuse complaints.

In addition, parents and youth testified that the majority of community leaders have low level of knowledge on adolescent's SRH rights evidenced by low rate of awareness creation by them (leaders) especially during social events/gathering therefore continuous capacity building to leaders on SRH should be done/considered.

Parents testified that through the engagement of Parents on Building bridges curriculum has improved their relationship with their children were have now started devising initiative to discuss with their children about sexuality.

Parents also testified that through the discussion they have realized the importance of SRH for young people and the need to support them access SRH services as a way to improve on SRH of young people.

### **Selected activity photos**

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### Champion of change sessions in Amugu Sub County

**Output 1.3: Adolescents and young people, especially adolescent girls most at risk, have skills and increased links to pursue economic opportunities including alternative livelihood opportunities and green solutions**

**Progress note and description of activities carried out**

#### **Activity 1.3.1.1: Selection of AY.**

This activity was organized by CLASS led by the innovation officer in January 2026 targeting out of school youth aged 15-24 including persons with disability within Alebtong district.

The purpose of the mobilization was to create awareness about the on-going innovation hub training opportunity under CLASS Youth Innovation Hub program.

It was to create awareness about the innovation hub program opportunity to the wider community of Alebtong district, to identify and select the potential candidates through the application process.

During the activity, adverts were displayed in various public places such as CLASS office, different town council/Sub County noticeboards and announcements were made in churches as well as local government structures in Alebtong district to circulate information about the training opportunity.

A total of 85 youth (51 females: 34 males) Applicants were received and assisted to fill in the Innovation hub program application forms.

A number of youth who applied for the program were mainly from Alebtong district in the Sub Counties of Adwir, Aloji, Amugu, Alebtong Town Council, Akura Sub County for the training opportunity were they were assisted to apply for different courses offered based on their own interest and choices waiting for screening through interview.

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The 85 youth that showed interest were then screened and 50 youth (30 females and 20 males) were shortlisted for oral interview based on the different courses of their interests.

The shortlisted applicants were contacted and made aware of the confirmed date for the oral interviews.

#### **Selection of youth for enrolment under innovation hub program**

This activity was conducted in the 2<sup>nd</sup> week of January 2026 by the innovation officer assisted by CLASS project team (M&E officer and program manager) through oral interviews targeting the shortlisted 50 youth (30 females and 20 males) for cohort 5 enrolment.

The purpose of the interview was to identify and select the right youth (vulnerable, willing and capable) based on the courses they applied for or courses of their choices.

During the activity, 50 youth (30 females: 20 males) were examined on their attitudes and motives towards TVET as a way of improving on their lively through skilling.

Other areas assessed includes their indigenous knowledge and practices on climate change, SRHR and its services, gender and inclusion and climate change.

Bio data information regarding applicants were captured e.g. residence, age, sex, level of education, talents among others.

A total of 25 out of 50 youth (17 females: 08 males) who were interviewed successfully made it through the shortlist.

A number of youth for example, A1 (female), B1 (male) testified that the Interview question was so technical and wide therefore it required critical thinking especially on issues of climate change and gender that they always listened to only from radio.

CLASS engagement in this activity has enabled CLASS to identify and enrol the right youth who are capable, motivated and are willing to join and prosper through the program given the fact that they are from vulnerable families and communities.

#### **Task 1.3.1.2 Orientation of AY and Parents**

Orientation of AY and parents was conducted in the 2<sup>nd</sup> week of January 2026 at the innovation hub Alebtong. The meeting was attended by parents, youth, (other stakeholders like Community Liaison Officer) and CLASS staff members.

The meeting aim was to;

- Orient Adolescent Youth, Parents and other stakeholders on the training program.
- Obtain consent from parents and the youth regarding the training program.

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- To solicit parental support towards the realization of successful training program and gainful employment.

Parents of selected Adolescent Youths and other relevant stakeholders were mobilized to participate in a one day orientation workshop to provide a detailed understanding on the training program at the innovation hub.

The **Community Liaison Officer (CLO)** asked the parents to raise up their hands together with the youth and told the participants that the meeting has three parties i.e. Youth, parents and teachers/project team, where he encouraged the parents to adopt the new technology and the skilling program and he encouraged parents always to concentrate on developing youth irrespective of their Gender. The Community Liaison Officer (CLO) Alebtong also gave a short testimony about his daughter whom people said that she was a failure even him he was not sure of her performance but later on she decided to join Hairdressing and she is now the most resourceful person basing on her skills where she is getting good money out of that , he also cited an example where the young lady Plated a minister's hair who paid her UGX 500,000 for the quality work done and now she has been taken by the Minister to work in Kampala. He advised the youth to look like what they do, Fear God and always try to do Good, he advised youth to portray good image, Moral culture and descent dressing in our Community and added on to it discipline all shall be well with you as you are now going out looking for job and creating employment for themselves.

One of the parents (a retired teacher) testified that hands-on skill is the only way to go in order to deal with the unemployment in our country, he continued by testifying that he was skilled in construction before joining teaching profession that made him survived after losing his job and he encouraged the youth to embrace this opportunity because it will open for them doors and support them in the future.

Parents were told the importance of supporting and giving their children adequate time to participate during the training period whereas the youth were requested to avoid absenteeism because this will affect them in future and to some extent they may be weak in their field or trade since they will not be having adequate time to explore their technical areas of their vocational skills.

Parents were requested to start early preparation of helping young people with the process of gaining employment for job opportunity and self-employment for youth by organizing support in terms of startup capital, or connection for job placement and also to support and encourage the youth to concentrate and work hard in order to achieve the training outcomes.

Consent forms and agreement to support the youth throughout the training process were signed by all the parties (parents, youth and CLASS).

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A total of 61 (25 male and 36 female) participated in the orientation meeting.

#### **Activity 1.3.2: Vocational/Green Skills training through Innovation Hub**

The young people enrolled for employability skills training were taken through core training modules such as life skills sessions, climate change sessions, SRHR core topics, entrepreneurship sessions, menstrual health and hygiene, gender and disability inclusion sessions. The purpose of this training was to empower Children Adolescents and Youth (CAY) with life skills and livelihood skills, knowledge and inspire them to create solutions to their life challenges in a safe space.

A total of 25 youth with 17 females and 8 male including one person with disability (speech and hearing impairment-male) enrolled for hairdressing and motorcycle repair enrolled and completed the 3 weeks life skill training sessions.

The partners managed to deliver all the modules well and some of the youth like Okello (not real name), Ojok (not real name) testified that he never knew about Sexual and Reproductive health and Right and its services, Disability inclusion and its importance but through the training sessions he now knows where to access the SRHR services, how to make informed decision about his SRH (knows his rights), knows the rights of persons with disabilities and how to work with them after understanding their needs and challenges they go through. The majority of the youth averagely 24 out of 25 attended regularly and many of them were so much interested in learning more topics especially on Life skills. Most of the youth testified that they are now able to identify their strength (talents, personal rights and skills), weakness, opportunities and threats around them.

They also testified that they have developed knowledge and understanding of menstrual health and hygiene and its importance to both boys and girls and how to support girls maintain their menstrual health.

They also testified that the knowledge they have attended has helped them make decisions about their menstrual health where some of them had to seek immediate medical services like HIV/AIDS testing and counselling.

The youth also testified that they are now communicating assertively with their fellow peers after attending a session on communication skills e.g. Sharing their personal challenges and the pass experience among the peers a youth by the name Okello (not real name) said for him he shared with the fellows how he used condom during sexual intercourse with his girlfriend and how to access it in the government health facilities, pharmacies, clinics, and drugs shops and other services like HIV testing.

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The young people enrolled in motorcycle mechanic and hairdressing continued and finalized their training were they were all subjected to final assessment to evaluate their performance in both vocational (practical and theoretical aspects) and life skills components. Only 23 out of 25 youth (16 female 7 male) and did the assessment.

It should also be noted that some of the youth have already starting benefiting from their skills even before completion of the training period for example, Hairdressing trainee 1 and testified that during weekends they use the skills acquired particularly styles like Free hands, Kichwili, Direct twist, Indirect twist twist-knotless and three – three to generate between UGX 5,000-12,000 which they save some part and use others to provide basics needs like food at home, some used as upkeep and also their personal needs. Female motorcycle mechanic trainee 1 also testified that she received a total of UGX 8,000 when she repaired a motorcycle in their trading center, Adwir. Some of these stories encouraged and motivated the youth to concentrate and value the training program.

#### Selected activity photos



Youth being inspired and encouraged by successful people & CLO at the innovation hub Alebtong



Youth mending tube during motorcycle mechanic training at Kopia Traders garage in Alebtong, a girl taking lead handling motorcycle engine work.

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Young people committed to sharpening their skills during Hairdressing sessions at BITNIF-SMC in Alebtong.

**Outcome 3: Children, adolescents, and youth in all their diversity live in safe and supportive communities that transform gender roles and challenge harmful social norms and stigma around SRHR.**

**Output 3.1: Parents, community members and leaders know how to create an enabling environment, how to challenge stigma and harmful norms and support adolescents' access to SRHR services.**

**Progress note and description of activities carried out**

### **Activity 3.1.2**

#### **Task 3.1.2.1 Identification of male engagement groups**

This activity was conducted by CLASS project team in March 2026 in Abako and Amugu Sub County targeting male adults/fathers of Amononeno parish-Abako and Abunga parish-Amugu Sub County Alebtong district.

The purpose of this activity was to identify and register male champion groups within the two parishes and train them on menstrual health and hygiene management and contraceptives

During this exercise, two groups in the names of St. James Fathers' union-orangi village and father's club were identified and registered in the parish of Amononeno-Abako and Abunga Amugu Sub County respectively.

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St. James Fathers union registered 25 members all males and fathers' figure registered 23 members.

In the identified groups, members together with the male champion-ring leaders of respective groups were briefed about the male champion enrolment were they accepted and were positive about going through the training on menstrual health and hygiene and, contraceptives. The two groups were able to elect their representatives who underwent a 2 day training on session delivery in preparation to facilitating session in their respective groups as ring leaders.

Task 3.1.2.3 Facilitate male engagement sessions.

This activity commenced in March 2026 in Abako and Amugu Sub County with identification and registration of St. James father's union and Father's club located in Amononeno parish and Abunga parish respectively targeting fathers/men in the two locations, Alebtong District.

The purpose of the activity was to engage men in MHM and contraception, promoting their active participation in supporting girls'/women's reproductive health and well-being.

During the engagement, a total of 45 fathers/men (22 participants in Amononeno parish-abako and 23 males in Abunga parish Amugu Sub County) were trained on family planning and menstrual health and hygiene.

The participants were trained on the following topics under family planning; the different types of family planning methods and contraceptives, the importance of using contraceptives in their lives including young people, myth and misconceptions around family planning and contraceptives among others.

They were also trained on menstrual health and hygiene; what menstruation is, the different materials used by women during menstruation, good and unhealthy practices regarding menstrual health and hygiene, the different support needed by women and girls to support their menstrual health and hygiene.

As a result of this engagement, there has been;-

Increased support by men for women's reproductive health that includes choices, promoting positive attitudes and behaviors.

Improved knowledge and attitudes by men towards menstrual health and hygiene and contraception.

They also gained knowledge on family planning and its significance in the community.

Fathers (1&2) testified that they didn't bother to know about menstruation and its impacts in the lives of women but based on the knowledge gained they are able to identify and demystify

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misconceptions around family planning/contraceptive use (for example myth that says it makes people produce children with disability and a misconception that, it causes barrenness when used by young people who are not married) and are now supporting their women through providing basics needs like pads, sharing responsibilities in the home especially when their women are menstruating, allowing women take decisions regarding the menstrual health including the right to say no to sex during the period they are menstruating.

Father 1 also testified that based on the training and knowledge gained about family planning, he together with his wife agreed to get family planning services where his wife is currently using it to control unwanted pregnancy.

Fathers also testified that they are now challenging myth and misconception around family planning and menstrual hygiene and health among men by engaging them in meaningful conversations about family planning and menstruation. They added that attitudes of fathers and men have improved positively about how they look at family planning where some of their women are already using the services.

Father 3 testified saying that when he received the training about family planning, he went and told his wife about it and she got interested in the service, enrolled for it and now they are living in harmony and communication has improved between them.

Father 4 testified that he used not to understand about family planning and used to think that it only works for white people (foreigners) but now realized that even the natives can use.

Father 5 testified that he used to think that a person using family panning could not contact STI/STD but through the training he now understands that they should prevent the STDs too.

Father 6 testified that if he had received the training on family planning earlier he would have utilized the service so as he could have produced the number of children he would cater for but now he will start creating awareness about family planning and its importance to other parents and youth.

Below are some of the common questions asked during sessions;

- What are the benefits of using family planning?
- Is family planning for those only in productive age or even for elders?
- Can those who are not yet married use it (family planning)?

**Output 3.2: Parents, caregivers and communities have capacities and positive coping strategies to overcome shocks and stresses**

**Progress note and description of activities carried out**

**Activity 3.2.1 Support parents' VSLA**

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#### Task 3.2.1.3. Technical Support and Training

CLASS identified, facilitated and engaged a resourceful person (one of the community based successful business men in Amugu) with the ability to influence the group members to invest their saving after share out in profitable businesses. The resourceful person visited and interacted with all the 4 parents' VSLA group members in both Amugu and Abako Sub County on how they can use the money from savings after share-out to profitably reinvest and create income generating activities in order to improve their economic status to help them support better access to Sexual Reproductive Health Rights services of the children as well as build resilience against climate change shocks and stresses.

This activity was conducted by CLASS in mid-March 2026 targeting parents of Odio cwinywa VSLA, Lango pedagere VSLA, Acan pe kun VSLA, Par piwa VSLA group respectively.

Objectives of the activity were;

- To improve investment knowledge.
- To enhance financial planning skills.
- To increase investment returns.

In the activity, four groups were engaged i.e. two in Amononeno parish (Par piwa VSLA and Acan pe kun VSLA) and two in Abunga parish-Amugu (Lango pe dagere VSLA and Odio cwinywa VSLA group) reaching out a total of 97 parents (38 male and 59 female) participated in the training that is 32 parents (7 male and 25 female) of Par piwa VSLA group (Abako), 18 parents (8 male and 10 female) of Acan pe kun VSLA group (Abako), 24 parents (17 male & 7 female) of Lango pedagere VSLA group (Amugu) and 23 parents (6 male & 17 female) of Odio cwinywa VSLA group (Amugu Sub County).

Participants gained better understanding of investment concepts, strategies and risk management.

Participants developed more comprehensive approach to managing their finances and long term goals.

The sessions equipped participants with the skills to identify and invest in opportunities that lead to higher returns.

Through the training members pledge to put more effects in saving and invest in what matters (venture with higher returns) since the training was timely.

Parent 1, a member of Acan pekun VSLA Amononeno parish testified that he his saving culture is going to improve through increased investments and returns.

Parent 2 (a member of Odio cwinywa VSLA) thanked CLASS for the program and said that with the knowledge gained, he will be able to save and operate a business.

### **QUARTERLY NARRATIVE REPORT**

One other female parents castigated how she was wasting money recklessly, now she will know how to handle her finances and have a better saving culture.

#### **Activity 3.2.2. Implementing building bridges**

##### Task 3.2.2.2 Delivering building bridges

This activity commenced in March 2026 in Amugu Sub County and Abako sub Alebtong district targeting 120 parents form Abako and Amugu Sub County thus 30 from Abako and 30 from Amugu Sub County who are organized in VSLA groups in areas where champion of change groups are staged/being hosted.

The purpose of this activity was to empower parents of young adolescents to talk to their children on issues around sexuality and relationship.

The parents engagement commenced with registration of four (4) parents groups in the two parishes of Amononeno parish in the names Acan Pe Kun VSLA in orange village and Par Pir anyim VSLA group in Alela village where as in Abunga –Amugu two groups in the names of akulaum VSLA and Odio cwiny wa VSLA respectively.

The four groups registered consisted of a total of 170 members i.e. 31 members (7 males and 24 females) Acan pe kun VSLA, 38 members (21 males: 17 females) Par Pir wa VSLA, 78 members (38 males: 40 females) Akulaum VSLA, and 23 members (5 males: 17 females) of Odio cwiny wa VSLA group.

The four groups formed were briefed about building bridges program/curriculum and are ready for engagement.

During this exercise, parents realized the importance of building bridges in promoting informed decision making regarding SRH and access to its services.

The roll out of building bridges curriculum in the 4 groups identified and registered commenced in March in all the locations thus Abunga parish-Amugu and Amononeno parish Abako with activity 1: understanding rolls of parents during adolescence.

CLASS' involvement in building bridges curriculum enhance access to information and services of SRH by young people who are out of school in the community of Alebtong particularly in Abako and Amugu Sub County.

72 parents (35 males: 37 females) Lango ped dagere VSLA group, Abunga Parish-Amugu Sub County.

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29 parents (25 males: 24 females) of Odio cwinywa VSLA group, Abunga parish, Amugu Sub County.

The two parent's groups in Amononeno parish-Abako (Acan pe kun VSLA and Par piwa VSLA group) were trained on the following activities; A1.parenting an adolescent, A2. Being an askable parent, A3. What to say and when? Age responsive messages and sexuality, A4. How to explain puberty and body changes, A5. First sexual experiences: how to support your child to make choices, A 6. Gender and sexuality, A 7A. Consent and sexual abuse and violence.

The two Parent's groups in Amugu Sub County (Lango pedagere and odio cwinywa VSLA group) were trained on the following topics; A1.parenting an adolescent, A2. Being an askable parent, A3. What to say and when? Age responsive messages and sexuality, A4. How to explain puberty and body changes, A 5. First sexual experiences: how to support your child to make choices, A 6. Gender and sexuality, A 7A. Consent and sexual abuse and violence, A7 b. How to stay safe online, A8. How to discuss sensitive issues and A9.Intergenerational communication.

Other trainings include; disability inclusion and training on VSLA methodology and financial literacy/reinvestment.

During the engagement, parents learnt what it is to be a parent, who adolescents are and their roles as parents in the lives of young people/adolescents.

The parents also appreciated the importance of assertive communication to their children, where they learnt different communication skills in parenting adolescents. They realized that they need to listen to their children in order to improve on the communication gap.

The parents also learnt about puberty and the different changes that happens when one is changing from a child to adolescence. They learnt the best time to engage their children in different aspects of sexuality for example first menstruation, sexual intercourse, masturbation, menstruation among others, during adolescence.

The parents were able to understand adolescent sexual development and Identify age-responsive message and How to explain puberty and body changes their adolescent children.

The parents also understood what gender norms are, how to prevent harmful gender norms as well as Consent, sexual abuse and violence and how to safeguard children form sexual abuse and violence.

They also learnt about disability inclusion where they were introduced to the general concept of disability-what disability and impairment is, types of disability, barriers to disability, and disability friendly languages among others.

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The parents also learnt financial management skills thus the art of saving and investing. They also learnt how to identify and utilize resources available within their reach.

Parents appreciated the importance of their participation in building bridges curriculum thus they testified that it is helping them to build a relationship with their children especially with adolescents.

Improved attitude/positive attitude by parents towards adolescent sexuality thus most have realized the importance of SRH to young people.

The parents got aware about disability and the importance of disability inclusion in the community.

They also understood the importance of financial literacy where they were also able to realize the importance of financial inclusion of young people and women.

A female member of Odi cwinywa VSLA testified that through the engagement she learnt the different communication tactics that has improved communication between her and her daughter where they have been discussing issues regarding sexuality with her and her behavior has changed positively.

Another female member testified that the training has improved her knowledge about adolescence and body changes that is helping her to advise her grandchildren and their fellow peers within the community about issues of sexuality and SRH in general.

A male member testified that he gained knowledge especially about puberty and about his roles as parents which has changed his perspective about how to handle home affairs; as he talks he has started coming back home early and creating time for his adolescent children discussing issues that matters in their lives like sexuality-sexual abuse, violence among others.

#### **Activity 3.2.3 Supporting parents VSLA groups**

Task 3.2.3.3. Supporting parents to implement positive coping mechanisms.

A total of 133 Parents VSLA group members were each given a package of one or more varieties (ranging from green paper, onion, cabbages, red paper, tomatoes, eggplant, and watermelon seeds) of planting materials as per the list of members' needs generated earlier during building bridges sessions.

CLASS Project teams together with Sub County Extension workers oriented the group members on best agronomic practices and continued providing technical support to enhance better climate smart practices. The collaboration has been built and strengthened with Sub County

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Agricultural Extension workers to ensure continuity of technical support to the groups until harvest of these climate smart horticultural crops beyond the intervention timeframe. Also members already identified as currently practicing resilience strategies have been selected by the groups to lead them throughout the process of planting, management, harvesting and marketing, the group members are benefiting from the experience and skills of these few individuals as champions to drive success. This positive coping behaviors and support have been a source of inspiration and contribute to a broader shift towards a more sustainable communities. Parents VSLA group members trained in climate change sessions have become crucial because of the knowledge and skills gained and being practiced to address the challenges of climate change, build resilience and foster sustainable practices. The groups have been transformed to local champions to drive positive change within their communities by promoting climate-friendly behaviors, optimizing resource management, and advocating for climate action when supported.

#### Selected activity photos



Training of parents from Par piwa and Acan pe kun VSLA groups Amononeno parish-Abako S/C on disability inclusion

**Outcome 4: Children, adolescents, and youth in all their diversity participate and benefit from a vibrant civil society that advocates for increased public investment and improved SRHR policy and promotes equality for and agency of girls**

**Output 4.1: CSOs have improved their capacity to influence ASRHR and gender equality for CAY in all their diversity and advocate for their rights**

Progress note and description of activities carried out

#### Activity 4.2.1. Sub County Advocacy

Task 4.2.1.1 Identification of advocacy issues

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CLASS facilitated and supported the youth to lead the advocacy activities. Overall in the two Sub Counties of Amugu and Abako a total of 40 young people (20 male and 20 female) aged 15-24 years were identified, selected and oriented on the advocacy cycle.

The advocacy cycle included the following 7 steps:

1. Identify and analyze the issue
2. Set the goal and objectives
3. Identify the decision makers
4. Define the message and the 'ask'
5. Set timeline
6. Assess resources, choose tactics, and implement
7. Monitor, evaluate and share

The objective was to familiarize and empower young people with the advocacy knowledge and skills they need to engage in effective meaningful advocacy.

The youth were able to elect their team leaders as they work the advocacy journey in the two Sub Counties.

After coming up with a work plan during the orientation, young people mobilized their other colleagues including community members and came up with lists of issues affecting them but zeroed to water crisis in their communities affecting almost everyone. They were able to reach out to their local council 1 chairpersons to investigate and further analyze the issue. The water crisis stemmed from the fact that most of the boreholes were broken and for long not repaired, some of the boreholes and well could not provide adequate water during the dry seasons whereas some of the villages don't have nearby water sources and so they had to trek pass very many villages to access water.

The youth developed their own advocacy strategy to help them deal with the issue at hand.

#### Task 4.2.1.2 Engaging leaders on Advocacy issues

The 40 young people (20 male and 20 female) in both Amugu and Abako Sub County were able to present their issue to the Sub County leaders for action.

The major objective was to draw attention of the leaders on the issues affecting their SRHR access.

The youth met their leaders especially the chairperson LC III at the Sub County headquarters of Amugu and Abako. The issues presented were received, discussed and the chairpersons committed to visiting those communities to further diagnose the issues.

Duty bearers also promised immediate repair of broken boreholes since water is very essential in the lives of the community.

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Upon successful identification of advocacy issues, young people were able to meet the Sub County leaders and were able to present their issues to sub county Community Development officer and LC3 chairpersons for both sub counties (Amugu and Abako). From the list of the issues raised by the youth. The local leaders agreed and decided to validate the water crisis in some of the areas. Also young people were tasked to get in touch with the local council ones of their villages. The sub county representatives mobilized communities in affected villages (3 villages in Amugu and 2 villages in Abako) and discussed more with them especially on how to ensure cleanliness of the water points hence limiting the sharing of some water sources with animals. Some of the issues were to be tabled before council in their regular meeting for discussion and resource allocation.

#### **Task 4.2.1.3 Follow up of advocacy issues**

From the various commitments, the youth are watching and waiting for the leaders (technical staffs and political) from the Sub County to visit their villages on the subject matter.

A total of 20 youth were facilitated to follow up on some of the commitment made by the leaders regarding repair of some boreholes in Abako Sub County. In Amugu, the LC3 had promised to table the water crisis to Amugu Sub County council meeting. From the follow up, findings showed that council deliberated on the need for increased boreholes in Amugu Sub County and lobby from Alebtong District Local Government to allocate at least 2 new boreholes. The council proposed allocation for repair of 3 bore holes in Amugu (Abinokoo, Obangangeo and Otuke villages).

#### **Selected activity photos**

**QUARTERLY NARRATIVE REPORT**



Young people mobilized themselves in Abako to identify advocacy issues to be fronted to local leaders for action

## QUARTERLY NARRATIVE REPORT



The youth presents their issues as leaders listen and provide responses in Amugu Sub County

### Learnings

Participants and the community at large didn't know about disability and the best practices in handling disability related concerns for example, communication therefore through the project officers CLASS plans for Home visits and observation at the training places

Persons with Disabilities have gained the courage to participate in community development forums, gained confidence to express themselves in public and the youth appreciated the importance of disability inclusion hence are relating freely with PWDs

Gender inequality are still reflecting strongly within the communities of Awaping-Abako and Abunga-Amugu sub county where the community has attached more values to boys compared to girls, CLASS intends to engage more on awareness creation related activities

### Challenges encountered during the quarter

- Unreliable weather changes have affected champion of change training sessions translated into late coming and absenteeism of young people expected to frequently attend the sessions.



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- High expectation by the community members for free handouts like food and money when they attend an activity organized by the NGOs
- Inadequate parental support and guidance towards youth engagement in CoC activities and others hence young people participating with a lot of difficulties.

### Recommendations

- CLASS should prioritize proper timing of champions of change sessions by either adjusting meeting time to avoid disruption by weather changes.
- CLASS to identify and link partners offering other services that addresses the expectations of material things like food to be integrated into CoC activities and other community engagement.
- CLASS should consider the need for parents to be reoriented by way of conducting home visit where possible, the roll out of building bridges curriculum for parents' groups needs to be quickened to give parents more insights on how to support and engage their children on issues related to their SRHR services and information access.

**Report approved by:** Omara Moses

**Title:** Executive Director

**Date** 5/4/2026

**Sign:** 