



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

# GUIDELINES ON THE FORMATION, MANAGEMENT AND STRENGTHENING OF SCHOOL CLUBS



2020





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2020

# Table of Contents

Foreword.....	iii
Acknowledgements.....	iv
Abbreviations.....	v
1. Introduction.....	1
2. Ministry of Education and Sports Policy on School Clubs.....	2
3. Purpose and Objectives of the Guidelines.....	3
3.1. Users of the guidelines.....	3
3.2. Guiding principles.....	3
4. Purpose and Objectives of Student Led School Clubs.....	5
4.1 Principles and Values for Student Led School Clubs.....	6
5. Step by Step Process of Forming Student Led School Clubs.....	7
6. Managing School Clubs and Key Actors.....	9
7. Strengthening School Clubs.....	11
7.1 Objectives of Strengthening School Clubs.....	11
7.2 Strategies for Strengthening School Clubs.....	11
7.3 Guiding Questions to consider in strengthening student led school clubs.....	12
8. Sustainability of School Clubs.....	13
9. Monitoring and Evaluation of School Clubs.....	14
Annex 1: Selecting a Club Champion.....	15
Annex 2: Roles and Responsibilities of Stakeholders in Sustaining School Clubs.....	17
Annex 3: Questions to Consider when Reviving a Non-Functional Club into a Functional Club.....	21
Annex 4: Benefits in participation in school clubs by Sparks blogs.....	22
Annex 5: School Club Registration Form.....	24
Annex 6: Monitoring and Evaluation Questions and Tool.....	25

## Foreword



The right to education is universally accepted as a human right for all people. Schools are uniquely positioned to deliver this right; empowering girls and boys to cultivate their creative talents, critical thinking, acquire life skills, develop social relations and grow up with dignity as individuals and transform their lives. However, many learners in Uganda face great challenges in pursuing their education, particularly related to their growth and development in preparation for life after school. These challenges affect their school attendance, performance and completion, as well as the extent to which their education adequately prepares them for their future lives. Unfortunately, these challenges in many cases have not been adequately addressed by Schools, Parents and the Community. Yet learners need spaces to voice issues that undermine their wellbeing and contribute to positive change.

School clubs are one of the mechanisms that can provide spaces for children to participate, acquire life skills and strengthen their voice and institutions. School clubs also provide a safe space for learners to nurture and develop life skills to make informed life choices. Through participating in club activities, children and young people learn to prioritize and manage time well, gain insights into possible career aspirations. School clubs therefore contribute to the overall well-rounded learning experience both in and outside of school.

I have the pleasure to present to you the Guidelines on the Formation, Management and Strengthening of School clubs. The guidelines are to be operationalized in all primary, secondary schools, colleges and other tertiary institutions of learning.

I urge all stakeholders engaged in education services in Uganda to make use of and comply with the guidelines so that our learners are given an opportunity to start and maintain successful clubs that are positive and supportive spaces for their participation and empowerment and contribute to the learners' overall academic profile.

Sincere appreciation is extended to; the Education Development Partners and Civil Society Organizations for the continuous support to the programmes of the Ministry of Education and Sports. In particular, the Ministry of Education and Sports is indebted to Irish Aid and UNICEF for supporting the development of these guidelines.

Hon. Janet K. Museveni

**FIRST LADY AND MINISTER OF EDUCATION AND SPORTS**

## Acknowledgements

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The Formation, Management and Strengthening of School Clubs Guidelines is a result of a participatory process that involved nationwide consultations with; learners, teachers, members of School Management Committees (SMCs), District Inspectors of schools, District Education Officers (DEOs), Officials from Ministry of Education and Sports (MoES), District Local Governments, Religious Cultural Leaders and Members of Civil Society Organizations.

Special thanks go to Irish Aid and UNICEF for funding the development of the guidelines and the continued support to initiatives that protect Children’s Rights in Uganda.

The Ministry appreciates the Members of the Gender in Education Technical Working Group, the Inter-sectoral Committee on Violence(ISC\_VAC), M&E for their continued commitment towards this effort. Special thanks go to the Leadership of the Gender Unit for coordinating the process.

I appeal to all schools to make use of the guidelines in the formation and management of school clubs to ensure that these clubs are effectively utilized as avenues for learner participation and empowerment.

A handwritten signature in black ink, appearing to read 'Kakooza', with a long horizontal stroke extending to the right.

Alex Kakooza

**PERMANENT SECRETARY**

## Abbreviations

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AIDS	Acquired Immune Deficiency Syndrome
BoG	Board of Governors
BRMS`	Basic Requirements and Minimum Standards
BRMS	Basic Requirements and Minimum Standards
CFS	Child Friendly Schools
CSO	Civil Society Organizations
DEO	District Education Officer
HIV	Human Immunodeficiency Virus
MoES	Ministry of Education and Sports
NGO	Non- Governmental Organizations
PTA	Parents Teachers Association
SMC	School Management Committee
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
USE	Universal Secondary Education.



# 1. Introduction

The right to education is universally accepted as a human right for all people. Schools are uniquely positioned to deliver this right. Education is critical for empowering girls and boys to transform their lives. Education offers children with the opportunity to cultivate their creative talents, critical thinking, acquire life skills, develop social relations and grow up with dignity as individuals. Schools also serve as important resources for learning and development of values that are acceptable in society.

Children in Uganda face great challenges in pursuing their education, particularly related to their growth and development in preparation for life after school. Whereas school programs are intended to support learners acquire life skills and positive behavior such as being able to express him- or herself, make good decisions, and participate productively in society, girls and boys face environmental and behavioral challenges. These challenges affect their school attendance, performance and completion, as well as the extent to which their education adequately prepares them for their lives. The challenges in many cases have not been adequately addressed by schools, parents and the community. Children given an opportunity to enjoy a positive and supportive learning environment can enable them to voice issues that undermine their wellbeing and contribute to positive change. School clubs are one of the mechanisms that can provide spaces for children to participate, acquire life skills and strengthen their voice and agency. School clubs also provide a safe space for learners to nurture and develop life skills to make informed life choices.

These guidelines are designed to assist children and adolescents in both primary and secondary schools to start and maintain a successful club at school. School clubs are important to learners' development and contribute to their overall academic profile. By participating in club activities beyond traditional academics, learners are empowered to prioritize and manage time well, gain insights into possible career aspirations and club contribute to the overall well-rounded learning experience.



## 2. Ministry of Education and Sports Policy on School Clubs

Ministry of Education and Sports derives the policy on school clubs from article 12 of the UN Convention on the Rights of the Child (1989) states that “the child has the right to express his/her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child”.

The Universal Primary Education (UPE) guidelines (October 2008, page 16) require that a child stays in school and completes the primary cycle while actively involved in all the activities. It is believed that active involvement provides opportunity for the child to learn and apply the knowledge and skills acquired in a child friendly school that is rights and values based, inclusive for all children despite their sex, age, disability, region and refugees status ; health promoting school; community engaged school, academically effective school; an effectively managed school and a safe and protective school. School Clubs are under the core curriculum of the Ministry of Education and Sports in Uganda, and schools are expected to have them. According to the Basic Requirements and Minimum Standards (BRMS, 2010) Indicators for Education Institutions: Indicator number 5 on Organization and Development of Co- Curricular Activities; Schools and institutions should have at least two games, sports equipment or clubs and every learner should participate in at least one club. Schools should allocate one hour set twice a week for clubs related activities, and the above hours should be clearly indicated on the general timetable.

It has been identified that currently student led school clubs are not functioning adequately due to lack of direction and guidelines. Some student led school clubs could be viewed as harmful, and others are not sustainable. Some schools have too few clubs or too many. There is room for improvement in the formation and strengthening of student led school clubs to ensure that they have positive impact for learners and their communities.

The Ministry of Education and Sports offers these guidelines to support the formation, management and strengthening of student led school clubs to promote effective lifelong learning.

## 3. Purpose and Objectives of the Guidelines

The overall purpose is to guide schools on the formation, management and strengthening of student led school clubs that serve as effective mechanisms for equipping learners with lifelong skills and better education outcomes.

**Specific objectives of the guidelines are:**

1. Define the guiding principles and objectives of student led school clubs,
2. Define a step by step process for the formation, management and strengthening of student led school clubs,
3. Guide schools and the respective key actors on how to promote the sustainability of student led school clubs.
4. Define the key actors, their roles and responsibilities in the formation, management and strengthening of student led school clubs and how these clubs can be effectively monitored and evaluated.

### 3.1. Users of the guidelines

The guidelines will be used by the following people:-

- 1) Children in schools,
- 2) Teaching and Non-Teaching Staff within Schools
- 3) Parents and Community leaders.
- 4) School Management and Governing Bodies/Organs
- 5) Religious and Traditional/ Cultural Leaders
- 6) Local Government Political and Technical Leaders
- 7) Specialised Agencies working for the welfare of children in schools.

### 3.2. Guiding principles

**Rights based approach** to ensure that children's rights protected. In particular, the right to participation, a safe and positive learning environment, right to information, right to free expression and to be heard for quality basic education and inclusion to be achieved.

**Schools as a convergence point for service delivery-** children spend most of their formative stages of life at school. Children can therefore easily access a set services while at schools. Student led school clubs provide a mechanism for mobilizing children to access services and other forms of support.

**Active participation, involvement and consultation of children in the learning process.** Children have special needs and interests which should be taken into account while forming, managing and strengthening student led school clubs.

**Gender sensitive and equity responsive approach in the formation and management of student led school clubs-** school clubs play an important role in shaping the values, norms and practices of its members. Student-led school clubs should be utilized as avenues for promoting gender sensitive, responsive and equitable values, norms and practices among learners.

**Building strong partnerships and linkages-** empowering children is the responsibility of all stakeholders. Therefore, schools have to build strong partnerships and linkages with parents, the community, civil society organisations, religious and traditional leaders and with relevant institutions in order to build effective student led school clubs and community engaged schools.

**Accountability and transparency in the formation, management and strengthening of student led school clubs-** all actors including children have to be accountable and transparent while forming and managing student led school clubs.

**Uphold the do no harm principle-** student led school clubs should take on interventions that contribute to positive change and long-term development of its members.



## 4. Purpose and Objectives of Student Led School Clubs<sup>1</sup>

Schools can have many clubs with several activities and with very specific aims or objectives for each of the clubs. The overall objective of school clubs is to empower learners with critical life skills communication and interpersonal skills, decision making and problem solving, creative and critical thinking, self-awareness and empathy, assertiveness, self-control and resilience through knowledge, skill development, participation and linkages with peer groups and wider networks in order to complete education, resist and report acts of violence/abuse, protect themselves from pregnancy and HIV/AIDS, and be empowered to mature into productively engaged citizens. Below are some of the objectives:

- i. To develop life skills among club members
- ii. To create safe spaces to discuss issues affecting learners e.g. growth and development
- iii. To promote the empowerment of youth especially girls and marginalized/vulnerable boys
- iv. To promote girls' and boys' dialogue on health awareness, promotion and development issues
- v. To build team spirit, networking, equal participation and inclusion among learners and improved education learning outcomes
- vi. To develop life skills among members, including self-esteem, awareness, income generation, problem solving and effective inter-personal communication and talents
- vii. To develop leadership skills, as well as transparency and accountability towards teachers and parents, while encouraging learners to take positions of responsibility at school and in their communities.
- viii. To contribute to positive change in attitudes, beliefs and behavior of club members and their fellow learners, parents and other community members.
- ix. To promote protection against Gender Based Violence/Violence against children in school (VACiS) and other dangers or risks children experience.
- x. To empower learners with special needs to participate, have peer support, and take positions of leadership, to promote equity in participation.

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<sup>1</sup> Benefits in participation in school clubs (Annex 4)

## 4.1 Principles and Values for Student Led School Clubs

In order for all children to have meaningful engagement in school clubs, the following principles and values must be followed

- i. Positive and inclusive promotion children's rights, roles and responsibilities
- ii. Emphasize unity and respect for diversity within the framework of national values
- iii. Encourage intercultural/intertribal/interracial engagement
- iv. Built around the interests of learners and solving their problems to encourage participation for all
- v. Developing useful skills, e.g. income generating activities
- vi. Encourage community service, e.g. cleaning, bringing children back to school, eg through the Go to School, and Stay in School (GBS) campaigns
- vii. Help learners evolve into productive members of society
- viii. Harmonize with school programs
- ix. Promote integrity, transparency and accountability
- x. Supportive and effective School Management





## 5. Step by Step Process of Forming Student Led School Clubs

<b>STEP 1.</b>	Identify the club’s objectives, mission and shared objectives
<b>STEP 2.</b>	Determine the club’s structure
<b>STEP 3.</b>	Define the club membership
<b>STEP 4.</b>	Develop tools for club engagement
<b>STEP 5.</b>	Steps to attract club membership
<b>STEP 6.</b>	Hold a first club meeting
<b>STEP 7.</b>	Start regular club meetings
<b>STEP 8.</b>	Delegate duties and responsibilities
<b>STEP 9.</b>	Prepare to pass on the torch

<b>STEP 1:</b> <b>Identify club mission/vision and shared objectives.</b>	<ol style="list-style-type: none"> <li>1. Identify a few friends and brainstorm ideas of with fellow students</li> <li>2. Consider drafting a draft mission statement/ what is the purpose of the club</li> <li>3. What are your long term goals? What do you want to achieve?</li> <li>4. Find out if a school has a constitution, a registration or application process for the club. (See Annex 5 for School Club registration form)</li> <li>5. Find a club patron to give support and guidance to all processes of registration; the patron should have some kind of expertise in the clubs’ area of interest and to give periodic oversight to the club. (See Annex 1 for selecting a club patron)</li> </ol>
<b>STEP 2:</b> <b>Determine the club structure</b>	<ol style="list-style-type: none"> <li>1. Define the type of club you are creating; school clubs fall into different categories like; a Music club, an Arts club, a Girls Movement Club, an Environmental protection club, an inclusive sports club, a Peace club etc.</li> <li>2. Outline the leadership structure</li> <li>3. Develop a charter, rules, regulations, values and bye-laws</li> </ol>
<b>STEP 3:</b> <b>Define the club membership</b>	<ol style="list-style-type: none"> <li>1. Who are you targeting as members? e.g. is a girls’ only club, only adolescents, a specific class, both girls and boys, only seniors?</li> <li>2. Are there membership criteria to meet?</li> <li>3. Are there any restrictions?</li> <li>4. Market the club to recruit members through various strategies</li> </ol>
<b>STEP 4:</b> <b>Develop tools for club engagement</b>	<ol style="list-style-type: none"> <li>1. Agreeing on club leadership and patron roles and responsibilities (see details in annex 1: Selecting Club Champions).</li> <li>2. Choosing and selecting stakeholders of the club and their participation in club activities</li> <li>3. Type of activities the club will engage in.</li> <li>4. Days and times the club will meet not beyond school time.</li> <li>5. Venues of club meetings and structure of meetings</li> </ol>

**STEP 5:****Steps to attract club membership**

1. Spread the word about the club throughout the school
2. Identify strategies to reach everyone in the school, girls and boys can be reached in different ways and communicated to in ways specific to girls and boys.
3. Select or identify way of communication e.g. newsletters, social media where it is available etc.

**STEP 6:****Hold the first club meeting**

1. Have a copy of the mission statement and a list of member responsibilities for distribution.
2. Advertise the meeting time, placin school.
3. Have elections for the posts on management and leadership, select who will be the coordinators/chairpersons.
4. To start off at the right footing agree on very clear commitment of members' and responsibilities for each club member.

**STEP 7:****Hold regular meetings**

1. Welcome everybody to the meeting, ask new members to introduce themselves
2. Pass around the register for those present to sign it.
3. Ask coordinator or chairperson to recap the last meeting (doesn't need to be minutes of meeting but brief recap).
4. Discuss updates on what has taken place since the last meeting and review progress.
5. Discuss and re-organize actions by listing all actions, add names of those responsible for each action and ensure everyone in a club is doing something.
6. Do some work on the club theme and share information on club activities.

**STEP 8:****Delegate duties and responsibilities**

1. After discussing activities of clubs, ask for volunteers or nominations depending on how you intend to structure the leadership of the club
2. Agree on who will chair the meetings that the club holds regularly
3. All stakeholders who support the running of clubs must have clear roles and responsibilities
3. In subsequent meetings invite interesting speakers, motivators, show a video to hold club members interest.

**STEP 9:****Prepare to pass on the torch**

1. As the school year nears the end you should make sure that the club can continue without the current leadership.
2. Think of the club as a unique legacy, prepare other students/pupils to take over leadership and slowly passing on responsibilities on to others.

Starting a school club is a great opportunity not only for the founders but also for other students and future student/pupils. the club should remain functional through the school years.

**Points to remember**

1. Starting a club is a lot of work, so make sure there is enough time to devote to the club but to other school activities as well.
2. Don't try to do everything all at once. It's okay to start small and have your first few meetings focus mostly on getting to know each other and brainstorming ideas.
3. Encourage club members to express their opinions and listen to each other's ideas. This will help members enjoy the club more and will give great ideas for activities.
4. If there are similar clubs at the school or in the community, consider working with them. This will help the club meet new people and give more options for club activities.



## 6. Managing School Clubs and Key Actors

The most important thing in a school club, apart from the leader, are the members and the leaders. It is very important to define the membership clearly including the size of membership. It is difficult to lead big school clubs effectively. You must decide how many members the club should have. **Remember small is beautiful!**

School clubs should have leaders with clear defined roles and responsibilities to manage the day to day running of the club activities. How large your executive will be and how active in managing the day to day functions of the club depends entirely on the size of the club, the age of the club members and the role the champion or leader decides to take for him or herself. The leaders can perform a great deal of the work in organizing and running the club. If the club leader is a champion (a champion is a teacher or Head of school who represents the club, but doesn't run it on a day to day basis), it would be best to elect the leaders as soon as the club is formed. Ideally executive positions should include:

- i. **President/Chairperson** - responsible for the overall running of the club and in case of resources collected the chairperson will work with the Head teacher and the patron to manage them.
- ii. **Vice-President/Chairperson** - acts in the President's absence and assists him/her in his/her duties.
- iii. **General Secretary** - responsible for recording and circulating the minutes of club meetings, dealing with correspondence and keeping records.
- iv. **Organizer/Publicity Secretary** - responsible for the day-to-day running of the club. Ensure that members attend meetings and on time. Organizes members to attend or undertake club activities and mobilization and coordination of club activities.

For continuity, the executive should be a cross-section of the members (i.e. not from one particular class/form and with both boys and girls). Depending on how large the club is, you may want to have a larger executive including assistant secretaries. If you have a large club, it is very helpful to have younger members to under study (shadow) the executives. In this way, they will already have learned how to manage the club before they are old enough to be elected executive members.

### Key Actors in Club Management<sup>2</sup>

**Government:** Through the Ministry of Education and Sports (MoES), District Education Officers (DEOs) and School Administration (including School Management Committees (SMCs), head teachers, school matrons and senior teachers issue approvals and directives to schools to allow founding of clubs in various schools.

**Non-Governmental Organisations (NGOs) and projects in schools:** Some schools have NGOs, Civil Society organisations, Community Based Organisations, Faith Based Organisations and projects within schools and clubs funded by MoES projects to train teachers on managing and supporting clubs, train volunteers and students/pupils on how to start and run successful clubs in schools and by extension in communities Some of the projects/NGOs fund club activities that might need financial funding.

<sup>2</sup> Elaborate roles and responsibilities of each of the stakeholders in Annex 2



**Teachers:** Teachers accept the founding of clubs, act as club champions and advise students/pupils in the clubs. The teachers also facilitate networking among all school clubs and encourage and help mentors to perform their roles. The teachers support the expansion and sustainability of the school clubs.

**Community:** Communities are important as the final recipients of student activities. Parents in communities provide the moral support and provide an environment where children share openly and asking for feedback at home.

**Professionals:** The professionals act as mentors, mobilize resources, give mentoring and coaching sessions to the clubs, share activities/ideas to build the club and promote and publicize the ideas in clubs.

**Learners, Club Member:** Apart from participating in club meetings and activities, club members can play a management and organizational role. This gives club members the opportunity to develop management and organization skills, which are likely to increase their confidence and aspirations as well as develop life skills. In taking on these responsibilities, the sustainability of clubs is increased.

## 7. Strengthening School Clubs

Evidence from the Ministry of Education and Sports, and partners' joint monitoring visits indicate that school clubs have been established in so many primary and secondary schools across the country. However, many of the clubs are found not to be fully functional and sustainable with several at risk of reinforcing negative stereotypes regarding gender, abilities, culture, and so on. The existing school clubs should be supported to get back to the objectives of their formation and be supported/strengthened and streamlined to operate.

### 7.1 Objectives of Strengthening School Clubs

1. To build skills and enhance club knowledge.
2. To revive dormant school clubs<sup>3</sup>.
3. To evaluate existing school clubs and build on old school clubs' experience.
4. To document best practices, enhance learning and information sharing.

In order to strengthen school clubs, there is need to engage all stakeholders: teachers, pupils, parents, guardians, caregivers, community leaders, school management committees, religious and cultural leaders and Parents Teachers Association members in activities that support team spirit/work, responsibility, shared learning. Some of the strengthening activities include;

### 7.2 Strategies for Strengthening School Clubs

- i. **Stakeholder engagement through a formal workshop:** where key stakeholders (members of SMC/ BOG, Community Development Officers, Sub-County and Parish Council leadership, religious and cultural leaders and Teachers) come together to discuss issues that affect their academic performance and wellbeing at school. Some of these include study tours, exchange visits, debates, undertaking projects, organizing discussions, community services.
- ii. **Training and reorientation of members:** stakeholders can work within their school or link with other schools to train themselves and support each other. Every member should be brought on board with all club objectives/goals, mission and build ownership of the clubs by the students/pupils
- iii. **School Visits:** these could be arranged for the key stakeholders (Champion and club leaders) and some learners to a school that has established a club and is running successfully. They could observe a session and discuss the successes and challenges that the existing club has experienced.
- iv. **Coaching and Mentoring:** Sessions should be arranged to provide support friendship reinforcement and constructive role modeling. mentoring builds strong relationships and thus strong clubs
- v. **Pairing clubs:** The club leadership can identify clubs within the school that are progressing and pair them up with clubs that need strengthening to exchange ideas and to learn from each other.

<sup>3</sup> In reviving dormant school clubs, schools can use the following questions to support the process. (see Annex 3)

- vi. **Documentation:** Clubs should be encouraged to document stories of change and share them widely. club leadership should encourage documentation and sharing of ideas through stories, poems, role plays, drama, debates and club newsletters.
- vii. Club leadership should set up clear schedules for meetings to discuss progress and way forward. the leadership should then share action points with teachers, SMCs, PTAs, BOGs and other key stakeholders.

### 7.3 Guiding Questions to consider in strengthening student led school clubs

Schools may consider the following questions to act on in reviving/strengthening a non-functional club into a functional club.

- i. Have an open and participatory discussion about school clubs
- ii. Ask: why is the club not functional?
- iii. Are the club documents, activities and membership adequate?
- iv. Are both girls and boys encouraged to take leadership positions?
- v. The availability and interest of the Champion to ensure functionality of the club: is there need to appoint another Champion?
- vi. Is enough time allocated for school club activities? No club activities to interfere with classes
- vii. Is the club meeting regularly?
- viii. Are the objectives of the club clear to all?
- ix. Are all the civil society organisations and NGOs operating in schools following the guidelines?

See additional guidance in Annex 3: Guiding Questions to consider when reviving Non- Functional Clubs

## 8. Sustainability of School Clubs

The sustainability of school clubs is critical. Sustaining school clubs involves mobilizing new members, retaining members and linking with the alumni, mobilizing resources for activities, acquiring and managing assets, drawing long term plans, changing leaders and ensuring the continuity of the clubs. School clubs should develop their sustainability plans and can therefore employ some of the following strategies or come up with other innovative ways to sustain their clubs;

- i. Integrating club activities into the school time table and work plan.
- ii. Updating the governing bodies about the school club to ensure their understanding, ownership and commitment.
- iii. School program involvement.
- iv. School and community linkages, outreach and recruitment.
- v. Systematic change of leadership.
- vi. Establishment of a school club file and devising ways of keeping information about schoolclub activities for reference.
- vii. Establish clear rules and regulations including building consensus on their enforcement.

Sustainability is the responsibility of all stakeholders; learners/members, Club Champion, School Management Committee (SMC) or Board of Governors (BoG) and the District.

Now that the club is up and running, it is **important to make sure it lasts and is sustained**. Keeping the club around for the long term will ensure that more pupils get to enjoy it, and it will also look more impressive to the school because it shows that pupils have the skills to keep the club running long- term. Continue to follow the above steps and recruit new members, assign leadership roles, plan activities and events to keep your club exciting. **It can also help to have a special event at end of each year**, whether it is a party, a school trip or important guest speaker or mentor.

In the case that a club chooses to cease operations, there should be convincing reasons why the club is closing and stakeholders should be given adequate notice to officially close the club.

## 9. Monitoring and Evaluation of School Clubs

In order to achieve the objectives of school clubs, schools must have a clear method for measuring the change that the clubs have created in the lives of the club members. Monitoring and evaluation can be conducted at different levels i.e. school level and local government level through, among other methods: getting the views of club members and school children about the performance of the club, measuring rates of school attendance and grades, and holding review meetings, increase in number of club members, number of activities undertaken in a term collectively, amount of resources mobilized, level of satisfaction of club members, academic performance of club members, vulnerable learners supported.

**Measuring behaviour change can be done by examining some of the following parameters.**

### 1. Level of Knowledge Acquired

- a. Recalls messages shared in club meetings and campaigns
- b. Understands the meaning of the key messages
- c. Can relate three key barriers/issues related to adolescent well-being and development

### 2. Approval

- a. Responds positively to the programme messages
- b. Discusses the messages with networks, such as family and friends
- c. Thinks family friends and community approve of messages and activities
- d. Approves of club programme and activities
- e. Identifies with the objectives of the club

### 3. Intention

- a. Recognizes that the programme meets a personal need
- b. Intends to attend the activities to engage more actively
- c. Intends to practice the key behaviours

### 4. Practice

- a. Practices promoted behaviours
- b. Actively participates in club activities

### 5. Advocacy

- a. Experiences and acknowledges personal benefits of the club
- b. Advocates practice and club membership to others
- c. Supports the club programmes in the community

Measurement of the success of clubs involves measuring student behaviors against indicators that are both internal (related to the student's personal experience and capabilities) and external (related to the student's roles and abilities within society). See Annex 6 for a simple monitoring tool.

## Annex 1: Selecting a Club Champion

A school club established in a school should have a Champion who is passionate. Therefore, the Headteacher should assign any qualified, interested and willing teacher as the Champion of the school club in consultation with the respective club leaders. The Head teacher, and the SMC/BOG may consider the following responsibilities:

- i. Organize a meeting with all teachers to discuss the needs of the pupils in the school. Specific issues that schools may consider include: Gender Based Violence/Violence against children in schools (VACiS), unfriendly school environment e.g poor sanitation and hygiene, bad language, growing up and development, safety and security of children to and from school, negative cultural and religious practices in the community, basic entrepreneurial skills, or other needs that call for the formation of a club.
- ii. Consult with learners and leadership to get their views. Schools may consider involving learners to select their preferred club champion/teacher/champions based on the criteria for a good club champions (refer to 3.1.3.1).
- iii. Agree on the club champion's roles and responsibilities and what support he/she would get from the Head Teacher and SMC/BOG, fellow teachers and other members of staff. (Refer to 3.1.3.1 for a list of the qualities, roles and responsibilities expected of a club champion).
- iv. If a teacher expresses interest in taking on this role, then the head teacher is expected to write to him/her officially assigning him/her to be the Champion.

### The Club Champion's Roles

- i. Schools may consider having regular club meetings with the support of club members. Club meetings should take place every week or every two weeks.
- ii. Work with club members and other stakeholders in planning programmes and activities for the club.
- iii. Organize, with the support of club members and other stakeholders, occasional events and activities involving other pupils/students at the school, as well as parents and others in the community.
- iv. Identify and mobilize community mentors, guides, counsel and role models to support the club.
- v. Help individual club members with personal issues in an appropriate manner. This may involve, for example, reporting instances of alleged abuse to the appropriate officer and/or advising pupils to seek support from other duty bearers.
- vi. Work with the club members and head teacher to monitor, support and evaluate the effectiveness of the club activities so that learning from this can lead to improvements in the club.
- vii. Identify resources persons to support club members with income generating activities and other life skills development.



### Qualities of a Good Club Champion

- i. Transparency and accountability
- ii. Positive relationships with the community
- iii. A good listener
- iv. confidentiality
- v. Approachable, social and understanding
- vi. Emotionally stable



## Annex 2: Roles and Responsibilities of Stakeholders in Sustaining School Clubs

The success and sustainability of any school clubs depends on a number of stakeholders. Groups of stakeholders include the District (particularly District Education Officers), the school's Head Teacher, the Club Champion, the School Management Committee (SMC) or Board of Governors (BOG), and learners/club members. The roles and responsibilities of each of these stakeholders are listed below.

### The District Leadership

- i. Create platforms at the District and National levels for learners' participation in leadership on issues affecting them, e.g. Day of the Girl Child, Day of the African Child, etc.
- ii. Mobilizing Head Teachers and other community stakeholders to support the formation of clubs to address relevant issues and ensure that children have equal opportunity to access education and build life skills.
- iii. Mobilize role models to talk to the club members.
- iv. Support learners/club members in their engagements with their communities through club activities.
- v. Monitor and evaluate club activities at school and in the community.
- vi. Provide technical support to ensure functionality and sustainability of school clubs

### District Education Officer (DEO)

- i. Integrate school club activities in departmental work plan.
- ii. Support school clubs in supervision, monitoring, mentoring and training.
- iii. Create opportunities for clubs to be exposed to district leaders, development partners and other schools to organize mentorship, collaboration and exchanges.
- iv. Ensure equitable deployment of staff and other resources in schools.
- v. Lobby for funds to support the clubs.
- vi. Transfer club Champions to schools with similar clubs for continuity.
- vii. Inform SMCs//BOGs/PTAs about the formation of the school clubs.
- viii. Involvement of education department in school club activities.
- ix. Rewarding outstanding clubs and their Champions.
- x. Refer and follow up on club cases.
- xi. Ensure the club activities are in line with government policies.

## **The Head Teacher**

- i. Work with PTA/SMC to ensure that club activities are integrated into the school improvement plan.
- ii. Keep the PTA/SMC informed about the club and gain its support in establishing effective links with the community.
- iii. Ensure that club activities are reflected upon appropriately in school appraisal processes.
- iv. Support supervision of the club by finding out how well the club is functioning – for example, collecting information on the regularity of club sessions and the attendance levels of members – and occasionally observe club sessions and participate in club activities.
- v. Provide material, financial, and/or practical support to the club in organizing its school- and community-level activities (i.e. lobby for resources).
- vi. Encourage, praise, advice and support the club Champions.
- vii. Support the school to overcome barriers to the effective functioning of the club.
- viii. Sensitize the children on clubs, e.g. in assemblies.
- ix. Identify the club champion and an assistant to help in the absence of the Champion.
- x. Monitor the club activities.
- xi. Identify schools for exchange visits in and outside the district.
- xii. Receive from Champions and keep records of the clubs.
- xiii. Guidance on and approval of club work plans.
- xiv. Connect the school club activities with DEO's office and other partners or organisations with similar objectives.
- xv. Report to the District Team about the progress of clubs.
- xvi. Sensitize parents, i.e. SMCs/PTAs/BOGs, about the club's purpose and contribution.
- xvii. Updating the SMC/PTA/BOGs on the activities of the clubs (providing reports).
- xviii. Include club activities in the school timetable and schoolwork plans.
- xix. Reward the best performers in the club.
- xx. Approve rules and regulations in clubs
- xxi. A good role model: presentable, hardworking, successful and transparent, friendly to learners and provide positive feedback.
- xxii. Innovative, creative, flexible and good facilitation skills
- xxiii. Good time manager

## **The School Management Committee (SMC) / Board of Governors (BOG)**

Members of the School Management Committees and Board of Governors have a vital role to play in generally supporting the club and in developing effective links between the club and community. The committee should act as an entry point for all community engagements. Specifically, the SMCs and BOGs will fulfill the following roles.

- i. Include plans for the development and sustainability of a club in school development plans.
- ii. Inform parents and the community in general about the club and its purpose, and mobilize these stakeholders to support club activities.
- iii. Agree on and allocate school funds to be used to support club activities.
- iv. Help to organize community club events or activities, such as the performance of music, dance and drama activities to raise awareness on gender and equity issues affecting participation, retention and achievement of girls and boys in school.
- v. Identify and mobilize role models to mentor club members.
- vi. Work with any community groups that are involved in addressing the challenges and barriers to girls and boys, i.e. to raise awareness.
- vii. Report back to the school any action being taken in the community that is helping to address barriers to education so that club members (and other stakeholders) are informed about them.
- viii. Individual SMC and BOG members may use their personal influence to address some of the challenges and barriers faced by club members and other pupils in the school.

### **Additional Roles of Club Champions Together with the SMC/BOG**

- i. Identification of club members.
- ii. Guidance and counseling.
- iii. Draw work plans for the club.
- iv. Attend trainings to enrich knowledge and skills.
- v. Liaise the club members with the school administration.
- vi. Give appropriate directives to the learners.
- vii. Organize developmental and skill building activities, such as guiding girls and boys on how to make menstrual pads, baskets, table clothes.
- viii. Formation of club structures and rules and regulations.
- ix. Orientation of club members.
- x. Form club rules and regulations.
- xi. Monitor and evaluate club activities.
- xii. Identify role models.

- xiii. Map unsafe places in the community and inform club members to avoid child abuse.

### **Club Members**

Apart from participating in club meetings and activities, club members can play a management and organizational role. This gives club members the opportunity to develop management and organization skills, which are likely to increase their confidence and aspirations as well as develop life skills. In taking on these responsibilities, the sustainability of clubs is increased. The club members therefore have the following roles.

- i. Regular attendance and active participation at scheduled meetings and other club activities.
- ii. Participate in the management and organization of club activities/events.
- iii. Inform the club Champion and the other club members about issues affecting club members and other pupils in the school. (Representatives of the club to report to the club Champions, the head teacher, the SMC and BOG.)
- iv. Documentation of club activities.
- v. Adherence to club rules and regulations.
- vi. Selection of leaders amongst themselves.
- vii. Ensure efficient cooperation and positive group dynamics within the club.
- viii. Create awareness about the club and encourage other students to join to ensure its continuity.
- ix. Mobilize their communities to take students back to school.
- x. Make requisitions for resources from the club Champion such as resource materials, available funds, MDD costumes
- xi. Take good care of club assets/materials.
- xii. Report writing

## Annex 3: Questions to Consider when Reviving a Non-Functional Club into a Functional Club.

- i. Have an open and participatory discussion about school clubs
- ii. Ask: why is the club not functional?
- iii. Are the club documents, activities and membership adequate?
- iv. Are both girls and boys encouraged to take leadership positions?
- v. The availability and interest of the Champions to ensure functionality of the club: is there need to appoint another Champions?
- vi. Is enough time allocated for school club activities? Do club activities interfere with other school activities, such as classes and adequate prep time?
- vii. Is the club meeting regularly?
- viii. Are the objectives of the club clear to all?

### **A successful and functional club will have emphasis on the following activities and actions;**

- Projects involving issues in everyday life
- Activities for all students, girls, boys, learners with disabilities
- Promoting cooperation, team activities, respect and shared responsibilities
- Students as leaders
- Students participating in decision making regarding the activities of the club determining sustainability

## Annex 4: Benefits in participation in school clubs by Sparks blogs

### Boosting Academic Performance

Every leading study regarding the impact of extracurricular activities on child development shows that academic grades, study habits, and school-based behavior all improve when children attend regular after school clubs and team sports. After all, if a child learns something new in an afterschool activity, it could boost their understanding of school subjects — even if that activity doesn't relate directly to class work. Discovering that they have a talent for something can give children a new source of confidence or passion that translates into their behavior at school.

According to research, youths who frequently participate in after school activities are more likely to show greater levels of attention in class, be more engaged in school, and are less likely to develop an inclination for violent or problem behavior. What's more, some extracurricular activities provide students with the facilities and time to pursue interests that they may not be able to pursue at school.

### Improving Life and Social Skills

Regardless of whether they're establishing new relationships, or building upon existing friendships, after school activities provide an ideal environment in which to nurture social skills and confidence. Numerous extracurricular activities work to teach children the value of working as a team to achieve a mutual goal — a skill that will benefit them in their future occupation.

Similarly, engaging with new people in a productive environment helps to strengthen independence and confidence in children. The more they explore their abilities within a new environment, the more children can build a sense of their own character, and even develop crucial leadership skills. By working with others outside of a classroom setting, youths begin to learn the value of improvisation, sharing ideas, and offering support to peers in challenging circumstances.

### Happier Children

After school activities offer a positive environment in which children can grow and thrive when parents are working and unable to make it home for right after school. Many adults today stay at work after the school day has ended. After school activities remove the temptation to sit in front of a television set.

What's more, a number of after school activities promote emotional wellbeing by allowing children to work off excess energy, relax their minds, and overcome the stress associated with school life. While sports help to remove some of the tension that could have built during the day, academic clubs help to reduce the stress associated with preparing for tests by offering extra assistance and support.

### Promoting Healthy Hobbies

Finally, children with a regular hobby are likely to spend less static time glued to a smart phone or screen.



Not only does the time spent within a club encourage your child to remain active and away from the sofa, but the interests that they develop during those clubs will prompt them to spend more time practicing skills and pursuing their passions.

In fact, the Afterschool Alliance has conducted research into the impact of extracurricular activities on child health, and found that they are essential in promoting a healthier lifestyle. Studies of after school programs have shown that obesity levels are often much lower in program participants, with only 21% of children suffering from weight problems compared to 33% for non-participants.

### **Encouraging a Brighter Future**

The skills and habits a child learns during his or her school years help to shape the kind of future they will lead as an adult. As a result, after school activities that promote everything from healthy-living habits, to leadership skills, good time-management, and better social or academic performance have plenty of advantages to offer.

Keep in mind that you shouldn't push children to over-do it when it comes to after school activities. It's better for youths to choose something that they really enjoy doing and stick to it, than attempt numerous different activities that quickly become overwhelming, and may detract from their ability to concentrate on school work.



# Annex 5: School Club Registration Form



THE REPUBLIC OF UGANDA

Ministry of Education and Sports

## School Club Registration Form

Name of the School	
Year when Club started	
Name of Club	
Name of Club Champions	
Brief description of Club	
Purpose of club	
Estimated number of members	
Estimated number of meetings held per year	
Activities the club anticipates to undertake	

## Annex 6: Monitoring and Evaluation Questions and Tool

The schools should use the following questions to follow up on progress, behavior change, knowledge and attitude change among the pupils.

### Questions

1. Are we meeting club objectives?
2. In what ways are we strong? Where or what is the evidence?
3. Are some club activities more effective than others? Are some activities more popular than others?
4. What changes in knowledge, attitudes and behaviors are a result of club activities?
5. What differences have we made among the school population? What differences are there between boys and girls? What evidence is there among parents/community?
6. Do we have regular attendance of club meetings?
7. Do we have support of club activities supported or provided by the community and Partners?
8. In what areas do we need to improve?
9. What strategies will help us improve?
10. How can we measure our improvement?

The tool below should be developed further to incorporate all relevant information for club monitoring and evaluation.

<b>1. Behavior change</b>			
	<b>Yes</b>	<b>No</b>	<b>Remarks on progress</b>
<b>2. Club delivery</b>			
Attendance			
Increasing number of activities			
Membership growth			
<b>3. Stakeholder satisfaction</b>			
Students			
Teachers			
Parents			
Community			
Other *			
<b>4. Club outcomes</b>			
Engagement in learning behavior			
General grades improvement			

\*Include all relevant stakeholder categories



*With support from:*

