



CHAIN OVC PROGRAM



Holiday-Break Program Report.

January 2024

1.0 Introduction

Through education, children attain improved confidence in their abilities and recognize their rights and opportunities, enabling them to stand up for themselves and improve their lives.

By the end of the third academic term 2023, a total of 38 OVCs were benefitting from the program of which 1 child was in pre-school, 27 children were in the primary section, 7 children in the secondary section and 3 children in university/tertiary level.

A total of 3 children completed the primary level and sat their Primary Leaving Examination (PLE). Below is a table depicting the number of supported children and the respective levels of education.

No.	Levels of education	2023		
		Female	Male	Ttl
1	Pre-school	0	01	01
2	Primary	16	11	27
3	Secondary	04	03	07
4	University / tertiary	02	01	03
	TOTAL	22	16	38

In January 2024, a holiday break program was organized for the OVCs at CHAIN Offices. The OVC holiday break encompasses sharing, exploring, learning from others and gaining confidence to face the future under a free atmosphere. Twenty-eight (28) children attended the program.

Activities included life skills, psychosocial support and counseling, Skills development, letter writing and play.

CHAIN integrates patient safety and health literacy in all its activities. Under the Start Early In Life initiative CHAIN raises awareness about these issues. A discussion was held where children were encouraged to promote good health behaviors which include washing their hands with soap, using medicines correctly, avoid drug abuse, eating health foods, among others.

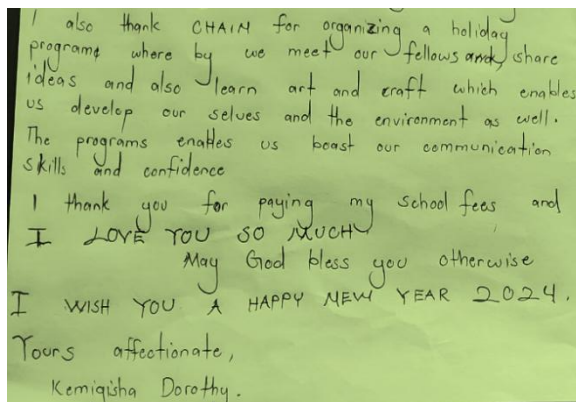
2.0 Activities

2.1 Life Skills Session:

An essential aspect to the children's overall development, helping them become confident, capable, and resilient individuals.

Children were led into discussion on self-confidence.

They shared experiences of bullying by friends due to their social status, appearance and performance in class. They also talked about how their parents / guardians and teachers do not appreciate their efforts and accomplishments which demoralizes them. They also lack the confidence to speak up and express their views. The discussion highlighted the importance of treating each other with kindness and respect, positive relationships with family, friends and peers. It is also important to appreciate individual differences and uniqueness. Children were also urged to be open to learning and adaptable, approach new experiences or responsibilities with courage, persevere amidst challenges, approaching them with a positive attitude because they are opportunities to learn and grow. Every child was wonderfully made by God, and it is not in their powers to change it, thus a basis to develop their self-esteem.



I also thank CHAIM for organizing a holiday program where by we meet our fellows and share ideas and also learn art and craft which enables us develop our selves and the environment as well. The programs enables us boost our communication skills and confidence
I thank you for paying my school fees and
I LOVE YOU SO MUCH
May God bless you otherwise
I WISH YOU A HAPPY NEW YEAR 2024.
Yours affectionate,
Kemiqitha Dorothy.



On the left is part of Dorothy's letter to the sponsor appreciating the session and right is Edith facilitating the session.

2.2 Follow-up on the children's dreams:

Children's future dreams are influenced by a variety of factors, including their interests, experiences, and the environment in which they grow up. They dream about possibilities and imagine themselves in different roles or scenarios.



During the identification exercise for children that qualify to be supported, profiles and usually taken and one of the questions that we ask them is what they would like to be (dream) in future. A list of children's names and their corresponding dreams was reviewed during the holiday break program, purposely to remind them of their dreams, inspire them to work hard and stay committed to achieving their dreams. Some of the children's dream included, becoming a pilot, doctor, teacher, nurse, priest, among others. Children exhibited knowledge on which specific subjects they would concentrate on most to achieve their different dreams. During the session, discussions were held to provide the children with a sense of direction. They appreciated the relevance of education to their long-term dreams and were encouraged to concentrate on their studies. The prevailing poor conditions of children that have dropped out of school and are loitering in the communities were cited and children pledged to utilize the opportunity of getting education and stay in school.

2.3 Skills development:

A crucial component for children in their overall growth, well-being, and future success.

2.3.1 Fruit Basket making session

Materials required for the session were, sisal, glue-gun and gun sticks.

Children were exposed to the importance of using natural materials in handcrafts. Natural materials like banana fibers and sisal can easily be got within the communities and are not harmful to the environment. Children were given threads of sisal and were led into the skill of making a twisted rope.

Stage I



Magret guiding Jonathan on how to twist the rope.

The first step was to make a twisted knot to enable the threads of sisal be firmly bound together and create a starting point for twisting the rope. Another tricky part of the process was adding/joining more sisal threads when the initial thread is done. Children patiently took their time and eventually mastered the two steps.



Left is Margret guiding Teddy and right is Shfrah twisting her rope.

Stage II

This stage involved identifying a mold that would act as a base to shape the fruit baskets. Here children used the plastic waste baskets as molds. Then the ropes are glued together using the

glue-gun and glue-sticks. At this stage, children were divided into two groups. Children also made tablemats out of the twisted ropes.



Left is Magret guiding the children how to glue the twisted ropes together using the mold, glue-gun & glue sticks. In the middle & extreme right are the children working in their groups.



Finished fruit baskets and tablemats

PT. 102 / 2024
 NAME : WAMALA JONATHAN
 CLASS : 9.3
 AGE : 16 yrs
 SCHOOL : Cityside College Makerere

HOW WE SAVE AT SCHOOL

Before we started saving, we the people who wanted to save gathered in one school room and talked about the following; how we are going to be saving, daily, weekly or monthly. How much we are going to be saving. Who is going to be keeping the saved money and when shall we get the money after saving.

So we decided to save daily and each one of us was to save two thousand per day. We also asked the bursar to keep for us our money. We collected some money and bought a book for noting that one has brought the money for the day.

We were to get the money termly. As the term ends, we go to the bursar and she gives us our money. We remove the book and count one's saved amount as we give it to him in cash.

This term, I got alot of money from my saving and I used it to buy some clothes shoes and jazzes for training. I also let some money for things that come unknowingly

2.4 Followup on the financial literacy-children's session:

Introducing financial concepts to children at a young age helps in cultivating good financial habits. Understanding the value of money, budgeting and saving can become deeply rooted behaviors that will benefit them throughout their lives. A follow-up on what has been going on since the last holiday-break program was done to assess the impact of the September 2023 financial literacy session.

Children are still saving in the saving boxes at home and some have taken the practice to another level; formed saving groups at their schools. **Below are some of the written testimonies from the different children.**



NAME: NANKYA SHADIA K. OYC CHAIN PROGRAM ON 10th Feb 2024.
AGE: 17 YEARS
SCHOOL: CITYSIDE COLLEGE MAKERERE
CLASS: SENIOR THREE

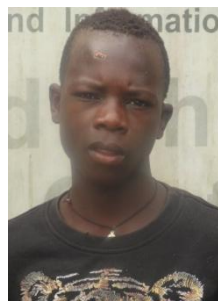
MY SCHOOL SAVING GROUP

The Peacock saving group is a class saving group where every student is provided a golden opportunity to save any amount of money in his/her pockets above five hundred shillings daily.

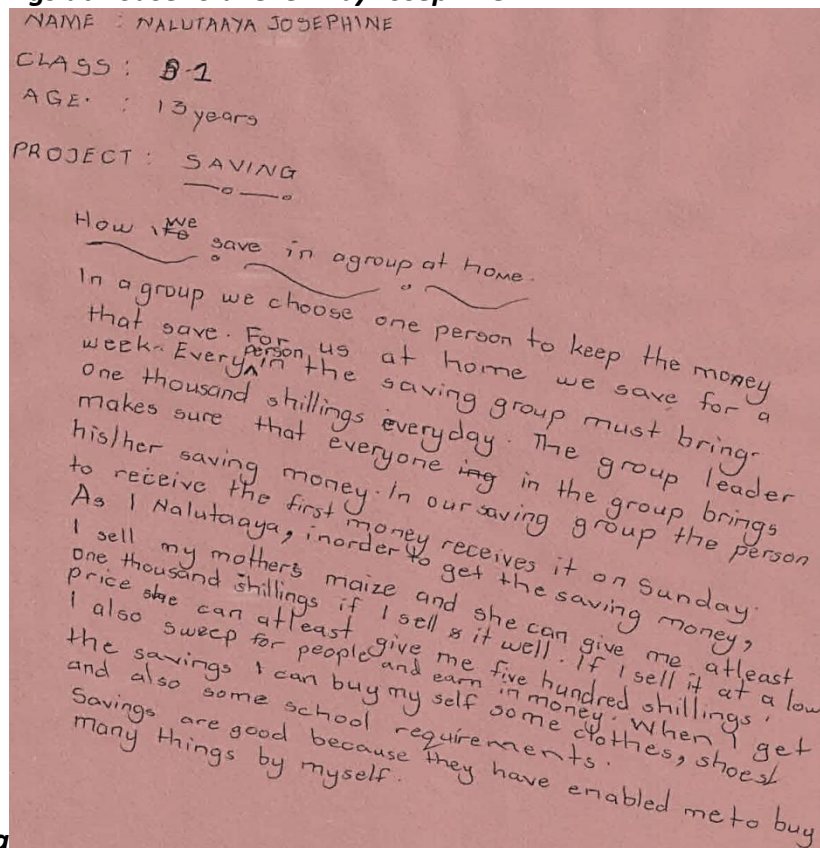
The idea of creating this group was brought by one of my group members in the class. The saving group has got a mission and a vision, it also has a committee where I am the treasurer and most importantly, our saving group is recognised by the administration team of the school and this year in March, it is to make two years.

The group consists of about twenty five students and we save from the amount of five hundred shillings to the maximum of two thousand a day, meaning we save for five days in a week. Sharing of the money is at the end of every term. This is aimed at enabling our fellow group members in the saving group to atleast start up some small businesses or even complete their personal needs especially the girl child.

I would like to conclude by appreciating the ideas as well as the actions of saving ~~some~~ from the little we have because we have atleast changed our lives for example when I saved I was able to pay for my fieldwork study without disturbing my mother just from the money I had managed to save.



Group savings at household level – by Josephine



Nalutaaya

2.5 Linking with Sponsors:

Writing letters helps children improve their communication skills. It encourages them to express their thoughts, feelings, and ideas in an organized manner. Children wrote letters to their sponsors thanking them for their support in education. The children were happy to express their appreciation by writing and drawing and in sharing details about their favorite subjects at school, hobbies and ambitions.



31st / 01 / 2024

Dear sponsor,
How are you?
Let me hope you are fine and every body
surrounding you. Because I am doing well this
side.

I thank the almighty in heaven who has blessed
you this with life and who has enabled you get
money so that you can pay for my school fees.
I pray to God to add you more days on
earth and to give you everything you need in
life for a very splendid work you are doing for
me.

I also thank CHAIN for organizing a holiday
program where by we meet our fellows and share
ideas and also learn art and craft which enables
us develop our selves and the environment as well.
The programs enables us boost our communication
skills and confidence

I thank you for paying my school fees and
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I WISH YOU A HAPPY NEW YEAR 2024.

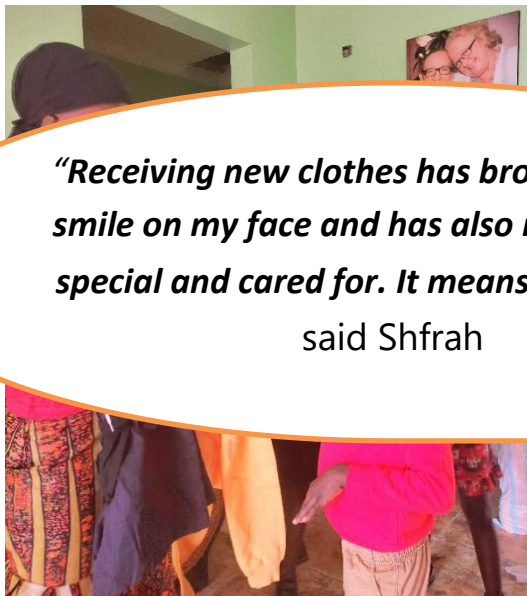
Yours affectionate,
Kemiqisha Dorothy.



2.6 A heartwarming donation of new clothes.

During the holiday-breakprogram, children received clothes from CHAIN friends in the UK which added colour to the day.

***"Receiving new clothes has brought a bright smile on my face and has also made me feel special and cared for. It means a lot to me",
said Shfrah***



Children posing in their new clothes – the smiles...



3.0 A Memory Lane



On the left is the vulnerable household where Josephine was identified for support when she was 6 years old and in primary one - 2016. On the right is Josephine.

In the picture below on the left: - Is the daily routine of selling steamed maize in the neighboring communities by Josephine and her brother every evening. This takes place during the term after classes and holidays. It is an income generating activity to meet basic needs at home. These children do not get time to revise their books at home as they return home late in the night and very tired.



Left is Josephine & her brother setting off to sell steamed maize in the neighborhood and right is Josephine at school

During CHAIN's school visits, the headteacher informed us that Josephine needed to be put in a boarding section to enable her concentrate in class as she was in a candidate class.

"I came across Josephine going back home from selling maize at 11.00pm in the night which is not safe at all for a girlchild. Anything can happen to her. Besides, this makes her doze in class because she does not get enough sleep yet she is a clever girl," he explained.

She was immediately registered Josephine under a boarding section in her last academic term of her primary level.

It was an 'AHA' moment at CHAIN when the headteacher shared the good news – that Josephine had scored a first grade with seven aggregates. She scored aggregate 1 in English, aggregate 1 in Mathematics, aggregate 3 in social studies and aggregate 2 in science.

Dear Sponsors – We thank you!

Your love and care inspire us every day.

We know that it is the heart of the giver that matters, not the size of the donation.

We thank you for the fees, the food, the clothes among others.

Thank you so much for your kind hearts!



Sponsors from Germany	CHAIN friends from UK	Sponsors from Uganda
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