



Quarterly Report July – September 2014
MAGICC – Making Good Governance Investment in Children and ICC – Integrated
Community Care Coalition for Marginalized Children
July – September



Caregivers prepare local play materials and kits in Nakaseke District

Total Budget:	228,093,968/=
Total Funds Received to date:	137,193,917/=
Total Spent to date:	86,249,399/=

1.0 Introduction:

The MAGGIC (Making Good Governance Investment in Children) and ICC (Integrated Community Care Coalition for Marginalized Children) project is being implemented in partnership with Save the Children International in Luwero, Nakasongola, Nakaseke and Wakiso Districts. Under the ICC, there are two thematic areas including Early Childhood Care and Development Education and Basic Education Support. With MAGGIC, the Child Rights Governance deals with strengthening and creation of systems in the districts like children's clubs, councils and parliaments and ensuring that the same systems are sustainable governing and advocacy arms that hold child protection structures accountable and contribute to ensuring children's rights.

Education:

1. Improved access and retention to good quality and inclusive basic education for marginalized communities
2. Children enrolled in basic education learn literacy, numeracy, life skills and their rights
3. Local governments and other stakeholders give adequate attention to the importance of improving the quality of education.

Child Rights Governance:

1. Improved access to child protection services by children without appropriate care
2. Improved protection for children against physical and humiliating punishment
3. Children and youth are served by a child friendly justice system.

2.0 Technical Narrative

2.1 Preliminary Activities

The preliminary activities including the drafting of workplans and budgets for the project commenced in July, with the guidance and support of Save the Children International. Since the project was a new one, there was need for CGC to recruit new project officers to run the project especially since some of the implementing areas were new to CGC like Nakasongola and Wakiso. Four (4) staff were recruited including a project coordinator, and 3 project officers.

An orientation of the same officers and other support staff was conducted and staff were

given a full understanding of CGC's Background as well as the ICC and MAGICC Project implementation, M&E and Financial expectations. After a thorough orientation of the staff, the development of concepts and other requisitions processes for the activities begun.

A kick-off meeting was further held with SCI, to further unpack the project expectations between the partner and donor. An overview on Child Rights Governance and Education was shared after which clear guidelines on donor requirements provided to CGC. Work plans for the project were carefully explained including the M&E Plan and Reporting guidelines. Training on fraud awareness was conducted to help the CGC staff and project staff understand fraud, control systems against fraud and its implications on the organization.

2.1 Integrated Community Care Coalition for Marginalized Children

2.1.1 Consultative meetings with the community to document positive indigenous knowledge and practice on child care and development

The consultative meetings were conducted with the major aim of understanding the positive indigenous knowledge and practices of childcare and development in 43 communities. However due to time and budget constraints, only 21 communities were reached in the first quarter in the four districts of Nakaseke, Luwero, Nakasongola and Wakiso respectively. The meetings were merged to accommodate more than one community per meeting 3 in 1 or 2 in 1 communities.

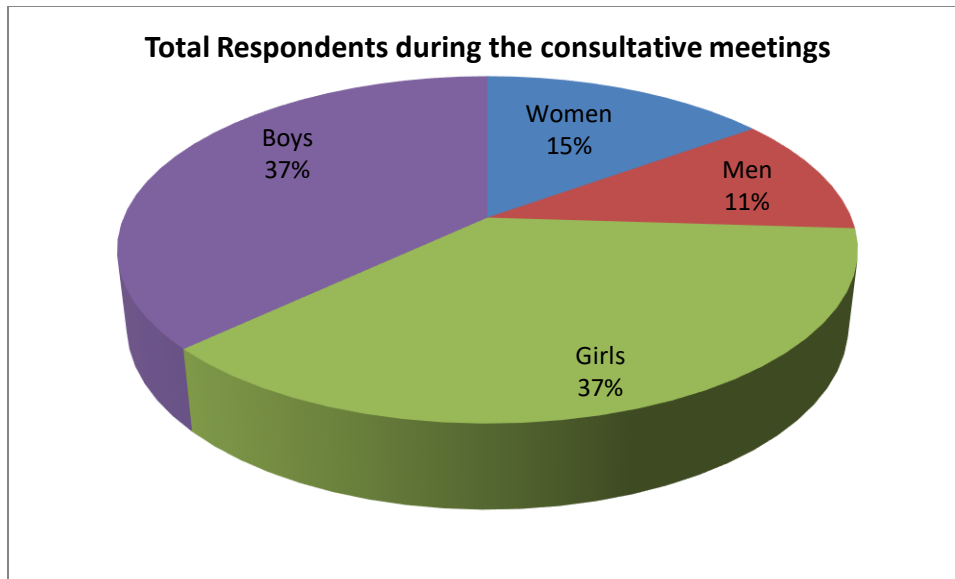
A tool encompassing all the stages of child care and development were developed to help us derive information on the different child care development stages and the actual knowledge and practices of people in these communities. Basing on the biological, psychological and emotional stages of children, our focus was mainly on the cognitive intellectual development of children, physical, social, emotional and communicative milestones of children and what practices and knowledge the duty bearers in the community are using to achieve these stages in children. The tools were developed with the programme officers and further disseminated to the external facilitators who were to convene the consultative meetings. The tools were categorized in different sections focusing on the different groups of respondents including; fathers, mothers, teachers, local leaders, children sub divided into different age groups such as; 0-1 year, 2 – 4 years, 5 -7, 9 – 12, 13 – 18, e.t.c. The consultative meetings were done concurrently with different other activities including; interviews, observation of the children especially those below the age of 4 years, focus groups discussions with mothers, fathers,

teachers and local leaders were conducted during the consultative meetings in order to get a broad understanding of the knowledge and practices on childcare. . The findings from the consultative meetings are discussed below:

Over all, the participants in attendance included children in the schools, teachers, parents and community leaders as reflected below;

District	Sub County	Village	Total Number	Adults		Children	
				Female	Male	Female	Male
Wakiso		Lutaba				37	44
		Kojja				111	140
		Buvvi	267	43	13	112	104
Nakaseke		Mityomere	164	34	26	65	39
		Kirangazi	108	29	23	26	30
		Kimotozi	171	17	27	60	67
Luwero		Kigumbya	70	25	23	12	10
		Kiiso	174	21	11	66	76
		Keera	219	29	17	88	85
		Lukumbi	184	30	10	74	70
		Keera	219	29	17	88	85
Nakasongola		Kiswera	142	30	29	43	40
		Namaato	71	15	10	17	29
		Kanyonyi	140	23	41	36	40
		Ntuti	102	38	11	28	25
		Kamuingo	63	13	12	21	17
		Butuuti	104	21	11	33	39
		Nakalikirya	65	06	18	21	26
		Kyuashaka	156	13	7	79	57
		Kamirampango	150	19	07	56	68
		Kabira	74	16	21	23	14
	Lukenzi	59	05	04	23	27	
Total			2,964	456	338	1,082	1,088

Distribution of total respondents



The respondents from the consultative meetings were largely the children in all of the communities. Women took up the next share and the least were the men and Fathers in the community.

The indigenous knowledge and practice on childcare and development in the mentioned areas was captured by the external facilitators during the open dialogues. Once this was established, communities were classified into groups of their gender and age groups. The following knowledge and practices were documented;

- From the observations of the facilitators and volunteers, Children within the above communities generally looked physically fit, healthy and happy, an indicator that the parents and caregivers are providing the basic necessities especially in terms of health and nutrition.
- As we interacted with the children especially through the drawings exercises, most of the children portrayed a well-developed motor skill, a development milestone that is necessary to have been achieved at their age. From the drawings it was perceived that most children come from loving families and one could easily feel a sense of belonging, a necessity for a well-balanced child development.
- Children reiterated that when they are sick they are treated with traditional herbs and mostly self-medication by the parents is done in the absence of herbs.
- As far as interactions and relating with their parents and caregivers are concerned,

very few were interacting with their parents and if there was any interaction at all, the mothers were the most engaged with the children as opposed to the fathers. Fathers did not at all interact with the children in fact, one out of 100 children confessed that his father only talked to him twice a week about the dangers of choosing wrong friends and conduct.

- Children are provided with at least 2 meals a day including the porridge that is provided in their schools. The children come from impoverished families and are not able to provide for lunch at school.
- Children are provided with ample time to play as long as their chores are done. They however complained that they are expected to study extra hours at school which causes them to walk home late. They then resort to doing their house chores in the morning which hinders their class room concentration as they are already tired.
- The children confessed to having nothing to do with decisions that affect them claiming that parents and teachers seem to make these decisions without consulting them.
- Sex education has been left to teachers. Fathers believe it is the role of mothers to talk to the girls and a lot of the boys have on the other hand not been provided with sex education.
- Fathers believed that their role in child development is limited to providing food and school fees while the rest of the other duties are left to the mother
- The schools seem to have good play grounds allowing for children to interact and engage with one another as well as have some recreation.
- 40% of the children are poorly fed at home and about 70% of the children have no shoes and suffer from jiggers. Some of the children are not well taken care of by the parents as they are not in position to provide for their basic necessities at home.
- Mothers highlighted their experience throughout the children's development stages. They highlighted the use of herbs during the delivery time and confessed that most of them give birth to their children at home with the help of the traditional birth attendant due to long journeys to and from the hospital. They breast feed their children at least for a year before the next conception and spend most of their time with their children.
- Fathers informed us that they provide all the necessities for their wives and children however most of the mothers completely disagreed saying that fathers have abandoned their role to the mothers and have failed to provide the basic necessities for their families.
- Teachers have also played a role in the child development through teaching them not just academic lessons but also public etiquette and other values in through their school rules and regulations.

- Family planning is detested by almost all the men/fathers, hence the families are fairly big and children often compete for the attention and basic necessities are insufficient. Mothers too end up doing the family planning secretly causing a lot of strain in the family relations and atmosphere.
- By the end of the consultative meetings, CGC was now conversant with the knowledge and practices of the communities within which we were to implement the project.

A Debrief from the External facilitators provided more information and insights to the Project intentions and design and the following were mentioned:

- ✚ Because of time constraints the meetings were conducted under a lot of pressure with all the various groups represented.
- ✚ Children alone needed a day or more and because of the time constraints they were rushed during the meetings.
- ✚ Mobilizers of the community needed more information to understand the aim of this activity. They seemed to be funning their personal interests.
- ✚ Preparation for these meetings required better planning and communication to the community in order to have their vested support and interest.
- ✚ There was long discussion on family planning and it turned out that the use of traditional means to extend and maintain family planning would be supported by the health departments at the district if the methods are shared. It turned out that most women use the exclusive breastfeeding method as a family planning method.
- ✚ One of the facilitators emphasized that much as the women are knowledgeable about this method, the practice is not providing results and this is because they are ignorant and in disciplined. More information needed to be given to them regarding the best possible ways to exercising exclusive breast feeding as a family planning method with its advantages and disadvantages.
- ✚ Some of the positive indigenous practices included a clear community education drive in Buttuti community in Nakasongola. It was clear that the community is engaged in advocating for more parents to send their children to school
- ✚ Lutaba and Kojja community in Wakiso having the most confident children who are knowledgeable and expressive of their rights. However there is need to help them understand their responsibilities.
- ✚ Ntuuti community in Nakasongola and Buvvi community in Wakiso had very engaged women and mothers. Due to the gap their husbands create, they are actively involved in the education of their children. Their challenges are that

domestic violence still hinders their family stability.

- ✚ The people of Kiswera community in Nakasongola practice a cultural ritual that provides protection for children against unnecessary exposure to sexuality. They strongly advise that couples keep the issues of sexuality away from their children.
- ✚ The Patoral communities of Nakaseke and part of Nakasongola have their children carry a litre of milk to school every day. This for early childhood development is very crucial and adds value to the learning environment of children.
- ✚ ECCD Caregivers demonstrated care for the children and a commitment to their jobs.

A feedback meeting with the district officials was organized for each district that is; Wakiso, Luwero, Nakaseke and Nakasongola to further disseminate the findings of the consultative meetings as well as inform the district departments especially of education and the probation of the findings and other outstanding issues. The feedback meetings helped for us to officially introduce our project to the district officials, garner for their support and further advocate for some of the issues we felt were pressing needs of the communities as discovered during the consultative meetings.

Some of the outstanding issues included the following;

- Some teachers in the CHANCE Schools not being on the pay role for education. This was discussed with the education officials who promised to follow up the issue.’
- A need to address how to meet the education needs of children with special needs in the communities.
- The threat/fear of teacher retention after all the investment has been made to train the CHANCE school teachers and they choose to go for greener pastures. The sustainability strategy to maintain these teachers. E.G. SBIGA (School Based Income Generating Activities) may provide motivation for these teachers at the Locations.
- Safety and security for the teachers in these CHANCE Schools
- Calls for SCI to improve the physical structures of these CHANCE Schools
- What about SCI installing Posters for the CHANCE Schools
- Another issue around Kojja community not having a secondary school was raised and discussed. Children have been taken to primary school but after their PLE, there is no secondary school for them to attend and therefore parents and caregivers resort to simply marrying off the girls or engaging the children in

domestic work.

- To add to the programming community capacity building to support growth and development of these communities.
- Raise, groom and generate teachers for these CHANCE Schools that ACTUALLY come from these communities before bringing teachers from elsewhere.
- To reduce the absenteeism of these teachers at the CHANCE Schools in two ways: _ Disciplinary action and programme any teacher capacity trainings during the holidays to allow them pay full attention to the children.
- In order for LG's to garner more support in the custody of these schools, LG be allowed to recruit, and discipline the CHANCE School teachers.

2.1.2 Facilitation of Children and Caregivers to develop local and essential play and learning materials and kits for ECCD centres

Children and caregivers were facilitated to develop local and essential play and learning materials and kits for ECCD Centres. The major purpose of this was to ensure improved knowledge and practices of caregivers to deliver ECCD learning services. The activity was conducted in Lukumbi CHANCE School, Nakonge parish in Nakaseke District covering sub counties of Wakyato, Kinyogoga and Ngoma. 22 teachers and 20 children were trained to develop local and essential play and learning materials. The local learning materials were made and are to be retained in the ECCD centres. Altogether 42 participants were trained including 26 female and 16 male. All participants made different materials using recycled pieces of cloth and other items that were in turn taken to their centres. The trainings were conducted using different approaches including lectures, demonstrations and practical development of materials.

Training for ECD Teachers to make local learning materials Nakaseke District

Number of People Trained						
School	Adults		Children		Sub County	District
	Male	Female	Male	Female		
Lukumbi	3	3	7	13	Wakyato	Nakaseke
Mityomere	1	1			Wakyato	Nakaseke
Bwerampindi	1	1			Wakyato	Nakaseke
Kirangazi	0	2			Ngoma	Nakaseke

Bulyamushenyi	1	1			Ngoma	Nakaseke
Natigi	1	1			Ngoma	Nakaseke
Ngando	1	1			Ngoma	Nakaseke
Kimotozi	0	2			Kinyogoga	Nakaseke
Kagongi	1	1			Kinyogoga	Nakaseke
Total	9	13	7	13		

Training teachers /caregivers to make essential local play materials Nakasongola District.

Name of school	Sub county	Number of participants	Males	Females
Kiswera chance/eccd	Kalongo s/c	02	01	01
Kamirampango chance/eccd	Kalongo s/c	02	01	01
Wantabya chance/eccd	Wabinyonyi s/c	02	-	02
Kyamuyingo chance/eccd	Wabinyonyi s/c	02	01	01
Katuugo chance/eccd	Kalongo s/c	02	01	01
Kanyonyi chance/eccd	Kalungi s/c	02	01	01
Nakalikirya chance/eccd	Lwampanga	02	-	02
Lwakataba chance/eccd	Lwampanga s/c	02	01	01
Kabira chance/eccd	Lwampanga s/c	03	-	03
Butuuti chance/eccd	Nakitoma s/c	02	01	01
Kigingi chance/eccd	Lwampanga s/c	02	-	02
Namaato chance/eccd	Lwabyata s/c	02	01	01
Kyawaikata chance/eccd	Lwampanga s/c	02	01	01
Kyalushaka chance/eccd	Kalungi s/c	02	01	01
Tumba chance/eccd	Lwabyata s/c	02	-	02
Zengebe chance/eccd	Lwampanga s/c	01	-	01
Mpabye chance/eccd	Lwabyata s/c	02	-	02
Kitaleba chance/eccd	Lwampanga s/c	02	01	01
Kikangula chance/eccd	Wabinyonyi s/c	03	02	01
Nalulongo chance/eccd	Lwabyata s/c	02	01	01
Lukenzi chance/eccd	Wabinyonyi s/c	02	01	01
Wakakoli chance/eccd	Kakooge s/c	02	-	02
Kamukamu chance/eccd	Kakooge s/c	02	-	02
Ntuti chance/eccd	Kakooge s/c	02	-	02
Total participants		49	15	34

2.1.3 Training of teachers in psychosocial support, counselling and case management

The psychosocial support, counselling and case management training of teachers was conducted in Luwero at the N & D guest house hosting 36 participants including 18 participants from Nakaseke, 12 from Wakiso and 6 from Luwero. The participants were a representation of the different communities including; Kamira – Kiiso, Keera and Kigumbya, Wakyato, Kinoyogoga and Ngoma – Bwerampindi, Lukumbi and Mityomere and Namayumba, Kasanje and Ssisa – Bukondo, Kitayita, Kojja, Buvvi, Bukondo and Lutaba CHANCE Schools . 2 teachers represented a school from the communities mentioned above.

The major objectives of the training was to orient the participants on psychosocial support and effective communication for effective understanding to prevent possible threats to children's rights and development, to enable teachers provide stable affectionate relationships with children and to empower teachers with the skills to best identify children with needs of coping with others in the school environment.

The training was conducted by experienced external facilitators in psychosocial support using lectures in order to provide factual information, plenary group discussions where dialogues amongst teachers and the facilitators existed.

General Observations from the Training included the results from pre and post tests and were:-

- The participants had some ideas about psycho-social support but many were looking at it as an extra load that they were intentionally not doing anything about it. By the end of the training this perception had changed.
- The awareness and management of girl's menstrual cycles and their sexuality were left to the female teachers alone. The male teachers felt uncomfortable talking about them. Through open discussions the male teachers started appreciating the need to understand that not only the children but also their female counterparts.
- There was still a perception that children are not allowed to express themselves. The teachers were however made to realize and understand the importance of child participation in case they are to support children.

Teachers acquired skills on how to identify children with problems and different counselling skills were shared. Dimensions of psychosocial support that are common at school were pointed out, effective communication between the children and teachers was emphasized,

case management skills and making child friendly environment were also discussed. The facilitator further emphasized the need for child to child methodologies including pairing family initiatives and cooperative learning since children understand each other more.

Psychosocial Training for Teachers in Luwero hosting all teachers from Wakiso and Nakaseke Districts.

School	Number of Teachers Trained		Sub County	District
	Adults			
	Male	Female		
Lukumbi	1	1	Wakyato	Nakaseke
Mityomere	1	1	Wakyato	Nakaseke
Bwerampindi	1	1	Wakyato	Nakaseke
Kirangazi	1	1	Ngoma	Nakaseke
Bulyamushenyi	0	2	Ngoma	Nakaseke
Natigi	1	1	Ngoma	Nakaseke
Ngando	1	1	Ngoma	Nakaseke
Kimotozi	1	1	Kinyogoga	Nakaseke
Kagongi	1	1	Kinyogoga	Nakaseke
Kigumbya	1	1	Kamira	Luweero
Keera	1	1	Kamira	Luweero
Kiiso	1	1	Kamira	Luweero
Kojja	0	2	Kasanje	Wakiso
Buvvi	1	1	Kasanje	Wakiso
Gayaza	0	2	Kasanje	Wakiso
Lutaba	1	1	Sissa	Wakiso
Bukondo	1	1	Namayumba	Wakiso
Kitayita	1	1	Namayumba	Wakiso
Total	15	21		

Training of teachers in psychosocial support and case management conducted at rhino guest house nakasongola town council

Name of school	sub county	number of participants	Males	Females
Ntuti chance/eccd	Kakooge	02	-	02
Namaato chance/eccd	Lwabyata	02	-	02
Kyalushaka chance/eccd	Kalungi	02	01	01
Kamirampango chance/eccd	Kalongo	03	01	02
Katuugo chance/eccd	Kakooge	03	02	01
Wantabya chance/eccd	Wabinyonyi	02	-	02

Kitaleba chance/eccd	Lwampanga	01	01	-
Zengebeeccd	Lwampanga	01	-	01
Lukenzi chance/eccd	Wabinyonyi	02	01	01
Nalubobya chance/eccd	Kalongo s/c	03	01	02
Kamukamu chance/eccd	Kakooge	01	-	01
Wakakooli chance/eccd	Kakooge	01	-	01
Mpabye chance/eccd	Lwabyata s/c	01	-	01
Kyamuyingo chance/eccd	Wabinyonyi	01	01	-
Nakalikirya chance/eccd	Lwampanga	02	-	02
Kyawaikata chance/eccd	Lwampanga	01	01	-
Lwakataba chance/eccd	Lwampanga	01	01	-
Tumba chance/eccd	Lwabyata	01	-	01
Kanyonyi chance/eccd	Kalungi	02	01	01
Kiserwa chance/eccd	Kalongo	02	-	02
Kabira chance/eccd	Lwampanga	02	-	02
Butuuti chance/eccd	Nakitoma	02	01	01
Kigingi chance/eccd	Lwampanga s/c	01	-	01
Kikangula chance /eccd	Wabinyonyi	01	-	01
Nalulongo chance/eccd	Lwabyata	01	01	-
Total participants		41	13	28

2.1.4 Capacity strengthening of senior teachers on the making of locally reusable menstrual materials

The training on reusable menstrual materials took place at Luwero where all participants from the different districts of Luwero, Nakaseke and Wakiso were merged as shown in the table below;

District	Sub County	Community	Male	Female	Total
Luwero (6)	Kamira Sub County	Kiiso	1	1	2
		Keera	1	1	2
Nakaseke (18)	Wakyato	Bwerampindi	1	1	2
		Lukumbi	1	1	2
		Mityomere	1	1	2
	Kinyogoga	Kimotozi	1	1	2

	Ngoma	Kagongi	1	1	2
		Ngando	1	1	2
		Natigi	1	1	2
		Kirangazi	1	1	2
		Bulyamishenyi	0	2	2
Wakiso (12)	Namayumba	Bukondo	1	1	2
		Kitayita	1	1	2
	Kasanje	Kojja	0	2	2
		Buvvi	1	1	2
	Sissa	Bukondo	1	1	2
		Lutaba	1	1	2
		Gayaza	1	1	2
Total Reached			15	19	36

Through demonstrations and actual hands-on practice, the teachers were able to make some menstrual materials during the training.

Output of the training

- 36 senior teachers were trained in the 3 districts of Luwero, Wakiso and Nakaseke
- The teachers were able to make reusable menstrual materials and were tasked to pass on the skill to the children.

Training of senior teachers in making reusable menstrual materials conducted at rhino guest house nakasongola town council

Name of school	sub county	number of participants	males	Females
Ntuti chance/eccd	Kakooge	02	-	02
Namaato chance/eccd	Lwabyata	02	-	02
Kyalushaka chance/eccd	Kalungi	02	01	01
Kamirampango chance/eccd	Kalongo	03	01	02
Katuugo chance/eccd	Kakooge	03	02	01
Wantabya chance/eccd	Wabinyonyi	02	-	02
Kitaleba chance/eccd	Lwampanga	01	01	-
Zengebeeccd	Lwampanga	01	-	01
Lukenzi chance/eccd	Wabinyonyi	02	01	01

Nalubobya chance/eccd	Kalongo S/C	03	01	02
Kamukamu chance/eccd	Kakooge	01	-	01
Wakakooli chance/eccd	Kakooge	01	-	01
Mpabye chance/eccd	Lwabyata S/C	01	-	01
Kyamuyingo chance/eccd	Wabinyonyi	01	01	-
Nakalikirya chance/eccd	Lwampanga	02	-	02
Kyawaikata chance/eccd	Lwampanga	01	01	-
Lwakataba chance/eccd	Lwampanga	01	01	-
Tumba chance/eccd	Lwabyata	01	-	01
Kanyonyi chance/eccd	Kalungi	02	01	01
Kiserwa chance/eccd	Kalongo	02	-	02
Kabira chance/eccd	Lwampanga	02	-	02
Butuuti chance/eccd	Nakitoma	02	01	01
Kigingi chance/eccd	Lwampanga S/C	01	-	01
Kikangula chance /eccd	Wabinyonyi	01	-	01
Nalulongo chance/eccd	Lwabyata	01	01	-
Total participants		41	13	28

2.1.5 School Community mapping and Mapping of children with Disabilities in and out of school

The mapping of children with disabilities in and out of school was merged with the mapping of in school and out of school children. The mapping begun with the development of tools, after which a short training on how to administer the tools was conducted with the data collectors.

After data collection for one week, a review of some of the data tools was done and another verification process and feedback meeting with the data collectors was organized to review and thoroughly understand the shortfalls in the data collection so far. This was good as it created clarity especially with the data collection process. The data collectors are now in the process of collecting the data and as soon as they are done with the collection, the tools will be coded and data entry process will commence. Data will be analysed after which 2 different reports, one on mapping of in and out of school and another on mapping of children with disabilities in and out of school will be developed and disseminated to the local partners within the same areas to forge a way forward.

2.1.6 Support schools to establish school gardens and children acquiring practical skills

During the concluded Consultative meetings the schools that needed food security as a subsistence support were identified and selected. According to the budgetary allocation 8 CHANCE schools were the targeted beneficiaries for this initiative these are Kamirampango C/S in Kalongo S/C Nakasongola; Bukondo C/S AND Kitayita C/S in Namayumba s/c Wakiso; Kiiso C/S and St. Jude Katagwe Keera C/S in Kamira s/c Luwero and Bwerampindi C/S and Lukumbi C/S in Nakaseke. The school management committees were met and issues regarding land, food needs and equipment to support them to establish school gardens were discussed with a promise to conclude the Memoranda of Association between the schools and CGC. For the majority of the schools Maize, Cassava, Soya, Beans, and Greens were the most needed food-crops. However as a project team we thought it necessary to add a few more seedlings and seeds to their list including Pumpkin, Tomatoes and Pineapple suckers. During the month of September, the gardens received only Maize seeds and Equipment including Hoes, and Pangas. The School Management Committees were delegated to source and instruct local workers from the community to plough the land and prepare it for Planting. Because this activity is intended to help the children acquire practical skills and help them gain an understanding of food production, we decided to spread the activity over a period of four months. Thus the trainings from the District Extension workers, supervision and provision of pesticides and fencing would be realized the following quarter.

2.1.7 Formation and establishment of book corners in learning centres

The Literacy promotion in the thematic areas of Basic Education provided an opportunity for some of the CHANCE schools in each district to obtain book corners in the learning centres. Nakasongola had a school each selected from KALONGO, KALUNGI, LWABIYATA AND LWAMPANGA s/c's; Nakaseke had two schools selected from NGOMA s/c and Luwero had the two schools in KAMIRA s/c; Wakiso had the two schools from NAMAYUMBA s/c.

Two Schools in LUWERO/Kamira that is Kiiso C/S and St. Jude Katagwe Keera C/S received Bookshelves this quarter. The rest of the schools would receive their bookshelves and all schools receiving reading materials and aids as well as donated books from the networks CGC has created in the next quarter.

2.1.8. Support raising awareness on good sanitation hygiene and health practices

In carrying out this activity, specific recommendations about the barriers that prevent indigenous people of these marginalized communities from practicing safe and good sanitation, maintaining good hygiene and accessing primary health care services were addressed. Importantly, the activity addressed the key characteristics of best practice in sanitation, hygiene and health practices among the local people.

In Nakasongola, 5 sub-counties were reached with 634 participants attending the meetings. These comprised of 161 parents, 473 children and were supported by Two external facilitators carrying the sensitizations and the district health workers providing basic health care support services to mothers, children and men in attendance.

2.2 CRG(Child Rights Governance/MAGGIC)

2.2.1 Conduct consultative meetings with children's clubs and children's councils in identifying their 10 point plan

The main purpose for the consultative meetings with the children's clubs and children's councils was to eventually identify their 10 point plan. Children with identified priorities would also advocate and campaign for better practices and policies to fulfil their rights and ensure that their voices are heard. The target was 37 girls and 16 boys and the actual numbers met with were 13 girls and 12 boys.

The ten point plan was generated by the council and these included.

1. Sanitary towels (pads). Most girls said they cannot afford to buy them and therefore they appealed for support.
2. The books for reading and the ones that are there are very few and that there is need to support their them Increase books in the library
3. Child rights protection awareness. There is still child labor, early marriages. They are calling upon rights actors to create more awareness to the duty bears.
4. Breakfast and lunch at school. At Lwabiyata primary school, a quarter of the children feed on porridge for break that is contributed by some parents they appealed that feeding should be looked into because it is their right.
5. Musical instruments and costumes. They want costumes and instruments to be provided because they can afford them and yet they have the talent to perform

6. School nurse and the first aid boxes. They want a fully equipped first aid box and a full time nurse who can attend to them. This was also highlighted by the school administration.
7. Bursary. This was mostly echoed by the girls out of school that there is need to provide technical institute such as tailoring, cosmetology wood work, computer training.
8. Compound tools for both cleaning their compounds and for school gardens where they grow some food crops
9. Uniforms and the balls for games should be provided to them for them to exercise the right to play and as a form of passing peer education to the fellow peers.
10. Seats and lights in the library. They said that at least if solar can be installed, be put for them

Lessons learnt during these meetings were that:-

- Giving the children an opportunity to express themselves during the meeting brings out voice that can influence decision making.
- Children create new friends and thus sharing of information and experiences from different places.
- Promoting children's active involvement in issues that affect them; listening to their views and taking them into
- Consideration in decision-making processes, gives hope to the children that their voice is being heard

2.2.2 Support the children's clubs and councils in lobbying and advocacy initiatives based on identified priorities

The activity was intended to increase awareness of school, community sub-county and the district leaders about the needs of the children advocate for their rights of the children and seek local support in the implementation of the project in the targeted community.

Out of the target group including 25 girls and 16 boys 13 girls and 12 boys were reached during this activity.

The project assistant gave the welcoming remarks and explained the agenda to the participants.

The participants were briefed about the CGC back ground and profile.

Groups were formed as a role play where each participant played a role on how to give a speech.

This was geared to improve their communication skills in the public.

-the children were given the opportunity to ask the speaker on what the sub county has done or is doing to fulfil the needs of the children.

The children were able to provide the decision-makers with a more accurate picture of the realities of children in the community and to raise awareness of children's rights and the need for a comprehensive children's code at the sub county.

Some of the challenges experienced during these two meetings were that parents needed to be sensitized more about the need to support their children attending these meetings. It was also a challenge having some of the children who are in the candidate classes attend these meetings. The Children also expressed that the distance travelled from either home or school to the venues where meetings were held were far.

2.2.3 Capacity strengthening of children’s council and clubs to clarify roles and responsibilities in relation to council functions and coordination with adult civil society and government

3.0 Financial Progress Summary

Activity	Budgeted amount	Budget Code	Actual Amount used	Variance	Explanation
ICC					
Consultative Meetings	23,375,000	1.3.1	17,167,000	6,208,000	Time constrain as funds came in the week when children were having their term holidays
Training ECD Local Play	11,050,000		11,050,000	-	
Training Psychosocial Support	16,575,000		17,092,000	(517,000)	
Capacity Training Reusable menstrual materials	4,675,000		4,675,000	-	

School community mapping	8,925,000		9,797,500	(872,500)	Activity merged with Mapping children with disabilities in and out of school.
Support raising awareness on good sanitation hygiene and health practices	8,500,000		4,203,000	4,297,000	Activity as per work plan would take place in September and October to cover enough school communities
Support schools to establish school gardens	25,000,000		6,328,625	12,321,200	As per work plan activity happens in all the remaining months.
Formation and establishment of Book Corners	8,250,100		1,525,000	2,600,000	As per work plan and on schedule.
Mapping Children with Disabilities	3,600,175			3,600,175	Activity referred to the next month due to time constraint

Organize Sector Review meetings at sub-county level	8,500,000			8,500,000	Activity referred to the next month due to time constraint
Local Staff Salaries	8,629,375		8,399,932	292,443	
Local Admin	1,143,209		1,179,609	(36,400)	Prices for some items under budgeted
M&E	883,333		742,000	141,333	As per work plan
MAGGIC					
Consultative meetings	1,610,000		735,000	875,000	As per planned work plan
Support children's council and clubs to clarify roles based on identified priorities	1,494,000		747,000	747,000	As per planned work plan
Support constitution and operations of children's councils	1,010,000		505,000	505,000	As per planned work plan
Capacity strengthening of the C.Cs	2,814,000		658,000	2,156,000	As per planned work plan

					for CRG
Logistical support to the children's councils to be operational	2,072,000			2,072,000	Time constraint due to slow releases internally
Feedback meetings	4,768,000			4,768,000	Time constraint due to slow releases internally
Salaries	7,000,000		1,444,733	3,221,934	As per work plan

4.0 Performance Assessment (Feed in from the review and feedback meeting highlighting progress of implementation against indicators, objectives and time frames)

Current Situation – Where are we?	Ideal Situation – Where do we want to go?
Financial Performance Total budget performance was at 36%. This is explained below.	We want to utilise and exhaust the funds
The funds releases are still slow and as a result stalling activities and creating crises for project coordination.	It has been explained below.
	We would like to submit all concepts for remaining activities by 31 st October.
Transport infrastructure is still a challenge and needs review to enable smooth running of activities.	We are lobbying for increased facilitation of transport.
Inability to reach all our targets due to time pressure due to understaffing.	To improve service delivery of our activities by adding more staff to the team to accomplish the remaining activities.
Team Cohesion has improved although more time needs to be allocated to building a strong team in implementation.	Team building opportunities for learning and exposure would best provide an avenue for improving synergy.

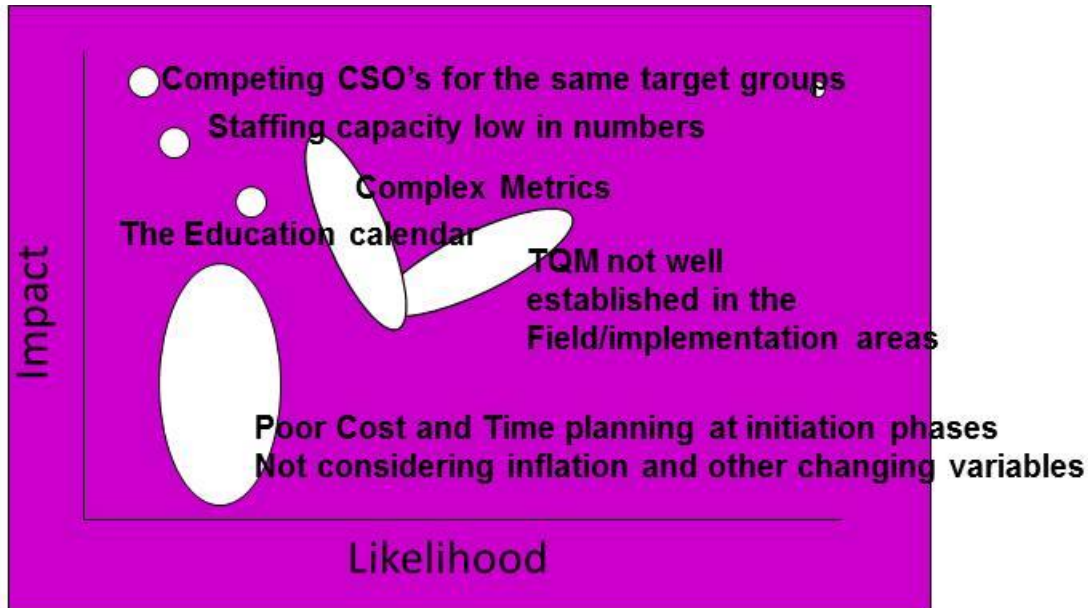
5.0 Implementation Challenges and suggested solutions

Implementation Challenges	Suggested Solutions
<p data-bbox="235 254 828 338">Approving authority has been stringent and had made activities lag behind</p> <p data-bbox="235 401 828 575">Release/reimbursement of funds from SCI has not been in time from the beginning and this delay trickles down to implementation of all activities.</p> <p data-bbox="235 638 828 911">Period of implementation of activities was narrowed down i.e. planned activities were supposed to be done in six months (July-Dec) but we are doing them in 4 months and this creates a lot of pressure to the implementing staff.</p> <p data-bbox="235 974 828 1100">The project is understaffed; we are implementing in four districts which are diverse with only 3 project officers.</p> <p data-bbox="235 1163 828 1289">All funds were designated for fuel yet some instances required physical cash to support movement.</p> <p data-bbox="235 1541 828 1772">Services for children require well thought interventions that take time to produce meaningful results and added value. Our services were watered down by the pressure to achieve results at scale</p> <p data-bbox="235 1835 828 1854">The pressure to achieve results at scale</p>	<p data-bbox="849 254 1429 338">We have added on another Signatory to the bank.</p> <p data-bbox="849 401 1336 432">Funds should be disbursed on time.</p> <p data-bbox="849 638 1429 863">Include CGC (partner) in the time planning and consider the partner's infrastructural and business process after the capacity review when deciding the disbursement schedules.</p> <p data-bbox="849 974 1429 1005">Each district should have a project officer.</p> <p data-bbox="849 1163 1429 1482">The budget should have a provision for car hire where larger groups of people need to be transported and the donor partner may provide streamlined operational guidance for such a provision. Transport needs to be part of the strategic plans on implementation.</p> <p data-bbox="849 1541 1429 1766">More time should be allocated to provide better services for the children in direct reach, this would ensure timely schedules, it would ensure value for money for the children and their communities</p> <p data-bbox="849 1835 1429 1854">More time spent with the children during</p>

<p>compromised the time taken to give children their deserved quality in our implementation.</p> <p>CGC/Partners were not able to</p> <ol style="list-style-type: none"> 1. Participate in the baselines for the project or 2. Receive a comprehensive acquaintance with the baselines several weeks before implementation begun. 	<p>implementation would allow the project team to pick their views and establish what they have in mind as part of our project budgeting, launches and initial strategic plan at each District.</p> <p>Joint baselines would provide consolidated information and guided frameworks for implementation.</p>

6.0 Conclusion

6.1. Risk Map for the Project Quarter 1



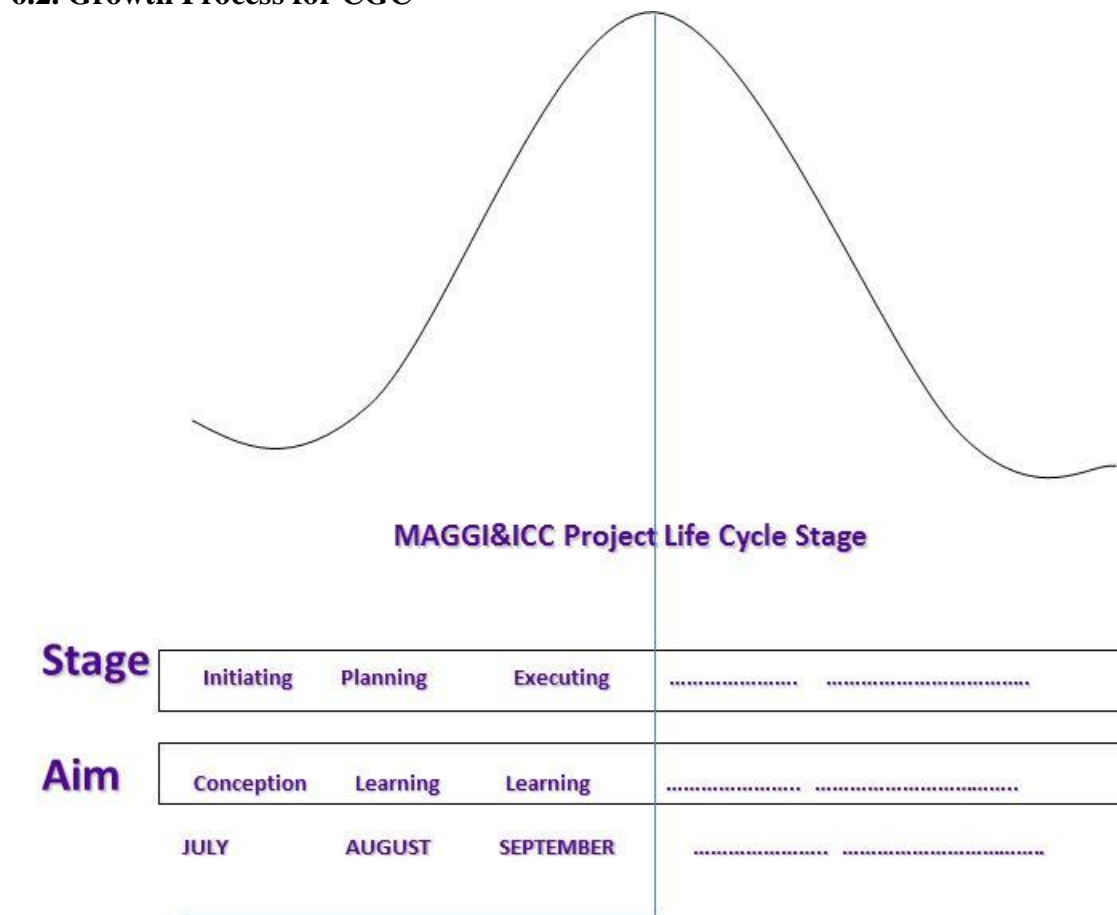
Considering all the SWOT analyses made in the Quarterly review, our impact may be most realized if we reduce the likelihood of the variables in the Graph represented above for the next quarter.

1. Reduce the occurrence of several players/stakeholders competing for the same children, teachers or district officials. This may mean better planning that requires a feasible

district gathering of all CSO's and the target group representatives.

2. Timing of the Project period to suit and manage the Education country calendar to allow both children and teachers quality time to assimilate and use the information passed on to them through the initiatives.
3. Have joint Cost and Time Planning meetings between Donor partners and implementing partners at regular phases of the project cycle.
4. Both Donors and Implementing partners draft a joint TQM/ Value adding strategy to capture control and ensure that all activities are delivered to standard and that all stakeholders/beneficiaries are given the best service during implementation.

6.2. Growth Process for CGC



Projects always sharpen the value that CGC adds to programming, performance and efforts to fundraise and generate grant attracting proposals and activities.

Currently the line that cuts through the curve represents the stage CGC is at during this project period, matched with the Aims and months so far. Amidst the mentioned pressure and hiccups, the MAGGIC & ICC Project has the potential to create sustainable value to the Districts of Nakasongola, Nakaseke, Luwero and Wakiso.

Before the Project

- Working in Child Protection, Education, Health, Psychosocial support, and more in Nakaseke, Luwero and Kampala.
- Programming was disjointed and as a result susceptible to duplication.
- All staff and board implementing solely most of the core activities.
- Focused knowledge on working with children and specifically those above the age of 12 years old.
- Administrative functions and financial management solely the role of the Finance staff.
- Advocacy initiatives limited to only top up structures at Districts and other key stakeholders spaces.

During the Project

- Working in Child Rights Governance and Integrated Education support adding Nakasongola and Wakiso
- Programming Integrated and therefore allowing for close monitoring of activities and funds
- External Facilitators adding value to project implementation and easing the work load
- Exposure to other CSO's and service providers in thematic areas like Mango Tree innovators in education and communication, Madrasa Resource Centre for training in ECD Local Play materials and Kits, Fountain Publishers for reading materials in the Local Languages, FACOM, Victoria Seeds and more.
- Broader perspective and knowledge working with children from infancy to 18 years old. With a better understanding of Child Care and Development.
- Strengthened approach on integrated coalition interventions for community work
- Joint monitoring and evaluation
- Increased exposure to ECD and Literacy capacity development for implementation and to our resource centers added child friendly learning environments..
- Training in technical areas of budgeting, financial reporting, fraud awareness, project planning, scheduling, implementation and reporting.
- Exposure to the launch of "Children's Rights and Business Principles" now a component to be tabled in all policy dialogues internally and with stakeholders.