Concern for the Girl Child

Founded in 2001 by Dr. Ann Frances Hayes and the Late Freddie Henry Kasozi

We Empower the Girl Child

A World where all people are fully contributing to the social, political and economic development of their community.

March 2017

STRATEGIC PLAN 2017-2021

Concern for the Girl Child is a child-focused Non-Government Organization in Uganda. With the aim of empowering the girl child through access to education, health information and advocating and lobbying for the rights of children. CGC has since its inception impacted the lives of 800 girls, their families and surrounding communities including over 20,000 children. With the support of strategic partners such as the Local Government, CSO consortia and Alliances, Development Partners, INGOs, Donors, and Well-wishers from our Partner Schools and Community Networks, the districts of Luwero, Kampala and Nakaseke, Cultural and Community Religious leaders, and other like-minded child activists, we have been able to reach more communities.

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EXECUTIVE SUMMARY

Concern for the Girl Child (CGC)enters the new strategy period with a number of significant changes in the lives of girls it supported registered to its credit: improved discipline among the supported learners; reduced pregnancies among the supported girls and the schools in general; reduced drop outs of girls supported by CGC; reduced absenteeism from class – which used to happen because of nonpayment of school dues; increased enrollment of vulnerable children to secondary schools; supported girls are no longer fearing to offer sciences at High School Certificate (HSC) level; improved networking and sharing of school management and teaching experiences between the supported schools; exposure and training of supported schools' administrators and Head teachers to/ in leadership skills; improved performance of supported girls over the years; acquisition of life skills by the supported girls that made them (girls) very confident and assertive in their day to day lives; improved hygiene among supported girls and schools; the supported girls are now looking forward to good marriages as they know the qualities of who they want to be their spouses in the long run; the supported girls acquired friends, moved and saw new places as a result of the camps they attend annually; and CGC supported Girls now create time to help those in need in their communities including the elderly, the disabled and children

CGC enters the new strategy period aware that the absolute number of people living below the poverty line in Uganda has not reduced significantly andchildren and youth vulnerability continues. Children continue to experience abuse, violence or are exploited, abandoned, or severely neglected (in or out of families) hence facing significant threats to their survival and well-being. The youth on the other hand are faced with numerous and multi-dimensional problems including: the persistence of inadequate employable skills; limited access to assets and other means of production; limited access to basic and critical health services, including sexual and reproductive health services; early marriages and pregnancies; substance and drug abuse as a coping strategy for lack of employment; peer influence and other social pressures that expose them to HIV/AIDS, crime, unplanned pregnancies and STIs, lack of life skills needed to resist such pressures and to practice safe behavior. The need for CGC's interventions is probably higher than it has ever been.

CGC enters a new era at a time when Government recognizes the contribution of NGOs in the areas of service delivery, advocacy, democracy and good governance as well as community empowerment but is also quick to point out the high NGO sector dependency on donor funds highlighting the fragility of the local NGO sector, weak sustainability of its program activities as well as poor NGO

governance and public legitimacy. The decentralization policy has not been well implemented resulting in limited financing of Local Governments (LGs), low staffing levels and skills required negatively affecting delivery of the much needed social services.

This strategy reflects both positive and critical views on Uganda's NGO sector in general and CGC in particular. CGC recognizes the need to consolidate its positive attributes and put in place mechanisms to improve its response to the challenges. From the consultations that have informed our strategic planning process, a clear demand emerges for CGC to raise its visibility in national networks and coalitions, capture opportunities presented by global trends, reach out to more vulnerable and orphaned girls, increase its geographical outlook, mitigate the external threats to our work and to the NGO operating environment in general, step up child care and protection work, diversify funding to minimize organizational vulnerability, seek out stronger partnerships with INGOs, Local Governments and local NGOs that can add value.

Having reviewed the global, regional and national contexts, and the opportunities and challenges that relate to CGC's work, this strategy reflects a commitment to change, articulates CGC's desire to make a difference in the lives of even more girls and envisions a highly participative community in development processes. At the center of this is the transformation of a vulnerable and disadvantaged girl into a productive, caring and responsible citizen and who works in an environment that CGC and its allies will have transformed into one that is free from all forms of discrimination against girls and women including sexual and gender based violence and from the threat of such.

5.0 THE NEW IDENTITY OF CONCERN FOR THE GIRL CHILD

Our new strategy presents CGC as a national NGO

- That will focus on issues that affect the vulnerable girl child in a holistic way
- That will promote and uphold the rights of a girl child locally and nationally
- That is an instrument through which parents and girl children will negotiate for rational and flexible education and skills training for girl children that is cognizant of the employment challenges, social and economic constraints that girl children face daily
- That is fully networked in ways that will help it share its learning and experiences across the whole country
- That will empower rural households to own and champion a girl child development agenda
- Whose national appeal is grounded in its girl child centeredness and evidence based advocacy work
- That will strive and work towards sustainable development outcomes and a reliable local support base

5.1 CGC Vision

We envision '***a world where all people are fully participating in the social, economic and political development of their communities'***

5.2 CGC Mission Statement

We are a national Non-Governmental Organization committed to ***'upholding the rights of children and youth, through vulnerable-girl-child-centered education and skills development services in partnership with parents, communities, schools, Government and Civil Society Organizations in Uganda'.***

5.3 CGC's Goals

- ***'To transform vulnerable and disadvantaged girls into productive, caring and responsible citizens'***
- ***'Women and girls are free from all forms of discrimination including sexual and gender based violence and from the threat of such'***

5.4 CGC Values

True to CGC's identity and position within the Ugandan society, we intend to live by the following set of values:

- We share a heart of **Compassion** with vulnerable children especially girls from disadvantaged communities
- We believe in **Mutual Respect and Trust**
- We uphold principles of **Integrity** which we strive to reflect in all the work we do
- Achieving **Excellence** in all we do will be upheld as a key principle guiding how we achieve our objectives
- We are**Committed** to the protection, promotion, respect and fulfillment of the rights of children
- We are good **Stewards** who are accountable to children and communities we serve and seek to obtain value for money or resources availed to us in pursuit of organizational objectives
- We believe in **social justice and equity**. We recognize the need for our work to reflect and promote equality, dignity, and a more just society especially with regard to the poor and marginalized

- We shall uphold **Innovation** in our work. We shall implement processes that bring forth various novel ideas. We shall continuously seek new ideas and apply them in ways that lead to better solutions to new program requirements, challenges, and needs. We shall address innovation as a competency among our staff

5.5 CGC Working Principles

We recognize that how we work will be as important as what we do. Four principles - partnership, participation, empowerment and a commitment to learning - will underpin everything we do. In the past, not all of our relationships with volunteers, beneficiaries, partners, Government and supporters have been as strong as we want them to be – and this is something we intend to change. We want to build partnerships that are flexible, provide girls with a choice, clear, and maximize the contribution of all parties to the shared goal.

5.6 Program Coverage

In its quest for a truly national appeal, CGC will start this strategy period by consolidating its activities in its traditional districts of Luwero, Nakaseke and Kampala (Nakawa), scale up its lessons and experiences to reach out to a wider national audience through evidence based advocacy, partnerships and networking with district and national level human rights and education networks and coalitions. At the mid term point in this strategy period, a review will be undertaken with a view to establishing whether there will be enough justification and capacity for a geographical scale up to reach out to other deserving districts in the country. The feeling among stakeholders is that during this strategy period, CGC should explore extending its support to new frontiers especially Northern Uganda and Eastern Uganda – regions that have been hit hard by insurgencies in recent history and are still struggling with high levels of poverty.

Subject to availability of funding, CGC will therefore take a few pilots to these regions focusing mainly on non cost intensive initiatives like child protection work and the experiences out of these will feed into the mid term review.

6.0 PROGRAM AREAS, OBJECTIVES, STRATEGIES AND CORE ROLES

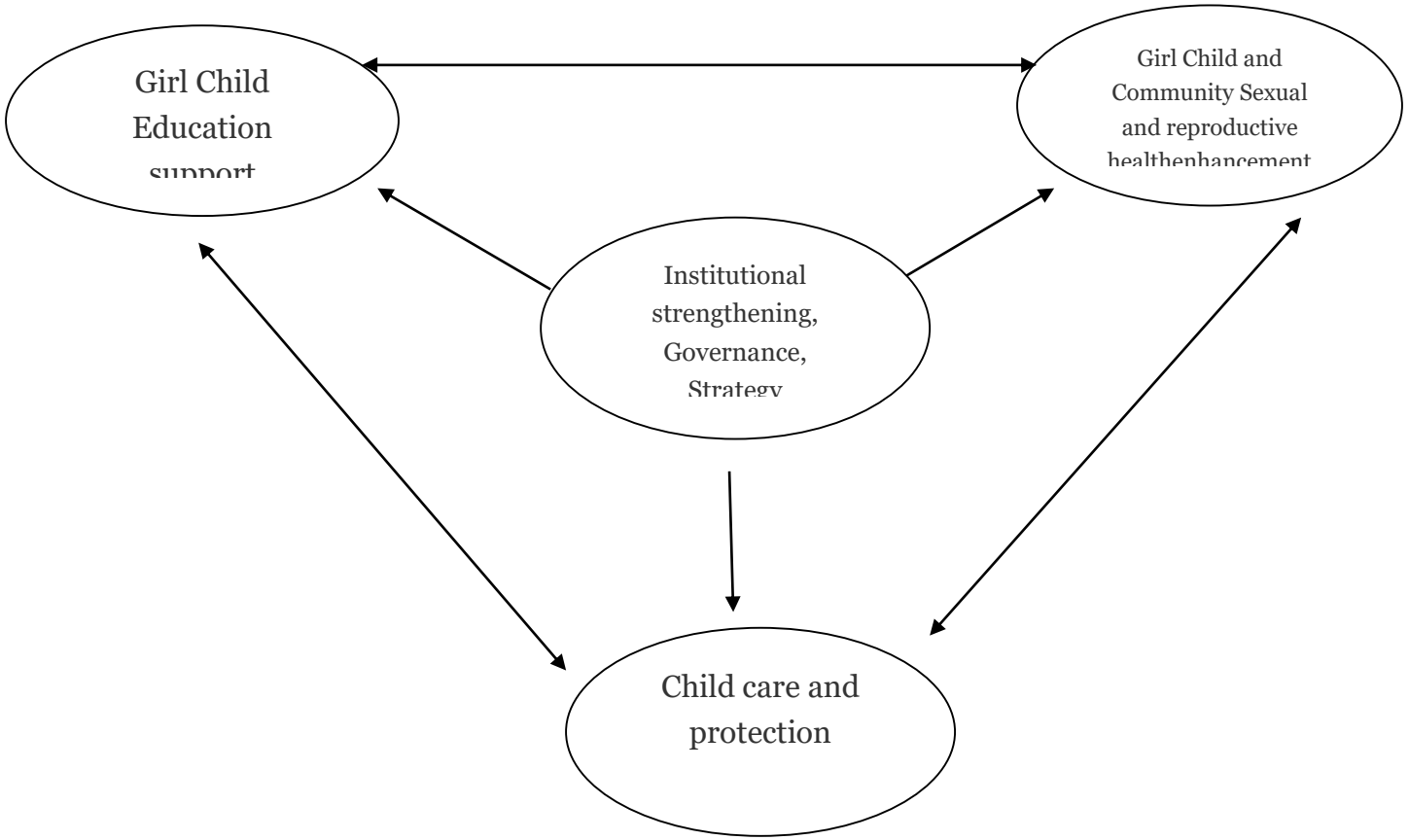
Concern for the Girl Child's new strategy is guided by a desire to consolidate itself in the three traditional districts of Luwero, Kampala and Nakaseke; reach out to more vulnerable girl children and provide them with more options for their education and skills development centers; strengthen its engagement with and accountability to Parents, beneficiary Girl children, communities generally, Local Governments, partner NGOs and supporters; become more visible and financially stable.

Its successful implementation is expected to lead to the following outcomes:

a) An engaged and accountable NGO that engenders respect from Government, other NGOs, target communities, parents, girl children, and supporters for the difference it is making in their lives and or work
b) An informed citizenry that possesses the necessary information and capacity to effectively engage in and contribute to development processes including protection of the girl child
c) A vibrant child rights movement in partner schools
d) A Big Sister Association that is fully immersed in advocating for the girl child and raising resources for girl child causes
e) Partnerships/Collaborations: Intensified strategic linkages and participatory collaboration with key organizations within the country, and probably beyond, in order to expand access to human, material, technological and other resources including social capital
f) Strengthened learning culture within CGC through: research and documentation of girl child related cases, practices and interventions; development of innovations, approaches and models in programming and advocacy; and sharing these practices with other organizations interested in girl child empowerment and gender equality
g) Increased CGC capacity in all the key program results areas highlighted – Education, Health, Child Protection and Resource mobilization

This strategy articulates three interlinked program areas that define CGC's new focus, with an additional aspect of enhanced institutional capacity to enable it deliver its mandate. The choice of the three was shaped by the desire to remain doing what we know best and can do efficiently, identify value adding interventions which complement each other so strongly that they make the much appreciated holistic approach very meaningful, to become very visible in the communities and districts where we operate but also touch the most pressing needs of the girl child. Figure 5 below illustrates the links between the three program areas, which are explained in turn.

Figure 5: CGC Program Areas



6.1 Program Area One: Girl Child Education Support

6.1.1 IMPACTS

1. Reduced gender inequality and discrimination in targeted communities
2. Increased employment rates among CGC supported orphans and vulnerable girls
3. Increased spirit of giving and helping others among the CGC supported orphaned and vulnerable girls
4. Increased self-esteem and confidence among the CGC supported orphaned and vulnerable girls

6.1.2 OBJECTIVES

1. Access to all levels of education by CGC supported orphaned and vulnerable girls increased
2. The number of girls completing their schooling and in possession of practical skills considered adequate to guarantee them employment (either as self employees or employees of others) on the Ugandan job market increased
3. The rate of completion of education cycles and courses (Secondary school, Apprenticeship, Vocational, Tertiary, University) by CGC supported orphaned and vulnerable girls increased

6.1.3 SITUATION

CGC recognizes the challenges that continue to impact negatively on girl child's education in Uganda. These include among others poverty in households, child labor, distances to reach schools, hidden costs of education (e.g. scholastic materials, uniforms etc), teenage pregnancies, child marriages, discriminative cultural & religious practices, teacher absenteeism, teacher quality, inadequate appreciation

of education among especially uneducated parents and guardians, inappropriate relationships between boys and girls that make them lose their focus on education, inadequate gender awareness among parents and other child care givers and poor implementation of existing Government gender policies.

It is also worth noting the following as highlighted in the BTVET strategic plan 2011 – 2020:

a) The range of occupations for which BTVET programs are offered is rather narrow, and does not address skills needs in modern and emerging productive sectors. Available studies and labor market indicators point to unmet skills demand in the hospitality industry, ICT sector, business management and financial sector, mining and engineering, oil and gas, and for environmental technologies, among others.

b) Another major challenge across the BTVET system is the lack of practical competencies of graduates. According to employer surveys, this is especially pronounced at higher qualification levels indicating the need for considerably more practically-oriented BTVET at technician level.

c) *Soft skills* necessary to perform well in modern work environments are underdeveloped among the Ugandan workforce and not appropriately taken into account in training programs. These include communication, computer literacy, customer care, problem solving, work attitudes and ethics.

d) Important groups of citizens do not benefit fairly from BTVET provision. In particular:
   - Low income groups tend not to participate because of high fees and high opportunity costs caused by long training durations
   - Young people who dropped out of school before completing primary school, constituting almost half of the youth, were not being addressed at all until 2010 when the Non-Formal Training Program (NFTP) was initiated
   - Females account for only about one fourth of public BTVET enrolments, and are concentrated in traditional female occupations
   - Persons living in Karamoja and the Northern regions have considerably fewer opportunities to acquire skills through training programs

6.1.4 STRATEGIES

As such, Education, which is CGC'sflagship program during this strategy period, will make effort to address these issues through the following strategies and key undertakings:

a) A rigorous and transparent selection process through which deserving vulnerable and orphaned girls from targeted communities will be identified for CGC education support. CGC will adopt a more inclusive approach to program implementation – extend a collaborative arm to the Muslim and catholic faiths, adjust recruitment process procedures to ensure Muslim girl children actively participate. CGC will in due course define who an orphan and who a vulnerable girl child is for ease of identification of deserving beneficiaries.

b) The number of secondary schools in partnership with CGC to offer selected girls the needed secondary school education services will be increased by one in each district in tandem with available resources to offer the girls options for choice of where to go for their education. This is a departure from the previous strategy periods when CGC only gave one option per district for girls to go to

c) Selected girls will be supported at all levels of Uganda's education system. However, in the case of university education, girls who will not be able to secure admission to courses that expose them to practical skills considered adequate to guarantee them employment (either as self employees or employees of others) on the Ugandan job market will be encouraged through career guidance and counseling sessions to pursue vocational or technical education or other practical skills training as appropriate alongside (taking advantage of holidays for example) or after their university courses (some kind of postgraduate training).

d) Career guidance and counseling sessions will be conducted for all students in partner schools to enable them make appropriate career choices. In doing this, CGC will employ the big sisters, role models, and other prominent or successful individuals in Ugandan society. In this initiative, CGC will incorporate elements on gender awareness raising among both girls and boys in partner schools. CGC will also motivate girls into pursuing education paths that maximize benefit from available opportunities (e.g. Loan schemes, Government grants to vocational schools that are higher than those to secondary schools etc) from other stakeholders like Government

e) Gender awareness raising sessions in partner schools targeting school administrators, teachers and parents

f) Tuition fees will be provided to girls going to non USE schools while only scholastic materials and contribution to the hidden costs of education will be provided to girls going to USE schools. As much as possible, CGC will communicate to and encourage partner schools to communicate in their official circulars at end of terms all would-be-hidden costs of education (e.g. costs of trips, seminars and school events) to facilitate CGC's better planning for such costs

g) Parenting and recommitment exercises as well as students' attendance focused school visits will be conducted to strengthen relationships between parents, guardians, schools, beneficiaries and CGC. This activity will also be utilized to raise awareness of parents and guardians about education as a girl child right and their role in the education of their children
h) Lobby partner school Head teachers and teachers to manage conflict using collaborative and integrative problem solving approaches, which induce individuals and stakeholder groups, including teachers and students, to gain a sense of being valued as genuine stakeholders in the school system.
i) Monitoring of implementation of CGC policies in education will be done to ensure there is no laxity anywhere that could lead to a reversal of the gains so far made with girl children and the schools they are studying from
j) Through membership to national and district level education focused NGO coalitions, CGC will seek to contribute to Government policy changes through advocacy where the situation demands so.
k) CGC will step up its engagement of school administrations and teachers in a bid to improve the relationship between schools and the supported girls but also to improve in aspects to do with teacher quality, teacher – girl child relationships, customer care, and management of cases related to the supported girl children
l) Construction of a vocational training institute on the piece of land already purchased by CGC in Luwero District will commence. This institute will be designed and pursued as an income generating project for CGC. It will target offering courses in areas where there is a serious shortage of skills in the country - hospitality industry, ICT sector, business management and financial sector, mining and engineering, oil and gas, and for environmental technologies, among others. Others are soft skills including communication, computer literacy, customer care, problem solving, work attitudes and ethics
m) Organize camps during which all CGC supported girls are exposed to the said soft skills to ensure that all girls without exception come out of school when they possess these skills
n) CGC will develop a volunteer program in partnership with like-minded NGOs (and probably Local Governments) through which its supported girls (alongside others) will be exposed to practical work and vocational skills. CGC will negotiate and sign contracts (MOUs) with these partner organizations to facilitate smooth implementation of the program
o) CGC will also outside the volunteer program develop a mechanism for providing practical work oriented or employable skills training to girls pursuing flat courses at university to back up their degrees and increase their chances of employability/ self-employment after school
p) CGC recognizes that there are various players on the market that have come up with bursary schemes. CGC will endeavor to reach out to these schemes, explore partnership possibilities and if possible hand over some of its girls to these schemes so it can save the

little money to support more girls. In the event that some bursary schemes could be accessed by its girls, CGC will do what it takes to facilitate the girls' application process and transition into the schemes

q) Undertake research on issues and challenges identified in the course of program implementation to help further program implementation and advocacy work

6.2 Program Area Two: Girl Child and Community Sexual and reproductive health enhancement

7.2.1 IMPACTS

1. Girls' retention in schools increased as a result of increased self esteem, focus, reduced absenteeism and pregnancies
2. Morbidity and mortality in targeted communities due to unsafe water accessibility, poor sanitation and unhygienic practices reduced
3. Sanitation ordinancesand byelaws enacted and enforced in CGC targeted districts
4. All CGC targeted communities are Open Defecation Free

6.2.2 OBJECTIVES

1. Knowledge, attitudes and practices associated with sexual and reproductive health among students in supported partner schools increased/ improved
2. Access to safe water by CGC targeted communities, partner schools and health facilities increased
3. Latrine coverage in CGC targeted communities increased
4. Usage of hand washing facilities with soap in targeted communities increased

5. Menstrual Hygiene among supported girls increased
6. Hygiene practices among partner schools improved
7. Financing for sanitation and hygiene activities at all levels in the district increased

6.2.3 SITUATION

CGC understands that key constraints to girl retention in schools outside what was discussed under the education program have to do with inadequate menstrual hygiene maintenance among girls, cultural myths about menstruation where in some cultures girls and women are advised not to bathe during menstruation, the high cost of sanitary towels, traveling long distances to reach safe water sources, inadequate access to accurate information on reproductive health, hygiene and sanitation among communities and school going children in particular.

It is also CGC's understanding from the NDP II situation analysis that despite the improvements in the health of Uganda's population over the years, the country is still far from the ultimate goal of health for all. One of the biggest drawbacks has been the high fertility that the country has been experiencing.Under-nutrition among children below 5 years and women of reproductive age has remained high. The HIV and AIDS epidemic has had a big impact on the population and the disease burden remains unacceptably high. The HIV prevalence among persons aged 15 to 49 years stood at 7.3 percent as of 2014. In that year, Uganda had registered an increase in HIV prevalence amongst adolescents i.e. boys 0.3-1.7 percent among 15-19 years, 2.6-3.0 percent for girls. Among the youth aged 15 – 24 years of age, only 39.5 percent of the males and 38.1percent of the females had comprehensive knowledge of HIV and AIDS in 2014.

As of 2014, safe water coverage in rural areas stood at 65 percent while sanitation coverage stood at 70 percent. The low sanitation coverage is attributed to low priority setting among some rural communities and local governments, inappropriate toilet technologies and weak supply and enforcement mechanisms. Safe water coverage in the large towns like Kampala stood at 77 percent while piped sewerage was estimated at 6 percent. The rest of the inhabitants rely on on-site sanitation facilities.

6.2.4 STRATEGIES

Against this background, CGC's health program will pursue the following strategies and actions in this strategy period:

a) Sensitization of and awareness raising among communities of issues and key messages on improving their sexual and reproductive health including HIV and AIDS
b) Working closely with the Health Units serving the targeted communities and schools and introducing youth friendly services at the health units including providing health extension services (health clinics) to schools and targeted communities
c) Establishment of a strong referral mechanism between schools, targeted communities and the health service providers in the area to manage any emerging cases better and in a timely manner
d) Explore carrying out safe water, sanitation and hygiene activities through home improvement campaigns, Community Led Total sanitation (CLTs), Participatory Hygiene and Sanitation Transformation (PHAST)
e) Working closely with District Health Office, CGC will identify, train and support Village Health Teams (VHTs) to be the fulcrum of the community referral system
f) Completion of the water source construction program funded by the Drop Foundation
g) Lobbying Local Governments for allocation of safe water sources to CGC targeted schools and communities
h) Training of CGC supported girl children on making reusable sanitary towels
i) Orientation of CGC supported girl children on menstrual hygiene management
j) Integrate gender awareness raising in all the activities above
k) Undertake research on issues and challenges identified in the course of program implementation to help further program implementation and advocacy work

6.3 Program Area Three: Child Care and Protection

6.3.1 IMPACTS

1. Significant reductions in defilement cases, early pregnancies and child marriages in CGC targeted communities
2. Increased support to children's education by the parents, guardians, and communities in general
3. Improved partnerships and coordination between CGC, Local Governments, Communities, children and their parents in child protection work
4. Increased investment of resources by district Local Governments, Sub-county Local Governments, and communities in child protection work

6.3.2 OBJECTIVES

1. Response to and management of child rights abuse cases by the concerned legally mandated parties improved
2. The legal regime and policy framework on issues of child care and protection at district and national levels improved
3. Girl and boy children's participation in the promotion and protection of their rights increased
4. The capacity of Civil Society actors (families, caregivers, schools and other service providers) to protect, care and effectively respond to child rights cases at community, sub-county and district levels strengthened

6.3.3 SITUATION

CGC understands that children constitute about 57.4 percent of Uganda's total population of whom 14 percent have been orphaned. 45.6 percent of the orphans are due to HIV and AIDS and over 105,000 children between the ages of 0-14 are HIV positive. Approximately 51 percent of Uganda's children are either critically or moderately vulnerable, while 63 percent live with caregivers other than their biological parents. Currently, at least one in every four households has an orphan and over 3 million children live below the poverty line. Orphan-hood in Uganda remains a big challenge with the proportion of children that are orphaned increasing. Although children's vulnerability is widespread in all regions of Uganda, the magnitude is highest in post conflict areas. Research has also shown that variations in vulnerability tend to be associated with wealth distribution. There is more vulnerability in poorer areas than in stable richer areas of the country.

The most common factors associated with child vulnerability include HIV and AIDS, domestic violence, low household incomes, household food insecurity, poor child care practices, inadequate capacity of families, communities and limited funding to key government departments responsible for child protection such as Police, Community Based Services, and the Judiciary. The phenomenon of "individualism" partly caused by economic hardship continues to limit communities' capacity to intervene and provide care for children when caregivers and parents are absent/dead. Child vulnerability has also been reportedly increased as a result of high adult mortality rates due to malaria, HIV and AIDS and armed conflict. In some communities, some aspects of culture are identified as contributory factors to child vulnerability. For example, cultures that promote early marriages exacerbate the problem of child-mothers who apart from being vulnerable, give birth to children who become vulnerable to various threats, sustaining a vulnerability cycle through generations.

6.3.4 STRATEGIES

Against this background, CGC's Child care and protection program will pursue the following strategies and actions in this strategy period to ensure that schools, communities and homes provide children with safe places for their growth, development, and protection:

a) CGC will lift its experiences off the ground and feed them into district and national level child rights advocacy work in a bid to improve governance for the benefit of children. CGC will innovate tools or research into and adopt tools that have been used by other child rights agencies in a bid to be effective with this strategy
b) Revamp and or strengthen community and school based child protection structures including child to child groups, safe groups, child rights clubs and child protection and monitoring committees
c) Through avenues like child to child groups, safe groups and child rights clubs, CGC will build children's capacity to identify child rights abuse cases, report them to the concerned authorities and also respond in ways appropriate and commensurate with their abilities
d) Establish and support the operationalization of child abuse and neglect cases Referral mechanisms at community, sub-county and district levels
e) Increasing awareness of men, women, girls and boys in targeted communities of child protection structures, their roles, services available and procedures for accessing them
f) Working with other likeminded civil society organizations through coalitions and networks and Government structures to improve the existing legal regime and policy framework on issues of child protection, gender and social inclusiveness and remove any salient policy and legal bottlenecks to accessing justice
g) Motivating communities into forming income generation groups and linking these to the District Community Development Offices for further support with registration, linking to Government wealth creation programs and organizational development support including supervision. CGC will target such groups as alternative community based entry points to its child protection work
h) Develop IEC materials and buy radio airtime to help disseminate widely information relating to child protection in targeted districts
i) Organize community child protection clinics and dialogues/ barazas to facilitate holistic approaches to child rights sensitization work as well as child rights abuse cases management
j) Conduct home and school visits during which supported girl children and their families are provided counseling and other psychosocial support

k) Promoting Gender and Child rights protection debates among children and youth in partner schools and institutions of higher learning. Strong involvement of boys and men will be pursued
l) Build the capacity of local Government leadership structures like Councils and technical staff to ably report, follow up, and respond to cases of child rights abuses
m) Strengthen and implement a CGC policy framework to ensure the supported girls and those girls CGC staff come into contact with in the course of executing their duties are safe within and without CGC working environment and that they can trust staff to defend and protect them.
n) In partnership with FIDA Uganda and JUST LIKE MY CHILD, CGC will extend probono services to abused children in its target communities

6.4 Institutional Strengthening: Governance and Policy, Strategy Deployment, Staffing and M&E.

6.4.1 OBJECTIVES:

Goal

To build and strengthen the capacity of CGC for effective implementation of programs intended to benefit the vulnerable girl children

Specific Objectives

1. CGC institutional organs, staffing, policy and systems strengthened to ensure continuous learning, as well as an effective and accountable organization
2. Increased resourcing of CGC programs to ensure improved quality and sustainability of programs and an increased number of beneficiaries

The institutional enhancement component of this strategy aims at creating an all round supportive internal environment to enable CGC deliver on its mandate. The four areas of emphasis under this component are:

- Institutional governance that focuses on the Board to make it more effective in its roles including supporting resource mobilization
- Policy infrastructure improvement
- Human resource development, organizing and staffing
- Resource mobilization
- Monitoring and evaluation

6.4.2 CGC GOVERNANCE AND POLICY INFRASTRUCTURE

We believe that effective governance of CGC will ensure that policies, values and systems by which it manages its affairs continue to shape accountable and responsible decision making at strategic, management and program levels. CGC undertook some Governance reforms in 2015-16. It now needs to consolidate the gains and undertake further changes in the quest for innovative ways of achieving and maintaining a governance regime that is fairly simple but effective. Reflections leading to the formulation of this strategy also highlighted the fact there is a big body of policies that are still in their draft forms that need to be finalized and rolled out. Further, in a few areas, like fundraising and volunteering, there was acknowledgement that CGC needs strong policy guidance to take care of the emerging demand in these areas.

This strategy recognizes:

a) The need to have a competent but 'hands off'[1] Board that can effectively oversee the secretariat and ensure that it delivers efficiently and effectively on agreed policies and programs
b) Board members are the fiduciaries who will steer CGC towards a sustainable future by ensuring prudent use of all assets, including facilities, people, and good will; and provide oversight for all activities that advance the nonprofit's effectiveness and sustainability; making decisions in the best interest of CGC; ensuring that CGC obeys applicable laws, acts in accordance with ethical practices; adheres to its stated corporate purposes, and that its activities advance its mission.

[1]With the paid staff in place, rather than steer the boat by managing day-to-day operations, board members will restrict themselves to providing foresight, oversight, and insights.

c) The Board will perform the above roles through adopting sound, ethical, and legal governance and financial management policies; accounting to the stakeholders for the organization's performance; and approving annual budgets and reports. They will hire, set the compensation and manage the performance of an Executive Director who will run the day-to-day management activities of the organization. They will also set and manage their own performance.
d) The need to have a viable, lean and efficient governance structure whose work will include but not be limited to being major fund raisers for the organization by way of net working with the business community, donor world and within Government to cultivate local funding sources for CGC. This strategy therefore recommends the inclusion of some business people[2] on CGC Board
e) The need to formulate new policies to guide the staff and stakeholders in fundraising work as well as volunteer management. Other policies still in draft form will need to be reviewed in the context of this strategy and updated before they are concluded and signed off.

6.4.3 HUMAN RESOURCES DEVELOPMENT, ORGANIZING AND STAFFING

For CGC to be more responsive to the demands and expectations of its growing constituency of stakeholders, the quantity and quality of its human resources must be strengthened. This strategy provides for a reconfigured human resource and commits the organization's management to recruit, deploy, retain, and retrain professional, competent, and passionate staff who will deliver. It also provides for a reorganizing of the staff in ways that will make staff more efficient. This includes recruiting a resource mobilization officer to support and coordinate all fundraising activities under the direct supervision of the Executive Director. It also involves recruiting thematic specialists to take lead of the three main program thematic areas – Education, Child Protection and Sexual and Reproductive Health – and reporting to the Program Manager who also doubles as Team Leader for Kampala. Alongside these and also reporting to the Program Manager will be the M&E Officer. National thematic leads will double as thematic leads for Kampala District. At the district level, this strategy recommends having three thematic leads to lead in the three thematic areas but one of these will also double as the district Team leader. The detailed institutional set up is available in annex.

[2] Such people should fit in the following criteria at the least - Experience and gravitas essential to good judgment; expertise in functional areas important to CGC's business (e.g. management, Public Relations, fundraising etc); engaged, motivated, and committed; effective Coach, Mentor, and Sounding Board for the Executive Director; a strong network in the private sector for profit; and courage of their convictions, as well as the courage to face up to hard truths

6.4.4 RESOURCE MOBILIZATION

Even within the context of consolidating programs within the already targeted districts of Luwero, Nakaseke and Kampala (Nakawa), there is a gap between what CGC needs to serve the communities effectively and its base funding. Finding and developing relationships with more donors and other types of supporters who will continue to make financial contributions is desirable in this strategy period. The short term view under this strategy is that CGC will review its current draft resource mobilization policy in view of this strategy, make any adjustments necessary before finally adopting it for implementation. Alongside this policy, CGC will develop a resource mobilization strategy to guide staff in programming, development and implementation of resource mobilization plans.

In the long term, beyond generating resources, this strategy encourages CGC to seek ways of creating a viable and strong organization which is able to sustain itself into the future. A good starting point will therefore be broadening the funding base and reducing dependency on one major donor. Following on this will be the need to develop more sustainable sources of funding. Ideas already being floated for consideration include adoption of volunteering (some services like probono legal representation and support services could be given on voluntary basis) and strong program partnerships through which CGC can access local resource contributions for implementing its programs, adopting advocacy and linking roles as a strategy for scaling up community access to benefits of its program, developing income generation schemes (e.g. constructing CGC's own Vocational Training Institute) for the organization as well as strengthening the big sisters association so it can play more roles in role modeling, mentoring and counseling the younger girls still in school.

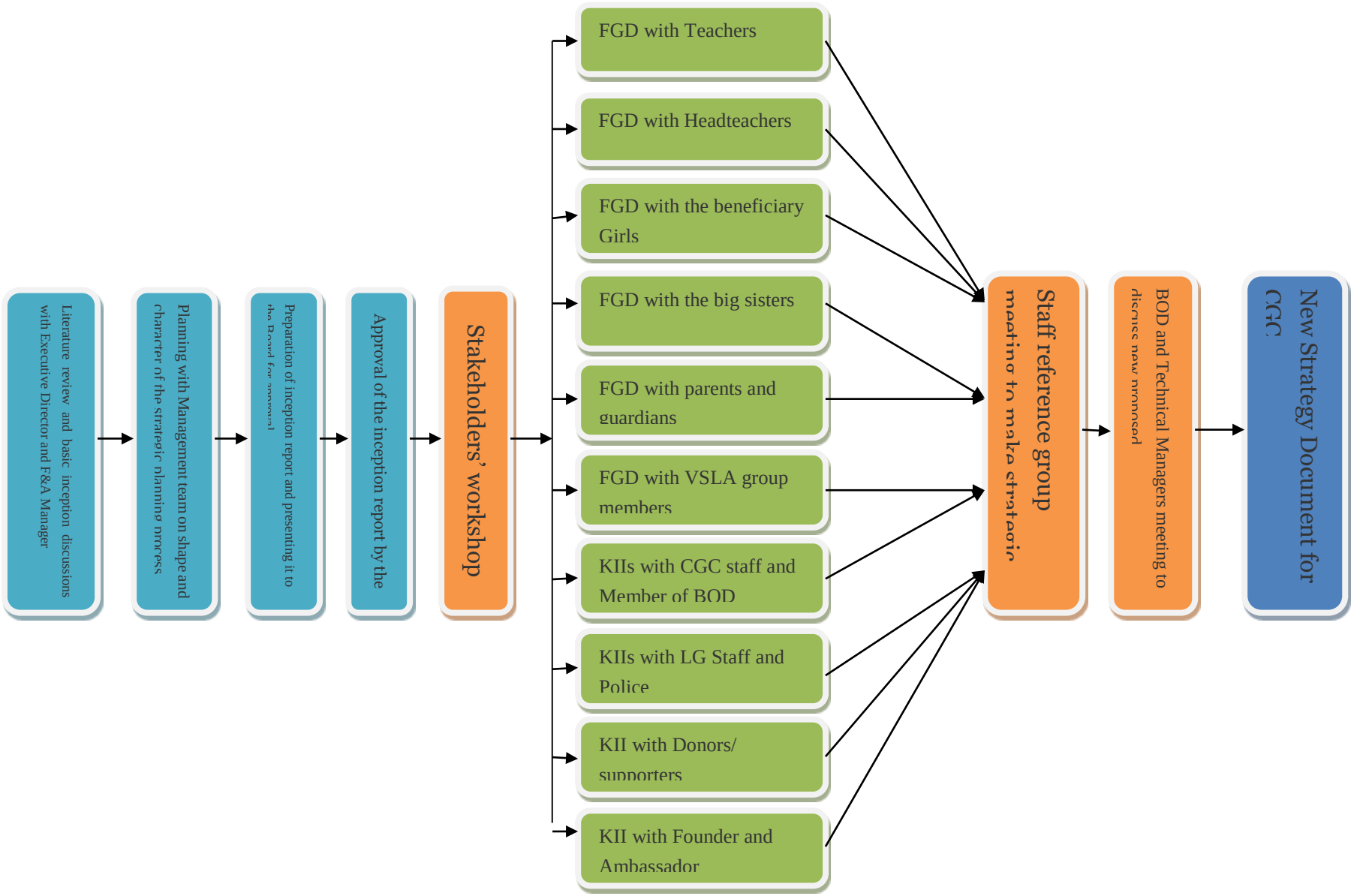
6.4.5 MONITORING AND EVALUATION

A comprehensive Monitoring and Evaluation system will be developed around which a learning agenda for the organization will be anchored. The M&E system will facilitate systematic capture and documentation of results, changes and lessons that the organization

records in the implementation of this strategy. The day to day function of M&E falls under the portfolio of the M&E Officer. Other instruments for strategy implementation, monitoring and evaluation will include:

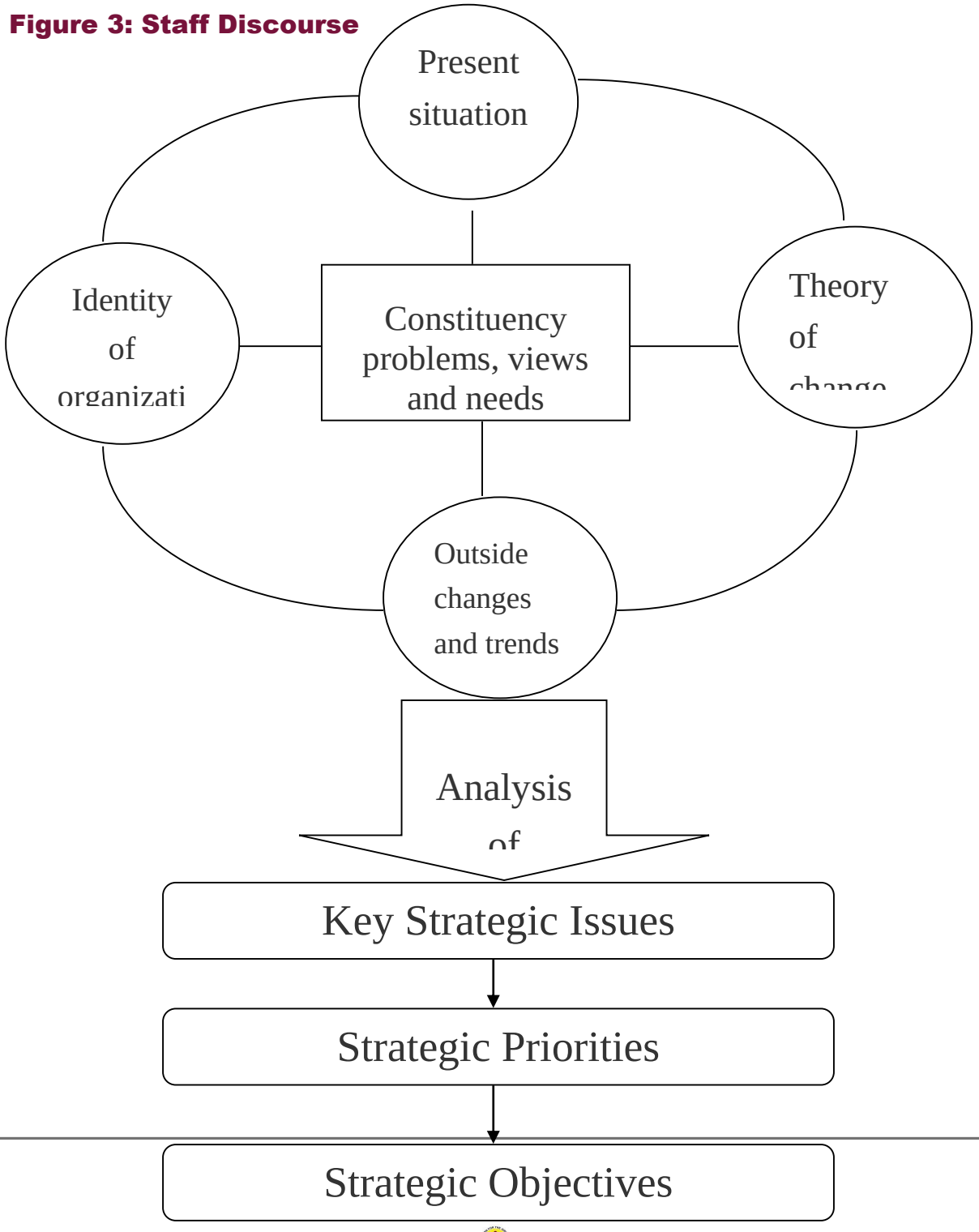
- An Annual Operations Plan (AOP) clearly outlining activities for the year, important internal and external dates and deadlines. The AOP will also outline the roles and responsibilities for delivery of the strategy at program, management and governance levels.
- Monthly program and operations reports produced by all staff while the organization will produce a mid - year and annual report
- External evaluation of the strategy through a mid - term evaluation process in 2019 and an end of program evaluation in 2021.

Figure 2: Strategy Development Consultation Processes



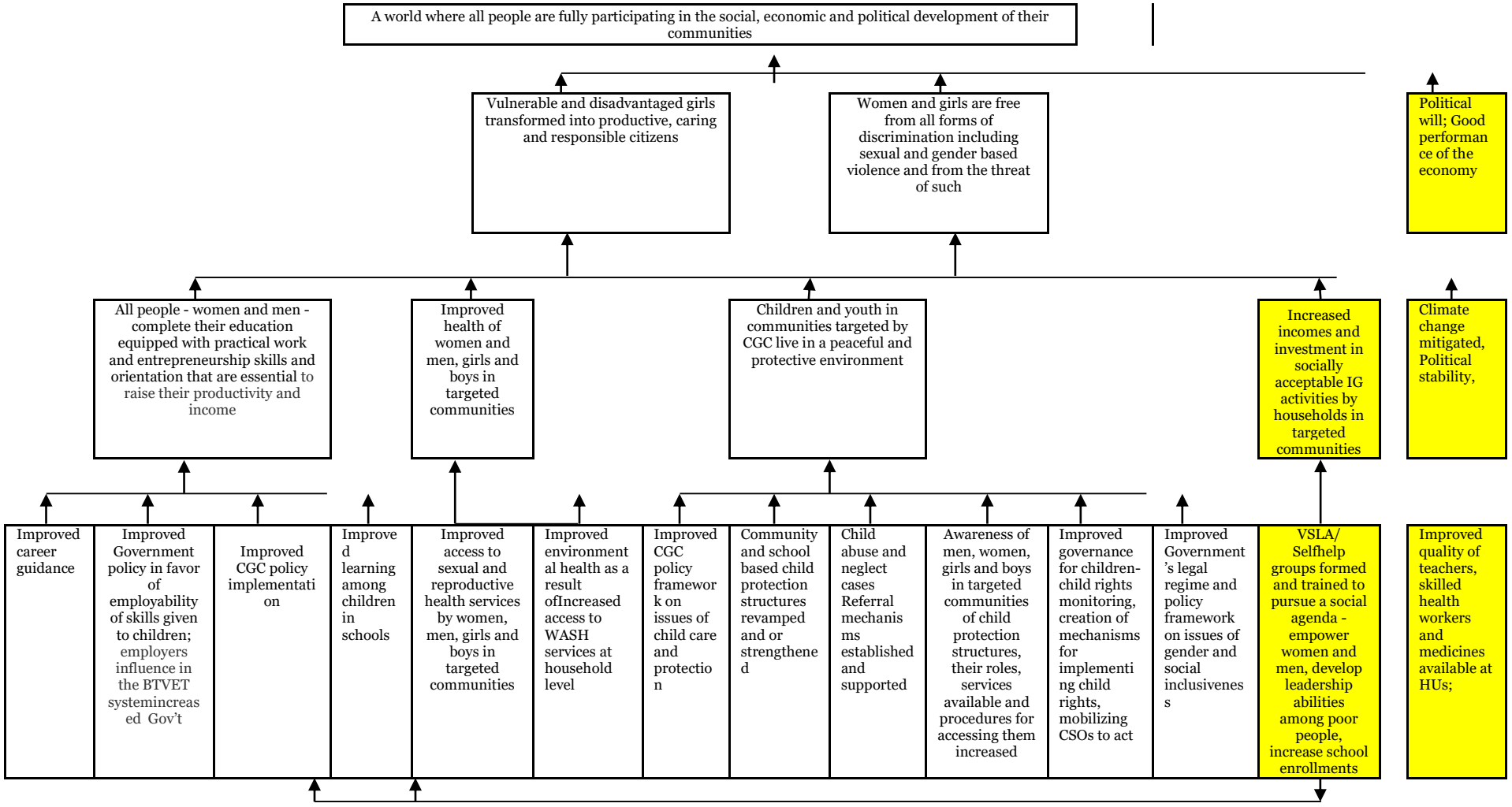
At the staff meetings post fieldwork, the resource team was able to take staff through the formulation of the theory of change, reflections on results from district and community based field discussions as well as CGC's vision, mission and value statements in ways that helped the team to identify strategic issues, priorities and objectives. The figure below presents this discussion pictorially.

Figure 3: Staff Discourse



3.0 SUMMARY OF THEORY OF CHANGE

Figure 4: Summary of Theory of Change



To achieve 'a world where all people are fully participating in the social, economic and political development of their communities', we need to have vulnerable and disadvantaged girls transformed into productive, caring and responsible citizens while at the same time ensuring that Women and girls are free from all forms of discrimination including sexual and gender based violence and from the threat of such.

To achieve the above preconditions, All people - women and men – must complete their education equipped withpractical work and entrepreneurship skills and an orientation that are essential to raise their productivity and income; women and men, girls and boys in targeted communities must improve on their health and be healthy; Children and youth in communities targeted by CGC must live with the assurance that the communities they are in are peaceful and protective; and families must increase their incomes and investment in socially acceptable income generating activities.

For girls to complete education, career guidance must be thorough, CGC and Government policies must improve and be implemented, and learning in class must improve. To improve the health of girls and boys, a strong focus will need to be placed on their environmental as well as sexual and reproductive health. For Children and youth in communities targeted by CGC to live in a peaceful and protective environment, it will be necessary to tackle the following:

- Improve CGC policy framework in a number of areas e.g. partnerships with CSOs in the child development, protection and survival areas, volunteering etc
- Child cases Referral mechanisms will have to be established and supported
- Communities will need to know child protection structures, their roles, services available and procedures for accessing them
- Improving governance for children, particularly in the actions of the state. This is about the state's responsiveness in implementing the standards of the UN Convention on the rights of Children (UNCRC), including its effectiveness in delivering and/or coordinating the essential services and support that children need. Good governance also requires transparency, political leadership and a willingness to be accountable, as well as a strong civil society voice that can participate in decision making, hold duty-bearers to account and monitor what is being done for children.
- Increased access to justice by abused children and youth through both formal and informal structures
- Improve the Government's legal regime and policy framework on issues of gender and social inclusiveness

The boxes in yellow represent factors that are necessary for the achievement of the higher-level preconditions alongside the ones mentioned above but fall outside CGC's strategic choices and will therefore be taken as external factors.

Concern for the Girl Child: Theory of Change

Objective	Indicator	Output	Indicator
Program Area One: Girl Child Education Support			
Access to all levels of education by CGC supported orphaned and vulnerable girls increased	Percentage increase in number of CGC supported girls enrolled for each of the levels of education(Secondary school, Apprenticeship, Vocational, Tertiary, University)	Vulnerable girls supported at all levels of Uganda's education system	Number of vulnerable and or orphaned girls supported by CGC at each of the levels of education
The number of girls completing their schooling and in possession of practical skills considered adequate to guarantee them employment (either as self employees or employees of others) on the Ugandan job market increased	95% of girls enrolled for Apprenticeship, Vocational, Tertiary, and Universityprograms complete theirtraining with practical skills perceived by CGC to be adequate for employmenton the Ugandan job market	New partnerships developed with more secondary schools	Number of partnership developed and are functional Number of secondary schools with signed partnership contracts with CGC by end of 2017
The rate of completion of education cycles and courses (Secondary school, Apprenticeship, Vocational, Tertiary, University) by CGC supported orphaned and vulnerable girls increased	Percentage increase in the rate of successful completion of studies by CGC supported girls by education cycle	Vocational training institute constructed in Luwero District	A CGC managed functional vocational institute established in Luwero district and fully registered with the Ministry of Education and sports
		Advocacy agenda on education issues developed and implemented	An education advocacy plan developed and approved by the Board The percentage of actions in the education advocacy plan

Objective	Indicator	Output	Indicator
			recommended for implementation in a given year that actually get implemented as at end of each year
Program Area Two: Girl Child and Community Sexual and reproductive health enhancement			
Access to safe water and sanitation by CGC targeted communities, partner schools and health facilities increased	75% of households in CGC targeted communities and 100% of the population in partner schools and health facilities have access to safe water	1. Strong referral mechanism between schools, targeted communities and the health service providers in the area	Number of CGC communities with operational referral systems that meet MOH guidelines Proportion of CGC targeted communities with trained Village Health Teams (VHTs)
	75% of households in CGC targeted communities and 100% of the partner schools and health facilities have Latrines	2. Health talks conducted in schools and communities	Number of health talks conducted by joint CGC and District Health Office teams in each partner school and each targeted community
Menstrual Hygiene among supported girls increased	100% of the CGC supported girls report using improved sanitary towels during menstruation	3. Safe water sources constructed in targeted communities	At least one safe water source constructed by CGC in each targeted community
Hygiene practices among partner schools improved	Number of partner schools promoting the use of hand washing facilities with soap after a latrine visit	4. Advocacy agenda on health issues developed and implemented	A health advocacy plan developed and approved by the Board

Objective	Indicator	Output	Indicator
Knowledge, attitudes and practices associated with sexual and reproductive health among students in supported partner schools increased/ improved	At least 75% of students – girls and boys - in CGC supported schools know at least 5 key messages of CGC on sexual and reproductive health among youths At least 75% of the youth – girls and boys - in CGC supported communities know at least 5 key messages of CGC on sexual and reproductive health among youths		The percentage of actions in the health advocacy plan recommended for implementation in a given year that actually get implemented as at end of each year
Child Care and Protection			
Response to and management of child and youth rights abuse cases by the concerned legally mandated parties improved	Percentage of sexual violence cases (e.g. Rape and defilement) and domestic violence cases (e.g. burning, battering and murder) convicted out of the total number of similar cases reported to Police Proportion of Health Center (HC) IIIs serving CGC targeted communities that are equipped with PEP kits to help save Gender Based Violence (GBV) survivors	Implementation of child and human rights in CGC's targeted districts monitored	Percentage increase in monitoring of implemented child and human rights activities

Objective	Indicator	Output	Indicator
	Proportion of HC IIs and HC IIIs serving targeted communities that have at least one health worker trained to handle Gender Based Violence (GBV) cases according to MOH guidelines		
The legal regime and policy framework on issues of child care and protection at district and national levels improved	The number of ordinances, byelaws and national level laws and policies developed and enacted by relevant organs of state with CGC's influence/ participation	Civil society and other non-governmental actors are mobilized to promote and defend children's rights	Number of civil society and other nongovernmental actors mobilized to promote and defend children's rights
Girl and boy children's participation in the promotion and protection of their rights increased	Number of girls and boys participating in promotion and protection of their rights through mechanisms (e.g. Child rights clubs, safe groups etc) established by CGC	Mechanisms and other measures necessary to implement the UNCRC in targeted districts instituted by District LGs	The number of mechanisms and other measures put in place by DLGs to facilitate implementation of the UNCRC in targeted districts/ communities
The capacity of Civil Society actors (families, caregivers, schools and other service providers) to protect, care and effectively respond to child rights cases at community, sub-county and district levels strengthened	The number of Civil Society actors (families, caregivers, schools and other service providers) trained with CGC support to protect, care and effectively respond to child rights cases in targeted districts	Legal support services provided especially to vulnerable girl children	Number of vulnerable girls in targeted communities receiving legal support services from CGC and its partners

Objective	Indicator	Output	Indicator
Institutional Strengthening: Governance and Policy, Strategy Deployment, Staffing and M&E			
CGC institutional organs, staffing, policy and systems strengthened to ensure continuous learning, as well as an effective and accountable organization	The number of objectives and outputs accomplished vs planned during the strategy period The number of mechanisms and forums put in place and implemented to facilitate learning and accountability in CGC (e.g. Partners' forums; Stakeholder workshops; periodic staff performance reviews; circulation of annual and other program performance reports; Financial audits; etc)	Board capacity developed and CGC Policy framework reviewed, updated and signed off by the Board for implementation	Number of interventions targeting CGC Board and staff implemented to ensure continuous learning, as well as an effective and accountable organization Number of policies and systems strengthened to ensure continuous learning, accountability and effectiveness of CGC
Increased resourcing of CGC programs to ensure improved quality and sustainability of programs and an increased number of beneficiaries	Percentage increase in CGC budgets No of funders of CGC programs and their percentage contributions to the total budget	CGC Organization structure reviewed, updated and adopted A comprehensive M&E framework developed and implemented	A new CGC organization structure that matches this strategy adopted by the Board A new M&E framework developed and adopted by the Board to back up

Objective	Indicator	Output	Indicator
			implementation of this new strategy
		CGC Resource mobilization strategy developed	A plan that highlights resource mobilization targets, objectives, strategies and activities CGC will pursue to raise funds for its programs adopted by the Board

Annex 2: Objectives and Activity Matrix

Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
Program Area One: Girl Child Education Support 4. Access to all levels of education by CGC supported orphaned and vulnerable girls increased	1. Vulnerable girls supported at secondary, vocational (including apprenticeships) and tertiary levels of Uganda's education system	1.1 Undertake selection of deserving vulnerable girls for CGC support 1.2 Visit homes of selected girls to evaluate home conditions and verify vulnerability 1.3 Induction of girls and their parents/ guardians and signing of contracts or Memoranda of understanding with CGC 1.4 School bills (fees or scholastic materials and other support) paid

Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
5. The number of girls completing their schooling and in possession of practical skills considered adequate to guarantee them employment (either as self-employees or employees of others) on the Ugandan job market increased 6. The rate of completion of education cycles and courses (Secondary school, Apprenticeship, Vocational, Tertiary, University) by CGC supported orphaned and vulnerable girls increased	2. New partnerships developed with more secondary schools 3. Vocational training institute constructed in Luwero District 4. Advocacy agenda on education issues developed and implemented	1.5 Undertake child performance and discipline focused follow up visits to partner schools 1.6 Conduct Career guidance and counseling sessions for all students in partner schools 1.7 Undertake parenting and recommitment exercises to strengthen parent-CGC-school-child partnership 1.8 Review the selection criteria for girls who proceed to universities and tertiary institutions 1.9 Link girls to appropriate schools (placement of beneficiaries) 1.10 Identify the most vulnerable beneficiaries and support them with scholastic materials 2.1 Undertake a rapid identification and appraisal of possible partner schools 2.2 Conduct partnership development and negotiation meetings between CGC and selected schools 2.3 Document and sign contracts with selected partner schools 2.4 Undertake consultation meetings with school heads of new partner schools and identify school development needs 2.5 Support school development programs 3.1 Develop site and construction plans 3.2 Submit plans for approval by District authorities 3.3 Appoint construction supervising engineers 3.4 Procure materials 3.5 Undertake construction of the institute

Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
		4.1 Monitoring of implementation of CGC policies in education 4.2 Undertake research on issues and challenges identified in the course of program implementation to help further program implementation and advocacy work 4.3 Identify advocacy issues and develop an advocacy strategy/ plan 4.4 Undertake advocacy meetings with key stakeholders in education to influence policies and their implementation at national, district and lower levels 4.5 Engage school administrations and teachers in a bid to improve the relationship between schools and the supported girls but also to improve in aspects to do with teacher quality, teacher – girl child relationships, customer care, and management of cases related to the supported girl children (adopting and using the stop light approach in our programming) 4.6 Conduct gender awareness raising sessions in partner schools targeting school administrators, teachers and parents
Program Area Two: Girl Child and Community Sexual and reproductive health enhancement 8. Access to safe water by CGC targeted communities, partner	5. Strong referral mechanism between schools, targeted communities and the health service providers in the area 6. Sexual and reproductive health talks/ trainings conducted in schools and communities	1.1 Undertake a rapid assessment of the actors providing sexual and reproductive health services in the targeted districts/ communities 1.2 Develop a document detailing out profiles (leadership, contacts, objectives, programs, geographical coverage etc) of all the key players identified in 1.1 above 1.3 Identify, train and support Village Health Teams (VHTs) to be the fulcrum of the community referral system 1.4 Develop a referral mechanism based on the above information 1.5 Support the operation of the developed mechanism

Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
schools and health facilities increased 9. Menstrual Hygiene among supported girls increased 10. Hygiene practices and sanitation in partner schools and targeted communities improved 11. Knowledge, attitudes and practices associated with sexual and reproductive health among students in supported partner schools increased/ improved	7. Safe water sources constructed in targeted communities 8. Advocacy agenda on health and sanitation issues developed and implemented	2.1 Identify knowledge gaps, attitudes and practices associated with sexual and reproductive health among students in supported partner schools and general population in targeted communities 2.2 Working closely with the Health Units serving the targeted communities and schools, introduce youth friendly services at the health units including providing health extension services (health clinics) to schools and targeted communities 2.3 Sensitization of and awareness raising among communities of issues and key messages on improving their sexual and reproductive health 2.4 Training of CGC supported girl children on making reusable sanitary towels 2.5 Orientation of CGC supported girl children on menstrual hygiene management 2.6 Integrate gender awareness raising in all the activities above 3.1 Form water committees and train them on their roles and responsibilities including sustaining the new water sources in good working conditions 3.2 Undertake water source construction 3.3 Lobbying Local Governments for allocation of safe water sources to CGC targeted schools and communities 3.4 Promote the use of water filters by children and families to take safe drinking water at school and home

Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
		8.1 Undertake research on issues and challenges identified in the course of program implementation to help further program implementation and advocacy work 8.2 Identify advocacy issues and develop an advocacy strategy/ plan 8.3 Undertake advocacy meetings with key stakeholders in Health to influence policies and their implementation at national, district and lower levels 8.4 Train facilitators of Community Led Total Sanitation [3] (SLT) processes in targeted communities 8.5 Immerse CLT and Participatory Hygiene and Sanitation Transformation (PHAST)[4] processes in selected communities
Program Area Three: Child Care and Protection 5. Response to and management of child rights abuse cases by the concerned legally	1. Implementation of child and human rights in CGC's targeted districts monitored 2. Civil society and other non-governmental actors are mobilized to promote and defend children's rights 3. Mechanisms and other measures necessary to	1.1 Undertake training of civil society actors in CGC's targeted districts to help them gain sound understanding of children's rights and the most important issues that need to be highlighted in their monitoring and reporting to CRC mechanisms 1.2 Undertake systematic ongoing monitoring of children rights implementation 1.3 Support the development of district level civil society child rights focused coalitions to develop common advocacy positions

[3]Community Led Total Sanitation (CLTS) is an innovative methodology for mobilizing communities to completely eliminate open defecation (OD). Communities are facilitated to conduct their own appraisal and analysis of open defecation (OD) and take their own action to become ODF (open defecation free). At the heart of CLTS lies the recognition that merely providing toilets does not guarantee their use, nor result in improved sanitation and hygiene. Unlike PHAST, CLTS does not aim to 'teach' about good sanitation practices and is less about developing knowledge and understanding about sanitation and health. Instead, it aims to lead communities to 'discover' the need for better sanitation.

[4]PHAST seeks to help communities improve hygiene behavior and encourage better community management of water and sanitation facilities. It achieves this by demonstrating the relationships between sanitation and health, building confidence and empowering community members to take ownership of water and sanitation facilities, and to plan improvements. PHAST is about creating understanding, and attempts to link this understanding to real action.

Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
mandated parties improved 6. The legal regime and policy framework on issues of child care and protection at district and national levels improved 7. Girl and boy children's participation in the promotion and protection of their rights increased 8. The capacity of Civil Society actors (families, caregivers, schools and other service providers) to protect, care and effectively respond to child rights cases at community, sub-county and district levels strengthened	implement the UNCRC in targeted districts instituted by District LGs 4. Legal support services provided especially to vulnerable girl children	1.4 Support Children through clubs to conduct their own monitoring and reporting on state of child rights in their schools and communities and to have their voices represented in civil society reports and advocacy as well as in government's own reporting 2.1 Facilitate the formation of district child rights forums comprising of academia, religious groups, NGOs, media, local leaders and parents and link these to national level efforts 2.2 Create awareness, knowledge and capacity on child rights with media, academia, the private sector, faith communities in targeted districts 2.3 Revamp and strengthen community and school based child protection structures 2.4 Establish and support child abuse and neglect cases Referral mechanisms e.g. child to child, safe groups etc 2.5 Undertake awareness raising for men, women, girls and boys in targeted communities on issues of child protection structures, their roles, services available and procedures for accessing them 2.6 Develop IEC materials and buy radio airtime to help disseminate widely information relating to child protection in targeted districts 2.7 Organize community child protection clinics and dialogues/ barazas to facilitate holistic approaches to child rights sensitization work as well as child rights abuse cases management

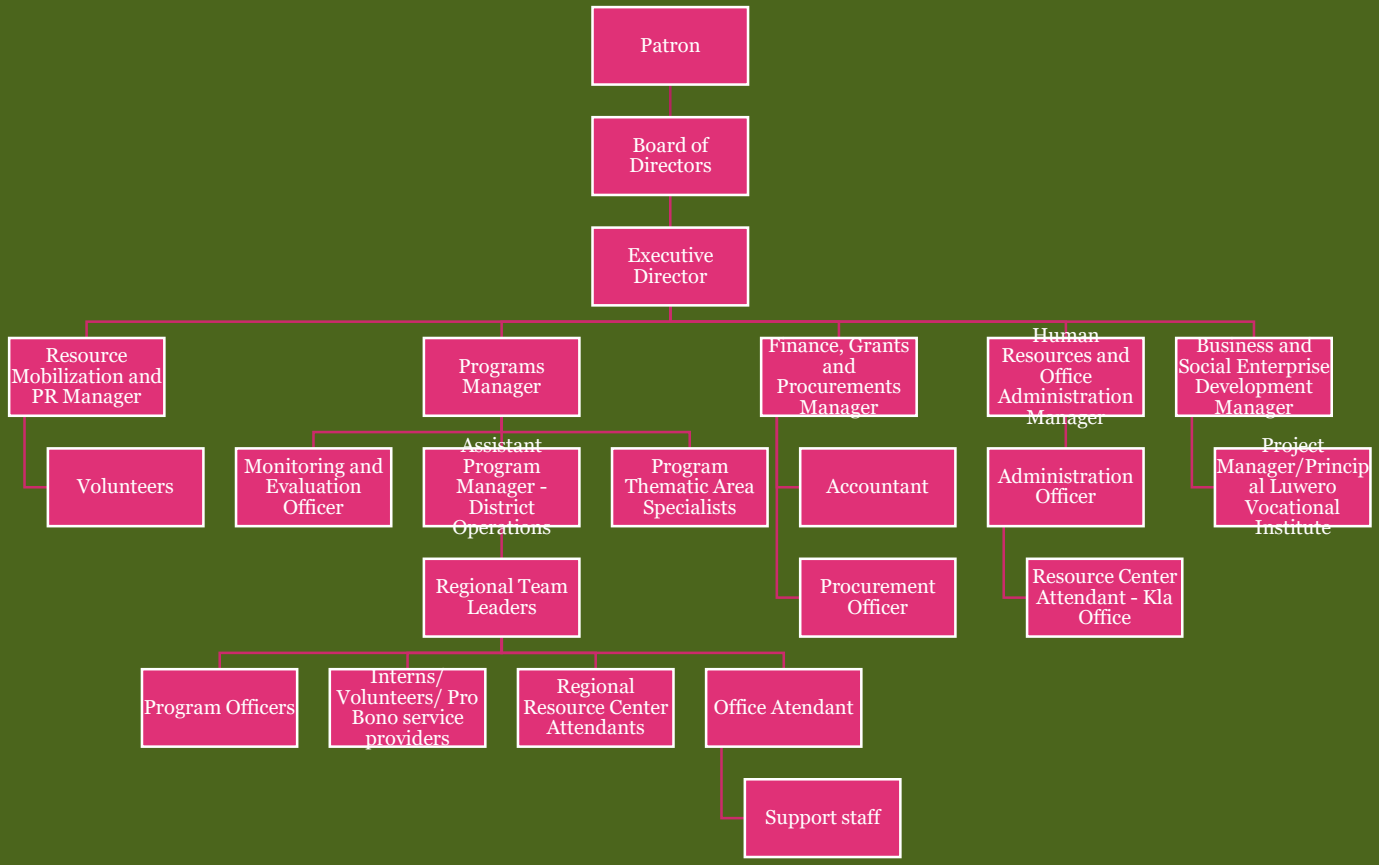
Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
		2.8 Promoting Gender and Child rights protection debates among children and youth in partner schools and institutions of higher learning 3.1 Analyze gaps and weaknesses in the implementation of the General Measures on Child rights implementation and lobbying districts to develop their own local mechanisms and other measures necessary to implement the UNCRC in targeted districts e.g. ensuring effective coordination and monitoring and evaluation of the implementation of children's rights 3.2 Advocating with districts to ensure adequate resources are allocated for children and making children 'visible' in the budgeting process 3.3 Lobbying districts to allow for civil society actors to participate in their budgeting processes 3.4 Motivating communities into forming income generation groups and linking these to the District Community Development Offices for further support with registration, linking to Government wealth creation programs and organizational development support including supervision 4.1 Conduct sensitization and awareness raising meetings, clinics, radio programs focusing on advising communities on legal matters and procedures 4.2 Work with Community Child monitors and Child Protection and Monitoring committees to report and follow up child abuse cases 4.3 Train communities on processing death and birth certificates as well as writing wills

Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
		4.4 Working with other likeminded civil society organizations through coalitions and networks and Government structures to improved the existing legal regime and policy framework on issues of child protection, gender and social inclusiveness and remove any salient policy and legal bottlenecks to accessing justice
Institutional Strengthening: Governance and Policy, Strategy Deployment, Staffing and M&E 3. CGC institutional organs, staffing, policy and systems strengthened to ensure continuous learning, as well as an effective and accountable organization 4. Increased resourcing of CGC programs to ensure improved quality and sustainability of programs and an increased number of beneficiaries	1. Board capacity developed and CGC Policy framework reviewed, updated and signed off by the Board for implementation 2. CGC Organization structure reviewed, updated and adopted 3. A comprehensive M&E framework developed and implemented 4. Resource mobilization strategy implemented	1.1 Undertake a Board capacity needs assessment 1.2 Organize Board development programs 1.3 Develop a Board performance management mechanism 1.4 Review, update and roll out policies that have been in draft form but are necessary for an effective CGC in this new dispensation[5] 1.5 Develop Policies that have not been in place[6] a. Review, update and adopt a new Organization structure that matches the demands of the new dispensation b. Review and update staff appointment letters and job descriptions as appropriate c. Recruit new staff for positions that had not been filled in previous strategy 3.1 Organize M&E induction and training for staff 3.2 With the support of an external resource person, develop an M&E framework for the organization 3.3 Undertake a midterm and end of term evaluation activities

[5] Policies in question include HR Policy, Procurement and disposal of assets policy, Forex policy, Education policy, Child protection policy, Whitsleblowers policy, Finance and Accounting manual
[6] These include Partnerships policy, Participation policy, Fundraising policy and Communication policy

Program Area and Objectives	Expected Program Area Outputs	Key Indicative Activities
		3.4 Disseminate these findings at each stage 4.1 Undertake a donor and funder mapping exercise 4.2 Develop a resource mobilization strategy 4.3 Implement the resource mobilization strategy

Annex 3: Proposed Organization Chart for Concern for the Girl Child 2017-2021.



Note: Pro Bono is a Latin phrase for professional work undertaken voluntarily and without payment. Unlike traditional volunteerism, it is service that uses the specific skills of professionals to provide services to those who are unable to afford them.

Annex 4: Participants in Strategic Planning Process

Stakeholder Workshop Participants

Name	Designation	Organization
Fred OnduriMachulu	Commissioner, Youth and Children Affairs	Ministry of Gender, Labor and Social development
Catherine Opondo	Executive Director	Concern for the Girl Child (CGC)
Leo Turyaheebwa	Team Leader - Nakaseke	CGC
Sarah Nalutaaya	M&E/ Documentation Officer	CGC
Moses Kawuma	Finance Manager	CGC
Margaret Ndibalekera	Programs Manager	CGC
Hope Agaba	Human Resource and Administration Manager	CGC
Stephen KasuleSewava	Team Leader - Luwero	CGC
Namulondo Stella	CDO Luwero	Luwero District
Ali Jjingo	CDO	Kikamulo Sub-county
NowelaKonso	Big Sister	CGC
C/ASP Peter Mbabazi	Uganda Police	Kiwoko, Nakaseke
Juliet Namirimu	Ag Probation Officer	Luwero District
Viola Gwokyalya		TEAM Uganda
Emmanuel Ssentongo	Community Development Officer	Kamira Sub-county, Luwero
Patrick Lukyamuzi	Driver	CGC Luwero Office
Regis Namutebi	Parent	Kampala
Florence Namujju	Support Staff	CGC
DadysonLubega	Health Worker	Komamboga Health Center III
Liberty Muhereza	Youth Pastor	Not Given
Mugenyi R. Byekwaso	Uganda Police	Gombe
Christine Awor	OC CFPU	Kira Road Police Station
Alice Ssekitoleko	Deputy Head Teacher	Kiwoko SSS
JoramMusinguzi	Cluster Manager	Uganda Red Cross
Grace Namayanja	Parent	Nansana
Henry Ssenyomo	ACAO	Nakaseke District

Juliet Namajja	Student	Kyambogo University
MoreenNamulindwa	Student	Kyambogo University
Agnes Nakabuye	In Charge CFPU	Ntinda Police Station
William Rukundo	Staff	Nakaseke Field Office
Mark Musoke	Assistant Program Officer	CGC Kampala
George Zziwa	Driver	CGC Kampala
JonamKayegi	Teacher/ Contact Person	Kalinabiri SSS
Grace Mubiru	Deputy Head Teacher	Kalinabiri SSS
GorrettieMukagatale	Teacher	Nakaseke
Brendah A. Neumbe	Resource Center Attendant	CGC Kampala Office
James Ssewanyana	Deputy Director	Access
Amina Nakyanzi	Parent	

A Summary of Interviews and Discussions Conducted

NO	NAME	LOCATION	DISTRICT	DATE
	Moses Kawuma	CGC Offices	Kampala	04/10/2016
	CGC Staff meeting	CGC Offices	Kampala	11/10/2016
	CGC Board meeting	CGC Offices	Kampala	12/10/2016
	CGC Stakeholder meeting	CGC Offices	Kampala	14/10/2016
	Ernest Kusiima Rotary Club of Kiwatule	Parliament Avenue	Kampala	17/10/2016
	Non Program staff (Office Assistant) Key informant	CGC Head office	Kampala KCCA	17/10/2016
	Non Program staff (Driver) Key informant	CGC Head office	Kampala KCCA	17/10/2016
	Margaret Ssemujju (PM)	CGC Offices	Kampala	17/10/2016
	Dr. Justus Twesigye	Makerere University	Kampala	17/10/2016
	CFPU (Luwero) FGD	Police Station	Luwero	18/10/2016
	MazziVSLA FGD	Mazzi	Luwero	18/10/2016
	Mazzi Parents FGD	Mazzi	Luwero	18/10/2016
	Mazzi Boys FGD	Mazzi	Luwero	18/10/2016
	Mazzi Teachers FGD	Mazzi	Luwero	18/10/2016
	Mazzi Headteacher	Mazzi	Luwero	18/10/2016
	Mazzi SSS Girls FGD	Mazzi	Luwero	18/10/2016
	Non Program staff (Office Assistant) Key informant	Luwero District Field Office	Luwero	19/10/2016
	Luwero SSS Girls FGD	Luwero SSS	Luwero	19/10/2016
	Luwero SSS Head Teacher	Luwero SSS	Luwero	19/10/2016
	Luwero SSS Teachers FGD	Luwero SSS	Luwero	19/10/2016
	Field Office Team Leader	Luwero	Luwero	19/10/2016
	Kiwoko CFPU FGD	Police	Nakaseke	20/10/2016
	Kiwoko SSS Girls FGD	Kiwoko SSS	Nakaseke	20/10/2016
	Kiwoko SSS Headteacher	Kiwoko SSS	Nakaseke	20/10/2016
	Kiwoko SSS Teachers plus Contact Teacher FGD	Kiwoko SSS	Nakaseke	20/10/2016
	New Hope KII	New Hope SSS	Nakaseke	20/10/2016
	CGC Founder andGoodwill Ambassador; Margaret Kasozi	CGC Offices	Kampala	21/10/2016

	CGC Parents and Guardians	CGC Offices	Kampala	21/10/2016
	Karinabiri teachers FGD	Karinabiri SSS	Kampala KCCA	21/10/2016
	Karinabiri Girls FGD	Karinabiri SSS	Kampala KCCA	21/10/2016
	CGC Big Sisters	CGC Offices	Kampala	24/10/2016
	Staff Planning Meeting	CGC Offices	Kampala	24/10/2016
	Staff Planning Meeting	CGC Offices	Kampala	25/10/2016
	CGC Patron, Donor and Founder; Dr. Ann Frances Hayes	By Email	US	26/10/2016

Every Girl Deserves to Walk this Journey!