



**COMMUNITY CONCERNS
UGANDA INITIATIVE (CCUg)**

Strategic Plan 2020 - 2024

Community Concerns Uganda Initiative (CCUg)
CCUg Website: www.ccuginitiative.org



This document has been developed by Community Concerns Uganda Initiative (CCUg) with support from the Civil Society in Uganda Support Programme (CUSP) which is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH with financial support from the European Union and the German Government.



Implemented by:
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für internationale
Zusammenarbeit (GIZ) GmbH

Foreword

With the mandate of the Board of Trustees, this five-year Community Concerns Uganda Initiative (CCUg) Strategic Plan will be a tremendously valuable asset to district technical staff, educators, elected officials, and all of us who work to improve education, health, and livelihoods to realize poverty-free communities.

This Strategic Plan will be significant to CCUg and its development partners, who are already contributing and will continue to contribute to the vision and mission of the organization, and in designing interventions and realizing targets and outcomes during program implementation. Stakeholders include individual groups, Schools, local government, cultural and religious institutions, CSOs, coalitions and partnerships that are critical to our program.

CCUg plays a critical role in East Central Uganda, Uganda as a whole and the World at large with respect to it's implementation. The fundamental challenges of poverty and livelihoods, illiteracy, gender-based violence, access to safe water and hygiene; and sexual reproductive health have influenced the focus of this strategic plan. These challenges have been concretized into programmatic intervention areas which include (1) WASH, SRHR and Mental health, (2) OVC sponsorship and literacy development, (3) Sustainable livelihood, (4) Gender Based Violence, (5) Institutional Strengthening and Development

Resource mobilization efforts for CCUg response, as well as the resource requirements for planned interventions (activities), are of crucial importance to effectively respond to the development of Busoga region. This document considers current trends in funding opportunities, sustainable and development priorities and assesses internal structures and challenges on the basis of which a strategy has been developed. Taking Action presents compelling evidence and sound analysis to show that CCUg priorities are essential and achievable.

This plan was prepared by a select core team who contributed in their personal capacity and generously volunteered their time to this important task. I am very grateful for their thorough and skilled efforts, and I am sure that the practical options for action in this plan will make an important contribution to achieving the Sustainable Development Goals. I strongly recommend this plan to all and look forward to the implementation of its wise and valuable action to accelerate progress towards achievement of this Strategic Plan. CCUg is therefore grateful for the financial support from the European Union and German Government through the Civil Society in Uganda Support Programme (CUSP) that were used to engage knowledgeable consultants to develop this Strategic Plan.

Dr. Patrick Nabongo
Board of Directors
Chairperson

Acknowledgement

The management and staff of Community Concerns Uganda Initiative appreciates Civil Society in Uganda Support Programme (CUSP) funded by the European Union and German Government and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH for having provided funds to review our strategic plan of 2020 to 2024. But our journey has just begun.

Our heartfelt appreciation goes to Mr. Joseph Wabwire the Technical Advisor Energy GIZ-CUSP for the continuous advice and support during the development of this strategic plan. CCUg would also like to thank Ms. Janine Baudach the Coordinator Mbale Hub for providing oversight during this process.

We recognize the invaluable support and patience of Mr. Felix Kafuuma and team for their selfless contribution to this process. Your knowledge, technical expertise and experience is evident in this strategic plan and will make CCUg better. In the same way, we extended our appreciation towards the support and active participation of Carol Parker, Hannah Patterson, the Board of Directors as well as other members in the process of reviewing this strategic plan.

Our thanks go out to the entire management team and staff of CCUg under the stewardship of the Managing Director for mobilizing logistics for the core team to plan, review, compile this final document that will provide strategic direction to CCUg programming in the next five years.

The participation and contributions from all our development partners, Local Governments, civil society actors, private sector and communities of Busoga regions can't be underscored for enriching the strategic plan development process.

Nakirya Brenda Doreen

Managing Director

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List of Acronyms

AIDS: Acquired Immune Deficiency Syndrome
AGYW: Adolescent Girls Youth & Women
ACWW: Associated Country Women of the World
ASRH: Adolescent Sexual Reproductive Health
CAO: Chief Administrative Officer
CCUI: Community Concerns Uganda Initiative
CDO: Community Development Officer
CCUg: Community Concerns Uganda Initiative
DEO: District Education Officer
FGD: Focus Group Discussion
IDI: In-depth Interview
MHM: Menstrual Hygiene Management
OVC: Orphans and Vulnerable Children
SMT: Senior Man Teacher
SWT: Senior Woman Teacher
SE: Self-Efficacy
SGBV : Sexual Gender-Based Violence
SMC : School Management Committee
SRGBV : School-Related Gender-Based Violence
PTA : Parent-Teacher Association
PSC: Psychosocial Support and Care
SACCO: Saving and Credit Cooperation Organization
VSLA : Village Saving and Loan Association
UNHS : Uganda National Household Survey
UPE : Universal Primary Education
UPHIA: Uganda Population Based HIV Impact Assessment
WHO: World Health Organization

Executive Summary

Community Concerns Uganda Initiative (CCUg) presents its 5-year strategic plan (2020-2024). This plan is maiden plan that attempts to guide strategically the implementation of CCUg's interventions in the sub region of Busoga. It transits CCUg from a project approach to programme-based approach to enhance sustainability of interventions. It also provides opportunity for development partners and other key stakeholders to engage with CCUg on a long-term basis.

This strategic plan has an outcome of a consultative process that followed three distinctive phases. The process was underpinned by a delegated mandate of the Board of Directors (BOD) to management staff to constitute a core team that led the strategy planning, review and consensus-building process that culminated into the final strategy document.

The fundamental challenges of poverty and livelihoods, illiteracy, gender-based violence, access to safe water and hygiene; and sexual reproductive health have influenced the focus of this strategic plan. These challenges have been concretized into programmatic intervention areas which include (1) WASH, SRHR and Mental health, (2) OVC sponsorship and literacy development, (3) Sustainable livelihood, (4) Gender Based Violence, (5) Institutional Strengthening and Development.

This plan is anchored within the political, economic, sociological, technological, environmental, and legal context of Uganda with hindsight of the effects of COVID-19 pandemic to the development work within which CCUg operates.

As such, CCUg positions herself as an actor that seeks to empower women and girls in Busoga region through health and life-skills education to fight poverty. This strategic niche is in line with the organization's vision of being ***"an educated, healthy and productive community free from poverty."***

It is also in harmony with her mission-; ***"Providing education and skills, to empower women and girls acquire capacity for sustainable income generation and contribute to development of their communities"***.

The **overarching goal for the strategic plan is:** *Women and girls economically and socially empowered to fight poverty and contribute towards the development of Busoga region.*

The plan's intervention logic is based on the theory that:

An economically and socially empowered community in Busoga region will be attained when:

- a) Women have the requisite skills and knowledge; to engage in viable income generating activities for sustainable livelihood.

- b) Women have access to resources for production and sustainable livelihood.
- c) Most vulnerable category (OVC) attain literacy to access and benefit from opportunities and improve their well-being.
- d) Women and girls are empowered and have access to services that protect their gender and dignity to live a productive and healthy life.

The strategic plan identifies 5 Strategic Objectives that will constitute the overall organizational focus for the next five years namely:

SO1: To promote hygiene and increase utilization of SRHR and mental health services in schools and communities.

SO2: To empower women and girls, including vulnerable children through literacy development.

SO3: To provide sustainable livelihood for women and girls through vocational services and saving schemes.

SO4: To reduce gender-based violence among women and girls.

SO5: To develop and strengthen the institutional capacity of CCUG.

The operational scope of this strategic plan will be Busoga sub region.

1.0 Introduction

Community Concerns Uganda Initiative (CCUg) is a registered Non-Government Organisation that was registered first as a community-based organization in 2012 in Mayuge and Jinja Districts. The organization upgraded to a Non-Government organization in May 2020 currently serving in 5 districts in Busoga and these are; Mayuge, Jinja, Luuka, Buyende and Kamuli. The main goal is to see a community that is educated, healthy, and free from poverty. The mission is to provide education and skills, to empower women and girls acquire capacity for sustainable income generation and contribute to development of their communities.

CCUg prioritizes providing grassroots-based integrated services to help vulnerable women, youths, and children through building their skills to enable them to reduce and escape household poverty.

1.1 Key achievements of CCUg

Community Concerns Uganda Initiative has registered achievements as per the thematic areas presented below;

Health:

CCUg trained 134 teachers from 23 schools about Menstrual Health and Hygiene Management (MHHM) with emphasis on the biology of menstruation, menstrual hygiene management, rights related to menstruation, irregular cycles, abnormal menstruation, and the role of teachers in improving MHHM among adolescent girls in Mayuge and Jinja Districts. In addition, we trained 40 PTA/SMC members from 20 schools, and 20 female local leaders on MHHM, and how best to support and advocate for better MHHM among adolescent girls in and outside of schools. CCUg further educated 2,408 adolescents and youths about MHHM including rights related to menstruation and reusable pad production in Mayuge and Jinja District. We trained 252 parents in reusable pad production and engaged 995 parents to support their adolescent daughters realize rights related to menstruation in Mayuge and Jinja District. We health educated and distributed 6,624 male condoms to youths in Jinja and Mayuge Districts. We constructed 6 changing rooms equipped with water and harvest tanks for girls to use during menstruation in Wabulungu Primary School, Mayuge District Nalinaibi Primary School and St Matia Mulumba Primary School, Jinja District.

CCUg further repaired a 5-stance latrine in Nalinaibi Primary School Jinja District. We constructed 2 community latrines and educated more than 850 community members about sanitation and hygiene in Nakalanga Village in Mayuge District. We provided sexuality education and life skills to 12,000 students from 5 districts of Jinja, Mayuge, Luuka, Kamuli and Buyende. During 2020 lockdown we were able to donate 150 Maama Kits/baby receivers to 150 expectant mothers, and also donated food handouts to 50 expectant and postnatal mothers, supported 13 mothers to access emergency antenatal care and delivery services from Jinja and Mayuge districts. We provided Group Therapy to 98 women experiencing depression and provided suicide prevention counseling to 42 women/girls with active suicide ideation among these, 54 were survivors of GBV in Jinja and Mayuge Districts. Educated more than 2,300 pupils about sanitation and hygiene using a Life skills-based methodology, installed 3 tanks of 120 litre capacity, and donated 6 jerrycans, 120 water drinking cups, water guard, 6 boxes of bar soap, 10 dozens of toilet paper, trained 800 pupils in tippy-tap making in 2 primary schools which are Baitambogwe Primary School and Wabulungu Primary School in Mayuge District.

CCUg also trained 19 teachers about School-Related Gender-Based Violence (SRGBV) with emphasis on non-violent means of disciplining, school reporting and management and educated over 800 students about School Related Gender Based Violence (SRGBV) with emphasis on prevention and reporting violence from Waitambogwe secondary school and Buyengo Secondary School. We trained 56 parents of Orphans and Vulnerable Children (OVC) about child rights, prevention and management of violence against children and engaged 252 parents to protect their adolescent girls against sexual violence from Mayuge and Jinja District. We designed and supported Wabulungu primary school to implement a discipline Policy that encourages non-violent means of disciplining among teachers and established different reporting mechanisms. Established 3 Discipline Committees to address Violence Against Children in 3 Schools in Wabulungu Primary School, Baitambogwe Secondary School and Buyengo Secondary school in Mayuge District.

Education

We provided educational sponsorship support to 120 Orphans and Vulnerable Children (OVC) while working with their caregivers to improve household incomes from Mayuge District and Jinja

District. We trained 86 women in adult literacy from Mayuge and Jinja Districts. We trained 10 primary teachers in School Centred Learning (SCL) and impacted 1,600 students in literacy development from Wabulungu Primary School in Mayuge District.

Livelihood

CCUg trained 90 out-of-school youths in vocational skills; Hairdressing, Tailoring, Life Skills (Critical Thinking, Problem Solving, Self-Esteem, Conflict Management, Anger Management), Sexual Reproductive Health with bias on sexual relationships, family planning, Menstrual Hygiene Management from Jinja District. We also trained 485 women and girls in financial literacy and basic business management and organized 500 women in Village Savings and Loan Associations (VSLA) from 15 villages from Mayuge and Jinja Districts. Through the VSLAs mobilized more than 370,660,700/= in savings, and disbursed 1,756 loans amounting to 278, 775,300/= in 6 years. CCUg has directly impacted more than 400 households of which 155 are women-led households and trained and facilitated 28 women to undertake oyster mushroom growing thus improving food security and household incomes from Jinja and Mayuge District. We enabled 26 OVC households to access farming land (1/2 acre each), farming tools, Soya seeds, and Potato Vines and trained 300 women in Kuroiler chicken rearing and distributed 5 chicken each fostering asset ownership which led to asset accumulation (selling chicken to buy goats) and household incomes through meat and egg sales from Mayuge District. We constructed a 2-roomed house for an elderly widow and her 4 grandchildren. Before, they lived in an unsafe mud-walled house from Wabulungu village in Mayuge District.

1.2 Rationale for 2020-2024

CCUg has been implementing projects which mainly focused on improving access to education, financial livelihood, and SRHR through partnerships to free people in East Central Uganda from poverty. The project approach has enabled CCUg to have short term centred approach to addressing the poverty through direct interventions.

The 2020-2024 strategic plan is a shift to programme based approach that pursues long term interventions through which projects will be birthed to actualize the mission of CCUg. Through a programming approach, the strategic plan will focus on increasing access to quality education

and vocational skills among disadvantaged women, children, and youths as a pathway of fulfilling our vision of having an educated and productive community free from poverty.

This plan will provide guidance to the Board of Directors, management and staff on the programmatic focus, fundraising efforts and key areas for capacity building. A mid-term review of the plan will be conducted to reflect on the progress, challenges to ensure continued relevance.

1.3 Strategic Planning Process

The development of this strategic plan followed three distinctive phased processes. The Board of Directors (BOD) mandated management and staff to constitute a core team to lead the strategy planning, review and consensus-building process and to write the final strategy document.

1. Internal planning and consultation: This phase involved an analysis of relevant literature and documents to conceptualize strategic program interventions from a global, national, regional and district perspective. Special focus was given to a rigorous review of relevant literature and a review of the progress and achievements of CCUG's previously completed projects. Through the planning process, the SP core team engaged staff, the management team, school management committees (SMCs), village health teams (VHTs), communities, and district technical staff and other key stakeholders to establish the environment and context of CCUG operations. Various relevant documents were reviewed, including the MoE Education Sector Strategic Plans, Uganda Demographic Health Survey, National Strategic Programme Plan of Interventions for OVCs (NSPPI), and all documents that were aligned to the National Development Plan. We also conducted a review of technical program strategies, reports and related topics. These efforts were aimed at ensuring a transparent priority-setting process and delivering a quality product without compromising on-going activities and stakeholder participation.

A reflection on the strategic directions, objectives and interventions were reviewed to establish our current level of achievement. The review of interventions highlighted which strategies were most effective.

2. Strategic planning meeting: A four-day session facilitated by STEPHOLD Consultancy EA Limited was held with staff, management and the Board of Director. The session reflected on the lessons learned during the implementation of previous project interventions, and a review of CCUg history that helped to create a shared understanding of our original vision and the highs and lows the organization has experienced. These were used to inform the strategies described in this plan. A review of our strengths and opportunities allowed us to identify ways to build on our past accomplishments to strengthen our capacity for future programs. The external environment review revealed those critical factors in the political, economic, social, technological, environmental and legal that influence and impact our mission. The team also reviewed the CCUg vision and mission statements, and core values and used them as the basis for generating the strategic directions and strategic objectives described in this plan. From these, specific strategies and other detailed plans were derived, including the implementation plan, M &E framework, staffing plan and stakeholder engagement plan.
3. Writing the strategic plan: The STEPHOLD Consultancy team provided support to the SP core team to consolidate the discussions and material from the planning meeting and developed this strategic plan document which was later reviewed by management before Board approval.
4. The strategic plan was reviewed with support from GIZ Civil Society in Uganda Support Programme (CUSP) by a process facilitator Kafuuma Felix.

2.0 The Context

2.1 Political context

Globally, there is a decline in democracy as a preferred model of governance. The rise of the rightist (authoritarian) leaders has led to the decline in political and civil liberties. More authoritarian powers are now banning opposition groups or jailing their leaders, dispensing with term limits, and tightening the screws on any independent media that remain (Freedom House, 2019). The East African region will be holding elections over the next three (3) years. Specifically, Uganda and Tanzania head to the polls in 2021 while Kenya and Rwanda in 2022. The manner in

which these political processes are managed has an impact on the politics and stability of the region. In Uganda, the operating space of civil society continues to shrink amidst all forms of legal controls. In addition, the gaps in delivery of social services by the technocrats (local governments) has resulted into the preference to use security agencies (army) to directly deliver services to the grassroots communities e.g Operation Wealth Creation; a development arm of the UPDF. The argument has been that public service has not delivered as expected.

The multi-party dispensation within which Uganda's politics plays out has politicized decision making thus affecting service delivery. Provision of service delivery has often been used as a mechanism to reward and 'punish' the electorate. In the process, citizen's rights have been denied on the basis of political choices. This strategic plan seeks to empower citizens to demand for these rights from duty bearers.

Specific to CCUg, this strategic plan (2020-2024) comes at a time when Uganda is at the height of the electioneering period; 2021. This period presents both opportunities and challenges that CCUg should be mindful. Politics influences distribution and management of public resources and this has a bearing on development and service delivery in Busoga sub-region.

2.2 Economic Context

Globally, the development priorities are outlined in the 17 Sustainable Development Goals (SDGs) that are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The SDGs have been domesticated into the National Development Plan II (2015/16-2019/20) that was designed to propel Uganda towards middle income status by 2020. It articulates 5 investment priorities namely: a) Agriculture; b) Tourism; c) Minerals, oil and gas; d) Infrastructure development; and e) Human capital development. However, budget allocations for the past 4 financial years have not demonstrated Agriculture as an investment priority yet it employs over 80 % of the population. Similarly, sectors that directly impact quality of life of people have not sufficiently been considered in the national budget appropriation. As a result, youths and women are the most unemployed and underemployed category, more predisposed to poverty and income disparities. Northern and Eastern districts have higher poverty headcounts compared to other parts of the country (UNHS, 2017).

The Eastern region has recorded an increase in poverty (from 24.3% in 1999/2000 to 35.7% in 2016/17), overtaking the northern region as the poorest. (UBOS,2018). National development infrastructure in the region is yet to transform into improved livelihood at household and community level. This calls for efforts for deliberate empowerment of communities to improve their livelihood. Uganda has the lowest Human Development Index in the region with a score of 0.528 and ranked at 159 out of 189 countries (UNDP, 2018). The national GDP is low averaging 474,547 per national (USAID, 2018). UNDP theorizes poverty as including deprivation in education, health, water and sanitation. Districts from Busoga sub regions are among those that contribute only 25% of the GDP. Specifically, Busoga total GDP contributes less than 1% of the national GDP (USAID, 2018). This is an opportunity for CCUg to make contribution towards provision of alternative forms of economic empowerment and Local Economic Development (LED) in collaboration with existing government programmes, non-state organizations (offering similar services) and the private sector.

Within context CCUg should take advantage of the existing inter-institutional opportunities (state and non-state) to design and implement interventions that economically empower people such as Operation Wealth Creation, Youth Livelihood Programmes, Women Empowerment Programmes, Livelihood Economic Development, Community Driven Development, Uganda Development Bank social business intervention programmes. Now there is Emyooga and the Parish Development Model all geared towards addressing poverty. CCUg also requires collaborating and establish interventions that provide skilling among the youths and women to address youth and women unemployment.

2.3 Sociological context

Government is making some progress in strengthening gender equality and women's empowerment through formulation of a gender responsive regulatory framework; including policies and strategies. Despite the developments, Gender Based Violence (GBV) is still prevalent specifically in Busoga sub-region. GBV is a human rights issue, which is rooted in gender inequality and primarily affects women and girls, although it also affects boys and men in some contexts. According to the Ministry of Gender Labor and Social Development (MGLSD), GBV undermines the health, dignity, security, mental health and autonomy of its victims, yet it

remains hidden in a culture of silence. The largely acceptable practice has far reaching costs including sexual and reproductive health consequences, such as forced and unwanted pregnancies, unsafe abortions, traumatic fistula, and sexually transmitted infections including HIV. Progress made at the policy level is often inadequately matched in enforcement of protection for women against male violence. In some cases, law enforcement agencies continue to be perpetrators of violence against women. There is also widespread ignorance about the existence of the law due to lack of information dissemination. This is rooted in social constructs orchestrated by a highly patriarchal society. As such, levels of GBV remain very high and GBV prevails unabated in homes, communities and institutions as a socially acceptable practice. These gaps point to areas of intervention CCUg can consider in the long term.

The current population growth rate for Uganda is 3 percent per annum (UBOS, 2019/2020) making the country's population growth rate comparatively higher than the rest of the world. The Busoga region population percentage growth rate is among the highest with prevalence in teenage mothers. According to the 2014 Census, West Nile, Acholi, Teso and Busoga sub regions had the highest proportions of women in the reproductive age group (15-49 years). Access to Sexual and Reproductive Health Services continues to face significant obstacles in Uganda, making Busoga of the leading regions, second to Teso region (Uganda Demographic and Health Survey, 2016). The main obstacles were cultural perceptions, physical barriers like access to health facilities, low levels of education and poverty. This presents an opportunity for CCUg to make interventions in areas of SRHR.

2.4 Technological context

There is tremendous growth in digital media globally. The digitalization of the media industry has been driven by changing consumer behavior and expectations, especially among young people who demand instant access to content, anytime, anywhere. There is an increase in mobile and Internet penetration making "being connected" a way of life for young people who are also majority consumers. In Uganda, mobile telephone subscribers have grown to 23.2 million while internet subscribers are 13.5 million. This translates into 38 percent of internet penetration (UCC, 2018). The growth of telecom technology presents opportunities for CCUg to engage the youth who are the biggest consumers of digital technology.

Technology presents opportunities for CCUg to carry out her empowerment interventions through technological platforms.

2.6 Legal Context

Globally, civic space is reducing. The democratic space for civil society is under attack. In recent years, legislation to restrict rights to freedom of association, assembly and expression have multiplied. Actors in development co-operation, human rights defenders and staff working within civil society are subject to acts of violence, threat and murder. Violations against civic rights are increasingly occurring in more than 111 countries in 2018, and only four per cent of the world's population live in countries where our fundamental civil society freedoms of association, peaceful assembly and expression are respected (Civicus, 2019). Additionally, more than 49 journalists (Reporters Without Borders, 2019) and 304 human rights defenders were killed or died in detention (Frontline Defenders, 2019). Between 2012 and 2015, more than 120 laws restricting civic rights were implemented or proposed in 60 countries (Rutzen Douglas, 2015).

The operating environment for civil society organisations in Uganda has been deteriorating, with the government tightening its grip through threats of closure and deregistration, freezing of bank accounts and restrictive legislation. The current government regulation and registration procedures have limited operations of CSOs. The NGO Act 2016 imposes red tape limitations and tougher restrictions on civil society operations including giving the NGO Bureau broad powers to revoke NGO permits. The Public Order Management Act 2013 gives Police arbitrary powers to authorize or deny authorization of any public gathering. This perhaps is the most abused legal instrument in Uganda today and civil society has had a fair share of its arbitrary use by being sometimes denied assembling or holding meetings. CCUg requires to be cognizant of the legal context and ensure they are compliant to the existing legal requirements.

2.7 The COVID-19 effect

Covid-19 has caused major disruptions world over. The ongoing pandemic is already affecting many aspects of our daily life and will undoubtedly force rearrangements on our globalized society. Given its threat to global health, many countries (including Uganda) have introduced

measures aimed at containing the spread of the virus. Some of these unprecedented measures have been taken in a rush, without the usual democratic processes. Public gatherings are being banned; people are ordered to stay at home; freedom of movement between and within national borders is being restricted; surveillance measures are being used to monitor people's movements; access to health care is restricted to emergencies. Non-compliance is sanctioned and authorities are exercising exceptional powers. In Uganda, majority of youth have ended up unemployed due to closure of businesses especially in the informal sectors, and the downsizing of companies to stay afloat. According to the National labour force survey (2016/17), the informal economy alone employs 84.9 percent of the population, 90% of whom are youth (10-30 years). These economic hardships have led to the spiraling of domestic violence cases as poverty hits hard. It is also feared that the confinement of people to restricted places of socialization, amidst financial hardships has led to mental and emotional breakdown. There is an anticipated rise in teenage Pregnancies due to the long lockdown as a result of Covid-19 pandemic. With the already shrinking civic space and restricted financing for CSOs, it is to be expected that the situation created by the COVID-19 will only exacerbate CSOs challenges and impact their work.

Furthermore, due to the economic strain of Covid-19, it will probably become more difficult to access and ensure sustainable financial resources, especially for long term activities. The economic crisis after COVID-19 is expected to limit donors' capacity and availability, consequently making it more difficult for NGOs to rely on their contributions. CCUG will have to re-think her funding model, and to diversify her income and build new alliances with other NGOs.

At the same time, the Covid-19 pandemic has highlighted the rates of vulnerability of the people of and hence need for increased support during the downturn that will follow the present restrictions, and the consequent loss of jobs and livelihood. In order to ensure that the needs of these people are taken into account in post-pandemic policies and interventions, especially in relation to health and social issues, CCUG is better placed to help authorities reach the most vulnerable populations, because they have been able to establish close contacts with the latter, earning their trust ahead of the crisis.

On the brighter side, the pandemic has provided opportunities for growth of the ICT sector to

drive business and support socialization through online and social platforms. It is envisaged that the 'new normal' in the aftermath of the COVID-19 pandemic will be driven by ICT. Innovations to transact online have increased to reduce contact and online meetings are taking route as alternatives to the regulated socialization. As the future after Covid-19 looks uncertain and volatile, the work of CCUg will be paramount in meeting the needs of the society's most vulnerable populations, and also to provide a bottom-up linkage for innovation and higher-level engagement.

3.0 Strategic Framework

3.1 Strategic Niche: “Empowering women and girls in Busoga region through health and life-skills education to fight poverty”

3.2 Vision:

The Vision of CCUG is an educated, healthy and productive community free from poverty.

3.3 Mission:

Providing education and skills, to empower women and girls acquire capacity for sustainable income generation and contribute to development of their communities.

3.4 CCUG Values

Love

Concern for one another

Serving

Sharing

Respect

Transparency

3.5 Purpose of the Strategic Plan

This strategic plan articulates three purposes, namely:

1. Strategic priorities that determine where CCUG wants to focus on in the next 5 years
2. Strategies to be used in implementing the interventions laid out as programme areas in this strategic plan
3. Requisite resources for attaining goals and objectives set for the next 5 years

3.6 Strategic Goal

Women and girls economically and socially empowered to fight poverty and contribute towards the development of Busoga region.

3.7 Theory of Change

Our intervention is based on the theory that;

CCUg is capable of delivering sustainable, community-focused projects that use education and skills, to empower women and girls acquire capacity for sustainable income generation, and contribute to development of their communities: When;

Our intervention logic is based on the theory that:

An economically and socially empowered community in Busoga region will be attained when:

- a) Women have the requisite skills and knowledge; to engage in viable income generating activities for sustainable livelihood.
- b) Women have access to resources for production and sustainable livelihood.
- c) Most vulnerable category (OVC) attain literacy to access and benefit from opportunities and improve their well-being.
- d) Women and girls are empowered and have access to services that protect their gender and dignity to live a productive and a healthy life.

3.8 Thematic Areas (Programme Intervention Areas)

- WASH, SRHR and Mental health
- OVC sponsorship and literacy development
- Sustainable livelihood
- Gender Based Violence
- CCUg strengthening and development

3.9 Strategic Objectives (SO)

- To promote hygiene and increase utilization of SRHR and mental health services in schools.
- To empower women and girls, including vulnerable children through literacy development.
- To provide sustainable livelihood for women and girls through vocational services and saving schemes.

- To reduce gender-based violence among women and girls.
- To develop and strengthen the institutional capacity of CCUG.

3.10 Strategic objectives aligned to Programme Areas

Programme Area	Strategic Objective
WASH, SRHR and Mental health	SO1: • To promote hygiene and increase utilization of SRHR and mental health services in schools.
OVC sponsorship and literacy development	SO2: • To empower women and girls, including vulnerable children through literacy development.
Sustainable livelihood	SO3: • To provide sustainable livelihood for women and girls through vocational services and saving schemes.
Gender Based Violence	SO4: • To reduce gender-based violence among women and girls.
CCUG strengthening and development	SO5: • To develop and strengthen the institutional capacity of CCUG.

3.11 Key implementation approaches

- 1) **Community participation Approach (CPA):** We engage communities through Focus Group Discussions and In-depth Interviews to ascertain their problems and work together with beneficiaries to develop projects and implement that solve their problems. We use.
- 2) **Research:** CCUG reaches out to the communities to conduct both qualitative and quantitative research to find out and collect evidence on community needs. The research findings are discussed with stakeholders at the community and institutional level to inform tailored interventions in form of projects.
- 3) **School and Community Approach:** CCUG engages the schools particularly teachers, children and surrounding communities to address sanitation and hygiene challenges.
- 4) **Participatory Hygiene and Sanitation Transformation:** CCUG uses a participatory learning methodology that seeks to help communities and schools to improve hygiene behaviors, reduce diarrheal disease and encourage effective school and community management of water and sanitation services.

- 5) **Behavior Change Communication Approach:** Involves encouraging individuals or communities to change their behavior in the areas of sanitation and hygiene, sexual reproductive health and rights. It triggers people/communities to adopt healthy, beneficial and positive behavioral practices. It's an effective approach which helps to promote changes in knowledge, attitudes, norms, beliefs and behaviors.
- 6) **Village Savings and Loans Associations (VSLA)** which is a methodology that helps provide simple savings and loan facilities to women who do not have access to formal financial services. Loans can also provide a form of self-insurance to members, particularly if they are supplemented by a Social Fund to provide small but important grants and no-cost loans to members in distress.

4.0 Programme Areas.

4.1 Programme Area 1: WASH, SRHR and Mental Health

Access to safe and clean drinking water and sanitation is a human right, (United Nations (2010) however, 2.1 billion people lack safe drinking water at home and more than twice as many lack sanitation¹. In addition, 31% of schools worldwide don't have clean water and 34% lack adequate toilets (WHO,2017). In Uganda, 8 million people lack access to safe water and 27 million do not have access to improved sanitation facilities (water.org, 2020). Unsafe water, inadequate sanitation and lack of hygiene not only affect the health, safety, and quality of life of children, they also claim the lives of an estimated 1.5 million children under the age of five who die each year from diarrhea. Providing better water, sanitation and hygiene (WASH) services in schools reduces hygiene-related diseases. An estimated 1.9 billion school days could be gained if the Sustainable Development Goals (SDGs) related to safe water supply and sanitation are achieved and the incidence of diarrheal illness is reduced. This strategic plan will focus on promoting sanitation and hygiene in schools and communities. It will further support increase and access to WASH services.

In sub-Saharan Africa, adolescents comprise 23% of the region's population. Ensuring adolescents achieve their full potential by providing them education and promoting their sexual and reproductive health rights is an important aspect of their healthy development (UNPF 2014). In Uganda, though a third of the population is adolescents, sexual and reproductive health issues are a public challenge. According to DHS 2016, a quarter of girls begin childbearing between 15-19 years predisposing them to several life-threatening health risks, poor infant health and survival and school dropouts. Furthermore, the DHS report also reported that more than half of adolescents have inadequate knowledge about HIV prevention. Among adolescent girls, every single hour, 2 young women in Uganda get infected with HIV every day and HIV prevalence among this cohort is 9.1%. In addition, several studies have shown that adolescent girls in primary and secondary schools in Uganda have inadequate knowledge about Menstrual Health and Hygiene Management (MHHM). According to World Health Organization (WHO, 2012), proper Menstrual Hygiene Management (MHM) entails access to necessary resources: education concerning MHM, menstrual materials to absorb or collect menstrual blood, soap, and water),

¹ WHO (2017). 2.1 billion people lack safe drinking water at home, more than twice as many lack sanitation. <http://www.who.int>

facilities (a private place to wash, change and dry reusable menstrual materials, in addition to an adequate disposal system for menstrual materials). However, in Low and Medium Income Countries (LMIC), even if menstruation marks an important point of transition into womanhood, there is poor MHM among adolescent girls in schools (Sommer & Sahin, 2013).

In Uganda, MHM among girls in rural primary and secondary schools is a challenge. A study by Stichting Nederlandse Vrijwilligers (SNV, 2014) revealed that 84% (3.75%) of adolescent girls living in rural settings practice unsafe menstrual hygiene. Girls in these settings are less likely to have access to materials and facilities to properly manage menstruation thus resulting in frequent absenteeism from school (Wilson, Reeve, Pitt, Sully & Julious, 2012). In addition, other studies have shown that poor MHM affects the health and wellbeing of adolescent girls (Crichton et al., 2013; Mason et al., 2013). Adolescent girls in Uganda are subjected to discrimination and stigma due to stereotypes and misconceptions that have historically developed from misinformation, harmful cultural beliefs and gender inequality (Netwas, 2014). Not only that, girls also face several restrictions during menstruation that affect their social lives, including school attendance and engagement in other activities. This strategic plan will focus on increasing access to SRHR services among the women and girls.

Mental health is the axis of human life. However, despite its importance, it is often the least prioritized amongst health conditions. In low- and medium-income countries like Uganda where disease, ignorance, and poverty are common, a claim for a dedicated mental healthcare and services can seem a luxury (WHO, 2019). In Uganda, depression, anxiety disorders, and elevated stress levels are the most common, sometimes leading to suicide attempts (Farzaei et al., 2016). Uganda is ranked among the top six countries in Africa in rates of depressive disorders with 4.6% (Miller et al., 2020), while 2.9% live with anxiety disorders (WHO, 2017). About 5.1% of females and 3.6% of males are affected. The estimated incidence of mental illnesses is high: 35% of Ugandans suffer from a mental illness, and 15% of Ugandans require treatment. It is likely that the incidence of mental illnesses and the need for treatment is much higher (Nixon, 2017). The number of people affected by mental health disorders greatly varies from source to source as well, as there is little pre-existing research on mental health in Uganda. For instance, in a survey of 387 respondents in Jinja and Iganga districts, Eastern Uganda, contrary to the estimate by

WHO, found that 60.2% of people had a diagnosable mental illness. In addition, most disorders were classified as moderate or severe (72.8%), by international standards (Muis et al., 2009). This strategic plan focuses on promoting and increasing access to mental health services in schools and communities. Under this program area, CCUG will carry out the following Strategic actions

Strategic Actions

Strategic Action (SA)	Description of Strategic Action Under WASH, SRHR and Mental health
SA 1	Increase access and awareness to SRHR and WASH information.
SA 2	Conduct community and in-school integrated outreach for SRHR and WASH initiatives.
SA 3	Create awareness on mental health information and counseling services
SA 4	Sensitize women and girls on mental health.
SA 5	Support women and girls through referral system to access SRHR and Mental health services.

Strategic objective 1: To promote hygiene and increase utilization of SRHR and mental health services in schools.

Key Results

- 1.1 Increased access and utilization of quality SRHR and WASH services amongst rural schools and vulnerable communities
- 1.2 Increased access to mental health information and counseling services targeting 2000 young people, adolescents and women.
- 1.3 Increased access and utilization of sanitary facilities among 4,500 adolescents and young people for schools in the area of operation.

Key Result 1.1: increased access and utilization of SRHR and WASH services amongst rural schools and vulnerable communities

Key outputs

1. Adolescents and young people (10-24years) empowered to access and utilize SRHR and WASH services among schools and vulnerable communities.
2. Attitude and behavior change towards embracing good practices of WASH and SRHR

Key Result 1.2: Increased access to mental health information and counseling services targeting 2000 young people, adolescents and women

Key outputs

1. Young people and women empowered to access mental health information and counseling services
2. Women and girls equipped with problem solving skills
3. Reduced sexual risk behaviors among adolescent girls in schools

Key Result 1.3: Increased access and utilization of sanitary facilities among 4,500 adolescents and young people for schools in the area of operation

Key outputs

1. Adolescents and young people empowered to access and utilize sanitary facilities in schools
2. Capacity of teachers and village health teams built in sanitation and hygiene services.

4.2 Programme Area 2: OVC sponsorship and literacy development

Although Uganda has taken several strides over the years to increase enrolment of the girl child into educational institutions, her adult literacy rate is still low. According to the Protocol to the African Charter on Human and Peoples' Rights on the Rights of women in Africa adopted by the African Union, to which Uganda is a member, state parties shall take all measures to promote literacy among women. To that effect, Uganda is one of the 164 countries that signed a pledge at the World Education Forum in 2000, to achieve the Education for all target, set at 90%. However, by the end of 2015, only 64% of women are literate. According to DHS 2016, a quarter of girls begin childbearing between 15- 19 years predisposing them to several life-threatening health risks, poor infant health and survival and school dropouts. Many OVC in Uganda are not able to achieve the right to Education yet it a fundamental right of a child. When a child is educated, that

child becomes socially, mentally, morally and spiritually sound. Education is the way forward to end poverty in Busoga Sub-region.

Literacy development plays a crucial part in the learning and academic performance of students throughout their education. Therefore, it is necessary that primary education entities establish strong reading, writing, speaking, listening, and comprehension skills. Although there is scarcity of literacy data among primary schools, a 2015 UWEZO report revealed that only 33% of Ugandan pupils in primary were competent in reading English while only 32.9% were competent in reading their local language. Additionally, more than half of pupils surveyed (50.6%) had poor numeracy skills and 2 out of 10 primary seven students who are promoted to secondary were unable to complete reading and undertake tasks of Primary 2 level. By region, 25.9% of pupils in Mayuge district (East Central Region) were competent in reading English as compared to the national average of 33% as per the Uwezo report. This strategic plan will focus on empowering women and girls to attain education and literacy.

Strategic Action	Description of Strategic Actions under OVC sponsorship and literacy development
SA 1	Sponsor OVC to access to education
SA 2	Provide scholastic materials to vulnerable children to enable learning
SA 3	To improve the economic status for orphans and other vulnerable children, their caregivers and families/households
SA 4	To provide and improve access to reading materials

Strategic Objective 2: To empower women and girls, including vulnerable children through literacy development.

Key Results

2.1 Girl children sponsored to access literacy education

2.2 Literacy levels in rural schools are improved

Key Result 2.1: Girl children sponsored to access literacy education

Key Outputs

1. Increased retention and opportunities for girl's education

Key Results 2.2: Literacy levels in rural schools improved

Key outputs

1. Improved academic performance in rural schools
2. Improved reading and writing among the children in rural schools

4.3 Program Area 3: Sustainable Livelihoods

The fight against poverty and hunger has seen some progress over the past 15 years. Globally, the proportion of undernourished people declined from 15% in 2000-2002 to 11% in 2014-2016. However, more than 790 million people still lack regular access to adequate food, descent shelter and regular incomes. If current trends continue, the zero poverty and hunger target will be largely missed by 2030.

Uganda has seen a slight reduction in monetary poverty where the Ugandan population living below the national poverty line declined from 31.1% in 2006 to 19.7% in 2013. It has been noted that progress in reducing poverty has been much slower in Northern and Eastern. According to UBOS report 2019/2020, Busoga region was ranked the poorest at 14% compared to other regions, this is because most of them engage in sugarcane growing. Uganda, and thus, the concentration of poverty is higher in these two regions. The proportion of the total number of poor people who live in the Northern and Eastern regions increased between 2006 and 2013, from 68% to 84%.

Adult Literacy Training involves reading and writing, arithmetic, basic computer, parenting and communication skills. The training is conducted using a Humanistic approach to adult education. Peer mentoring is used to relate and encourage support between pre-literate women with those possessing very low literacy skills. Although the government of Uganda has rolled out various direct economic strengthening programs like, OWC, NAADS, they do not necessarily reach the most vulnerable members of the community due to strict beneficiary qualification criteria or guidelines that do not favor critically vulnerable households.

Uganda has achieved significant milestones in its fight against poverty over the past three decades, with poverty rates standing at 21.4% in 2016, down from 56.0% in 1993 according to the national poverty line. Although levels are higher according to the international poverty line, the trend is also an overall decline in this period. However, the proportion of people living in poverty according to the national poverty line increased by 1.7% between 2012 and 2016. The international poverty line of \$1.90 measure also shows an increase, and at a much higher level, with 41.7% of the population living in extreme poverty as of 2016. At 24.5 percent, the overall poverty rate in the eastern region is significantly higher than the national rate (19.7 percent), and 27.6 percent of children in the eastern region live below the national poverty line. This Strategic plan focuses on strengthening capacity of women to be financially literate and increase access to credit and savings.

Strategic Action	Description of Strategic Action under sustainable livelihood
SA 1	Strengthen the capacity of women in financial literacy and business management
SA 2	Mobilize women into self-help groups and form a SACCO
SA 3	Mobilise and VSLA groups to the CCUg SACCO
SA 4	Facilitate access to affordable financial services through banking institutions, savings and microcredit
SA5	Support vocational education for out of school young women to enhance their ability in enterprise development and job creation

Strategic Objective 3: To provide sustainable livelihood for women and girls through vocational services and saving schemes.

Key Results

- 3.1 Capacity of women strengthened in financial literacy and business management
- 3.2 Women mobilized to form a SACCO
- 3.3 School dropouts equipped with life skills for sustainable livelihood
- 3.4 Vocational skilling equipment and facilities in place to benefit women and girls.

Key Result 3.1: Capacity of women strengthened in financial literacy and business management

Key Outputs

- 1. Women are empowered to manage their finances

2. Women are empowered to manage their businesses well with bookkeeping

Key Result 3.2: Women mobilized to form a SACCO

Key Outputs

1. Women access savings and credit services
2. Increased household income

Key Result 3.3: School dropouts equipped with life skills for sustainable livelihood

Outputs

1. Young girls' dropouts are able to live a productive and sustainable life
2. Increase in household income of families of young girls that have dropped out of school
3. Young girls are empowered with life skills to be good parents and leaders

Key result 3.4 Vocational skilling equipment and facilities in place to benefit women and girls

Outputs

1. Vocational equipment and facilities in form of saloon and tailoring equipment put in place.

4.4 Program Area 4: Reducing GBV

Gender-based violence (GBV) in Uganda is widespread. The 2012 Uganda Bureau of Statistics report indicated that 60% of Ugandan women experienced GBV, which is approximately twice the global rate. The 2016 Uganda Demographic and Health Survey revealed that up to 22% of women aged 15 to 49 in the country had experienced some form of sexual violence. The report also revealed that annually, 13% of women aged 15 to 49 report experiencing sexual violence. This translates to more than 1 million women exposed to sexual violence every year in Uganda.

Uganda has one of fast increasing rates of School Related Gender Based Violence (SRGBV) among children in East Africa. A study by the Ministry of Education and Sports and other organizations (MoES, 2012) revealed that 43% of children had ever experienced bullying, emotional abuse by teachers (46.7%), sexual violence (77.7%) in primary and 82% among secondary school students. In addition, findings also reported that 8% of girls had been subjected to defilement, 18% had received marriage proposals, and 25% had ever been touched in a sexual manner while 29% had

been made to watch pornography. In Busoga sub region, there is a gap for available data on GBV, therefore this strategic plan will focus on generating evidence which will inform programing and policy. The SP will also focus on strategies which will increase awareness and enhance systems for prevention of GBV.

Strategic Objective 4: To reduce gender-based violence among women and girls.

Strategic Actions	Description of the strategic actions under Gender Based Violence
SA 1	Change attitude, behavior and practices related to gender-based violence among, women, girls, religious leaders and cultural leaders
SA 2	Build the capacity of teachers to handle, refer, link, report and resolve SRGBV-related cases.
SA 3	Strengthen referral and linkage systems for SRGBV cases to relevant actors for action.
SA 4	To increase awareness and enhance systems for the prevention of GBV

Key Results

- 4.1 Women and girls are empowered to protect, prevent and report GBV
- 4.2 Women and girls are empowered to access prevention and response services
- 4.3 Reduction in cases of sexual violence among girls and women
- 4.4 Increase in reporting cases of GBV

Key Result 4.1 Availability of data on Gender Based Violence

Outputs

1. Women and girls are empowered to speak out about GBV
2. Men support and protect women and girls from GBV
3. Religious and cultural leaders protect women and girls from GBV

Key Result 4.2: Women and girls are empowered to access GBV prevention and response services

Outputs

1. Women and girls are supported to access GBV prevention and response services
2. Capacity of teachers is built to be able to offer SRGBV prevention in schools
3. Women and girl's confidence is built so that they are able to stand up for their rights

against Sexual violence and report any form of Violence

4. Duty bearers provide timely and quality GBV services.

Program Area 5: CCUg Strengthening and Development

CCUg is still a young but growing organisation which just upgraded from CBO to NGO. This upgrade comes with a great need to attract resources, manage the organisation in a professional manner in-order to fulfil the organisational mandate and comply to the legal and ethical requirements. This therefore calls for strengthening the governance structures like the board and management, putting in place the necessary framework to guide the functioning and execution of Board and Management of CCUg as an institution.

Another critical area this SP focuses on is the organisation's sustainability in terms of resources both financial and human. The SP emphasizes the need to invest in building the capacity of the Board and Staff to be effective and efficient in performing their tasks for the fulfilment of CCUg's mandate.

Strategic Actions	Description of Strategic Actions under CCUg strengthening and development
SA 1	Building strategic partnerships with other likeminded organisations
SA 2	Increasing visibility of the organization
SA 3	Building capacity of staff and Board
SA 4	Ensuring sustainability of the organization
SA 5	Revise the organogram to ensure that the structure realistically responds to the programmatic strategic plan

4.5 S. O 5: To develop and strengthen the institutional capacity of CCUg.

Key Results

- 5.1 Governance and management capacity of CCUg strengthened.
- 5.2 CCUg's interventions sustainably financed
- 5.3 CCUg strategically positioned in Busoga sub region.

Key Result 5.1 Governance and management capacity of CCUg strengthened

Outputs

1. A functional Board that meets periodically.

2. Necessary supporting organizational policies that address existing organization gaps are developed.
3. Organization systems and processes are implemented and evaluated.
4. Board and staff retreats conducted
5. Staff performance and evaluation
6. Staff and Board capacity built
7. Board and staff oriented on the strategic plan and trained on program-based evaluations
8. Assorted equipment and furniture procured
9. Staff management meetings conducted.

Key Result 5.2: CCUg's interventions sustainably financed

Output

1. Creation and maintenance of meaningful, beneficial partnerships
2. Resource Mobilisation Strategy implemented

Key Result 5.3: CCUg strategically positioned in Busoga sub region

Output

1. Strategic identity defined and implemented
2. CCUg Networks widely with like-minded NGOs

5.0 Implementation framework

Programme Area: WASH, SRHR,and Mental Health				
Strategic Objective (SO)	Key Strategies	Strategic Actions	Key Outputs	Key Results
SO1: • To promote hygiene and increase utilization of SRHR and mental health services in schools.	Capacity Building of teacher, students, community activists, child related teams -Community Mobilisation -Sensitizations on mental health -Linkages and referrals -Construct and rehabilitate WASH facilities -Research and documentation -Community dialogues -Health Education sessions in schools and communities -Psychosocial support -Music and Sports	-Engage target groups in SRHR and WASH initiatives through edutainment.	-Adolescents and young people empowered to access and utilize SRHR and WASH services.	-Increased access to and utilization of quality SRHR and WASH services among rural schools and vulnerable communities -Increased access to mental health information and counseling services targeting 2000 young people and adolescents. -Increased access and utilization of sanitary facilities among 4500 adolescents
		-Conduct community and in-school integrated outreach in SRHR and WASH initiatives.	- Attitude and behavior change towards embracing good practices of WASH and SRHR	
		- Create awareness on mental health information and counseling services	-Young people and women empowered to access mental health information and counseling	
		- Sensitize women and girls on mental health.	-Women and girls equipped with problem solving	
		- Support women and girls through referral system to access SRHR and Mental health services	-Reduced sexual risk behaviors among adolescent girls in schools	
		-Train teachers and village health teams in sanitation and hygiene services	Capacity of teachers and village health teams built in sanitation and hygiene services	
		Provide individual and group therapy on SRHR.	-Community members access therapeutical services on SRHR and WASH	
Programme Area: OVC sponsorship and literacy development				
Strategic Objective	Key Strategies	Strategic Actions	Key Outputs	Key Results
SO2: To provide sustainable livelihood for women and girls through vocational services and saving schemes.	-Mapping of vulnerable children for sponsorship -Cost share with parents and sponsor the children -Provide scholastic materials for vulnerable children -Counseling and guidance for	● In partnership with care givers sponsor OVCs to access education	● Children sponsored	Girl children sponsored to access literacy education Literacy levels in rural schools improved
		● Provide scholastic materials to vulnerable children	● Increased retention among the girls	
		Engaging women and girls in adult literacy	● Improved academic performance	
		● Organizing literacy days in Primary	● Improvement in reading and	

	the sponsored children -Engagement meetings with the parents	<div>schools</div> <div>Engaging in teaching basic arithmetic and English to the caretakers of these sponsored children</div>	<div>writing of children in rural schools</div> <div>● Increased retention and opportunities for girls</div>	
Programme Area: Sustainable livelihood				
Strategic Objective	Key Strategies	Strategic Actions	Key Outputs	Key Results
SO3: To provide sustainable livelihood for women and girls through vocational services and saving schemes.	-Mobilisation of Women -Training women in financial literacy -Mobilization of women towards SACCO -Formation of more VSLAs -Linkage of VSLAs to SACCO -Procurement of saloon equipment	●Strengthen the capacity of women in financial literacy and business management	-Women empowered to manage their finances	-Capacity of women strengthened in financial literacy and business management - Women mobilized to form a SACCO - School dropouts equipped with life skills for sustainable livelihood -Vocational skilling equipment and facilities in place to benefit women and girls.
		● Mobilize women into self-help groups and form a SACCO	-Women empowered to manage their businesses with bookkeeping	
		● Establishment of more VSLA groups and link them to the SACCO	-Women are able to access easily savings and credit	
		● Procure more saloon, tailoring and adult literacy equipment	-Increased household income	
		● Use of open learning model to train school dropouts in vocation skilling.	-School dropouts are able to live a life that is sustainable	
Programme Area: Gender Based Violence				
Strategic Objective	Key Strategies	Strategic Actions	Key Outputs	Key Results
SO4: To reduce gender-based violence among women and girls.	Research and documentation	- Women and girls are sensitized and trained on protection, prevention and reporting GBV and SRGBV	- Women and girls are empowered to speak out about GBV and stand for their rights against SRGBV	-Women and girls are empowered to access prevention and response services -Reduction in cases of sexual violence among girls and women -Increase in reporting cases of GBV
	Capacity building of teachers, students, community leaders and police	-Mobilise men to support and protect women and girls from GBV	- Men support and protect women and girls from GBV	
	Networking and coordination	-Support women and girls to access GBV services through referral mechanisms	-Women and girls supported to access GBV prevention and response services	

	Linkages for GBV services Stakeholders' dialogues Community dialogues Media engagements Music & Sports	-Collaborate with other child protection actors in the districts of operation and strengthen child related teams at both village and district levels. -Mobilise religious and cultural leaders to champion campaign against GBV	-Capacity of teachers built to offer SRGBV prevention in Schools -Religious and Cultural Leaders protect women and girls from GBV	
Programme Area: CCUg strengthening and development				
Strategic objective	Key Strategies	Strategic Actions	Outputs	Outcomes
SO 5: To develop and strengthen the institutional capacity of CCUg.	-Organizational capacity assessment -Capacity building of staff and BOD. Organizational Policy and Institutional reforms -Resource Mobilization -Networking and coordination Branding and Visibility Virtual presence	Networking and Building partnerships	-Networks and partnerships established	-Governance and management capacity of CCUg strengthened. -CCUg's interventions sustainably financed -CCUg strategically positioned in Busoga sub region
		Increasing visibility of the organisation	-Increased Visibility of organisation	
		Building sustainability of organisation	-Sustainability of organisation	
		● Conduct staff and Management meetings	-Staff and Management meetings conducted	
		● Conduct BOD orientation on the Strategic Plan and Program based evaluations	● Necessary supporting policies and frameworks developed and implemented.	
		● Implement resource mobilization strategy	● Resource mobilization strategy implemented	
		● Implement Board Manual	● Networks with likeminded CSOs mapped and established	
		Build capacity of staff and Board	Capacity of Board and staff built	
		Revision of organogram to ensure that realistically responds to the program areas	Organogram revised	

6.0 Financing plan

6.1 Strategic Plan Revenue Targets over 5 Years

Resource	<u>YEAR 1 [2020]</u>	<u>YEAR 2 [2021]</u>	<u>YEAR 3 [2022]</u>	<u>YEAR 4 [2023]</u>	<u>YEAR 5 [2024]</u>	<u>TOTAL</u>
Targets	000 UGX	000 UGX	000 UGX	000 UGX	000 UGX	000 UGX
[USHS]	300,000	400,000	500,000	600,000	700,000	<u>2,500,000</u>

6.2 Classification of funding sources and Income Streams Proposed

The following funding sources and income streams are proposed;

Category of Financing	Period
Core financing	(unrestricted, longer-term)
Programme Financing (competitive, targeted or continuation)	Restricted and Long-term
Projects Financing (internally funded, support from external sources)	Restricted and unrestricted (Medium-term and long-term)
Income generation (IGAs)	Unrestricted (short and medium)
Budget and cost management	Continuous
Impact (contribution toward target beneficiaries)	Continuous

6.3.1. Core Financing (Un restricted and Long- term)

Core funding will cover financial support for basic and “core” organizational and administrative costs including salaries of non-project staff, rent, equipment, utilities, communication and other overheads. This is a key requirement for sustaining CCUG as a going concern with or without development financing. CCUG will focus on raising unrestricted funding majorly to cover the cost of running the organisation.

IGAs are critical in raising core funding, and CCUG should explore small and medium scale projects that are economically viable. Programmes and projects that come on board can contribute 7 percent of the gross revenue raised towards organizational; and administrative costs.

6.3.2. Programme Financing (Long-term and restricted)

CCUg will require full-time engagement of specific/expert staff and resources to mobilize and fundraise for medium and long-term programmes and projects. This requires commitment of CCUg to engage in competitive², formula³ and continuation⁴ grants' search and writing. Programmes financing will be tagged to programme areas of CCUg and strategic plan goals and outcomes. A core fundraising and resource mobilization team and office is a pre-requisite to achieve Programme Financing.

6.3.3. Project funding (restricted, shorter term)

CCUg will be required to engage in grant proposals with intent of identifying resources from prospective funders to finance projects. Project makes part of internal and external investment. The resources mobilization team will have this as a core responsibility. For purposes of income generation, the projects could be both service and business oriented. Projects that are directly related to improvement of people's lives and value addition in productive sectors get quick returns and CCUg should focus on these e.g provision of cottage skills to youths and women, and education services. Also, the provision of low-interest venture capital through SACCOs and Voluntary Saving and Loan Associations (VSLAs) can be explored.

6.3.4. Business and Income Generation (unrestricted, shorter term)

CCUg requires to use an entrepreneurial approach to identify viable IGAs. This will contribute towards generation of core unrestricted financing to the organisation. CCUg will need to register a business arm that allows it legally to operate a profit-making venture whose proceeds will contribute towards the core financing of the organization and short-term projects. Other possible scenarios include; private sector partnerships with "invest-operate-handover" model as well as collaborations with financial and non-financial intermediaries. The partners can agree on mechanisms of sharing profit and losses. Some of the possible business ventures include;

- a. Skills development facility for youths and women; carpentry, tailoring and crafts making, etc
- b. Demonstration farm (mixed farm) for training farmers while earning from farm products as

² Access to financing involves proposal writing and selection is based on an evaluation criteria and merit of the application.

³ Pre-determined and non-competitive based in values of the organization

⁴ Offered to current grantees based on performance, impact and sustainability

well as earning from training

- c. Forestry and tree nursery business (commercial tree planting)
- d. Rental apartments (including office space)
- e. Consultancy and resource services (outsource knowledge based experiential mentoring, training etc)

6.3.5 Efficiency in Management of Financial and Non-Financial Resources

This is not an area that is usually given specific attention. CCUg requires to be frugal in usage and management of financial and non-financial resources and ensure proper utilization of resources with mechanisms to account for the resources. This will not only save resources for the organization but will also create donor trust and reliability.

6.4 Recommended Financing Structure for Sustainability of CCU

Recommended Financing Structure for Sustainability of CCUg

CCUg should have an appropriate mix of unrestricted funds against and restricted funds. The recommended “golden rule” for non-state institutions is 70% of unrestricted funds against 30% of unrestricted funds. This can vary though depending on funding sources. Considering the assessed potential of CCUg and the current financing environment, the following financing structure is recommended. It is assumed that this can reduce the financial sustainability risk of CCUg.

Proposed financing structure of CCUg

Sn	Funding Source	% of contribution
1	Grants from donors (Restricted and non-restricted)	50
2	IGAs (Projects both internal & external)	40
3	Other forms (Membership subscriptions, Contributions from Directors, Savings from groups)	10
	Total	100

Appendix 1: Planning, Monitoring, Evaluation, Accountability and Learning Framework

Accountable planning, monitoring, evaluation and learning means working together with communities, partners, and donors to decide what success looks like in the context of the programme, and how we propose to go about measuring performance of CCUG programmes by establishing clear links between the past, present and future interventions and development results. Without effective planning, monitoring, evaluation and learning, it would be impossible to judge if work is going in the right direction, whether progress and success can be realized, and how future efforts could potentially be improved.

1. Objective

The overall Objective of the PMEL plan is to enable CCUG measure its programme performance and report against the Strategic Plan.

The specific objectives of the plan are;

1. To mainstream data collection, management and reporting for timely decision making and improved service delivery at various levels of the programme.
2. To facilitate evidence-based planning and implementation using findings for continuous programme improvement.
3. To promote a learning culture through strengthening documentation of lessons learnt and best practices for better programming and impact.

2. The Guidance

These are the aspects of PMEL that CCUG in Uganda will undertake to meet measure the Strategic Plan. The Programme and management teams will base on this framework to develop the MEL action plans and this should be part of the Programme development process.

2.1 Planning

- All programmes and projects will be aligned to the CCUG Strategic Plan
- The Strategic plan will have a theory of Change and all programmes and projects proposals developed will develop logic models that will show clear alignment and contribution to the strategic plan theory of change.

- Each programme and project have a MEL framework, which feed into the strategic plan MEL framework. This MEL framework will also guide all future project proposals that are developed.

2.2 Monitoring

- The Programme and projects will have clearly defined indicators for outputs and key result areas.
- All projects will have monitoring plans covering Outputs, Processes (where applicable) and Key result areas. These plans shall cover, data needs, tools to be used, periodicity, and outputs of monitoring.
- Where applicable, in cases where the project comes before-after change, a baseline will be planned and budgeted for. The baseline will be necessarily around the outputs and key result areas and strategic objective that are being proposed.

2.3 Evaluation

- The CCUg Evaluation policy will guide all evaluations for projects and the Programme around the strategic objectives and key result areas.
- The Programme team will plan to conduct all donor demanded evaluations.
- The Programme will plan for evaluations at the mid and end of strategic plan.

2.4 Learning

- The Programme will plan and implement at least one Learning Review each year. This will be an event, based on a process, with participation of community representatives, other partners and other stakeholders (government and donors etc.). The theme of the learning review will be determined by what the Programme wants to focus on in any given year.
- This review will, preferably, be conducted in the last quarter of the financial year to enable it to feed into the annual reporting process.
- All projects will plan either quarterly or mid-year reviews, which feed into the annual learning review.

Please see annex for the detailed MEL Framework.

Strategic Goal Women and girls economically and socially empowered to fight poverty and contribute towards the development of Busoga region.								
Objective Hierarchy	Performance Indicator	Indicator definition and unit of Measurement	Baseline values	LoP Targets (segregate by gender and district, where applicable)	Data Sources	Data Collection method	Frequency	Responsibility
Program Area: WASH, SRHR and Mental health								
Strategic Objective								
Strategic Objective 1: To promote hygiene and increase utilization of SRHR and mental health services in schools.	Proportion of women, and girls who think access and uptake of WASH, SRHR and mental health services in schools increased # of women and girls in target schools access WASH, SRHR and mental health services. # of women and girls in target schools utilize WASH, SRHR and mental health services.	we can define access and utilization i.e. increased number of beneficiaries (gals and women) receiving and using WASH/SRHR/Mental Health services.			Schools and key informants	School Survey, key informant interviews, Focus Group Discussions and stories of change	Baseline, annual Midterm and end of strategic plan evaluation	Programme Director
Key Result 1.1: increased access and utilization of SRHR and WASH services amongst rural schools and vulnerable communities	Number of girls and women in rural schools and vulnerable communities accessing and utilizing SRHR and WASH services.			35	Household, Schools, Key informants, field reports	Interviews, Focus Group Discussions, participating in community and school events	Quarterly/ Annual	Programme Director
Key Output								
1.1.1 Adolescents and young people (10-24years) empowered to access and utilize SRHR and	Number of women, and girls directly supported to access and utilize	Count of women, and girls directly supported to			field office reports	Physical counts and record aggregation	Monthly	Programme Director

WASH services among schools and vulnerable communities.	SRHR and WASH services among schools and vulnerable communities.	access and utilize SRHR and WASH services among schools and vulnerable communities.						
1.1.2 Attitude and behavior change towards embracing good practices of WASH and SRHR	Number of women, and girls among schools and vulnerable communities directly influenced to embrace good practices of SRHR and WASH services	Count of women, and girls among schools and vulnerable communities directly influenced to embrace good practices of SRHR and WASH services		3000	field office reports Monthly reports	Physical counts and record aggregation	Monthly	Programme Director
Key Result 1.2: Increased access to mental health information and counseling services targeting 2000 young people, adolescents and women.	Number of young people, adolescents and women accessing mental health information and counseling services	Count of young people and women who access mental health information and counseling services		2000	Household, Schools, Key informants, field reports	Physical counts and record aggregation	Quarterly, Annual	Programme Director
Key Output								
1.2.1. Young people and women empowered to access mental health information and counseling services	No. of young people and women empowered to access mental health information and counseling services	Count of young people and women empowered to access mental health information and counselling services		4000	field office reports Monthly reports	Physical counts and record aggregation	Monthly/quarterly	Programme Director
1.2.3 Women and girls equipped with problem solving skills	No of women and girls equipped with problem	Count of women and girls		2000		Physical counts and	Monthly/quarterly	Programme Director

	solving skills through vocational training	equipped with problem solving skills through vocational training				record aggregation	erly	
1.2.4 Reduced sexual risk behaviors among adolescent girls in schools	No of adolescent girls in schools not practicing sexual risk behaviors	Count of adolescent girls in schools not practicing sexual risk behaviours		5000		Physical counts and record aggregation	Monthly/quarterly	Programme Director
Key result 1.3. Increased access and utilization of sanitary facilities among adolescents and young people in targeted schools	No of adolescents and young people who access and utilizes sanitary facilities in schools	Count of adolescents and young people who access and utilizes sanitary facilities in schools		4500	Schools, key informants, training reports, field office reports	Interviews and review of reports, Physical counts and record aggregation	Monthly/quarterly	Programme Director
Key output								
1.3.1 Adolescents and young people empowered to access and utilize sanitary facilities in schools	No of young people empowered to access and utilize sanitary facilities in schools	Count of young people empowered to access and utilize sanitary facilities in schools		4500	field office reports Monthly reports	Physical counts and record aggregation	Monthly/quarterly	Programme Director
1.3.2 Capacity of teachers and village health teams built in sanitation and hygiene services	No of teachers' capacity built in sanitation and hygiene services No of Village Health Teams capacity built in sanitation and hygiene services	Count of teachers and Village Health Teams capacity built in sanitation and hygiene.		100	field office reports Monthly reports	Physical counts and record aggregation	Monthly/quarterly	Programme Director
Programme Area: OVC sponsorship and literacy development								
Strategic Objective 2: To empower women and girls, including vulnerable children through literacy development.	Percentage of women, and girls who have been empowered through literacy development	Proportion of women and girls empowered through literacy		50% of target population	Schools, Households and key informants	School and Household Surveys, key informant interviews, Focus	Baseline, annual Midterm and	Programme Director

	Percentage of vulnerable children empowered through literacy development	development Proportion of vulnerable children who can read and write				Group Discussions and stories of change	end of strategic plan evaluation	
Key result 2.1. Girl children sponsored to access literacy education	Percentage of children that are girls sponsored to access literacy education	Count of children that are girls sponsored to access literacy education		50% of target population	Schools, Households, key informants	Interviews and review of reports, Physical counts and record aggregation	Quarterly, annual	Programme Director
Key Output								
2.1.1 Increased retention and opportunities for girl's education	Percentage of girls retained in schools Percentage of girls receiving and utilizing opportunities for education	Count of girls retained in schools and receiving education Count of girls utilizing opportunities for education		50% of the target population	Schools, Households, key informants	Interviews and review of reports, Physical counts and record aggregation	Monthly/ Quarterly	Programme Director
Key result 2.2. Literacy levels in rural schools are improved	Percentage of girls in rural schools whose literacy has improved.	Count of girls in rural schools whose literacy has improved		50% of the target population	Schools, Households, key informants	Interviews and review of reports, Physical counts and record aggregation	Quarterly, annual	Programme Director
Key Output								
2.2.1 Improved academic performance in rural schools	No of rural schools whose academic performance has improved	Count of rural schools whose academic performance has		50% of the target population	Schools, key informants	Interviews and review of reports, Physical counts and record aggregation	Monthly/ Quarterly	Programme Director

		improved						
2.2.2 Improved reading and writing among the children in rural schools	Number of children in rural schools whose reading and writing has improved	Count of children in rural schools whose reading and writing has improved		50% of the target population	Schools, Households, key informants	Interviews and review of reports, Physical counts and record aggregation	Monthly/ Quarterly	Programme Director
Program Area 3: Sustainable Livelihoods								
Strategic Objective 3: To provide sustainable livelihood for women and girls through vocational services and saving schemes.	No. of women and girls who report being able to have sustainable livelihoods	Proportion of women and girls with sustainable livelihoods			Households and key informants	HH Survey, key informant interviews, Focus Group discussions and stories of change	Baseline Midterm and end of strategic plan evaluation	Programme Director
Key result 3.1: Capacity of women strengthened in financial literacy and business management	No. of women trained in financial literacy and business management	Count of women trained in financial literacy and business management		1000	Households and key informants, field office reports	HH Survey, key informant interviews, Focus Group discussions and stories of change	Baseline, annual Midterm and end of strategic plan evaluation	Programme Director
Key outputs								
3.1.1. Women are empowered to manage their finances.	Number of women supported to manage their finances	Count of women supported to manage their finances		1000	Households and key informants, field office reports	Physical counts and record aggregation	Monthly/ Quarterly	Programme Director
3.1.1.2. Women are empowered to manage their businesses well with bookkeeping	Number of women supported to manage their businesses well with bookkeeping	Count of women supported to manage their businesses well		1000	Households and key informants, field office reports	Physical counts and record aggregation	Monthly/ Quarterly	Programme Director

		with bookkeeping						
Key result 3.2 Women mobilized to form a SACCO	Change in the number of women engaging in Savings and Credit Schemes Change in Access to financial services (loans and savings)	Count of women mobilized and supported to form SACCOS		1000	Households and key informants, field office reports	HH Survey, key informant interviews, Focus Group discussions and stories of change	Baseline, annual Midterm and end of strategic plan evaluation	Programme Director
Key outputs								
3..2.1. 1. Women access savings and credit services	No of women mobilized to save with SACCOs and VSLAs No of women supported to access credit from SACCOs and VSLAs	Count of women mobilized to save with SACCOs and VSLAs Count of women supported to access credit from SACCOs and VSLAs		1000	Households and key informants, field office reports	Physical counts and record aggregation	Monthly	Programme Director
3.2.2. 2. Increased household income	No. of women supported in income generating activities	Count of women supported in income generating activities		1000	Households and key informants, field office reports	Physical counts and record aggregation	Monthly	Programme Director
Key result 3.3 School dropouts equipped with life skills for sustainable livelihood	No. of school dropouts equipped with vocational skills for sustainable livelihood	Count of school dropouts equipped with vocational skills for sustainable livelihood			Households and key informants, field office reports	HH Survey, key informant interviews, Focus Group discussions and stories of change	Baseline, annual Midterm and end of strategic plan evaluation	Programme Director
Key outputs								
3.3.1. Young schoolgirl dropouts are able to live a productive and	No. of young schoolgirl dropouts supported to	Count of young schoolgirl			Households and key informants,	Physical counts and record aggregation	Monthly	Programme Director

sustainable life	live a productive and sustainable life	dropouts supported to live a productive and sustainable life			field office reports			
3.3.2. Increased households' income of families of young girls that have dropped out of school	No of households' incomes of young dropout girls that have increased	Count of households' incomes of young dropout girls that have increased			Households and key informants, field office reports	Physical counts and record aggregation	Monthly	Programme Director
3.3.3. Young girls are empowered with life skills to be good parents and leaders	No of young girls empowered with parenting and leadership skills	Count of young girls empowered with parenting and leadership skills			Households and key informants, field office reports	Physical counts and record aggregation	Monthly	Programme Director
Key result 3.4 Vocational skilling equipment and facilities in place to benefit women and girls.	No of vocation skilling equipment and facilities put in place to benefit women and girls	Count of vocation skilling equipment and facilities put in place to benefit women and girls			Households and key informants	HH Survey, key informant interviews, Focus Group discussions and stories of change	Baseline, annual Midterm and end of strategic plan evaluation	Programme Director
Key outputs								
3.4.1 Vocational equipment and facilities in form of saloon and tailoring equipment put in place.	Number of women benefitting from saloon and tailoring equipment	Count of women benefitting from saloon and tailoring equipment			Households and key informants, field office reports	Physical counts and record aggregation	Monthly	Programme Director
Program Area 4: Reducing GBV								
Strategic Objective 4: To reduce gender-based violence among women and girls	Percentage of women and girls who report that gender-based violence has reduced	Count of women and girls who report that gender-based violence has reduced			Households and key informants	HH Survey, key informant interviews, Focus Group discussions and stories of change	Baseline, annual, Midterm and end of strategic plan	Programme Director

Key Result Area 4.1 Availability of data on Gender Based Violence	Percentage of aggregated data on Gender Based Violence generated and available	Count of data sets on gender-based violence generated		800	Households and key informants	HH surveys, focus group discussions and key informant interviews and Focus group discussions	Quarterly/ Annual	Programme Director
Key outputs								
4.1.1 Women and girls are empowered to speak out about GBV	No. of women and girls empowered to speak out about GBV	Count of women and girls empowered to speak out about GBV		2000	Households and key informants, field office reports	Physical counts and record aggregation, focus group discussions	Monthly/ quarterly	Programme Director
4.1.2 Men support and protect women and girls from GBV	No of men supporting and protecting women and girls from GBV	Count of men supporting and protecting women and girls from GBV			Households and key informants, field office reports	Physical counts and record aggregation, focus group discussions	Monthly/ quarterly	Programme Director
4.1.3 Religious and cultural leaders protect women and girls from GBV	No of religious and cultural leaders speaking out against GBV of women and girls	Count of religious and cultural leaders speaking out against GBV of women and girls			Households and key informants, field office reports	Physical counts and record aggregation, focus group discussions	Monthly/ quarterly	Programme Director
Key result 4.2 Women and girls are empowered to access GBV prevention and response services	Percentage of women and girls empowered to access GBV prevention and response services	Count of women and girls empowered to access GBV prevention and response services		2000	Households and key informants Field office reports	HH Survey, key informant interviews, Focus Group discussions and stories of change	Monthly/ Quarterly	Programme Director

Key outputs								
4.2.1. Women and girls are supported to access GBV prevention and response services	Number of women and girls supported to access GBV prevention and response services	Count of women and girls supported to access GBV prevention and response services		2000	Households and key informants Field office reports	Physical counts and record aggregation	Monthly/quarterly	Programme Director
4.2.2 Capacity of teachers is built to be able to offer SRGBV prevention in schools	Number of teachers trained to offer SRGBV prevention services in schools	Count of teachers trained to offer SRGBV prevention services in schools		100	Households and key informants Field office reports	Physical counts and record aggregation	Monthly/quarterly	Programme Director
4.2.3 Women and girl's confidence is built so that they are able to stand up for their rights against Sexual violence and report any form of Violence	Number of women and girls empowered to able to stand up for their rights against Sexual violence and report any form of Violence	Count of women and girls empowered to able to stand up for their rights against Sexual violence and report any form of Violence		2000	Households and key informants Field office reports	Physical counts and record aggregation	Monthly/quarterly	Programme Director
4.2.4 Duty bearers provide timely and quality GBV services.	Number of duty bearers providing timely and quality GBV services	Count of duty bearers providing timely and quality GBV services			Households and key informants Field office reports	Physical counts and record aggregation	Monthly/quarterly	Programme Director
Program Area 5: CCUG Strengthening and Development								
Strategic Objective 5: Institutional strengthening and development	Evidence that CCUG organizational functionality is strengthened and is achieving financial sustainability.				Annual reports, executive director and BOD	Review of reports, interviews with board members and executive director	Annually	Secretary to the BOD and Executive Director

Key Result 5.1 Governance and management capacity of CCUG strengthened.	Evidence of BOD providing leadership in the implementation of the strategic plan	Set organization targets being met.			Annual reports, executive director and BOD	Review of reports, interviews with board members and executive director	Annually	BOD Chairperson and Managing Director
Outputs								
5.1.1. Periodic BOD meetings conducted.	No of timely annual meetings held No. of timely BOD meetings held.				Minutes of the meetings, secretary to the Board, policy meetings	Review of meeting minutes	Annually	Secretary to the BOD
5.1.2. Necessary supporting policies developed and implemented.	No. of organisation's policies developed No of policies developed implemented				Organisation policy documents, board members, staff	Review of policy documents, interview with board members, staff	Annual, midterm and end of the strategic plan	Secretary to the Board
5.1.3. Organization systems and processes are implemented and evaluated	No. of organisation's systems and processes implemented and evaluated				Organisation policy documents, board members, staff	Review of policy documents, interview with board members, staff	Annual, midterm and end of the strategic plan	Secretary to the Board
5.1.4. Retreats for BOD and/or staff conducted	No. of BOD retreats conducted No. of staff retreats conducted.				Reports of BOD and staff retreats	Review of reports	Annually	Secretary to the BOD and Chairperson staff association
5.1.5 Staff performance and evaluation	No. of Staff Performance and evaluations conducted				Organisation policy documents, board members, staff	Review of policy documents, Staff Performance reports, interview with board members, staff	Annual	Board Chairperson
5.1.6 Staff and Board capacity built	No. of Staff capacity building activities conducted No. of Board capacity building activities				Capacity Building Reports of Board and Staff	Review of Reports	Annual	Board Chairperson Managing Director

	conducted							
5.1.7. Board and Staff oriented on the strategic plan and trained on Programme based evaluations.	Evidence that board and staff was oriented and trained on strategic plan and programme-based evaluations				Strategic Plan Orientation report, Programme based evaluation training report Board members CCUg staff	Review of reports Interview with board members Interview with CCUg staff	End of strategic plan	Secretary to the BOD Managing Director
5.1.8. Assorted equipment and furniture procured	Number and types items procured				Procurement reports	Review of procurement reports	Quarterly/ Annually	Board Chairperson Managing Director
5.1.9. Staff management meetings conducted.	No. of staff meetings conducted				Meeting Minute reports	Review of minute reports	Quarterly/ Annually	Managing Director
Key result 5.2. CCUg's interventions sustainably financed	% of the strategic plans/ interventions financed				Annual plans and reports	Review of annual plans and reports	Annual, midterm and end of the strategic plan	Financial Manager, Board, and Managing Director
Outputs								
5.2.1 Creation and maintenance of meaningful, beneficial partnerships	Evidence of meaningful and beneficial partnerships created and maintained				Annual plans and reports Partnership agreements and MoUs	Review of annual plans and reports Review of Partnership agreements and MoUs	Annual, midterm and end of the strategic plan	Board Chairperson Managing Director
5.2.2. mobilisation strategy implemented.	Evidence of the mobilisation strategy implemented % of the planned strategic budget				Financial reports	Review of annual financial report	Annual, baseline, Midterm and of the strategic plan.	Board Chairperson Managing Director

	internally financed.							
Key result 5.3: CCUG strategically positioned in Busoga sub regions.	Number of districts within Busoga region with programme intervention				Project/ programme reports	Review of project and programme reports	Annual, baseline, Midterm of the strategic plan	Programme Director
Outputs								
5.3.1 Strategic identity defined and implemented	Evidence of strategy identity defined and implemented				Annual plans and reports	Review of annual plans and reports	Annual, midterm and end of the strategic plan	Board, and Managing Director
5.3.2 CCUG Networks widely with like-minded NGOs	Evidence of networking with like-minded NGOs				Annual plans and reports Partnership agreements and MoUs	Review of annual plans and reports	Annual, midterm and end of the strategic plan	Board Chairperson Managing Director

Planning and reporting framework

Plan/Report	Focus	Who to prepare/information flow	Start date	Finalisation by when	Copies to
Field Visit plan/report	<ul style="list-style-type: none"> Progress of project implementation Progress of agreed actions with partners and project teams Personal stories from project beneficiaries 	Staff conducting field visits	Immediately after the field visit	Immediately	Visited beneficiaries/field offices Relevant line manager and Programme Director
Annual operation plan	<ul style="list-style-type: none"> Organisational wide outputs and targets by Programme area. This also includes support units and mainstreams 	Programme/Project Officers and support units share their plans with their respective supervisors who in turn send to Programme Director for consolidation and share with the Managing Director for discussion with the Board.	CCUg to determine	CCUg to determine	Final plan copied to all staff
Annual report	<ul style="list-style-type: none"> What we planned vs what we achieved Financial performance Performance of other Programme functions 	Field offices as the source of info to Programme/Project Officers, and support units, to Programme Director for consolidation.	CCUg to determine	CCUg to determine	Final version shared with all staff and stakeholders

Monitoring, Evaluation and Learning Calendar

The MEL calendar outlines the different milestones in the MEL processes for the entire period of the country strategy and provides dates.

MEL Activity	Focus	Responsible person	Dates
Monthly programme Meeting	<ul style="list-style-type: none"> Updates from programme/Project team Plans for the next month 	CCUg to determine	CCUg to determine
Monitoring visits	<ul style="list-style-type: none"> Progress of project implementation Personal stories from project beneficiaries 	Responsible Programme/ Project managers.	CCUg to how often
Board Monitoring visits	<ul style="list-style-type: none"> Get overall picture of the Programme in the fields Meet district stakeholders to enhance the influencing role. 	Programme Director with support of Project Officers	At least once in year
Project Quarterly reviews	<ul style="list-style-type: none"> Each project will have a quarterly review with stakeholders. This will be held to review progress within themes 	Project Officer with support from the Programme Director	2 nd week after the end of the quarter.
Annual Programme and learning review	<ul style="list-style-type: none"> What we planned vs what we achieved 	Programme Director	CCUg to determine
Annual Planning process	<ul style="list-style-type: none"> Plans for the coming year 	Programme Director	CCUg to determine

Learning

Moments for Review

- **Monthly/quarterly programme meetings**
- **Annual reflections/ monitoring reviews**
- **Evaluation (Mid Term and final Evaluation)**

Monthly and quarterly meetings

Monthly meetings will be held at the end of every month to get updates from the different programmes/projects and share plans for the next month.

Quarterly meetings will be held to review progress within the projects but also use them to update on the programme implementation.

Annual reflections and monitoring reviews

The organization will organize annual learning and reflection meetings which are a participatory process through which CCUG staff, partners and representatives of the community and report on programme's progress within the reporting period. The discussions will focus on progress against agreed output and key result indicators for the programme; review of changes in trends, assumptions, risks, or other important aspects of the operating environment that may require us to alter the strategy. The meetings will be coordinated by the Programme Director with support from project officers

Evaluation Processes

The Baseline survey is the start of the evaluation process and states the status of programme key result areas at the start of the new strategy plan. The baseline acts as the benchmark for assessing progress and is used to assess development at the midterm level and at the final evaluation. At the mid-term level, the programme will be evaluated with emphasis on both achievement of outputs and contribution to the key results of the programme. The final evaluation stage, assessment is based on the level of achievement of the strategic objectives.

Evaluation is an integral component of the planning, monitoring, evaluation and learning cycle which is essential for maximizing CCUG's effectiveness in achieving its mission. It warrants attention as CCUG seeks to match its strong planning disciplines with equally strong and strategic evaluation practice.

Transitions: Programme Exit/Handover or Scaling Up

Effective MEL plans are extremely important for exit/hand-over/scaling up strategies. They should provide continuous information about the achievements, including capacities developed evolution of risks and assumptions, and sustainability options.

An exit strategy/hand over /scale up strategy needs to be designed and implemented on time aiming at:

- Ensuring that programme benefits are sustained beyond CCUG's support/involvement
- Helping reduce dependency on CCUG support and increase ownership for those continuing supporting target communities
- Reducing the risk of uncertainty and misunderstandings with beneficiaries about each other's roles and responsibilities.
- Capturing and sharing learning for future programme work

Appendix: Internal and External Environmental Scan

The strategic planning process reflected on the internal and external environment to identify factors that need to be addressed or considered in developing the content for this strategic plan.

Internal Capacity Analysis

The internal analysis focused on identifying our strengths and ways to maintain them, weaknesses and ways to address them, opportunities and how to harness them and threats and how to mitigate them.

Strengths	How to maintain strengths	Weaknesses	How to address them
Research base to inform program interventions	Get accreditation to regularly conduct research	Limited funding for teams to conduct research	Solicit development partners to provide resources for research
Good relationship with stakeholders	Maintain partnerships, networking and coalition	Inadequate /unstable funding	Establish long-term charitable but income-generating project
Proposal writing skills	Attract and motivate critical staff with project proposal planning and design skills	No gazette M&E person	Recruit and motivate M&E staff
Impact of our work in the communities	Document processes and procedures through which impact was realized Regularly conduct LQAs for all the target communities	Limited involvement in established networks, partnerships	Identify, join and engage in established networks, partnerships to improve delivery of program interventions.
CCUg registered as community-based organization in Jinja and Mayuge district	Regularly submit returns and update subscription	No registration with NGO board	Work towards registering with the NGO board – Ministry of Internal Affairs
Quality services offered to the communities served, including sexual and reproductive health	Develop and always update the quality of team deliverables while adhering to improvement guidelines	Low involvement of religious and cultural leaders in mobilization and implementation of program activities	Active mobilization and implementation of activities by religious and cultural leaders

Strong partnerships with stakeholders and districts	Assessment of partnership coalition and networks Signing memoranda of understanding		
Good customer care	Tailor messages, practices and attitudes to customer demands	No AMELP, program and project targets are not clear	Develop AMELP with clear targets
Good leadership – knowledgeable, fair and just	Continue building strong consultative relationship between management, staff, implementing teams and the target beneficiaries	Lack of funding for resource mobilization plans and staff development plans	Integration process for resource mobilization strategy, staff development plan with the strategic plan
Good financial management system	Adhere, update to guidelines, policies and procedures that make good financial management system	Lack of a clear resource mobilization strategy	Align resource mobilization strategy with strategic plan and AMELP
Opportunities	How to harness	Threats	How to mitigate them
Good relationship with the districts	Develop and sign memorandum of understanding (MoUs)	Political instability	Working with the existing political system.
Working closely with the primary beneficiaries	Engaging primary beneficiaries	Unmet community and beneficiary expectations	Work with communities to develop holistic programs that take care of reasonable beneficiary expectations
More projects on board to allow us to meet our mandate	Ensure visibility and sustainability of project interventions	Resistance from communities and institutions such as schools	Work with existing community and institutional structures
Joint planning with district local governments	Sharing program work plans and targets Engage districts in planning during review meetings quarterly, semi-annually and annually	Competition in the work we do – many organizations doing similar work	Building a brand that is reputable, distinct and unique to deal with competition and identity amongst organizations doing similar work

Regular reporting to districts and MOH	Rigorous monitoring and evaluation system	Unfavourable government policies	Work with government establishment
Staff expertise in SRHR, MHMR, WASH, GSP, OVC, Research	Develop and regularly update staff development plan	Ban in implementation of sexuality education	Continue working with the Ministry of Education and Sports
New donors coming on board	Establish working relationships with new donors coming on board	Donors cut funding – affecting morale of staff whose salaries were cut	Explore variety of funding options and maintain reserves of funds to take care of motivation and payment for salaries
Existence of organization policies – Human resource, transport, finance, safeguarding policy	Awareness and adherence to policies and practices	Competition for donor funding	Need to compete favorably for donor funding
Existence of many donor agencies looking for more efficient ways of responding to SRHR and Mental Health	Work closely with many donor agencies looking for more efficient ways of responding to SRHR needs	Over dependence on donor funding	Maintain stable funding base, income generating projects and fund reserves

The External Environmental Scan

The external environmental scan used the PESHT analysis model. In separate groups, factors in the political, economic, social/cultural, health and technological environment were identified and evaluated as to how they could affect the results expected in the strategic plan.

Our External Environment

Factor	Challenge or opportunity	Strategic option
Political	Competition for resources	Build capacity of CCUg Board and staff in resource mobilization Develop partnerships with other organizations
	Youth livelihood funds from Ministry of Gender Labour and Social Development - is selective on target group – just youth	Develop partnership and linkage with district local governments in the catchment districts
Social	Mushrooming religions that prohibit followers' access to education	Engage with education department and security agencies to target them case by case
	Poverty and hard to reach communities	Link with other wrap-around service providers OWC, youth livelihood program, women's empowerment program
	Gender-based violence (GBV)	Develop Social Behaviour Change Communication targeting this issue (GBV)
	Low male involvement in healthcare	Develop SBCC interventions targeting men
	Poor health-seeking behavior	Empower citizens to appreciate their rights and responsibilities in regard to health
Economic	Change in leadership at national and district level requires orientation of new leaders	Work closely with the new district leadership after their orientation
	Taxation policies for staff emoluments	Adhere to tax obligations for staff emoluments
	Inflation and price fluctuation which af-	Factor in inflation while designing planning and budgeting

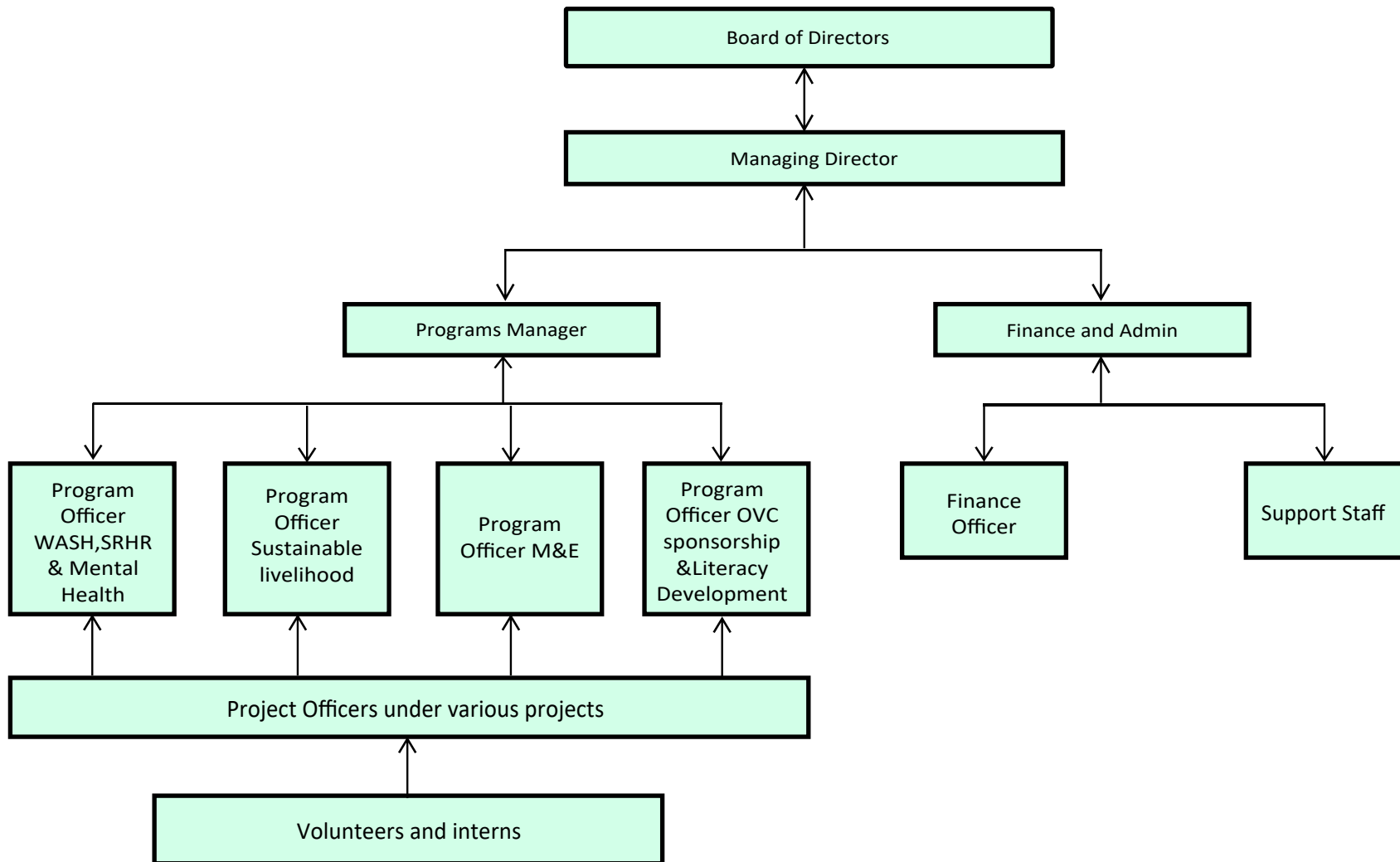
	fects the amount of funds available to the organization	
Technological	Social media – facilitates communications with the youth	Continue use of social media to facilitate communication
	SMART phones for data collection	
Health/SRH	Ban on comprehensive Sexuality education – which forms part of the work that CCUg does	Utilize and work within district local government frameworks – PIASY

Appendix 3: Stakeholder Analysis

Stakeholders	Strategic Directory Level	Interests / Expectations	Potential Impact	Engagement Strategies	Potential Role	Engagement Activities
Individuals	DEO and DHO CAO Monitoring and evaluation Making recommendations	Monthly reports Reach out to many youths Expect to put youth facilities in our sub counties	Positive Positive	Quarterly support supervision Sharing reports Joint planning Joint monitoring	Support supervision	Meetings Engage in all the work CCUG does
Clients	Education, livelihood, health, referral of peers for services at supported service delivery points	Education, livelihood, health	Positive	Involvement during planning and implementation period	Active involvement	Quarterly review meetings
Staff	Adherence to job description	Motivation Conducive work environment	Positive	Follow up of framework and work plan	Service delivery	Allocation of tasks
Board	Institutional governance through policy formulation and resource mobilization	Governance, policy utilization and resource mobilization	Positive	Resource mobilization, policy formulation	Policy development	Meetings, joint support supervision
International donors	Bilateral grant support to implementing partners	Grant support	Positive	Issue RFAs, provide technical support	Conduct meetings, provide technical support	Issue RFAs, meetings, sign MoUs

A review of the stakeholders was conducted by tier (primary or secondary) and by geographic area (community, district, national and international). The key stakeholders include government ministries, departments at district level and their related political officers, plus NGOs and CBOs at community, district and national levels. CCUG also considers its current donors as part of the key stakeholders, plus the beneficiaries of the services CCUG delivers. The detailed stakeholder analysis in the next table identifies stakeholder and key interests and expectations.

Governance Structure





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