

2020

Annual Report



Community Concerns Uganda Initiative (CCUg)

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ACKNOWLEDGEMENT

Community Concerns Uganda Initiative (CCUg) greatly appreciates the entire team for the great work delivered during the year 2020. This has been a tough year during which the team grappled with the effects of the COVID-19 pandemic.

We are indeed thankful to our partners and donors who have provided funding for the projects to be implemented. Your continued support makes all of our work possible, and on behalf of the CCUg staff and the women and children we serve, we thank you very much for your generosity and pray that you will keep up with the spirit of giving.

We thank the Executive Board of Trustees (BOT) for the advice and follow up on our work; we are indeed grateful. Not forgetting the members that engage with throughout the year, thank you for being available and allowing us to serve you.

MESSAGE FROM THE CHAIRPERSON



the

services reached the beneficiary communities. The achievements we registered in spite of the challenges posed by the pandemic are a testimony to the industriousness and dedication of our staff to serving the community.

Special thanks go to our partners and donors, especially Amplify Change , Elevate partners for Education and the Local governments for the invaluable support without which it would have been difficult to score the successes CCUG has registered this far.

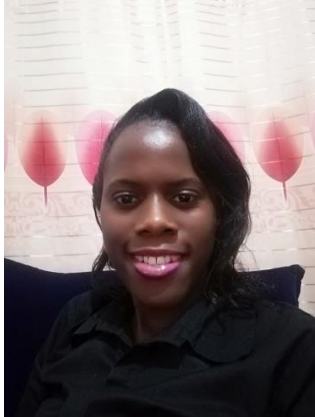
We pray and look forward to even more success in the coming year 2021!

Warm regards,

Dr. Nabongo Patrick

Chairman Board of Trustees

MESSAGE FROM THE MANAGING DIRECTOR



On behalf of CCUg I thank God who has enabled us come to the end of 2020 and to register great achievements. I thank Him for the gift of life amidst the COVID-19 pandemic that has taken many lives, He has kept us and you. He has also blessed us with funding to be able to extend our services to the communities where we are serving.

I would like to thank our Consultative Panel; the Senior Advisor and international Partnership Coordinator who support us greatly without getting tired, our BOT who are always there to guide us, donors who funded our projects to put a smile on all those we serve, partners and friends. We are indeed grateful.

I would like to thank Amplify Change, Elevate Partners for Education, Global Giving and Giving Way for all the funding for 2020, we were able to serve because you entrusted us with your funds. We hope that this partnership continues to grow bigger to better serve our community the coming year.

I thank so much the entire CCUg team for working tirelessly to see that people's lives change.

It is in this spirit of accountability that I present CCUg's 2020 Annual Report.

A handwritten signature in blue ink, appearing to be 'ND', written over a circular scribble.

With warm regards,

NAKIRYA BRENDA DOREEN

MANAGING DIRECTOR

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Acronyms

CCUg	Community Concerns Uganda Initiative
BOT	Board of Trustees
NGO	Non-Government Organisation
OVC	Orphans and Vulnerable Children
MHHM	Menstrual Hygiene Health Management
GSP	Group Saving project
SRGBV	Sexual Gender-Based Violence
IEC	Information Education and Communication Materials
IPTG	Interpersonal Group Therapy
VLSA	Village Saving and Loan Association
SRHR	Sexual Reproductive Health and Rights
LC	Local Council

INTRODUCTION/BACKGROUND

Community Concerns Uganda Initiative (CCUg) is a legally-registered Non-Government Organization (NGO) operating in Busoga Sub region, specifically in Jinja, Mayuge, Luuka, Buyende and Kamuli Districts. Our offices are located in Wairaka at Old Kakira Road opposite St. Peter's Church, Jinja District.

VISION is to see an educated, healthy and productive community free from poverty.

MISSION is to increase access to education and skill acquisition as tools to reduce poverty among women, children and youth.

We have a Board of Trustees and an Advisory Committee who support us greatly in achieving our goal and mission.

In 2020 we had a 12-member staff team, ten of whom were fulltime and two part-time. Their service is having a great impact on the lives of many people in the communities we serve, as explained later in this report. During the course of the year, we also hired 15 temporary research assistants who worked with us for a period of one and a half months.

OBJECTIVES

1. Promote literacy as an effective tool to enhance productivity and reduce poverty among women, youth and children.
2. Increase access to resources to support Sexual Reproductive Health and Rights (SRHR).
3. Improve livelihoods of families through education and skills training.
4. Work in partnership with relevant government programs, especially those related to health, education and enhancing community development.
5. Influence policy makers to be more responsive to the needs of women, youth and children in the organization's areas of operation.

CCUG THEMES

CCUg programs fall under three major themes: Education, Health and Livelihood. Within these categories, we had six active projects in 2020: Orphans and Vulnerable Children (OVC) Sponsorship Project and Positive Deviance (Education), Menstrual Hygiene Management (MHM) and School-Related Gender-Based Violence (SRGBV) and Raising voices against

sexual violence. (Health), and Group Savings (GSP) and Adult Literacy (Livelihood). Our funding comes largely from grants and donations.

CORE VALUES

- Love
- Concern for one another
- Serving
- Sharing
- Respect
- Hope
- Transparency

PROJECT UPDATES

This report mainly presents achievements, challenges and recommendations regarding these projects as follows.

ADMINISTRATION

Achievements

- A 5-year Strategic Plan for Community Concerns Uganda Initiative was completed with the participation of all staff members and was subsequently approved by the Board of Trustees. This was done with support from Stephold Consultancy E.A Ltd (Consultant firm).
- An upgraded registration of Community Concerns Uganda Initiative as a Non-Government Organization was completed and now CCUg is a fully-registered NGO licensed to operate in the eleven districts that form the Busoga Sub region: Jinja, Mayuge, Luuka, Kaliro, Iganga, Bugweri, Kamuli, Buyende, Bugiri, Namayingo and Namutumba.
- During the year three Board meetings were held to review the ongoing activities of the organization, and to discuss and approve the 2020 Budget and Annual Work plan among other things.
- As part of Capacity Building, CCUg staff were provided various trainings that has enabled them improve skills in data entry, and to gain skills in bar soap making,

interpersonal group therapy, conflict resolution and anger management. During the COVID-19 lockdown, six staff members attended and completed 2 online courses on Girl Centred Design and Child Protection through Philanthropy University. Since we work with adolescent girls, this increased our knowledge to better serve them.

- We acquired a new website (www.ccuginitiative.org) with the help of Hannah Patterson, one of our Consultative Panelists in Charge of International Partnerships.
- As a means of resource mobilization, CCUg staff participated in writing project proposals for the organization. Twelve proposals for new and expanded projects were prepared and sent out to potential funders.
- We successfully identified and recruited two virtual international interns from Adelaide University, Australia and also brought two local interns from Kyambogo University on board.
- All CCUg staff received training on the recently revised policies of the organization, including finance, human resource, safe guarding and risk management policies.



Staff participating in drafting CCUg Five-Year Strategic Plan with Stephold Consultancy Firm

EDUCATION

Under this theme, we emphasize improving access to quality education and vocational skills – especially among socially and economically disadvantaged children and women. In 2020, we implemented 2 programs and 2 projects under this theme. These included OVC sponsorship and Vocational Skills Training programs and Positive Deviance Projects.

OVC School Sponsorship Project

We had a total of 33 children who were being sponsored last year. This was a drop from 60 children sponsored in 2019 on account of reduced funding since our two-year grant with “The Waterloo Foundation” was expected to end and indeed ended in early January 2020. We therefore selected the 33 best performers and continued their sponsorship last year. Among these, 15 students are in secondary schools and 18 are in primary schools. The cost of sponsoring these children is borne by CCUG and a few individual donors.



OVC parents received some food for their children during COVID-19 lockdown

Achievements

- All children received scholastic materials and their fees were fully paid, enabling them to stay in school without any distractions.
- All children reported back to school for their first term, though they did not study the remaining school terms because of the COVID-19 pandemic, which led to the closure of schools as part of the government's lockdown measures.
- School progress was monitored for all children for the period they were at school and this was reflected by their improved academic outcomes for that period
- The Community Development Officer (CDO) from Bukatube reported two children to us who needed immediate intervention and assistance. One of them (3 years old) was raped by the father and the other was malnourished. We linked them to Whispers Children's hospital where they received treatment and care, and were discharged 2 months later when they had markedly improved. Additionally CCUG provided them with food items for nutritional support.
- During the lockdown, the OVC children we sponsor were monitored through phone calls and physical visits, and our staff verified that they were reading their books and helping their parents while at home. The majority were in good health.
- The OVC families that experienced nutritional emergencies were provided with food, especially during the COVID-19 lockdown.

Challenges

- The biggest challenge was the abrupt closure of schools due to the COVID-19 country-wide lockdown, which meant that we could not get progress reports for sponsored children for the period just prior to the closure.
- There were 10 sponsored children whose families were experiencing food insecurity due to the COVID-19 lockdown.
- Two of the children (Mugabi Joshua) and (Isule Emmanuel) became ill with malaria; we took them to the hospital and facilitated their treatment and returned to full health.

Positive Deviance

The COVID-19 lockdown, which included closure of schools introduced, a challenge for both parents and the government with regard to how children were to be engaged academically while

at home. This project was implemented to find out the experiences of parents in order to identify positive parent-child engagement practices that would be shared with the wider community to help enhance home-based learning. CCUG worked in partnership with Twaweza East Africa and Elevate Partners for Education to implement this project. This project employed mass (electronic) media and phone calls to reach parents.

Achievements

- We conducted phone interviews with 30 head teachers to assess the impact of COVID-19 on education.
- Our Managing Director moderated ten one-hour talk shows on a local radio station (Busoga One 90.6 FM) in Jinja. These talk shows addressed different topics related to education, including strategies for remote learning, managing children's behaviours, child labour, how schools / teachers can support remote learning, and the situation in households during the COVID-19 pandemic.

Challenges

- The one hour allocated for the talk show was not enough to fully cover all of the information that needed to be delivered.
- Most of the female parents represented on the talk shows could not openly express their views due to social anxiety related to being heard on air, especially since this was first experience for them.

Adult Literacy and Vocational Skilling

This project enrolled 17 students in 2020 – eight of whom trained in tailoring and nine in hair dressing. The aim of this project is to provide school dropouts and young mothers with a skill to be able to sustain themselves financially. Both courses run for two semesters per year and each takes six months to complete. Successful participants are acknowledged in a graduation ceremony and receive a certificate at the end of the year. At the beginning of 2020, we had students continuing from 2019 who had not graduated in the previous year due to incomplete payment of enrollment and graduation fees. These students were graduated in January 2020.



Students of 2019 graduating in January 2020



One of the tailoring students with her shirt



Clothes made by tailoring students

Shorts made by the tailoring class

Achievements

- Twenty-two students enrolled in 2019 successfully completed their vocational training courses and graduated in January 2020. These students received hands-on training in tailoring, hair dressing, basic computer applications, basic literacy and parenting (anger

management). At the ceremony, all were awarded certificates and were later treated to a marvelous feast at Doctina Resort Beach.

- Seventeen new students were enrolled in this project which started in January 2020. Of these, 15 completed their coursework and five of them graduated in December of the same year. The others will graduate upon final payment of the required enrollment and graduation fees.
- Fifteen out of seventeen students were given entry assessment in both arithmetic and English. Only three out of 15 scored over 50% in arithmetic and seven scored over 50% in English. At their next assessment after only two months of study, all students scored over 50% in both areas. This showed a great improvement.
- By the end of the year, the tailoring class had acquired all the expected tailoring skills. For instance, they were all able to practically demonstrate how to take the measurements required to make a shirt and to identify and assemble the nine parts of a shirt; and knew how to make and assemble different fashions of dresses, shirts, trousers and skirts.
- In the hair dressing class, all nine students learnt how to plait different styles, retouch and treat hair.
- Eight of the 15 students consistently attended the parenting skills lessons and successfully completed. They gained skills in anger management, conflict resolution, and menstrual hygiene management.

Challenges

- Some adult learners (about four) initially were challenged in reading due to having been out of school for so long.
- Some students delayed reporting for their studies, which contributed to their poor performance. By the time they reported for class, much of the work had already been covered. Although efforts were made to help them make up for the work they had missed, their performance was not satisfactory because of their tardiness.
- Due to COVID-19, the students had a three months interruption without study and this caused them to forget what they had learnt earlier.
- Two students failed to complete. One student missed both practical and theory testing due to personal illness and eventually dropped out. The other student enrolled and did come

to study.

- Eleven students successfully completed their course but were unable to graduate due to lack of payment of their graduation.

HEALTH

The projects under this theme aim at improving the health and wellbeing of the people we serve. We implemented three main projects in 2020, including Menstrual Health and Hygiene Management, Sexual Violence in schools and a new Mental Health project.

Menstrual Health and Hygiene Management (MHHM)

This project was funded by Amplify Change with a goal of increasing access to information about menstrual health among adolescent girls aged 9-17 years in 20 rural and peri-urban primary and secondary schools in Jinja and Mayuge districts. This project began in 2019 and ended in May 2020.



Parents of children with disabilities learning how to make reusable pads



Community dialogues being conducted

Achievements

- We carried out 15 community dialogues on MHHM in 15 villages in Mayuge and Jinja districts, including Wabulungu, Waitambogwe, Buyengo, Ikulwe, Mutai, Nakabango, Ntikalu, Mauta, Butiki, Mugeya, Bukooli, Makembo, Bute, Nsozibiri and Lubu. We reached seven male and 258 female parents and 15 female local leaders. The dialogues discussed restrictions associated with menstruation, the role of parents in supporting girls' access to MHM supplies and facilities, irregular cycles and abnormal menstruation.
- We conducted Sexuality Education sessions with an emphasis on Menstrual Health and Hygiene Management (MHHM) in 14 schools, ten of which were primary schools (Luubu, Butiki, St. Stephen Kakira, Nsozibiri, Wakitaka, Mugeya, Ntikalu, St. Patrick Magamaga, Wansimba and Ikulwe) and four were secondary schools (Buyengo, Waitambogwe, Luubu, and Mutai).

- We distributed Information, Education and Communication (IEC) materials regarding MHHM to over 5,000 students/pupils in 19 schools, and engaged school administrators in an effort to provide an enabling environment for girls during menstruation.
- We assessed the performance of 9 health clubs out of the 20 health clubs that we set up in both Primary and Secondary schools, and conducted onsite visits to 9 primary schools, including Wakitaka, Nsozibiri, Baitambogwe, Luubu, Wansimba, Butiki, Mugeya, Mutai, St Stephen Kakira and one secondary school – Luubu Secondary School. The clubs were successfully expanding the number of students who had learnt the skills needed to make reusable pads and this showed that they were interested in teaching other students the same skill they had learnt.
- A total of 63 women and seven men were trained to make reusable sanitary pads from the following communities: Bugodi (16 women and seven men), Mauta (17 women), Wabulungu (15 women) and Waitambogwe (15 women).
- A total of sixty six women and ten men from Kakira, Bugodi, Ntinkalu and Wanyange communities were screened for depression using the PHQ-9. Out of these 97% (61) were found to have depression. Of the 61 found with depression, 16 women were from Kakira, six men were from Bugodi, 26 women were from Ntinkalu, and 13 women were from Wanyange. All the cases identified with depression were invited to join a small group to receive interpersonal therapy (IPT-G) as a treatment measure. Two of the women from Kakira were found to suffer from severe depression with active suicidal ideation. Both received immediate individual counseling.
- A total of fifty-nine women were trained in bar soap making from the following villages: Bugodi (17), Magamaga (14), Mauta (10) and Kakira (18). This skill was to empower them to increase their household income through the sale of soap.
- Materials for making reusable pads were distributed to 23 women; 13 from Wansimba village and 10 from Waitambogwe village. This was intended to help them continue with the skill and also to teach it other women from their communities.
- We distributed 47 Maama Kits and emergency food supplies of powdered milk, posho (5kgs), beans (3kgs) and millet flour for porridge (2kgs) to expectant mothers from the following villages; Mutai (11) Butte (5) Mugeya (6), Nakabango (6), Buyengo.(11) and

Wabulungu (8). This was to support their families and also support the expectant mothers who could not afford to purchase a Maama kit.

- A study on the impact of COVID-19 on the sexual and reproductive health and rights of women and adolescents was conducted among 141 individuals in the local communities selected to participate in the Menstrual Health and Hygiene project. The aim of this was to help us obtain evidence on the effect of COVID- 19 on sexual reproductive Health and rights among adolescents, expectant mothers and youths.

Challenges

- Poor time-keeping was an issue for most participants in all the dialogues we conducted in communities and in the schools. For instance in Buyengo, we had to wait for almost 90 minutes before beginning the session because key participants did not arrive on time.
- Absence of men/fathers in ten villages where we conducted our community dialogues was also a problem, especially since they are the heads of their families. Bukoli was the only village where we successfully engaged with male parents.
- The tight schedules of some schools delayed the start of our program and limited the delivery of the material for making reusable pads to the students in one of the schools.
- The population in attendance was too large at Buyengo Secondary School, which made the session hard to manage.
- We also experienced some difficulties obtaining adequate materials needed to make reusable pads.
- Other competing activities that seemed to take higher precedence e.g school inspection at Buyengo and Waitambogwe Secondary School contributed to a delay in beginning the training.
- Social discomfort / shyness on the part majority of the students/pupils who attended the health education project on MHM deterred us from getting their views on the issue at hand despite the fact that the sessions were designed to be interactive.
- Bad weather conditions that interrupted the smooth running of schools also affected the implementation of this project. The program is designed to have our staff interact directly with the students, and most of them skipped school when it rained.

- COVID-19 also impacted our activities to the extent that schools and our offices were closed to comply with the government lockdown measures. We therefore failed to assess the performance of 11 health clubs or to obtain the views of 11 senior women teachers as regards promoting sanitation and hygiene in their respective schools

School Related Gender Based Violence

We conducted educational sessions on school-related gender-based violence at Buyengo and Waitambogwe Secondary Schools. We were able to reach about 500 students from both schools. Throughout our engagements with these students, we discussed the concepts of gender and gender-based violence, forms of gender violence, their respective causes, effects and reporting mechanisms to use if they are victims of abuse.

Raising Voices against Sexual Violence

Achievements

- We wrote a research proposal on sexual violence titled “**Sexual Violence among 12-19 Year Old School-going Adolescents in Busoga Sub-region - A Cross-sectional Study**” and submitted it for ethical clearance and approval to the Makerere University School of Public Health Institutional Review Board and to the Uganda National Council for Science and Technology, respectively. The goal of this study to assess
- We recruited 15 Research Assistants (eight women and seven men) to help in the research process for the Raising Voices against Sexual Violence project.
- CCUG staff received capacity building on advocacy in sexual violence and mechanisms for reporting perpetrators of sexual violence, and training in data entry and analysis with emphasis on inferential and descriptive statistics.

LIVELIHOOD

Group Savings Project

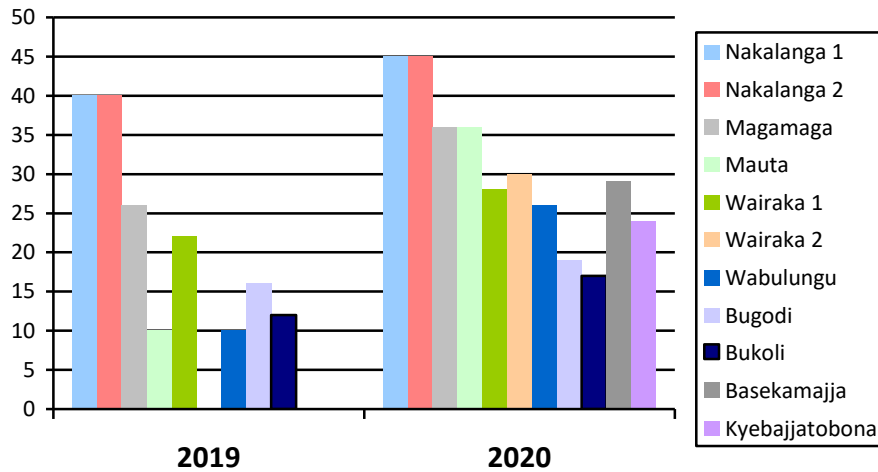
Like a Village Saving and Loan Association (VSLA), the GSP is comprised of 10- 25 individuals (mainly women) living in the same villages, who are known to each other who regularly meet to save and acquire loans from their pooled savings, which provides a means of

earned interest on member savings. At the beginning of each saving year, each group agrees on specific interest rate to be applied to loans in the coming year. CCUg has a stake in each group, as we occasionally inject money into these groups to meet their credit requirements. The CCUg GSP has grown in terms of the number of members, the amounts saved, the value of loans financed, the interest earned and number of groups in operation.

By the end of 2019, CCUg was facilitating 8 groups comprising 185 members in eight villages in Jinja and Mayuge districts. Of these groups, five (Mauta – 10 members, Bukoli – 12 members, Bukatube – 10 members, Wabulungu – 10 members and Bugodi – 16 members) belong to OVC caregivers while three groups, Nakalanga (80 members), Magamaga (26 members) and Wairaka (20) belong to low-income women in these villages. Due to the differences in the group membership, presentation of their saving and loaning activities is separated. In 2020, the formerly five OVC groups were merged into three groups. Also, due to the large number of members in the Nakalanga group, that group was sub-divided into two groups. One group – located in Bukatube – was discontinued because its members were not able to continue with it. We had three other groups created in 2020; one at the beginning of the year and two in November.

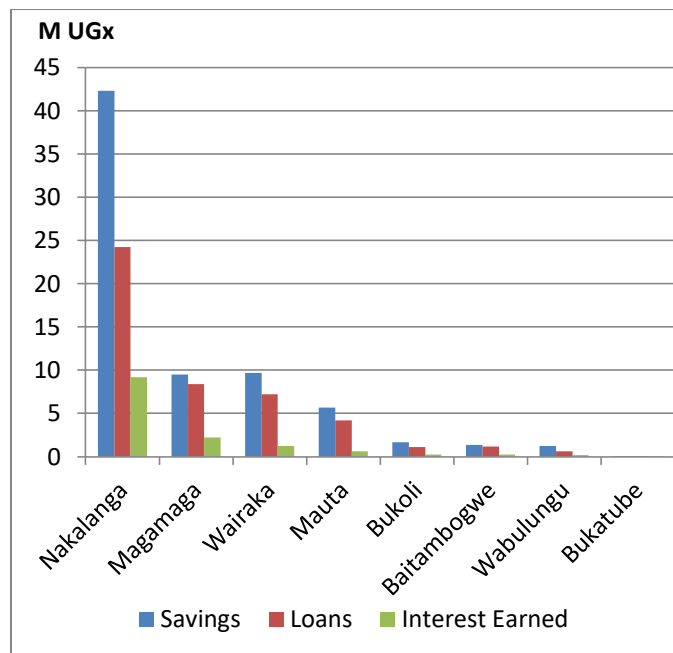
By end of 2020, CCUg had facilitated eleven groups over the course of the year comprised of 335 members in nine villages in Jinja and Mayuge districts. Of these groups, Nakalanga had 90 members (which, again was divided in 2 groups for better management), Magamaga had 36 members, Mauta had 36 members, Wairaka 1 had 28 members, Wairaka 2 had 30 members, Wabulungu had 26 members, Bugodi had 19 members and Bukoli had 17 members.

Growth trend of GSP Members from 2019 to 2020

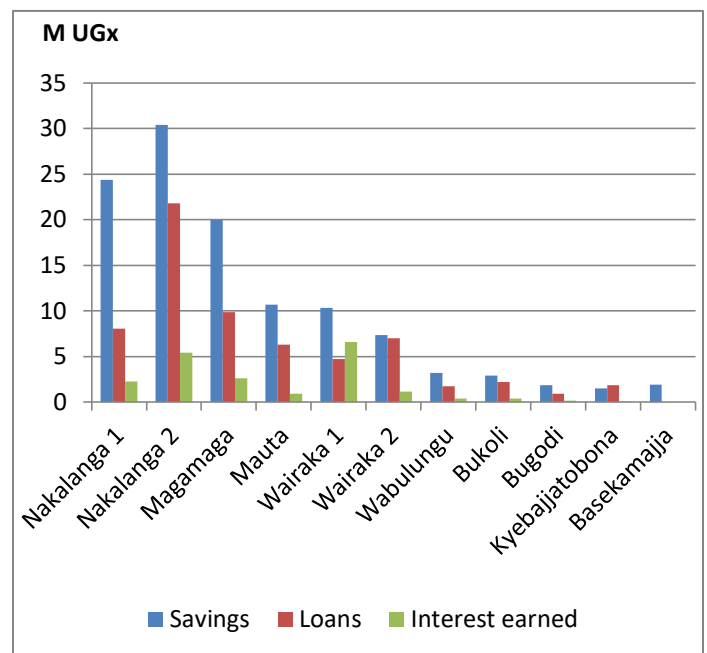


Growth Trend of GSP Savings, Loans and Interest – 2019 to 2020

2019



2020



Achievements

- The groups added 107 more members; Nakalanga had 80 members in 2019 and grew to 90 members by end of 2020 and this was subdivided into 2, Magamaga group had 25 members and grew to 36 members and the Wairaka group increased to 28 members from 22, we also formed another group in Wairaka which has 30 members, the Wabulungu

group increased to 26 members from 10, Mauta increased to 36 from 10, Bugodi increased to 19 from 16 and Bukoli increased from 12 to 17.

- More groups were created and these include Kyebajjatobona (from Kakira) and Basekamajja from (Wanyange). All of the previous OVC groups were upgraded to GSP groups.
- Compared to 2019, there was a great improvement among the 11 groups as regards to savings and interest earned, as shown in the table below.

Group	2019 Savings	2020 Savings	% Increase
Nakalanga (total)	42,265,100	54,761,500	29%
Magamaga	9,508,000	19,959,000	110%
Mauta	5,663,500	10,707,600	89%
Wairaka	9,674,500	17,715,000	83%
Wabulungu	1,249,100	3,214,000	157%
Bukoli	1,673,000	2,900	73%
Bugodi	1,337,914	1,859,700	39%

- The 11 groups received a return of their savings with accumulated interest throughout the year totaling Ugx 14,080,800. Of these, Nakalanga group 2 earned the lion's share with Ugx 5,424,200 followed by Magamaga at Ugx 2,613,000, Nakalanga Group 1 at Ugx 2,244,400, Wairaka 2 at Ugx 1,171,300, Mauta at Ugx 952,000, Wairaka 1 Group at 952,000, Wabulungu at Ugx 400,500, Bukoli at 397,300, and Bugodi at Ugx 144,800.
- All the groups increased the repayment of loans, which shows good progress in their businesses.
- The interest on their savings has increased due to an increase in the loans repaid.

Challenges

- Late arrivals for the GSP meetings continue to be a major challenge.

- Some members are not reaching the threshold set for savings due to limited capital available from their businesses. This causes them to accumulate fines and in the end, they earn little.

OVERALL LESSONS LEARNT IN 2020

- Working together as a team enables great achievements and resource mobilization. It is important to work as a team because that enables greater impact and brings different ideas to bear in solving problems.
- Radio-based messaging reaches many people from different areas. Many people learn from such programs and this impacts their lives positively.
- Vocational skills are effective in improving the employability of young women with low educational levels. However, students need frequent encouragement and follow-up to complete classes due to the several challenges they experience.
- Sharing of ideas about different problems presented by depressed clients helps them to heal faster and also helps the reserved people to open up more readily.
- With respect to vocational skilling programs and adult literacy, instructors need to employ a more patient and slow approach for participants to these courses who join after being out school for a long time, as they tend to be slow at learning.

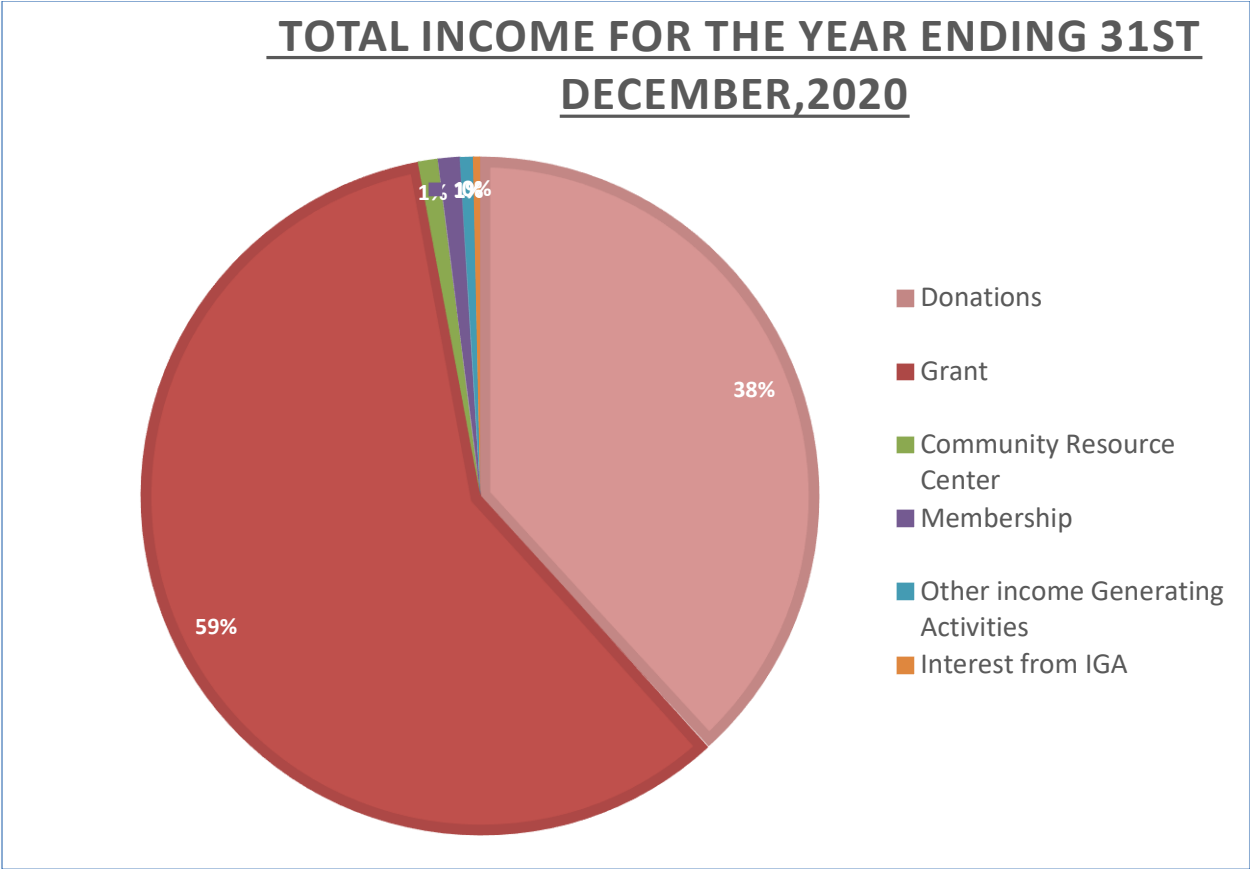
OVERALL RECOMMENDATIONS

- Capacity building training for various projects that require proposal writing should be kept at the forefront. This will help staff continuously learn new and better skills of fundraising for the organization to improve sustainability.
- Encourage parents to keep their children engaged in home activities and learn new skills during the COVID-19 lockdown in order to protect them from peer pressures which may lead them into risky situations and bad behaviors.
- In future radio broadcasts, conduct training with participating parents so that they get used to the conversations and overcome their fear of being on the radio.
- Talk shows reach a large number of people from different areas, and we should incorporate more of these into our projects.
- Provide business resilience training during emergencies and introduce an emergency fund that members can borrow from so to preserve their own capital in such situations.

- We work within the communities we serve to explain the value of being on time for appointments and encourage them to do so.
- Male parents should be encouraged to attend the community dialogues on menstrual hygiene and management since they are the heads of the family. In some families, its only men who work, and their support and agreement is needed to purchase sanitary materials for their wives and daughters.
- We should find ways of reaching to a larger number of community members in our drive to promote menstrual hygiene and management. Many community members lack the information they need to help their children. Possibilities include the use of radio broadcasts as well as local communication channels.
- Self-esteem should be inculcated into pupils and students in our efforts to combat school-related gender-based violence. Most students are still afraid to talk about gender violence; they need to be encouraged to “Get Up and Speak Up”.
- School administration officials should be reminded of the impacts of MHHM and SRGBV on academic performance of not only on the reputation and academic success of the school but also of the pupils/students. This kind of advocacy will encourage school officials to prioritize these programs and make a greater commitment to them.
- Our work among depressed women and men pointed out the importance of having the names and contact information for first responders at the village level – especially the LCs from district offices.
- Alternative schools should be wait-listed for school-based initiatives in the event one of the selected schools fails to comply with CCUG requests in the conduct of planned activities and programs. In the near future, this will save a last-minute crunch in looking for other schools to participate when a previously contracted school fails to deliver / perform as required.

FINANCIAL REPORT FOR 2020

INCOME FOR THE YEAR ENDING 2020



EXPENDITURE FOR THE YEAR ENDING 31ST DECEMBER, 2020

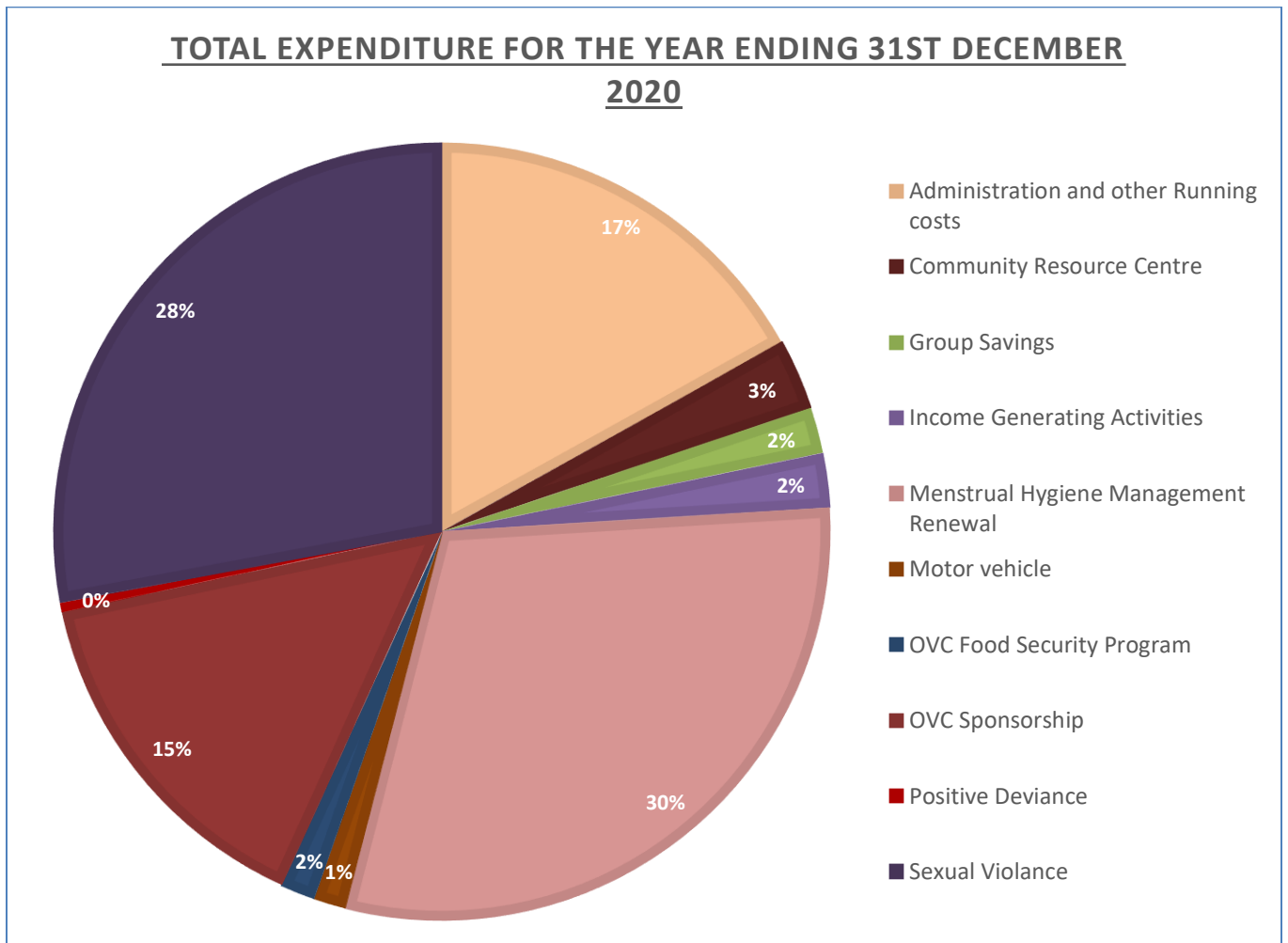


Photo Gallery



One of the students with a hearing impairment learnt tailoring and was very happy to graduate



Some of the teenage mothers who received food packaged during COVID-19 lockdown



Women and men who have been taught how to make pads



CCUg staff teaching adolescents how to make reusable pads



Pregnant mothers who received Maama kits to help them following delivery

END