ABOUT IIDC

IIDC works to improve the wellbeing of vulnerable groups in Africa by supporting nonprofit organizations to implement evidence-based, impactful socio-economic development interventions.

As a technical assistance organization, we work with implementing organizations, to apply a learning-centred approach to maximize the impact of development interventions.

MISSION

To promote social development innovations that improve the wellbeing of vulnerable groups in Africa.

What we do

Thank you

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06 | Child Protection: Saying ‘No’ to violence against children

08 | Strategic focus: Technical assistance to implementing organizations

10 | Evidence of our work: Stories of change

12 | Learning alongside our partners: Learning initiatives

14 | Investing for Growth: Organizational development

15 | Resource Base: Funding allocations
Mission:
THANK YOU

Dear Friends,

2017/2018 has been an exciting period for us. Together with implementing organizations, and the support of development partners, we have promoted healthier, happier, and fulfilling lives for the most vulnerable.

Our annual report is themed around the Kiswahili proverb: “Wealth, if you use it comes to an end; learning if you use it, increases.” As an organization, and collectively as development practitioners, we have learned and unlearned what works and we have identified new opportunities for making inroads around challenging issues.

Building strong organizations remains core to our work and we consolidated our engagement with close to 40 partners around East Africa, supporting them in programme design and implementation, monitoring and evaluation, capacity strengthening in documentation and financial management with emphasis on learning from every activity. We are particularly pleased with advances made in key focal areas.

In safeguarding children, our child protection partners focused on reducing violence against children, by establishing child rights clubs, increasing community sensitization and nurturing advocacy efforts of community leaders, resulting in prevention of child marriages, reinstatement of teenage mothers in school, and reduction in school dropout for young girls due to improved hygiene and sanitation.

As a learning-centred organization, we continued to create new opportunities for learning from project evaluations, and regional knowledge exchanges, that integrated case studies and field based evidence which guided more than 60 organizations to develop outcome-based action plans.

Regional and national advocacy among supported partners grew with several organizations spearheading Bills and by-laws and providing legal services for the vulnerable, particularly children and their caregivers.

These positive actions are the result of IIDC’s emphasis on robust, multiple partner collaboration in evidence-based programming, and are the first fruits of best-practice oriented interventions, holding promise for better outcomes in the communities in which we work.

We invite you to reflect with us on the experiences shared in this report with the singular hope that although change often seems invisible, even incremental changes matter, for that one child, woman and man. Thank you for the difference you made.

Deogratias Yiga
Executive Director, IIDC
Saying ‘No’ to Violence against Children

Overview
Building on its core expertise in child protection, IIDC has been working with a cohort of 7 learning partners in East Africa under the “VACiS Learning Process Manager” project since 2016. This project contributes towards the elimination of all forms of violence against children in East Africa by supporting partners to refine their programme interventions, and monitor their impact based on sound formative research and promising practice of what works. The project also supports learning and sharing of experiences by nurturing collaboration between partners, community leaders, government ministries, and academic researchers.

Strategic Activities in 2017/2018
- Conducted all year round continuous monitoring and support supervision field missions to improve programme design and documentation of learnings
- Refinement of program plans through critical reflection on theories of change, baseline evaluations and strengthening of monitoring and evaluation frameworks
- Supported project evidence-building through formative research and end-term surveys, establishing a learning mechanism
- Fostered partner collaboration for mutual learning through the annual partner convening and online knowledge exchange of resource materials
- Strengthened partner capacity in knowledge management by supporting them to document their impact through success stories and film

Key outcomes
- Focus on outcome-based data collection to ensure sustainable change in communities
- Project impact assessment for evidence to inform follow-up projects
- Adoption of proven models and approaches for stronger interventions

Organizations in a learning cohort were supported to improve interventions to eliminate violence against children in Schools (VACiS)

Opportunities in Child Protection
- From the varied experiences with these organizations, IIDC has learned key lessons that are emerging as opportunities to improve programming in child protection.
- Communities of Practice crafted around four of the seven INSPIRE strategies is a promising initiative that will allow organizations to implement interventions based on globally proven methodologies leading to higher quality outcomes.
- Strengthening the monitoring and evaluation component of partner projects will improve Outcome and Impact Orientation (OIO) based on greater integration of evidence-based programming into their operations.
- Creating more platforms for collaboration between organizations has been proven to lead to the uptake of recognized standards and tested models and knowledge exchange on best practices.
- Capacity building in communication is important for the development of communication strategies / documentation plans as a spring board for more focused documentation and communication with various stakeholders.
- Training of trainers in different organization models and approaches will allow for quick scale up and replication of initiatives that are working, leading to better results for VAC prevention and response.
02 STRATEGIC FOCUS

Technical Assistance to Implementing Organizations

IIDC supports the work of development partners and strengthens civil society by offering technical advice on diverse development issues. Our work is organized around four programmatic strands namely: Knowledge management; Monitoring, Evaluation & Learning; Evidence Building; Grant management; and Organizational development and capacity building.

Promising Outcomes in Technical Assistance

- Knowledge management
  Enhanced the VAC knowledge base through engagement of 60 partners in learning events, including the annual convening to strengthen and refine VAC action plans for better implementation.

- Capacity strengthening
  Supported partners to develop effective communication strategies to improve documentation, engage stakeholders and disseminate learning.

- Evidence-based Learning
  Conducted end of project evaluations to assess project outcomes and learn key lessons to support the design of more robust follow-on projects.
  Provided technical advice to enhance grantees’ capacity to integrate learning and improve implementation of their programs.

- Organizational development
  Ensured efficient fund management by supporting partners of HORIZONT3000 to re-plan their projects under the 2016 – 2018 funding framework addressing issues like compliance, reporting and effective funds utilization.
  Supported community based organizations to develop frameworks for organizational policies.

Anonymous donor
Forum for Women Educationalists Uganda
World Education Inc. Bantwana
Raising Voices
Investing in Children and their Societies
HakiElimu
KAACR

Green Light Forum funding
GOTCO
SODI
ACA
YARD
Kibirige Memorial Primary School
Kisaakye Primary School
Kasuku Organics
Nambeeta School
St. Peters Nursery and Primary School Bunamwaya

HORIZONT3000 – Austrian Organisation for Development Cooperation funding
BOSCO Uganda
Human Rights Network, Uganda (HURINET Uganda)
CHEMA- Community Habitat Environmental Management
Diocese of Lodwar, Kenya
Caritas MADDIO
HAKI ARDIH, Tanzania
DECUS, Kenya
Caritas Tororo
ADP MBOZI, Tanzania
Mukuru Slums Development
Kolping Society of Tanzania
ACT MARA, Tanzania
Youth Association for Rural Development, Uganda
MHOLA, Tanzania
UWONET-Uganda Women’s Network

Plan International funding
Plan International Uganda
Stories of Change

Stories humanize our projects, practices and processes, giving a face to the people we serve. These stories feed into policy and help shape the right narratives around change. We therefore focused on building the capacity of our partners to tell stories that speak of the good change, seen in the eyes of frontline staff, social media enthusiasts and the communities whose lives were changed through our partner interventions.

Raphael comes home
Stakeholder collaboration reunites child with family
Story by: World Education Inc./ Bantwana

When the Child Rights club at St Augustine Butiiti Demonstration School, Kyenjojo, Western Uganda, learned that their classmate, Raphael Nyakahuma, had dropped out of school, they informed the school Head Teacher who discussed it with a community case care worker trained by Bantwana to handle child protection cases.

The caseworker was able to locate Raphael at his grandmother’s home and Raphael confided in the caseworker that he wanted to commit suicide since his HIV positive mother had sent him away to live with his grandmother who was unable to support him to stay in school and his father had abandoned the home. The caseworker counseled Raphael and convinced him not to commit suicide and promised to help him reunite with his parents. Raphael’s case was referred to the Community Development Officer (CDO) who together with the village Local Council and the case worker visited Raphael’s home to convince the mother to allow Raphael to live with her.

During a district case conference organized by Bantwana, the CDO together with the Probation Officer of Kyenjojo and the Child and Family Protection Unit resolved to find Raphael’s father. When the father was finally located, the Probation Officer offered to pay for a family DNA test, which revealed that Raphael was his son. Raphael’s father accepted responsibility for the boy and returned him to school. Raphael has since successfully completed primary seven and is now enrolled in secondary school. Raphael’s mother is still alive and happy that her son has a better life.

Raphael’s story is a testament to the power of collaboration and the importance of listening and responding to the needs of children.

Safety begins at home
Insights into linkages between parenting practices and behavior outcomes in children
Story by: Investing in Children and their Societies

Peter and Simon, both 15 years, are pupils at Nasira RC Primary School, in Busia County, Kenya. Their mother Maximilar, a subsistence farmer was often at home alone with the children as their father worked outside of the village and was absent many days. Maximilar relied on the children as her source of garden labour, and for fetching water, and firewood for the home.

“I never have imagined the need to have a family meeting with the children to understand their needs and ideas on how best I should care for them. My children were only there to be seen with no valuable idea to share. We fought all the time.”

Although initially hesitant about the skillful parenting programme offered at her children’s school, Maximilar joined the programme and began to practice the newly acquired parenting skills.

“I was really ignorant about the best ways of guiding my children’s behavior and I had constant fights with them. Since I attended this training I understood that violence doesn’t help.”
- Maximilar, parent

Since attending the training I understood that violence doesn’t help. I started investing time with my children and realized the need for family meetings as an avenue for open communication and discussions with my children. I now feel happier, caring for my children. I also now follow up on my children’s performance at school and I have helped them develop a study timetable.”

The Deputy Head Teacher of the school also noted how the change in teacher-parent relationship has helped them. She says: ‘As a result of skillful parenting training offered by ICS SP to parents, there is a remarkable change in the way parents get involved in school affairs. Our parents respond positively and demonstrate willingness to support teachers.”

Read more stories of change on our website www.iidcug.org
LEARNING ALONGSIDE OUR PARTNERS

Learning Initiatives
As implementing organizations learn from their work and that of other partners, IIDC is also learning alongside them which has guided us as we continually refine our approach to technical assistance. Moving forward, we will continue to engage through Communities of practice, to foster connections, collaborations, and co-creation of the good we want to see. We are inspired to question the status quo and re-shape policy while building knowledge, skills and expertise for greater effectiveness.

Learning frameworks
- Continuous project assessments and evaluations
- Refining Theory of Change, Monitoring and Evaluation frameworks (outcomes and indicators)
- Mentorship and capacity building
- Testing and modifying models
- Synthesizing emerging knowledge for implementers
- Documenting project learning
- Bridging the gap between research and practice
- Knowledge sharing and collaboration between actors, researchers and other stakeholders

Leadership engagement in the learning process drives progress especially in organizations where there is insufficient in-house capacity to lead learning.

What IIDC Learnt

Leadership engagement in the learning process drives progress especially in organizations where there is insufficient in-house capacity to lead learning.

Context matters:
Partners are motivated differently: Some are motivated by competition, others by visibility while others are motivated by innovation and change, therefore it is important to contextualize interventions to the organization.

Continuous education:
Sensitize partners on emerging efficient methods and approaches to programme implementation.

Coaching and mentorship:
Organisations require continuous coaching and mentorship not only to learn but to integrate the lessons from their own practice and others.
INVESTING FOR GROWTH

Organizational Development

IIDC has grown steadily since its inception in 2015 to better serve the nonprofit sector in East Africa. A governance board was established, programs and staffing increased and institutional funding grew to more than 48% at the end of the financial year 2017/2018. Consolidating these gains, IIDC is taking bold steps that will support us to increase our resource base and broaden our technical assistance.

As a learning organization, we also continue to strengthen our own capacity to serve our partners better.

- Solidifying our learning framework: We worked with the Canada-based Global Learning Partner to increase our knowledge on learning and applying a learning-centred approach in development.
- Our technical advisor participated in a two-phased programme on the INSPIRE framework of strategies aimed at supporting partners who are working to reduce Violence Against Children (VAC) in East Africa.
- We also continue to improve our internal systems by developing internal policy documents such as child safeguarding policies, and monitoring and evaluation frameworks.
- Our Executive Director attended global and regional meetings as a member of the Technical Working Group (TWG) on Accountability and Monitoring under the African Partnership to End VAC.

RESOURCE BASE

Funding allocations

IIDC draws support from development partners with whom we share a common interest in learning from development work for more impactful interventions. Funding received goes directly towards providing technical expertise to the partners with whom we work. Within financial year July 2017 to June 2018, IIDC received funding from American Jewish World Services, Plan International Uganda, HORIZONT3000 and YARD – Green Light Forum. Actual expenditure amounted to $USD 420,000, with the following funding allocation:

- Activities: 51%
- Personnel Costs: 39%
- Operational Costs: 8%
- Equipment: 2%
OUR VALUES

Results oriented and a passion for change: We are ambitious, set high but clear and measurable targets and consistently work to achieve our targets.

Innovativeness: We explore new ideas and promote change for the wellbeing of vulnerable groups.

Accountability: We work earnestly to add value, take responsibility for efficient use of resources to remain accountable to stakeholders.

Collaboration: We respect, learn, value and work in partnership to create change in the lives of vulnerable groups.

Integrity: We aspire to leave a legacy both as an institution but also as individuals; we have high standards of personal honesty and behavior and we strive never to compromise our reputation.

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