



IMPACT AND INNOVATIONS
DEVELOPMENT CENTRE

Annual Report 2024/2025



ABOUT IMPACT AND INNOVATIONS DEVELOPMENT CENTRE

Mission

IIDC builds capacities to enhance the efficacy of development programming in Africa to achieve sustainable and equitable development outcomes for all.

Vision

A society in which vulnerable communities are safe, resilient and able to demand, protect and enjoy their rights to thrive

Technical Assistance Core Areas

Core technical assistance areas relate to crosscutting dimensions of organizational capacity for impactful organizational performance regardless of the developmental sector/theme: They include:

Program design

Supporting partners with tools and approaches that facilitate the design and implementation of impactful programs that are responsive to the needs and challenges of their target groups.

Measurement and evidence generation

Supporting partners with tools and skills to track change and generate evidence of what works.

Learning and knowledge management

Supporting partners with tools for documenting learning and facilitating sharing with peers under thematic cohort.

Adaptation and scaling up

Supporting partners adapt and scale proven development models (vertical and horizontal scale)

Safeguarding

Supporting partners improve safeguarding in program design and operations.

Thematic Areas

Social norms transformation

Prevention of violence against women and children

Education

Health

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MESSAGE FROM THE
BOARD CHAIRMAN

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Welcome to our annual report where we share what we are learning as we work with partners to deliver effective development programs to communities.

IIDC exists to amplify impact and efficacy of the programs and initiatives of development agencies in responding to the complex development and societal challenges that confront humanity.

This learning publication captures the evidence, the stories, lessons and the experiences of more than 20 organizations and government agencies that we have partnered with in Uganda, Kenya and Tanzania. Our approach is to encourage collaboration, adaptability and incremental improvement as a collective rather than as an individual organization.

Our multi-year strategy strengthened partners’ ability to document evidence, investigate and extract learning and as a crucial step to exchange this knowledge within their wider networks. This significantly improved their work for children, their families and communities.

Because of this transformative shift, partners reported stronger interventions which led to safer communities as spousal relationships improved and positive discipline of children was embraced through innovations in father mentorship programs. Partners working to prevent violence against children became village service hubs as they addressed the diverse needs of children and families through solutions co-created with and led by communities.

To strengthen our collective capacity, we established member-based learning platforms for social norms change, cloud-based evidence hubs, and information management systems to increase collaboration and access to knowledge on best practices within the region.

We are grateful to our partners especially funding partners, government, our research partner, University of California San Diego, and our local and regional implementing partners.

We look forward to doing more of what works.

John Baptist Wasswa
Board Chairman, IIDC

IIDC BOARD MEMBERS



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How we partner for change

▶ Training

Based on the needs of our partners, we organize targeted and specialized trainings for partner representatives to impart transferable skills and competencies using empowering and participatory methodologies and customized curricula. Our trainings cover all our core areas of expertise.

▶ Mentorship and Coaching

Our highly skilled technical advisors offer hands-on, be-spoke mentorship and accompaniment to our partner staff to enhance and hone specific skills and competencies for impactful performance.

▶ Convenings (physical and nonphysical)

To promote peer experiential learning, we organize and facilitate convenings that bring together partners in similar learning cohorts to share and learn from each other's experiences of programming. Most of our technical assistance initiatives include a combination of the three delivery methodologies.

Impact summary



124,000

young fathers mentored in father-child relationships.



66%

of VaCNets Virtual Hub subscribers increased their knowledge in evidence documentation.

80%

of the mentored fathers embraced positive parenting skills.

1,000

primary schools across 54 districts transitioned into creating safe environments.

93%

of mentored fathers engaged in joint household decision-making with spouses.

278

Members of the Eastern Africa Social Norms, Gender and Agency Learning Collaborative contributed to social norms exploration and publishing of research for the East Africa region.

4,995

mothers supported return to school, after 2,374 cases of VAC reported.

PROGRAMS AND CROSS-CUTTING THEMES IN 2024/2025

In the period 2024/2025 IIDC delivered technical leadership and support under four programs and one cross-cutting theme. The programs included the following:

- REAL Fathers Program
- The Learning Initiative for Preventing Violence Against Children
- The Eastern Africa Social Norms, Gender and Agency Learning Collaborative
- VacNets Virtual Hub

Across the four programs, Program Quality and Accountability was a cross-cutting theme.

Learning and knowledge management

IIDC learning and knowledge management contributes to a goal of ensuring effectiveness of interventions through learning, documenting and sharing of

evidence-based models and programming. The following projects are implemented under learning and knowledge management:

Learning Initiative on Preventing Violence Against Children and girls in East Africa, funded by Wellspring Philanthropic Fund and IIDC provides learning technical assistance to implementing partners.

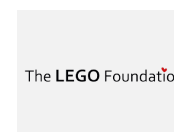
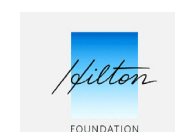
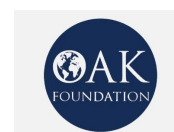
VaCNets virtual hub- Funded by CRVPP.

IIDC developed and manages an online virtual hub learning on evidence-based prevention of violence against children in East Africa. We support partners to document evidences and share to shape agenda for impactful practice, advocacy and policy.

Capacity development

IIDC currently runs capacity development training in safeguarding with a goal of supporting implementing partners develop contextualised safeguarding policies, implement, develop safeguarding cultures and learn.

Funding partners



Adaptation and scale

IIDC adaptation and scale up program aims at increasing the impact of evidence proven development models to social transformation at scale in different contexts.

Scale up of Responsible, Engaged and Loving (REAL) Fathers program funded by the LEGO foundation. IIDC leads a consortium of other 5 development partners (Somero Uganda, World Education Bantwana, Forum for African Women Educationalist-FAWE, All Nations Child Development Centre-ANCDC and University of California San Diego) scaling REAL Fathers in 6 cultural regions and incorporating in government social development action plans.

**OUR CONTRIBUTION TO THE
SUSTAINABLE DEVELOPMENT
GOALS**



Responsible Engaged and Loving Fathers (REAL) Program

IIDC in collaboration with Government of Uganda through the Ministry of Gender Labour and Social Development is partnering with 10 implementing partners and University of California San Diego to scale up the REAL Fathers program in Uganda.

REAL is an effective, evidence-based, sustainable violence prevention program. REAL works with first-time fathers with toddler-aged children to build positive partnerships and parenting practices. Specifically, respected men in the community mentor young fathers and their partners in positive child discipline, caregiving, gender equity, health, and communication. The program covers 71 districts in 6 subregions of Ankole, Buganda, Bunyoro, Busoga, Lango and Teso.

► REAL FATHERS PROGRAM APPROACH



Selection of young fathers below 25 years with children under 3 years

Selection of mentors- influential persons whom the young fathers respect to mentor them.



7-months mentorship

Addressing discriminative gender norms, teaching positive discipline in their new roles as parents and husbands.

Mentorship topics include Communication skills, joint problem solving, nonviolent responses to couple conflict.



Social behaviour change campaign

for community engagement using posters with positive parenting and non-violent conflict resolution messages



"I play with my child, bathe him and take him to school in the morning. I recently took my child for immunization, which I did not do before the mentorship." -**Twesigye Lawrence**



Scan the code to read or download the research evaluation report, briefs and the REAL storybook publication,

IMPACT RESULTS THIS YEAR

Intimate Partner Violence



54% ↓
34%

Decrease in victimization among wives

Family Planning



42% ↑
38%

Increase in fathers' knowledge and partner support

Child Immunization



64% ↑
45%

Increase in fathers taking children for immunization

Positive Parenting



94% ↑
61%

Increase in fathers' parenting knowledge and abilities

Equitable household planning



93% ↑
79%

Increase in joint household decision-making processes

Father-child play



51% ↑
37%

Increase in fathers engaging in early learning and play with children



Given that societal norms determine parenting behaviour, the program noted **an increase from 45% to 64% of social networks approving of engaging with children** and using positive parenting skills.

Source: Endline evaluation report, 2025

IMPACT STORIES

When my children call me 'Daddy'

"When I agreed to join the REAL Fathers program, my relationship with my wife changed because I now do things that I never used to do. I listen to her and we work together fetching water, collecting firewood and while she's cooking, I carry the child. My wife loves me and no longer fears me, because I do not beat her anymore. My two young children no longer fear me unlike before when they would run away whenever I returned home. I now return early to see them and we play together; I always make sure I have a small gift for them, like sweets. They now call me 'daddy' but back then they didn't know me because I was barely at home." **-Barekye Alex**

From the pool table to the dinner table

"Before, I would go straight from the garden to the pool table to gamble. But now, I come home directly from work and help my wife. We no longer fight; instead, we sit down and talk calmly to find solutions together. I now help my wife with household work and people are beginning to admire me. Before, I never thought about cooking, but today I cook for my family." **-Ziwambazza Richard**

When fathers play, children thrive

"I never used to talk to my children, especially the youngest, because she didn't talk, and I didn't understand her signs. I also felt I couldn't provide for them because I didn't have money to buy toys especially clothes and play materials. But now I have learned that I can use local materials. I now make toys for them, play with them, and also provide clothes for them. The money I used to waste on gambling, I now use it on my children. You should see how smart they look now." **-Vincent Adena**

OUR COLLECTIVE LEARNING

Early Engagement Matters

REAL Fathers succeeded most powerfully when fathers were engaged 18-25 years, considered formative years, to deepen understanding of their crucial role in a child's growth and development. This outcome affirms the program's core design that engaging fathers in a child's earliest years, as active caregivers, produces meaningful change.

Potential for Scalable Impact Across Diverse Contexts

While cultural contexts influence the magnitude of change, the intervention consistently promoted child-focused home environments. It emphasized the potential for scalable impact in improving parenting practices across diverse settings.

Household Gains Are Greatest Where the Need Is Highest

The program strengthened couple communication across cultural regions, especially in areas where baseline levels were lower. This suggests that targeted interventions can effectively build healthier household conflict resolution, promoting stronger family relationships.

Learning Initiative for Preventing Violence Against Children

In 2016, IIDC with support from the Wellspring Philanthropic Fund (WPF), launched the Learning Initiative on Preventing Violence Against Children (VAC) in East Africa. The initiative aimed to bring together key partner organizations from Uganda, Kenya, and Tanzania to enhance their collective capacity in preventing VAC through evidence-based programming and collaborative learning.

Since 2016, IIDC has been facilitating learning and providing technical assistance on preventing violence against children and women (VACW) through an outcomes-based partnership model. This approach emphasizes learning, innovation, adaptation and evidence-informed program design and documentation of effective practices.

FOCUS OF THE LEARNING INITIATIVE

A partner-driven, partner-centered, and partner-owned evidence-building collaborative

Learning Integration

Providing knowledge exchange platforms where partners exchange ideas on integrating learnings in programming

Program Technical Assistance design, adaptation, and scale up

Designing, refining and measuring VAC programs to clearly articulate results and more effectively meet community needs

Measurement, Evidence Generation and Use

Generating and communicating evidence of impactful interventions on national, regional and global platforms

Strategic Partnerships

Building strategic connections between implementing partners and governments to scale up evidence-based interventions



► By providing resources, facilitating cross-border learning, and driving collaborative action, IIDC has strengthened each partner's ability to implement contextually relevant interventions and build a culture of accountability and evidence use.

Funder: Wellspring Philanthropic Fund

Partners: Technical oversight by the Ministries and agencies of East Africa governments and implementing partners



Scan the code to view
partner videos of stories of change



Through annual Learning
Convenings, facilitated by IIDC,
the initiative has fostered
collaboration, shared learning,
documentation of best practices,
and the use of evidence for
better programming.



IIDC TECHNICAL CAPACITY BUILDING IN EVIDENCE DOCUMENTATION AND SHARING

The IIDC Writeshop was designed to build capacities around documentation, with the specific goal of contributing to the global literature on VAC prevention and response. Using a variety of behavioural methods to encourage creativity and reduce anxiety around publishing, partner participants applied an interactive and step-by-step approach, breaking down the elements of a manuscript. Using presentations, performance by participants, and by including a variety of writing guidelines and tools, participants gained confidence in their ability to document, refine, and produce scientific manuscripts.

Unlocking Collective Impact Through Practice, Evidence and Learning for Change: An East African Learning Initiative Model for Preventing Violence Against Children and Women

The success factor

The hands-off approach of donors, who placed trust in the local organizations to implement diverse prevention strategies supported innovation and adaptive programming. We are showcasing how continuous investment in practice, learning, and improvement, supported by collaborative efforts, has built resilience within schools and organizations. Through intentional work with both formal systems and communities, we have seen positive, organic and people-powered outcomes. This model has been multi-layered, leading to systemic and multi-dimensional changes in the violence prevention ecosystem.

Our approach

By using a multifaceted and flexible approach, we integrated learning, innovation, and impact across organizations. We have maintained a focus on understanding and learning directly from our partners, reflecting on methods and strategies in real time. Central to this work are our main areas of focus: aligning mutual goals; shifting power dynamics and fostering relationships, and changing values and norms to sustain long-term change.

STRUCTURAL OUTCOMES

Policy Level Organizational & government	With support from ICS, the Government of Kenya is scaling up the national parenting program, which is now fully funded by the government. Local leaders are advancing evidence-based violence prevention across families, schools, and communities. WFTT advocates for change, ICS SP supports schools, and BIU works with local governments to enhance child protection. Through FAWE’s advocacy, the Government of Uganda has adopted and is implementing a policy to prevent early pregnancies and facilitate the re-entry of teenage girls and young mothers into schools. With FAWE’s support, national guidelines for senior women and men teachers are also being implemented. Additionally, the Good Schools Toolkit (GST) has been accredited by the National Curriculum Development Center in Uganda and has been expanded to four regions in Tanzania.
Practice Level Procedures, work-related habits	The inclusion of sustainable, practice-based learning approaches has proven critical in deepening and expanding VACW prevention efforts. For example, ICS SP’s government-led National Parenting Programme is now fully operational in over 20 counties across Kenya, with FAWE, Raising Voices, and WFTT providing additional support. In Tanzania, similar approaches have been scaled up, and Raising Voices has worked closely with TPO Uganda to embed VACW prevention into school systems. Local leaders are advancing evidence-based violence prevention across families, schools, and communities. WFTT advocates for change, ICS SP supports schools, and BIU works with local governments to enhance child protection. Partners have aligned and integrated VAWC interventions into government structures e.g. the VCCMC model into a parish child wellbeing committee in Western Uganda, Skillful parenting implemented through government para-social workers in Uganda. With support from ICS, the Government of Kenya is scaling up the national parenting program, which is now fully funded by the government.
Resource Level Funds, people, knowledge	With support from ICS, the Government of Kenya is scaling up the national parenting program, which is now fully funded by the government. WFTT has integrated children’s rights into its 2021–2025 Strategic Plan, alongside its focus on women’s rights, ensuring a comprehensive approach to advocacy and implementation. Through FAWE’s advocacy, the Government of Uganda has adopted and is implementing a policy to prevent early pregnancies and facilitate the re-entry of teenage girls and young mothers into schools. With FAWE’s support, national guidelines for senior women and men teachers are also being implemented. Additionally, the Good Schools Toolkit (GST) has been accredited by the National Curriculum Development Center in Uganda and has been expanded to four regions in Tanzania.

RELATIONAL OUTCOMES

Relationships & Connections Level: Quality of connections among VAC actors

Learning partner interventions are open to peer, improvement-oriented scrutiny. For example, Bantwana, Hakielimu, ICS, opened up their work and implementation practices to be peer reviewed on evidence of impact to facilitate adaptation. Partner peer to peer connections have increased the pace of adaptation for Evidence Based Practices, and eliminated potential lost time between inventing – testing – and validating models. Scale-up is now within reach e.g. GST, SP

Tanzania: Beyond the learning initiative, WFTT connected and established a movement of state and non-state actors that collectively influenced the National plan of action (NPA) for VAWC and policy review processes

Uganda: Increased trust and complementary action between researchers and practitioners (BIU and Afri-child on outcomes)

Power Dynamics Level Decision-making power, authority, influencing

Smaller and newer organizations have the same influence in co-creating impact as the bigger/more experienced organizations e.g. ICS SP have a seat on National parenting agenda table.

Tanzania: Beyond the learning initiative, WFTT connected and established a movement of state and non-state actors that collectively influenced the National plan of action (NPA) for VAWC and policy review processes

Uganda: Increased trust and complementary action between researchers and practitioners (BIU and Afri-child on outcomes)

TRANSFORMATIVE OUTCOMES

Mental Model Level Decision-making power, authority, influencing

FAWE and BIU have significantly transformed harmful social and gender norms that promote VACW in western Uganda for example in 2023/24, 87.4% of all parents interviewed indicated that people who matter to them (religious leaders, clan leaders, peers) don't approve child marriage up from 48.7% at baseline. Sustained the spread of impact via community action on preventing VAWC post-project implementation beyond models and curricula, e.g. TPOs and Bantwana Initiative's watch my neighbor model/network in Northern, western and refugee settings.

WFTT intervention approach (EPIS-4-VAWC) changed local systems, disempowered social norms and is supportive of practices that encourage autonomy, growth and positive change among underrepresented groups, especially women and children.

► LEARNING PARTNER RESULTS

Raising Voices (Uganda): Scaled the Good School Toolkit to **1,282,506 learners** reducing violence in more than 1,500 rural and urban schools. The toolkit has been reported to **reduce physical violence in schools by 42%**. It has been **adopted by Uganda's National Curriculum Development Centre** on alternative discipline methods.

HakiElimu (Tanzania): Adapted and **translated Uganda's Good School Toolkit to Swahili to fit Tanzania's needs reaching more than 30 schools**. It has promoted safer learning environments, reduced corporal punishment and **increased agency among learners to report cases of violence**.

ICS Africa, Kenya: The Skillful Parenting Program, promotes non-violent parenting and has been adopted into Kenya's national parenting guidelines. **More than 50,000 parents and caregivers were reached and over 500,000 community members** have been engaged with key messaging on violence prevention.

Women Fund Trust Tanzania: WFT-T has developed **community-based prototypes to prevent violence against women and children**. Initiatives like **"Creating Local Laws"** have empowered communities to establish and implement by-laws, providing protective mechanisms for vulnerable groups. **More than 1,200 cases of violence were reported**, marking a significant increase due to heightened awareness.

Children's Rights and Violence Prevention Fund (CRVPF): CRVPF's Prevention of Violence against Children addresses VAC prevention, gender equality, and economic empowerment. The PVAC program helped **reduce children witnessing parental physical fights from 63.5% to 30.9%**, thanks to community-based interventions and **skilling 22,000 caregivers with parenting skills**.

Amani Girls Organization (AGO) Tanzania: Through the Early Childhood Care and Education initiative, **AGO has increased school enrollment and retention rates for vulnerable children in Tanzania in 12 regions across 36 districts** in Tanzania, reaching thousands of children and families with violence prevention initiatives.

Children's Dignity Forum (CDF) Tanzania: **Developed the Gender Response Reporting System** which registers GBV and VAC case details from police gender desks across Tanzania, ensuring the timely delivery of data related to incidents of violence. **CDF equipped 10 police officers from gender desks** with the skills to operate and manage the reporting system, enabling them to offer higher-quality services to survivors of GBV and VAC.

TPO Uganda: Improved Community Accountability through the Watch My Neighbor initiative a community-driven response to VAC, ensuring that children at risk are identified by community watchdogs, protected by duty bearers, and supported by other service providers to rejoin the school system. **Through its strong psychosocial approach and active community involvement, TPO Uganda guided the return of 447 children to school.**

Tanzania Education Network: A 200 member network working to ensure access to quality education for all Tanzanian children, through the Learning Initiative, **it partnered with organizations such as Tanzania Teachers Union (TTU), IIDC, and HakiElimu to strengthen capacity and promote gender-responsive and protective school environments.**

LVCT Health is a Kenyan-based NGO collaborating with government bodies and key partners to ensure that digital health solutions are integrated into violence prevention and health strategies. **647,000 users have accessed LVCT's online platforms, gaining access to critical information and support on VAC prevention and mental health.**

FAWE (Forum for African Women Educationalists) Uganda addresses gender inequality in education, ensuring equitable access, retention, and completion for girls. In the Rwenzori sub-region, FAWE focused addressed harmful social-cultural norms. **FAWE's initiatives led to the re-enrollment of 915 children, including child mothers and pregnant girls, through community interventions and parenting sessions.**

The Africhild Centre is a research institution dedicated to improving the lives of children across Africa. The centre collaborated with development partners, (UNICEF, ChildFund) Makerere University, the Ministry of Gender, Labour, and Social Development in Uganda, to formulate the National Child Policy 2020. It has **increased local capacity to analyze and utilize VAC data for decision-making among policymakers.**

Bantwana Uganda works to improve the lives of vulnerable children and families affected by HIV/AIDs, violence and poverty by strengthening child protection systems, increasing access to educational opportunities. In partnership with government agencies and community leaders and schools, it links vulnerable children to support services and equips community structures teachers, students, and school management committees to identify and address violence in schools.

Global Knowledge Exchange at the 1st Global Ministerial Conference on Ending Violence Against Children

The conference was an opportunity for countries to concretely accelerate action to end violence against children, including investment in more solid and integrated child protection and violence prevention systems.

The Government of Uganda co-opted IIDC as a member of the resource team that supported Uganda to plan for the Global ministerial conference and to attend the conference in Bogota, Colombia. Wellspring Philanthropic Fund supported partners in the Learning Initiative to attend the conference and showcase the work of the learning initiative on PVAC in East Africa.

IIDC presented on the importance of adopting the INSPIRE model which has improved program design in partnership with government, focus on outcomes rather than outputs, measurement of evidence and testing and adapting what has worked. Partners are also now focused on learning orientation and are working more collaboratively.

Eastern Africa Social Norms, Gender and Agency Learning Collaborative

The Eastern Africa Social Norms, Gender and Agency Learning Collaborative is a network of implementing organizations, researchers, community representatives, and stakeholders including NGOs, national alliances, networks, consortia, and media with expertise and an interest in social and gender norms and increasing individual and community agency to improve health. The agency members and its work covers Uganda, Kenya, Tanzania, Ethiopia, and Rwanda

The mission of the agency is to strengthen research and practice on social norms, gender and agency, by building a network of practitioners, researchers, evaluators, and advocates who share knowledge, generate evidence, and develop resources to support SBC programming.

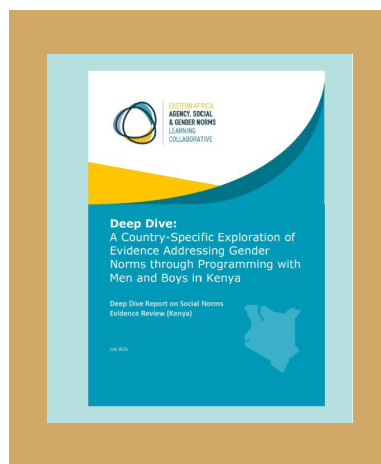
The Learning Collaborative is led by Impact and Innovations Development Centre, academic and research leadership is housed within the Makerere University Institute of Gender and Development Studies and expertise and connection with implementing organizations is led by CARE International in Uganda. Collectively, this group makes up the agency Secretariat and is responsible for facilitating learning with a diverse membership of implementers, researchers, academia, community leaders, media, and financiers interested in advancing the work and outcomes of social norms transformation, gender transformation and agency building.



► KEY HIGHLIGHTS

- 278 member-strong organization with 50 researchers
- Documentation and learning through webinars, newsletters, blogs, meetings, training sessions and an annual convening
- Contributing to the knowledge base by publishing and launching *Gender, Social Norms and Agency: Perspectives from East Africa*
- Deep Dive Report: *A Country-Specific Exploration of Evidence Addressing Gender Norms through Programming with Men and Boys in Kenya*. The report was produced in partnership with the Centre on Gender Equity and Health at the University of California, San Diego, and supported by the *Gates Foundation's Adolescent and Youth Learning Agenda*

► BUILDING A REGIONAL SOCIAL NORMS EVIDENCE BASE



Scan the QR code to visit the resources page



The Kenya In-Country Social Norms evidence review deep dive report dissemination workshop was convened to create space for collective interpretation of the Deep Dive findings. Practitioners interrogated the findings, shared insights, assumptions, and identified practical implications for programming, measurement, and policy. The deep dive was undertaken to synthesize under-documented evidence, particularly grey literature and practitioner knowledge, on how men and boys are being engaged to influence gender norms.

EALC Book Launch on Social Norms and Gender in East Africa



The Eastern Africa Agency for Social and Gender Norms Learning Collaborative (EALC) launched the ground-breaking book “Gender, Social Norms and Agency: Perspectives from East Africa” on November 19, 2025, at the Golf Course Hotel in Kampala, Uganda. Edited by Professor Paul Bukuluki and Dr Daphine Agaba Kabagambe from Makerere University, both of whom are members of the EALC, this book represents a significant contribution to the field of gender studies. It explores the complex interplay between gender, social norms, and agency across East Africa.

“...the book is not just an academic contribution; it is a call from African scholars to consider the invisible rules that govern our lives through the lenses of gender, power, and intersectionality.”

-Rebecka Lundgren, MPH, PhD, Co-Executive Director of the Center on Gender Equity and Health at the University of California, San Diego

THE VACNETS VIRTUAL HUB



In March 2022, IIDC launched the **VaCNets virtual hub**, a central repository of all types of evidence including local knowledge from program practice and research on the prevention of Violence Against Children in East Africa. The platform connects practitioners for knowledge exchange and learning from available evidence.

IIDC Knowledge, Attitudes and Practices survey (2023) on evidence-based programming among implementers of VAC prevention in Kenya, Tanzania, and Uganda subscribed to VaCNets Hub revealed:

- Up to 26% purposely subscribed to access evidence;
- 63% had limited access to others' documentation on effective VAC interventions;
- 38% did not value baseline studies;
- 35% lacked familiarity with evidence-based design;
- 41% were not consistently measuring results.

These findings highlighted serious knowledge access and utilization gaps, making it hard for organizations to demonstrate the effectiveness of their VAC prevention efforts to enable scale up of interventions and or attract more funding.

Partner: Childrens Rights and Violence Prevention Fund (CRVPF)

Intervention 1: **Sourcing Documented Promising Practices**

Policy briefs and evidence briefs uploaded on the hub

Intervention 2: **Sourcing and Sharing of Research Evidence**

IIDC sourced peer-reviewed research publications on VAC prevention in the 3 countries and global good practice standards on VAC prevention.

Intervention 3:

Development of a self-study guide to evidence-based programming to strengthen practitioners' capacity in design, implementation, measurement and documentation of intervention processes and results.

Intervention 4:

Monitoring use and impact of the hub site guests and resources accessed is monitored through Google analytics. The analytics show growth in numbers of guests across diverse disciplines and locations from within Africa and other parts of the globe.

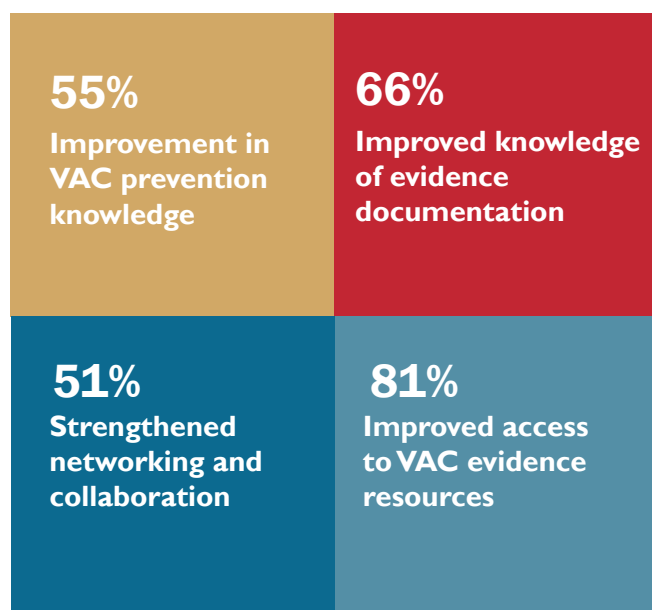
Increasing Access to Evidence

- Quarterly webinars organised for members of the hub for shared learning on effective models for preventing violence against children and expert advisory
- Knowledge products sourced and summarised
- Peer learning sessions
- Newsletters produced
- Funding proposals developed

“
VaCNets Virtual Hub has transformed our decision-making, intervention design, and program refinement... most importantly, it has reduced the risk of violence against children in communities where we work.
”

Country Director, HAWI Tanzania

Annual Survey Results: Overall VaCNets Members Survey Indicators on Engagement and Satisfaction



A Case Study of Change Development Initiatives

In 2022, CDI, a community-based organization in Luwero district, Uganda, was working on child violence prevention by targeting parents and local communities. However, CDI's parenting interventions had low impact and were fragmented, focused mainly on awareness-raising and community sensitization. CDI read about Parenting for Respectability (PfR) model and learned from IIDC VaCNets Hub self study guide on evidence-based programming about adopting evidence-based models. When CDI applied for a funding grant from CRVPF, adaptation of PfR programme in Luweero was prioritized. CRVPF funding support to CDI included capacity building in adaptation of PfR by Makerere University. The results from CDI adaptation of PfR are inspiring: parents and children are now experiencing more positive interactions, family communication has improved, and harsh parenting is declining. Fathers—often overlooked in parenting programs—are now playing an active role in raising their children.

► OUR KEY LEARNING



Access to and download of PVAC resources from VaCNets Hub site by stakeholders across disciplines and geographical boundaries demonstrates the relevance, necessity and feasibility of virtual knowledge sharing in fast tracking prevention and reduction of VAC. By availing documented PbK and research evidence on PVAC at no cost, the Hub contributes to timely knowledge sharing for quality programming among VAC program implementors where such knowledge would otherwise take a long time to be accessed or never ever be accessed. We have learnt that evidence changes many things – a small investment in access to evidence transforms local organizations from reactive to results-driven approaches, reducing violence against children; and Knowledge-sharing platforms create ripple effects: better programs, stronger families, safer communities for children and expanded partnerships for implementers.



PROGRAM QUALITY & ACCOUNTABILITY

Delivering Quality Programs Through Evidence and Learning: The REAL Fathers Monitoring Information System

The MIS addressed fragmented reporting, poor data quality and delays in accessing program information. It enabled early identification of implementation challenges, supported timely corrective action, and ensured that programme decisions are informed by reliable evidence rather than assumptions. IIDC and its partners can now monitor implementation in real time, strengthen accountability, support learning and generate evidence for timely decision-making and programme improvement.

Embedding Safeguarding and Accountability

IIDC strengthens organizations to prioritize the safety, dignity and rights of children and vulnerable populations by establishing safeguarding and accountability as core to effective programming rather than compliance obligations. Through tailored technical assistance, training, mentorship and peer learning, IIDC supported partners to develop and integrate context-specific safeguarding policies into program design, operations and governance, while reinforcing accountability systems that promote ethical practice, transparency and continuous learning. Additional funding was secured to support more training for partners.

Positioning IIDC for Scale, Sustainability and Future Impact

IIDC is focusing on long-term impact by strengthening the systems, standards and partnerships that support high-quality program delivery. The organization has developed practical implementation guidelines on Disability, Accessibility and Inclusion (DAC), Play-Based Approaches, and Diversity, Equity and Inclusion (DEI), enabling partners to consistently integrate these priorities into programme design and implementation. To ensure quality and alignment from the outset, IIDC has also established structured onboarding processes for new implementing partners, equipping them with the organization's technical standards, accountability principles, results management systems, and adaptive implementation approaches ensuring locally owned and sustained beyond project lifecycles.

Our Commitment to Diversity and Inclusion in Programming

Enabling Access to Go the Extra Mile

When we support partners to implement with impact, we often become aware of community challenges that may affect effective service delivery. In the REAL Fathers programme, we met Mr. Bushoborozi a dedicated mentor supporting five young fathers in Malombe Village, in Western Uganda. Through regular home visits and structured mentorship sessions, he helps young fathers build positive relationships with their partners, become more engaged in the care of their children and adopt non-violent parenting practices. Although deeply committed to his role, Mr Bushoborozi's ability to visit the young fathers consistently was constrained by a physical disability. He depended on costly and unreliable boda boda transport to travel between households, limiting him to visiting only one young father each day.

The high transport costs reduced the frequency of follow-up and placed some participants at risk of disengaging from the programme. To remove the barriers affecting Bushoborozi's ability to carry out his role effectively, the programme provided him with a tricycle, enabling him to travel independently and reach the young fathers under his care more efficiently.

With improved mobility, Bushoborozi doubled the number of mentorship sessions he conducted each day, significantly reduced both travel time and transport costs, and provided more regular and timely support to the young fathers. The additional flexibility also enabled him to spend more time with each family, strengthening relationships and improving the quality of mentorship.



“This tricycle changed everything for me. I now visit two young fathers each day instead of one. I no longer have to wait for transport or pay expensive fares. I can travel whenever I need to and arrive on time.” - Bushoborozi

Bushoborozi's story demonstrates that practical investments in accessibility can substantially strengthen programme delivery. Identifying and addressing barriers faced by mentors with disabilities or mobility challenges enables them to perform their roles effectively and on an equal basis with others.

Strengthening Partnerships and Systems for Sustainable Impact

IIDC believes that sustainable development is achieved through strong partnerships, capable institutions and resilient systems. As a regional technical assistance and learning partner, the organization works alongside governments, donors, civil society organizations and implementing partners to strengthen institutional capacity rather than deliver stand-alone interventions. By providing collaborative learning platforms, tailored mentorship, and supporting locally led solutions, IIDC is helping build enduring systems that amplify impact, promote ownership and deliver sustainable outcomes for vulnerable communities across East Africa.

Using Data, Innovation and Adaptation to Improve Outcomes

IIDC leverages data, innovation and adaptive learning to guide development partners' programs achieve measurable and lasting results. The organization strengthens partners' capacity to collect high-quality data, assess what works and make timely, evidence-informed contextual innovations. Through learning and knowledge management, peer learning platforms and technical mentorship IIDC draws from its expertise in adaptation and scaling to support organizations to refine proven interventions, respond to changing contexts and expand successful models across diverse settings.

FINANCIAL OVERVIEW

EXPENDITURE FOR F/Y (2024/2025) - UGX 17,327,431,430

Funding partners in the financial year

EALC - University of California San Diego
Wellspring Philanthropic Fund
Amani Girls Foundation
Lego Foundation
Mastercard Foundation
Hilton Foundation

OPERATIONS EXPENDITURE

UGX 3,634,750,275

PROGRAMS EXPENDITURE

UGX 13,692,681,155



GET IN TOUCH

Impact and Innovations Development Centre (IIDC) is a regional technical assistance organization that supports nonprofits to develop programmes that are effective and sustainable.

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