

The LEGO Foundation

World Vision

IPP4BC

Inclusive Playful Parenting For A
Brighter Childhood Project

End of project

REPORT

June 01, 2022 - July 31, 2023



Izere
Education

Quality 21st Century Learning Outcomes for All





End of project report

- Project title:** Inclusive Playful Parenting For A Brighter Childhood
- Project acronym:** IPP4BC
- Project Partner:** Izere Education
- Partner Website:** www.izereeducation.org
- Period covered:** June 01, 2022 – July 31, 2023
- Submitted to:** Project Coordinator, World Vision
IPP4BC World Vision Uganda

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Izere Education was sub granted by World Vision Uganda to support in the implementation of the Inclusive Playful Parenting for A Brighter Childhood project between 01 June, 2022 to 31 July, 2023. The project was designed to improve developmental outcomes in Nepal and Uganda for the most vulnerable children from birth to 6.

Izere Education directly conducted the project activities within 6 districts of Uganda which included; 3 High Dosage Districts (Buliisa, Bundibugyo and Amuria) and 3 medium dosage districts (Tororo, Oyam and Omoro). The specific activities attached to Izere Education included (1) Designing and production of project materials which included the mentorship tool, The manual was based on the Go Baby Go model and monitoring tools; (2) Facilitation of the Go Baby Go Training of Trainers (T.O.Ts) sessions targeting community volunteers attached to the Makerspaces, (3) Mapping potential community spaces to be set up as makerspaces and (4) Setting up community safe spaces and makerspaces.

Across the 1-year project implementation period; Izere Education was able to achieve the following results in the table below against the set targets.

Some of the challenges faced during the project implementation related to poor time

Indicator	Target	Achieved
# Number of ToT's engaged	160	155
# Number of mentors engaged.	36	36
# Number of playful makerspaces created	30	30
# Number of material development trainings held	12	12
# Number of tools developed	1	3
# Number of staff capacity building sessions attended	3	5
# Number of districts supported	6	6
# Number of GO Baby Go training workshops held	2	2
# Number of participants across the GO Baby Go training workshops held		170

management from the participants, lack of clear guidelines and availability of the training materials, and limited time to exhaustively cover the hands-on skills training.

We also made strategic recommendations based on lessons and feedback from the participants and our monitoring visits. The training manuals should be in position to cover the AGE and STAGE of the learning process, clear guidance needs to be provided for the type of materials to be used for the makerspaces, and more time should be allocated for the trainings to ensure that the participants are confident to put into practice the learnings from the trainings.



02. Project Overview



World Vision Uganda sub granted Izere Education to undertake activities under the Inclusive Playful Parenting for A Brighter Childhood (IPP4BC) between 01 June, 2022 to 31 July, 2023. The project was designed to respond to the problem statement; of low literacy rate (67.9%, female only 57%), still 5.4% children (5-12 age group) are out of school, only 19.1% ECD teachers are with required training, 70.2% students enroll in grade one with one-year ECED experience. No caregivers have playful parenting training/orientation and resources, very limited engagement of parents in child development and learning, no local government has contextualized/prepared context-specific ECD policy/strategy based on national ECD strategy, very limited playful parenting programme on media, low level of awareness of caregivers on child development and learning. Less child-friendly facilities and infrastructure, ineffective inter-sectoral coordination and collaboration, limited study, research and publication in ECD are available. (Project theory of change,)

To directly respond to the problem statement the project goal was designed to improve developmental outcomes in Nepal and Uganda for the most vulnerable children from birth to 6 under 2 outcomes which included:-

1. Enhanced, inclusive, playful caregiving practices and home learning environment.
2. Local government and community-based structures promote playful parenting.

As a partner Izere Education was tasked to directly contribute towards the following results:-

1. Inclusive and playful caregiving resources available at home and school.
2. Caregivers have increased knowledge and skills on playful parenting/caregiving.
3. The most vulnerable caregivers have increased confidence with playful parenting.

Izere was allocated to undertake the project activities within 6 districts of Uganda which included; 3 High Dosage Districts (Buliisa, Bundibugyo and Amuria) and 3 medium dosage districts (Tororor, Oyam and Omoro).

To achieve the sub-grantee targets, Izere Education carried out the following activities.

1. Designing and production of project materials which included the mentorship tool, The manual was based on the Go Baby Go model and monitoring tools.
2. Facilitation of the Go Baby Go Training of Trainers (T.O.Ts) sessions targeting community volunteers attached to the Makerspaces.
3. Mapping potential community spaces to be set up as makerspaces.
4. Setting up community safe spaces and makerspaces.



03. Project Deliverables and activities



Izere Education Team Leader taking part in the capacity strengthening session in Hoima.

Between 01 June, 2022 to 31 July, 2023, Izere Education successfully participated and completed the following project related activities.

1. Institutional capacity strengthening opportunities

Izere staff directly took part in 5 capacity strengthening sessions which included sessions on on-the-Go Baby Go (GBG) model, Learning Roots, and Malawi Developmental Assessment Tool (MDAT). A total 2 staff participated in the training opportunities that directly contributed to the capacity of Izere education in managing the project as well general capacity growth.

The 3-week residential training in Hoima district included sessions on the Go Baby Go (GBG) model, Learning Roots, and Malawi Developmental Assessment Tool (MDAT). The first week of the training was about the Go Baby Go (GBG) model that was to be used in the implementation of the project. This training started with a pre-test and equally ended with a post-test to check and assess the levels of understanding of the principles in GBG amongst the attendees.

The second week focused on the Learning Roots model which was to be utilized in the training of Early Childhood Development (ECD) teachers in their school setting. The training involved the modelling and demonstration of the activities involved in the planned training of caregivers such as home visits and training sessions.

In the Final week of the training, the MDAT research tool was introduced, expounded and

tested. The final two days of the week were dedicated to an actual field test where the tool was put to a trial in the villages within Hoima district.

2. Project Inception Meetings

To generate proper understanding from the key stakeholders as well as introduce Izere to the different partners and stakeholders, Izere participated in 2 project inception meetings that were organized by World Vision Uganda in virtually and in Mbale City respectively.

The meetings provided a platform for the various implementing partners and project officers to share their various scope of work, workplans, time frames and designated budgets. The meetings also provided a platform to learn more about the project scope and how it aligns with the National strategy for World Vision.

3. Designing and production of project materials

Izere Education directly developed 3 project materials which included; Mentorship manual, Monitoring and Evaluation tool, and Mapping tool to identify community makerspaces. The mentorship manual was designed to support the community Makerspaces and the volunteers. It was developed based on Go Baby Go model and included a section of what Inclusive Makerspaces would look like.

Monitoring and Evaluation tools which included the attendance registers and mapping tools helped to capture the much-needed data. The data collected with the mapping tool informed us whether to set up a Makerspace at a certain place or not while the data collected with the M and E tool helped to monitor and measure the outputs being delivered with the Makerspace activities after one month of setting up.



One of the TOTs decorating a tire to make it attractive to the children

4. Go Baby Go (GBG) training of trainers (TOT's) sessions

We conducted session 7 of the GBG ToT sessions across 6 districts directly training 155 ToT's of the 160 targeted. The districts engaged included; Bundibugyo, Buliisa, Amuria, Tororo, Oyam. Omoro.

5. Trainings on material creation in the high and medium dosage districts

Izere Education also successfully completed training sessions creation of play materials for the makerspaces for 155 ToTs across the high and medium dosage districts of Buliisa, Bundibugyo, Amuria, Tororo, Oyam and Omoro. Materials used in the play materials trainings included; Banana fiber, Sisal, Sticks, Seeds, Boxes, Wood glue, Plywood, Scissors, Cutters, Painted tires, Threads and Sacks.



Dominic Akubu demonstrating to the TOTs how to design storage for the play materials

6. Setting Up playful safe space and makerspaces in the mapped-out places in the Community

Procurement of Makerspace 30 Makerspace Kits

Before the set up of the 30 Makerspaces, one sample Makerspace Kit was visualized and put together. Upon approval from Izere Education ECD officer and the lead project officer, the kit was adopted and plans were made to procure 30 kits of the Same make.



Delivery of the makerspace kits and materials for the outdoor spaces materials like tyres in the designated spaces

We successfully set up 30 payful makerspaces across the target districts as below.

District	Location of Makerspace	Contact Person
BULIISA	Kahwona	Mugisa Welbourn, 0788025221
	Sitini	Odongo Victory- 0779380215
	Udukuru	Kyahurwa Godwin- 0783119374
	Garasoya B	Atuhairwa Sheila Clint- 0786240159
	Mugume	Jonathan Munguromu Richard- 0775611625
	Nyamasoga	Walter Ayesiga- 0782953737
BUNDIBUGYO	Burondo CoU	Agambwa Robert- 0772229792
	Mantoroba CoU	Muhindo Agnes- 0788876304
	Kabango CoU	Kiiza Jones- 0781819043
	Burambagira CoU	Bwambale John- 0701345070
	Ntandi Primary School	Hope Ruth- 0787641600
	Bukiisi ECD	Kugonza Emmanuel- 0788919504
OMORO	Labwoch	Aya Stella- 0787162953
	Palenga(Bunganjubi. B)	Stella Akello- 0786382644
	Lelaobaro	Apiyo Alice- 0779567537
OYAM	England	Ayo Felix- 076176468
	Otara	Akello Winnie- 0761900619
	Acimi	Owera David- 0785365367
	Puk Opek	Katusiime Stella- 0788765554
AMURIA	Asamuk Moru	MOSES ALIAU 07822400510
	Dokolo Moru	AGIRO LEAH 0786970846
	Dokolo Church	AKELLO PAURA 0779042506
	Orengikeje	ALEKU PATRICK 0778841486
	Okoona	
	Olekai	ASIO LEAH, 0789052496
TORORO	Sikwala	Akello Janifer, 0755044920
	Sop Sop	Micheal Owino 0788772124
	Miusi	Bonaventure Opeto, 0754783380
	Kandi	Adong Lilian, 0703996133

The detailed activities carried out as part of the set up the makerspaces included:-

1. Mapping the community available places suitable for the Makerspaces
2. Procurement of assorted items to make up the 30 Makerspace Kits
3. Transporting the Kits to the respective Districts
4. Orienting community Volunteers and mentors about the Makerspaces

23/06/20

MAKER SPACE SESSION 0-3

NOS	NAME OF CHILDA	AGE	SEX	NAME OF CAREGIVER	AGE	SEX	ADDRESS
1	Baliga Andrew	3	m	Masika Sadress	28	F	Burondo II
2	Praisa Suzan	3	F	" "	28	F	" II
3	Kyaliganza Patrick	3	m	Kiiza Zawadi	31	F	Burondo II
A	John Gift	3	m	Masika Sadress	28	F	Burondo II
5	Shakia Jazimu	3	F	Biira Zubbudah	30	F	Burondo II
6	Sumaya Kelan	3	F	Rutera Iddi	35	m	Burondo II
7	Kyakomira Karimo	3	m	Kabugho Asumia	15	F	Burondo II
8	Sunday Umaru	3	m	Thambo Sabban	26	m	Burondo II
9	Azida Shanitah	3	F	Biira Zubbudah	30	F	Burondo II
10	Asimama Janet	3	F	Mugumbe Ester	45	F	Burondo II
11	Mukindo Brendah	3	F	Biira Tobias	31	F	Burondo II
12	Musoki Betty	3	F	Kiiza Jackie	28	F	Burondo II
13	Kabugho Patience	3	F	Biira Ypolus	31	F	Burondo II
14	Biira Asumait	3	F	Masika Sifah	32	F	Burondo II
15	Masika Jackie	3	F	Kabugho Oliver	30	F	Burondo II
16	Mugiso Gerard	3	m	Kabugho Oliver	30	F	Burondo II
17	Baluko Akiramv	3	m	Karamagi Harruna	35	m	Burondo II
18	Kiiza Sulaim	3	m	Biira Asumait Karamagi Ester	35	m	Burondo II
19	Birunga Suddis	3	m	Sharon Badru	22	F	Burondo II
20	Baluko Arafert	3	m	Karamagi Aminia	37	m	Burondo II
21	Masarakha Ibrahim	3	m	Karamagi Maiteri	37	m	Burondo II
22	Masika Asumin	3	F	Karamagi Ramathia	30	m	Burondo II
23	Lucky Ivan	3	m	Birungi fred	34	m	Burondo II
24	Miraitwa baten	3	m	Muranga Stefan	35	m	Burondo II
25	Kula Foruza	3	m	Karamagi Mandari	37	m	Burondo II
26	Matovu Kaneth	3	m	Kula Amisi Muranga Stefan	35	m	Burondo II
27	Kula Amisi	3	m	Ezra Sibandira	40	m	Burondo II
28	Kugusa Patrick	3	m	Tumusiime Ananiye	36	m	Burondo II
29	Djekline Kausine	3	F	Anisuga Forta	45	F	Burondo II
30	Biira Ester	3	F	Rev Jacob	35	m	Burondo II
31	Masika Ester	3	F	" "	35	m	Burondo II
32	Mukindo	3	F	" "	25	m	"
33	Kabugho Mary	3	F	" "	35	m	"
34	Byamukama Gift	3	m	L.R. Sunday	35	m	Burondo II

04. Performance Indicators



Indicator	Target	Achieved
# Number of ToT's engaged	160	155
# Number of mentors engaged.	36	36
# Number of playful makerspaces created	30	30
# Number of material development trainings held	12	12
# Number of tools developed	1	3
# Number of staff capacity building sessions attended	3	5
# Number of districts supported	6	6
# Number of GO Baby Go training workshops held	2	2



05. Challenges



Across the project implementation period, the following challenges came up.

1. Limited time frame for the implementation of our assigned activity of setting up Makerspaces and supporting parents to set up similar spaces in their homes.

We set up the spaces mid-May up to end of May. June was the first month we visited the spaces from strengthening and capacity building plus completing the outdoor spaces in some locations where the outdoors was not complete. The month of June is the time when parenting days were carried out throughout all the districts. Our community support was affected by the buzzing activities of the parenting days.

We were asked to pause our field activities after the first week of July to make way for the endline report activities. Consequently, the project came to a close on the 31st of July 2023. This left a huge gap that needs to be filled in strengthening the community structures and the Makerspaces. This truly needs to be done lest we lose out on the gains from the set-up Makerspaces.

2. Delayed disbursement of project funds affected our activities implementation and caused regrettable delays.

3. Delay in Baseline implementation caused us time loss and affected our workplan. We implemented some activities two months later than planned schedule.
4. Community volunteers at the literacy centers we onboarded to work with had many grievances that we could not solve unfortunately. These grievances are most financial and the need to be checked on occasionally. We request that this is followed up by the concerned officers at World Vision.
5. Changes in activities originally assigned to us in the project charter disorganized us a bit when some items were dropped and replaced with others. For example, we had already incurred expenses to visualize and create a mentorship manual as a resource that would be used. Later, the activity of Mentorship was removed from our activities.

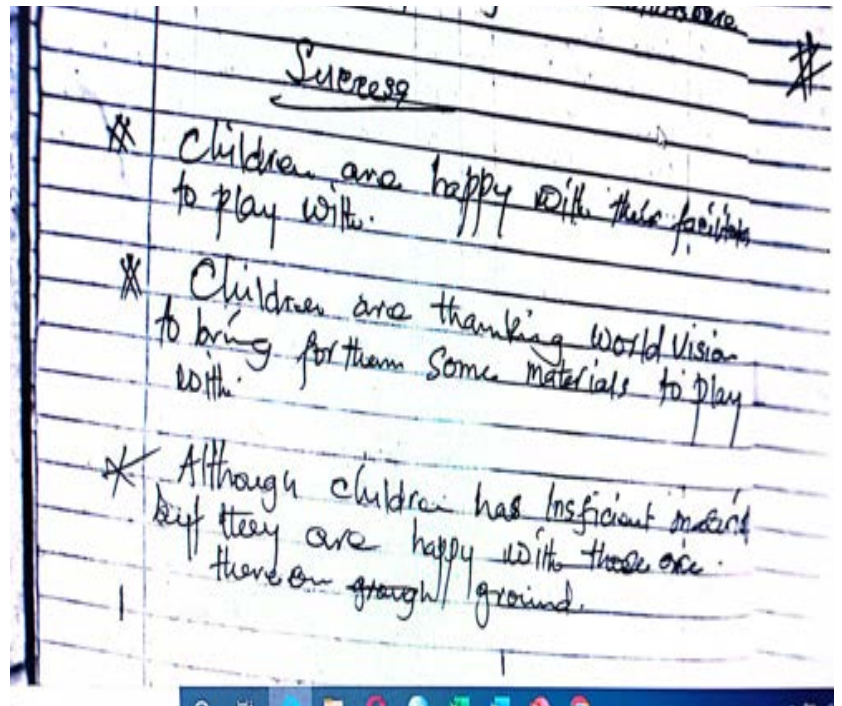
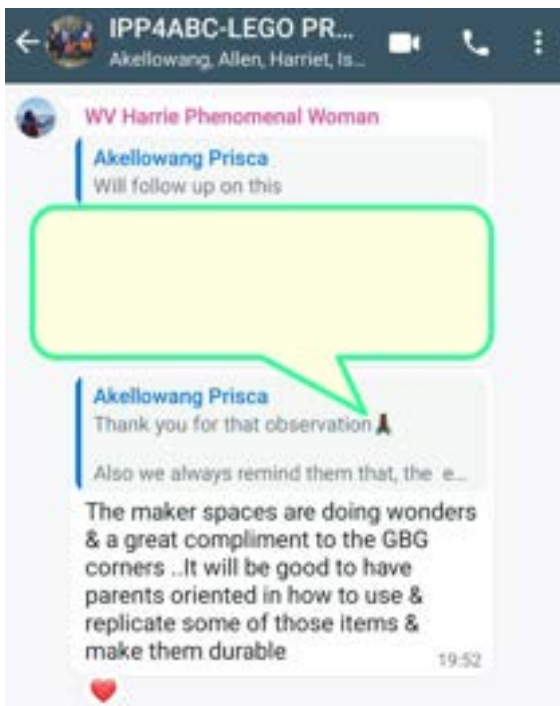


06. Recommendations and lessons learned



1. There is need to continually support the community structures and the Makerspaces activities so that the gains made from IPP4BC project can be retained by the communities. This capacity building should be geared towards building community resilience, accountability and ownership of the spaces and activities.
2. There is need to expedite some processes to support the implementation of activities. For example, financial delays towards partners is caused by a lengthy process across officers. I believe this can be improved.
3. There's need to add in the training manual content that is particular to AGE and STAGE to help ToTs and caregivers know what play materials they can make for their children.
4. There is need to come up with a DIY step-by-step practical approach because most of the ToTs have no ideas regarding what play items they can make out of the available materials.
5. We learned a great deal of lessons including proper financial management, community engagement and a lot of lessons thanks to the mentorship and collaboration from the World Vision Team. We recommend that this goodwill of intentionally growing the capacity of locally founded organization continues by World Vision Uganda and Support Office.

07. Community Voices and Testimonies



“Maker spaces have given us opportunity to bond with our children and to play like children. I make toys for my child with good memories of how I used to do it when I was a child. It makes me happy”

– Biira Joseline, Burondo Cou space

“Makerspaces are meant to provide a playful safe accessible space for children and their caregivers to make and create all sorts of playful components from making and sharing oral stories, to creating toys from locally available materials, to making dances, to drumming, to fathers making houses and other toys out of cardboard and more, to older siblings making play items with their little siblings, name it”

– Shamim Nirere, Team Lead Izere Education.

“Children in Opuk are enjoying the makerspaces and the caregivers are very active.”

– Stella, (ToTs coordinator Oyam)

“My 3-year-old loves to come here every time the Makerspace sessions are going on. She has created many toys and I have bonded more with him because I help in the creations”

– John Gift 38 years, caregiver to Masika Sedres ,3 years in Burondo 2, Kasitu AP.

In the grant period, Izere Education team was tasked with monthly financial reporting and Quarterly financial reporting. This was achieved with continuous capacity development our finance officer received from the Grants Finance team at World Vision Uganda.

08. Financial Reports (Attached as annex)

IZERE EDUCATION
FINANCE REPORT FOR THE PERIOD: 1st May 2022 - 31st May 2023

Budget Line	Items	Annual Budget	Previously reported expenditure to end of April 2023	Expenditure for the period 1st May 2023 - 31st May 2023	Total Cumulative expenditure to end of May 2023	Variance from budget (that per. Balance)	Explanation for variance
1.3.3	Organise play material development workshops for parents	61,974,000	27,434,100.00	3,660,500.00	31,094,600.00	27,649,500.00	This activity is still ongoing and remaining funds will be required to cover for the on going administrative costs
1.6.2	Support parents to create ECD and community safe places with playful learning resources and materials	108,432,000	61,305,400	7,197,800	68,503,200	40,788,800	This activity has been worked on by a grantee
	Administrative costs	24,300,000	21,602,000	20,624,500	42,226,500	22,626,500	Some funds will be allocated from personnel costs to cover up for the remaining expenditure in the budget line
	Personnel Costs	47,232,000	21,525,825	7,241,629	28,767,454	14,464,546	The remaining funds will be used to pay personnel for the remaining period of the project
TOTALS		241,938,000	110,867,325	17,924,529	128,791,854	113,946,146	

Prepared By: *Nyiruhwa Dabwani* 17/6/2023
 Reviewed By: *Dabwani Dabwani* 18 July, 2023
 Approved By: *[Signature]* 15/6/2023



IZERE EDUCATION
FINANCE REPORT FOR THE PERIOD: 1st April 2022 - 30th June 2023

Budget line	Items	Annual Budget	Previously reported expenditure to end of March 2023	Expenditure for the period 1st April 2023 - 30th June 2023	Total Cumulative expenditure to end of June 2023	Variance from budget	Explanation for variance
1.3.3	Organise play material development workshops for parents	61,974,000	27,434,100.00	3,660,500.00	31,094,600.00	27,649,500.00	This activity is still ongoing and remaining funds will be used to cover for the on going administrative costs
1.6.2	Support parents to create ECD and community safe places with playful learning resources and materials	108,432,000	61,305,400	7,197,800	68,503,200	40,788,800	This activity has been worked on by a grantee
	Administrative costs	24,300,000	21,602,000	20,624,500	42,226,500	22,626,500	Some funds will be allocated from personnel costs to cover up for the remaining expenditure in the budget line
	Personnel Costs	47,232,000	21,525,825	7,241,629	28,767,454	14,464,546	The remaining funds will be used to pay personnel for the remaining period of the project
TOTALS		241,938,000	110,867,325	17,924,529	128,791,854	113,946,146	

Prepared By: *Dabwani Dabwani* 01 June 2023
 Reviewed By: *[Signature]* 01 June 2023
 Approved By: *[Signature]* 01 June 2023



IZERE EDUCATION
FINANCE REPORT FOR THE PERIOD: DEC 2022-JAN 2023

Budget line	Items	Annual Budget	Previously reported cumulative expenditure to end of November	Expenditure for the period Dec 2022-Jan 2023	Total Cumulative expenditure from inception to date	Variance from budget
1.3.3	Organise play material development workshops for parents	61,974,000	14,218,200.00	13,653,400.00	27,871,600.00	34,102,400.00
1.6.2	Support parents to create ECD and community safe places with playful learning resources and materials	108,432,000	5,752,500	5,240,000	10,992,500	97,439,500
	Administrative costs	24,300,000	12,177,000	5,500,363	17,677,363	6,622,637
	Personnel Costs	47,232,000	11,340,000	6,420,000	17,760,000	29,472,000
TOTALS		241,938,000	43,487,700	30,813,763	74,301,463	167,636,537

Prepared By: *Katrina Budget*
 Reviewed By: *[Signature]* Nigwa

Date: 15.02.2023

There were occasional delays in submitting of reports but with time, we got into rhythm and financial reporting delays were greatly remedied.

Attached in this report are the financial reports that were submitted throughout the project life.

Important to note that by the submission of this report, the grants team owes us Ugx 17,000,000 as per our July Financial report. This is money that was spent already on the project.

09. Conclusion



The community Makerspaces is a commendable initiative that is making a positive impact on play-based early childhood development in the community. With some targeted capacity building activities and improvements, the makerspaces as a component of the IPP4BC project has potential to further enhance the quality of development of children, education readiness, early opportunities of learning, early brain stimulation for children and overall support to children and caregivers.

It is crucial to address the identified challenges and implement the recommended actions to ensure the sustained success and growth of the program.

On my team's behalf and on my behalf, I would like to extend my gratitude to the staff of World Vision Uganda, Staff of World Vision support Office, USA, project officers, T.o.Ts and community volunteers in the various districts IPP4BC were implemented, CTPR team and the local leadership of communities for the support rendered throughout the implementation of this project.

Izere Education team learnt a lot and our capacity has since been built thanks to your support. We look forward to continue collaboration and support in the future.

Once again, we are grateful to World Vision for partnering with Izere Education and extremely grateful to the project funders, Lego Foundation for generously investing in the lives of children of Uganda

Gratitude is extended to Izere Education team that put all hands-on deck to ensure the successful implementation of this project. Our board members Mr. Innocent Kawooya, Mr. Nixon Ochatre, Ms. Barbara Mutabazi, Ms. Harriet O'city and our project officers Mr. Ishimwe Dick, Ms. Immaculate Mayira, Eboku Colin, Kemigisha Doris, John Muhumuza, Prisca Akellowang, Isabelle Mbabazi and Bridget Wamai, your tenacity and ready to learn attitude were paramount in the success of our work. Thank you feels inadequate.

Finally, and most importantly, gratitude to the Almighty God for enabling us execute this work that is impactful to the many lives of children of Uganda.

Shamim Nirere,
Team Lead, Izere Education
September, 2023







MAKER SPACE CHECKLIST

INTRODUCTION

The purpose of this checklist is to help identify areas that can serve as maker spaces/play spaces for children in the communities we serve.

The criteria used in the checklist is not exclusive and spaces that fail to meet some of the checkpoints may still be chosen depending on the ease with which the failed points may be corrected.

- Fill out this checklist by ticking YES or NO in the boxes on the left of each point.
- In the column on the extreme right, rate your findings on the various questions using a scale of 0(zero) to 10(ten). e.g. if a structure can be used for storage, tick yes on the left and if the structure is secure and good for use, rate it at 10. In case there is a structure that may not be fit for use, rate it at 4

NOTE: This checklist must be filled for every location.

NAME OF SPACE		DISTRICT	RATE YOUR FINDINGS	COMMENTS (please explain your rating)
SUBCOUNTY		PARISH/VILLAGE		
ST. EMMANUEL GARASOYA C.O.U		BULUSA		
KIHUNGYA		GARASOYA		
YES	NO			
	✓	Is there a structure that can be used for storage?	2	The church don't have structure for storage.
✓		Is the area easily accessible for children ages 0 to 6?	8	The space is free from any kind of obstacle
✓		Is the area free of obstacles (stones, bushes, construction materials)	8	The area is free from any obstacle.
✓		Is there a shade/structure that can provide protection from the rain or sunshine during play?	6	There is shade but no structure apart from the church.
✓		What kind of natural features that may be used for play can be found on site? (e.g. trees, sand, water)	7	There are trees & sand on site.

✓		Are there any W.A.S.H facilities within the property? (hand washing station, clean water, toilets etc.)	6	The church has handwashing station & toilets but no clean water
✓		Is the place wide and open enough for children to engage in different types of play?	8	The space open and free for children engagement
✓		Does the area support adult supervision during play?	✓ 8	It is in an open space in the community
✓		Is the land privately owned or community owned? Please state which kind of property it is (e.g. church, school etc.)		Church
	✓	Is the area away from the road?	2	The area is near the road
✓		Is the area accessible to children with disability?	8	The area is flat and easy accessed.

✓	Is the area close and accessible for the target caregivers in the community?	8	It is at the Centre of the Community.
✓	Is the space currently being utilized by children? If "YES", approximately how many children are accessing the space?	4	200 children can access the space.

Person in Charge of the location(Owner/Management):

Name: **BAKENGESA BIGS CONFIDENCE**

Position: **L11-READER**

Contact: **0785 8866 49**

Suggested Caretaker for the Makerspace (Please suggest at least 2)

Name: **NAMBI FLORENCE TUMBUTU**

Contact: **077049418**

Residence: **GARASOYA**

Name: **MUPONDA JACKSON**

Contact: **0783338540**

Residence: **KYABARUNGI**

Any other notes about the location:



**Izere
Education**

Quality 21st Century Learning Outcomes for All