



# **FORUM FOR AFRICAN WOMEN EDUCATIONALISTS Uganda Chapter (FAWEU)**

Annual Program Activity Report – November 2011  
Paving the way for Girls' Education in the New Millenium

## 1.0 INTRODUCTION.

The Forum for African Women Educationalists (FAWE) is a Pan-African Non Governmental Organization Formed in 1993 and registered in Nairobi, Kenya. FAWE is the fruit of five visionary and distinguished African Women Ministers of Education who resolved to walk the talk about the appalling state of girls' education in Africa.

These visionary women ministers of education knew that education for all was impossible unless the girls were given a push. They therefore formed FAWE as a strategy to accelerate EFA by bridging the gender gap. FAWE's mission is to ensure that considerable attention is paid to gender imbalances in Education and that steps are taken to enable more girls access schooling, complete their studies and perform well at all levels. Today, FAWE is a network of 36 chapters on the African Continent translating her mandate at national level.

The Forum for African Women Educationalists Uganda Chapter (FAWEU) was launched in February 1997, to address gender disparities in education, that were manifested through low rates of access, retention and performance for girls starting from upper primary school through to secondary. There was no clear policy and programme to support a large number of girls who were sacrificed for boys' education, as a result of HIV/AIDS, Poverty and social cultural factors. A number of girls at that time were discouraged from persisting in school due to inadequate hygiene and sanitation to cater for the special biological needs of girls.

### FAWEU's VISION

Is a society of educated girls and women effectively participating in development at all levels.

### FAWEU's MISSION

To ensure that girls and women are an integral part of the intellectual and resource base needed for the development

and prosperity of Uganda and Africa as a whole.

### FAWEU's CORE VALUES

#### Equity

#### Transparency

#### Passionate Service.

- **Equity**
- **Transparency**
- **Passionate Service.**

FAWEU's Strategic Objectives 2008 – 2012

1. To continue to influence education policies for gender responsiveness.
2. To continue to advocate for actions at all levels regarding the advantages of girls education.
3. To demonstrate good practices with a view of influencing replication
4. To establish new & strengthen strategic partnerships for accelerated progress towards achievement of gender parity
5. To undertake organisational development for sustainability
6. To monitor & evaluate the impact of FAWEU' interventions

## 1.2 SUMMARY OF PLANNED ACTIVITIES FOR THE YEAR 2011

FAWEU planned to continue the implementation of activities under the already existing programs but also solicit for more program activities through proposal writing.

It was planned that activities for advocating for increased investment in girls education will continue to be implemented with emphasis on the community and supporting girls to access education.

## 2.0 ACCOMPLISHED PROGRAM ACTIVITIES JANUARY - NOVEMBER 2011.

This report provides the reader with an update on the progress of the FAWEU activities implemented in the period

of January – November 2011.

### 2.1 SCHOLARSHIP PROGRAMS

#### 2.1.1 AFRICAN EDUCATION INITIATIVE AMBASSADOR GIRLS SCHOLARSHIP PROGRAMME (AEI/AGSP)

The AEI/AGSP scholarship program funded by USAID has phased out this year 2011. The following were the activities accomplished during the year.

Scholarship renewal letters were awarded to 61 girls and 216 boys as an assurance for support in 2011 and enabling them to settle in school. Also the end of contract letters were distributed to the beneficiaries informing them how the scholarship support has come to an end and therefore, they

#### a) Renewal letters & End of contract letters

should find other means of support.

The worry now is that since these beneficiaries come from needy & vulnerable home, the end of the contract may lead to some of the boys dropping out.

#### b) Scholarship payments

Payment of school fees started in February upon release of funds from the funders for 263 students out of 277 (216 boys and 61 girls).

It was noted that some schools increased school fees due to the general high prices of goods and

services in the country and a result, there was a deficit as the school fees budgeted for and received was exhausted. Therefore, school fees for 14 scholars delayed to be paid. Fess analysis indicating the gap was shared with AED and a contract modification was done and funds equivalent to US \$ 9,852 were sent to cater for the deficit.

#### c) Data Update:

The process of updating the beneficiaries' database is an ongoing activity which continued to be done with least difficulties.

The few challenges encountered were shared with AED who provided guidance.

#### d) Distribution of scholarship materials

Three of the FAWEU pre-qualified companies were contacted to provide quotations for the supply of scholastic materials for the scholars. Basing on the prices and the delivery period quoted, one of the companies was selected for the purchase and supply of the scholastic materials. They were distributed to the scholars. The materials distributed included counter books, mathematical sets, exercise books and pens.



Scholars of Mengo S.S pose for a photo after they received the scholastic materials in September 2011.

#### e) Students Academic Performance O' Level Performance

In 2010, 49 boys and 2 girls undertook their UCE (O' level) national examinations and the results were released in February 2011. The table below shows their performance.

#### Number of girls that passed the O'Level Exams

Grade	Range	No. of girls that passed	No. of boys that passed
Division 1	8-32	-	24
Division 2	33-42	-	15
Division 3	43-52	1	08
Division 4	53-72	1	02
Did not sit exam			01
<b>Total</b>		<b>02</b>	<b>49</b>

Ssekidde Patrick of St. Balikuddembe fell sick and missed the examinations

Among those that got first grade, was a boy by the name of Akampurira Joses of St Mary's College, Kisubi excelled with 8 aggregates in 8 subjects, the best possible performance at that level. He was among the best students countrywide. He was admitted back to this school which is one of the leading top best schools in the country. However the future of his final year in secondary school is still uncertain as the programme ends this year.

#### A 'level examinations

Furthermore 160 girls and 11 boys undertook their UACE (A' level) examinations and all of them obtained 2 principal passes with over 90% obtaining above 10 points while 50% obtained above 15 points and 15% obtained 20 and above points. Obtaining two principle passes implies that the student is eligible to proceed to higher education in a University or any other tertiary institution.

Some of the students excelled with 23 and 24 points in arts and sciences respectively. The maximum possible attainment at this level is 25 points. Therefore those that obtained 23 and 24 are excellent students.

Range	No. of girls	No. of boys
20-25	18	0
15-19	55	5
10-14	65	5
5-9	22	1
<b>Total</b>	<b>160</b>	<b>11</b>

All of the 160 girls & 11 boys obtained 2 principal passes with over 90% obtaining above 10 points while 50% obtaining above 15 points and 15% obtaining 20 and above points.

Some of the AGSP graduates have been admitted to public universities on government scholarship for different courses as shown below.

Name	University of admission	Course
1. Hilda Kyarisima	Mbarara University	Human Medicine & Surgery
2. Loyce Arinda	Kyambogo Univeristy	Procurement
3. Hadijja Kirabo	Makerere University	Quantitative Surveying
4. Kuteesa Viola	Gulu University	Diploma in Clinical medicine
5. Kiyingi Daniel	Gulu University	Diploma in Clinical medicine
6. Namiro Madina	Makerere University	Agro Business

Although many more of the beneficiaries obtained university admission on private sponsorship, they face the challenge of tuition.

#### f) Project Sustainability workshop

AED brought together in March 2011 all the implementing partners of the scholarship programme with the aim of reflecting on and analyzing the collective impact of the AGSP project on the girls, the boys, their communities and the society at large. The different partners came from East, Central and West Africa and shared in depth the complexities of the program and its impact.

As the programme winds up this year 2011, the sustainability workshop was timely to enable partners share strategies and initiatives to sustain the project good practices. A number of organizations shared their experiences and the initiatives they have undertaken to sustain the scholarship programme.



FAWEU National coordinator, Martha Muhwezi, making a presentation.

In addition, USAID from 28th – 30th September 2011 organised a workshop that FAWEU attended to review the AGSP program and gather information on lessons learned, best practices and NGO capacity building over the years of implementation which, would facilitate their future programming.

In this meeting, it was made clear that USAID has phased out their support towards scholarship programs in all their partner countries and will concentrate their efforts on supporting reading & writing in lower primary.

### 2.2.2 FORBERG SCHOLARSHIP

FAWEU with financial support from Mr. Lars Forberg a philanthropist is implementing a three year scholarship program of 70 beneficiaries (70% girls and 30% boys). This program is being implemented in Eastern region (Bugiri, Manafwa, Kumi and Kapchorwa) and the North (Acholi and Lango sub regions) and is in its second year.

FAWEU works with Social Initiatives for technical guidance. This main purpose of the scholarship is to increase the chances of vulnerable girls and boys to attain secondary school education, inspire them to stay in school and aspire for professional careers and also advocate to stakeholders especially at community level for increased investment in girls' education.

The following activities were accomplished during the year.

#### a) Payment of school fees

Upon schools submission of school fees bills for the scholarship beneficiaries in their schools, payment of fees was done for all the beneficiaries for the III terms. Based on the fees bills submitted, cheque were prepared and delivered to the schools. For the students in candidate classes, their examination charges were as well paid to



Parents and guardians of beneficiaries' in a meeting in northern Uganda discussing their roles and responsibilities

ensure that they register for the examinations in the required time by the authority.

#### b) Purchase and distribution of scholastic materials.

Following the FAWEU procurement process, quotations were solicited from three different firms and based on prices and delivery period, the company that had lower prices with shorter delivery period was contracted to supply the scholastic materials. These included: Counter books, washing soap, and sugar, bathing soap, shoe polish, shoe brush, pens, Vaseline, toilet paper, tooth paste, tooth brush, pencils, sanitary pads for girls and graph books. The scholastic materials were delivered to the students at their various schools where they acknowledged receipt by signing for them.

#### c) Parenting

A parents meeting in northern Uganda was convened to discuss their roles and responsibilities as well as give them the details of the scholarship. It was an opportune moment for them to clearly understand their roles and responsibilities and share ideas on how they can better be involved.

It is hoped that after the meeting, the parents and guardians will be more involved and able to input into the programme.

### 2.3.2 KARAMOJA SCHOLARSHIP PROGRAM

In June 2011, FAWEU and Irish Aid entered into a four year scholarship program contract to continue to promote access to secondary school education and higher education for the Karamajong needy but bright children. Under the new agreement 200 children will be awarded scholarship. It is therefore, expected that 1,550 children will have benefited from the scholarship program since 2005 by the end of the current contract in 2014. The activities below were accomplished during the year.

#### a) Soliciting for applicants & Awarding of scholarships

Following the application guidelines, announcements were made in different ways soliciting for application from needy

but bright children within the Karamoja region. The process of collection of applications was a little delayed by the late release of the PLE national examination results.

All applications were collected in the office of the Education Officer in each of the districts of the Karamoja region. Afterwards, the FAWEU team jointly with the district task force embarked on the process of selection. Afterwards, the FAWEU team jointly with the district task force embarked on the process of selection, verification and awarding of beneficiaries in February 2011. The lists of preliminary selected beneficiaries were used to carry out verification to be able to come up with the final list of the required beneficiaries. Members of the task force per district selected among themselves 4 people to partner with the FAWEU team during the verification exercise that included home visits.



Some of the beneficiaries during the verification exercise by FAWEU and DTF Officials in Abim district in February 2011.

After the verification exercise, the lists of confirmed and awarded scholarship recipients were shared with the contact persons at the respective districts.

The lists were pinned on the District Education Office notice boards for easy access and view by the scholarship applicants.

The lists were also shared with the different head teachers of the FAWEU core secondary schools to easy verification as the children reported to school. Details of the distribution of beneficiaries per district by gender are as shown in the table below.

S/n	District	Female	Male	Total
01	Abim	35	17	52
02	Kotido	16	09	25
03	Kaabong	26	14	40
04	Moroto	14	07	21
05	Napak	20	12	32
06	Amudat	04	04	08
07	Nakapiripirit	14	08	22
	<b>Total</b>	<b>137</b>	<b>73</b>	<b>200</b>

**b) District Task Force Meeting**

End of term District Task Force Meeting were held as scheduled in all the districts where the project is being implemented namely Kaabong, Kotido, Abim, Moroto, Napak, Nakapiripirit and Amudat.

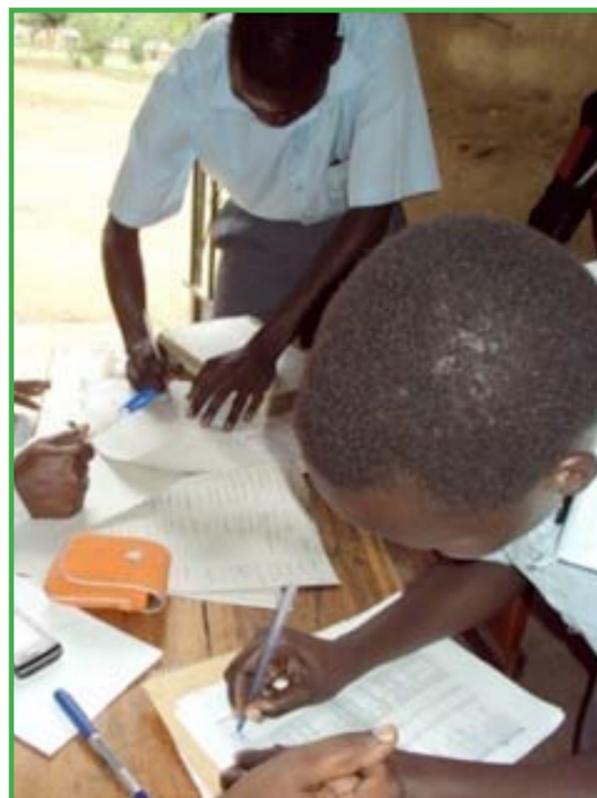
The general observation from the meetings was an improvement in discipline and academic performance for the students during the term as well as a better working relationship with FAWEU because of the effectiveness of the newly established Regional Coordinating Office.



*District Task Force meeting in Napak District at the end of term II 2011*

**c) Distribution of Transport Fares**

The termly distribution of transport fares to the beneficiaries also took place although end of term II it was with difficulty due to the heavy rains in the area. It is noteworthy that the transport fares were hiked due to the bad weather and poor roads and insecurity in some places but nevertheless, we were able to provide adequate transport to all the beneficiaries.



*Students signing for transport at the end of Term III 2011 in Jubilee 2000 S.S.*

**d) Collection of Term reports**

The termly academic reports were collected by the Regional Coordinator and delivered to the secretariat for input in the database. As earlier mentioned, there was significant improvement in the academic results of the beneficiaries. This

improvement was highly attributed to the improved discipline among the beneficiaries and the mentoring programme that they undergo while at school. The first cohort of Irish Aid supported students sat for their final national examinations in 2010. 70 students of the originally 150 students completed. Below is a summary of their academic performance.

Category	Female	Male	Total
4 principals	02	04	06
3 principals	04	05	09
2 principal	12	08	20
1 principal	06	08	14
Subsidiaries	14	07	21
Total	38	32	70

Below is also the academic performance of the beneficiaries awarded in 2007 who sat for the UCE national examination in 2010

SEX	DIV 1	DIV2	DIV3	DIV4	TOTAL
FEMALE CANDIDATES	04	31	28	29	92
MALE CANDIDATES	05	20	18	13	56
TOTAL	09	51	46	42	148

**e) Payment of school fees and other school requirements**

All expected obligations regarding school fees and other school requirements were cleared including field trips for the candidate classes. It is noteworthy that some of the schools increased their fees payable due to the increase in the prices of food and other essentials. However, this did not adversely affect the budgeted amounts.

FAWEU contacted three of the pre-qualified companies for the supply of the students' scholastic materials and other personal needs. Basing on the prices quoted, two companies were selected for the supply. All the students scholastic materials and other personal effects were purchased and distributed on a termly basis. This was done later than usual due to the late remittance of funds from Irish Aid. The basic needs that were distributed included; exercise books, counter books, pens, washing soap, sanitary pads, bathing soap, mathematical sets, knickers/panties, graph books, art books, tooth brushes and tooth paste. However, It is noteworthy that the rising commodity prices affected the budget line which led to a reduction in the quantity of items provided.

**f) Purchase and distribution of students' basic needs**



*Beneficiaries as they received the basic and scholastic materials in Moroto High School.*

### g) Running of the Coordination Office in Karamoja Region

Realizing that a motorcycle would not be very useful in facilitating the movement of the officer throughout the whole region because of insecurity in the area, it was agreed that the project pickup be transferred to Karamoja region.

A driver was recruited by the name of Mr. Oketch Richard. The office of the regional coordinator has been running smoothly over the year. The only hiccup encountered was when the office vehicle was involved in an accident which also affected his movements within the region.

The vehicle was repaired and returned to the Karamoja office. The establishment of this coordination office has played a big role in providing all the required information in a timely manner.

There are also frequent visits to the schools that helps to identify gaps and have them solved at an early stage making it a lot more effective and efficient.

### h) HIV/AIDS sensitization

An HIV/AIDS sensitization workshop was held from 12th -13th August 2011. Although we expected 80 students, only 47 managed to make it to the training due to the bad weather and poor roads.

FAWEU contracted the Youth Alive Uganda team to carry out the training and they did a very wonderful job.

From the evaluation report, the students learnt a lot and are ready to share with their peers. Topics ranged from behavior change process to pre-marital sex and HIV/AIDS.

The Youth Alive Uganda team was accompanied by FAWEU secretariat staff.

### i) Karamoja stakeholders meeting

FAWEU on November 8, 2011 organised a stakeholders meeting in Moroto district bringing together district officials from the 7 districts of the Karamoja region.

In attendance were the District Education Officials, District Chairpersons, Chief Administrative officers, Resident District Commissioners, Headteachers of the 8 project schools, &

One of the major challenge we have encountered during the implementation of the Karamoja Scholarship Program is the heavy rains that have affected the roads on several occasions making them impassable. This has many times delayed the implementation process.



The National Coordinator making a presentation during the stakeholders meeting for Karamoja region held in Moroto district on 8th November 2011.

## 2.4.2 HIGHER EDUCATION SCHOLARSHIP PROGRAM

The Higher Education Scholarship programme mainly concentrated on finalizing the payment of 2nd Semester tuition fees as well as the collection of receipts and academic performance documents from the beneficiaries for Academic year 2010/2011.

Semester One for Academic Year 2011/2012 is on going and tuition for all the beneficiaries has been paid. This was made possible by the contribution collected from the corporate companies, well wishers & FAWEU members during the Fundraising Dinner of the 2011 Girls' Education Week.

### Busitema University

As part of their contribution to FAWEU cause for girls education, Busitema took on two girls to study sciences at the University. This brings the number to 6 girls supported for higher education by Busitema University.

### The Kenny Family Foundation

The Kenny Family has since 2007 provided financial support to 6 girls for undergraduate studies of whom 4 have completed and 2 for post graduate studies of whom 1 has completed. The remaining 3 girls will complete by the end of this academic year.

### Lisa Fairbanks

Ms. Fairbank is a well wisher who is supporting one girl Elizabeth Nabilongo a former FAWEU beneficiary at Kyambogo University for a diploma in food processing and technology.

### Karamoja Higher Education Scholarship

Following the completion of UACE by the first cohort of Irish Aid sponsored students, FAWEU and Irish Aid entered into a Memorandum of Understanding for sponsorship for 15 of the 70 students who completed, to attend university education beginning 2011/2012.

A verification exercise was carried in August to ascertain that these students are still needy and therefore are still eligible for sponsorship. 9 students are attending Nkozi University, 1 is attending Makerere University, 2 are attending Kyambogo University and 1 is attending Kumi University and 1 is attending Nkumba University.

This list consists of 7 males and 8 females. They received full sponsorship including; tuition, accommodation, upkeep, basic and scholastic needs and transport to and from Karamoja to school.

TOTAL NUMBER OF BENEFICIARIES ON HIGHER EDUCATION SCHOLARSHIP PROGRAMME 2011 BY FUNDER

FUNDER	NUMBER OF BENEFICIARIES
Busitema University	6 girls
Kenny Family Foundation	8 girls
Corporate Companies, well wishers & FAWEU Members	26 girls
Ms. Lisa Fairbanks	1 girl
Irish Aid	15 (7 males & 8 females)
<b>Total</b>	<b>56</b>

**2.5.2 ADB/MOES BURSARY PROJECT**

The MoES with financial support under the ADB Education IV project jointly with other education key stakeholders contracted the Forum for African Educationalists Uganda (FAWEU) for implementation of the bursary component of the program.

This was as a result of the vast experience that FAWEU has gathered in implementation of the bursary program over the last 12 years.

The bursary scheme is targeting to benefit 750 students (75% girls & 25% boys) at both secondary school level and post secondary training in select BTVET institutions. The main purpose of the bursary component is to increase chances of vulnerable girls and boys to attain secondary school education

**a) Publicity of the scholarships & Awarding of Beneficiaries:**

FAWEU made announcements on different radios in the different regions of the country, ensuring that information about availability of scholarships gets to as many people as possible.

Radio talk shows were held in the different local languages. During the talk shows bursaries were announced, detailing procedures and requirements.

The availability of the bursary announcement was made in the National daily - the New Vision on Monday January 10 and in local newspapers; Bukedde – January 10, Orumuli – January 10, Rupiny – January 12, and Etop – January 13.

Each of the 105 districts received 100 copies of serialized application forms. The 7 districts of Karamoja region were not included as it had been earlier on agreed that the region be left out since it is already benefiting from the FAWEU-Irish Aid scholarship programme.

Following the successful exercise of short listing of applicants, different teams set out to different districts for verification. The teams were tasked to trace the beneficiaries basing on the map and telephone contact provided on the application form.

The verification exercise took an average of one week and the findings of the exercise guided the final selection process.

The overall finding was that most of the children were indeed needy while a few were found to have provided false information and were disqualified accordingly.



FAWEU team visit homes of some of the applicants during the verification exercise in Pallisa & Namutumba districts in March 2011

After a thorough verification exercise, the scholarship committee came together again for final awarding of the beneficiaries.

709 children were awarded out of whom 577 actually reported to school. The others did not take up the scholarship offer

for various reasons. The table below shows the summary of all the beneficiaries under the different categories as agreed in the Memorandum of Understanding.

SN	Category	Targeted Beneficiaries			Awarded so far			Variance
		G	B	Total	G	B	Total	
1	Senior one	269	89	358	311	116	427	-69
2	Senior five	179	60	239	78	63	141	98
3	BTVET	56	19	75	25	51	76	-1
4	Special Needs	30	10	40	26	29	55	-15
5	Sports	29	9	38	6	4	10	28
	<b>Total</b>	<b>563</b>	<b>187</b>	<b>750</b>	<b>443</b>	<b>261</b>	<b>709</b>	<b>41</b>

**b) Payment of school fees and other school requirements**

All the children that were awarded were communicated to and as well as their parents/guardians.

The process of selection and awarding scholarships delayed which also led to delayed reporting to school by the beneficiaries. A few managed to report in term I while majority reported in term II. The beneficiaries are only studying from selected 42 project secondary schools and 4 BTVET institutions. School fees paid for the beneficiaries are a constant figure of UGX 267,000 for secondary and UGX 237,000 for BTVET institutions.

With these funds the school administration is expected to accommodate all the beneficiaries and also provide them with full school uniform. All the beneficiaries' fees were paid for all the III terms considering when one reported to school. The children are provided with a contribution towards the purchase of basic requirements equivalent to UGX 25,000.

This amount is given to the beneficiaries through the school bursary and each beneficiary is expected to acknowledge receipt which is sent to FAWEU secretariat along with the school fees receipt.

**c) Academic Performance**

The beneficiaries academic performance for the last two terms has been wanting. This was brought about by the

delayed reporting to school. We are though hopeful that the performance will change once the children settle in school.

**d) Monitoring Exercise**

From July 12 – 16 2011 FAWEU organised a monitoring exercise in form of school visits to 46 ADB Education IV project schools. The monitoring exercise was conducted by a team from FAWEU and Ministry of Education and Sports.

During the visit, the beneficiaries filled in the bio data forms and as well received their bursary award letters. The main purpose of the monitoring exercise was to carry out a physical head count of the bursary beneficiaries already in school, further verify that the children awarded were very needy and academically gifted to deserve the offer and establish whether the accommodation the schools provided to the beneficiaries is appropriate especially for day schools

The findings indicated that some of the awarded children had not yet reported to school for various reasons.

In some schools, some children were asked to pay top up, purchase uniform and also pay for their accommodation which is leaching the MoU the schools signed with MoES as a commitment to the project.

All such findings were shared with MoES and ADB in a meeting and the way forward agreed on. Those in day school where the schools attempted to provide accommodation in hostels; they were found in appalling situation.

## 2.6.2 FAWEU MENTORING PROGRAM

During the scholarship implementation process FAWEU learnt that award of scholarships alone may not necessarily lead to scholars remaining in school and performing well. As a result, FAWEU found mentoring an important tool for getting scholars to set goals, get focused hence work hard at school. Aware of the significance of mentoring to the beneficiaries, FAWEU identified and empowered teachers to carry out the mentoring activity at school level. Other mentors were identified from communities and the female professional bodies as well as FAWEU membership. The reason for wide scope for identification is to ensure that scholars are exposed to a diverse of choice of career paths and professions as well as ensure that mentors are available since each of these ladies has a tight schedule. Identified mentors were trained and given a resource pack to make use of during mentoring sessions. Scholars have benefited from both adult mentors and peer mentors who are former AGSP scholars who completed secondary education. With the inclusion of boys on the programme in 2008, male mentors were in 2009 trained and included on the mentoring programme. With the phasing out of some of the project, facilitation for the mentors has also been affected whereby the mentors find it difficult to mentor beneficiaries out of their own school. Although this mentoring activity has faced some challenges with some mentors, it has been a success to other mentors. For instance, Mengo senior secondary

school undertook group mentoring for all the 12 beneficiaries in the school.

Given the schedule of activities for teacher mentors, they have planned and scheduled monthly mentoring sessions with the beneficiaries. The mentors are expected to submit to FAWEU a report on their mentoring activities every end of term. However, there always delays.

The older students' especially former scholarship beneficiaries were attached to the on going beneficiaries for peer mentoring. In a review mentors meeting held in April, the peer mentors were oriented and attached to beneficiaries within their easy reach.

As part of group mentoring, a student camp was organised in April 2011 where the beneficiaries from Eastern Uganda converged at Tororo Girls' School and those from Northern Uganda converged at Dr. Obote College School. It was attended by a total of 65 Forberg students out of the expected 69. The main purpose of the camp was to increase the beneficiaries social network as well as build long lasting relationships between them and also to expose the scholarship beneficiaries to women and men achievers for inspiration to work to aspire to excel at all they do including academics. The students were exposed to a number of role models and celebrated educationalists as indicated here below;

Region	List of role models
Eastern region	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dr.Miria Matembe, a human rights activists</li> <li><input type="checkbox"/> Rose Izizinga, AWEU chairperson and an educationalist</li> <li><input type="checkbox"/> Dr.Maurice Muhwezi, University Secretary Busitema</li> <li><input type="checkbox"/> Elisha Obella, Academic registra, Busitema University</li> <li><input type="checkbox"/> Annet Batya, FAWEU member and tax officer with Uganda Revenue Authority</li> <li><input type="checkbox"/> Malcolm Mpamizo, FAWEU programme officer</li> </ul>
Northern Region	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dr.Jane Faulal, a consultant Surgeon in the National Referral hospital, Mulago.</li> <li><input type="checkbox"/> Winnie Lawoko-Olwe</li> <li><input type="checkbox"/> Seraphine Awacango</li> <li><input type="checkbox"/> PetuA isabirye</li> <li><input type="checkbox"/> Christine Karungi.</li> </ul>



Students doing an outdoor activity at the camp while mentors are demonstrating & facilitating the sessions in Tororo girls school in Tororo district and Dr. Obote in Lira district in April 2011

### The topics discussed included:

- Importance of Education
- Adolescent sexual Reproductive health and rights
- Leader and leadership
- Importance of Education
- Importance of sciences
- Life skills
- Career guidance
- Goal setting.

## 3.0 FAWEU ADVOCACY AND EMPOWERMENT ACTIVITIES

### 3.1 MOBILE LIBRARY (ML) PROJECT

The Mobile Library Project is a one year pilot project co-funded by Book Aid international (UK) and FAWEU, implemented in Manfwa district. The main objective of the project is to complement governments' effort to improve the quality of primary education through accessible provision of relevant curriculum material and additional books.

The project will contribute to improved attainment in the primary leaving examinations, stimulate a culture of reading among young people, and provide teachers with lesson materials to improve the quality of teaching. FAWEU contributes part of the funding for this project as commitment towards improved quality of education, with special attention to girls.

Manafwa district was chosen based on the Ministry of Education data on Primary education showing this district among those with poor performance. The project serves 8 primary schools located in Manafwa district (P1 to P7) on a rotational basis, targeting both teachers and pupils.

By description the Mobile Library is an innovation defined by a library housed in a containerized truck fabricated with shelving easily accessible to the pupils. The Mobile Library will be stocked with text books which will partly be donated by Book Aid international and locally procured by FAWEU in consultation with project schools.

The Mobile Library operates in such a way that books are borrowed by the pupils and teachers for a given period after which they return to the Mobile Library, which moves to the next school.

#### 3.1.1 Containerization, labeling and shelving

A memorandum of understanding was signed with a service provider Dott-Ways Bureau Services to fabricate the truck

for its suitability to house the library. The fabrication work was completed and the mobile library is ready for use.

#### 3.1.2 Mobile library Book Stock

The main phase of the mobile library is the stocking of books. These books are to be supplied through donation from Book Aid International (BAI) and local procurement by FAWEU. The consignment of donated books from UK arrived in the bond in Kampala. These books are expected to be with FAWEU before close of the year through Kyambogo University which is one of the partners of BAI. The district authorities, Ministry of Education and primary schools were consulted on the category of books to be purchased, that are used in the primary school curriculum. In line with the recommendations obtained, a service provider, MK Book Publishers was consulted who confirmed the availability of the books and cost of books.

As part of FAWEU contribution towards the project, one of the FAWEU former scholarship beneficiaries has been identified and contacted to catalogue and label the books. The same young lady will train the librarian in Manafwa district to manage the books once the project kicks off.

#### 3.1.3 Mobile Library Project launch

As earlier agreed in a meeting held with Manafwa local government in June 2011, the launch of the project was slated to take place in October 2011. However, due to unavoidable circumstances, there has been a delay in the process towards completion of the Mobile Library facility in terms of truck fabrication and book stocking. Furthermore, schools are busy between October and December with national examinations and end of year school activities. Consequently, FAWEU realized that it would not be possible to launch the project as planned. The FAWEU Board therefore, resolved to launch the project in February, 2012 taking into account the period when the schools will re-open

for term 1. This provided adequate time towards completion of the mobile library and in the preparation of the launch.

### 3.2 SEXUAL AND REPRODUCTIVE HEALTH (SRH) PROJECT BY PACKARD FOUNDATION

The SRH project is implemented in 5 secondary schools of Kyenjojo S.S, Katooke S.S, St. Mary Margaret girls S.S, Kagadi S.S and Bukomero S.S. The goal of the project is to use education and advocacy to implement a package of interventions that protect the sexual and reproductive health and rights of adolescent girls by keeping them in school and enabling them to access age-appropriate information and services that meet their needs and fulfill their right to healthy sexuality and reproduction.

#### a) Dissemination of SRH needs assessment report

FAWEU carried out a study to assess the sexual reproductive health of the young people in the districts of Kyenjojo, and Kibaale, in March 2011. As part of the project undertaking, these findings were shared with key stakeholders from the districts of Kyenjojo, Kibaale and Kiboga in a dissemination meeting that was held in Kyenjojo district. The major aim was to enable participants understand sexual reproductive health challenges faced by young people so as to brainstorm jointly on mechanisms to address those emerging issues.

The meeting was attended by 90 participants; 40 female and 50 male from the five project schools of Bukomero S.S, Kyenjojo S.S, Kagade S.S, St. Mary Margaret S.S and Katooke S.S. In presence were key stakeholders from the respective districts, schools and communities including head teachers, teachers,

students and members of Board of governors, parents and district education stakeholders.

The consultant with support from the national trainers including National Coordinator, Board Member and Program Officer presented the study findings. The key issues presented in the meeting included objectives of the study, research methodology, key findings, conclusion and recommendations.



*The National Coordinator addressing participants at the dissemination meeting in Kyenjojo district in March 2011*

Based on the presentation, the floor was open for discussion and below was the key issues raised by the participants. It was also during this particular time that the SRH project was shared with participants in order to guide implementation.

#### b) Training of Trainers (ToT) workshop

FAWEU carried out a workshop to build the capacity of trainers including head teachers, teachers, members of Board of governors and community members on sexual reproductive health issues. The 4-days workshop was attended by 50 participants (21 female, 29 Male) identified from 5 schools and 5 communities from Kyenjojo S.S, Kagadi S.S, St. Margaret Mary Girls S.S, Bukomero S.S and Katooke S.S.

The workshop facilitation was guided by the harmonized trainers' manual that was developed by the 6 FAWE Chapters led by the consultant and FAWE regional secretariat. The major topics covered included:

1. Sexuality , sex, puberty and the body
2. HIV/AIDS, STIs, Contraception and prevention
3. Lifeskills
4. Adolescent gender and rights
5. Peer education-passing on what you learnt

As a result of the training, participants' drafted work plans to guide project implementation in schools and communities. In addition, a clear strategy was agreed upon in selecting scholarship beneficiaries



*Teachers and parents of the 5 communities from Kyenjojo, Kagadi, Katooke, Bukomero & St. Margaret Mary drafting school workplans after the training*

### 3.2.1 SCHOLARSHIP PROGRAM SUPPORTED BY PACKARD FOUNDATION

The 2 year scholarship program also supported by Packard Foundation is implemented in the 5 schools of Kyenjojo S.S, Bukomero S.S, Katooke S.S, Mary Margaret S.S and Kagadi S.S. Because it is a two year program, a total of 54 girls were selected in S.3 (44) and S.5 (10). The respective schools and communities were assigned to widely publicize the scholarship opportunities through various communication channels such as radios, schools, churches, office of the District Education Office and all public places.

The major aim was to reach the wider public to get the deserving vulnerable girls. The scholarship committees from the respective schools and communities composed of head teachers, teachers, community members and district representative screened through the received applications. The shortlisted applicants were interviewed and the final list submitted to FAWEU.

Each school has a total of 11 beneficiaries; except Mary Margaret S.S with 10 students. The scholarship package provided to the beneficiaries includes; tuition, accommodation, uniform, books, pens, pencils mathematical sets and sanitary pads.

So far, two girls have dropped off the program. One girl from Bukomero S.S who was a child mother by the time of selection, eloped with the father of her child. The second girl from Kyenjojo S.S, became pregnant. Replacements were carried out, chosen from the waiting list agreed upon by the selection committee in the respective schools. However, the community resource persons have a plan to trace for these girls and encourage them to go back to school. Tuition fees for all the beneficiaries were transferred to school accounts.

### 3.2.2 Training of school based peer educators

Another important activity that was planned and implemented was training of peer educators based in schools and facilitated by the trained teachers. A total of 100 peer educators (53 girls and 47 boys) attended the training whereby each school identified 20 peer educators. Among those who participated were the scholarship beneficiaries and non scholarship beneficiaries. For sustainability of the project activities, participants were selected from none candidate classes mainly in senior 2, 3 and senior five.

The peer educators were trained using the consolidated trainers SRH manual and FAWE's TUSEME empowerment approach. Importantly, the issues that were raised and recommended by stakeholders during the baseline

dissemination meeting were also included and emphasized such as persistent cultural beliefs, persuading child mothers to go back to school, pornography and encouragement of girls to participate in science and mathematics related subjects. The trained peer educators are expected to carry out sustained advocacy and awareness creation activities at school level. The trained peer facilitators will target to reach a total of 1,800 peers over the 3 years.

The project also considered a moderate financial contribution towards facilitation of activities managed by schools and the communities themselves. The aim of the grants is to build the capacity of schools and communities to carry out activities in a sustained manner.

Such activities include peer education using Tuseme approach, community mobilization, production of re usable sanitary ware and policy advocacy at district level. As such a memorandum of understanding has been drafted to be signed between FAWEU and each school.

The funding will be transferred to the school accounts based on workplans drafted by students and teachers. FAWEU is in the process of transferring grants to each school. For program sustainability, schools will be expected to mainstream SRH activities in the school workplans.

### 3.3 QUALITY EDUCATORS (QUED) PROJECT

The Quality Educators project was a six month project implemented between January and June 2011. However, a no cost extension was given to the project given that some activities were still pending. As such this project will be completed by end of December 2011. The following are the activities accomplished this year.

#### 3.3.1 Training of Trainers for CCTs incompetence profile, Life skills, Gender responsive pedagogy and Mother Tongue Education Source book

The training of trainers was conducted in April from 7th – 11th, 2011 in Gulu district at Gulu Core PTC for CCTs and pre-service tutors from Gulu Core PTC, Kitgum Core PTC, Loro Core PTC, Canon Lawrence PTC and Christ the King PTC. The workshop was attended by 52 (42 male and 10 female) participants.

The 3 days' workshop held at Gulu Core PTC was intended to equip participants with knowledge and skills, which they would in turn pass on to teachers in the subsequent training workshops in the four pilot districts.

### 3.3.2 Training of 1,920 Teachers from 240 Primary School in the Four Pilot Districts in Competence Profile, Life Skills, Gender Responsive Pedagogy and Mother Tongue Education Source Book

The actual training of teachers was preceded with clustering of training participants and identification of different centers in each of the 4 districts which guided the invitations. A one day content and materials preparations by CCTs in each of the four districts was also carried out

The training of 1,920 teachers from 240 primary schools was conducted in April from 27th – 30th, 2011. In consultation with all the DEOs and Principals from the targeted primary teacher colleges, a position was reached to hold the trainings during the school holidays. Irrespective of such technical delays, the trainings of 1,920 teachers (488 females and 1,410 Males) was successfully conducted. Supervision team comprised of QUED steering committee members and 2 representatives from MOES; Teacher Instruction Education and Training department. At the district level, the team was joined by DEOs, principals, Deputy Principals and Deputy Principals Outreach.



Participants during workshop group discussions in April 2011 in the northern region.

Summary of Workshop Participants Disaggregated by Gender per District

District	No. of Female	No. of Male	Sub Total Per District
Amolatar	45	252	297
Apac	112	419	531
Pader	94	358	452
Gulu	237	381	618
Total	488	1,410	1,898 (98.9%)

From the above table, it's important to note that the number of female teachers from all the 240 project schools totaled to 488 only compared to that of male teachers at 1,410. While QUED appreciates the difference the picture here is fairer compared to the past years, a lot still needs to be done to towards increasing the number of female teachers in the pilot districts in particular and northern Uganda in general.

One of the major tasks of the project was to finalise the documentation of lifeskills curriculum and profile and their subsequent approval by the Ministry of Education and Sports. For this reason, a meeting was held with the Monitoring and Evaluation (M & E) Committee of Ministry of Education and Sports (MoES) for the approval of these documents. The outcome of the meeting was positive whereby the committee approved and adopted the documents and recommended them to the Education Sector Consultative Committee. Once accomplished, the rolling out activities of the documents will be integrated into Ministry of Education annual workplan and budget. Such activities include; printing of several copies to be rolled out to other parts of the country where the project did not target.

This mother tongue education document was successfully approved and institutionalized by National Curriculum Development Centre (NCDC). The document will provide an advocacy tool towards implementation of the mother tongue curriculum in primary schools.

Another activity undertaken was monitoring of project schools to establish the adoption and application of the documents including life skills, gender responsive pedagogy and competence profile. Out of the 240 project schools, a total of 60 schools were chosen using random sampling method to avoid bias. The monitoring tools included interview guide and observation tool administered to the teachers and head teachers and QE focal point persons, based at the district education office. Focus group discussions were held at the district with centre coordinating tutors and district education staff. Among the team that carried out the monitoring included the Quality educators' steering committee members and initiative team. The findings of the monitoring activity showed that teachers are applying the lifeskills through use of child centered teaching methodologies. The teachers reported that teaching had been made easy. Findings also showed gender responsiveness in the teaching/learning processes by the teachers where they ensure equal participation of boys and girls.

The monitoring team organized meetings in all district education offices in order to share the findings of the monitoring and to agree on the way forward to address the gaps. Consequently it was agreed that the centre coordinating tutors and district inspectors of schools should continue monitoring project activities

The quality educators' project was visited by the staff of Oxfam Novib, Netherlands. The meeting which was

held in Gulu district was attended by centre coordinating tutors and one member of the initiative team. The aim of the meeting was to assess the level of project progress and achieved outcomes. The result of the meeting indicated that the CCTs have embraced the program, since it has been integrated in their workplans.

The success of this project is attributed to the commitment of the steering committee members who have been effectively participating in the planning meetings. The major task of these meetings is to ensure timely project implementation and quality assurance based on MoES policies. The members also edited and revised the Competence Profile and lifeskills curriculum based on the comments from the M & E group of Ministry of Education and Sports.

### 3.4 ADB GENDER CONSIDERATIONS

The MoES with financial support under the ADB Education IV project jointly with other education key stakeholders also contracted the Forum for African Educationalists Uganda (FAWEU) for implementation of the Gender considerations soft component activities of the program. This was as a result of the vast experience that FAWEU has gathered in implementation of gender related issues over the last 12 years.

The activities to be implemented by FAWEU are aimed at addressing the girls related issues in the selected

42 secondary schools MoES centres of excellence and 4 vocational training institutions. The activities aim at: developing a child friendly school environment, building capacity for positive peer initiatives at school level and raising awareness on the role of communities in enhancing girls' education as a way of improving retention and completion of girls in secondary schools. The following activities have been accomplished under the gender component;

#### a) Gender training Manual

FAWEU solicited for expert to put together the gender training manual for training teachers and students. Three applicants submitted their proposals and basing on the degree of experience and the costs charged, Dr. Josephine Ahikire from the Department of Women and Gender Studies – Makerere University was awarded the contract to design the training manual. The first draft was shared with FAWEU and comments were made and returned to the consultant for further review.

#### b) National Training of Trainers

FAWEU organised a training of trainers to equip the participants with the adequate knowledge and skills in preparation for the training of teachers and students. 52 people (41 females & 11 males) out of the planned 68, attended the training. Although the 16 had confirmed attendance at the time we communicated to them, they failed to attend due to various reasons.



Participants during the gender training in Kati Kati Restaurant in May 2011

### c) Training of teachers in gender considerations

5 teachers including the headteacher and 3 of whom were females were invited to attend the training in gender considerations that was carried out from June 30 – July 1 2011.

The main objective of the training was to bring teachers from different project schools together in order to share information, knowledge and best practices in managing

gender challenges in the school environment and in the community.

Participants were clustered in 7 different groups by region for better management of the large numbers during the training. Although we expected 230 participants in total from the 46 centres of excellence schools, only 190 attended the training. 3 schools did not attend the training at all while other 2 did not send all the required number for the training.

Group	No of Teachers Expected		Total Attended		Over all Total attendance
	F	M	F	M	
Mid Western	12	8	12	8	20
Western	30	20	11	11	22
Mid Eastern	24	16	20	21	41
Eastern	21	14	21	16	37
Central	24	16	23	14	37
North	12	8	9	6	15
West Nile	12	8	8	10	18
Total	135	90	104	86	190

In general the training was very relevant and very many teachers learnt from it and promised to put in practice the knowledge and skills they acquired during the training. Participants acquired such skills as how to prepare a gender responsive lesson plan and use of gender responsive teaching methodologies for effective teaching and learning. Participants appreciated that they need to be approachable to be able to help the young people with issues of growing up.

### d) Empowerment of students through training in gender considerations

Another gender considerations training was carried out from August 12 – 15 2011 for the students with the purpose of enhance empowerment of students as change agents to cautiously propose mechanisms and best practices towards gender responsiveness in the schools.

Group	Expected number of students		Actual number of students		Total	Number of teachers in Attendance	
	B	G	B	G		M	F
Mid Western region	16	24	20	21	41	1	2
Western I region	20	30	19	21	40	3	2
Western II region	20	30	26	16	42	3	3
Mid Eastern I region	16	24	22	12	34	2	3
Mid Eastern II region	12	18	9	10	19	0	1
Central I region	16	24	12	13	25	2	1
Central II region	16	24	12	17	29	2	1
Northern region	16	24	13	26	39	1	2
West Nile region	16	24	24	11	35	2	2
Eastern I region	24	36	24	42	66	4	4
Eastern II region	16	24	20	20	40	4	2
Total			201	209	410	24	23

Although we expected 460 students, 410 students (201B & 209G) attended the training. Each school was also requested to send a teacher to accompany the students. Out of 46 expected teachers, 47 teachers (24M & 23F) attended the training with the students. 4 schools did not attend the training at all.

### e) Development of IEC Materials – Keeping a Child Friendly School

The process of development of IEC educative materials on keeping a child friendly school is on going. The posters are for printing while the brochure and messages for the stickers are being finalized.

### 3.5 ASRH – TIDES FOUNDATION

Basing on the lessons learnt from the implementation of phase one activities, FAWEU secured more funding for an extension into phase two activities to strengthen the ongoing ASRH project activities in Eastern Uganda for a period of 12 months. The following activities were accomplished during the year;

#### a) Development of Educative IEC materials

Services of a consultant were hired for the production of posters and stickers with educative ASRH messages that were shared with the schools. The same consultant developed a comprehensive book on ASRH issues titled my world that will be useful for the students on all information they need to know regarding growing up. FAWEU introduced suggestion boxes in the first phase for the young people to drop some of the questions they may feel shy to ask. The questions were gathered and have been answered by an expert and put together in a booklet that was printed and returned to the young people for reference.

#### b) Refresher training for teachers

Five teachers including the head teacher from each of the 50 project schools were brought together for re-fresher training in ASRH. The re-fresher training was as a result of the fact that some of the teachers trained in the first phase were transferred to schools outside the project.

The purpose of the training was; to bring teachers from different project schools together in order to share information, gaps identified, challenges faced, knowledge and best practices in managing ASRH challenges in the school and in the community and agree on the way forward.

The table below shows the attendance to the training.

District	Participants		Total
	F	M	
Manafwa	30	20	50
Pallisa	18	26	44
Kumi	19	29	48
Kapchorwa	17	31	48
Butaleja	24	30	54
Total	108	136	244

The workshop attracted 244 participants (108F & 136M) out of the expected 250 teachers.

Some of the recommendations from the training included;

- Motivation for club patrons to go out and train others. Interschool exchange visits for club members. Facilitating ASRH clubs to roll the project to other schools.
- Regular information flow between FAWE and project schools. Like use of SMS and the call back centre. Supporting schools construct changing rooms and washrooms and also with water tanks to promote hygiene.
- Facilitating inter-school ASRH club competitions/exhibitions. Rewarding good performing clubs and facilitating them to conduct out.
- Documented feedback like video CDs, photos, calendars. Attaching a local coordinator to regularly visit project schools.

#### c) Partnership with Naguru Teenage Centre

As part of the planned activities, FAWEU conducts radio talk shows as a way of informing and engaging the wider community in discussion of ASRH issues. In response, the community (young & adults) became vigilant and have been making calls to ask about a number of ASRH concerns. The challenge has been that the calls are directed to an officer who is not trained in such issues. Therefore, FAWEU partnered with a professional organisation whose telephone line was shared with the public in the project area and can receive and provide adequate information. It has been agreed that Naguru Teenage Centre, will provide FAWEU with a report of how many have called back on a termly basis, what questions were asked, which district, etc. This is because FAWEU is also expected to provide a report to the funder. In return FAWEU will give a token of appreciation equivalent to UGX 500,000 upon receiving the report.

### 3.6 MOBILITY INTERNATIONAL USA (MIUSA)

Four districts from the four regions of Uganda were selected to benefit from project aimed at promoting inclusive education. FAWEU chose to concentrate her efforts in the districts of Kiboga-Central region, Manafwa- Eastern region, Mbarara- Western region, and Oyam- Northern region. From each region 1 school was chosen with an aim of transforming it into an inclusive Center Of Excellence for other schools to learn from and replicate the good practices of Inclusive Education.

Phase two project activities were coiled around advocacy for strengthened activities that promote education for Children with Disabilities, promotion of inclusive education through provision of assistive devices and strengthen Parent

Support Groups by empowering, creating awareness and transforming attitudes towards disability issues

FAWEU successfully introduced the Inclusive Education program with guidance from the project steering committee and advisory committee to the District Education Officials, district officers appreciated yet another program in support of the girl child education.

With guidance and support from the Steering Committee, FAWEU has continued to be part of the Ministry of Education and Sports - department of Special Needs Education and Inclusive Education (MoE, SNE) working group and networked with organizations of People with Disabilities. Four pilot schools were identified and visited to introduce the inclusive education program; information was collected, school managers, teachers and pupils were met and few home visits were made to introduce parents to the Parent Support Group concept. The following activities were accomplished;

#### a) Parent Support Group Meetings

FAWEU organised parent support group meetings that were attended by MIUSA and FAWEU in June 2011. Some of the parents of Children With Disabilities (CWD) and community members were brought together and supported with information on disability rights; trained on handling, planning and caring for children with special needs. It was earlier realised through our contact with the teachers and school administrators that their knowledge base on issues of inclusive education is still low. As the teams went out to meet with the parents support groups, the project schools were also visited to assess the degree of need of children with special needs regarding assistive devices. A report was made and those with dire need, assistive devices were ordered at Kataremwa Chensire home of children with disability. They

Name of School	Females	Males	Total
Aber P/S	03	13	16
Tukole P/S	03	02	05
Bukomero P/S	08	05	13
Mayenze P/S	05	08	13
<b>Total</b>	<b>21</b>	<b>26</b>	<b>47</b>

### 3.7 FAWEU BENEFICIARIES ALUMNI ASSOCIATION (FABA)

The final memorandum of association and articles of association was drawn by the lawyers and is ready for signing and the association will be fully registered. The

were distributed to the beneficiaries, a total of 12 children.

#### b) Youth Empowerment workshop

A youth empowerment workshop was held on June 20, 2011 targeting both disabled and abled youth, with the essence of acquiring knowledge about Inclusive education and understanding the social, physical and cultural challenges of PWDs. The participants were expected to act as advocates for the rights of CWDs to education and encourage their communities too in the other sectors of life 35 youths attended of whom 21 were females and 13 males. Participants came from FABA, UNAPD, SOVHEN, Makerere University, MUBS, UCU & Kyambogo University.

#### c) Community sensitization on disability issues

FAWEU in partnership with the Silent Theatre- UNAD visited the project schools in Kiboga, Mbarara, Oyam and Manafua targeting the community (parents, local leaders, health providers, religious and other opinion leaders) to sensitize them on disability issues. Emphasis was put on creating disability awareness and the effects of discrimination to the education of children with special needs.

The sensitization also aimed at building the capacity of the community leadership and encouraging the community stakeholders to pay attention and support education of children with special needs, provide opportunities to families of youth and children with special needs to share their ideas and learn about inclusion. To achieve this, FAWEU strengthened and utilized the existing community Special Needs Education structures to provide adequate support to children with special needs and promote inclusive practices in schools and community through silent theatre drama. The participants were as follows;

members collect the membership fees which have been used in the smooth running of the association, as well as facilitate meetings and activities among the members.

At the same ceremony, the 9 girls that graduated from different universities were recognized and awarded for

their persistence and endurance that had enabled them to complete their undergraduate studies and were handed their awards by a celebrated woman rights activist, Dr. Mira Matembe.

Name	Institution	Course
1. Byakika Stella	Makerere university	Food science and technology
2. Nyamaizi Immaculate	Makerere University	Science in mechanical Engineering
3. Kigongo Betty	Kyambogo University	Food processing Technology
4. Namuyomba Rinah	Kyambogo University	Mechanical Engineering
5. Senabulya Nancy	Makerere University	Electrical Engineering
6. Kanyango Caroline	Makerere University	Law
7. Nampala Jackline	Makerere University	Statistics
8. Aguti sarah	Mukono University	Social work and Administration
9. Asio Mary	Makerere University	Social work and Administration

However, FABA needs more money to be able to expand and further strengthen their businesses, in addition to being able to meet the unexpected and sometimes fatal setbacks that come their way.

Also, FABA needs more funds to be able to continue mentoring and following up on these girls, and to also be able to reach more girls. It would be a happier day, if every year, FABA would be able to give light to a few ladies who seemed to have reached a dead end and slowly but surely, build up a country of enlightened and empowered independent women in our nation Uganda.

### 3.9 CENTRE OF EXCELLENCE

During the year, the following activities were accomplished under the centre of excellence school.

#### a) Development of cultural materials

FAWEU facilitated the school to develop gender related cultural materials. The cultural materials in form of traditional dances were exhibited during the girls conference on 29, September 2011.

#### b) Printing of the TUSEME Club Magazine

The TUSEME club members came up with a magazine as a way for the young people to express their views regarding girls education. 500 copies were printed and distributed to the different partners.

#### c) Community Advocacy Awareness

A community advocacy awareness workshop was also carried out and 38 (24M & 14F) community members attended. The purpose was to equip the community with knowledge and skill related to girls education for advocacy activities within the community.

Each of the girls received a Jewelry box and a pair of bed sheets in appreciation of their excellence. The table below shows the list of the awarded former FAWEU beneficiaries;

Following the accomplishment of the activities under the second phase of the CoE School, we are also glad to communicate that FAWE RS provided more funds for the activities of the third phase of the CoE.

A review workshop of the vision workplan drawn in March 2009 at the beginning of the establishment of the CoE was carried out on October 29 with a total of 52 participants (Female: 25 male: 28). Participants were carried through the vision work plan identifying what has been achieved, the gaps and agreeing on the way forward. Some of the achievements registered included; availability of water at school, improved attendance, completion of the boys & girls 5 stance latrines. MoES has already in plan to provide the school with 2 blocks each with 3 classrooms and 2 5 stance latrines. They have already equipped the school with simplified textbooks, science kits and chemical kits. FAWEU also made a contribution towards the construction of the dormitory and the erection of the fence. However, some of the emerging issues of concern were; completion of the fence, completion of the girls dormitory, motivation of teachers for improved teaching of the learners. Others included; the need for a guidance & counseling room and construction of a library.

### 3.9 SOLAR LIGHTING PROJECT

FAWEU with financial support from Oxfam Novib provided & installed solar lighting system to 9 secondary schools in the districts of Yumbe, Koboko and Adjumani. 150 boxes each with 4 lights (600 lights) were received and distributed to the 9 schools in equal share. One of the schools St. Mary Assumpta in that was earlier on selected was dropped because GIZ provided them with solar system. Another school Ovura S.S was substituted in the same district. A no cost extension of 6 months was requested and provided - project ends in January 2012.



Time to work hard. Girls of Koboko parents using the installed light at night. One of the dormitories installed.

### 3.10 PESTAROZZI PARTNERSHIP

Pestalozzi International Village Trust is a registered charity which offers a unique two year scholarship programme in the United Kingdom.

The scholarship enables 16-18 year old students from economically disadvantaged backgrounds around the world to develop their potential, intellectually and morally, through applying the Pestalozzi principles of educating the Head, Heart and Hands.

Announcements soliciting for applicants were run and applications received at the FAWEU secretariat. FAWEU has carried out preliminary selection and the Pestarozzi team

is expected in Uganda in December to carry out the final selection of 10 beneficiaries.

### 3.11 GIRLS EDUCATION WEEK CELEBRATION – SEPTEMBER 2011

FAWEU organised the 2011 annual Girls Education Week (GEW) celebration under the theme ‘It’s a right, Make it a right Education for girls and Women now’.

The celebration involved three activities namely; the media conference, the higher education fundraising dinner and the girls conference. A small committee chaired by Mrs. Camille Alikier was constituted to spearhead the preparation of the 2011 Girls Education Week. The following activities were organised in celebration of Girls Education.

## 1.0 Press conference/Media briefing

The press conference took place on Monday 26, September at Hotel Africana and was attended by journalists from 27 media houses, covering print and electronic media. This great turn up led to the great publicity received by the event. The media briefing was also attended by the Chairperson

of the Organizing committee of the Annual Girls’ Education Week 2011, the Chairperson of FAWE Uganda, The National Coordinator and representatives from our corporate partners, DFCU bank and Crown Beverages Ltd.



## 2.0 HIGHER EDUCATION SCHOLARSHIP PROGRAM (HESP) Dinner-dance

FAWEU organised a fundraising dinner-dance for the purpose of mobilizing funds to support more girls at higher level of education.

The dinner took place on Wednesday 28, September at Imperial Royale Hotel and was officiated by Ms. Oley Dibba-Wadda – FAWE Executive Director.



Attendance was by purchase of a card for individuals at UGX 100,000, a table of 4 at UGX 500,000 and a table of 8 at UGX 1, 000, 0000. In attendance were FAWEU Models of Excellence and Women of Distinction, FAWEU Board Members, FAWEU Members, partner secondary schools,

Makerere University, Busitema University, GEM, UNICEF, Irish Aid, MEPROW, Concern for the girl child, FABA, DFCU, UWOPA and ADB officials. 130 people (86F & 44M) attended the dinner dance.



During the dinner, a fundraising session was carried out where different participants pledged their contributions. The dinner climaxed into a dance by the guests.



### 3.0 Girls Conference as the climax of the week

---

The Girls Conference took place on Thursday 29, September hosted by Kitante Hill School and officiated by Hon. Jessica Alupo the Minister of Education & Sports. The girls' conference is a forum where we share with different stakeholders the assessment of the successes and challenges on girls' education.

It is also an opportunity for the young girls to be exposed to women role models who speak to them as an inspiration to greater heights in their academic struggle.

Prof. Christine Dranzoa gave a key note speech relating to the theme of the day. About 20 schools attended the conference. 201 people (149F & 52M) attended the girls conference.

Some of the achievements registered during the 2011 girls education week celebration included among others; the bigger attendance of the schools at the conference, a lot more of publicity and new partnerships created and funds raised to support higher education scholarship program.

### 4.0 General Challenges

---

Despite the accomplishment of all the planned activities and all the achievements registered, the issue of sustainability still stands out as a challenge. The organization has to continuously depend of soliciting for financial support to be able to sustain her activities.

Some of the FAWEU members are inactive in terms of participation and involvement in the chapter activities but also in terms of delayed or not all remittance of which makes it difficult to classify some of the members as

members or to delete them from the system.

The phasing out of the AGSP scholarship program before the Completion of over 200 boys is a concern because these boys may drop out due to inability to pay school fees since they are needy.

Heavy rains that have occasionally delayed the implementation process as the roads are impassable especially for the Karamoja Region.

### 5.0 Conclusion

---

Over the entire secretariat would like to appreciate all the technical support in one way or the other from the Board Members, FAWEU membership that has seen the successful accomplishment of the above activities.

We would also like to commend the funders for the financial support without which these activities would not have been implemented. The struggle continues as we strive to achieve the FAWEU mission.



FAWE Uganda Plot 328, Bukoto,P. O. Box 24117 Kampala.

Tel: +256 414 236 853, Fax:+256 414 236 853

Email: [faweu@faweuganda.org](mailto:faweu@faweuganda.org),

Website: [www.faweuganda.org/highereducation](http://www.faweuganda.org/highereducation)