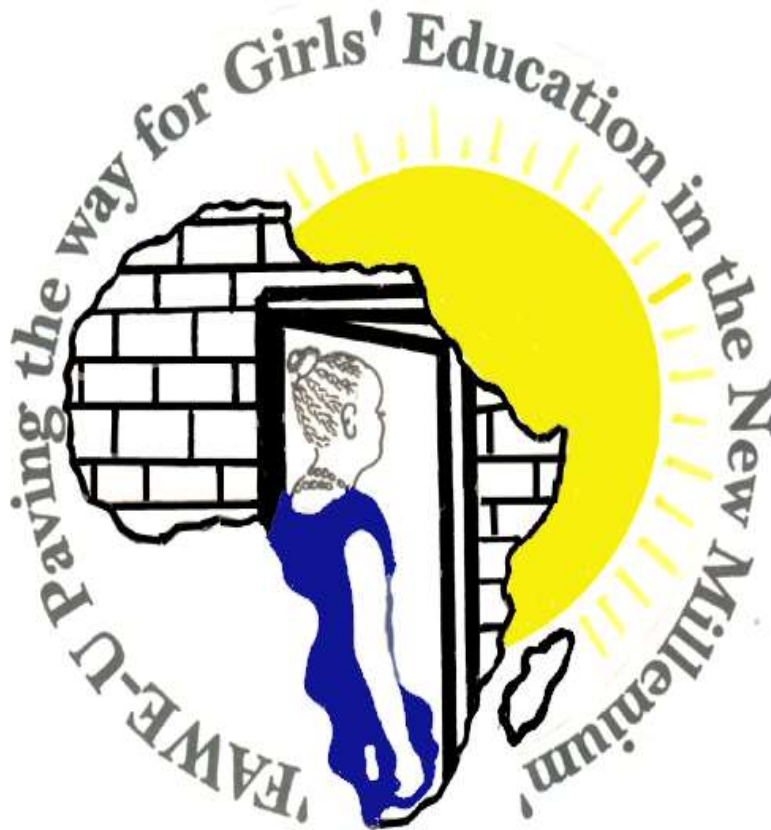


# FORUM FOR AFRICAN WOMEN EDUCATIONALISTS Uganda Chapter (FAWEU)



## Annual Program Activity Report January – December 2013

*Plot 328, Magulu Close, Bukoto  
P.O. Box 24117, Kampala.  
Tel. 256-414-236853/ 0772-487299  
E-mail: [faweu@faweuganda.org](mailto:faweu@faweuganda.org)  
Website: [www.faweuganda.org](http://www.faweuganda.org)*

## 1.0 Introduction

This report is based on activity work plan for 2013. The report presents planned activities, outputs and intermediate outcomes realized in the implementation of the different program activities during the period under review. It also identifies implementation challenges faced and as well proposes recommendations to overcome these challenges

## 2.0 Activity Report January - December 2013

### 2.1 Empowerment of girls through Scholarships

In 1997, Uganda introduced Universal Primary Education (UPE) to provide free access to primary education to all Ugandan children of school going age. Following the launch of the UPE policy, net enrolment increased to 96.3% for boys and 97.2% for girls (MoES 2011). However, only 65% boys and 63% girls complete the seven years of primary schooling. In 2007, the government introduced Universal Secondary Education (USE) Program, to widen access to secondary education for children from poor backgrounds particularly the beneficiaries of UPE. However, these efforts have not adequately solved the challenges of retention, equity and efficiency. Although the gender gap has narrowed at primary school, it is still an issue in secondary school. The share of girls to boys in secondary education is 47%.

As a result of the eminent challenges of persistent gender gaps, dropout and low completion rates especially for girls at secondary education level, FAWEU in 1999 the scholarship program to enable needy but bright girls access secondary school education. Since then, FAWEU has implemented the scholarship program with funding from various donors as follows;

#### 2.1.1 ADB/MoES/FAWEU Scholarship

The Ministry of Education & Sports (MoES) with financial support from ADB Education IV project contracted FAWEU to implement a bursary program supporting 750 students through a cycle of 4 years for O'level and 2 years for A' level and BTNET for 2 years all within the period from 2011 – 2014. The objective of this bursary project is to increase chances of vulnerable girls and boys to attain secondary school education. The bursary scheme targeted to benefit needy and vulnerable children at both secondary school level and post-secondary training in select BTNET institutions.

The FAWEU scholarship committee in 2011 awarded bursaries to 704 needy children carefully selected from the whole country. Although the project targeted to benefit 75% girls and 25% boys, the actual beneficiaries were 61% girls and 39% boys. This was because it became difficult to get the required numbers of girls due to their poor academic performance. Of these beneficiaries, 137 (69 girls & 68 boys) completed S.6, 69 (24 girls & 45 boys) completed their first level of BTNET and 8 students (3 boys & 5 girls) of special needs also completed S.4 in the year 2012. Therefore, this year there are 487 beneficiaries as follows in the following classes;

Class	Boys	Girls	Total
S.3	103	246	349
S.4	11	17	31
S.6	39	71	110
<b>Total</b>	<b>153</b>	<b>334</b>	<b>490</b>

Out of the 137 beneficiaries that completed senior six in 2012 whose results were released in the first quarter of 2013, 75 beneficiaries (39M & 36F) scored 10 and above points, the highest score being 25 points. 31 beneficiaries (14M & 17F) scored 9 points and below. The lowest score so far received is 2 points. Some of these beneficiaries have been admitted to different Universities on Government scholarship while others are still unable to join due to the cost involved.

As one of the planned activities, 2 monitoring exercises in February and September were carried out through school visits. The main purpose of these visits was to ascertain if all the beneficiaries were in school, if they received their out of pocket that is sent through the school and also deliver cheques for payment of school fees and pick acknowledgement receipts.

### 2.1.2 Forberg Scholarship

The FAWEU-Forberg Scholarship Programme supported by the generosity of Lars Forberg is in its phase two implementation that targeted to continue supporting 60 bright scholars 42 girls and 18 boys from poor families. Although the bursary was awarded to 71 students at the inception, only 62 (44 F & 18M) are currently accessing secondary education under this project. This is because 1 boy and 6 girls dropped off for various reasons while 2 girls completed secondary education. The purpose of this scholarship is; to increase the chances of vulnerable girls and boys to attain secondary school education and college or vocational education and also to inspire girls and boys to stay in school and aspire for professional careers.

The project continues to provide financial support to 46 students (33 girls and 13 boys) in secondary school and 10 in vocational institutions. Some of the beneficiaries (4) dropped off the programme at the beginning of the year, this left 56 students. These students are economically underprivileged and yet with academic potential. They have been able to stay in school due to the support the project provided them with since 2010. The scholarship package includes; tuition fees, examination and registration fees for candidates, boarding fees, scholastic materials and other key basic requirements as well as mentoring.

Current beneficiaries in secondary school per class

S/N	Class	Girls	Boys
1	S.4	1	1
2	S.5	23	12
3	S.6	09	00
	<b>Total</b>	<b>33</b>	<b>13</b>

#### b) Beneficiaries in Vocational Institutions.

A total of 10 students (6 girls and 4 boys) who completed ordinary level of education enrolled into Vocational Institutions to undertake certificate training in different areas of specialties. The following table shows the number of students who have enrolled in technical institutions and the courses they are undertaking.

S/N	Course	Girls	Boys	Course duration
1	Electrical Installation and Electronics	00	02	2 years
2	Carpentry and Joinery	00	01	1 year
3	Teacher Training	01	00	2years
4	Nursing and Mid Wifery	03 <sup>1</sup>	01 <sup>2</sup>	2 1/2 years
5	Co-operative and Business Administration	01	00	1 year
6	Secretarial Studies	01	00	2 years
	<b>Total</b>	<b>6</b>	<b>04</b>	

The Certificate in Nursing and Midwifery is costly in private institutions. The average cost of nursing in a private Institution is three million Uganda shillings per year (3,000,000) compared to a total of 1,050,000 which is provided for in the budget. Following the discussions and advice by Social Initiative, one of the students Doreen Wanyenze was enrolled and paid for at Mbale school of Nursing and Midwifery using fees meant for 4 students who dropped off the programme. Doreen will report to school on 26th November 2013. Two students (Apiyo Susan and Nasiru Paul) were advised to undertake interviews for Nursing and Midwifery in government owned Institutions in order to compete and obtain government scholarship. We hope and pray that these two students pass the interviews and qualify for the sponsorship so that the project only pays the cost sharing amount for the students.

One Namahe Annet missed to do the interviews for government sponsorship although she was admitted to Mbale School for Nursing and Midwifery. The challenge is that if she does not enroll, she will have to stay home for close to two years and competition for government support gets stiffer each passing year making the chances for a student who has been out of school much slimmer. The alternative in this case would be to support her enroll where she was admitted but the challenge is that the amount required is more than what is available. However the secretariat

would like to request that Social Initiative allows the team at FAWEU to analyse the budget and if any funds remain as balance on any activity, these can be used to support Annet.

Different items of scholastic materials were procured and distributed to the beneficiaries. All the beneficiaries' tuition and other school requirements was paid in secondary school and in Technical institutions and Teacher training College.

### **2.1.3 KARAMOJA SECONDARY SCHOOL SCHOLARSHIP**

The Forum for African Women Educationalists Uganda Chapter (FAWEU) since 2005 and with financial support from the Embassy of Ireland has supported vulnerable Karamojong girls (65%) and boys (35%) to access and complete secondary education cycle in Karamoja region through provision of a comprehensive scholarship program. The Scholarship programme constitutes of payment of school fees and other school requirements, purchase and delivery of scholastic materials and basic needs to the students and distribution of students transport to and from home. The scholarship also includes programs designed to build the capacity of the teachers in mentoring skills and gender responsiveness to be able to talk to the beneficiaries and help them manage some of the challenges they go through as they grow up. FAWEU and the Embassy of Ireland entered into an agreement for the period 2011 – 2014 during which the Embassy of Ireland is continuing to support activities in Karamoja with emphasis on education, gender and HIV/AIDS. The number of students on the secondary school bursary programme total to 1,068 (693G & 375B) including 10 students (6 boys, 4 girls) studying out of the Karamoja region. The following activities were accomplished during the year.

#### **Collection of scholarship applications**

Applications for entry into Senior One are sought on an annual basis. This year, 2013 applications were sought during the month of January. This was in response to radio announcements, as well as adverts on school and district notice boards throughout the Karamoja region by the Regional Coordinator. These announcements were designed to create further awareness about the Programme as well as inform the targeted population about the available scholarships.

#### **Short listing of applicants, verification and final awarding of beneficiaries**

Following the release of the National Primary Leaving Examination results for 2011, the applicants were given three weeks within which to submit their applications to the office of the District Education Officer in the respective 7 districts of Karamoja region, with February 3<sup>rd</sup> 2013 as the deadline. The process of selection, verification and awarding of bursaries to the beneficiaries was carried out from February 6 – 11, 2013 and was done jointly by the District Task Force members and the FAWEU team in each district. Following the agreed upon distribution criterion for the slots of beneficiaries per district selection was done for the 200 students. This criterion does not only offer an opportunity for each district to benefit from the programme but also promotes completion rates at primary school in the district. Preliminary lists of selected beneficiaries were used to carry out verification to be able to come up with the final list of the most deserving beneficiaries. It is also noteworthy that the distribution at district level must reflect 65% girls and 35% boys. This is aimed at increasing opportunities for girls to access secondary education, being the more marginalized gender.



***FAWEU members participating in the Selection and verification exercise of the beneficiaries in the karamoja region***

After the verification exercise, the lists of confirmed and awarded scholarship recipients were pinned on the District notice boards and arrangements made to have each applicant contacted. The lists were also shared with the different head teachers of the FAWEU partner secondary schools to ease verification as the children reported to school.

### **Payment of school fees and other school requirements**

Through the efforts of the Regional Coordinator, all fees bills for terms I, II and III were submitted in time and paid. Also, new uniforms were purchased for the Senior One, Senior Three and Senior Five students in each school on the Programme.

### **Purchase and distribution of students' basic needs**

Term I, II and Term III scholastic materials (exercise books, counter books, pens, mathematical sets, calculators, graph books and art books) and other basic needs (basins, bathing and washing soap, sanitary towels, knickers/panties, tooth brushes and tooth paste) for the students were purchased and distributed in February, June and October respectively to the beneficiaries in each of the project schools on the Programme.



***Scholastic materials being offloaded from a delivery truck in Abim district and being distributed to the beneficiaries in Kotido Secondary School.***



## UCE and UACE Examination results

FAWEU received results for the 2012 Uganda Certificate of Education (UCE) national examinations as well as the Uganda Advanced Certificate of Education (UACE) national examinations. When we compared the results of the candidates that sat in 2011 with those of 2012, there was no marked difference as the table below illustrates.

Category	2011	2012
TOTAL NUMBER OF CANDIDATES	156	147
CANDIDATES IN DIVISON ONE	14	13
CANDIDATES IN DIVISION TWO	51	43

The Uganda Advanced Certificate of Education examination results for 2012 showed a noticeable improvement compared to academic year 2011 with 51 out of the 104 students who sat the examinations in 2012 scoring a minimum of 2 principle passes required to access University education. See the table below;

Category	Female	Male	Total
4 principals	02	01	03
3 principals	13	06	19
2 principal	18	11	29
1 principal	13	28	41
Subsidiaries	05	04	09
Failed	01	02	03
<b>Total</b>	<b>52</b>	<b>52</b>	<b>104</b>

## Students studying outside Karamoja

As has been the practice since 2010, students who excel in UCE examinations are given a chance to study outside Karamoja. Following the release of the 2012 results, 4 students (3 boys and 1 girl) were able to benefit from this commendable opportunity. The boys are admitted at Kiira College Butiki while the girls are at Iganga Secondary School. This brings the current total of students outside Karamoja to 10 students (6 boys, 4 girls).

NAME	SEX	FORMER SCHOOL	UCE SCORE (Best 8)	CURRENT SCHOOL
Omongin Moses	M	Moroto High School	12	Kiira College Butiki
Moding John Speke	M	Kotido Secondary School	17	Kiira College Butiki
Obia Joseph	M	Kotido Secondary School	17	Kiira College Butiki
Ngorok Perpetua	F	Kangole Girls' School	26	Iganga Secondary School



*Beneficiaries at Iganga Secondary School receiving scholastic materials for Term 1 2013*

We have found it difficult to get more girls studying out of Karamoja region due to their poor academic performance. However, efforts are in place to try and improve this situation.

### **Support to vocational training**

During the programme evaluation in 2010, it was noted that there are some students who drop off the programme after O' level, mainly because they come from child – headed homes and would like to look after their siblings. It was therefore agreed to give such a category of needy students an opportunity for the vocational training to empower these students with skills that would help them easily acquire jobs and take care of their families. As such, Irish Aid authorized FAWEU to provide support to students who dropped off the Programme after O' level from 2008 to 2010 to access vocational training, and to have this aspect as an integral part of the Programme. In 2013, we have 16 students (8 Males, 8 Female) identified to benefit from this Programme. They are pursuing certificate courses in Teaching (Kotido Primary Teachers' College and Moroto Core Primary Teachers' College); Nursing (Matany School of Nursing, Nsambya School of Nursing, Ngora School of Nursing) and plumbing (Elgon Technical school).



*Beneficiaries at Matany Nursing School under the vocational programme receiving their scholastic materials*

### **Purchase of new vehicle**

A brand new vehicle registration number UAS 290Z was procured from Toyota Uganda Limited to replace the previous one that had been in Karamoja but got an accident. This vehicle will certainly continue to improve the ability of the Regional Coordinator to perform his duties within the requisite time and to ensure proper implementation of the programmes activities in the region.



*Photos 9 and 10: The brand new vehicle being handed over to the Regional Coordinator for the Karamoja Scholarship Programme.*

### **Running of the Coordination Office in Karamoja Region**



The coordination office located in Kotido district continues to be very instrumental in the success of the bursary programme. It has improved the collection of fees bills from the partner schools, collection of report cards of the beneficiaries, representation of FAWEU at regional forums and seminars and also the monitoring of the activities of mentors and school clubs. The Regional Coordinator has carried out termly school visits in each of the partner schools where he has met with the mentors, school administration and this has contributed to improved discipline and performance among the students. This has also allowed FAWEU to address school based challenges as soon as they arise.



**Left; Karamoja FAWEU Coordinator conducting roll call at Moroto high school at the beginning of a term. Right; Beneficiaries receiving transport money from the project coordinator**

Although we have seen a good number of beneficiaries reporting to various schools in time at the beginning of term, some few others have continued to delay at home with no clear reasons. A lot of follow ups have been done to improve on this.

### **District Task Force meetings**

At the end of every term, a District Taskforce meeting (DTF) is held in each of the 7 districts where the District Education Officer who chairs the meeting, joins other district officials on the task force and FAWEU staff to provide members with an update activity report on the progress of the program implementation and also share some of the findings from the school visits. It is in these meetings that some of the challenges and gaps encountered are always shared and solutions sought. This year, 3 DTF meetings were held in Karamoja, one for each term. The meetings usually provide a platform for discussion of the issues affecting the project.



**Above Members attending DTF Meeting at DEO'S office in Kotido (left) and Abim (right) in April 2013.**



The members of the DTF are provided with facilitation of UGX 200,000 per term to enable them to visit schools and monitor the activities of the project. This is done by talking to the students as well as sharing the programme information with the community members. This has increased their presence in schools and communities and thus improved the performance of the programme.



**Mr. Ambrose Lotukei (DEO/DTF Chairperson – Kotido) sharing with beneficiaries at kotido Secondary school.**

### **Career Guidance and Mentoring**

#### **2.1.4 PESTAROZZI SCHOLARSHIP PARTNERSHIP**

FAWEU in 2011 entered into a partnership with the Pestalozzi International Village Trust for students to attain a scholarship to pursue the International Baccalaureate (IB) diploma at a college in Sussex, United Kingdom. The beneficiaries for this scholarship are bright but needy girls and boys who have demonstrated leadership and community development abilities in their early stages of life and are committed to return to their birth countries to participate in development. The IB diploma is an all-round course that is the equivalent of the S.5 and S.6 in Uganda and opens up qualification to various prestigious universities worldwide. This too can be converted through UNEB to Ugandan system for admission to university in Uganda should the need arise. The successful applicants live in the Pestalozzi Village with several other like-minded students from various parts of the world and share and learn from each other as they develop the Head, the Hand and the Heart.

Since the partnership started, FAWEU has 4 students (3G & 1B) benefiting from the scholarship. They are Timothy Ogolla, Habiba Malingha, Rachel Nanteza and Sandra Martha Batakana. This year is a different arrangement where the successful students will go for an equivalent of A'level education. We went through the process of soliciting for other applicants to benefit in the same way which took place in November and out of the 40 applications that were received, 10 students were shortlisted. We are waiting to hear from Pestalozzi contact about on when the interviews will be conducted.

#### **2.1.5 INDIVIDUAL SCHOLARSHIP SPONSORS**

Terek Taboure and Laura Keihas picked 4 girls for support through secondary school education. The girls are now in S.5 and are settled in school concentrating on their studies. They are; Aciro Creddey, Akiteng Evelyn, Amina Mutesi and Ilomu Margaret.

#### **2.1.6 BEAUTIFUL WORLD SCHOLARSHIP PROGRAM**

FAWEU received from Beautiful World, a Foundation based in Canada finances to support 25 girls in education at secondary school level. The girls were already selected and placed in the following 4 secondary schools; Rehaboth Integrated high school, Busia Girls secondary school, Jinja Progressive School and Dabani Girls School. Their fees was paid as well as their basic needs and scholastic materials purchased and distributed. Out of the 25 girls, 2 dropped out due to pregnancy.



***Students from Rehaboth Integrated High School receiving and verifying their scholastics materials***

### **2.1.7 HIGHER EDUCATION SCHOLARSHIP PROGRAM**

The FAWEU Higher Education Scholarship Program was inaugurated in August 2009 and has since grown. Today, there are up to 50 girls and boys are benefitting from the growth of this program as follows;

#### **a) FAWEU fundraising drive**

Majority of the 26 girls that were awarded as the pioneers of this scholarship program have completed their University education. Out of the 26 beneficiaries, only 2 are finalizing their University education. These girls have had their tuition, accommodation and upkeep paid up. There are all efforts to try and raise more money to take on another about 30 girls for University education. Part of this fundraising campaign will form part of the Girls Education Week activities.

#### **b) MTN Scholarship**

FAWEU in 2012, entered into a partnership with MTN Uganda which is providing two (2) scholarships for girls at University for science related courses. This scholarship is benefiting **Anita Senjala Nakiryowa and Sandra Mukoda** who are studying telecommunication related courses. They are in their second year.

#### **c) Busitema University**

Busitema University continues to support the FAWEU Higher Education Programme through an annual offer of 3 scholarships. This year, we managed to take one girl.

#### **d) The Kenny Family Foundation**

The Kenny Family Foundation has been a partner with FAWE Uganda for over 7 years now. The foundation responded to a request to partner under the Higher Education programme by accepting to sponsor 3 of the 26

FAWEU girls through the remaining part of their study. These girls are Hazra Okem and Doreen Asingwire, both at Busitema University and Barbara Akello at Kyambogo University. They have all completed their degrees with Hazra scooping a first class degree! Grace Nanyonga is also being supported to acquire a degree which she has one more year to finish. FAWEU is now into the process of signing a new contract with the Foundation for CD\$ 10,000 per year for a period of 3 years starting 2014. This will support students for both degree and diploma studies.

**e) Lisa Fairbank**

Ms. Fairbank is a lady from the USA who volunteered to support one of the FAWEU Beneficiaries access tertiary education through a Diploma in Food Processing & Technology at Kyambogo University. The girl completed her studies and is waiting to graduate once the dates are set. She is also looking for a job.

**f) Karamoja Higher Education Scholarship**

Having realised the need for continuous support to the needy students even at the University due to the high cost involved, Irish Aid responded to the FAWE Uganda request to extend sponsorship to the best performing beneficiaries through university studies. As such, Irish Aid committed to sponsoring 20 best performing students annually for the next 3 years. There are 60 students (29 girls, 31 boys) being supported since 2010 in various universities of Nkozi, Makerere, Kumi, Gulu and Kyambogo. This scholarship is limited to beneficiaries already benefiting from the Karamoja Secondary school Scholarship programme. Important to note is that these beneficiaries are bonded to return and work in Karamoja after completing their studies. Their tuition and accommodation fees, upkeep/basic & scholastic materials for 2<sup>nd</sup> semester have already been paid.



**FAWEU flagging off Higher education Scholarship beneficiaries supported by Irish Aid as they prepared to report to school.**

**HIGHER EDUCATION SCHOLARSHIP – BEAUTIFUL WORLD**

FAWEU in 2012 secured funding from Beautiful World for financial support needy but bright girls for higher education with the purpose of increasing chances of vulnerable girls to attain tertiary education. The process of selection of eligible students was carried out by the FAWEU scholarship committee. The preliminary selected children were verified to ensure that the scholarship was awarded to the most deserving children. The selection in addition to other parameters also considered equal regional representation.

While the project targeted to benefit 20 University students, 30 students were supported. This was made possible out of the funds from exchange gain. Of the 30 beneficiaries, 2 girls have completed their course; Suubo Brenda who was pursuing Bachelors degree in quantity surveying from Makerere University and Cyingeneye Allen who was pursuing Bachelor of Arts in Economics from Kyambogo University. They have received their final results and have passed with good class of degree.

**Students' Internship**



As is required by the University for all second year students to go for internship so that they are able to translate the theory acquired in class into practical experience, 12 beneficiaries carried out their internship from different organization of their choice relevant to their area of study for a period of one month. It is also an opportunity for the students to be exposed to what the world of work is about in preparation for the future. The rest of the beneficiaries will do their internship next year by end of second semester.

Name	Course	Organization
1. Auma Jackline	Bachelor of science Chemistry	National water and sewerage co-operation Kasese Branch
2. Nakalimo Esther	Bachelor of Arts Social sciences	NGO Forum , Mukono Branch
3. Namagga Geraldine	Bachelor of Biomedical Laboratory	Micro Biology Lab in Mulago Hospital
4. Nalwoga Bernah	Bachelor of Biomedical Laboratory	Micro Biology Lab in Mulago Hospital
5. Drania Sharon	Bachelor Of Business Administration	Finance Department, Makerere University Main Building
6. Imoot Irene	Bachelor of Science in water Resource Engineering	AMI Department, Busitema University
7. Nambuya Sylvia	Bachelor of procurement and Supply Chain Management	Procurement Unit, Mbale District Local Government
8. Viko Clementine	Bachelor of Development studies	Community service, Yumbe District Local Government
9. Nabaggala Sharon	Bachelor of Industrial Chemistry	Quality chemicals in Luzira , Kampala District
10. Nyiraneza Jovia	Bachelor of science Chemistry	St. Gertrude Secondary School laboratory, in Kisoro District
11. Amuge Gloria	Bachelor of Engineering Building Economics	Sarova International Builders, Kampala District
12. Nakyobe Gertrude	Bachelor of Science in Accounting and Finance	Finance Department, Nsambya Hospital

### Computers

The beneficiaries expressed the need to be availed with computers which they can easily access and be able to do and complete their course works and other assignments in time. As a result, FAWEU purchased 2 laptops at the beginning of this semester which are availed to the students to use as and when they need to. The laptops are in FAWEU's custody for safety. We held a meeting with all the beneficiaries from different universities and agreed on how to use the laptops. Guidelines were made by FAWEU and the beneficiaries agreed they would follow them. A registration book has been introduced where each beneficiary signs every time they come in to use the laptops.



*Auma Jackline and Mbare scovia using the laptops to do their course work*

### 2.1.6 FAWEU Mentoring programme



## Mentoring Activity

Mentoring of the beneficiaries continues to be an integral aspect of the scholarship programme. School based mentoring by the teachers and peer mentors took place. These mentors carry out counseling sessions with the beneficiaries and provide guidance to the students whenever any incidents arise. The mentors receive continuous training on how to positively influence the behaviours and attitudes of the beneficiaries while also improving their knowledge and skills. In addition, the university students who were once a part of this scholarship programme have been facilitated to engage in mentoring sessions with the current beneficiaries to act as peer role models and encourage them for better performance. The mentor at Ngora High School was innovative and involved a parent of one of the beneficiaries who came and talked to the students and emphasized to them the need to work hard and strive to improve their lives and those of their families and communities through empowerment and opportunities that come with Education.



***Karamoja project coordinator during mentoring session in Jubilee 2000 Secondary school***

Discussions held with the students and teacher mentors during monitoring highlighted the importance of mentoring as follows:

- (i) Improved their self esteem and boosted their confidence
- (ii) Mentoring has enabled them cope with situations like loss of guardians/parents, sickness, hostile home environment, inadequate supplies etc.
- (iii) Empowered them for hard work and survive regardless of the odds
- (iv) Enabled students learn to give back
- (v) Helped them learn to interact, fit in and make friends
- (vi) Enabled them to get determined, work hard and focus
- (vii) Enabled them to handle some challenges and deal with life surprises.
- (viii) Helped them to know that there are other people out there with similar problems;
- (ix) Encouraged togetherness among the students and they care about each other even beyond school premises'

The teacher mentors however reported that they face challenges as they mentor the students and below are some of the challenges.

- (i) Some of the beneficiaries expect financial support from the mentors;
- (ii) There is limited time for group mentoring due to the over packed programme at school for discussions putting in mind the remedial classes for especially the candidate students.
- (iii) Many students are not facilitated by their parents/guardians at all which forces the mentor to part with some money to rescue students which should have been for other necessities.
- (iv) Some students have got problems emanating from home that are sometimes difficult to handle by the school yet these affect performance. Some of the children come from broken homes and they struggle with it.

## 2.2 ADVOCACY ACTIVITIES FOR SUPPORT TO GIRLS EDUCATION

### 2.2.1 Solar Lighting Project – Let your Light Shine.

FAWEU recognizes the need to address factors that hinder quality education in general and girl child education in particular such as poor or non-existence of energy power in the rural schools. This particular concern is pointed out by FAWEU because it directly affects learning outcomes in different ways that include reduced hours for revision for especially the girl child, inability to adopt innovative approaches in terms of ICT, insecurity in the schools and subsequent school fires as a result of burning lanterns. Upon realizing the above gaps in schools, FAWEU with support from Oxfam Novib introduced solar lighting project in 2010 known as **“Let your Light shine”** in 3 selected secondary schools in each of the districts of **Yumbe, Adjumani and Koboko**. The project also integrated a component on empowerment of students, teachers and community members to be able to repair and maintain the solar equipment provided as well as sensitisation of masses on empowerment of the girl-child, Adolescent Sexual Reproductive Health Rights, HIV/AIDS and the rights to equitable quality education by all young people.

The installation of solar lights in schools was timely because it enabled the students to access light and undertake private study at night especially the girls who in most cases were not allowed to participate in night study; teachers got an opportunity to prepare lesson plans for the following day and the security at the schools improved among others. Schools have also been able to reduce on costs spent on the purchase of fuel for generators and lamps for investment in other priority venture for development. The power generated by the solar installations is used on a daily basis to improve the reading time of over 4,611 students (*of which 2939 boys and 1672 girls*) from both the beneficiary and neighboring schools.

The success stories in the beneficiary schools indicated improved participation of the girl child in the teaching and learning process that prompted FAWEU to scale-up the intervention to three more districts of Maracha, Zombo and Nebbi where installations have been made in 9 secondary schools. Already, plans are also underway to extend the project to three more districts in the Northern region by the end of 2013 that include Kole (2 schools), Oyam (3schools) and Amolatar (4 schools). The distribution of schools varies simply because other schools had already benefited from a similar project by government. Since the initiative started, 27 secondary schools have benefited. The selection of the schools to benefit was done jointly with the district officials and a needs assessment followed to ascertain the degree of need that these schools had as far as lighting is concerned. This is how we were able to establish that some schools selected were already powered through government efforts.

#### Key changes registered

In the districts where the solar was installed much earlier, it was noted that there is an increment in the enrolment of both boys and girls. For instance, Dzaipi S.S had increased enrolment of over 70 students from between 2012 and 2013, Kuru S.S had about 500 students at the time of installation which number increased to 628 in 2012 and currently stands at 721.

At Ayume Memorial S.S in Koboko, the Headteacher highlighted that the project had improved performance with at least **one** student in Division 1, six in Division 2 and the rest in Div 3 and 4. At Koboko Parents Girls' Secondary School, the administrators said that since the very year they received solar, they have been able to register at least a student per year in first and a big reduction in Div 4 and U. Kuru S.S, in Yumbe also registered progressive improvement in the performance in especially the Uganda Certificate of Examinations and was best in the district with 2 first grades in 2011 and 3 in 2012 as well as quite a good number in division two and three.

One student from Kuru S.S noted that solar lights have not only enabled girls to study at night but has allowed them to positively compete with other girls from urban schools with electricity.

The Head Teacher, Midigo S.S in Yumbe district highlighted that the school registered tremendous success as exemplified by general improved performance of especially the girls. The lighting, according to the head teacher has enabled private study and discussion during the night which used to be risky and expensive due to purchase and use of kerosene. He added that the lights have improved school security, protecting mainly the girls during night.

Most of the schools which had received training in ASRH and HIV/AIDS appreciated the change it has created in the lives of the girls and schools in general. For instance in Ogendera Girls S.S, the ASRH was much appreciated as a timely intervention because the school had had two pregnancy cases with one dropping out in S4. In Odruvu SS, the students are well versed ASRH and indicated that it has helped girls to appreciate education and increased their desire to stay in school. They have created awareness clubs and counseling groups and they constantly extend free counseling services to the communities in their respective villages. In Kuru SS, a 19 year old Zulaika in S.5 testified that the awareness creation on ASRH has improved their livelihoods and understanding the dangers of puberty with its related changes. This intervention has also reduced on the number of pregnancy cases in the school. The senior woman teachers said that in Term I 2013, they registered 6 pregnancy cases, but in term II, no case was registered.

### 2.2.2 ADVOCACY FOR PROMOTION OF GIRLS EDUCATION.

In 2008, Forum for African Women Educationalists Uganda (FAWEU), with support from Oxfam Novib initiated a 3 year Project whose aim was to support advocacy towards promotion of girls' education in 12 districts located in Northern Uganda, West Nile and Sebei region. This Project ended in 2010 with an external evaluation, whose report showed significant achievements in promotion of girls' education as evidenced by; improved education of girls in the project schools in terms of increased enrolment and retention. As a result of the good practices registered, the project was renewed for three years beginning 2012 to 2014 in the same 12 districts of Gulu, Kapchorwa, Amolotar, Dokolo, Pader, Kitgum, Moyo, Yumbe, Adjumani, Nebbi, Nwoya formerly Amuru and Oyam. The second phase continues to target teachers, pupils and community members.

#### a) Distribution of teaching and learning materials to the 60 project schools

FAWEU under this project distributed a total 1,754 assorted relevant books for teaching and learning materials to the 42 project schools out of 60, as part of a strategy to improve on quality education and more so the academic performance of the girl child. This included supply of relevant curriculum text books for all classes from primary one to seven targeting not only learners but also teachers. The balance of 18 schools shall be equipped. The supply of text books was based on book requirements needs as submitted by each schools at the beginning of the year. As way of recognition of FAWEU support and contribution towards improved primary school education, the donated books were branded accordingly.



#### b) Training workshop for community members on promotion of girl child education

FAWEU in February 2013 undertook community mobilization in promotion of girls education. The aim of the activity was to mobilize school and community stakeholders to embrace and support girls' education. As such, 12 workshops were held in 12 districts of Kapchorwa/ Kween, Moyo, Yumbe, Nebbi, Adjumani, Gulu, Kitgum, Pader, Amolotar, Dokolo, Nwoya and Oyam. The workshop targeted Chairpersons SMC, Head Teachers, Women Role models, and Religious Leaders from each of the 60 project primary schools (each district 5 schools). The following were the categories of participants in all the 60 school/community by gender.

Category of Participants	Females	Males	Total
SMC Chairpersons	0	60	10



Head Teachers	9	51	60
Role models	120	0	120
Religious Leaders	0	60	60
DEO/DIS	4	8	12
<b>Total</b>	<b>133</b>	<b>179</b>	<b>312</b>

Key areas covered in the training included; Consensus building (barriers and benefits of girl education), Gender issues and education, Sexual Maturation and Menstruation management, Community mobilizing strategies and best practices in promotion of girl child education and Action planning.



Some of the community participants make a contribution during the training



Participants pose for a group photo after the training

### 2.2.3 Sexual Reproductive Health (SRH) project supported by Packard and Lucille Foundation

The SRH project supported by Packard and Lucille Foundation was this year in the final year of implementation in 5 secondary schools of Kagadi S.S, St. Margaret Mary Girls S.S, Kyenjonjo S.S, Bukomero S.S and Katooke S.S. The goal of the project was 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. The following activities were implemented this year.

#### Provision of support to peer educators' activities in school through Tuseme approach.

As part of capacity building of project schools, grants were transferred to schools in term one to enhance peer led activities in promotion of sexual reproductive health activities. Each school received a total of Ugx 2, 550,000 to be utilized by students under guidance of teachers to undertake SRH outreach activities in the school and surrounding



communities. Previous reports from schools showed achievements after effective use of grants as exemplified by functional school clubs, community roll out activities and child friendly school environment. A memorandum of understanding was signed with each school assenting to effective use of the grant. For sustainability, each school committed to mainstream SRH activities in the school work plan, budgets and co-curricular activities.

### **Strengthening knowledge and skills of teachers, students and community persons on menstruation management**

A two day workshop was organized on 26 and 27 March 2013, in Kyenjojo district for strengthening knowledge and skills of teachers, students and community persons on menstruation management. A total of 56 participants actively attended including students, teachers, head teachers and community members. The workshop was well deliberated where participants made presentations on and shared achieved milestones in the last two years. In addition a session was conducted on how to make reusable sanitary pads. But more importantly, emphasis was put on sharing and agreeing on sustaining the project beyond 3 years.



**Participants pose for a photo after the training while one of the students makes a presentation during a workshop**



**Board member handing over cloth and polythene materials to each school for making re-usable sanitary pads.**

### **Provision of one year scholarships for 5 girls who are at risk of dropping out of school due to challenges of sexual reproductive health issues**

At the beginning of the project, the scholarship program was designed to support a total of 104 students whereby the first cohort of 54 girls would be supported for two years (Year 2011 and 2012) and the last cohort of 50 girls in the final year (2013). Therefore, a total of 54 girls successfully completed secondary school education in 2012 (44 for O level and 10 in A level). The national examinations results of 2012 showed that all the scholarship beneficiaries qualified to progress to the next level of education. An additional total of 54 girls (44 in O level and 10 in A level) were successfully selected for one year support in 2013. While the project targeted to benefit only 50 students, 54 girls have been supported given the high number of vulnerable applicants challenged by sexual reproductive health related issues. The selection committee based in the schools (composed of community members and teachers)

carried out the selection and a verification visit to schools was conducted by FAWEU to assess the vulnerability of the selected girls. Funds were transferred to schools in term one to cater for tuition and other scholastic items.

#### **2.2.4 Quality Educators project**

The Quality Educators Project which was launched in 2010 as an initiative of a joint venture between Oxfam Novib and Education International aimed at addressing the major and chronic crisis underlying the problems of access and quality in the public education system. The initiative team composed of Forum for African Women Educationalists (FAWEU), Literacy Adult and Basic Education (LABE) and Uganda National Teachers Union (UNATU) with FAWEU as the focal point organization. The initiative team is supported by the Steering Committee that is composed of members from Ministry of Education and Kyambogo University who have been at the forefront in ensuring quality activity implementation. For a stronger link with the Ministry of Education and Sports, in implementation of the QE project, a focal point officer who is also the staff of the Ministry was appointed by the PS. The project is now in its third and last phase of implementation. The main objective under this phase is to contribute towards improved performance of Primary school pupils in 240 primary schools in 4 districts of Amolator, Oyam, Apac and Gulu through improved school management and teaching and learning methodology in schools.

Building on the achievements of the first two phases, the third phase has focused on providing material and monitoring support to stakeholders in order to realize measurable and documented changes in classroom as a result of the project activities. The project implemented the following activities in the period from January to November 2103;

A three day workshop was held in Gulu in May involving 5 CCTs and 10 language board members to establish local language writers in Acholi and Ieb-Lango. The two boards were established and have already produced local readers' materials in Acholi and Ieb-Lango which were distributed to Project Schools in the 4 districts.

As a tool to address the quality of education, the Project trained 20 CCTs and 6 district education officials in the use of MSI approach which recognises the critical importance of teacher support, through helping the teachers to analyse their lessons and reflect upon their delivery procedures for improvement. Following this training, the project supplied equipment consisting of 1 digital camera, 1 Lap top computer, 1 Projector screen and 1 Projector for each Core Primary Teachers College covering the project area.



***The practical training on how to use the MSI methodology in lesson review at Kasubi Primary school in Gulu District***

The project developed the Mother Tongue Education Pedagogy in which Gender responsiveness, life skills and the use of mother tongue in instruction are the major pillars. This handbook has been approved by Government for use in all schools.

On 11<sup>th</sup> October, 2013, the project trained head teachers and Chairpersons School Management Committees in Performance Management in Gulu, Pader, Apac and Amolatar. The training helped the school administration identify the gaps between the current management practices in their schools and what is expected of them from the performance management manual developed by QE and approved by Government for use by school administrators.

One of the key activities of the third phase is monitoring and support supervision. This year, the project has conducted two monitoring and support supervision exercises. The first, in Gulu alone while the second in all the 4 districts. The findings of these exercises have been shared with stakeholders at district and national level for further coordination of support to improve the level of impact of QE activities on the quality of learning. As a result of sharing the findings and recommendations of the monitoring exercise, the project has integrated QE issues into the monitoring tool of Pader district. The amended tool has been accepted by the district and is currently being used in monitoring schools in the district.

#### **Challenges:**

One of the identified challenges of the project is the inadequate resources allocated to monitoring the activities of the project. Sufficient monitoring and support supervision of the project activities is not possible with the current budget which may affect the overall impact of the project on the primary beneficiaries.

#### **2.2.5 The Mobile Library Project**

The Mobile Library was a one year pilot Project co-funded by Book Aid International (UK) and Forum for African Women Educationalists Uganda Chapter (FAWEU) in 8 primary schools in Manafwa 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 targets both teachers and pupils. The truck for the Mobile Library was stocked with a total of 6,723 text books partly donated by Book Aid international (4,962 books) and 1,761 books locally procured by FAWEU in consultation with education stakeholders. FAWEU has continued to provide support supervision of the pilot project holding discussions with the district officials on how best to improve on the project. The following activities were successfully accomplished.

#### **Use of the books by the pupils**

Through borrowing of books on rotational basis, a total of 7,918 learners in all classes (P.1 to P.7) accessed relevant curriculum. Previously the arrangement of borrowing books was in such a way that learners borrowed books from the Library for 3 days after which the truck picks books and moves to another school. However complaints were recorded from learners, on inadequate time for borrowing and reading the books as stated by one of the learners: *'I borrowed a very good book from Mobile Library and enjoyed reading, but I could not make any notes, the book was already taken back yet even the time for revision is too small, because at home we reach late and at school we study all the time. At least if they can add more days for borrowing.....'*

In response to the complaints raised by learners, the Mobile Library committee at the district reviewed the methodology of borrowing books in such a way that books are borrowed for up to one week, and taken to another school. These changes have been positively acknowledged by learners and teachers as most effective way of ensuring utilization of books by pupils.



For the lower classes (P.1 to 3), it was realized that learners could not comfortably borrow books since they could not read on their own and needed to be guided by the teachers. As such, teachers were tasked to borrow books on



behalf of learners and through promotion of child centered learning approach by spreading books in the classes enjoyable for children to learn. Teachers reported positive feedback on interesting story books that caused improved comprehension in English. Notably girls' participation in reading has also been reported by teachers to have improved. *'These books have enhanced our thematic teaching as required by the Ministry of Education and Sports'* P.2 Teacher comments.

*The DEO – Manafwa district noted that; 'the children in the 8 schools were excited in the first instance to receive a truck carrying books and secondly getting reading materials. Whenever the truck was in school, controlling the children was a difficult task due to excitement and the desire to read books that were previously lacking in their schools'*

As agreed by the Mobile Library management committee at the district, parents whose children lose books were charged with the responsibility of paying back the books. The school administration therefore issued notices to the parents who are expected to pay back the books.



It was though noted that in the process of book handling by the pupils, a total number of 111 books have been lost mainly in the classes of P.4 and P.5.

### **Management of the Mobile Library/Sustainability**

The initial design of the project was to provide financial support to the district for one year after which the district authority would integrate the project in their work plan and budget. The 12 months funding support was for staff salaries, fuel and car maintenance which ended in March 2012. Therefore, the Driver has been appointed among while the librarian is still pending because this title does not exist within the public service structure. However, there are efforts to seek for approval from Ministry of public service or better still revise the title to records officer.

### **2.2.6 Gender Considerations Component – ADB/MoES**

The MoES with financial support under the ADB Education IV project also contracted the Forum for African Educationalists Uganda (FAWEU) for implementation of the Gender considerations soft component activities. This was as a result of the vast experience that FAWEU has acquired in implementation of gender related issues over the last 15 years. The activities under the gender considerations component are targeted at addressing the girls related issues in the selected 42 secondary schools 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.

### **Development of IEC materials**

In order to keep gender responsive schools, it was found necessary to develop some materials that would guide the process of changing the schools environment into a more child friendly gender responsive school. FAWEU therefore, contracted Nana Development Consultants for the development of the gender related IEC educative materials on keeping a child friendly school. The posters were developed based on the model below.





Another kind of 3000 posters, 3000 stickers and 4000 booklets were developed and distributed to the schools during the monitoring visit held in September 2013.

### Purchase and distribution of sexual maturation management kit

In order to support the schools to effectively address the girls issues of sexual maturation that have contributed to school drop by girls, it was planned that FAWEU would provide the schools with a sexual maturation emergency kit with items as; a basin, soap, a lesu, and some cotton wool with gauze, sanitary pads, jerry can. Following the FAWEU procurement procedures, one of the prequalified companies, Kangaroo Limited was contracted to supply the sexual maturation management kits for the schools. Purchase of items for replenishment has been done and they will be distributed to the schools during the next monitoring exercise. The schools were informed that it is henceforth their responsibility to replenish the kit once it runs out. Each of the project schools received the following different items for the kit.

Item	Quantity per school
Boxes of Sanitary pads	3 boxes of 16 packets & each packet has 10 pieces
Pain killers	7 packets
Lesu	2 pieces
Cotton wool	3 rolls
Gauze	3 rolls
Basins	2
Washing soap	2 boxes
Knickers	1 dozen
Jerry-cans	3

### Development and production of a radio skit in different languages

It was planned that some of the IEC materials especially for the community shall be translated into the local language for easy understanding and grasping of the concepts of keeping a child friendly school gender responsive. FAWEU therefore, following the procurement procedures again procured the services of a consultant to develop and produce a skit in different languages for awareness creation on girls education. A contract was therefore, signed with Pablo Production Ltd to execute the assignment which has been accomplished in time. At the moment, the skit of 3 episodes has been developed in other languages; Ateso, lugbara, Lumasaba and Luo.



### Monitoring visits to the schools

To ensure effective implementation and achievement of the objectives of the project, FAWEU in partnership with the MoES officials carried out monitoring visits to the project schools to check on progress, identify challenges and document good practices. The monitoring visits were carried out in July 2011, March and November 2012 and in February 2013. The specific objectives of the monitoring visits were as follows;

- Carry out a physical head count of the bursary beneficiaries to ascertain if all are still in school.
- Hold a mentoring discussion with the student with emphasis on; academic performance, discipline and goal setting.
- To collect the receipts and the acknowledgment of school fees and UGX 35,000 paid to the beneficiaries for their upkeep
- To follow up on the utilization of UGX 600,000 disbursed to each of the project schools for implementation of gender responsive activities for keeping the school environment child friendly.
- To observe the hygiene of the accommodation of beneficiaries,
- To check how the schools are making use of the emergency sexual maturation management kit.

### Meetings with the Head teachers, BoGs and teachers

The key outcome of the monitoring activities were the meetings with the head teachers that had not been earlier planned but were seen as a requirement and as a channel for sharing feedback from monitoring visits and agreeing on practical solutions to counteract some of the implementation challenges identified. Consequently, a meeting was held with the school head teachers and BoGs bursars from all project schools on March 25, 2013.



Some of the participants during the meeting held on 25<sup>th</sup> March 2013.



***Mrs. Resty Ndolorwa also communicated that observations from the ADB's monitoring and evaluation exercise were mostly similar to those that FAWEU communicated.***

### **Meeting with Teachers of the project schools**

Like the meetings we have organized for the headteachers of the schools, this meeting with teachers was not planned but came out as a recommendation from the meetings held with the head teachers and chairmen Board of Governors. The main purpose of bringing together selected teachers from each of the project schools was to take them through the concept of keeping a child friendly school-for improved retention and performance of the beneficiaries particularly the girls. This is because they are the direct implementers. A total of 62 (34 females and 28 males) attended the meeting.



**Participants during group work**

Some of the challenges observed under this gender considerations component were that; the concept of keeping a child friendly gender sensitive school is not yet appreciated by the project schools, the time frame allocated to the project was not adequate to realize some of the stated objectives and delayed release of funds which affected in one way or the other the implementation of the activities like monitoring exercise.



### **2.2.7 Improving learning outcome through ICT: C4C funded project**

ICT today has become a channel and means for effective and efficient information and communication. In the education sector, ICT is being embraced in the teaching and learning process in schools. Therefore, the importance of effective and efficient information and communication for teachers and pupils cannot be over emphasized. Information and communication can provide a range of materials and tools that both pupils and teachers can use for better teaching and learning. Therefore, in a bid to complement government efforts, with support from C4C, FAWEU in 2012 started implementing a pilot project in 5 primary schools in Apac District with the aim of improving learning outcomes through the use of ICT. The project schools are; Atopi Primary School, Adir Primary School, Alekoli Primary School, Apele Primary School; and Olelpek Primary School. The selection of these primary schools was because they are already benefiting from the Quality Educators' Project and all fall under the catchment area of Atopi Coordinating Centre. This was for the purpose of strengthening the good work that is already ongoing and also for easy monitoring being a pilot.

#### **Training of teachers**

41 teachers (30 males and 11 females) from the project schools were trained in ICT knowledge and skills. Following the training, one computer and solar to power it were purchased and given to each of the project schools to enable them put the acquired knowledge into practice. Projector, Screen and a laptop were also procured and entrusted with the CCT of Atopi. This equipment is to facilitate school access to some materials for example good practices for sharing with schools, ASRH materials for girls and boys on issues of growing up and life skills. A Memorandum of Understanding (MoU) was signed with the schools on management and maintenance of this equipment.



#### **Training of pupils**

FAWEU planned to train 100 primary school pupils (20 from each of the 5 project school) with girls being 75% empowered with life skills resulting into high self-esteem and are able to effectively communicate/participate in classroom learning processes. The training was done and it reached a total of 76 girls and 24 boys from the project schools. The schools have established clubs through which different empowerment activities are to be undertaken.

#### **Addressing Sustainability issues**

The project is working closely with the key stakeholders including the district education office as well as the school management committee to support the entire project processes. In addition FAWEU has oriented these stake holders on the use of ICT to improve learning outcomes in primary schools as means on having them appreciate and then pledge to sustain the intervention even when funding stops. The district education office, CCT and the school management committees is involved in the monitoring process of the project. Memorandum of Understanding (MoU) has been signed with each project school clearly detailing their roles and responsibilities and the FAWEU will provide technical support where necessary.

### **2.2.8 Adolescent Sexual and Reproductive Health – Tides Foundation**

Based on the good practices registered during the first ASRH 3 years program implementation in Eastern Uganda, FAWEU found it necessary to replicate the interventions into another region so that the impact created can be beneficial to the young people and community in a new region. As a result, in 2012, FAWEU entered into another partnership with Wellsprings to replicate the model in another 5 districts facing challenges of adolescent sexual



related issues in the Western Region of Uganda. The overall objective of the project is; to empower the young people with knowledge and adequate information on Adolescent and Sexual Reproductive Health. It is an eighteen (18) month project on Awareness-Raising on Adolescent Sexual Reproductive Health issues among young people. It targets 50 primary and secondary schools drawn from the districts of Kisoro, Rubirizi, Kasese, Ntoroko and Bundibugyo in Western Uganda.

### **Project Introductory Meetings**

On 29<sup>th</sup> January 2013, project introductory meetings were organized and held in all the 5 beneficiary districts of Kisoro, Rubirizi, Kasese, Ntoroko and Bundibugyo in Western Uganda. The main objective of the meetings were to introduce the ASRHR Awareness raising project to district stakeholders; select beneficiary schools as well as draw a way forward for further follow-up of planned activities. The workshops drew the representation of the; District Education Officers, LCV District Chairpersons, Chief Administrative Officers; Resident District Commissioners; District Inspectors of Schools; Community Development Officers; District Gender Focal Point Officers; District Health Officer and Security Officers. A total of 38M and 18F attended the meetings.



### **Participants' at introductory meetings in Kisoro and Ntoroko districts**

There is need to note that although the plan had focused on selecting five primary schools and five secondary schools from each of the beneficiary districts; some districts had less secondary schools like Ntoroko and Rubirizi districts. This prompted the FAWEU team to replace the slots with primary schools thereby bringing the numbers to 20 secondary schools and 30 primary schools.

#### **a) Baseline study**

In April 2013, FAWEU procured the services of a consultant Ms. Sarah Muzaki to undertake the baseline survey of the ASRHR situation in the project schools. The main objectives of the study were to;

- (i) Examine trends and current ASRHR issues in the five project target districts and establish how this impact on the lives of young people in school.
- (ii) Establish the institutional framework and efforts in place to promote ASRHR in the respective districts
- (iii) Assess the level of knowledge and skills among teachers, school administration and young people themselves in Primary and Secondary schools
- (iv) Establish levels of community awareness and perceptions plus gender dynamics surrounding ASRHR for young people in the five target districts.

The study employed both qualitative and quantitative methods and over 454 respondents including pupils, students, teachers, parents, religious leaders and Health service providers were engaged in data collection process. Some of the findings include;

- (i) High dropout rate for especially the girls in upper classes due to early marriages; pregnancy and economic activities;
- (ii) High absenteeism for both the pupils/students and the teachers;

- (iii) Rampant defilement and sexual abuse in the target districts yet this issue is never discussed. Parents are compromised and paid to stop legal charges and in case of pregnancy, girls are married off early.
- (iv) STDs and HIV/AIDS are still treated as private and sensitive issues both in communities and schools.

#### **b) Repackaging, Development and Production of ASRH materials**

As part of the planned activities, in July 2013, consultancy input was sought to repackage, develop and produce stickers, posters, T-shirts and a resource training material for schools. Consequently, 1,500 stickers, 1,500 posters, and 1,000 T-shirts in different colours with ASRHR messages were designed, printed and distributed to the 50 beneficiary schools in the 5 districts. The messages printed on the IEC materials included;

- ❖ Reduce Teenage pregnancy and early marriages
- ❖ Knowledge is power: Equip young People with ASRHR Information
- ❖ Saying NO to casual Sex is my Choice
- ❖ I am keeping my body safe.....What about you?
- ❖ Being a virgin is cool
- ❖ Respect your body: Say NO to early sex
- ❖ Yes we can! End Early marriages and Teenage pregnancy

A resource handbook for primary and secondary schools as well as comic booklet were developed into camera ready copies, yet to be printed for distribution to schools. The Resource handbook is designed to facilitate trainers undertake effective training for young people in primary and secondary schools on ASRHR. These can be students willing to become ASRHR facilitators, teachers, peer counselors, religious leaders, community members and any other person who interacts with young people on issues related to ASRHR. The objectives for this manual are to;

- Facilitate trainers to empower young people to overcome ASRHR challenges through gaining knowledge, skills and attitudes.
- Create awareness on ASRHR both within the communities and schools for effective decision making and implementing them.
- Create ASRHR friendly schools and communities

#### **Some of the Information, Education and Communication (IEC) materials developed for schools**



#### **Handover of IEC materials to schools**



### c) Training for stakeholders

On 8<sup>th</sup> August 2013, 3 sets of orientation training workshops were concurrently organized and undertaken for Headteachers, teachers, religious leaders, Women role models; pupils and students from beneficiary schools as well as Health Service Providers selected from nearby government health centres within the implementing districts. The overall objective of the workshops was to equip them with knowledge and skills on ASRH&R that would enable them effectively support and empower the young people in schools and communities for self-awareness and better decision making.

Sn.	Category	Number of participants	
		Male	Female
1	Health Service Providers	20	
2	Headteachers, teachers, Religious leaders and Role models	250	
3	Pupils and students	150	

Training for Health service Providers in Bundibugyo district by an Officer from Naguru Teenage Information and Health and Centre.



On the left, the facilitator shared the toll free line to be utilized by young people in case of need for counselling.



### Training for Headteachers, Teachers, Role Models and Religious Leaders in Kisoro and Rubirizi districts



On the left and centre, pupils and students participate during training sessions in Bundibugyo district. On the right, pupils and students display posters on ASRHR after the training in Kisoro district



#### d) Radio Talk Shows

In an effort to engage communities in the districts of operation, talk shows were undertaken at 4 local radio FM stations in Western Uganda that included Kasese Guide Radio – Omusondolya in Kasese, Voice of Bundibugyo in Bundibugyo, Voice of muhabura in Kisoro, and Voice of Tooro in Fort Portal for the benefit of Ntoroko and Rubirizi districts. One may wish to know that Rubirizi and Ntoroko have no radio stations. Voice of Tooro was thus used because of the wider coverage in the Western region and listenership.

The talk shows emphasized parental and community support to young people through empowerment and information sharing for improved awareness by the young people regarding growing up and sexual maturation. They also stressed promotion of girl child education and gender by imploring parents to take both the girls and boys go to school as well as support them stay in school and complete school.

#### e) Facilitation to schools

During the orientation training workshops, schools were required to establish ASRH clubs in their schools as well as draw tentative work plans on awareness raising activities to be undertaken by the clubs during the term for funding. All schools came up with work plans to guide implementation and in October 2013, all schools were facilitated with Ug. Shs. 500,000/= (Five hundred thousand shillings only) as a 1<sup>st</sup> tranche towards ASRH awareness raising activities within the schools and communities. Each of the schools is expected to provide a clear report of implementation and use of the funds in relation to the work plan. The schools were encouraged to keep clear record of the activities carried out as evidence during the monitoring visits.

#### f) Visits by Health Service Providers in schools

As had earlier been planned, facilitation was made to all the 19 Health Service Providers (HSPs) who were trained during the orientation workshops undertaken in August 2013 to visit project beneficiary schools. The HSPs sampled and visited five (05) out of the ten (10) project schools in each of the 5 districts and offered a wide range of ASRHR

services to pupils and students ranging from pregnancy check-ups, Voluntary Counseling and Testing for HIV/AIDS, and responding to pupils and students questions on ASRH.

### **2.2.9 Secondary And Viable Empowering (SAVE) Education Project for war-affected girls in post conflict Northern Uganda**

FAWEU has entered into partnership with MacArthur Foundation, under the “Strengthening Innovation and Practice in Secondary Education” to lead an innovative project with the goal; *to contribute to the increased access and completion of quality, secondary education and vocational skills training by war-affected adolescent girls in post-conflict Northern Uganda and the West Nile Region*, in partnership with Christian Counseling Fellowship (CCF) and International Center for Research on Women (ICRW). The following activities have So far been accomplished;

- a) Purchased a double cabin pickup to facilitate the movement to the project sites
- b) Signed an MoU with CCF clearly spelling out our roles in this partnership
- c) Have held 2 planning meetings
- d) Developed the first quarter work plan and budget to guide the implementation activities
- e) Started the feasibility study in West Nile sub region
- f) Work is in progress to design the architectural drawings and BoQs for the construction activities at Pader Girls’ Academy (PGA)

### **2.2.10 PROJECT ON INCREASING FEMALE TEACHERS IN SECONDARY SCHOOLS IN UGANDA**

Following research findings that have showed a strong relationship between women teachers and increased girls attendance and success in schooling, there is need for increased female teachers in schools as one answer to the many challenges that girls face in school. The University of Maryland's (UMD) research team will work in partnership with FAWE Regional Secretariat (RS) in Nairobi and selected FAWE National Chapters (NCs) in Tanzania, Togo, and Uganda. The main objective of this project is to deepen the understanding of the factors that prevent women from becoming or remaining teachers and subsequently to devise evidence-based strategies aimed at increasing the number of female teachers in secondary schools in Africa.

#### **Meeting with Ministry of Education and Sports**

The initial meeting with officials from Ministry of Education held on basically to introduce the project and explain its objectives. We also shared with them that a team of three (rep. from University of Maryland and two selected Ugandan researchers) will carry out the research.

On July 2, 2013 another follow up meeting with officials from MoES was held where we further discussed the working modalities of the project. One of the issues discussed at length was where the research should fall in Ministry of Education. Members agreed that this research will fall under the docket of the gender Unit of MoES where Ms. Maggie Kasiko is best placed to follow up especially the implementation of the action plan. Also, members observed that while some activities of the action plan may be absorbed within the ongoing processes, there could be those that will stand on their own and therefore, need independent funding. How shall they be funded? It should be noted that gender is not yet included in the government budgets and therefore, the unit depends on funding from donors.

#### **Identification of Researchers**

FAWEU participated in the identification of researchers based in Uganda. 5 Cvs were collected from the FAWEU membership and shared for consideration. Elizabeth Nyivuru (FAWEU member) and Suzzie Nasozzi were selected from Uganda as the lead researchers. The process is ongoing including development of research tools in preparation for the activity expected to be finalised in the first quarter of 2014.

### **2.2.11 FAWEU’s COLLABORATION AND NETWORK WITH OTHER ORGANISATIONS IN GIRLS’ EDUCATION**

#### **Forum for Education NGOs in Uganda (FENU)**

FAWEU through the FENU meetings was part of group that drafted the girls education issues to be presented in the Education and Sports Sector Review (ESSR) meeting of Ministry of Education and Sports.

#### **Gender Task Force of Ministry of Education and Sports**

FAWEU participated at various Ministry of Education meetings and contributed towards review of National Strategy for Girls Education and to development of Menstruation readers and the Gender in Education Strategy. FAWEU also attended the 2 days ESSR meeting from 1<sup>st</sup> – 2<sup>nd</sup> October 2013 organized by MoES.

### **3.0 Researches Conducted**

#### **a) Baseline Study on the Status of Girls' Education in Sub-Saharan Africa**

FAWE Regional Secretariat commissioned a study on the status of girls' education in Sub-Saharan Africa. FAWE identified 15 chapters (Uganda chapter inclusive) from its network of 34 chapters working in 33 sub-Saharan African countries to carry out the exercise and benchmark the status of girls' education where FAWE operates. This was in response to the recent FAWE RS studies that have clearly demonstrated the need to research gender, education, and the practical challenges of adopting gender-responsive approaches to education.

The study took into account the current education policies and statistics that relate to girls education to determine how much remains to be done to achieve the Education for All( EFA) and the Millennium Development Goals (MDGS), identifying some of the successful strategies that can move the process forward. The report should also highlight interventions (including those implemented by FAWE) that have been replicated by governments in promoting girls' education in the country in the last five years (2007-2012), and conclude with recommendations on the way forward for FAWE

#### **b) ICRW**

The International Center for Research on Women (ICRW) in partnership with Forum for African Women Educationalists Uganda (FAWEU) conducted a formative research to examine the determinants of school drop-out for girls in Arua and Adjumani districts of Uganda. ICRW is a private, nonprofit organization founded in 1976, and headquartered in Washington, DC with a mission to empower women, advance gender equality and fight poverty in the developing world.

The research findings will generate information and advocacy that will help improve and enhance the participation and continuation of marginalized adolescent girls in secondary school in your region and will be used to inform and enhance the work of FAWEU and other Education partners in Northern Uganda. The research project will also fill critical knowledge gaps and improve the understanding of the relationship between pregnancy and school drop-out for girls of reproductive age in the West Nile sub-region.

#### **c) Feasibility Study – West Nile sub region**

FAWEU is taking lead in the replication of the Pader Girls' Academy (PGA) model in West Nile. This is a model that was established in 2008 by Christian Counselling Fellowship (CCF) to offer formal education (remedial, vocational and secondary) for war-affected children, especially child-mothers, while at the same time offering support to their babies within the school setting. It is hoped that this model will also address challenges affecting girls in a post-conflict situation in the districts of Arua and Adjumani by establishing a secondary school that provides an opportunity for pregnant girls to stay on/ be retained in school or to re-enter school after giving birth. It will further provide day care facilities and early childhood development and education services for the babies of the in-school child-mothers.

Before FAWEU and its partners can go in to establish a post-war girls' academy in West Nile, it was found important to conduct a feasibility study whose process is ongoing. The research teams was in the districts from the 17<sup>th</sup> – 22<sup>nd</sup> November, 2013. The purpose of this study was to identify and assess the viability, sustainability and impact of the PGA model in Arua and Adjumani districts in the West Nile region.

#### **d) Status of Girls' Education in Uganda**

The importance of educating girls has been extensively researched and documented. Enshrined in international commitments, international and regional attention has led to improvements in some aspects of girls' education. Research on female education in many countries has for instance indicated that educating girls and women is not only critical to economic development but also a matter of realizing girls and women's Right to education. In light of



these realities, this assessment set out to analyse the status of girls' education in Uganda, particularly moving beyond the question of numbers (mere access to education of girls) to look at issues Quality, Participation, Retention and Educational outcomes. Using analysis of existing literature on girls' education, the review examined the underlying social institutional factors that impact on girls' education across all the education sub-sectors, giving the status as it stands today in Uganda.

#### 4.0 Monitoring Evaluation Activities

Monitoring tools were developed with clear indicators to track the achievements registered as a result of implementing the above activities. Monitoring has been done more than once for all the project marking the lessons learnt for improved planning. Database has been developed. An evaluation of the Packard project was carried out

#### 5.0 SARAH NTIRO LECTURE AND AWARD EVENT

The 13<sup>th</sup> Sarah Ntiro Lecture and Award took place at King's College Buddo in Wakiso district on the 21<sup>st</sup> March, 2013 under the *Theme: "The Gender Agenda; gaining momentum"*. The event attracted over 200 participants from all over the country and was officiated by H.E Ambassador Anne Webster- The Irish Ambassador to Uganda. The Key note Speaker for the day was Prof. Elizabeth Auma Opio; The Director Institute of Research and Graduate studies, Gulu University. Special guest of the day was Dr. Sarah Ntiro Nyendwoha-the first woman graduate in East and Central Africa, Mrs. Elizabeth Gabona. Other invited guests included Mrs. Elizabeth Gabona; Director Higher Education- Ministry of Education and Sports, FAWEU Chairperson; Mrs. Rose Izizinga, FAWEU Executive Director, Mrs. Christine Semambo Sempebwa, FAWEU Board Members and staff, students among others. The Master of ceremony for the function was Mr. Malcolm Mpamizo; FAWEU Programme Officer. Mr. Baaka Male; Head teacher Buddo Secondary School warmly welcomed the guests to King's College Buddo and conveyed his extreme gratitude at hosting this year's event.



*On the high table; Hon. Miria Matembe, Assoc Proff. Elizabeth Auma Opio, H.E Anne Webster, Dr. Sarah Ntiro, Mr. Baaka Male, Headteacher King's College Buddo and Mrs. Rose Izizinga at the FAWEU Sarah Nitro Lecture and Award.*

The following activities formed part of the day's celebration included;

- A mentoring session inform of speeches that targeted to benefit the young girls and boys
- Awards to Women of Distinction (WoD) and Models of Excellence (MoE) in recognition and celebration of outstanding Ugandan women achievers/ leaders in and through education.
- Flagging off of the FAWEU higher education scholarship beneficiaries
- Recognizing and rewarding some of the beneficiaries for their hard work and academic excellence

### Some of the pictures of the day



Remarks from Dr. Sarah Ntiro Nyendwoha and from the Chief Guest – Irish Ambassador to Uganda



Above university beneficiaries receiving their award letters and rewarding of the best FAWEU academic performers

## 6.0 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 on soliciting for financial support to be able to sustain her activities. However, efforts are in place to try and have some of the FAWEU lands developed in a way that can generate some income to support the activities of the organization. For instance such discussions are ongoing with Eco Bank in Uganda.

The slow response from members in paying their membership subscription fees has negatively affected the organizational expectation by the public of supporting needy girls and boys in cases where we are unable to incorporate them into the ongoing scholarship programs.

Too much rains in the Karamoja region which has continued to destroyed most roads makes it very difficult to access almost the project schools on time.



Under the Solar – let your light shine project, while many solar systems are functioning well in many schools, there are also a number of faults detected in others. In schools where defects were noted, it was reported that students had especially tampered with the installations made thereby destroying the systems in some schools while in others, the students had completely stolen the batteries rendering some lights dysfunctional. Other than the tampering with and theft of various pieces of the solar equipment provided in some schools;

- There has been few product failures recorded which schools probably attribute to defects on the panels;
- Some batteries fail to charge completely rendering all attempts by to boost them up fruitless.
- Shorter times of discharge of lights. Lights in some schools were reported to be bring out deem light while in others the lamps keep blinking causing a fear of causing damage to the eyes.

## **7.0 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.