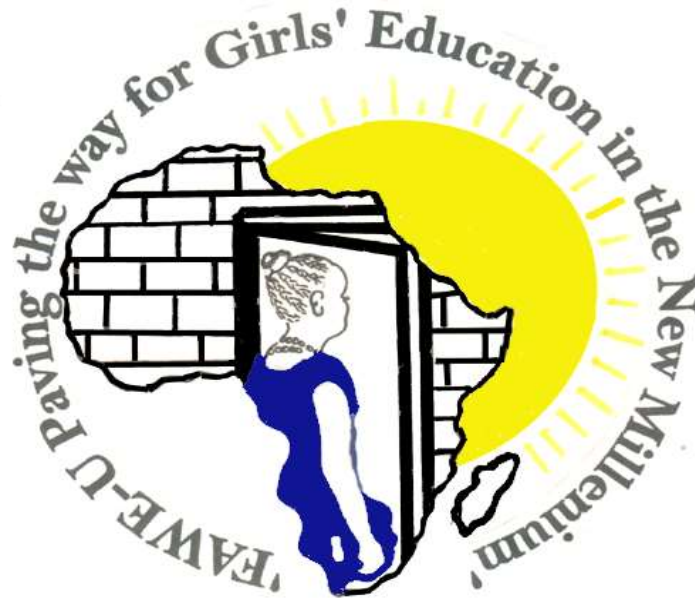


# **FORUM FOR AFRICAN WOMEN EDUCATIONALISTS UGANDA CHAPTER**



## **Annual Programme Report January 2014 – December 2014**

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We would like to thank the FAWEU membership and the Board of Directors that represents it at Governance level for their continued strategic direction and guidance in the year 2014. Thanks go out to the Board Committees that gave us technical support as we designed, implemented, monitored and evaluated our programmes. A big thank you goes out to the FAWEU secretariat staff and the team in Karamoja for their commitment, effort and time that has seen us successfully accomplish all our activities for the year 2014.

## ACRONYMS

ADB	African Development Bank
ASRH	Adolescent Sexual Reproductive Health
BoQs	Bill of Quantities
BTVET	Business Technical Vocational Education and Training
CCF	Christian Counseling Fellowship
CCT	Centre Coordinating Tutor
CVs	Curriculum Vitae
DEO	District Education Officer
DTF	District Task Force
EFA	Education For All
ESSR	Education and Sports Sector Review
FAWEU	Forum for African Women Educationalists
FENU	Forum for Education NGOs in Uganda
HSPs	Health Service Providers
IB	International Baccalaureate
ICRW	International Centre for Research on Women
ICT	Information and Communications Technology
IEC	Information Education and Communication
LABE	Literacy Adult Basic Education
MDGs	Millennium Development Goals
MoE	Models of Excellence
MoES	Ministry of Education and Sports
MoU	Memorandum of Understanding
MSI	Monitoring Sharing and Improvement
NCs	National Chapters
PGA	Pader Girls' Academy
PTAs	Parents Teacher Associations
QE	Quality Education
RS	Regional Secretariat
SMCs	School Management Committees
SRH	Sexual Reproductive Health
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UMD	University of Maryland
UNATU	Uganda National Teachers Union
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
WoD	Women of Distinction

## EXECUTIVE SUMMARY

During the year 2014, FAWEU continued to pursue her vision, mission, goals and objectives by implementing interventions that influence policy, enhance access, retention, performance and completion. Interventions also focused on, creating awareness among the girls and boys, life skills, and capacity building for teachers and pupils/students especially in gender responsive pedagogy.

This annual programme performance report is based on the annual programme work plan that was approved by the FAWEU annual general assembly in December 2013. The annual report is also aligned to the organizational Strategic Plan 2013 – 2017 as a way of measuring performance in the achievement of the strategic plan objectives. The report presents planned activities, outputs and intermediate outcomes realized in the implementation of the FAWEU programme activities as well as the implementation challenges faced during the period January – December 2014.

### Policy Influence

FAWEU continued to participate in Gender Task Force (GTF) meetings at the Ministry of Education and Sports (MoES) and a total of 4 GTF meetings were attended. In these meetings, FAWEU presented research findings from two studies she conducted around pregnancy and school girl drop out, and the evidence on the value of retention and re-entry of pregnant girls and child-mothers from the Pader Girls' Academy (PGA) model that admits pregnant girls/child mothers back into the school system to access education at secondary and vocational level. The findings from the study and the evidence from PGA helped to inform the policy process especially towards the development of the re-entry policy for child-mothers.

Policy advocacy efforts were also made through participation in other national and international events such as the international day of the girl child which was held in Kamuli district on 11<sup>th</sup> October 2014 under the theme “*Empowering Adolescent Girls, A Path Way to Ending the Cycle of Violence*”, the FAWEU Girls' Education Week” (GEW) held from the 24<sup>th</sup> to 28<sup>th</sup> March 2014 in Kamuli district where Dr. Sarah Ntiro Lecture and award ceremony took place; 03 Women of distinction and 02 Models of Excellence were recognized and received awards.

At regional and international level, FAWEU also represented by the Executive Director attended and participated in the World Teachers' Day in Paris in October 2014, the General Assembly and post Millennium Development Goals (MDG) advocacy training in August in Nairobi, the rights based approach on the Convention for the Elimination of all forms of Discrimination Against Women (CEDAW) in Nyanga Zimbabwe and one member of the Former FAWEU Alumni Beneficiaries Association (FFABA) attended the Day of the African Child, through FAWERS in June in Addis Ababa. All these fora provided a platform for policy advocacy and influence both at national and regional level.

As part of the efforts to supplement Government policy on the teaching of Science and Mathematics, FAWEU Uganda since 2012 is one of the Chapters that has been participating in the Science, Technology, Engineering and Mathematics (STEM) fair competitions under a joint FAWERS and Intel Programme. This year's STEM fair competitions involve 7 participating secondary schools including; Nabisunsa girls' secondary school, Gayaza High School, Mt. St. Mary's Namagunga, Kitante Hill School, Tororo Girls' School, Makerere College School and Bukomero Secondary School. Four teachers (2 females and 2 males) were identified from the participating schools (Nabisunsa Girls' Secondary School, Gayaza High School, Kitante Hill School and Makerere College School) to take on the role of the judges. The evaluation criteria used in the assessment for the winning project included the following: (i) Is the project related to the curriculum? (ii) Is the project idea relevant (iii) Is the project Innovative, (iv) Student's presentation skill and (v) knowledge of the project.

After successful presentation of projects by students, the following projects and schools emerged the best four:

1. Momentum driven lawn sprinkler project by Mt. St Mary's College Namagunga ( 1<sup>st</sup> position)
2. Making insecticide using plant called DaturaStramonium by Kintante Hill school (2<sup>nd</sup> position)
3. Water rediscover project to purify water naturally by Nabisunsa Girls school (3<sup>rd</sup> position)
4. Making cough syrup by Tororo Girls' School (4<sup>th</sup> position)

The project from Mt. St. Mary's Namagunga was presented by Vella Abur and Adrea Namaganda at the Regional STEM competition that was held in Nairobi from the 13 to 15 August, 2014 and emerged third among 30 entries from 15 countries. The overall winners were Adonten Senior High School, Aburi, Akwapem – Ghana, who presented a project on how to produce a mosquito repellent from fresh leaves of the *Suaveolens*

In partnership with Plan Uganda, FAWEU implemented the CEDAW project which is aimed at creating awareness on the Articles of CEDAW and their application among key stakeholders at national, district, community and school level in the districts of Tororo, Lira and Luwero covering 6 primary schools and 03 secondary schools. A number of activities including training of pupils on CEDAW provisions, training of 52 boys/men to become agents of change and “gender resource persons” training of 25 media persons (14 Male, 11 female) and meeting with Members of Parliament were carried out during the course of the year.

### **Fostering positive practices and attitudes for Girls' Education**

FAWEU also continued to use education and advocacy to implement holistic interventions towards protecting 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. In fulfillment of this, FAWEU with support from the David and Lucille Packard Foundation and TIDES Foundation provided support to peer educators' activities in school in the district of Kamuli, Kisoro, Kasese, Bundibugyo, Ntoroko and Rubirizi. As a result of these activities, schools have mainstreamed ASRH into their work plan, budgets and co-curricular activities.

With the support from the David and Lucille Packard Foundation, a total of 238 (138 males, 100 females) participants (teachers and community members) were trained on ASRH. The training was facilitated by teachers from Kyenjojo Secondary School, Kagadi Secondary School and Katooke Secondary School where the project was piloted in Western Uganda in 2011 to 2013. In addition, a total of 149 Health workers (93 females and 56 males) were trained by officials from Naguru Teenage Centre. These participants were identified from health/medical personnel in health centers around the 35 schools in Kamuli district. The District Health Officers made commitment to follow up provision of youth-friendly services. It was agreed that the district authority would identify 5 health officers to visit the schools in clusters assigned to them.

With support from Irish Aid, FAWEU organized a stakeholders' meeting which took place in Moroto District. A total of 86 people from each of the 7 project districts attended the meeting. The purpose of the meeting was to review the status of the Irish Aid sponsored Bursary Programme as well as share and discuss various issues affecting the programme. It was also an opportunity to discuss the way forward for the programme after 9 years of implementation. The major outcome of the meeting was the plan that was drawn on how to improve delivery over the remaining years of the programme. In addition to the strengthening of support programme components such as mentoring, HIV/AIDS, life skills and gender pedagogical training, it was agreed at the meeting that the challenges facing the school leadership at Namalu Secondary school and other programme schools be addressed by the district officials; and that mentors should be further facilitated so as to ensure that they continue to address the challenges of the beneficiaries on the programme through regular meetings with them. It was also agreed that there should be a clear methodology for replacing students on the programme for poor academic performance and indiscipline

As a way of enlisting parental support towards education for their children, parents meetings were conducted by the Karamoja project Coordinator. As planned, 8 community meetings were successfully conducted in all the project schools. These meetings have greatly helped both parents and children to get an in-depth understanding of the programme and the activities involved. The meetings provided an opportunity for FAWEU to emphasize to the parents the need for them to get involved and not to leave their children only to FAWEU but to take full ownership as biological parents. This is important given that while the scholarship helps to see them through their studies, the parents need to help them grow into morally upright and responsible people. Emphasis was also placed on the need for parents to be involved in the academic affairs of their children despite FAWEU's interventions. The other issue discussed was how parents can improve their livelihoods to support other children since the programme will no longer recruit senior one students starting 2015. One community meeting was organized by the university students hailing from Nyakwae Sub County. The meeting attracted all the parents of



the beneficiaries, students and sub county leaders. This was done to devise means of curbing the high dropout rates of students from the sub county.

### **FAWEU Evolves into a one stop center for Girl-Child Education Services and Information**

During the period January – December 2014, FAWEU continued to support vulnerable but bright girls and boys to access and complete their education through provision of the scholarship and other support components within the scholarship programme such as; mentoring and career guidance, guidance and counseling.

The FAWEU bursary project supported by the African Development Bank (ADB) through the MoES has been running since 2012 and this is the last year of implementation. Out of the 704 needy and bright children that were awarded bursary in 2011, 335 (232 female and 103 male) completed their education levels leaving a total of 33 beneficiaries (12 boys and 21 girls) who are repeated classes and are therefore still continuing their education. These students who are repeating will find their own source of fees since the project has phased out in 2014.

The Forberg scholarship programme continued to provide support to 45 students from poor families. These are 33 students (21 female and 12 male) in selected secondary schools and 12 students (8 female and 4 male) in BTVEIT institutions. The 4 girls supported through the kind gesture of Terek Taboure and Laura Keihas to access secondary education have completed secondary school education.

The current number of students on the Karamoja Secondary School Bursary Programme total to 1,028 (635 female and 393 male) of these, 9 students (4 female and 5 male) are studying outside of the Karamoja region. In order to motivate students after their O'level and based on their academic performance, they are given an opportunity of studying out of Karamoja. The selection is also subject to the cut off points of aggregates depending on the general performance. Currently, there are also a total of 25 students (18 female and 07 male) pursuing vocational training.

FAWEU through her partnership with Pestalozzi International Village Trust has continued to support students through the scholarship towards the award of the International Baccalaureate (IB) Diploma. Currently, there are 2 girls benefiting from the partnership. A total of 05 applications were received in October 2014 from Kitante Hill School, Gayaza High School and Nabisunsa Girls' Secondary School and the selection interviews are slated for 23<sup>rd</sup> – 27<sup>th</sup> November 2014 at Trust High School – Kabubu. It is important to note that the inaugural 3 students from the FAWEU/Pestalozzi partnership completed their IB Diplomas and Rachel Nanteza joined Michigan State University on a MasterCard Foundation Scholarship while Timothy Ogolla joined the University of Philadelphia on scholarship as well. Habiba Malingha informed us that she is taking a gap year and would like to volunteer with FAWEU while she waits to start University in September 2015.

With support from Packard Foundation, a total of 40 girls selected from senior two were awarded scholarship in 2014 for a period of three years to enable them complete O'level education. These were selected from among the needy and vulnerable students in school facing financial challenges as a result of broken families, loss of both or one parent) among other difficult situations. Each of the beneficiaries receives a contribution of Ugx 200,000. However, some schools charge tuition fees slightly higher than this scholarship contribution and considering the degree of need of the students benefiting, schools made commitment to meet the balance ranging from 20,000 to 50,000 per student, a contribution for which FAWEU is very grateful.

With support from Beautiful World Canada (BWC), a Canadian Foundation, FAWEU is currently supporting 44 students to access higher education out of whom 2 are boys, while 15 are girls pursuing diploma courses. In addition, through BWC, is supporting 23 girls to access secondary education. The girls were initially 25 but 2 dropped out due to pregnancy. Ten of these girls have this year completed senior four while 1 is sitting her S.6 examinations.

Under the Irish Aid support, career guidance for candidate classes facilitated by officials from Ministry of Education and Sports Guidance and Counseling Department as well as FAWEU members and representatives from selected public universities was carried out. Sessions were open to all beneficiaries from senior one to senior six and also to other students in the schools who are not beneficiaries of FAWEU scholarship programme. This



activity took place from 18<sup>th</sup> – 20<sup>th</sup> July 2014. Joint mentoring and inspiration sessions were conducted in all the project schools with all university student beneficiaries from the different universities except those who were on their industrial training outside Karamoja, examples are; Achuda George Othee and Loiki John Mark, who were working on their research reports. There were however a few others who due to various reasons were unable to join the team. The whole process went on very successfully and the focus group discussion method applied was interactive and enabled both students and parents to discuss as well as share a lot of testimonies and success stories.

Under the FAWEU Higher Education Scholarship Programme initiated in 2009, FAWEU was unable to take on any girls this year due to inadequate funds realized during the fundraising drive activities of the GEW. Continuing scholarships included MTN (02 girls) and Busitema University (01 girl). In addition, FAWEU with support from the Irish Embassy has provided full scholarship support to 80 students (39 female and 41males) to access university education out of whom 14 (6 female and 8 male) students the first cohort of the scholarship completed University this year 2014 and have graduated. FAWEU received new scholarship partnerships from Makerere University Business School (MUBS) who has pledged support to 2 girls each year for 3 years. In addition is the scholarship support from Justice Julie Ssebutinde towards one girl doing sciences at the University.

As a way of supporting the learners/students and helping them to make informed academic decisions, FAWEU organized career guidance that was facilitated by officials from Ministry of Education and Sports, Guidance and Counseling department as well as FAWEU members and representatives from selected public universities. The sessions were open to all beneficiaries from senior one to senior six and also to other students in the schools who are not beneficiaries of FAWEU

### **A Strong Learning and Gender Responsive Organization**

As a way of continuous learning and sharing for improvement, FAWEU continued to engage in a number of monitoring and evaluation activities.

In August 2014, a monitoring activity for the Solar Project in Lango Sub region was carried out and a report shared with stakeholders in each of the three project districts of Kole, Amolator and Oyam. The stakeholders were able to share and learn from the experience of project implementation and experiences gained will be used as a gate way to similar intervention for FAWEU and her stakeholders in future. The project provided opportunity to 4,224 students (i.e. 1,509 female and 2,715 male) to effectively participate in the teaching and learning process drawn from 9 secondary schools selected from the three project districts. The enrolment in all schools increased slightly by 3.3% from 4,086 in 2013 to 4,224 in 2014. Enrolment for girls across all schools also slightly increased by 47 students from 1,462 students in 2013 to 1,509 students in 2014.

Another monitoring exercise was carried out for the TIDES ASRH Project in western region. This activity was carried out in July 2014 and the findings shared with the stakeholders in each of the project districts as a sharing and learning event. The findings indicated that the schools have established ASRH clubs and these are carrying out awareness raising campaigns/activities through putting messages in the school compound as evidenced by 78% of the schools. The campaigns are done through Music, Dance, Drama, outreaches to communities, display of messages in compounds and sensitization of other children, teachers and governing bodies on ASRH rights.

Monitoring was carried out to track progress of implementation of the Oxfam Girls' Education Advocacy Project in Northern, Eastern and West Nile region. The findings indicate that some schools were not effective in addressing girls' education challenges such as menstruation management because they failed to complete the changing rooms for which FAWEU had provided some funding of UGX 1,000,000 per school. The school head teachers and staff commended the efforts made by FAWEU to distribute the textbooks and science kits which have acted as reference materials for both the teachers and pupils during the teaching and learning. Some schools were found to have functional girls' clubs with pupils taking leadership of the clubs, documentation of the activities was done; there were 'talking compounds'<sup>1</sup> in place and the school club members are engaged in promotion of re-usable sanitary pads.

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<sup>1</sup> These are compounds which have a number of messages about ASRH, behavior change, positive living, gender etc.

Despite the short period during which the schools have implemented the project, FAWEU through her monitoring and evaluation activities in Eastern Uganda, the project schools had implemented a number of impressive activities such as; establishment of girls' clubs with elected executive members, featuring on radio talk shows by some schools like Kamuli Girls' School, which discussed issues of gender equality for girls and boys on radio. Schools also had ASRH talks during school assemblies, carried out outreach activities like visiting nearby churches and communities to educate them about the value of education. The monitoring also noted that the schools are still faced with the challenge of strong cultural beliefs which continue to aggravate gender disparities.

Different teams travelled on April 14<sup>th</sup>, on 29<sup>th</sup> July 2014. To facilitate the District Taskforce meetings under Irish Aid Secondary held quarterly in Karamoja. These formed part of the learning and sharing for FAWEU during the period under review. These meetings provided feedback on the implementation of the Irish Aid supported scholarship programme, identified challenges and came up with solutions thus ensuring, smooth and effective implementation of the Scholarship Programme.

For continued learning and sharing among the networks, FAWEU through the network of Forum for Education NGOs in Uganda (FENU) continued to collaborate and network with other organizations in girls' education through quarterly meetings of the gender thematic working group. One of the key issues discussed during these meetings was the need to identify issues for lobbying and advocacy that would be tabled during the Ministry of Education and Sports Sector review meeting of 2014. Among the areas proposed were that; the new Gender working group must be actualized and allocated a budget, reproductive health education should be improved and comprehensive education and sensitization incorporated into textbooks that are being developed for lower secondary school, schools should give child mothers and pregnant girls opportunity to complete their education. Other propositions were that; a memo to be immediately sent to schools by MoES to allow pregnant girls and child-mothers sit for national examinations at all levels and cases of defilement and sexual harassment must be addressed and perpetrators must be convicted and brought to book. FAWEU also shared in this forum the findings of the study on establishing the linkage between pregnancy and dropout in West Nile Region.

### **Implementation Challenges**

Despite the accomplishment of all planned activities and all the achievements registered, there were a number of challenges encountered and these include the following;

- (i) Delayed remittance of funds by the donors that caused delayed implementation of activities
- (ii) Some children on scholarship dropout and school administration does not inform FAWEU on time until a monitoring exercise is carried out.
- (iii) Inadequate time for mentoring sessions. It is normally done after classes but this time is not sufficient.
- (iv) Inadequate friendly facilities for People with Disabilities (PWDs).
- (v) Inadequate sanitation facilities for both pupils and the teachers which has an implication on child-friendliness of the school environment.
- (vi) Some children face challenges during holidays and yet there is no mechanism to follow them up and interact with guardians or care takers. By the time they return for school, they take time to cope again with home challenges especially illnesses of their care takers, inability to revise due to a lot of work in the homes, etc.
- (vii) Some schools/children delay to send their end of term academic reports to FAWEU and this sometimes delays submission of the progress reports to the funders.
- (viii) Inadequate counseling rooms in some schools
- (ix) Pocket money for the students is sent to the school account along with fees which has become challenging because sometimes the students receive the money late.
- (x) Parents' have the attitude that FAWEU provides everything so they end up abdicating their parenting role, not minding about their children at all

### **Recommendations:**

- (i) utilize the available evening time or Saturdays which are not fully occupied to ensure children have adequate time to ask questions and get responses;

- (ii) Focal point teachers should make realistic plans together with student leaders to ensure activities to address specific issues for the FAWEU project are part of the school programme. This also facilitates sustainability.
- (iii) Schools should be encouraged to track and report children who have transferred to other schools or dropped out.
- (iv) Intensify advocacy campaigns to government to provide facilities for children with disabilities.
- (v) Schools should be encouraged to construct facilities that cater for places to dispose used items
- (vi) Teachers should be encouraged to have regular interactions with guardians of the students on bursary to enable them understand more deeply, the issues that affect children when at home during holidays.
- (vii) Include mentoring activities in school assemblies and class teachers 'talks.
- (viii) The school and district officials should sensitize the parents and guardians about their role since they think that all things are provided by FAWE.
- (ix) Intensify the use of FAWEU role models in schools to help in guidance of the children
- (x) Introduce the children's camp to all FAWEU scholarship projects to create more opportunities for preparing the children adequately for holidays.

## 1.0 BACKGROUND

### 1.1 Introduction

This annual programme performance report is based on the approved activity work plan for the year 2014 by the Board of Directors during the 2013 Annual General Meeting. The report presents planned activities, outputs and intermediate outcomes realized in the implementation of the different programme activities during the period January – December 2014. It also identifies implementation challenges faced and proposes recommendations to overcome these challenges.

During the period under review, FAWEU remained committed to its vision and mission which are outlined in her strategic plan for the period 2013 – 2017 as follows;

**Vision:** *A Uganda in which all girls and women have access to equitable quality education that enables them to effectively participate in development at all levels.*

**Mission:** To “*promote gender equity and equality in education in Uganda by influencing policies and nurturing positive practices and attitudes towards girl education*”.

In an effort to fulfill this mission and vision, FAWEU planned to carry out a number of activities that directly influence the achievement of her objectives. These ranged from; offering scholarship support to needy but disadvantaged girls and boys, influencing policy through advocacy and research, awareness creation on Adolescent and Sexual reproductive health education by providing age appropriate information to the young people, mentoring and career guidance and counseling and capacity building for teachers and pupils/students through life skills training and gender responsive pedagogy.

## 2.0 ASSESSMENT OF PERFORMANCE FOR THE PERIOD JANUARY – DECEMBER 2014.

FAWEU remained committed to implementing activities that would facilitate the achievement of her strategic objectives and outcomes. This section presents an assessment of performance based on the planned and achieved outputs and outcomes for the period January 2014 to December 2014. The assessment is presented in accordance with FAWEU’s strategic thematic areas and objectives as stated in the strategic plan period (2013 – 2014).

### 2.1 Policy influence for girl-child education

**Strategic Objective 1:** *To improve the level of gender responsiveness in education sector policies for girls and women in Uganda*

#### 2.1.1 Planned targets for the period January 2014 – December 2014.

During the period under review, the following outputs were planned;

- (i) Review 2009 MoES concept on retention and re-entry policy and lobby the MoES for a policy on re-entry for pregnant girls in schools
- (ii) Participate in four (04) gender task force meetings at the MoES
- (iii) Participate in partners’ capacity building initiatives on girls’ education policy advocacy
- (iv) Participate in national, regional and global education policy campaigns (Women’s day, Girls’ Education Day of the African Child etc.)
- (v) Develop and disseminate two policy briefs to MoES and other stakeholders
- (vi) Implement at least 10 % of the advocacy strategy targets
- (vii) Hold 1 girl-child education advocacy campaign

## 2.1.2 Expected outcome for the period January – December 2014

Uganda's Education Sector policies are responsive to girls and women education.

## 2.1.3 Progress of implementation of activities/Achievements

As part of the efforts to influence Uganda's education sector policies and make them responsive to girls' and women education, the following activities were implemented during the period January – December 2014.

- (i) FAWEU participated in 4 gender task force meetings at MoES, where FAWEU fronted policy advocacy issues for re-developing of the re-entry policy for child mothers. The evidence for the advocacy was based on the research on school dropout conducted in West Nile Region and the Pader Girls' Academy model that admits pregnant girls/child mothers back into the school system to access education at secondary and vocational level. Participated in the planning activities and celebrations to mark the international day of the girl child which was held in Kamuli district on 11<sup>th</sup> October 2014 under the theme *"Empowering adolescent girls, a path way to ending the cycle of violence"*.
- (ii) In an effort to widen advocacy efforts for girls' education, FAWEU designated a week every year since 2009 called the Girls' Education Week" (GEW). The purpose of this week is not only to advocate to the wider public for increased support in girls' education but also to motivate the young girls to stay in school and persist until completion. During the week, a number of activities advocating for girls' education are carried out. These include a press conference, girls' regional conferences and mentoring activities as well as, a fundraising dinner. The last Girls' Education Week was held from the 24<sup>th</sup> to 28<sup>th</sup> March 2014 in Kamuli district. During this week, FAWEU as a tradition recognized the first female graduate in East Africa Dr. Sarah Ntiro Nyendwoha by holding the Sarah Ntiro Lecture and Award event which took place in Kamuli district on 26<sup>th</sup> March, 2014. During this lecture and award event, FAWEU Women of Distinction (03) and Models of Excellence (02) were recognized as well as awarding of outstanding Ugandan women achievers/ leaders in and through education.
- (iii) As part of the regional and global education policy campaigns;
  - FAWEU represented by the Executive Director attended and participated in the World Teachers' Day in Paris in October 2014 and made a presentation to Education International, Oxfam Novib and Comic Relief. FAWEU was also represented at plenary sessions and at the UNESCO Hamdan award ceremony, FAWEU's Quality Educators Project was one of the three recipients of this award.
  - FAWEU also represented by the Executive Director and 1 FAWEU alumni supported by FAWE RS attended the General Assembly and post Millennium Development Goals (MDG) advocacy training in August in Nairobi.
  - FAWEU Executive Director attended the rights based approach on CEDAW in Nyanga Zimbabwe. Organizations are emphasizing empowerment and the rights-based approach as opposed to the needs based approach more and more.
  - At regional level, 1 FAWEU alumni supported by Women Thrive to attend the Day of the African Child, through FAWE RS in June in Addis Ababa

## 2.1.4 Significant unplanned activities implemented during the year

During the period January – December 2014, FAWEU undertook and implemented a number of activities that were not part of its approved work plan. These are activities that came in largely from other partners who value and share a similar vision and mission with FAWEU. These activities were in line with FAWEU strategic objective 1 that aims at improving the level of gender responsiveness in education sector policies for girls and women in Uganda. The activities implemented included those related to; implementation of CEDAW, research on school dropout and female teachers, and implementation of STEM.



## **(a) Implementation of the UN Convention on Elimination of All forms of Discrimination against Women (CEDAW)**

FAWEU in partnership with Plan Uganda implemented a project to roll out the CEDAW to make it meaningful in Uganda. The project was aimed at creating awareness among key stakeholders at national, district, community and school level in the districts of Tororo, Lira and Luwero. These key stakeholders are expected to participate in the campaign for eliminating of all forms of discrimination against women.

As a result, the project was rolled out in 9 schools (6 primary schools and, 3 secondary) in the districts of Luwero, Lira and Tororo. The project rolled out CEDAW through FAWEU girl child education programs as well as Plan Uganda interventions using the school as the entry point for awareness creation on CEDAW and GBV. A number of activities which include the following were implemented;

### **(i) Training of pupils on CEDAW provisions**

Under the project, the school club leaders from the 9 schools located in 3 districts of Tororo, Luwero and Lira were trained on CEDAW. The total number of student leaders trained was 85 (54 female and 31 male).

*Picture 1: Training of school leaders on CEDAW*



In addition, awareness creation among teachers and children was done using the CEDAW children's manual. A total of 151 students (99 female and 52 male) and 36 teachers (18 female, 18 male) selected from 3 secondary schools and 6 primary schools participated in the training. The workshop for students/teachers successfully equipped them with knowledge and skills on CEDAW and how to pass on information on gender inequalities in society. The teachers pledged to commit themselves towards practicing non-violent ways for themselves and the pupils. As a result of the project, the young people are expected to contribute towards implementation of CEDAW as well as monitoring the recommendations, concluding observations and demand Government compliance to its obligations. As part of awareness creation, a webpage on CEDAW has been created within FAWEU website.

### **(ii) Train boys/men to become agents of change and “gender resource persons”**

The project trained a total of 52 boys as change agents. The training created understanding of impact of masculinity on enjoyment of the right to education, exploitation and discrimination of women.

*Picture 2: Training of boys and Men as agents of change*



**(iii) Training of media persons**

In an effort to strengthen the advocacy, FAWEU organized training for media persons in order to build their capacity to report on gender sensitive issues related to discrimination, violence against girls and women and their impact on a country's development. A total of 25 media persons (11 female and 14 male) representing the print and electronic media as well as persons from communication departments of partner organizations attended the training. It is expected that the advocacy work on GBV through media shall be strengthened and gain more visibility.

**(iv) Meeting with Members of Parliament**

The office of the Speaker of Parliament in partnership with FAWEU, Uganda Women Parliamentary Association (UWOPA) and the Ministry of Gender, Labor and Social Development (MoGLSD) with financial support from Plan Uganda organized a one day workshop on 19<sup>th</sup> September 2014 targeting Members of Parliament (MPs), line ministries and CSOs. The aim of the workshop was to reflect on progress made towards the development of the Convention on Elimination of all forms of Discrimination Against Women (CEDAW) 2014 report. The workshop also aimed at enabling Government to take stock of what has been accomplished with regard to the United Nations Concluding Observations that were presented to Uganda as a state party and signatory to CEDAW. The meeting was to see the various stakeholders share a common roadmap on CEDAW implementation, monitoring and reporting. The meeting also aimed at increasing knowledge and awareness on CEDAW reporting process and to harness skills on gender sensitive legislation for parliamentarians to enable them enact laws that promote and protect the rights of girls and women. The Rt. Hon. Speaker of Parliament, Rebecca Kadaga officiated at this very important meeting. Also in attendance was the Minister of Gender, Labour and Social Development Hon. Mary Karooro Okrut.

**(b) Research on school dropout and female secondary school teachers**

**(i) Establishing the linkage between pregnancy and school dropout in West Nile Region**

FAWEU in partnership with the International Center for Research on Women (ICRW) carried out research to establish the linkage between pregnancy and school dropout in West Nile Region. The research findings were disseminated on the 28<sup>th</sup> of July 2014 at Hotel International Muyenga. The findings indicated that overall, 31% of girls ages 14-18 were no longer in school for both Arua and Adjumani districts. Among dropouts, over 85% dropped out in primary school. 34% of these girls indicated that their pregnancy was the main cause of dropout while 37% of these girls reported a pregnancy after they dropped out, that is to say, the dropout came before the



early pregnancy. Arising out of the research were the policy and programmatic recommendations for FAWEU to take forward for implementation and also to use in the design of her new programmes.

## **(ii) Investigating strategies for increasing female secondary school teachers in sub Saharan Africa**

In addition, FAWEU through FAWE Regional Secretariat partnered with the University of Maryland to carry out research to investigate strategies for increasing female secondary school teachers in sub-Saharan Africa. The research findings were disseminated on 28<sup>th</sup> October 2014 at Kati Kati Restaurant in Kampala. The findings indicated that a number of teachers had love for teaching and that they found their time in the classroom very rewarding. The findings also indicated that teachers get satisfaction through continued interactions with their graduates. However, there were some other outstanding findings which indicated that; low salaries keep women (and men) away from the teaching professions and this is accompanied by low prestige and status as well as lack of respect for teachers by many students, government officials, and society at large. Other teachers said that the teaching profession is looked at the occupation of last resort.

## **(iii) Impact survey for the Oxfam Girls Education project**

FAWEU in partnership with Oxfam Novib carried out an impact study of FAWEU's advocacy project in Northern Uganda and West Nile region. This impact survey was planned and organized by Oxfam together with all her partners with the purpose of establishing the impact of the Oxfam funded intervention among its target beneficiaries. The sample involved the control group and the intervention group to enable measurement impact and making of comparison. FAWEU's sample was 361 respondents both target and control. However, a total of 319 respondents (171 respondents in the target group and 148 respondents in the control group) were reached. The reason for failure to hit the target of 361 respondents was due to limited resources that affected the amount of time required to complete the work. The other challenge was that in some cases, the team would find that some sampled children belong to the same parents and in this case they were substituted which delayed the whole exercise. The findings indicated that 84.4% of the parents interviewed indicated that they did not have children who had dropped out of school, 78.4% indicated that they had not experienced rights violations such as denied access to information although a greater majority 88% indicated that domestic violence was still a very big challenge in their homes and communities.

## **(c) Developing a Conflict and Gender Sensitive Training Package for Primary School Teachers**

The Development Research and Training (DRT) and Forum for African Women Educationalist Uganda (FAWEU) Team (the 'consultants') were contracted by UNICEF Uganda to develop a conflict and gender sensitive training package for primary teachers and carry out the training of trainers. The overall objectives of the assignment are to; a) develop materials for teacher training and b) deliver trainings in the use of the gender and conflict training package. It is expected that once the materials have been developed and a conflict and gender sensitive training programme based on the gender mainstreaming in education training package for teachers has been delivered, it will empower teachers and;

- (i) Promote positive models of masculinity and femininity
- (ii) Redress their own genders biases and engage in social norm questioning.
- (iii) Create awareness of alternative norms and practices related to gender equality
- (iv) Build skills to engage students in constructive dialogue
- (v) Provide teachers with materials to foster a shift in gender related attitudes and beliefs and ultimately behaviours in the classroom.

The intervention targets to reach 1000 primary school teachers who will be reached through a cascading model in selected districts of Karamoja. The training programme aims at changing teacher's attitudes and behaviours related to the promotion of gender equality and social cohesion in schools in the Karamoja region. The intervention will interface with on-going communications platforms such as U-Report and other interventions being used by players in the region.

As part of the preliminary work, DRT and FAWEU team held consultations with actors in 3 selected districts of Karamoja region (Kotido, Moroto and Amudat). The purpose of the consultations was to understand the context

under which the gender training manual shall be implemented. The team interacted with the district officers (CAOs, district planner, DCDOs, DEOs, DISS, CCTs, PTC administrators, selected head teachers, senior women and men and both girls and boys benefiting from the primary education services and ADRA and TPO operating in the area).

The preliminary evidence shows that despite the existence of manuals and guidelines, there has not been comprehensive and systematic training of teachers, senior men and women on all key aspects of gender, let alone linking it with conflict and identity. Additionally there does not seem to be a link of such training to behaviour and practice change which is the emphasis of our training manual.

The main challenge remains changing knowledge, Attitudes Practice and behaviours around FGM, forced and early marriage in community. The field visit shows that the majority of the girls taken for FGM don't return to school after and there is still a practice of boys being groomed and socialized to be aggressive and dominant in the community and girls to be submissive.

However, efforts are being made at school level through the use of school clubs and debates where teachers involve both girls and boys in the activities of school. These include participation in pupils' clubs that range from PIASCY, HIV-AIDS, water and sanitation, environmental, Girls Education Movement (GEM), Music Dance and Drama clubs. The gender training should take advantage of existence of such participatory programmes and processes to deliver gender messages.

### **(c) Science, Technology, Engineering and Mathematics (STEM) project**

As part of the efforts to supplement Government policy on the teaching of Science and Mathematics, FAWE Uganda since 2012 is one of the Chapters that has been participating in the Science, Technology, Engineering and Mathematics (STEM) fair competitions. STEM is an initiative that is supported by INTEL through FAWE Regional Secretariat. The aim of the undertaking is to improve the teaching and learning process in the Center of Excellence (CoE) through effective use of technology, advancing math, science, engineering, and research and promoting educational excellence. The STEM competitions are also meant to interest girls in researching more about science and developing their interest in science based fields. It is further intended to develop a stronger relationship between what is learnt in class to the application fields in daily life. STEM fair competitions are a process that will challenge the participating schools in building the linkage between curriculum topics and the needs of the communities. Building teachers' capacities in organizing STEM competitions aim to promote innovations and build teachers' abilities to support students in research and development of quality and competitive projects.

This year's STEM fair competitions involved 9 participating secondary schools including; Nabisunsa girls' secondary school, Gayaza High School, Mt. St. Mary's Namagunga, Iganga Secondary.School, Tororo Girls' School, Mengo Senior School, Makerere College school, Kitante Hill School and Bukomero Secondary. School. At the start of the year 2014, school visits were carried out by FAWEU to create awareness among teachers from participating schools to understand the project regarding the whole process of developing the projects. The competitions involve documentation of all steps taken and followed as one develops the science project.



**Picture 3 and 4:** *Preparatory meetings with the teachers in Gayaza High School (left) & Tororo Girls School*

As a result, the students with support from the teachers embarked on preparations to initiate their own projects that were presented at the school based competitions. The best projects were chosen ready for competition at national level. The national competition took place on Friday, July 11, 2014, hosted by Gayaza High School. This event brought together the above participating schools at one venue. Each of the participating schools presented their best 2 projects by a single or paired contestants (maximum of 6 students) accompanied by one teacher mentor. The STEM national competitions comprised of but not limited to activities such as STEM Exhibitions of the projects, motivational talks and testimonies from young female scientists. The motivational speeches were delivered by FAWEU former beneficiaries (FFABA) as well as women achievers including Engineer Proscovia Njuki and Mrs. Christina Makumbi formerly a teacher of Biology at Gayaza High School. FFABA girls are students formerly sponsored by FAWEU and qualified in science and mathematics related professions including Elizabeth Nabilongo; a food scientist currently working with Nile Dairies as quality controller, Kisakye Maria an Architect and Namagala Sharon qualified in BSC Chemistry.

Four teachers (2F & 2M) were identified from the participating schools (Nabisunsa Girls S.S, Gayaza High School, Kitante Hill School & Makerere College School) to preside over the role of the judges. The evaluation criteria used in the assessment for the winning project included the following:

- ✓ *Is the project related to the curriculum?*
- ✓ *Is the project idea relevant*
- ✓ *Is the project Innovative*
- ✓ *Student's presentation skill and knowledge of the project*

**Pictures 5,6,7:** *Some of the participating schools in the STEM competition*



After successful presentation of projects by students, the following schools emerged the best four:

1. Momentum driven lawn sprinkler project by Mt. St Mary's College Namagunga ( 1<sup>st</sup> position)
2. Making insecticide using plant called DaturaStramonium by Kintante Hill school (2<sup>nd</sup> position)
3. Water rediscover project to purify water naturally by Nabisunsa Girls school (3<sup>rd</sup> position)
4. Making cough syrup by Tororo Girls' School (4<sup>th</sup> position)

Each of the participating students and school was awarded a certificate of participation. The showcase of projects by students revealed high potential of young people in science, technology and mathematics. More STEM competitions should be organized in future.

## 2.1.5 Planned activities not implemented

The following activities were planned but not implemented;

- (i) Review 2009 MoES concept on retention & re-entry policy and lobby the MoES for a policy on re-entry for pregnant girls in schools
- (ii) Development and dissemination of two policy briefs to MoES and other stakeholders
- (iii) Implementation of at least 10 % of the advocacy strategy targets

The reasons for none implementation of these activities were largely related to lack of budgetary allocation bearing in mind that the strategic plan was developed at a time when some of the projects were already running with approved work plans and budgets.

## 2.2 Fostering Positive Practices and Attitudes for Girls' Education

**Strategic Objective 2:** To enhance the adoption and integration of positive gender pedagogy practices at national, community and school level.

### 2.2.1 Planned targets for the period January 2014 – December 2014

For the period January – December 2014, FAWEU planned to carry out the following activities under strategic objective 2.

- (i) Identify and strengthen existing and introduce new safety nets for girls' education
- (ii) Facilitate 85 ASRH school Clubs (35 under Packard and 50 under TIDES) to implement activities that promote retention and completion through Tuseme clubs at school level
- (iii) Facilitate the school outreach activities under the TUSEME project
- (iv) Establish and strengthen existing child protection structures at school & community levels as well as identifying new ones
- (v) Conduct community based Training of Trainers (TOT) for 105 community facilitators (50% females) around each of the 36 school communities in Kamuli district.
- (vi) Conduct project introductory meetings for 20 stakeholders in Kamuli district
- (vii) Conduct community based ToT for 420 Health Service providers around each of 36 school communities
- (viii) Hold district stakeholder meetings for 45 people on girls education, HIV/AIDS, ASRH and disability
- (ix) Equip 1105 stakeholders (students, teachers and community members (1015 under Packard and 90 under ON Solar) with life skills to better manage issues of growing
- (x) Offer Adolescent and sexual reproductive health programme (baseline, materials development and production, referrals, formation of ASRH clubs, suggestion boxes and sensitization) in the Pader Girls Academy
- (xi) and interactive ASRHR of the TUSEME Magazine
- (xii) Hold 8 Radio talk shows and other media campaigns to sensitize communities on girls education
- (xiii) Conduct Community advocacy meetings for the promotion of girls education especially those in post conflict areas
- (xiv) Hold quarterly meetings with relevant departments in government and Civil society members towards scaling up of good practices



- (xv) Conduct ToTs workshops on solar, girl child education and Life skills for 135 participants from Northern Uganda
- (xvi) Develop and produce tailored advocacy materials relevant to its targeted audiences with a focus on grassroots audiences (IEC materials)

## **2.2.2 Expected outcome for the period January – December 2014.**

Attitudes and practices at community and school levels change in favour of girls' education

## **2.2.3 Progress of implementation of activities/Achievements**

### **(a) David and Lucile Packard Foundation**

FAWEU with support from David and Lucile Packard Foundation, implemented the following activities;

- (i) Trained 238 (100 female and 138 male) participants (teachers and community members). The training was facilitated by teachers from Kyenjojo S.S, Kagadi S.S and Katooke SS where the project was piloted in Western Uganda in 2011 to 2013. This was important as way of sharing good practices. The number of participants who actually attended the training was above planned 210 because head teachers participated only on day one as they had to attend headcount meeting at the district, hence delegated deputy head teachers or teachers to attend on day two.
- (ii) A total of 153 (53 female and 100 male) participants including stakeholders of Busitema University, Namasagali campus attended the training on Adolescent and Sexual Reproductive Health (ASRH). The participants composed of district authorities, head teachers, senior women teachers and local councilors. Others included members of Parent's Teachers Associations (PTAs) and Board of Governors (BoGs). Trained persons composed of village health teams/committee to train parents and out-of school youth on counseling skills, promoting parent-to-parent, and youth to youth talk on ASRHR.
- (iii) A total of 149 Health workers (93 female, 56 male) attended and completed the training that was facilitated by officials from Naguru Teenage Centre. These participants were identified from health/medical personnel in health centers around the 35 schools in Kamuli district. The District Health Officers made commitment to follow up provision of youth-friendly services. It was agreed that the district authority will identify 5 health officers to visit cluster schools assigned to them.
- (iv) FAWEU provided financial support to 40 disadvantaged girls to access school, stay in school and complete their education cycle. The project support to the beneficiaries is for 3 years starting with girls currently in senior 2 and each of the beneficiaries receives a contribution of Ugx 200,000. However, some schools charge tuition slightly higher than this scholarship contribution and considering the degree of need of the students benefiting, schools made commitment to meet the balance ranging from 20,000 to 50,000 per student.
- (v) Facilitation through grants support was provided towards the implementation of ASRHR activities through Tuseme clubs at school level. A Memorandum of Understanding was signed between FAWEU and each of the project schools before funds were transferred. All the 35 schools and 1 University received grants for implementation of project activities as guided by their workplans. The grants have been transferred to all the 35 project schools. A total of 18 schools received Ugx 1,020,000 each and 17 schools received Ugx 470,000 each. The difference in amounts was due to the partial funds transfer by donor to FAWEU. The DEO Kamuli supported in selecting the schools and the amounts using criteria of size of school and enrollment. Funds transferred to Busitema University, Namasagali campus went to the main Campus which has suffered the challenge of channeling funds in time.

## **(b) Irish Aid Secondary**

With the Irish Aid support under the Secondary Scholarship Programme; FAWEU carried out the following activities;

### **(i) Stakeholders' meeting**

FAWEU organized a stakeholders meeting which took place in Moroto District. A total of 86 people from each of the 7 project districts attended the meeting. The participants in the meeting included; the district political leadership, education officials, partner educational institutions, FAWEU officials as well as representatives from Irish Aid Uganda. The purpose of the meeting was to review the status of the Irish Aid funded bursary programme as well as share and discuss various issues affecting the programme. It was also an opportunity to discuss the way forward for the programme after 9 years of implementation. The outcome of the meeting was the plan that was drawn on how to improve the programme over the remaining years of the programme and further interventions that can be done in light of the final senior one recruitment having taken place in February 2014. In addition to the strengthening of support programmes such as mentoring, HIV/AIDS, life skills and gender pedagogical training, it was agreed at the meeting that the challenges facing the school leadership at Namalu Secondary School and other programme schools be addressed by the district officials; and that mentors should be further facilitated so as to ensure that they continue to address the challenges of the beneficiaries on the programme through regular meetings with them. It was also agreed that there should be maintained a clear methodology for replacing students on the programme in case of poor academic performance and indiscipline.

### **(ii) Career Guidance for candidate classes**

These were facilitated by officials from Ministry of Education and Sports Guidance and Counseling Department as well as FAWEU members and representatives from selected public universities. Sessions were open to all beneficiaries from senior one to senior six and also to other students in the schools who are not beneficiaries of FAWEU. This activity took place from 18<sup>th</sup> – 20<sup>th</sup> July 2014.

**Picture 8: some of the students during the Career Guidance for candidate classes**



### **(iii) Student Mentoring by University Students**

During their June - August holiday, joint mentoring and inspiration sessions were conducted in all the project secondary schools by all university student beneficiaries from the different universities except those who were on their industrial training outside Karamoja like Achuda George Othee and Loiki John Mark, those who were working on their research report and others who for various reasons failed to join the team. The whole process

went on very successfully with a number of testimonies from the students and parents. The method applied were focus group discussion where the students shared a lot of testimonies and stories.

**Picture 9&10: Meeting with students by the mentors and University students who participated in Joint mentoring.**



**(iv) Parents meetings by Karamoja project Coordinator**

As planned, 8 community meetings were successfully conducted in all the project schools and attended by parents although some parents due to various commitments could not attend especially at Jubilee and Kotido secondary school. Schools like Morulem, Kangole and Moroto had over whelming attendance. These meetings have greatly helped both parents and children to know the programme and activities involved in to details as parents but also the meetings provided an opportunity for FAWEU to emphasize to the parents not to leave their children only to FAWEU but to take full ownership as biological parents since the scholarship only helps to see them through their studies and grow morally upright. Emphasis was placed on the need for parents to be involved in the academic affairs of their children despite FAWEU's interventions. The other issue discussed was how parents can improve their livelihoods to support other children since the programme will no longer recruit senior one students starting 2015. One community meeting was organized by the University students hailing from Nyakwae Sub County. The meeting attracted all the parents of the beneficiaries, students and sub county leaders. This was done to devise means of curving the high dropout rates of students from the sub county.

**Picture 11: Karamoja project coordinator with parents at community meeting in Nyakwae – Abim District**





## 2.2.4 Significant unplanned activities implemented during the year

All activities implemented were planned.

## 2.2.5 Planned activities not implemented

During the period under review, the following activities were planned but not implemented;

- (i) Under the Oxfam Novib Advocacy Project, it was planned that the IEC materials on HIV/AIDS would be printed and distributed and scholastic materials for schools would be procured and distributed to the schools. This was not possible because there was a delayed transfer of funds by the donor to the FAWEU account. These activities have been scheduled for implementation in first quarter of 2015 at a no cost extension.
- (ii) Identify and strengthen existing and introduce new safety nets for girls education
- (iii) Establish and strengthen existing child protection structures at school & community levels as well as identifying new ones.

## 2.2.6 Implementation challenges

- (i) Budget cuts for some project
- (ii) Delay in release of funds

## 2.3 FAWEU evolves into a one centre for girl-child education Services and Information.

**Strategic Objective 3:** To increase access, retention and completion rates by girls in school at all levels of education in Uganda.

### 2.3.1 Planned targets for the period January 2014 – December 2014.

- (i) Provide financial support to the beneficiaries in secondary school and higher education; Packard – 57 girls. ADB – 474, Irish Aid SE- 813 girls & 437 boys, Irish Aid Higher Education 42 Girls and 38 Boys, Forberg – 44 students (23 girls & 12 boys in S.6 and 5 girls and 4 boys in vocational training, Beautiful World 20 Girls and 11 girls under the Kenny Family foundation support
- (ii) Procure and distribute learning materials and science equipment, including 1 projector and screen for 5 schools.
- (iii) Construct equip and commission additional facilities at Pader Girls Academy (*two blocks of 2 classrooms each, one dormitory block of 3 rooms and top-up on the ECD centre for de-congestion, intake of 100 students of S1 , 100 Vocational students and 100 children per year*)
- (iv) Recruit additional staff at Pader Girls Academy (*4 graduate teachers for O'level and 2 for ECD teachers and 2 caregivers*) and training them in child centered and gender responsive pedagogy, how to track learning outcomes, academic performance, drop-out and post-graduation
- (v) Analyze and share trends in girls' performance in national examinations and award top performing girls in national exams at primary and secondary school level
- (vi) Procure consultancy to develop digital materials
- (vii) Conduct School based TOT for 105 teachers & 720 peer educators under Packard ASRH project.
- (viii) Develop a mentorship and follow up system at school level and carry out mentoring in schools.
- (ix) Procure teaching and learning materials (*ECD, secondary and vocational education*) for Pader Girls Academy
- (x) Improve and strengthen Early Childhood Programme for the children
- (xi) Organize and hold training for 720 teachers on gender responsive teaching
- (xii) Rollout MSI methodology to 240 teachers
- (xiii) Participate in 2 Quality Educators Steering committee members' meeting

- (xiv) Raise funds to continue supporting girls under Higher Education scholarship
- (xv) Re-orient teachers in the use of child centered methodologies and use of ICT to facilitate the process

### **2.3.2 Expected outcome for the period January – December 2014.**

Girls performing in equal measure as boys in education

### **2.3.3 Progress of implementation of activities/Achievements**

#### **(a) The FAWEU Secondary Scholarship Program**

##### **(i) Irish Aid supported Secondary Schools Bursary Programme**

FAWEU and Irish Aid are currently implementing a Memorandum of Understanding extending a long standing partnership (since 2005) through 2011 to 2014, a period during which the Embassy of Ireland shall continue to support FAWEU activities in Karamoja region with emphasis on education (awarding scholarships to 200 new students annually in 2011, 2012, 2013 and 2014), gender (Training in Gender Responsive Pedagogy and Mentoring Programme) and HIV/AIDS (Sensitization on HIV/AIDS and formation of HIV/AIDS clubs in schools). This covers the original 8 project schools in the 7 districts of the Karamoja sub-region at a ratio of 65% girls and 35% boys.

The Scholarship Programme constitutes payment of school fees and other school requirements such as; scholastic materials and basic needs and transport to and from home. Other activities include; building the capacity of the teachers in mentoring skills to be able to talk to the beneficiaries and help them manage some of the challenges they face growing up.

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

For the year 2014, applications were sought during the month of January and February due to the delayed release of Primary Leaving Examination (PLE) results for 2013. This was done through radio announcements as well as adverts on school and district notice boards in all the districts in the Karamoja. The deadline for submission of applications was February 3<sup>rd</sup> 2014 and these applications were submitted to the office of the District Education Officer, in the respective 7 districts of Karamoja region. The announcements informed the communities that this would be the final senior one recruitment for the scholarship programme. As a criterion, the applicants were required to have the following;

- *Must have obtained grade I, II or III in the National Primary Leaving Examinations in 2013.*
- *Must be a Karimajong studying in Karamoja (willing to continue to study in Karamoja)*
- *Must be needy (HIV affected, orphaned, with very poor parents/guardians)*
- *Priority was also given to those from child headed homes.*

#### **❖ Short list of applicants, verification and Award.**

After receipt of the applications, the process of short listing, selection, verification and awarding of bursaries to the beneficiaries was carried out from February 5 – 7, 2014 and was done jointly by the District Task Force members and the FAWEU team in each district. The distribution criterion for the slots per district was based on the number of candidates registered in the district divided by the number of candidates in the region multiplied by the 200 slots available. Preliminary lists of selected beneficiaries were used to carry out verification to be able to come up with the final list of the required 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.

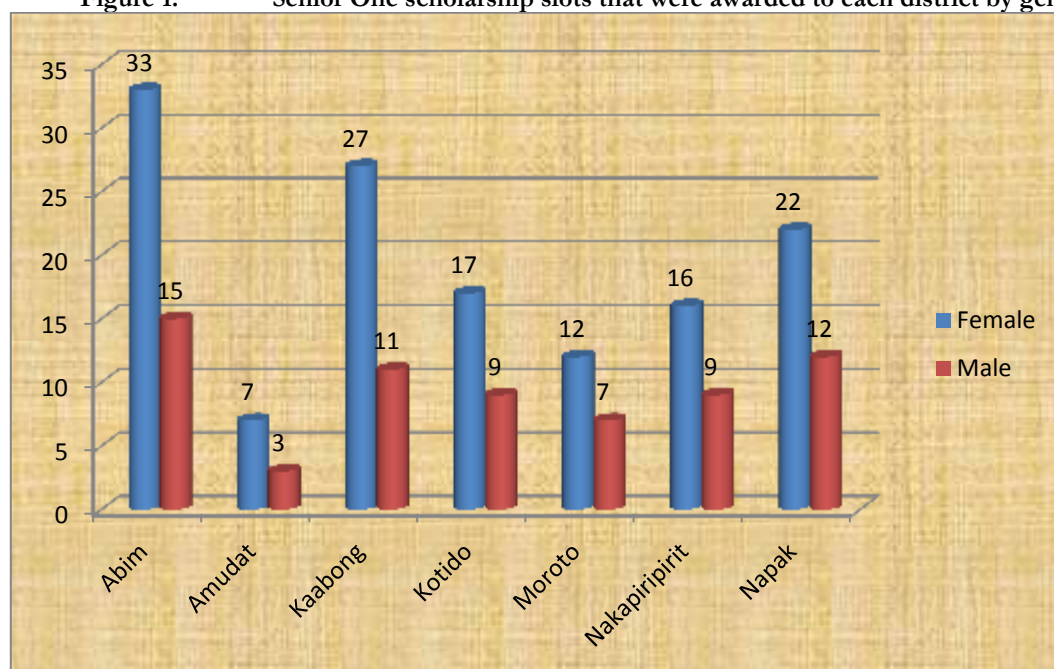
After the verification exercise conducted from February 12<sup>th</sup> – 14<sup>th</sup> 2014, the lists of confirmed and awarded scholarship recipients were pinned on the district notice boards and arrangements made to have each applicant contacted. The lists were also shared with the different head teachers of the FAWEU partner secondary schools to ease verification as the children reported to school.

*Photos 12 & 13: Selection and verification exercise*



Details of the distribution per district are as shown in the table below. One beneficiary, Timer Magdalene from Napak was allowed to study at Madera Girls' Secondary School due to the fact that she is blind and requires special needs.

**Figure 1: Senior One scholarship slots that were awarded to each district by gender.**



From figure 1 above, it is clear that Abim district had the highest number of girls and boys benefiting from the programme compared to the rest of the districts because it hosts two out of the 7 secondary schools

❖ *Distribution of basic needs and scholastic materials to 1,150 beneficiaries*

The students' basic needs and scholastic materials were purchased and distributed for all the beneficiaries on a termly basis.

*Photos 14 and 15: Scholastic materials being offloaded at the FAWEU offices before being taken to Karamoja and materials being offloaded to the beneficiaries in Abim Secondary School.*



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

All the school fees and other school requirements were cleared on presentation of fees bills. The acknowledgement receipts for fees were also obtained from each of the project schools.

#### ❖ ***Students studying outside Karamoja***

As has been the practice since 2010, that student who excelled in the 2013 UCE examinations were given a chance to study outside Karamoja. This year 4 students benefitted from this meritorious opportunity, 2 boys and 2 girls. The boys have been accepted at Kiira College Butiki and the girls at Iganga Secondary School. This brings the current total of students outside Karamoja to 8 students (5 boys, 3 girls). These students also receive the scholastic materials and basic personal requirements that the beneficiaries in Karamoja receive.

**Table 1: Students selected to study outside Karamoja region in 2014**

NAME	GENDER	UCE SCORE (Best 8)	CURRENT SCHOOL
Namuya Francis Ngorok	M	18	Kiira College Butiki
Keno Isaiah Lodou	M	23	Kiira College Butiki
Auma Monica	F	28	Kiira College Butiki
Iriama Norah	F	28	Iganga Secondary School

#### ❖ **Support to vocational training**

During period under review, FAWEU with support from Irish Aid continued to provide support to students who dropped off the Programme after O' level from 2008 to 2010. In the year 2014, a total of 17 students (8 Males, 9 Female) were identified to benefit from this Programme and 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. These students were also provided with basic needs and scholastic materials as well as transport refund.

#### ❖ **Student mentoring activities.**



Follow up meetings were held with the mentors and mentees to design strategies to improve the mentoring program. Mentors were encouraged to develop their termly mentoring work plan, record all activities conducted on weekly basis and report on time. With the mentees, several mentoring sessions were conducted at the different schools by many visiting teams and school based mentors.

**Picture 16:      Mentoring session with the students in Abim Secondary School**



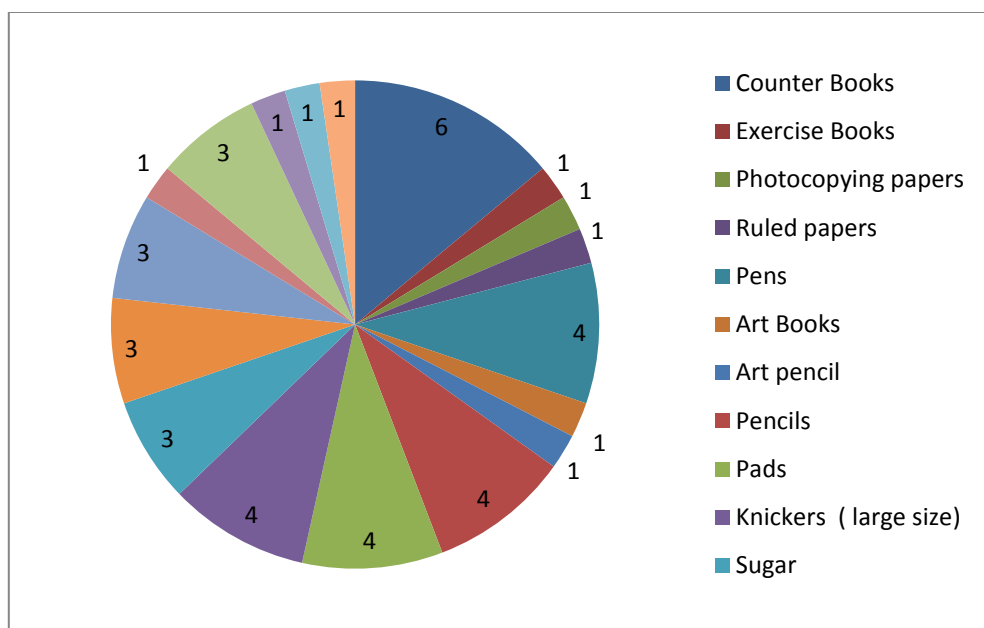
## **(ii)      Beautiful World Secondary Scholarship**

FAWEU in 2013 took on to implement in partnership with Beautiful World a bursary support to 25 needy but bright girls for secondary school education with the purpose of increasing the chances of vulnerable girls to attain education. The beneficiaries had already been selected and placed in selected secondary schools. In the course of implementation 2 girls dropped out due to pregnancy. This report provides an update of the activities implemented between April and June 2014.

### **❖      Payment of tuition fees and materials distribution:**

School fees and other school requirements was paid for the beneficiaries based on the fees bills that were submitted by the school to FAWEU for all the terms and receipts of acknowledgement obtained from different school. The students also received personal and basic scholastic materials as presented in figure2.

**Figure 2:      Number of Scholastic Materials received by each student**



The scholastic materials were delivered to the beneficiaries at their various schools and they each acknowledged receipt.

*Picture 17-20: Below is Woguti Liliana beneficiary in Jinja Progressive School signing for scholastic materials for term 2, 2014*



*Below is Tabita Sandra at Busia Girls secondary school verifying scholastic materials for term 2, 2014*



There is need to note however, that payment of school fees and other school requirements as well as the purchase and distribution of basic needs and scholastic materials for term III delayed as a result of delayed release of funds which is done according to the MoU signed with the donor.

### ❖ **Mentoring**

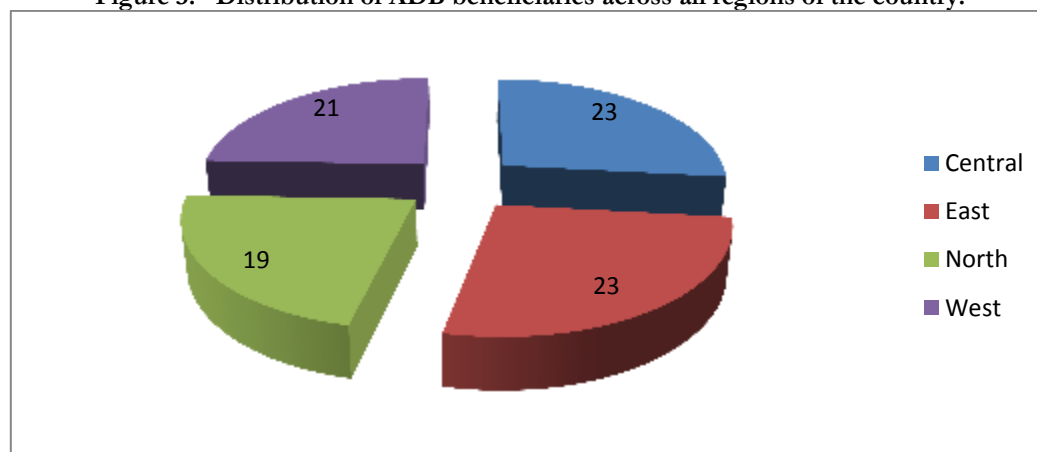
The FAWEU team jointly with the teacher mentors met with the beneficiaries to discuss the issues around their academic performance. This was following continued poor academic performance as shown in their end of term academic report cards. The students were encouraged to work hard and improve their grades. Some study tips were shared looking at the different strategies the students had that would enable them to succeed. Report cards for S.3 beneficiaries were received and shared with the funder.

### **(iii) ADB /MoES Scholarship**

FAWEU with support from ADB through the Ministry of Education and Sports continued to implement the bursary project that started in 2011 for 704 beneficiaries for a period of 4 years. Currently, there are 369 continuing students on scholarship out of whom 310 have already been paid for fees for terms I and II. It is important to note that school fees have not yet been paid for all 369 beneficiaries. This delay in payment is largely due to the delay in release of funds by the funder especially for the continuing students.

In 2014, FAWEU received additional funding for supporting 125 A'level students in 2 years. Out of the 125, awarded in January 2014, a total of 86 beneficiaries were awarded across all regions of the country as presented in figure 3.

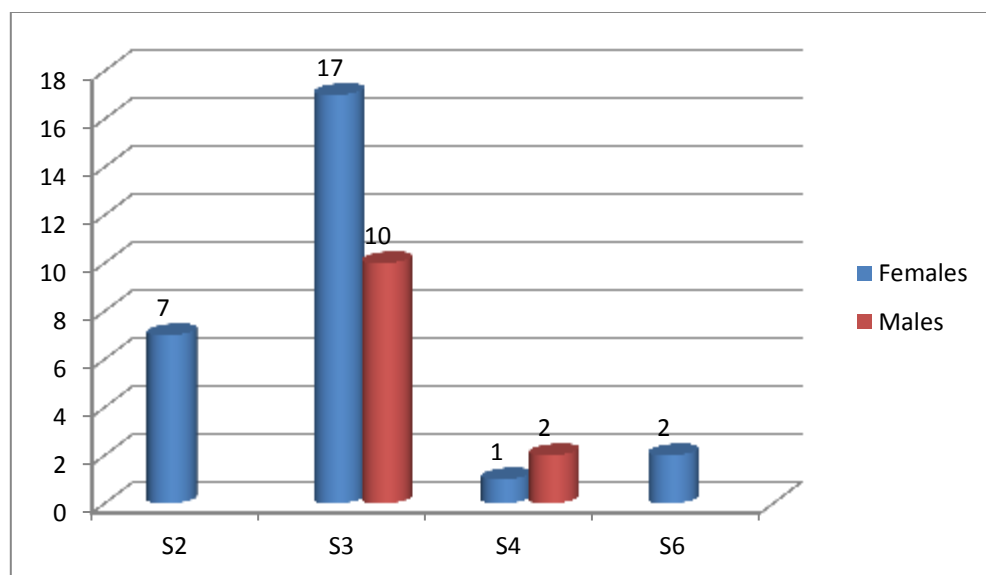
**Figure 3: Distribution of ADB beneficiaries across all regions of the country.**



It is important to note that of the 39 beneficiaries came in as an affirmative action from Ministry of Education supporting Mbale School for the deaf. Below is a list of beneficiaries per class in Mbale School for deaf of the beneficiaries awarded in 2014.

**Figure 4: Students who were awarded for Mbale School for the Deaf.**





It should also be noted that 33 students out of the 125 beneficiaries who were awarded bursary this year 2014 have not yet had their school fees paid. Some beneficiaries' fees has been paid for term one and two. This delay is because of delayed submission of fees bills by the project schools.

#### (iv) Individual scholarship

Payment of tuition fees and other costs: Tuition for 4 beneficiaries has been paid for the term III, 2014 and the basic materials and scholastic materials were distributed in different schools.

#### (v) Forberg scholarship support

The Forberg Programme commenced in 2010 as a collaborative effort between FAWEU and Mr. Lars Forberg a philanthropist through Social Initiatives, to support girls and boys from very rural areas of Northern Uganda and selected districts in Eastern Uganda access secondary education. It commenced with a total of 71 needy students (52 girls and 19 boys) who were selected, transferred from very rural poor performing schools and placed in well facilitated performing regional government aided schools. With the placement of the 04 students in BTVET institutions, the current student enrolment under the programme stands at 45 students (in both secondary and BTVET institutions).

The 45 Forberg students were also provided with basic needs. These were distributed during the monitoring and mentoring exercise that was undertaken in April 2014 and all students acknowledged receipt of the items provided that included sugar, exercise books, mathematical set, counter books 4 quire, pencils, Vaseline, toilet papers, tooth brush, tooth paste big size), shoe polish (big size ), Graph books, washing soap, bathing soap, pads, and Art books. Below is a pictorial presentation of the distribution process in schools.

*Pictures 21 and 22: Students under Forberg Support receiving their scholastic Materials*



Students at Sebei College Tegeres



Students at Iganga S.S

### ❖ Career Guidance Students Camps

The 2014 Career Guidance students camp was undertaken between 25th and 28th April 2014 concurrently at two venues (i.e. Tororo Girls School for students in the Eastern region and Sacred Heart Girls' S.S Gulu -for students in the Northern region). This was the climax of student mentoring under the programme and the key objectives included the following;

- a) To guide the students into enrolling for and selecting the right school courses and career fields that will enable them gain employable skills to meet their individual career aspirations.
- b) To equip them with soft skills that will help them improve their personal, professional and social wellbeing.
- c) To expose them to women achievers for inspiration to work hard as well as encourage them to excel at all levels especially their academics.
- d) To equip them with knowledge and skills/competencies for informed decision making and their lifelong opportunities and choices.
- e) To facilitate interaction and sharing amongst themselves and entertainment.

The camps were attended by all the 44 beneficiaries (23 – East and 21 – North) and were accompanied by their teachers to the venue. On 28<sup>th</sup> April 2014 (the last day of the camp), parents to the beneficiaries were invited to attend and benefit from an Economic literacy and entrepreneurship talk; to share experiences from the previous discussions as well as discuss strategies on how to start from zero.

### 2.3.4 Outcomes achieved during the period under review

The outcomes achieved under the strategic objective of increasing access, retention and completion rates by girls in school at all levels of education in Uganda is that a number of students under different scholarship programmes completed O'level and A, level of education.

#### (a) Irish Aid secondary

Results were received for the 2013 Uganda Certificate of Education (UCE) examinations as well as the Uganda Advanced Certificate of Education (UACE) examinations for the Karamoja Secondary Scholarship programme for the year 2013. The comparison between 2012 and 2013 shows that there was no marked difference in the number of students scoring Division I in the UCE results. However, a slight improvement was noted in the number of students scoring Division two (from 43 students in 2012 to 67 students in 2013). The details of performance of students in UCE for 2013 is presented graphically in figure 5 below.

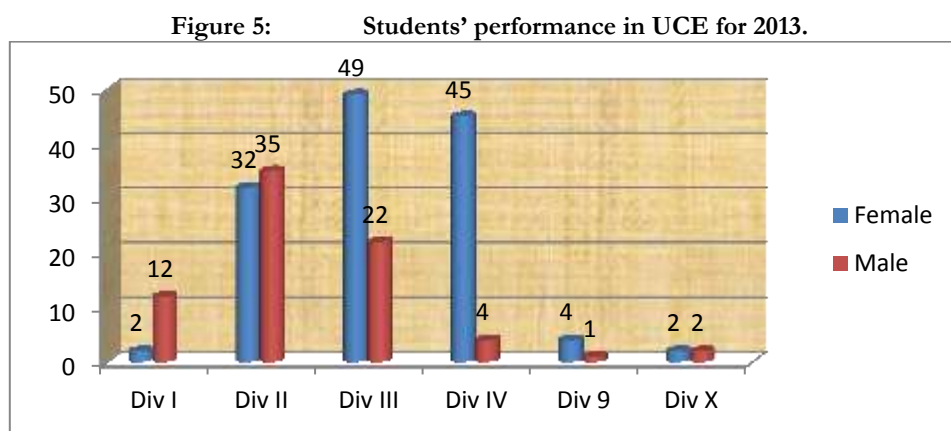
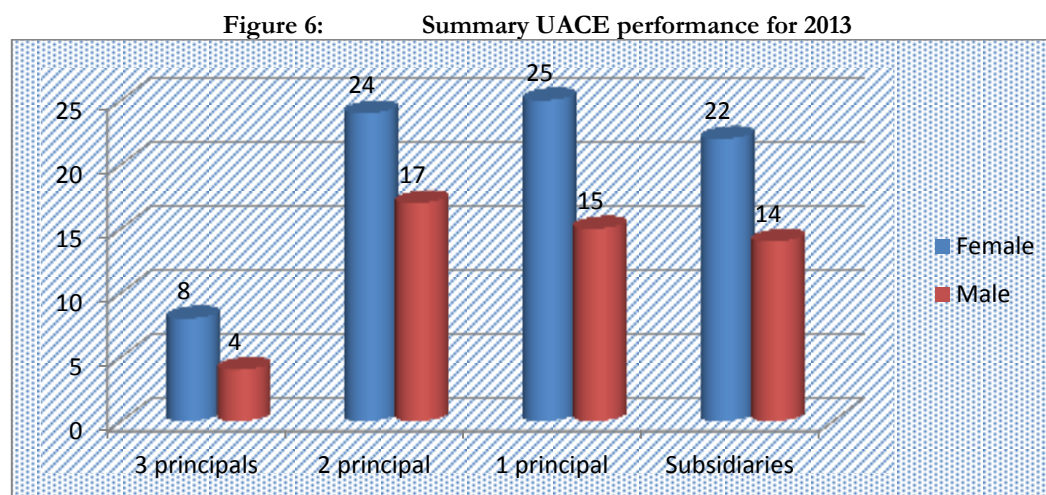


Figure II clearly shows that the girls continue to perform poorly as compared to boys. It is clear that majority of the girls score 3<sup>rd</sup> and 4<sup>th</sup> Grade.

Under the Uganda Advanced certificate of Education (UACE), results for 2013 showed a continued improvement compared to those for academic year 2012 with 53 of the 129 students who sat the examinations in 2013 scoring the minimum of 2 principle passes required to access University education as the tables below demonstrate.



It is noteworthy that the grading system changed from 2013 to a maximum of 3 principals unlike 4 principals as was the case in 2012. Some of our best candidates for 2013 were Ilukol Miriam and Acheng Caroline both scoring 18 points out of a possible 20 points.

## **(b) FAWEU Higher Education Scholarship programme**

### **(i) Irish Aid Higher Education Programme**

The Irish Aid Secondary Schools Bursary Programme gave birth to the Karamoja Higher Education Scholarship Programme that is designed to have the neediest and bright students from the secondary school bursary scheme, who are not absorbed by the Government system at university. FAWEU in the year 2014 continued to support these students in the various disciplines such as; teacher training, entrepreneurship, development studies, food security among others. Currently, the Memorandum of Understanding between FAWEU and Irish Aid for this programme runs from 2011 – 2014 catering for 3 intakes, one each in 2011, 2012, 2013 and 2014. The programme has grown to include additional support to the Government sponsored students for upkeep and scholastic materials as well as transport to and from Karamoja for holidays.

#### **❖ Selection of beneficiaries for 1<sup>st</sup> year 2014/15 intake**

The selection process was done in August 2014 having received applications from the 53 students (32F, 21M) who had passed with 2 principal passes. These are a cohort of the 129 senior six candidates (79F, 50M) that was selected in 2013. After verification of the applicants, only 20 students (13female and, 7male) were selected on the basis of merit and were awarded scholarships for their 3 year degree programme.

**Picture 23, 24& 25: Verification of the Higher Education Scholarship beneficiaries**



As is always a requirement, the beneficiaries were provided with basic needs and personal requirements to enable them report to their specific universities.

**Picture 26: Distribution of basic needs to the scholarship beneficiaries**



#### **❖ Student Mentoring**

The annual mentoring workshop took place on April 17<sup>th</sup> held at Forest Cottages in Bukoto for all the 80 beneficiaries (37 girls) including 20 students on government scholarship but being partly supported by the



scholarship. They were taken through wonderful presentations on building self-esteem and assertiveness, Professional conduct, Self-leadership and what comes next after university by Ascend Uganda, FAWEU mentors and staff.

#### ❖ **Submission of students' semester academic reports**

Results have been submitted by most of the students on the programme. The results indicate very good performances especially among the students at Uganda Marty's University (UMU) Nkozi and Makerere University. The rest of the results are being followed up.

#### **(ii) FAWEU/MTN Scholarship Partnership**

FAWE Uganda and the MTN Uganda Foundation entered into a partnership to help support the FAWEU Higher Education scholarship program to increase education opportunities for vulnerable children especially girls. The partnership covers education expenses for 2 beneficiaries (girls) studying telecommunications related programmes for their full period of study beginning with 2012/2013 Academic year. The request for funds for the academic year 2014/2015 was submitted and the funds are not yet released for the two girls now in their 3<sup>rd</sup> year. FAWEU held a meeting with MTN to discuss on how to strengthen the partnership and MTN indicated their willingness to continue the partnership.

In August 2014, MTN hired a public relations firm, Metropolitan Republic to run a story on the 2 girls being supported by MTN through FAWEU Uganda. FAWEU secretariat held meetings with David Oboth and Bryan Mbasa of Metropolitan Republic and MTN Uganda respectively and later arranged for interviews of the 2 girls. The article has been shared with FAWEU secretariat for her input and is awaiting approval processes before publication.

#### **(iii) FAWEU/ Pestalozzi Partnership:**

Pestalozzi in partnership with FAWEU Uganda continued to award scholarships to exceptional 16-19 year olds who are academically gifted but have limited educational prospects in their home countries. This partnership is renewed annually and has been in force since 2011 with 5 current beneficiaries for 2012, 2013 and 2014. On August 21<sup>st</sup> 2014, Nabaggala Ritah travelled to the UK for her A' level education. The inaugural 3 students under Pestalozzi partnership have completed their IB Diplomas and Rachel Nanteza has joined Michigan State University on a MasterCard Foundation Scholarship and Timothy Ogolla joined the University of Philadelphia on scholarship as well. Habiba Malingha informed us that she is taking a gap year and would like to volunteer with FAWEU while she waits to start University in September 2015.

#### ❖ **Selection of 2014 beneficiaries**

A call for nominations was received and shared with various schools to send through candidates' names who shall undergo interviews in December 2014 with Pestalozzi and hopefully benefit next year 2015. The schools are Nabisunsa, Kitante, Iganga, Tororo, Namagunga, Gayaza, Budo, Ntare, Bweranyangi, Layibi and Dr. Obote. Only five applications were submitted and we subsequently sent them to Pestalozzi for consideration. The interviews are scheduled to take place mid – December 2014.

#### **(iv) Busitema University Partnership**

FAWEU continued to partner with Busitema University to support bright but disadvantaged girls to access and complete their University Education. A total of two girls were supported during the year 2014. For the academic year 2014/2015, list of potential candidates for the Busitema Scholarship was compiled and shared with the scholarship committee. Two students were nominated by the committee but feedback is awaited from Busitema University.

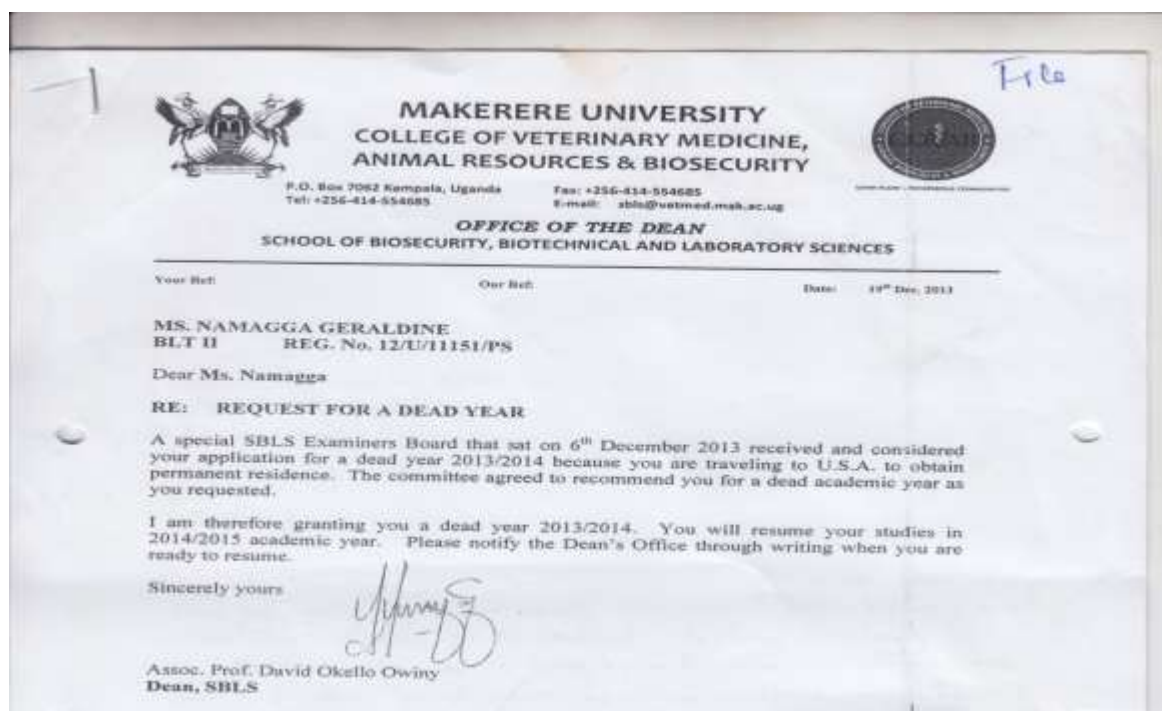
#### **(v) Makerere University Business School Partnership**

FAWEU entered into partnership with Makerere University Business School (MUBS) to offer scholarship for two students per year for a period of 3 years. FAWEU initiated the process of signing the MoU by drafting it and sending it for comments and this is yet to be signed. Two (02) students were selected by the programmes committee to benefit from this scholarship. One of the students took up the scholarship but the second could not afford the functional fees, upkeep and accommodation and with FAWEU unable to provide these due to lack of funds, she has been forced to drop off the scholarship.

#### (vi) Beautiful World Higher Education Scholarship

FAWEU in 2012 secured partnership with Beautiful World, a foundation in Canada for financial support to 30 needy but bright girls for higher education with the purpose of increasing chances of vulnerable girls to attain tertiary education. To-date, 11 of these beneficiaries have been able to complete University. 20 girls and 2 boys were awarded scholarship this year 2014 (10 beneficiaries pursuing degree course and 11 beneficiaries offering diploma courses in different fields).

In Semester I of academic year 2013/2014, there was a total of 26 beneficiaries on the programme, however one of the student (Namagga Geraldine) who was pursuing Bachelor's degree in Biomedical Laboratory in second year applied for a dead year without the knowledge of FAWEU. She travelled to USA to obtain permanent residence. Below is a copy of the letter FAWEU obtained from the office of the dean.



This year, 4 beneficiaries completed University (i.e. Drania Sharon, Bachelor's degree in Business Administration from Makerere University, Namaggala Sharon, Bachelor of Arts in Economics from Kyambogo University, Nakyobe Gertrude, Bachelor of Science in accounting and Finance from Kyambogo University and Nakalimo Esther Bachelor of Arts in Social Science from Makerere University).

#### ❖ Internship Replacement

It is the university's policy for all second year students to go for internship so that by the time they are out of the university, they are exposed to world of work. 17 beneficiaries carried out their internship from different organization for the period of two month June to August 2014. The rest of the beneficiaries are carrying out their internship in different fields.

**Table 2: BW students who took part in the internship programme**

Name	Course	Organization
1. AumaJackline	Bachelor of science Chemistry	Nile Breweries. Jinja
2. Nakitende Millen	BSC, Business Statistics	Malaria Consortium, Kampala district
3. NalwogaBernah	Bachelor of Biomedical Laboratory	Medical school in Mulago Hospital, Kampala District
4. MbakireScovia	BA, Hospitality Management	Novib Hotel in Ntinda, Kampala District
5. NyiranezaJovia	Bachelor of Science Chemistry	Mutolele Hospital, Kisoro District
6. Imoot Winnie	BSC, Water Resource Engineering	National Water cooperation , Tororo Branch
7. Barky Irene	BA, Education	St. Mary's Assumpta Secondary school , Adjumani District
8. Abalo Charity	Bachelor of Records in Archives Management	Records department , St. Josephs Hospital Kitgum District
9. NambuyaSylvia	Bachelor of procurement and Supply Chain Management	Procurement Unit, Manafa District Local Government
10. Angom Irene	Bachelor of Business Administration	AGARU circle limited, Kalongo Town council , Agao District
11. Amuge Gloria	Bachelor of Engineering Building Economics	Halcorn limited, Kampala District
12. Kantono Mary	Bachelor of Arts in Education	St. Julian High school Gayaza, Kampala District
13. AtwijukirePhionah	Bachelor of Commerce	Finance department, Ntugumo District
14. BusingyeMoreen	Bachelor of community psychology	Pilot International, NC building , Kampala District
15. VikoClementina	Bachelor of Development Studies	Human resource department, Local Government, Yumbe district
16. Akurut Bridget	Bachelors of Arts in Ethics and Human Rights	Welfare department , Soroti Prison, Soroti District
17. Asaba Juliet	Bachelor of Business Administration	Accounting Department ,Holy cross Orthodox Mission Hospital, Kampala

This year, the partnership with FAWEU was renewed with recruitment of more students for higher education and this was as a result of FAWEU participation (represented by Programme Manager) in the Beautiful world Foundation Canada fundraising meeting.

### (c) Secondary Viable Empowerment (SAVE) Project

The Forum for African Women Educationalists Uganda (FAWEU) in October 2013 signed a Grant Agreement with MacArthur Foundation to implement and jointly monitor a two year project for war-affected girls in post-conflict Northern Uganda and West Nile in partnership with; a) Christian Counseling Fellowship (CCF) and b) the International Center for Research on Women (ICRW). 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*. The SAVE project is targeting young women, 12-24, with 3550 direct and 1200 indirect beneficiaries in 5 districts (Gulu, Pader, Lamwo, Kitgum and Agago) of the Acholi sub region and 2 districts (Arua&Adjumani) in the West Nile Region. These will benefit through the second chance at education offered through the Pader Girls' Academy (PGA) model. This project is meant to improve the Pader Girls' Academy (PGA) model of re-entry and retention in secondary school and vocational skills training, for child-mothers as a result of the conflict in Northern Uganda. During the period under review, FAWEU carried out a number of activities under this project which include the following;

#### ❖ Planning meetings

To ensure smooth implementation of the project, three planning meetings were held in the month of December 2013, January and February 2014 to agree on a joint work plan for strengthening the PGA model of education. The meetings were also aimed at discussing and agreeing on; implementation modalities, partnership arrangements, reporting requirements, and specific roles and responsibilities. The outcome of these meetings is that both CCF and FAWEU came up with a clear understanding of the project and the expected roles and responsibilities for



each organization.

#### ❖ **Feasibility study in West Nile Region (Arua and Adjumani)**

FAWEU contracted the services of an individual consultant to carry out a feasibility study for the proposed Girls Academy in West Nile districts of Adjumani and Arua. The purpose of the study was to identify and assess the viability and sustainability of the Pader Girls Academy Model in Arua and Adjumani districts, in West Nile region. The findings indicated an overwhelming positive response from various stakeholders in the two districts towards the initiative. There was evidence of some scattered efforts towards the re-entry of girls into the education system after they have given birth such as in the existing vocational training institutions, the parental self-initiative, civil society efforts for skills development for child mothers alongside others. However, the government policy directive on pregnant girls allows them to sit for their examinations even after being discovered pregnant.

#### ❖ **Finalize the BoQs and Architectural plan for construction of 2 classroom blocks and 1 dormitory for the Pader Girls Academy.**

The last meeting to discuss the Architectural plans and BoQs was held in the month of September. A new direction on the request of CCF is that both CCF and FAWEU have agreed to engage Engineer Kamya Richard to work and finalize these documents. It is expected that the final BoQs and Architectural plans will be out before end of November so that the adverts are out in the newspapers.

#### ❖ **Assessment of Early Childhood Development for the PGA**

FAWEU contracted the services an individual consultant/ specialist in Early Childhood Development from Kyambogo University at the beginning of the month of September to carry out an assessment of the existing ECD center in PGA and make recommendations for improvement. The consultants for two assignments were recruited and both assignments being undertaken. A report of the ECD assessment exercise was submitted whose findings and recommendations will be useful in informing FAWEU and CCF of the gaps that exist in the ECD center for improvements.

**Picture 27 and 28: Current ECD Center facilities in PGA**



#### ❖ **Assessment of the ASRH needs and develop a tailored curriculum for ASRH training in PGA**

FAWEU contracted the services a consultancy firm (ANABEL Resource Center) in the month of September to carry out an assessment of the ASRH needs in PGA and develop a tailored curriculum that will guide the delivery of ASRH information and services to the young people in PGA. The ASRH needs assessment is expected to cover some of the areas such as; knowledge and awareness of ASRH issues among the young girls, access to ASRH information and services, ASRH behaviours among the students, ASRH integration into school programmes among others. The draft report as well as the draft tailored curriculum materials were submitted for comments and have been returned to the consultants for finalization.

#### ❖ **Recruitment of additional staff for PGA (4 graduate teachers, 2 teachers for ECD and 2 caregivers)**

Advertisements were run in the New Vision newspaper and were placed on district notice boards in early January 2014. A total of 31 applications were received but only six candidates were shortlisted. The interviews were scheduled to take place in the month of September but could not be conducted because none of the shortlisted candidates turned up for the interviews. It was therefore, agreed between FAWEU and CCF that the jobs be re-advertised and those who had applied do not apply again. An advert was again run in on the local FM radio stations in the districts of Gulu, Pader and Kitgum and on the noticeboards for each of the respective districts. The date for the interviews is yet to be set. Once the recruitment is done, the teachers will report in the school in first term of academic year 2015.

#### ❖ **Assessment of alternative models that admit child mothers in Northern post conflict region**

This assessment was carried out in 4 other similar models to draw lessons that we can use to improve the PGA models. A very good case was the child voice Lokome that has managed to become self-sustaining up to current level of 65% and targeting to reach 80% by the end of the year 2015. This was achieved through income generating projects like piggery and farming as well as involving girls who cannot afford their basic needs to participate in paid work by the school.

**Pictures 29, 30 and 31: Income generating project, students under tailoring and a dormitory in the Models that are offering similar services to girls affected by conflict in another Uganda.**



#### **(d) ICT for Girls Education Project – Supported by EDUKANS**

As part of the efforts to improve the quality of teaching and learning in Apac district, FAWEU implemented the ICT for Girls' Education project with an aim to enhance learner centered teaching and learning methodologies and life skills for girls through improved access to and management of information and communication practices in primary schools in Apac district. A number of activities were implemented and these include;

- (i) Procurement of ICT equipment including solar and computers for 5 schools
- (ii) Develop digital materials and/ a manual for utilizing e-materials. This was done by a consultant (Children's Eye). The digital material was recorded on a compact disc ready to be duplicated to all the 5 computers in the 5 beneficiary schools in Apac district. At the end of June 2014, all the 5 project schools in APAC were provided with an additional computer each with accessories, solar power for the equipment as well as connection of 2 classrooms and office for solar lighting. These included Atopi P/S, Adir P/S, Alekolil P/S, Apele P/S and OIlepek P/ S.
- (iii) Installation of solar and computers in schools and the digital materials which were uploaded on the computers for utilization by both the teachers and pupils.
- (iv) Provided support to 13female and 50male teachers in record keeping and management. An assessment tool was developed for pupils' assessment and this was uploaded on the computers to ease teachers' record management of pupil performance. The wide difference in the number of female and male teachers has been brought about by the inadequate number of female teachers in Apac district being rural and challenging areas to work in.



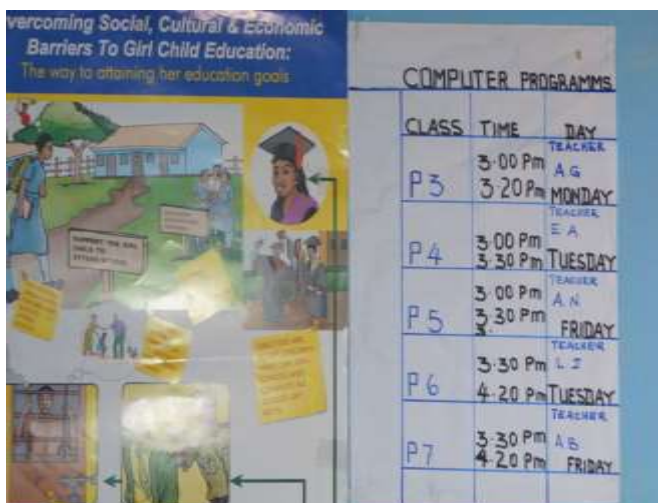
- (v) Exposed the girls to female role models as well as digital content on life skills development as well as adolescent sexual reproductive health. This was facilitated by 3 Female teacher role models across all the 5 project schools. The exercise is targeted at awareness raising on life skills and ASRH rights. Digital materials will be projected to P.5 and P.6 male and female pupils as well as motivational talks on growing up and sexual maturation. The facilitators will also undertake action research on the current records keeping and managing methods in schools as well as conduct STIR follow-up meetings.

**Picture 32 - 36: Some of the activities undertaken in Apac under the ICT project**

A pupil is helped by the CCT to type his name in Apele P/S	Children watch a digital story during a counseling session in one of the project schools
	
Some of the posters printed in both English and Langi for the Girls' Advocacy day in Apac	Children march to the District offices in commemoration of the International day of the Girl child
	
The Guest of Honour (the LCV Chairman in Blue shirt) as well the Mayor, SEO inspect the guard of honor	The LCV Chair, ED and other dignitaries
	

Integration of computer lessons on the time table

Pupils demonstrate computer usage during exchange visits



### (e) Led Your Light Shine in Northern Uganda – Solar Phase III

Having worked with schools over a period of time since her inception, FAWEU discovered that one of the main reasons among others for students' poor academic performance in rural schools was lack of adequate lighting in schools to enable students do sufficient revision at night. Some of the students improvise with lanterns which are expensive to manage because of the cost of paraffin, while others who cannot afford alternative lighting have no option but to retire to bed without revising.

Upon identification of the challenges in rural areas therefore, FAWEU with support from Oxfam Novib undertook to implement a Solar Lighting Project. The installation of the Solar Lighting Project was timely because it enabled students in the beneficiary schools to access light and undertake private study at night; teachers were able to prepare lesson plans for the following day and the security at the schools improved among others. The power generated by the solar installations was used on a daily basis to increase the reading time for students from both the beneficiary and neighboring schools which brought about a positive impact on performance and students reading habits.

As a result, a decision was taken to extend the project to the districts of Oyam, Kole and Amolator in the Northern Region. The districts were selected based on the district UCE performance rankings for 2012 and 9 secondary schools benefited from the intervention. These included Otwal Secondary School, Dr. Oryang, Ngai Secondary School in Oyam; Aculubanya Secondary School, Alito Secondary School in Kole and Alemere Comp Secondary School, Awelo Secondary School, Agwingiri Girls' Secondary School, Amolatar Secondary School in Amolatar.

As a result of the provision of solar lighting option, schools reported registered improved participation and motivation by all students especially the girls at school. Schools were able to assign a classroom for the girls during night study which wasn't the case before the solar lighting provision where by most schools could allow only the boys with kerosene lamps.





By the end of June 2014, the project had provided opportunity to 4,224 students (i.e. 1,509 female and 2,715 male) to effectively participate in the teaching and learning process drawn from 9 secondary schools selected from the districts of Amolatar, Kole and Oyam. There is a need to note that enrolment in all schools increased slightly by 3.3% from 4,086 in 2013 to 4,224 in 2014. Enrolment for girls across all schools also slightly increased by 47 students from 1,462 students in 2013 to 1,509 students in 2014.

Further to the above, the girls' dormitories in schools were all connected with lighting which gives them greater opportunity to further prepare and consult each other after school. Regarding the day scholars, only those that reside nearer the schools are allowed to attend night preparations as a way of guaranteeing safety and preventing violence against the students and specifically the girls.

Between the 15<sup>th</sup> and 16<sup>th</sup> April 2014, 2 day empowerment training of trainers workshops for students, teachers and community members were organized and conducted concurrently in all the 3 (three) beneficiary districts.



*(L) Participants during group work and (R) a student from Ngai secondary school presents to plenary Ngai Secondary school workplan*

The workshops concentrated and focused on promotion of girl child education, Adolescent Sexual Reproductive Health Rights in schools and homes, gender mainstreaming and Life skills for young people and they attracted 57 participants (i.e. 24 male and 33 female). They stressed continued advocacy and peer to peer information sharing and dissemination through the school system.

### **2.3.4 Significant unplanned activities produced during the year**

No unplanned activities were carried out during the year.

### **2.3.5 Planned activities not implemented**



- (i) Financial support to the ADB beneficiaries in secondary school was not provided to all the students due to inadequate funds. Out of a total of 369 beneficiaries, financial support was provided to only 310 for terms I & II.
- (ii) The infrastructural facilities at Pader Girls' Academy of two blocks of 2 classrooms each, one dormitory block of 3 rooms and top-up on the ECD Centre for de-congestion, intake of 100 students of S1, 100 Vocational students and 100 children per year was not done due to lack of cooperation from the partner (CCF).
- (iii) The additional staff at Pader Girls' Academy (4 graduate teachers for O'level and 2 for ECD teachers and 2 caregivers) and training them in child centered and gender responsive pedagogy, how to track learning outcomes, academic performance, drop-out and post-graduation were also not done
- (iv) Develop a mentorship and follow up system at school level and carry out mentoring in schools.
- (v) The teaching and learning materials (ECD, secondary and vocational education) for Pader Girls Academy were not procured which would help improve and strengthen Early Childhood Programme for the children

## 2.4 A strong learning and gender responsive organization

**Strategic Objective 4:** To strengthen the institutional capacity of FAWEU for efficient and effective delivery of services to stakeholders

### 2.4.1 Planned targets for the period January 2014 – December 2014.

FAWEU under the thematic area of making FAWEU a strong learning and gender responsive organisation planned to implement the following activities to achieve its strategic objective.

- (i) Carry out FAWEU organizational capacity assessment and implement proposed recommendations
- (ii) Membership skills audit
- (iii) Hold FAWEU Annual General Assembly, Quarterly Board meetings, Board Committee meetings, monthly staff meetings
- (iv) Develop & coordinate the implementation of the membership utilisation / retention strategies
- (v) Recognize and award good mentors
- (vi) Organize publicity campaigns at different levels during the Girls' Education Week, Sarah Ntiro lecture and Award event
- (vii) Develop, implement & monitor the FAWEU visibility / branding strategy / communication strategy
- (viii) Carry out monitoring of all FAWEU project activities and document and disseminate processes, good practices, experiences and outcomes of the project.
- (ix) Conduct two baseline studies (one for ASRH Packard project and another for Solar project) in project schools and disseminate findings
- (x) Carry out 1 school support supervision visits on the use of ICT in records management and data utilization to improve or enhance their teaching processes.
- (xi) Undertake an evaluation of other girls post conflict models in Northern Uganda
- (xii) Undertake Terminal Evaluation of ASRHR awareness in schools

### 2.4.2 Expected outcome for the period January – December 2014.

FAWEU network operates effectively, efficiently and has functional organizational systems facilitating programme delivery for the clientele.

### 2.4.3 Progress of implementation of activities/Achievements

#### (a) Monitoring and Evaluation Activities

- (i) Monitor the implementation of Solar project Lango Sub region

The monitoring activity was carried out and a report shared with stakeholders in August 2014 in each of the three districts. The findings indicated progress growth of 3.3% in enrolment and an increase by 47 girls in the number of girls in 2014 compared to the year 2013. The report also indicated an improvement in performance in UCE.

**(ii) Monitor the implementation of TIDES ASRH Project in Western region**

This activity was carried out in July 2014 and the findings shared with the stakeholders in each of the project districts. The findings indicated that there are established ASRH clubs in the project schools and these are carrying out awareness raising campaigns/activities by putting messages in the school compound as evidenced by 78% of the project schools. The campaigns are done through Music, Dance, Drama, outreaches to communities, display of messages in compounds and sensitization of other children, teachers and governing bodies on ASRH rights.

**Table 3: Awareness Creation among young people about their sexuality**

Responses	count	%
There are messages put in the school compound to continuously educate us	38	78
There are separate sanitation and hygiene facilities for girls and boys	31	63
The Senior Woman Teacher carries out counseling and guidance	38	78
The school provides emergency sanitary towels for girls during menstruation	23	47
There is a school nurse who treats those who are sick	7	14
The school has a working arrangement with an external health service provider	18	37
There is a suggestion box on ASRH concerns in the school	6	12
No services provided	1	2

The clubs are also implementing some income generating activities like gardening where the funds obtained are used to support other girls.

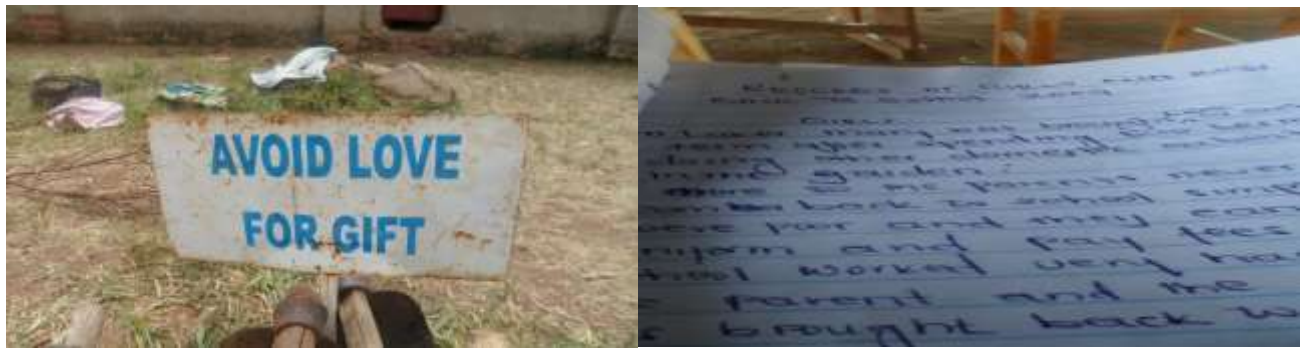
**Picture 37& 38: Club members of Muganza Primary and the school garden established by the members of the ASRH club**



**(iii) Monitor the implementation of Oxfam Girls Education advocacy project in Northern, Eastern and West Nile region**

The draft report has been prepared and the findings indicate a general improvement in performance of all the schools visited due to the textbooks and science kits that were provided by FAWEU. Girls change rooms funded by FAWEU were functional with a full menstruation management kit although in some schools there is still a problem of lack of changing rooms. Some schools have functional girls' clubs with pupils taking leadership of the clubs, documentation of the activities done; talking compound and the school clubs members are engaged in promotion of re-usable sanitary pads.

**Picture 39 & 40: Talking compound and copy of the records activities of the girls club in one of the project schools.**



However in some schools, the girls' leadership to improve on records keeping for the work done and expenditures as well as supporting and providing moral and psychological support to pupils affected and or infected by HIV/AIDS and others challenged by sexual abuse, unwanted pregnancies, early marriages and abortion.

Overall, the preliminary findings indicate a reduction in drop outs, improvement in girls' academic performance, increase in overall enrollment of 3%, improvement in girls' completion and performance at P.7. However, boys continue to perform better than girls especially in scoring first grades in almost all project schools. There has also been a reduction in absenteeism by girls, and increased knowledge on how to make local pads.

**Picture 41: A copy of one of the textbooks supplied by FAWEU to the schools**



**(iv) Monitoring and support supervision of the Packard funded project in eastern Uganda**

This monitoring was carried out during the last week of September 2014. Despite the short period of implementation, the findings of the monitoring exercise are impressive because all the schools monitored have already started on a number of activities such as; established girls clubs with elected executive members, held radio talk shows by some schools like Kamuli Girls secondary school to discuss issues of gender equality for girls and boys, held talk shows during school assemblies, carried out outreach activities like visiting nearby churches and community to educate them about the value of education. The monitoring also noted that schools are still faced with challenges of strong cultural beliefs which continue to create the gender gap.

**Picture 41 and 42: Some of the messages in the compound in the project schools in Kamuli**





The activities of the clubs are expected to create positive change in increasing knowledge and awareness about ASRH and therefore improve on access/enrolment, retention, completion and performance especially by girls.

**(v) School visits by the FAWEU project coordinator in Karamoja.**

Two main planned school visits were carried out to all the core school although some schools. The second and other visits helped to address issues identified during the first visits and other administrative issues such as continuous data update, collecting acknowledgement receipts, following and offering the mentoring support to both mentors and beneficiaries.

**(vi) Evaluation of the Karamoja Secondary School Scholarship Programme**

FAWEU participated in the Karamoja scholarship project evaluation exercise commissioned by Irish Aid Kampala office from Tuesday 28<sup>th</sup> October 2014 to Thursday 30<sup>th</sup> October 2014. The exercise was carried out by an independent evaluation team to evaluate the performance and implementation of Irish Aid funded programmes in Uganda. As an Irish Aid partner, FAWEU was informed that the evaluation team would be meeting the Kotido district DEO together with the FAWEU coordination office team in Kotido, the mentors at Kotido Secondary School and the beneficiaries at Kotido Secondary School. The visit only covered Kotido district and in particular, Kotido District Headquarters and Kotido Secondary School. Discussions were held with the FAWEU project coordinator based in Kotido, the Kotido Secondary School Head teacher as well as the beneficiaries. Among the mentors at Kotido Secondary School was Achuku Beatrice, a former beneficiary of the Irish Aid programme through her secondary and university education. She is now a trained graduate teacher and mentor, giving back to her community through the students and inspiring them to achieve.

**Pictures 43, 44, 45, and 46: The Irish Aid Evaluation Team in Karamoja**



**(vii) District Taskforce Meetings under Irish Aid Secondary**

Held district quarterly review meetings (the District Task Force meetings). Different teams travelled on April 14th 2014 and carried out monitoring in the schools on 15th April and then attended the DTF meetings on April 16th and 17th and this same activity was done in July where the teams travelled on 29th July, carried out monitoring in the schools on 30th July and participated in the DTF meetings on 31st July and 1st August. The DTF meetings review progress in the performance of the scholarship programme and identify strategies for improvement in case of any gaps. All this is done in an effort to strengthen the FAWEU scholarship programme to achieve the intended results.

#### **(viii) Monitoring Forberg project**

It was agreed during the discussions with the donors representative that due to financial constraints the activity of mentoring be carried out during the monitoring exercise. As a result, 2 monitoring and mentoring exercises were conducted in April and October 2014. The exercise in October was based on the discussions held with the donors representative and focused on career guidance and the opportunities available to enable students join higher learning institutions e.g. scholarships, district quota, Loan scheme e.t.c. FAWEU used this opportunity to transport and distribute basic needs to students.

**Pictures 47, 48 and 49: Forberg Students during the mentoring session.**



### **2.4.5 Significant unplanned activities produced during the year**

No unplanned activities were implemented during the period under review.

### **2.4.6 Planned activities not implemented**

- (i) Monitoring of ADB scholarship has not been done for continuing students as a result of delayed release of funds. We would like to report that the Secretariat with advice from the Chairperson has written to the Permanent Secretary of Ministry of Education and Sports to bring this delayed release of funds to her attention and possible advice.
- (ii) Carrying out FAWEU organizational capacity assessment and implement proposed recommendations
- (iii) Membership skills audit
- (iv) Developing & coordinate the implementation of the membership utilization / retention strategies
- (v) Developing, implement & monitor the FAWEU visibility / branding strategy / communication strategy.

## **3.0 LESSONS LEARNT AND BEST PRACTICES**

One of the key lessons learnt from this intervention is that community participation at all levels of planning is significant for success and sustainability of FAWEU interventions. FAWEU has in most cases involved the key education stakeholders (*i.e* 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) in most of her activities and this has registered remarkable success in receiving the support of these stakeholders in project implementation and monitoring.



The training of some community members such as parents, religious leaders and teachers on issues like ASRH and awareness raising for girls education has empowered them and widened their knowledge and skills to be able to take part in the mobilisation and advocacy for girls education. Some of the community members have formed part of the team that participate in the sensitisation and advocacy for girls' education through radio talk shows.

The use of school clubs as a platform for students/pupils in addressing ASRH issues provides an enabling environment for the girls to understand and better manage their ASRH challenges for instance menstruation. The involvement of pupils/students in ASRH clubs activities also provides an opportunity for developing their talents and skills like public speaking, art and craft, music skills among others as was evidenced during the entire project period.

## **4.0 CHALLENGES AND RECOMMENDATIONS**

### **4.1 Implementation Challenges**

Despite the accomplishment of all the planned activities and all the achievements registered, there were a number of challenges encountered and these include the following;

- (i) Delayed remittance of funds by the donors that caused a delayed implementation of activities due to
- (ii) Some children on scholarship dropout and school administration do not inform FAWEU on time. For instance, most girls become pregnant and stop studying without the administrators informing
- (iii) There is inadequate time for mentoring sessions. It is normally done after classes but this time is not sufficient.
- (iv) Facilities available in schools are not friendly for People with Disabilities (PWDs).
- (v) Sanitation facilities are not adequate and this has an implication on child-friendliness of the school environment.
- (vi) Some children face challenges during holidays and yet there is no mechanism to follow them up and interact with guardians or care takers. By the time they return for school, they take time to cope again with home challenges especially illnesses of their care takers, inability to revise due to a lot of work in the homes, etc.
- (vii) Some schools/children delay to send their end of term academic reports to FAWEU.
- (viii) Most schools lack counseling rooms
- (ix) Pocket money for the students is sent to the school account with fees and this makes students remain on the mercy of school administrators to inform them about the same
- (x) Parents' attitude that FAWE provides everything so they end up not minding about their children at all

### **4.2 Recommendations**

Recommendations to improve implementation include:

- (i) Mentoring sessions should be intensified to utilize the available evening time or Saturdays which are not fully occupied to ensure children have adequate time to ask questions and get responses;
- (ii) Focal point teachers should make realistic plans together with student leaders to ensure activities to address specific issues for the FAWEU project are part of the school programme. This also facilitates sustainability.
- (iii) Schools should be encouraged to track and report children who have transferred to other schools.
- (iv) Schools should be encouraged to construct facilities that cater for places to dispose used items.
- (v) Teachers should be encouraged to have regular interactions with guardians of the students on bursary to enable them understand more deeply, the issues that affect children when at home during holidays.
- (vi) Include mentoring activities in school assemblies and class teachers' talks.
- (vii) The school and district officials should sensitize the parents and guardians about their role since they think that all things are provided by FAWEU.
- (viii) Intensify the use of FAWEU role models to the schools. These can help in guidance of the children.