

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS UGANDA CHAPTER



ANNUAL PROGRAMME REPORT FOR THE PERIOD, JANUARY – DECEMBER 2015

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We would like to acknowledge in an exceptional way the FAWEU Board of Directors for the continued strategic direction and good governance demonstrated during the year 2015. The FAWEU membership, thank you for your availability to support and promote FAWEU's cause in the various areas of FAWEU interventions. To the FAWEU Secretariat, thank you for all your efforts and hard-work that made the year 2015 successful.

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To our district stakeholders, schools and communities, we greatly appreciate all the cooperation and commitment towards fostering positive practices and attitudes for girls education.

Finally, we thank God for having seen us through 2015.



Christine Semambo Sempebwa
Executive Director

ACRONYMS

ADB	African Development Bank
ASRH	Adolescent Sexual Reproductive Health
BoQs	Bills of Quantities
BoG	Board of Governors
BTVET	Business Technical Vocational Education and Training
CCF	Christian Counseling Fellowship
PTC	Primary teachers College
CCT	Centre Coordinating Tutor
CSOs	Civil Society Organizations
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
GEWG	Gender in Education Working Group
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
M&E	Monitoring and Evaluation
MoE	Models of Excellence
MoESTS	Ministry of Education, Science, Technology and Sports
MoU	Memorandum of Understanding
NCs	National Chapters
PGA	Pader Girls' Academy
PTAs	Parents Teacher Associations
RS	Regional Secretariat
SDGs	Sustainable Development Goals
SMCs	School Management Committees
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNGEI	United Nations Girls Education Initiative
UMD	University of Maryland
UNATU	Uganda National Teachers Union
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
WoD	Women of Distinction

EXECUTIVE SUMMARY

In the year 2015, FAWEU continued to focus her efforts towards realizing the vision, mission, goals and objectives by implementing interventions that enhance positive change for girls' education in Uganda. The interventions centred on; influencing policy; improving access, retention, performance and completion of education, with a focus on girls. Other initiatives were directed towards advocacy by way of creating awareness within the community and among young people around; issues surrounding prevention of violence, the importance and need for acquisition of age-appropriate adolescent sexual reproductive health (ASRH) knowledge and skills, the need to promote life skills, and the gains around building the capacity of teachers and pupils/students especially in gender responsive pedagogy. FAWEU was also involved in building strategic partnerships and networks within which learning and sharing of well and clearly documented good practices was done.

This Annual performance Programme Performance Report 2015 is based on the Annual Programme Work plan 2015 that was approved by the FAWEU annual general assembly in December 2014. The work plan was subsequently signed off by the Board for operationalization and implementation by the technical team at the FAWEU Secretariat. The Annual Report is further aligned to the FAWEU Strategic Plan 2013–2017 that provides benchmarks for measuring outcomes and impact. The report presents planned activities, outputs and intermediate outcomes realized in the implementation of the programme activities during the period January – December 2015. It highlights, the lessons learned, the good practices documented and also the implementation challenges faced during the period January – December 2015 and gives recommendations for consideration during programme implementation in the subsequent year. The following section outlines the major programme accomplishments in 2015.

Influencing Policy formulation, adoption and implementation

As part of the process of and the efforts towards developing the re-entry and retention policy for pregnant girls and child-mothers, FAWEU was contracted by MoESTS with financial support from UNICEF to undertake a research to establish the linkage between pregnancy and school dropout among girls in Uganda. The study was meant to generate evidence on the extent to which teenage pregnancy was leading to school dropout among teenage girls. The findings from the study will provide evidence for advocacy efforts towards the enactment of a policy on re-entry and retention of teenage pregnant girls in Uganda. Results from the study show that; the pregnancy accounts a sizeable percentage of school girl drop outs, with 30% in rural areas and 21% in urban settings. Of these, 21.3% are among girls 14-18 with national variations ranging from 6.4% in Karamoja to 42.8% in Eastern Uganda. The study further revealed that of the girls who dropped out, only 17% are currently married or cohabiting, meaning that the majority could go back to school if given the opportunity. The girls in the study cited the main drivers for their school dropout as; financial constraints, followed by pregnancy. Overall, 43% of girls who had dropped out of school described financial constraints (lack of money for scholastic materials, food at school, or no money for fees) as the main reason for their dropping out of school.

FAWEU has continued to be an active member of the Ministry of Education, Science, Technology and Sports (MoESTS) Gender in Education Technical Working Group that was launched on 8th October 2015 and holds meetings every quarter. In addition, FAWEU throughout the year participated in various Gender Thematic Working Group meetings under the

coordination of the Forum for Education NGOS in Uganda (FENU). Much of the work that was done through the thematic working groups was to contribute towards the post-2015 debate and to ensure that key issues made their way to the relevant national, regional and international fora. FAWEU also made substantial contribution towards the Education Sector Strategic Plan (ESSP) review process especially in areas around access, retention and completion.

FAWEU participated in the annual national, regional and global education policy campaigns such as Women's day celebrated in March, Day of the African Child celebrated in June, International Day of the Girl child held in October and the 16 days of activism held in November. Each of these days was celebrated under a theme that was in tandem with the national theme and was relevant FAWEU's commitment towards enabling positive changes for girls' education in Uganda.

Fostering positive practices and attitudes for girls' education

During the period under review, FAWEU carried out various activities with the aim of nurturing positive practices and attitudes among different stakeholders, for promotion of girls' education. Among these interventions were; grants disbursement to 35 schools and one university in Kamuli District for the implementation of Adolescent Sexual Reproductive Health (ASRH) club outreach activities based action plans developed by the partner schools and university. These activities were implemented by the pupils/students with guidance from the teachers who had been trained as trainers.

Similarly under the project of elimination and prevention of violence against children in and around communities implemented in Ntoroko, Kasese and Bundibugyo districts, FAWEU trained pupils/students and facilitated the schools with grants to raise awareness and sensitize the community on the various forms of violence, reporting mechanism as well as to ensure that at school level, they have structures within which issues of violence are addressed. Training was further conducted for selected teachers, school governing bodies and community members aimed at building their capacity to ably support the implementation of behavioral change activities for the young people in schools and communities. The training among others emphasized the areas of prevention, reporting, tracking and referral of identified cases of violence both at school and community level.

FAWEU evolves into a one centre for girl-child education services and information

FAWEU has continuously supported the efforts for improving access, retention and completion of education. As such, the scholarship support was maintained for secondary education, vocational education and higher level of learning. Overall, FAWEU in the year 2015 supported a total of 1274 (745 females and 529 males) students.

It is important to note that the FAWEU scholarship programme has enabled the beneficiaries at the different levels to successfully complete their education which has prepared them and built their capacity to participate in development through acquisition of employment. It is also important to note that some of the students have worked hard and excelled and have been able to receive government sponsorship at university.

The FAWEU entered into a partnership with MacArthur Foundation for an innovative project with the goal; *to contribute to the increased access and completion of quality, secondary education and vocational skills training to war-affected adolescent girls in post-conflict Northern Uganda and the West Nile Region* in close collaboration with Christian Counseling Fellowship (CCF).

During the period under review, FAWEU jointly with CCF embarked on the efforts to decongest and improve infrastructure at Pader Girls' Academy (PGA)¹ so as to have a more conducive learning environment. A three classroom block was provided to the school. In addition, FAWEU also recruited a total of 150 girls (100 for secondary and 50 for vocational training) to enroll during the academic year 2016. The 100 girls to enroll on secondary programme started with the accelerated learning programme which they underwent from November 2015 and was expected to end in January 2016.

Furthermore, FAWEU in partnership with Beautiful World Canada a foundation based in Canada, in addition to providing scholarships, developed a graduation preparation manual for the beneficiaries. The manual is to help the beneficiaries prepare for graduation and for transition from school to the world of employment. It outlines a number of key issues that the students at university must put into consideration and these include; a) Study skills, b) Social media, c) Financial literacy, d) cover letters, e) Resumes, f) Job search, g) networking, h) interviews and i) entrepreneurship. A total of 44 beneficiaries have so far started on this preparation process as a pilot that will later be rolled out to other beneficiaries.

Building a strong learning and gender responsive organization

FAWEU as a learning institution continued to enrich her knowledge and skills through her networks sharing of experiences of good practices at different meetings nationally and at district level. Additionally, in order to have up to-date effective, efficient and functional organizational systems, selected manuals were reviewed and also different donor partners carried out organizational assessment as well as programme evaluation whose findings and feedback has been useful for improved performance. Staff capacities were built through tailor-made training and sharing programmes organized by some of our funders and partners. Two capacity building forums were organized by FAWE RS, where the Executive Director and two alumni were trained in advocacy, specifically for monitoring the national Education Sector Strategic Plans (ESSP) and to equip them with skills to look at ways of tapping in to the Global Partnership for Education (GPE) funds.

The M&E Officer also participated in the Management Information Systems (MIS) training for the MasterCard funded FAWE Chapters of Ethiopia and Rwanda. FAWEU was invited to participate in the training in preparation for the upcoming MCF university scholars programme. During the period under review, FAWEU membership from across Uganda and from various educational backgrounds and disciplines, stood at 562 members. Among these are some FAWEU alumni, something that aligns well with the global focus on the youth.

As a result of a strengthened institutional capacity for effective and efficient delivery of services, FAWEU continued to maintain the donor base and as well as attracted new ones. Therefore the financial base for the year 2015 also improved as compared to the year 2014.

One of the key aspects during the year of reporting was documentation in various ways of the good practices registered from the various projects. The documentation was done for providing feedback to the funders and other stakeholders. Documentation was shared with the different stakeholders as part of learning and sharing and opening up possibilities for replication and scale-up of good practices and interventions. Key documentation and information sharing outlets included; reports, the FAWEU website and Facebook and Twitter so as to reach a wider and

¹ PGA is perhaps the only school in Uganda and East Africa where pregnant girls and parenting students study in the same environment with their babies.

diverse readership. For improved efficiency in data management and storage, FAWEU continued to update the database for tracking learning outcomes, academic performance, drop-outs and post-graduation activities.

As part of the sustainability efforts, FAWEU worked closely with the already existing structures at different levels within the community. The beneficiaries and different stakeholders in the community formed part of the planning and implementation meetings for the various programme interventions.

Implementation Challenges

While FAWEU boasts of a successful year of registered accomplishments, it should be noted that it was not without any challenges. Some of the challenges were manageable and had insignificant effect on programme implementation. However, a few had varying levels of impact and are mentioned below as follows;

- i. Delayed remittance of funds by the donors that caused a delayed implementation of activities.
- ii. Inadequate feedback from schools on some day to day issues that happen in schools, which in turn affects addressing these issues in a timely manner. For instance some children on scholarship dropout and school administration does not inform FAWEU in time. In other instances, girls become pregnant and stop studying without the administrators informing FAWEU denying girls opportunities such as sitting for examinations or re-entering the education system.
- iii. Inadequate time for mentoring by the teacher mentors. It is normally done after classes but this time is not sufficient, yet mentoring is key to retention, completion and educational attainment.
- iv. Most schools lack counseling rooms which has affected the provision of counseling services by the senior women teachers counselors
- v. Some schools/children delay to send their end of term academic reports to FAWEU which sometimes affects reporting to some donors and at times causes delays in release of funds.

Recommendations

The following recommendations are proposed for improved and efficient programme implementation.

- i) Maintain the networks and create new ones where possible,
- ii) Strengthen the close working relationships with the existing structures right from the grassroots to the national level.
- iii) Continue to work with the schools through the teacher mentors to ensure that mentoring sessions are intensified by utilizing weekends in addition to the available after class, evening time. This increased time will allow for more in-depth, interactive and participatory mentoring, allowing more time for questions, answers and discussion.
- iv) Schools should be encouraged to track and report beneficiaries who have transfer to other schools and those who drop out for various reasons.
- v) Work with the district officials to intensify sensitization of the community members and parents about their roles and responsibilities in support of their children education especially during the holidays

- vi) Intensify the use of FAWEU role models to the schools. These can help in promoting motivation and career direction to the girls.

1.0 BACKGROUND TO THE FAWEU PROGRAMME

The FAWE Uganda Chapter (FAWEU) is a Ugandan registered Non-Governmental Organization that was registered in February 1997. Through its vision and mission, FAWEU supplements Government efforts towards the achievement of the Education for All (EFA) and the Millennium Development Goals (MDGs) as well as the Sustainable Development Goals (SDGs) under the agenda 2030, especially those that promote education and gender equality. In the 15 years since her inception, FAWEU's programme scope of work has been in the areas of;

- (i) Research and policy advocacy for increased access, retention and re-entry, completion and transition in girls' education and empowerment of girls and women,
- (ii) Ensuring increased access, retention and completion of education through provision of scholarship and mentorship programme.
- (iii) Provision of adequate and relevant and age appropriate information and relevant skills that empower and safe guard young people in the areas of sexual maturation management and adolescent sexual reproductive health education.
- (iv) Promotion of Science, Technology, Engineering and Mathematics (STEM) by undertaking initiatives that improve the teaching and learning of STEM subjects through training of science teachers and encouraging them to use child-centered and gender responsive methodologies that motivate girls to pursue sciences. Activities such as annual STEM exhibitions and competitions, hands-on training, motivational talks, testimonies from young female scientists and role models as well as mentoring are conducted.
- (v) Capacity building through training of teachers in life skills and Gender Responsive Pedagogy (GRP) as a tool for ensuring gender responsiveness in the teaching and learning methodologies and processes.

FAWEU's programmes cut across all regions of the country. However, based on well researched need and desired impact towards the wider national development goals, some of the programmes and projects focus on certain regions that include; the Karamoja, Northern, Eastern regions and the Rwenzori sub region. Across its programmes, FAWEU works with all the stakeholders right from the community level to include; schools, Parents Teacher Associations, Board of Governors, school management committees, Local Councils and religious leaders through to the national level, where she works with; the relevant key line ministries such as the Ministry of Education, Science, Technology and Sports (MoESTS) as well as the Ministry of Gender Labour and Social Development, Members of Parliament and various development partners and civil society actors.

1.1 Introduction.

This Annual Programme Performance Report is based on the approved activity work plan for the year 2015 by the Annual General Assembly. The report covers the period January-December 2015 and presents planned activities, outputs and intermediate outcomes realized during the implementation of the different programme activities for the period. 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 the mission and vision, FAWEU carried out a number of activities that directly influence the achievement of the strategic objectives. These activities ranged from; influencing policy through research and advocacy, awareness creation on Adolescent and Sexual reproductive health education by providing age appropriate information to the young people, offering scholarship support to needy but disadvantaged girls and boys, mentoring and career guidance and counseling, capacity building for teachers and pupils/students through life skills training and gender responsive pedagogy.

2.0 ASSESSMENT OF PERFORMANCE DURING THE PERIOD UNDER REVIEW; January – December 2015.

2.1 THEMATIC AREA 1: POLICY INFLUENCE FOR GIRL-CHILD EDUCATION

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

(a) Expected outcome for the period January – December 2015.

The key expected outcome for the period under review was; evidence generated to act as justification for the development of the Education Sector policies that are responsive to girl /women education.

(b) Planned activities for the period January – December 2015.

- i Continue to follow up and lobby the MoESTS for the policy on re-entry and retention in schools for pregnant girls.
- ii Participate in four quarterly Gender Working Group meetings at the MoESTS and the gender thematic group under the Forum for Education NGOS in Uganda (FENU).
- iii Participate in national, regional and global policy education campaigns (Women's day, International day of the Girl child, day of the African Child, Gender Based Violence (GBV) day etc.)
- iv Develop and disseminate four policy briefs to MoESTS and other stakeholders.
- v Develop and print 2100 copies of IEC Materials for the promotion of children's rights.

(c) Progress of implementation of activities

During the period under review, FAWEU made significant effort to implement the planned activities and the following was achieved under each of the planned activities.

(i) Policy on re-entry and retention.

As part of the process and efforts towards the development of the re-entry and retention policy for the girls that get pregnant before completion of secondary education, FAWEU was contracted by MoESTS with financial support from UNICEF to undertake a research in 20 selected districts in the country to establish the linkage between pregnancy and school dropout among girls in Uganda. The study was meant to generate evidence of the extent teenage pregnancy was leading to school dropout and the findings to feed into the finalization of the policy on re-entry and retention of teenage pregnant girls in Uganda. The specific objectives of the study were to;

- i. Determine the percentage of school drop-outs that are due to pregnancy
- ii. Identify the gendered social norms and expectations related to reproduction and family formation
- iii. Document good practices that exist in schools
- iv. Generate practical recommendations

The study targeted a random sample of 13² districts (out of the proposed 20) and at least 13 schools were considered (8 Primary Schools & 5 Secondary Schools) in each district selected

² Nebbi, Zombo, Amuru, Dokolo, Nakapiripirit, Kiboga, Rakai, Bulisa, Kibaale, Busia, Buyende, Kasese and Kisoro

according to their 2015 enrolment sizes. A random sample of 30 girls was taken and traced in communities to collect their views as far as the study was concerned. In addition, 26 girls who dropped out due to pregnancy were selected for in-depth interviews as well as 26 community members for focus group discussions with 13 Key Informant Interviews (KIIs) with District Education Officers or school head-teachers.

The study reveals that of the girls who dropped out, only 17% are currently married or cohabiting. The main reasons cited by the girls for their school dropout were; financial constraints, followed by pregnancy. Overall, 43% of girls who had dropped out of school described financial constraints (lack of money for scholastic materials, food at school, or no money for fees) as the major reason for their dropping out of school. Overall, the percentage of school drop-outs that are due to pregnancy among girls of 14 to 18 years of age is 21.3% and ranging from 6.4% in Karamoja to 42.8% in Eastern Uganda. The percentage of school drop-outs that are due to pregnancy is 30% in rural areas and 21% in urban settings.

The research also notes that there were higher pregnancy related drop-outs among the girls with poor academic performance (32% vs. 20% among better performing pupils; $p < .05$); girls who had placed little value on education (33% vs. 21%; $p < .05$); and girls interested in starting their own families (38% vs. 19%; $p < .05$). Some of these low aspirations are related to poor education quality, lack of career guidance, limited role models in the community, peer pressure and poor economic status of the households, limited parents or caregivers' support as evidenced in some instances by not checking on the child's school progress is associated with high pregnancy related drop-out as opposed to when the parent checks on the child's school progress (35% vs. 19%; $p < .05$).

This study was validated in a meeting of stakeholders organized by MoESTS held at Shimoni Core Primary Teachers' College (PTC). It has also been presented to the M&E Working Group of the MoESTS. The next step was to present the study findings to the MoESTS Sector Policy organ for policy action.

The outcome of this activity was that the knowledge gap on the correlation between teenage pregnancy and school dropout among school girls has been bridged with available/existing evidence with facts and figures as per the study findings. The available evidence will be used as justification to advocate for the development of the re-entry and retention policy for pregnant girls and child mothers.

(ii) Participation in the Gender Working Group

FAWEU remained keen on strengthening her policy advocacy through networks and partnerships by engaging with the MoESTS Gender in Education Working Group that was launched on 8th October 2015 and brings together private education providers and institutions, Education Development Partners, and Civil Society Organizations (CSOs). This Gender in Education Working Group is very committed to ensuring that gender mainstreaming is integrated into MoESTS policies and programming. During the period under review, FAWEU also continued to be a leader in championing of girls' education and has continued to receive recognition both locally and regionally. As a result of this, the MoESTS with support from UNICEF contracted FAWEU to undertake a study to establish the linkage between teenage pregnancy and school dropout among girls, study that has been successfully conducted.

FAWEU further sustained her relevance and contribution to the promotion of girls' education by taking lead and participating in a number of activities which include among others; co-chairing the United Nations Girls Education Initiative (UNGEI) with MoESTS, chairing the taskforce of Civil Society Organizations (CSOs) on implementation of CEDAW, provision of technical support for the gender and peace building training programme in Karamoja supported by UNICEF and presentation of the teenage pregnancy study findings to the stakeholders including the members of the Gender in Education Working Group. FAWEU further participated in the gender thematic group meetings under the coordination of Forum for Education NGOS in Uganda (FENU) hosted at different partners offices.

(iii) Education policy campaigns

FAWEU recognizes and participated in national, regional and global education policy campaigns such as Women's day, International day of the girl-child and the day of the African child and 16 days of activism among others. To commemorate the day of The African child which is celebrated every 16th June, FAWEU organized an advocacy event which was held in Ntoroko district. The Theme for 2015 was; ***"25 years after the adoption of the African Children's Charter: accelerating our collective efforts to end child marriage in Africa"***. The advocacy event took place on Thursday 25th June 2015 and attracted a total of 242 invited participants. It was very topical in that it advocated for the elimination of all forms of violence against girls in and around schools in the district and beyond. The participants who included district officials, head teachers, teachers, and pupils/students were strategically selected given their roles as both duty bearers and rights holders. The major focus of the day was calling upon the stakeholders to continue advocating and supporting the education of children particularly girls, increase awareness of all stakeholders at community level on empowering girls on how to overcome gender based discrimination and violence and call upon all stakeholders to report all forms of violence and demand action on the perpetrators of violence against children especially girls. The event which took on a rights and gender-based approach had a number of messages which were in form of songs, poems, official remarks, inspirational talks and posters. The pictures 1 -6 present evidence of what transpired at the venue in Ntoroko district.



Slates 1 & 2 are students entertaining the guests at the event Thursday 25th June 2015



Slate 3&4 are student *marching with various messages on elimination of violence against children*



Slates 5&6 is *Mrs. Joyce Otim Nape, a member of the Board, delivering the key note speech and the Chief Guest, LCV Ntoroko district giving his remarks.*

FAWEU participated in a mentoring walk in celebration of the ***International day of the girl-child 2015 in Kampala***. The walk was organized by the MoESTS in conjunction with the Gender Working Group under the theme, ***“The Power of Adolescent Girl: Vision 2030”***. The mentoring walk attracted 400 (100 mentors and 300 mentees) participants. The walk was part of the festivities to celebrate the achievements so far attained in promoting the girl-child and to advise girls on how to avoid child marriage, protect themselves against unwanted pregnancy, sexually transmitted disease and gender-based violence. On the same day, a number of champions of girls education were recognized by Plan Uganda. Among them were Ms. Rose Izizinga gthe Chairperson of the FAWEU Board. Also recognized were two close partners of FAWEU, Ms. Alice Achan, the founder of Pader Girls’ Academy and Hon. Helen Asamo, a former Board member and now a Member of Parliament representing people with disabilities.

FAWEU and two (02) of her project secondary schools (St. Paul Mbulamuti and Kamuli Progressive secondary schools) from Kamuli district under the Adolescent Sexual Reproductive Health project supported by the David and Lucile Packard Foundation was also part of the team that celebrated the International day of the girl-child 2015 organized by the MOESTS in Luuka district under the theme ***“The Power of Adolescent Girl: Vision 2013”***. The schools, through their clubs, presented and exhibited crafts and materials they had made. This was a demonstration of the skills they have acquired through the project and proof that even while in school, youth can be equipped with skills that can support them in their day to day lives even beyond school. Pictures 7&8 show some of the handcraft work done by the girls.



Slates 7&8 are students of Kamuli progressing S.S exhibiting some of the hand craft made as part of their ASRH club activities.

The key outcome of these education policy campaigns was the positive recognition and acceptance that ASRH clubs can have diverse dividends with both short and long term benefits. The campaigns also touched on the re-enrolment of child mothers back in school as a good practice that should be promoted. As a result, some schools in the project catchment area have allowed child mothers' to re-enter school, notable among these are; St. Paul Mbulamuti, Kamuli Progress Secondary School and, Kamuli Girls' School. This is a very positive development given that the study conducted on pregnancy returned the Eastern Region as one of the areas with the highest drop- out due to pregnancy.

(iv) Develop and Print 2100 copies of IEC Materials for the promotion of children's rights.

To increase awareness around violence against girls in around schools, FAWEU developed and printed a number of Information, Education and Communication (IEC) materials³. These materials were developed with messages which included the following as in text box 1;

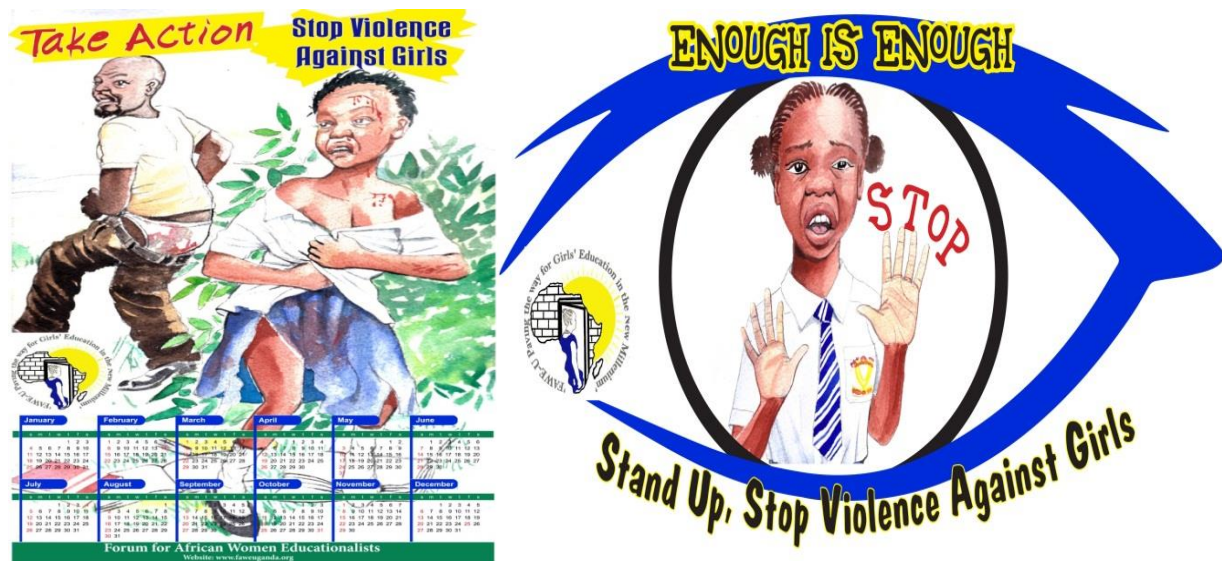
Text Box 1& 2: Messages printed on the T-shirts and copies distributed to the schools:

- (i) *Take the courage: Report perpetrators of violence against girls,*
- (ii) *I cherish girl child education, what about you?*
- (iii) *Protecting the girl child stay in school is my responsibility, what is yours?,*
- (iv) *(iv) YES WE CAN: End violence against girls in and around schools,*
- (v) *My resolution is to support the violence-free campaign in schools*

- (a) 700 copies of posters designed with pictorial illustrations and messages on reducing violence in and around primary and secondary schools. A calendar was attached to the poster so that the targeted population is able to use it for proper records keeping on events of violence.
- (b) 700 copies of stickers as derived from the posters reflecting a catchy pictorial illustration and message on putting an end to violence against girls in primary and secondary schools.
- (c) 700 pieces of T-shirts with the following messages were printed on the t-shirts:

³ These included stickers, posters and T-shirts to be displayed by stakeholders in schools.

Some of the IEC materials developed and printed included;



As a result of printing and distributing these materials, there has been increased accessibility to Information Education and Communication materials with age appropriate messages. Over 80% of the learners in the schools where FAWEU has intervention have access to age appropriate messages and information in the areas of Adolescent Sexual Reproductive Health challenges, and violence against children in and around schools including messages such as where to report cases of violence.

2.2 THEMATIC AREA 2: FOSTERING POSITIVE PRACTICES AND ATTITUDES FOR GIRLS' EDUCATION

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

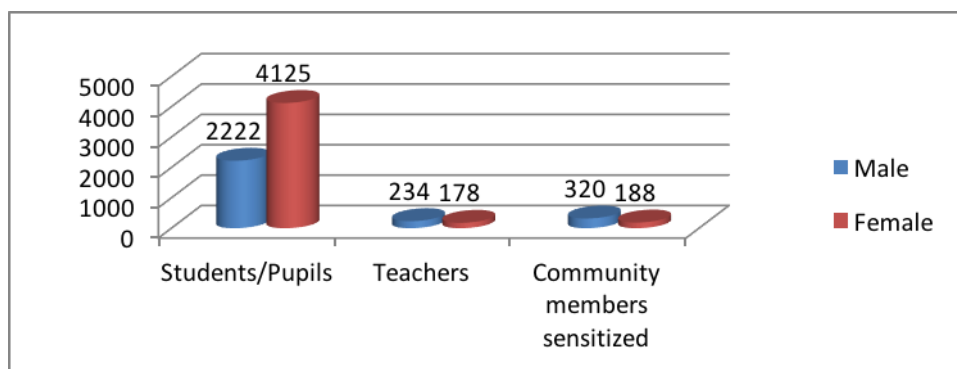
- (a) **Expected outcome for the period January 2015 – December 2015.**
Attitude and practices changed at community and school level in favor of girls' education
- (b) **Planned activities for the period January 2015 – December 2015.**
 - i Identify and strengthen existing and introduce new safety nets for girls' education through school clubs.
 - ii Establish and strengthen existing child protection structures at school & community levels as well as identify new ones.
 - iii Conduct community based awareness creation meetings for key stakeholders for improved sustainability of project activities.
 - iv Hold awareness training for teachers and peer educators
 - v Conduct project introductory meeting for stakeholders in selected project districts.
 - vi Printing and distribution of copies of the child protection policy, GBV strategies, violence against children was not done.

(c) Progress of implementation of activities/Achievements

(i) Identify and strengthen existing and introduce new safety nets for girls' education through school clubs.

Following the training of the pupils and students on violence against children in and around communities, the pupils/students formed clubs in their respective schools. Within these clubs, they continued to share relevant information among themselves. The clubs were also used to carry out outreach activities as a means of expanding awareness creation beyond the school on various issues that concern the young people with regard to violence. To support their club activities, 30 schools in western Uganda and 35 schools and one university in Eastern Uganda (Kamuli District) were given grants. All clubs were able to carry out outreach activities for awareness creation on issues of Adolescent Sexual Reproductive Health as well as training fellow pupils/students to equip them with the knowledge and skills on ASRH. The clubs used these funds to engage in a number of in school activities and community outreaches to influence positive practices for girls' education. Figure 1 shows the number of students, teachers and community members reached by the Training of Trainers (ToTs) that were trained at the start of the ASRH project in Kamuli district.

Figure 1: Number of students, teachers and community members reached by the Training of Trainers (ToTs) under ASRH project in Kamuli district.



(ii) Establish and strengthen existing child protection structures at school & community levels as well as identify new ones.

As part of the efforts to prevent and eliminate violence against children, FAWEU piloted a project titled "awareness creation on violence against children in and around schools" in the three districts of Kasese, Ntoroko and Kasese. FAWEU equipped over 140 beneficiaries through training with knowledge on the various forms of violence where to report as well as ensuring that at school level, they have structures within which they can address cases of violence. The pupils/students formed clubs with the aim of having a joint voice to speak out against all forms of violence with each club having an average of 20 students/pupils. All this was possible with the financial support in form grants that FAWEU provided to each of the 30 project schools. Alongside the clubs, the schools established child protection committees and others continued to work within the already established school disciplinary committees to address some of the violence cases. A total 30 school clubs in all the schools were established.

(iii) Conduct community based awareness creation meetings for key stakeholders for improved sustainability of project activities

As part of awareness creation among the community members and for a joint understanding of the project right from the beginning, FAWEU organized and held project introductory meeting for the project stakeholders from the project districts of Kasese, Ntoroko and Bundibugyo. The meeting took place in each of the project schools in January 2015 in the project districts (Kasese, Ntoroko and Bundibugyo). These meetings were also for the purpose of creating a sense of ownership and sustainability of the project. A total of 44 (31 males and 13 females) stakeholders from the three districts attended the project introductory meetings and these included; Local Council Vs, District Chairpersons, Chief Administrative Officers (CAO), Resident District Commissioners (RDC), District Inspectors of Schools; District Speakers, Community Development Officers, District Health Officers, District Gender Officers and the District Health Officers, Secretary for Education, and the Probation /Child Protection Officers. The meetings were also meant to agree with the stakeholders on their different roles and responsibilities in ensuring project implementation success.



Slates 9&10 are some of the participants of the project introductory meeting in Kasese and Bundibugyo January 2015.

The immediate outcome of the raining is that the stakeholders at the training agreed on actions to address violence against children in schools in order to enable both pupils and students concentrate on their studies and become responsible citizens. These actions included the following as in text box 3:

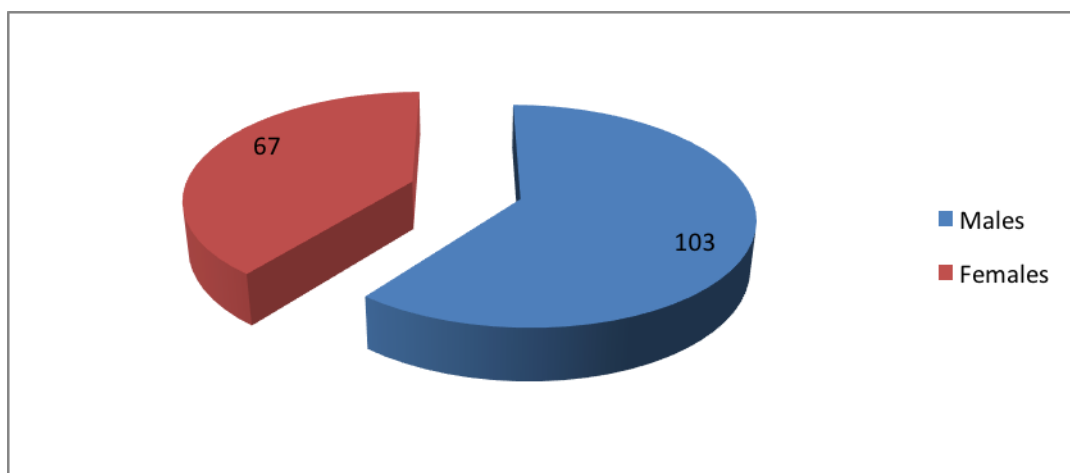
- Introducing parenting courses for proper child upbringing,
- Local Councils to mobilize and emphasize proper child upbringing while respecting the rights of the child,
- Initiation programs for both girls and boys,
- Continuous orientation of teachers and students on the rights and responsibilities of children,
- School governing bodies ensure that reported cases of violence in schools are followed up and concluded without any biases,
- Continuous awareness raising on the negative impact of violence against children, children rights/responsibilities as well as available procedures and institutions to hold the perpetrators accountable.

The training also raised awareness among the School Management Committees and Board of Governors on their roles in regard to protection of children against violence. These agreed to; mobilize head teachers to come up with action plans to address VACiS. The stakeholders also agreed to mobilize and orient fellow school governors who were not present in the workshop to draw up action plans to guide follow up implementation of the disciplinary committees actions by the Head Teachers including following up cases with LCs, police and courts of law.

In the same respect, awareness creation and training for different categories including; head teachers, teachers, pupils and students as peer educators and school governing body was conducted on April 22, 2015. The majority (150) of the people trained were pupils/students, 135 School Management Committees/Board of Governors, 60 teachers and 30 head teachers. During the training, the stakeholders were reminded of their roles and responsibilities in the elimination of violence against children and urged them to ensure that all children are protected from all forms of violence (Physical, psychological, emotional and neglect). The training also looked at ways of how to track, respond and make referrals. The pupils who were trained have been carrying out activities of training fellow peers for purposes of continuity and a multiplier effect which is key to the realization of wider impact.

With support from Packard Foundation, FAWEU on 4th November 2015 organized one meeting with community members from the selected 35 project schools and 01 University to discuss project progress and the contribution of the community members in the implementation of project activities. The meeting was opened by the District Education Officer Kamuli district and was attended by different stakeholders including, Parents representatives, local leaders, religious leaders, Head teachers and school Management Committee/Board of Governors representatives. A total of 125 (75 males & 50 females) community members for the secondary and primary schools and 45 (17 females and 28 males) community members around Busitema University Namasagali Campus as well as some representatives of the University ASRH club attended and actively participated in the meeting. Figure 2 show the participants who participated in the community meeting by sex.

Figure 2: Participants that attended the community stakeholders meeting on 4th November in Kamuli district.



The key issues discussed during the meetings included; sharing and discussion of progress reports from selected schools such as Kamuli Girls, Nawanyago College, Busoga High School, St. Paul Mbulamuti and Kamuli progressive Secondary School. A presentation of the monitoring report from the 35 schools was made pointing out good performing schools and those for improvement. The meeting also aimed at refreshing the community members on their roles and responsibilities in the implementation of the project. During the meeting, the community members were urged to closely follow up the schools especially those that were not performing well in terms of implementation and they pledged total support to ensure that no school misuses the grants disbursed to them but rather put money to right use to benefit the girls and boys.



Slates 11 & 12 are the community members elaborating some of the issues affecting you people in and around schools.

The increased knowledge of Adolescent Sexual Reproductive Health Project (ASRH) among students was achieved through continued efforts to train teachers, pupils and community

members to build their capacity to address the ASRH challenges faced by the young people. As a result, a total of 80 males and 210 females were trained at school level. The increase in knowledge on ASRH was also boosted by the trained health workers who reached out to the young people to provide youth friendly services. The reports from health service providers submitted to FAWEU in November 2015 indicate that a total of 1838 males and 3723 girls from S1 to S.6 were reached by the 15 health service providers. A total of 22 referral cases were registered. They indicated that some students suffer from diseases like Candida. Other than the short term health benefits, this is also an in built strategy towards local ownership and project sustainability.

(iv) **Gender, identity, Conflict and Peace building training**

FAWEU entered into a partnership with UNICEF in March, 2015 to carry out training on gender, identity, conflict and peace building in primary schools in five districts of Abim, Napak, Kaabong, Nakapiripit and Amudat in the Karamoja sub-region. The training aimed at transferring skills and knowledge as well as empowering; 13 national level trainers, 13 centre coordinating tutors (CCTs), 7 District Inspectors of Schools (DIS) and 1000 primary school teachers on issues of gender, identity, conflict and peace building aimed at changing teachers' behaviors towards gender equality and social cohesion in primary schools. Following the feedback from the last training carried out in April 2015, FAWEU in partnership with UNICEF and Development Research and Training (DRT) organized another training to refresh the training of trainers and teachers on the concepts and introduce them to practical activities that foster an improvement of their performance in class. The refresher trainings for the trainers was conducted from 2nd - 4th August, 2015 in Moroto district and was followed by support supervision and the training of the teachers from 7th - 9th August, 2015 at designated training centers in the various project districts within Karamoja..



Slates 13-17 are some of the trainings Gender, identity, Conflict and Peace building training in Karamoja

2.3 THEMATIC AREA 3: FAWEU EVOLVES INTO A ONE CENTRE FOR GIRL-CHILD EDUCATION SERVICES AND INFORMATION

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

(a) Expected outcome for the period January 2015 – December 2015.

Increased access and retention and completion rates especially for girls at secondary, vocational and higher education levels.

(b) Planned activities for the period January 2015 – December 2015.

During the period under review, FAWEU planned to implement a number of activities under strategic objective 02 which include the following

- i Continue to provide financial support to the beneficiaries in secondary school and higher education
- ii Procure and distribute students' basic needs
- iii Improved school infrastructure in schools
- iv Increase access to and utilization of e-materials to empower girls to participate in the teaching and learning
- v Analyze and share trends in girls' performance and award top performing girls in national exams at primary and secondary school levels
- vi Develop mentorship and follow up systems at school level and carry out mentoring in school.

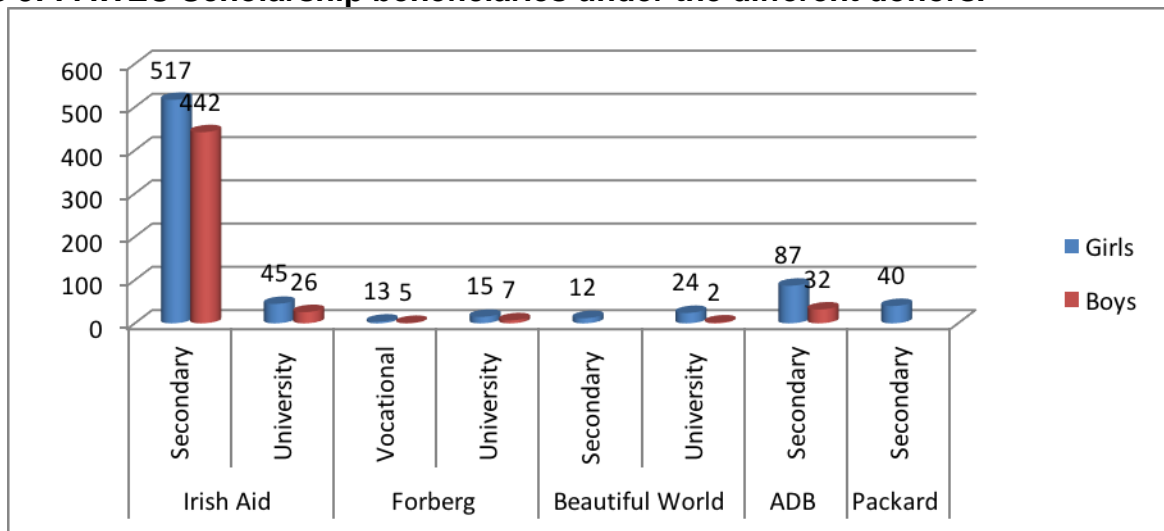
(c) Progress of implementation of activities/Achievements

(i) Continue to provide financial support to the beneficiaries in secondary school and Higher education

As planned, FAWEU continued to support the efforts for improving access, retention and completion of education. As such, scholarship support was maintained for secondary education, vocational education and higher level of learning. Overall, FAWEU in the year 2015 supported a total of 1274 (745 females and 529 males) students.

All the beneficiaries' school dues and other requirements were paid upon presentation of fees bills by the schools and the tertiary institutions. Figure 3 below shows the graphical presentation of beneficiaries supported to access education at different levels by different donors.

Figure 3: FAWEU Scholarship beneficiaries under the different donors.



From Figure 3 above, it is important to note that in 2015 Irish Aid continued to be the biggest funder of the FAWEU scholarship programme at both secondary and university level. The different funders have supported bright but economically disadvantaged children from different parts of the country but overall, the scholarship programme has covered the whole country. The beneficiaries are placed in different secondary schools, higher institutions of learning and vocational training institutions the majority of which are government aided. All of the beneficiaries are supported not only with payment of school fees but also provision of basic and scholastic requirements to enable them settle in school and concentrate more on their education. This is arising from the fact that the beneficiaries come from disadvantaged households where if they are not adequately supported, they could drop out of school even when fees have been paid. Each of the beneficiaries is given an award letter that clearly stipulates the scholarship requirements and what is expected of the different partners there in.

It is worth mentioning that when one is transiting from secondary to higher level of learning or going for vocational training, they follow the same procedure of application for the scholarship and they are once again subjected to the verification exercise to ascertain that the family economic status has not improved. It is also important to note that in 2015, Irish Aid increased her support for university students from 20 to 30 students for recruitment and awarding of the academic year 2015/2016.

Different teams therefore carried out the verification exercise for the students who had been short-listed for the Higher Education Scholarship. 55 students in total were awarded scholarships for university education in 2015. It should also be noted that some of the beneficiaries after secondary education join the university through government scholarship while others are awarded other scholarships by other organisations.

Below is a picture of some of the students after receiving their award letters ready to report to University.



Slate 18 & 19 are the beneficiaries 30 beneficiaries for academic year 2015/2016 after receiving their award letters.

The major outcome of the FAWEU scholarship supported programme is that a number of bright but needy and vulnerable children were able to access school at universities, vocational and secondary school levels and are successfully completing their studies and some have even acquired employment. Their lost hope at one time of ever completing education was restored and they are forever grateful to FAWEU and to the development Partners. It is also important to note that some of the students have worked hard and excelled and been able to receive government sponsorship at university. In 2015 over 36 beneficiaries graduated out of whom 23 were girls. 130 students also completed O and A levels of secondary education.



Slate 20 shows the Irish Aid supported students who graduated from Uganda Martyrs University Nkozi with the Executive Director FAWEU.



Slates 21 & 22 beneficiary graduates. Left is a Beautiful World Canada supported student after graduation from Uganda Christian University Mukono and on the right is a Forberg student beneficiary after graduation from Nile Vocation Institute, Jinja.

(ii) Procure and distribute students' basic needs.

To facilitate students' learning and wellbeing while at school; the students' basic needs and scholastic materials were procured under various scholarship programmes through the FAWEU Procurement Committee and following the FAWEU procurement procedures and guidelines. The items were distributed to the students on a termly basis and they included; washing soap, petroleum jelly (vaseline), bathing soap, counter books, exercise books, pens, pencils, graph books, art books, realm of paper, sanitary pads, knickers, boxers, tooth paste, tooth brush, shoe polish, shoe brush, mathematical sets and scientific calculators among others.



Slate 23 & 24 are the students under Irish Aid secondary scholarship support receiving their basic needs.



Slate 25& 26 are the students under Packard scholarship support receiving their basic needs.

iii) Secondary And Viable Empowerment (SAVE) Education project for war-affected girls in post-conflict Northern Uganda

As part of the efforts to decongest and improve infrastructure at Pader Girls' Academy, FAWEU with support from the MacArthur Foundation constructed a three classroom block. The classroom block is meant to provide adequate learning space for the girls in school. By end of the year 2015, Pader Girls' Academy has an enrolment of 251 child mothers of who 31 are studying with their babies who are catered for under the Early Childhood center within the same school environment. FAWEU in partnership with Christian Counseling Fellowship with support from MacArthur Foundation has recruited a total of 150 girls (i.e. 100 for secondary and 50 for vocational) to be enrolled next year 2016 and this will bring the number to 401 girls. The recruitment of the new girls is targeting girls in the project districts of Lamwo, Kitgum, Pader, Gulu, Agago and Amuru who had dropped out of school at senior three and will be supported through completion of O'level as well as vocational training. The programme was designed with an accelerated learning program for three months beginning December 2015 as an educational catch up means for those that had dropped out and after which they will enroll into formal secondary education in February 2016. By end of November 2015, the construction of the classroom block had been completed and shall be handed over in term one of 2016 for use.



Slate 27 is the newly constructed three classroom block at Pader Girls Academy.

(iv) Establishment of data collection and management system

For improved efficiency in data management and storage for the Pader Girls' Academy, FAWEU developed a database for tracking learning outcomes, academic performance, drop-outs and post-graduation activities. The database was successfully completed and installed at Pader Girls' Academy.

(v) Increase access to and utilization of e-materials to empower girls to participate in the teaching and learning.

FAWEU promotes information, communication technology (ICT) as a tool to enhance girls' education through the use of computer based programs and child-centered approaches in teaching and learning. As part of the efforts to promote ICT for girls' education that were started in 2012 through to 2014 where FAWEU procured and installed 2 full sets of solar systems, 2 computer sets with; search engines like *Encarta*, *Wikipedia*, and *Britannica library*. Also installed were *Primary Leaving Examination (PLE) past papers*, *Young Talk supplements* - *FAWEU Bulletin*, *Missing Letters*, *Kids' Math* and other useful information. Each partner school was provided with a printer and FAWEU trained teachers on general usage and maintenance of computers; records management in schools and better pupil assessment; exposing P.5 and P.6 pupils (both boys and girls) to female role models and digital content on life skills and SRH; mentoring for girls, school exchange visits and strengthening teachers in the use of child centered methodologies and the use of ICT to facilitate the teaching process.



Slates 28& 29 are pupils of Apele Primary School demonstrate how to use a computer.

This project ended in June 2015 and an end of project evaluation was carried out by an independent consultant. Evaluation findings indicated that overall, the project had benefited 4,224 pupils (1509 female and 2715 male) mainly in upper primary, 49 teachers (11 female and 38 males) and 08 community members 08 male) as reflected in the table 1.

Table 1: Number of people reached by the project.

Particulars	Female	Male	Total
Students	1,509	2,715	4,224
Teachers	11	38	49
Community members	00	08	08
Overall Total	1,544	2,896	4,440

This provided opportunities for more pupils to learn about computer usage as well as improve their learning and eventually their performance. The project also facilitated school exchange visits in which FAWEU invited successful girls/ladies to give inspirational talks and tips on how these primary school girls can excel in ICT. **Text box 3** below, shows some of the sustainability measures.

Text box 3

- ◆ Government/NGOs partnership: FAWEU ensured that District and Community leadership was involved during implementation
- ◆ Empowerment component: this is a strong component emphasized by FAWEU in most of its projects and programs.
- ◆ Stakeholder involvement: especially key community members with specific mention of the School Management Committee members as well as the district stakeholders.
- ◆ Commitment for FAWE and Schools: Administratively, FAWE entered into agreement with schools through signing Memoranda of Understanding that were signed on handing over of equipment and were witnessed by the School Management Committee.
- ◆ All project schools are government aided under the UPE Programme and therefore, pose high chances for sustainability
- ◆ ICT for Girls Education project encouraged and presented opportunities for improved equitable access to quality education attainment in the project schools

(vi) Develop mentorship and follow up systems at school level and carry out mentoring in school.

FAWEU appreciates the importance of the mentoring component attached to the scholarship programme. The beneficiaries come from different backgrounds with many other social challenges that even when school fees has been paid and all other materials provided, they still need someone to talk to them in a way of inspiring them while helping them solve some puzzles that there may be. As a result, FAWEU introduced the mentoring aspect for that purpose. In 2015 one of the donors, Beautiful World Canada, developed a graduation preparation manual that outlines a number of key issues that the students at university or those preparing to graduate need to know about. These include; a) Study skills, b) Social media, c) Financial literacy, d) Cover letters, e) Resumes, f) Job search, g) Networking, h) Interviews and i) Entrepreneurship. A workshop was organised from 21st and 23rd August, 2015 at Fair way Hotel in Kampala to orient the students supported on scholarship by BWC on these key concepts.

A total of 44 beneficiaries including those that had completed their courses attended the two day workshop. The workshop was facilitated by Ms. Violet Diallo, a consultant identified by Beautiful World Canada. The students were given an assignment which they reported on by mid-September. The purpose of this training was to prepare these students for the post-graduation life. The workshop was very interactive with participatory exercises and by the end of the second day, all students had been exposed and aware of what is expected of them and also what to expect.



Slates 30 & 31 beneficiaries during the training sessions & the FAWEU programme Manager.



Slates 32 & 33, Left is FAWEU Executive Director talking to one of the FAWEU beneficiaries, right are the beneficiaries.

Due to the value FAWEU attaches to mentoring, a number of mentors were identified to provide one to one mentorship support not only academically but also impart other skills to the students. A meeting of mentors and mentees was for the purpose group mentoring and to attach the mentees to individual mentors. The mentors included FAWEU members as well as some of the former FAWEU beneficiaries. This provided a great opportunity for interaction and exposure for not only the students but all the participants.



Slates 34 & 35 mentees and mentors during the mentoring meeting at FAWEU Secretariat and during a practical one on one session



Slates 36 & 37, left is one of the mentors teaching her mentee some of the entrepreneur skills and right are the mentees learning how to dry fish for sale

(vii) Internship programme of the beneficiaries

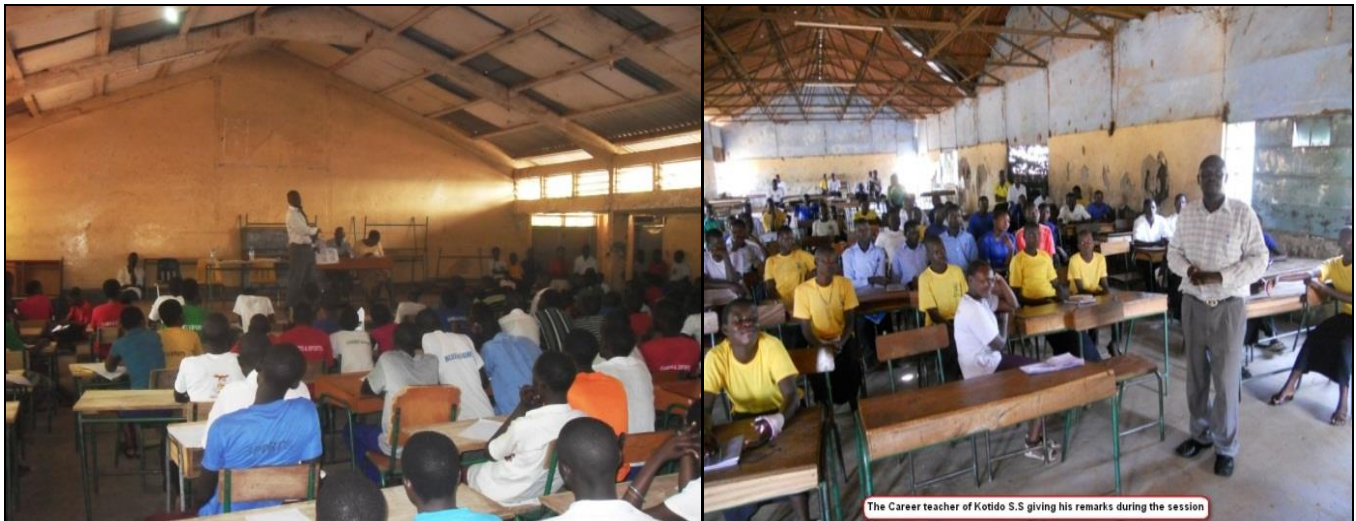
As a requirement by the universities for the students to undertake internship programme during their course of study, the students undertook their internship in various organisations.

Table 1: List of some of the students who undertook the internship programme in 2015.

S/N	Name	Course	Place of Internship/Organization
1	Nalwoga Bernah	Bachelor of Biomedical Laboratory	Medical School at Kampala International University, Kampala District.
2	Mbakire Scovia	Bachelor of Arts in Hospitality Management	Nob View Hotel in Ntinda, Kampala District
3	Imoot Winnie	Bachelor of Science in water Resource Engineering	National Water and Sewerage Corporation , Mbarara Branch
4	Barky Irene	Bachelors of Arts in Education	St. Mary's Assumpta Secondary School , Adjumani District
5	Angom Irene	Bachelor of Business Administration	Agaru Sacco Limited , Agago District
6	Nabukenya Christine	Diploma in Social Work and Social Administration	Ndejje University main campus , Luwero District
7	Namiro Ruth	Diploma in Information Technology	Uganda Red Cross , Kampala District

(viii) Career guidance

FAWEU consolidated the component of career guidance for the beneficiaries to enable them make informed decisions of career professions, development and growth. As a result, a career guidance seminar was carried out in all the 8 programme schools in the 7 districts of Karamoja from the 31st July 2015 to 2nd August 2015. The facilitators for the career guidance meetings were selected knowledgeable FAWEU members with a proven track record in this field. They were supported in their facilitation role by facilitators from the MoESTS, Career Guidance Department and representatives from Makerere and Kyambogo universities. The meetings were largely successful with topics such as; choosing the right course for your profession/career and tips on preparing to pass examinations. The participants in these seminars were all bursary beneficiaries in the schools. Topics and content were tailor and senior two and senior three were handled separately as were senior four, senior five and senior six.



Slates 38 & 39 are students during the career guidance exercise in Kotido Secondary School.

2.4 THEMATIC AREA 4: A STRONG LEARNING AND GENDER RESPONSIVE ORGANIZATION

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

- (a) **Expected outcome for the period January – December 2015.**
Effective, efficient and functional organizational systems that facilitate programme delivery for the clientele.
- (b) **Planned activities for the period January 2015 – December 2015.**
 - i. Strengthen membership recruitment and develop strategies of attracting new members e.g corporate members, categorization of members (Gold, Silver, etc).
 - ii. Developing capacity building strategies.
 - iii. Hold FAWEU Annual General Assembly, Quarterly Board meetings, Board committee meetings and staff monthly meetings.
 - iv. Recognize and award best mentors.
 - v. Organize publicity campaigns at different levels such as the Girls' Education week, Sarah Ntiro Lecture and Award event, and production of quarterly news-letters.
 - vi. Develop, implement and monitor the FAWEU visibility/branding strategy/communication strategy.
 - vii. Carry out routine monitoring of all FAWEU project activities and document and disseminate processes, best practices, experiences and outcomes of the project.
 - viii. Undertake terminal evaluation of projects.
 - ix. Conduct one baseline study.

(c) Progress of implementation of activities/Achievements

(i) Strengthen membership recruitment and develop strategies of attracting new members e.g. corporate members, categorization of members (Gold, Silver, etc)

During the period under review, FAWEU membership stood at 562 members from across Uganda and from various educational backgrounds and disciplines. Among these are some of the FAWEU alumni which is also in line with the global focus is on the youth. However, the membership still has a challenge with subscription. Discussions have been ongoing on how best the issue of membership can be addressed and the following has been agreed upon; (i) development of a criterion for membership recruitment; and (ii) reviewing the membership guidelines including defining who a paid up member is and as well as agreeing on when one ceases to be a member of FAWEU.

(ii) Developing capacity building strategies

During the year 2015, staff capacities were built through tailor-made training and sharing programmes organized by some of our funders and partners. Two capacity building forums were organized by FAWE RS, where the Executive Director and two alumni were trained in advocacy, specifically for monitoring the national Education Sector Strategic Plans (ESSP) and to equip them with skills to look at ways of tapping in to the Global Partnership for Education (GPE) funds. Following on to this training, on 02 December, FAWEU, represented by the Executive Director and the Advocacy and Communication Officer was part of the select 06 person delegation, led by the Forum for Education NGOs in Uganda (FENU) Executive Director that met with Ms. Alice Albright the CEO of the Global Partnership for Education (GPE). This is a great achievement in that she expressed interest in seeing how the CSO in Uganda could have their capacity built beginning with those at the meeting.

Select staff under Finance and Administration had training in how to use QuickBooks. There was also a staff retreat held during the year to help staff do an assessment of how they were performing as an organization, departments and individuals.

The M&E Officer also participated in the Management Information Systems (MIS) training for facilitated by the MasterCard. The training was targeting MasterCard funded chapters of FAWEU Rwanda and Ethiopia. FAWEU was invited to participate in the training in preparation for the upcoming MCF university scholars programme.

FAWEU staff also held a 5 days retreat facilitated by two consultants on issues of operations, policy development, governance, human resource management and programming. The purpose was to ensure that the staff do self-awareness and improve in their areas of weakness as they strengthen the good areas. It was also an opportunity to create awareness on issues that were unknown and clarify those that were unclear especially in the Human Resource Manual and general operations. The process of recruitment of the Human Resource Officer is ongoing.

(iii) Hold FAWEU Annual General Assembly, Quarterly Board meetings, Board committee meetings and staff monthly meetings.

In the year 2015, the Board of Directors continued to monitor the performance of the strategic plan and the annual plan and budget through the quarterly board meetings to ensure that the operations maintained the high standards set by FAWEU as a Chapter. FAWEU maintained the four committees which include; 1) Programmes, 2) Finance and Administration 3) Procurement and 4) Membership and Publicity committees. The main role of the Committees during the period continued to be provision of technical guidance and oversight to the staff through Management and reporting back to the Board of Directors for strategic and policy decisions. To this end, all the statutory meetings were organized and held as scheduled. The minutes are in place for the different meetings. The annual general meeting (AGM) was also organized and held on 12th December 2015 at Open House in Kampala.

(iv) Monitoring and Evaluation of all FAWEU programme activities, document and disseminate processes, best practices, experiences and outcomes of the project.

FAWEU continued to execute its Monitoring and Evaluation function following the FAWEU established M&E systems and tools in place. The monitoring and evaluation activities were executed through field visits with the participation of the FAWEU Secretariat staff, members and volunteers. The M&E function was also executed through reviewing project/programme activity reports against the work plan and the budget. Through Monitoring and evaluation, all the quarterly, bi-annual and annual reports for the different FAWEU projects and programmes were prepared and submitted to the Board, donors and the AGM to guide decision making. The monitoring function was also executed with technical support from FAWE Regional Secretariat for some of the programmes like the Adolescent Sexual Reproductive Health project supported by Packard.

(v) Production of a documentary

As part of monitoring and support supervision, documentation of the best practices, FAWEU in June 2015 sought the services of a consultant to review and document the good practices realized out of the ICT for girls' education project from the five (5) project primary schools for learning and sharing but also for scaling up of the model beyond the current geographical coverage. This documentary was also to form part of the feedback to the stakeholders during the project exit meeting.

(vi) Project exit meetings

FAWEU organized an exit meeting with the stakeholders which took place on July 3rd 2015 in Apac district. This meeting was attended by officials from the district education department, head teachers, teachers, parents and members of the School Management Committee from the 5 primary schools that implemented the ICT Project and FAWEU Secretariat staff as well as the FAWEU Board that was represented by the Board Secretary. The major objective of the meeting was to agree with the stakeholders on the way forward for sustainability of the project since direct funding and life cycle of the project had come to an end but also share with them the feedback from the documentary that was done showing evidence of what was achieved. Schools committed to integrate the ICT for Girls' Education in the annual school development plans and budget whereas the Education Department at the district pledged not to transfer the specific teachers that were trained on the use of computers during transfers.

In addition, the schools pledged to continue mobilizing and sensitizing parents/community members to support the ICT for Girls Education project. It was also agreed that the school would improve upon their facilities and structures for security of the project equipment such as computers, printers and projectors.



Slate 40 is one of the parents expressing her opinion during the ICT for Girls Education Project

FAWEU also conducted the community exit meeting with stakeholders on Friday 6th November 2015 under its pilot project that was addressing violence issues in and around schools. During this meeting, a total of 66 participants attended. The purpose of the meeting was to share with the stakeholders the end of project report and discuss through the issues of sustainability of the project and also strategize for the upcoming project for three years.

As part of capacity building, FAWEU attended along with other partners the international learning and sharing event that was organized by Wellsprings. The event was about developing a Common Learning Agenda on Preventing and Responding to Violence against Children in and around Schools: Lessons from Research and Practice. The meeting acted as an eye opener to many of the stakeholders in terms of learning new ideas and approaches and also creating networks beyond Uganda.

(vii) District Task Force (DTF) Meetings, 2015

The DTF meetings are an integral part of the Secondary Bursary programme in Karamoja. The DTF meetings are held termly except for Term I 2015 where the DTF meeting was not held due to delays in release of funds from Irish Aid. In Term II 2015, District Task Force meetings were held in July 2015 in all the seven districts of Karamoja. These meetings among other things discussed and agreed on the modalities and criteria for carrying out the replacement exercise for those beneficiaries that had dropped out of the programme. The meetings agreed that the replacement process starts immediately but the actual replacement of students takes place at the end of term II to allow time for applications to be sourced from the students and also verification done by the schools. The meetings also provided an opportunity to reaffirm the continuation of the bursary programme in Karamoja having skipped the DTF meeting which was scheduled for Term 1 and having not recruited Senior 1 students in 2015. The meetings reiterated their support for the programme but also urged FAWEU to reach out to Irish Aid to continue providing support to Senior 1 students due to the greatest need that still exists within the region.



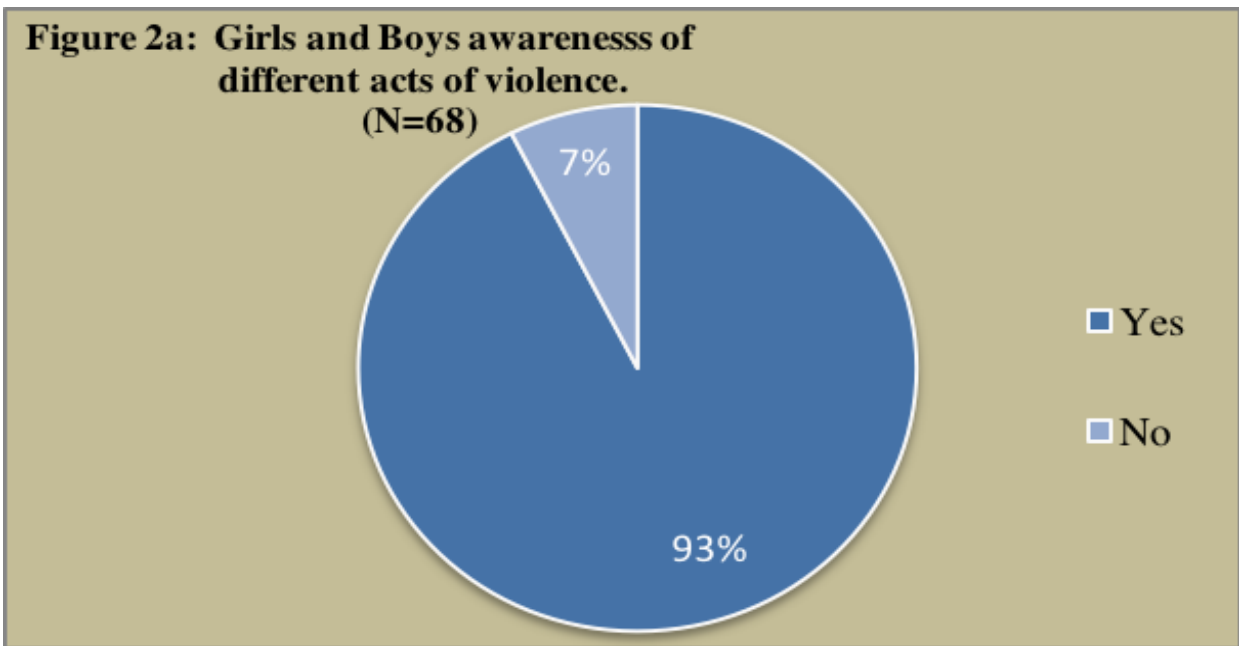
Slates 41 and 42 are members of the District task force during a meeting in Term II in Kotido and Abim districts.

(d) Research Activities

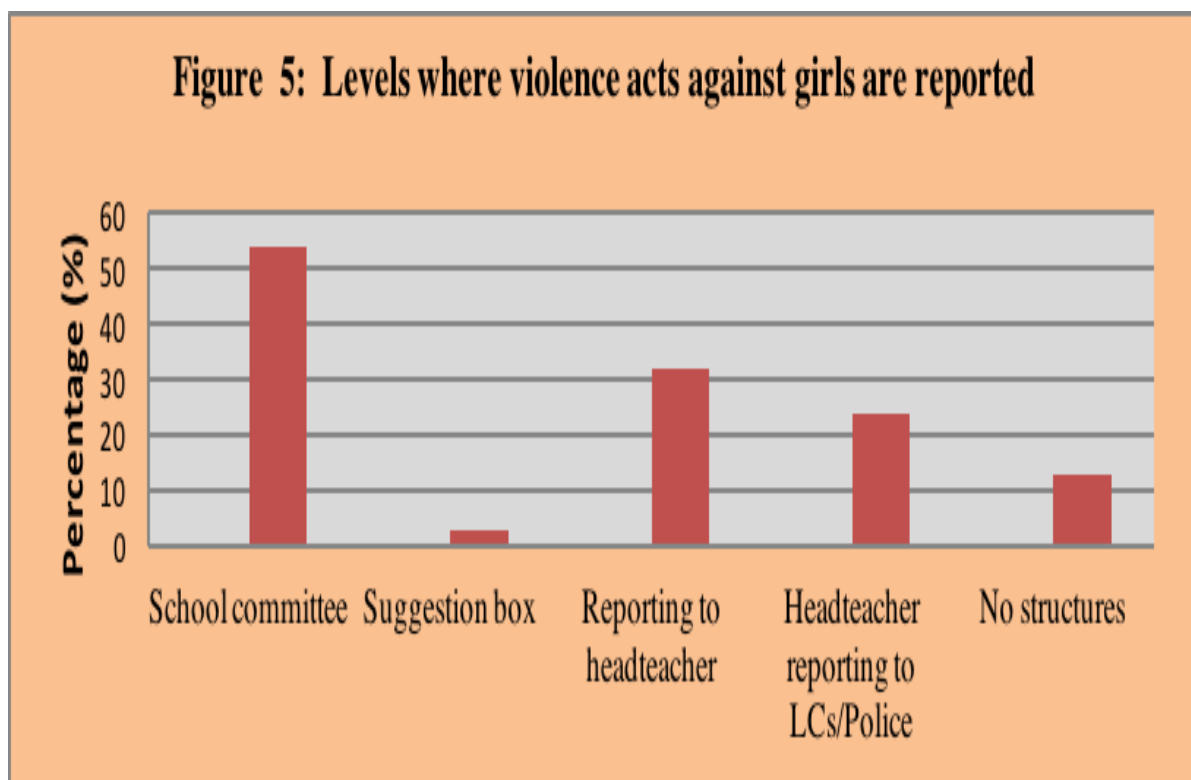
(i) Baseline under VACiS

Increased awareness of stakeholders on violence related acts especially the children and the teachers. From the baseline survey conducted in March 2015 in the three districts of Ntoroko, Kasese and Bundibugyo, it clearly indicated that awareness on acts of violence was largely raised as almost all children (93%) and teachers (97%) in all the targeted schools had a good understanding of the different acts of violence as shown in figure.

Figure 4: Pupils/students awareness on acts of violence.



The awareness on the violent acts among the different stakeholders also includes knowing where to report these cases of violence. At school level, the findings indicated that these cases are reported to different levels structures as presented in figure 5.



It should be noted that 31% of girls and boys in the 3 project districts of Kasese, Ntoroko and Bundinbugyo rarely report violence during school. For those who report such cases, a combination of factors influences the reporting and where to report to. The students did

not report to be reporting these cases to the teachers perhaps because of the relationship between the teachers and the students.

3.0 LESSONS LEARNT AND BEST PRACTICES

- i. While recognizing FAWEU achievements, it must also be noted that a number of lessons were learnt in the course of implementing the activities for the period January to December 2015. It is evident that despite efforts towards development of the re-entry and retention policy in education, there is need to intensified efforts to engage stakeholders who still have a negative attitude towards retention and re-entry of pregnant girls and child mothers in to the school system.
- ii. Advocacy for attitude change of parents towards girl-child education at community level is still inadequate and there is need for more engagement with parents at community level to increase their appreciation and responsiveness towards girl-child education in Uganda.
- iii. Based on FAWEU successes in sensitization about girl-child education, documentation of human and success stories and focused information packaging and branding of the organization is very key in making FAWEU a one-stop center of reference for girls' education in Uganda.
- iv. For sustainability of FAWEU interventions community participation and ownership of interventions is very key at all levels. This involves consultations at design phase of the programme as well as planning. FAWEU works with the involvement of 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.
- v. The training of some community members such as parents, religious leaders and teachers on issues like ASRH and awareness rising 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 teams that participate in the sensitisation and advocacy for girls' education through radio talk shows.
- vi. Promotion of sharing knowledge and information through school assemblies and establishment of talking compounds, MDD, debates, outreach activities among others that were involving both the students/pupils, teachers and community members create bigger impact in awareness raising, changing attitudes and practices. These activities provided a critical platform for advocacy in the community and schools. This has also improved the relationship with teachers, students and the community which otherwise may not have been possible. Involvement of male teachers and male students/pupils in menstrual hygiene and management has increased male support to girls during menstruation and breaking the gender stereotypes.
- vii. The designation of the project focal point teachers and mentors to take lead in coordination of project activities as well as supporting children in various aspects in the different project schools is a very innovative idea that has kept both the school

administration and other staff members updated on the project activities as well as improving the relationship between the teachers and students.

- viii. Child mothers who returned to school have been positively accepted and have demonstrated their potential by performing well and are committed to complete their education. The advocacy through music dance and drama shows in the schools and communities has created more confidence and awareness on the value of girls' education for the girl child and the need to give a second chance.

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;

- vi. Delayed remittance of funds by the donors that caused a delayed implementation of activities.
- vii. Inadequate feedback from schools on some day to day issues that happen in schools, which in turn affects addressing these issues in a timely manner. For instance some children on scholarship dropout and school administration does not inform FAWEU in time. In other instances, girls become pregnant and stop studying without the administrators informing FAWEU denying girls opportunities such as sitting for examinations or re-entering the education system.
- viii. Inadequate time for mentoring by the teacher mentors. It is normally done after classes but this time is not sufficient, yet mentoring is key to retention, completion and educational attainment.
- ix. Some schools/children delay to send their end of term academic reports to FAWEU which sometimes affects reporting to some donors and at times causes delays in release of funds.
- x. Most schools lack counseling rooms which has affected the provision of counseling services by the senior women teachers counselors
- xi. There are still persistent negative attitudes by the community towards ASRH and girls education. Poor attitudes among some staff members and male students who view ASRH activities as mainly fit for and targeting the girls.
- xii. Transfer of some of the trained teachers who have sometimes been trained on different programme issues and are sometimes the project focal point teachers at school level and undertook training in some of the project schools.

4.2 Recommendations

Recommendations to improve implementation include:

- i) Maintain the networks and create new ones where possible,
- ii) Strengthen the close working relationships with the existing structures right from the grassroots to the national level.
- iii) Continue to work with the schools through the teacher mentors to ensure that mentoring sessions are intensified by utilizing weekends in addition to the available after class, evening time. This increased time will allow for more in-depth, interactive and participatory mentoring, allowing more time for questions, answers and discussion.
- iv) Schools should be encouraged to track and report beneficiaries who have transfer to other schools and those who drop out for various reasons.

- v) Work with the district officials to intensify sensitization of the community members and parents about their roles and responsibilities in support of their children education especially during the holidays
- vi) Intensify the use of FAWEU role models to the schools. These can help in promoting motivation and career direction to the girls.