

# FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE) UGANDA CHAPTER



## ANNUAL PROGRAMMES NARRATIVE REPORT FOR THE PERIOD JANUARY – DECEMBER 2016

Plot 328, Bukoto Kampala  
P.O. Box 24117, Kampala.  
Tel. 0392.....  
E-mail: [fawe@faweuganda.org](mailto:fawe@faweuganda.org)  
Website: [www.faweuganda.org](http://www.faweuganda.org)

## 1.0 Introduction

This annual programme narrative report for the year ending 2016 has been prepared as a reference document for assessing progress of activities implemented by FAWEU during the period under review (i.e. Jan – Dec 2016). The report provides feedback on the progress made in the achievements of set goals, objectives and targets and the challenges met in implementation of activities during the period January – December 2016.

## 1.2 Overview of the FAWEU Programme

The FAWEU programme comprises of a number of projects where majority of them run for a period ranging from one year to three years. The projects address different aspects that are very critical in the empowerment of women and girls to enable them fully participate in the development at all levels. The aspects include; the scholarship component (i.e. school fees/Tuition fees and functional fees, scholastic materials and basic requirements, meals and accommodation and transport), the Advocacy component for awareness creation and fostering positive practices and strategies among different stakeholders for learning and development. Such aspects include; Adolescent Sexual reproductive health (awareness raising through provision of age appropriate information and advocacy), Violence Against, mentoring, counselling and guidance among others.

### 1. SCHOLARSHIP PROGRAM

In a bid to enable vulnerable children from disadvantaged backgrounds, FAWEU provides educational support in collaboration with different funders. These include the following;

#### 1.1 KARAMOJA SECONDARY SCHOOL SCHOLARSHIP

FAWEU and Irish Aid have been in partnership since 2005 implementing a secondary education programme for vulnerable girls 65% and boys 35%. The scholarship provided not only school fees, transport, basic and personal needs but mentoring and career guidance to the beneficiaries as well. There is also a component of vocational training to selected students that are unable to continue with secondary education for one reason or the other done on a case by case basis. Majority of the beneficiaries studied from within Karamoja in selected secondary schools namely; Kotido Senior Secondary School in Kotido district, Jubilee 2000 Senior Secondary School in Kaabong district, Abim Secondary School and Morulem Girls' School both in Abim district, Moroto High School in Moroto district, Kangole Girls' School in Napak district, Namalu Seed Secondary School in Nakapiripirit district and Pokot Secondary School in Amudat district. A few best performing students are allowed to study outside of the region and were placed in Iganga girl's secondary school and Kira College Butiki. Another beneficiary with special needs studied from Madera School for the deaf. By the close of the year, there were 444 girls and 287 boys studying in Karamoja, 10 boys and 6 girls studying out of Karamoja and 25 students pursuing vocational training. Each of the project schools had 5 teachers that were trained as mentors and responsible for mentoring the beneficiaries. This is in addition to the group mentoring done when teams from FAWEU visit during the monitoring exercise as well as when identified role models visit the schools. Every end of term a joint meeting of FAWEU and the District Task Force members is held to discuss about the programme implementation as well as jointly chat out a workable way forward and solutions to any raised issues.

It should also be noted that FAWEU had a coordination office in Karamoja region specifically Kotido District facilitated by Irish Aid to enable efficient implementation of the program.

#### Number of beneficiaries per school and by gender by close of 2016

School	District	Female	Male	Total
Jubilee 2000 SS	Kaabong	55	50	105

Kotido SS	Kotido	106	69	175
Abim SS	Abim	23	45	68
Morulem SS	Abim	87	00	87
Pokot SS	Amudat	07	05	12
Namalu SS	Nakapiripirit	03	02	05
Kangole SS	Napak	103	00	103
Moroto High School	Moroto	60	116	176
<b>Sub total</b>		<b>444</b>	<b>287</b>	<b>731</b>
Kiira college	Jinja	00	10	10
Iganga SS	Iganga	05	00	05
St. Francis school of the blind Madera	Soroti	01	00	01
<b>Grand total</b>		<b>450</b>	<b>297</b>	<b>747</b>

As a motivational approach, students who excel Uganda Certificate Examinations (UCE) are granted the opportunity to study outside of the Karamoja sub-region. This year 8 students 5 boys and 3 girls benefitted from this affirmative arrangement. The boys were admitted at Kiira College Butiki while the girls were admitted to Iganga Girls' Secondary School. The students received the scholastic materials and basic personal requirements that the beneficiaries in Karamoja receive throughout the year.

**Table 3: Students selected to study outside Karamoja region in 2016**

Name	Former School	Sex	Agg	Div	School outside Karamoja
Lokuth Allan	Moroto High School	M	16	1	Kiira college Butiki
Lodim Robert Lomer	Moroto High School	M	19	1	Kiira College Butiki
Pulkol Daniel	Moroto High School	M	20	1	Kiira College Butiki
Apuda Joseph	Moroto High School	M	20	1	Kiira College Butiki
Ilukol Daniel	Moroto High School	M	22	1	Kiira College Butiki
Ichumar Lucy	Kangole Girl s Secondary School	F	31	1	Iganga Secondary School
Ayaa Theodestina	Jubilee 2000 Secondary School	F	31	1	Iganga Seconday School
Nachap Elizabeth	Kangole Girls Secondary School	F	32	1	Iganga Girls Secondary School

From the programme evaluations as well as the interactions with the students and the community, the need to support students for vocational training has been enormous. This need has been as a result of various reasons among which is the students who come from child – headed homes and would like to look after their siblings after completion of O'level, those whose academic performance does not favour them to continue with high school and the need to acquire skills where they can quickly get employment and be able to fend for their families. As such, the programme opened up to provide support to students who opt for vocational education again on a case by case basis. There are 21 students (5 males and 16 females). These beneficiaries are enrolled in institutions within and outside the karamoja sub region including; the Primary Teachers' Colleges (PTCs) in Moroto and Kotido, Matany School of Nursing and Midwifery, Ngora and Kalongo school of nursing.

**(Insert pictures of those that are at work)**

### **1.1.1 Monitoring beneficiaries reporting back to school**

FAWEU organized beginning of term visits to ascertain the reporting behaviours of the beneficiaries. Reporting back to school was sometimes affected depending on what community activities were there for example at the beginning of term one, some of the beneficiaries delayed to report back to school because they were employed as election officials in the different stages of the national voting exercise in their various districts. To establish this data, we used a check list placed at the gate where each student on reporting registers before entering the school.



***The program coordinator talking to the students at the beginning of the term during a school visit***



***Some of the students during the beginning of term school visit***

### **1.1.2 Routine School Visits.**

In addition to the beginning of term school visits, the Program Coordinator conducted another round of schools visits to all the 8 core schools which greatly strengthened the implementation of this bursary program in karamoja. The purpose of the visit was to monitor the presence of the beneficiaries in school and also to make sure the project activities are implemented the way they are described in the plan like; collecting mentors work plan, mentors reports, fee bills, carrying out mentoring, updating stakeholders, share experiences and address other bursary issues.



### 1.1.3 Provision of a comprehensive educational support

FAWEU works closely and in partnership with the program schools. The schools at the close of the term submit the fees bills for the beneficiaries against which fees is paid into the school bank account for the subsequent term and all acknowledgement receipts collected during the school visits.

In addition, the beneficiaries come from vulnerable households where they require holistic/comprehensive educational support. As a result, selected scholastic materials (exercise books, counter books, pens, mathematical sets, calculators, graph books and art books) and other basic needs (basins, bathing and washing soap, sanitary towels, knickers/panties, tooth brushes and tooth paste) for the students were purchased and distributed on a termly basis for all of the beneficiaries. The items are purchased centrally and delivered to the students within the first 2 weeks of reporting back to school.



### ***Issuing basic needs and scholastic materials at Kotido Secondary School***



***Kangole girls as they picked their materials and Mary Magdalene (special needs beneficiary also receive her materials***

As part of the comprehensive educational support, all the beneficiaries are provided with transport money every end of term to enable them go back home and return to school in time.



**Teams from FAWEU distributing the students with transport to take them back home and return them to school**

#### **1.1.4 Provision of Psychosocial support**

The beneficiaries' because of their background require more than payment of school fees and provisional of educational support materials. As a result, FAWEU introduced the mentoring program as a component of the scholarship program to provide psychosocial support to the beneficiaries. The mentoring activity is a FAWEU strategic initiative meant to motivate the beneficiaries as they pursue their education until completion. The beneficiaries are exposed to role models, adequate information, knowledge and skills to enable them make informed decisions and at the same time cope with the various emerging issues as they grow up. This is because majority of the beneficiaries fall in the adolescent stage – a tempting period during growing up and also because FAWEU realized that payment of tuition fees alone is not enough to motivate a child to stay in school until completion.

FAWEU also appreciates that the beneficiaries spend more time at school and with the teachers. In each of the project schools, teachers are trained and equipped with mentoring knowledge and skills to ably handle and

support the beneficiaries in form of mentoring and counseling such that the students are comforted and so they are settled in school and concentrate on education. The mentoring is sometimes done in a group while other times it is done one on one to attend to individual specific issues.



***Agnes Atta, one of the teacher mentors at Kotido S.S speaking to the beneficiaries.***

For the purpose of keeping the mentors up to date with knowledge, skills and to strengthen the mentoring activity through sharing and learning from one another, refresher training is organized every after 2 years



***Teacher from selected program schools in karamoja during and after the refresher mentors training***

In the spirit of giving back the university students participate in different activities back in their communities during the holiday especially those that do not go for internship and research. One of such activities is participation in mentoring of the secondary beneficiaries. The university beneficiaries from Abim District therefore, organized themselves visited the two project schools and conducted the mentoring sessions successfully. They divided the beneficiaries into groups of S.2 & S3, S5 and S4 & S6 and each team attended to a group. The grouping enabled the teams not only to handle smaller numbers but also to attend to age appropriate issues. Some of the issues they discussed included; self-esteem, academic performance, role model, discipline and early pregnancy and HIV/AIDS.



***The university students in different sessions with the students in Abim Secondary School & Morulem Girls Secondary school***

In addition to mentoring, FAWEU organizes sessions of career guidance for the beneficiaries. The activity centers on providing adequate career related information to students especially those in the candidate classes so as to better inform their decisions about future academic choices and options. The specific objectives of the workshop were to; **a)** To monitor the academic progress of students studying in the institutions, **b)** To cater to the educational needs of special learners, **c)** To assist students in getting information about further education, **d)** To diagnose the learning difficulties of students and help them overcome the same, **e)** To help students to review and reflect on their performance on the course and where appropriate to identify ways of seeking changes in work habits or behavior.

From **August 19<sup>th</sup> – 21<sup>st</sup> 2016**, different teams from the FAWEU Secretariat carried out career guidance in all the 8 project schools in the Karamoja sub region. FAWEU career guidance team comprised of officials from the career guidance department of Ministry of Education and sports as well as other seasoned educationists with good knowledge in career guidance from Kyambogo and Makerere Universities. FAWEU procured a career guidance handbook from Brainwave projects a company that produces related materials for young people. Each of the beneficiaries received this handbook. The handbook gives the beneficiary a time with themselves to think through who they are, who they want to be and what strengths and weaknesses do they have that could lead them or deter them from achieving their dreams. A total of **345** student beneficiaries (**225 girls and 120 boys**) in senior 4 and senior 6 classes attended the career guidance training.



**A career guidance session in Abim Secondary School**

The other content of the career guidance centered on; Identifying personal Careers based on individual abilities, interests and available opportunities, Available career opportunities after S4 and S6 through exposition of the other available further study opportunities after senior four and senior six - certificate courses, diploma courses and degree courses, necessary requirements for the available study opportunities at different levels namely; **Exam preparation** – the students were advised on how to make preparations for the exams like group discussions. Critical advice was given on how to time themselves in the exam room and to allocate the same time for all the questions to give equal chance to questions of their choice and increase on passing to obtain good grades. Examination question approach and preparation was also discussed by the teams. **Discipline** – students were also advised to maintain good behaviour and discipline. FAWEU official stressed that by promoting good behaviour, it would inspire them to excel because they are focused on their studies.

### **1.1.5 School meetings**

The partner schools are required to and organized parents meetings where FAWEU is represented and engages the parents in discussions regarding the children's education. For example, during one of the meetings, the parents agreed to increase fee by Ugx 10,000 (Ten thousand shillings) to support the teachers that are not yet on government payroll.

### **1.1.6 Academic Performance**

The results for the 2015 national examinations for Uganda Certificate of Education (UCE) examinations as well as the Uganda Advanced Certificate of Education (UACE) examinations were released in 2016. We would like to report that there was registered improvement in the students' academic performance both at school level and regional level. At school level, there is high competition among the students as majority of the top positions are occupied by the beneficiaries in most classes. For example in 2015 "O" level result at Moroto High School out of the 14 students in division one, 12 were scholarship beneficiaries. In Abim Secondary School and Namalu Seed Secondary School, all the students in division one were the scholarship beneficiaries. The same applies to Jubilee 2000 Senior Secondary School, out of the 9 students in Division one, 4 were the scholarship beneficiaries.

**Table 2: UCE PERFORMANCE SUMMARY 2015**

UACE SUMMARY RESULTS 2015			
Grade category	Female	Male	Total
DIV 1	3	18	21

DIV 2	34	36	70
DIV 3	45	19	64
DIV 4	31	7	38
DIV 9	3	1	4
DIV X	1	1	2
<b>TOTAL</b>	<b>117</b>	<b>82</b>	<b>199</b>

**Table 3: UACE PERFORMANCE SUMMARY 2015**

UACE SUMMARY RESULTS 2015			
Grade category	Female	Male	Total
3 principals	15	2	17
2 principal	22	15	37
1 principal	22	16	38
Subsidiaries	21	28	49
<b>Total</b>	<b>80</b>	<b>61</b>	<b>141</b>

It should be noted that of the 141 beneficiaries that sat for UACE, 14 students (10 girls and 4 boys) were taken on to the university through the district quota government scholarship. 30 beneficiaries were also considered by Irish Aid scholarship for higher education support.

Whenever there have been cases of indiscipline, they have been handled jointly with the school authority and parents where need arises. FAWEU has taken up these cases especially the suspended and expelled ones beyond school to sometimes as far as home to try and bring back the students on course and give them another chance to education.



*The Project Coordinator sharing with the parents regarding the student's conduct at Abim ss in March 2016*

#### **1.1.7 Meeting with the school administration**

FAWEU organizes joint meetings with the school administration to discuss through any emerging issues that require attention but also for assurance that the program is going well. Such meeting was therefore organized on 17<sup>th</sup> March, with the headteachers, school bursars and the contact teachers of each of the project schools. This meeting looked at the emerging programme and financial related concerns and together agreed on how best they can be addressed.



***FAWEU team and schools administration in a joint meeting in Moroto High School***

One of the issues raised was taking away bright children, especially those who pass well with division one, to study outside Karamoja. They said this practice demoralizes their efforts because they invested a lot in these beneficiaries and they would want to continue with them as their best even in A'level. The other one was the need to increase the number for vocational training considering that they are a unique sub region disadvantaged in many ways. Lastly the participants heartily expressed the need to have the sub region equipped with qualified teachers on government payroll. Related to this was the need to have the schools adequately equipped with the various up to date teaching and learning materials and equipment. It was agreed that these issues would be taken further on in discussion during the review of the next programming for consideration by Irish Aid.

#### **1.1.6 Visiting teams from Irish Embassy**

There were 2 delegations from Ireland that paid a visit to the program schools in Karamoja. The purpose of their visits was majorly to hear from the beneficiaries their life and educational experiences. Another visit was an orientation visit by the new deputy Head of Cooperation.





***Officials from Irish Aid have a chat with the beneficiaries in Moroto High School***

#### **1.1.7 DTF end of term review meeting.**

FAWEU in partnership with the project districts established the District Task Force (DTF) also charged with the responsibilities of: participating in the recruitment process of the beneficiaries, monitoring the program implementation and participating in making decisions to address any emerging issues. The DTF meets every end of term and is composed of the FAWEU officials, DEO's office, headteachers of project schools, contact teachers, office of the LCv, RDC, CAO among others. It should be noted that the DTF is facilitated to enable them visit the project schools ahead of the DTF meeting so the discussions are informed by any issues arising from the school visit. Some of the issues discussed include; beneficiaries' delayed reporting back to school and missing beginning of term exams that subsequently affects their academic performance, indiscipline cases, transfer of teachers that affects the mentoring activity, some cases of sickness, cases of drop out and transfers of beneficiaries from one school to another without authorization by the task force.

#### **1.1.8 Students Camp**

FAWEU appreciates the importance of bringing the students' together to get to know each other and also share experiences and learn from each other. As a result in Dec 2016, FAWEU organized an annual Students camp in Karamoja sub region. This camp was the first of its kind under the program and it targeted all the beneficiaries. The objectives of the camp were; to review and share experiences on students' progress and challenges of the ending academic year, prepare participants to confidently take on the next stage in their studies and to equip students with skills for living a successful life and career. The camp was officially opened by respective District Education officers who thanked FAWEU & Irish Aid for the continued support given to the vulnerable students in the Karamoja area. They pointed out that through this program many vulnerable students have been supported to gain education and become responsible people to the region – some of them are employed here as teachers, with prominent NGOs and in government.



***Dr. Patrick Ojok addressing students during students mentoring camp in Kotido secondary school Karamoja***

## **2. IRISH HIGHER EDUCATION SCHOLARSHIP PROGRAMME**

The Forum for African Women Educationalists Uganda Chapter (FAWEU) has since 2005 and with financial support from the Embassy of Ireland supported vulnerable Karamojong girls and boys to access and complete secondary education cycle in Karamoja region. For a long time, education in Karamoja was not considered of great importance until, in the recent past when through the concerted effort of several donor agencies and non-governmental organizations a lot has been done to improve the education system and attitude towards education among the Karamojong. It is against this backdrop that, FAWEU with funding from Irish Aid embarked on providing a comprehensive Scholarship Programme that has benefited a number of youth in the ratios of girls (65%) and boys (35%). Funding is for a 3-5 year degree courses in various fields which have to date included; teacher training, entrepreneurship, development studies, food security several other relevant degree courses. It is noteworthy that the students are bonded before they are accepted onto the programme to ensure that they return to the Karamoja sub-region once they finalize their courses so as to contribute to the development of the region.



***Some of the beneficiaries pose for a photograph as they prepare to report to the different universities.***



***The beneficiaries with smiles as they received the items purchased to enable them settle at university***

All the students both on private and government sponsorship for university education received the expected facilitation for meals and upkeep as well as basic requirements for the semester. The funds were transferred to the students through their bank accounts. The students on government scholarship are all former secondary school scholarship beneficiaries who were awarded government scholarships directly on merit and others through the district quota system and FAWEU provides them with support towards meals and upkeep as well as basic personal requirements. The students are also provided with transport to and from Karamoja.

FAWEU organized a mentoring sessions from Friday 12<sup>th</sup> to Saturday 13<sup>th</sup> February 2016 2-day mentoring Workshop for the FAWEU/Irish Aid Higher Education Scholarship (HESP) beneficiaries' that was held at the Nob

View Hotel in Ntinda in Kampala district. A total of 102 students attended the mentoring workshop. The facilitators were identified from Mastermind Alliance Uganda, KiBO Foundation, Brainwave projects and Wholesome Educational Consulting.



**A cross section of students who attended the workshop, picture 2: students during group work for life skills sessions**



**Dr. Ojok Patrick, facilitating during the mentoring workshop**



**Ms. Ann Kyoheirwe Muhangi, one of the facilitators**

So far 102 students have been supported of whom 70 are private and 30 are on government scholarship. The students taken on by government are financially supported with transport and upkeep allowances to enable them fully settle in and concentrate. The 20 students of the cohort of 2013 completed their course in May 2016. 6 of them from Uganda Martyrs University Nkozi are already scheduled for graduation on 10<sup>th</sup> November 2016. We will be reporting about other graduation schedules as we get information about them. It should also be noted that the 9 students that were on government scholarships and receiving supplementary financial report also completed.

**Table 1: Graduand list for Nkozi University**

S/n	Name	Course
1	Okot Wilfred	Bachelor of Agriculture
2	Auma Jackline	Bachelor of Development Studies
3	Aleper Tereza Lomoe	Bachelor of Development Studies
4	Ayen Florence	Bachelor of Development Studies
5	Matilde Leah	Bachelor of Development Studies
6	Ochaya Denis Abedson	Bachelor of Business Administration and Management



### 3. BEAUTIFUL WORLD CANADA – HIGHER EDUCATION SCHOLARSHIP

FAWEU in 2012 entered into partnership with Beautiful World Canada for financial support to 30 needy but bright girls. In 2014, another 24 girls and 2 boys were awarded scholarships. Over the years, some of the girls have completed their courses while others are still on-going. This academic year of reporting, the program supported a total of 10 beneficiaries (2 males and 8 females) pursuing both degree and diploma courses in different fields of study. All of the beneficiaries' tuition and other related requirements were paid for in their different universities and vocational institutions based on the fees structures from universities/ institutions and payment requests from different hostels.

As a policy, the university students are required to go for internship during their time of pursuing the course so that they are exposed to the world of employment and have some experience. This is a good opportunity because some of the students based on their performance during internship have earned themselves job placement.

**Table 3: Beneficiaries who took part in the internship programme from different organizations**

Name	Course	Organization	Started	Ended
1.Cherotich Isabellah	Bachelor science in accounting	Kween local government	7//6/2018	13/8/2016

	and Finance			
2.Katushabe Phionah	Bachelor of Industrial and Organizational Psychology	Multi-tech business school, kampala	8/6 /2016	10/ 8/2016
3. Nagawa Edith	Bachelor of Arts in social science	Luwero district	10/6/2016	15/8/2016
4. Mugabi Joshua	Bachelor of Business Administration	National drug authority	1/6/2016	7/8/2016
5. Adongo Janet	Bachelor of Arts in Economics	Ministry of finance , kampala	9/6/2016	8/8/2016
6. Olowo Brian	Bachelor of Civil Engineering	Chain railway 18 <sup>th</sup> Bureau group, mayunge branch	30/5/2016	24/8/2016
7.Nnamugerwa Rose	Diploma in Medical Laboratory	Agai top quality clinic	30/5/2016	30/8/2016

15 beneficiaries who completed their courses in May, 2015, graduated in January 2016. They include the following;

N/s	Name	Course	University
1	Nambuya Sylvia	Bachelor of Procurement and Supply Chain Management	Makerere Business School, Jinja Campus
2	Nakitende Millen	Bachelor of Quantitative Economics	Makerere University
3	Kantono Mary	Bachelor of Arts in Education	Makerere University
4	Akurut Bridget	Bachelors of Arts in Ethics and Human Rights	Makerere University
5	Amutuhair Prize	Bachelor of Management Science	Kyambogo University
6	Kaitesi Lynn	Bachelor of Management Science	Kyambogo University
7	Busingye Maureen	Bachelor of community psychology	Makerere University
8	Atwijukire Phionah	Bachelor of Commerce	Makerere University
9	Auma Jackline	Bachelor of Science Chemistry	Kyambogo University
10	Abalo Charity	Bachelors of Records in Archives Management	Makerere University
11	Nalwonga Bernah	Bachelor of Biomedical Laboratory	Makerere University

12	Viko Clementine	Bachelor of Development Studies	Uganda Christian University- Gulu Campus
13	Nyiraneza Jovia	Bachelor of Science Chemistry	Kyambogo University
14	Asaaba Juliet	Bachelor of Business Administration	Ndejje university
15	Drania Sharon	Bachelor of Business Administration	Makerere university



**Picture1: Beneficiaries who graduated from Kyambogo University, picture 2: beneficiaries graduated from Makerere university in January, 2016.**

In May this year 2016, a total of 14 beneficiaries (all females) also completed their studies in different fields (4 beneficiaries complete their degree courses and 10 beneficiaries diploma courses). It should be noted that these are scheduled for graduation later this year while others in 2017.

**Table 5 : list of beneficiaries completed their studies in different fields in May , 2016 waiting for graduation**

N/s	Name	Course	University/ institution	Month of graduation
<b>Degree courses</b>				
1	Mutonyi Rebecca	Bachelor of Development studies	Makerere University	January, 2017
2	Najuna Sarah	Bachelor of Economics and management	Uganda Christian University - Mukono	January,2017
3	Amuge Gloria	Bachelor of Engineering in Building Economics	Kyambogo University	January,2017

Diploma courses				
1	Namuddu Martha	Diploma in Business Administration	Kyambogo University	January,2017
2	Ndagano Josephine	Diploma in Hotel and Institutional Catering	YMCA Kampala Branch	February, 2017
3	Nagawa Florence	Diploma in Mass communication and journalism	YMCA Kampala Branch	February, 2017
4	Nalunkuma Safinah	Diploma in Computer science	YMCA Kampala Branch	February, 2017
5	Babirye Angella . N	Diploma Business Administration	Makerere Business Institute	February, 2017
6	Nantukunda Evelyne	Diploma in project planning and management	Makerere Business school	January,2017
7	Nnamugerwa Rose	Diploma in Medical Laboratory Techniques	St. Francis Hospital Nsambya Training School	October,2017
8	Nakirya Joan	Diploma in Medical Laboratory Technology	Medical Laboratory Training school	Not yet sure

**Table 6: showing a list of 5 beneficiaries waiting for graduating in October and December 2016.**

Name	course	University	Month
1. Gumoshabe Maureen	Diploma in social Work and social Administration	Mukono University	Already graduated in July 2016
2. Mbakire Scovia	Bachelor of Arts in Hospitality Management	Ndejje university Kampala campus	October
3. Katusiime Maria Gorreti	Bachelor of Computer Science	Nkumba University	October
4. Namiiro Ruth	Diploma in Information Technology	Buganda Royal institute	October
5. Nabukenya Christine	Diploma in Social work and social Administration	Ndejje university	October
6. Imoot Winnie		Busitema university	December

A total of 18 beneficiaries from this program are currently employed some in gainful employment and others as volunteers. 8 of the beneficiaries are still looking for employment opportunities.

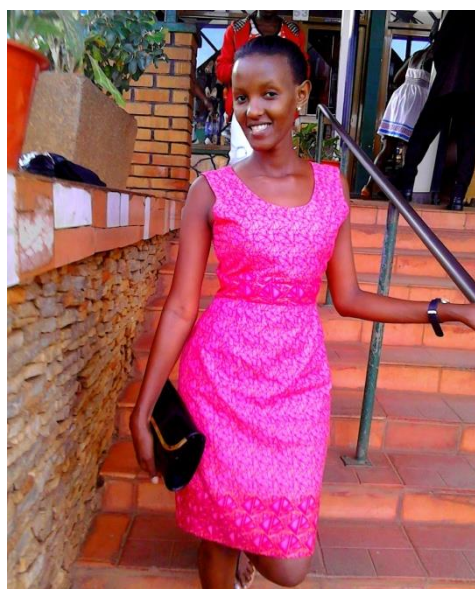
S/N	Name	Place of work	Designation
01	Cyingeneye Allen	Hope micro finance Ltd	Volunteer
02	Nakalimo Esther	Brac Uganda	Credit Officer
03	Nabagala Sharon	Bachelor of Science in Water Resources	Chemistry Teacher
04	Nakyobe Gertude	Financial sector deepening UG	Office Assistant
05	Atwijukire Phionah	Airtel shop , at Kawempe	Assistant Manger
06	Nabasaka Grace	Infection Disease Institute – Makerere	Volunteer

07	Busigye Moreen	Craft Africa Buganda Road	Sales Assistant
08	Katusiime Maria Gorret	Entebbe internet café	Volunteer
09	Akurut Bridget	Self employed and is making wine	
10	Viko Clementina	Yumbe Local government	Office attendant
11	Barky Irene	Panyandoli safe help Secondary School	Class teacher
12	Angom Irene	Agaru SACCO. Ltd	Volunteer
13	Kantono Mary	Mityana College Kikumbi	English Teacher
14	Amutuhaire Prize	KIBOKO enterprise	Sales Manager
15	Auma Jackline	Cenotaph Africa limited	Chemist manager
16	Abalo Charity	Arua District	Assistant Records officer
17	Nalwonga Bernah	Uganda Cares	Volunteer
18	Nabukenya Christine	Rock miller capital limited	Cashier

After graduation, Akurut Bridget started making wine on a small scale at her residential place in Namugongo Kampala district. The wine can be branded to suit a particular occasion for example weddings, anniversaries among others. The sales are still small and she is making efforts to market and grow it.



#### BENEFICIARIES' PERSONAL REFLECTIVE STORIES



My name is Busingye Mooren a former FAWEU/Beautiful World-Canada University scholarship beneficiary. I would like to extend my sincere gratitude to Beautiful World Canada and FAWEU for the most precious gift of sponsoring me at the university. In my view, education is the strongest weapon/ power that any parent can ever provide to their children in this world. It is the greatest power/ wealth any child can ever inherit from their parents. Therefore, I'm very privileged to give my humble applause to Beautiful world-Canada scholarship in conjunction with FAWEU who sacrificed their financial assistance to make me attain my Bachelors Degree in Community Psychology and Mental Health at the most re-known "Tower of Ivory" (Makerere University). When I take a moment and flash back to see how the journey of my education has been, it's been a journey full of setbacks

which would leave any human being weeping. However, God is always there to uplift those who persist in everything they do. It has been the same God who heard all my prayers and didn't leave me when my biological parents were not with us anymore. At the age of seven, I went to live with one of my paternal aunts together with my siblings and this is where I began my journey of schooling in 1999. I would be a super coward not to send word of thanks to my dear aunt and parent who carried on the responsibility of my parents to educate me and my siblings despite having her own family and two children. I struggled so hard and used the opportunity available to keep in school without disappointing her because she toiled to get our school fees. Given her little income, she could afford to take me to government schools. This kind of education was really not the best that I always wished to have but it was the only chance available for me to gain knowledge. I took it as a great opportunity to excel in my studies. I can briefly say multiple factors helped me a lot to excel but most importantly knowing the kind of family I came from always pushed me to study very hard. I proudly testify and consider the day **21<sup>st</sup> November 2012**, as the most memorable and happiest day in the history of my life when I officially signed my commitment letter as a confirmed Beautiful World Scholarship program beneficiary. From that day on, my life was happier than ever before because surely I realized how God's timing is always the best. So since that time, I went ahead with my studies just as I had always wished. I graduated early this year in January with Bachelors in Community Psychology and Mental Health. Now that I have completed my degree, it has prepared me to for yet another walk of life other than schooling and that's the work life. As far as building and shaping my career is concerned, it's been a bit challenging because of the high rate of unemployment in the country, making it difficult for a graduate like me to secure a full time job immediately after campus. However, I have not given up on searching for full time jobs and I have also considered doing part time jobs whenever I come across any such that I'm in position to sustain myself, my family whenever need arises as well as helping out in my community at large. I'm personally very passionate about helping people especially children from less privileged families.



My name is Kaite Lynn aged 24 years, a former FAWEU/ Beautiful World Canada. I hold a bachelors degree in Management Science from Kyambogo University. I was born in a simple and small family of just me and my mother. I never got to see my father since he abandoned us when I was only two years of age. Life was very hard for us since there was no help from any of our relatives. My mother was financially unstable because all she did was odd collar jobs that wouldn't earn her much to take care of the family. She did jobs like frying cassava along the road, washing clothes for people among others so as to raise money to feed us. My academic journey was filled with ups and downs all through until I was finally delivered by FAWEU. I went to Buganda Road primary school for my primary level but it was so hard. I would always be chased away from school due to lack of school fees and my mum had to plead and beg to do anything at school so that I can do my examinations and be promoted to the next class. This went on throughout my primary and secondary school levels. I

am grateful to God that I always had love for studies and always did my very best not to disappoint my mother.

During my senior six vacations I had no plans of applying to any higher institution of learning because of our financial status. One day a family friend came home and was filled in on my situation. We were all very devastated especially my mother who didn't know how to handle the fact I was dropping out of school. Our family friend told us about FAWEU and encouraged me to apply since I had good grades. I took the idea into consideration but I wasn't very hopeful. During this period university applications were going on so I applied and also applied in FAWEU. It took me months to get feedback so I didn't think about it much but still prayed about it. University admissions came out and of course I was admitted to Kyambogo University. Instead of being happy about it, I was tortured since it reminded me of my tuition troubles. Meanwhile my mother was very vulnerable and sad. I got news that I was awarded a scholarship from Beautiful World Canada through FAWEU. I can't even begin to explain the feelings I had at that particular moment in words. May God bless Beautiful World Canada because they changed my life and will forever be grateful to them. I never lacked anything while at campus. I finished my three year course and am now a proud holder of a Bachelor's degree in Management Science. I am currently working as a researcher with German Institute for Global and Area Studies (GIGA). All thanks to Beautiful World Canada and FAWEU. Therefore I encourage all the girls not to lose hope and strive hard to make it in life and not take the opportunities they have for granted. Let us make our sponsors proud and long live FAWE and Beautiful world Canada Foundation.

### **BEAUTIFUL WORLD CANADA – SECONDARY SCHOLARSHIP**

The Beautiful World Canada Foundation building on the already existing partnership requested FAWEU in 2013 to take on the management of the secondary scholarships supporting 25 needy girls from a vulnerable background with the purpose of increasing their chances of attaining secondary education. In the year 2016, the program supported a total of 9 students; 7 students at Dabani Girls Secondary School and 1 student at Mbale School of Nursing for vocational training. The students school fees and other school requirements for the period of reporting was made. Scholastic materials were procured and distributed to all the beneficiaries as well as their transport to enable them go back home and return to school in time for the subsequent term.

#### **Inspiration talks with the students**

Ms. Aisha Mbirabwa shares her story as an inspiration to the beneficiaries. She was raised by her single mother who was a teacher and they were not wealthy as such. Raising her fees as well as other scholastic requirements was not always easy for her. But she worked hard often supplementing her teaching income with a small restaurant business that helped bridge their income gaps. Today Aisha is a science teacher in Dabani Girls School and on government payroll. She organized an inspirational talk with the students as a way of encouraging them through their studies as well as the other different challenges they may encounter in life. She encouraged the students to take the scholarship serious, read hard in order to succeed in life and shine in their villages. She said that academic success could be earned through discussion groups with classmates. Aisha advised the girls to always consult teachers in their free time to be able to understand more what they may not have understood in class. She urged the girls to always behave like school girls while at home which would cause village men to fear them - ***“Every man will tell you how beautiful you are but when he impregnates you he will see you as a prostitute”***. Spare some time and do house work, this will courage parents to provide you with some school materials that the scholarship does not cover. Uphold discipline, learn to listen to elders and dress decently while at home.



*Some of the pictures taken during the inspiration talk with Ms. Aisha Mbirabwa at Dabani Girls School.*



*Left are the beneficiaries posing for the photo after the inspiration talk and right is Ms. Aisha Mbirabwa posing for photo with the girls*

### **FORBERG SCHOLARSHIP PROJECT**

Since 2010, Forberg a generous contributor to girls education through Social Initiatives and in partnership with FAWEU supported 49 needy and vulnerable but academically gifted girls and boys to access secondary education. Over the years, some of them branched off for vocational training and have since completed. This year 2016, 22 beneficiaries were supported for university and vocational education. All fees disbursements were made to universities and institutions based on fees bills or demand notes submitted to FAWEU Secretariat accompanied by universities/ institutional circulars. As a result, the students were settled in school to concentrate on their studies.

**Table 1: List of 22 beneficiaries under the program for the academic year 2016/2017**

S/N	Name	Name of course	Current Year of study	Institution
1	Kitenya Robert	Bachelor of science Education (Biological)	2	Gulu University
2	Cherotich Esther	Bachelor of Science in Civil engineering	2	Kampala International university

3	Nabafu Esther	Bachelor of information system	3	Makerere university
4	Atim Connie Florence	Bachelor of Arts in Economics	2	Kyambogo University
5	Chelimo Mathew	Bachelor of Micro Finance	2	Kyambogo University
6	Eget Vicky	Bachelor of Arts with Education	2	Kyambogo University
7	Enyonu Martha	Bachelor of Laws	2	Makerere university
8	Obyara Haron Joe	Diploma in Orthopedic Medicine	2	Uganda institute of Allied Health and Management science -Mulago
9	Namakoye Betty Judith	Bachelor of Science in Information Technology and Computing	2	Kyambogo University
10	Layet Stella	Diploma in clinical medicine	2	Gulu Institute of Health science
11	Tsetuyi Gloria	Bachelor of Business Administration	2	Uganda Christian Universty -Mbale
12	Nyasuna Lillian	Bachelor of procurement and Logistics management	2	Kyambogo University
13	Amongi Winnifred	Diploma in Clinical and community Nutrition	2	Uganda institute of Allied Health and Management science -Mulago
14	Amito Sharon	Bachelor of science in soft ware Engineering	2	Makerere university
15	Okolla Emmy	Bachelor of science in water resources engineering (WAR)	2	Busitema university
16	Yariwo Grace Manuel	Bachelor of science with Education (Economics )	2	Kyambogo University
17	Ewany Geoffrey	Bachelor of science in building economics	2	Kyambogo University
18	Ogenga Morish Latigo	Bachelor of ICT	2	Gulu University
19	Atare James	Bachelor of Bio system Engineering and Bachelor of computer science	2	Gulu University
20	Alutia Majeri Achadu	Bachelor of procurement and Logistics management	3	Kyambogo University
21	Wanyenya Christine	Bachelor of Arts in development Economics	2	Makerere university

		Bachelor of Demography and reproductive Health		
22	Hilda Kantono		2	Kyambogo University

3 beneficiaries out of the 22 beneficiaries carried out their internship in year I from different organizations for the period of June – August, 2016. It should be noted that not all the students are required to go for internship in year one, it depends on the course you are doing.



***Ewany Geoffrey at the site of the building where he was doing his internship***

#### **Success story under the program**

Yariwo Grace Manuel is a Forberg beneficiary in second year currently pursuing a Bachelor's Degree in Science with Education; Mathematics and Economics at Kyambogo University. Last holiday she hoped to be creative by at least making good use of her hands. She came up with an idea of going to a hair dressing school where they require payment of four hundred thousand shilling (Ugx 400,000) for a period of three months as fees for the training. She had saved from her stipend only two hundred thousand shillings (Ugx 200,000). She was unable to go in the first month of the holiday although she had already acquired a place in Kampala –Gayaza. Later on, one of her in laws gave her a top up of Ugx 200,000 and she was able to acquire the skill for two months. Grace says that it was so interesting and she learnt a lot despite the challenges she faced like walking the long distance from home to the workplace.



***Grace in pink learning how to plait hair***

At the beginning of the academic year 2015/2016 the program also supported a total of 5 beneficiaries, 4 beneficiaries at Mbale school of Nursing and Midwifery in Mbale district and one beneficiary at Lacor Nursing School in Gulu district. In May this year 2016, 2 beneficiaries (Annet Namahe and Doreen Wanyeza) completed

their certificate course in nursing and midwifery. Annet Namahe passed her final examinations with credit of 4.4 which is a very good performance. Annet and Doreen have also registered with the Nursing council to be able to practice as nurses.

### **MTN FOUNDATION UGANDA SCHOLARSHIP**

FAWEU first entered into partnership with MTN Foundation in 2012 and 2 girls Sandra Mukoda and Anita Senjala were supported for a period of 4 years in information technology related courses at Makerere University. The 2 girls were able to complete their course this year and are awaiting graduation. This year FAWEU entered into a new partnership where 10 girls were selected to be supported to pursue information technology related courses at different universities. The scholarship was officially flagged off at a ceremony organized by MTN Foundation Uganda officiated by Hon. Maria Kiwanuka. MTN Foundation Uganda appreciated FAWEU for accepting to work with them in meeting their community social responsibility but in a way that is in response to meeting the FAWEU mission as well.

### **ADVOCACY ACTIVITIES**

#### **VIOLENCE AGAINST CHILDREN IN AND AROUND SCHOOLS**

As part of her advocacy work and in response to the Sustainable development goals (4) and (5), FAWEU is implementing a three (03) year project from September 2015 – August 2018 to address violence against children in and around 30 selected primary and secondary schools in 3 district of Kasese, Bundibugyo and Ntoroko in 15 primary and 15 secondary schools in Western Uganda. The project is intended to enhance the capacity of duty bearers and rights holders to ably contribute to a violent free school community thereby reducing on school drop outs. It is envisaged that the project will contribute to the reduction of the levels of violence against young people especially girls in and around schools, leading to improved access, retention and completion. The project is being implemented in partnership with. The project is working to address the short term outcomes as follows; (i) Improved knowledge, skills and capacity of key stakeholders to prevent, track, refer and respond to VACiS in and around schools in line with both the Ministry of Gender Labour and Social Development (MGLSD) and MoES Strategy on VACiS in the selected three districts in Uganda; (ii) Increased number of children accessing and using age specific information on prevention of violence, reporting VACiS and seeking support services in the three selected districts in Uganda and (iii) Effectively implemented and managed project with evidence based outcomes that facilitate shared learning. Ministry of Education and Sports has in place a National Strategy on violence against children in schools and the Reporting, Tracking, Referral and Response (RTRR) guidelines on violence against children in school. These shall be reference material during implementation, since the project is complimenting efforts to government in this area.

FAWEU is implementing this project in consultation with the community key stakeholders such as the religious leaders, cultural leaders, education officials, community development officer, representatives from police, probation officers, headteachers and contact teachers of the project schools as well as representatives from the offices of the Resident District Commissioner, Local Council V and the Chief Administrative Officer of the three project districts. The purpose of this approach is to solicit for the community's support but also ownership and sustainability. As a result, school community structures were established to look into the modalities of creating safe spaces and following up reported cases of violence against children in and around schools. In each of the 30 project schools, the committee is comprised of seven (7) members including; Headteacher, School management committee representative, Parents representative, Religious leader, Youth representative, Local council chairperson and school contact teacher. These members of this committee were brought together in a meeting held at each of the 30 project schools to create awareness on the committee's expected roles and responsibilities (procedures in the critical role of

monitoring of the implementation of the school work plan activities and alignment of work plans to project indicators and outcomes). In addition, the members were oriented on how to report, record and keep track of the reported cases of violence within and around the school.

## Development of workplans

On March 10, 2016, a workshop was held with key stakeholders from all the project districts to support the development of school work plans for activities on prevention of violence against children in and around schools. The following stakeholders were represented at the meeting; School head teachers, FAWEU patrons, Police, Community development officers, District Education Officers, Religious leaders, District Education Officer and the District Inspector of Schools. The work plans were developed by schools clustered according to their districts. It should be noted that the schools from the same district developed a similar work plan to make it easy when it gets to the time of twinning them for further learning and experience sharing.

## Disbursement of grants

Following the development and approval of the activity work plans, each project school was provided with a grant of Ugx 1,190,000 to facilitate the implementation of the club activities as scheduled. The activities included; raising awareness and outreaches among others.

**Photo 2 and 3: Plans and activities from the general district action plans for some of the project schools.**



MAKINDO P/S - NTOROKO FAWEU WORK PLAN FOR MARCH TO NOVEMBER, 2016									
PROJECT EXPECTED OUTCOMES	EXPECTED OUTCOMES	MAIN PLAN	RESPONSIBLE PERSON	TIME FRAME	IN-PUT	ACTIVITY	RESPONSIBLE PERSON	BUDGET	RESPONSE
Improved knowledge, skills and capacity of key stakeholders to prevent, teach, refer and respond to VACs in and around schools.	Increased number of reported cases from (5-10)	- Pupils - Teachers - SMC & PTA - Parents - Local leaders	Headteacher	700,000	3 CBO	- School children - Teachers - SMC/PTA - Executives - Parents - Local leaders - Religious leaders	Headteacher	700,000	- Headteacher - PTA - SMC - CBO - FAWEU
Increased number of children aware of and using age specific information on prevention of violence, reporting VACs and seeking guidance.	Increased awareness of pupils in school on reporting cases of VACs	1. Pupils 2. Prefects 3. Club members	Headteacher	600,000	1. Headteacher 2. Prefects 3. Club members	- Guidance and counselling - Pupils - Pupils' leaders - Club members	Headteacher	600,000	- Headteacher - Prefects - Club members
Increased awareness on the existing laws and by-laws on violence against children.	- Reduced cases of VACs - Acquisition of life skills	- Pupils - Prefects - SMC/PTA - Club members - Debates	Headteacher	700,000	- Pupils - Pupils' leaders - Club members - SMC - PTA Committee - Parents	- Training - Pupils on their rights and responsibilities - Debates - Pupils' leaders - Club members - SMC - PTA Committee - Parents	Headteacher	700,000	- Headteacher - Pupils - Pupils' leaders - Club members - SMC - PTA Committee - Parents

WORK PLAN ON VIOLENCE AGAINST CHILDREN IN AND AROUND SCHOOLS - NYAKATOKO P/S									
PROJECT EXPECTED OUTCOMES	EXPECTED OUTCOMES	MAIN PLAN	RESPONSIBLE PERSON	TIME FRAME	IN-PUT	ACTIVITY	RESPONSIBLE PERSON	BUDGET	RESPONSE
1. Increased number of reported cases	Increased number of reported cases	- Pupils - Teachers - SMC/PTA - Executives - Parents - Local leaders - Religious leaders	Headteacher	700,000	3 CBO	- School children - Teachers - SMC/PTA - Executives - Parents - Local leaders - Religious leaders	Headteacher	700,000	- Headteacher - PTA - SMC - CBO - FAWEU
2. Increased awareness amongst children in the school to report cases of violence	Increased awareness amongst children in the school to report cases of violence	- Pupils - Pupils' leaders - Club members	Headteacher	1,000,000	1. Headteacher 2. Prefects 3. Club members	- Guidance and counselling - Pupils - Pupils' leaders - Club members	Headteacher	1,000,000	- Headteacher - Prefects - Club members
3. Reduced cases of violence	Reduced cases of violence	- Pupils - Pupils' leaders - Club members - SMC - PTA Committee - Parents	Headteacher	1,200,000	- Pupils - Pupils' leaders - Club members - SMC - PTA Committee - Parents	- Training - Pupils on their rights and responsibilities - Debates - Pupils' leaders - Club members - SMC - PTA Committee - Parents	Headteacher	1,200,000	- Headteacher - Pupils - Pupils' leaders - Club members - SMC - PTA Committee - Parents

## 2.1 Radio talkshows

As part of the advocacy activities, use of local language FM radios to send across messages is one means use to reach a wider public. As such, FAWEU conducted 8 radio talk shows at the three radio stations in the project districts. Messiah radio and Radio Guide for Kasese district and UBC radio that covers Bundibugyo and Ntoroko District. Key stakeholders participated in the radio talk shows like the District Education Officer, District Community Development Officer, District Probation Officer, Religious leaders, Children, teachers, District Inspector of Schools and the Focal point persons. The purpose of the radio talk shows was; To raise awareness widely regarding the key issues around violence against children in and around schools as well as the existing legal provisions and structures in preventing and addressing violence against children.



Photo 4: Key stakeholders attending radio talk shows

## 2.2 Radio Spot messages

150 radio spot messages were booked to run for four months from June to August 2016 on the most listened to local FM radio stations with wide coverage in the Rwenzori sub region i.e Radio guide in Kasese and UBC radio for Bunidbugyo and Ntoroko. These messages were developed by Kenneth Kimuri aka Pablo the Uganda comedian and are specifically addressing methods and structures for reporting, responding and referring of all forms of violence cases in and around schools.

## 2.3 Advocacy day campaign

Again as part of the advocacy activities, FAWEU joined other efforts in commemoration of the Day of the African Child. As a result, an advocacy day campaign was held in Kasese district on the 30<sup>th</sup> of June 2016 under the theme '*Protecting Children's Rights: A call to Action*'. The theme fit well in the project objectives and was organized in relation to the objectives of the project as a continuous effort to

increase awareness among the community on the negative repercussions of violence towards children's cognitive and emotional development to strengthen the capacity of duty bearers, rights holders to be able to contribute to a violent free school environment in line with the existing MOES national guidelines on Reporting, Tracking, Referral and Response (RTRR) to Violence against Children in Schools (VACiS). The messages shared were in form of songs, poems, official remarks, inspirational talks and use of posters and banners. The day was graced by many stakeholders and targeted Child Rights Club members from 30 schools within Kasese, Ntoroko and Bundibugyo Districts; District level Education stakeholders like the Chairperson LC5, DEO, RDC, CDO, CAO Representative; religious representatives; cultural leaders; teachers; school administrators and community members.

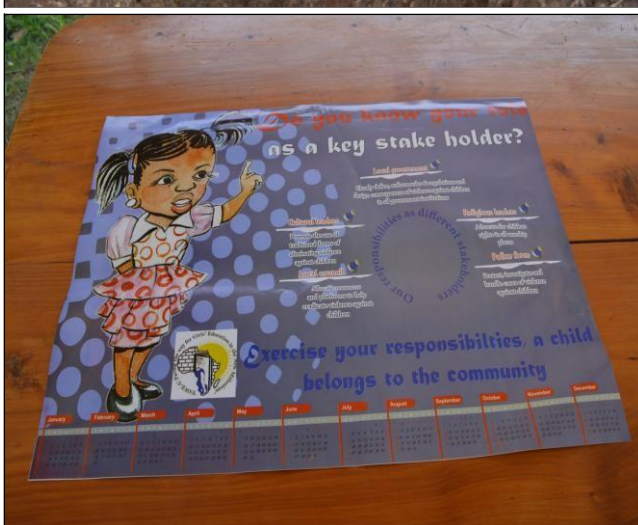
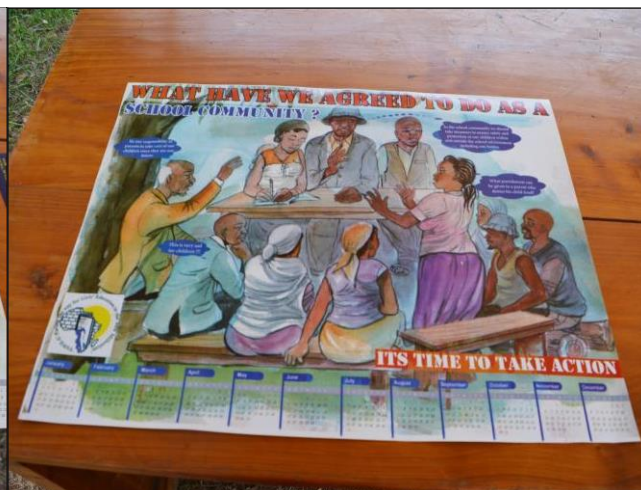
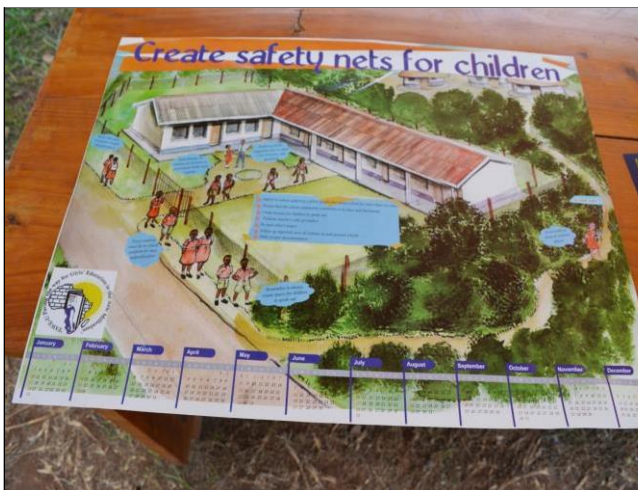
**Photos 5 to 8: Pictures of the participants during the Advocacy day while FAWEU member Joyce Otim Nape delivers a speech**



### Development of IEC materials

3000 T shirts and 3000 posters were developed with different age-appropriate and easily understandable messages around positive norms meant to create awareness and possible actions as well as influence behavioural change. All the project schools received 30 t-shirts each for the club members for identification during the outreach activities. A behavioural change communication magazine communicating messages and modes of communication on violence against children in and around schools was developed and shared with the target pupils and students. These magazines portray messages that influence behaviour change among the learners, teachers and parents.

**Photo 9 and 10: Students/Pupils of the school club showcasing the t-shirts**



**Photos 11 – 13 showing posters translated into local languages**

The above posters were also translated in 2 local languages of Lutooro and Lukonzo for the wider readership and continuous awareness creation of the community.

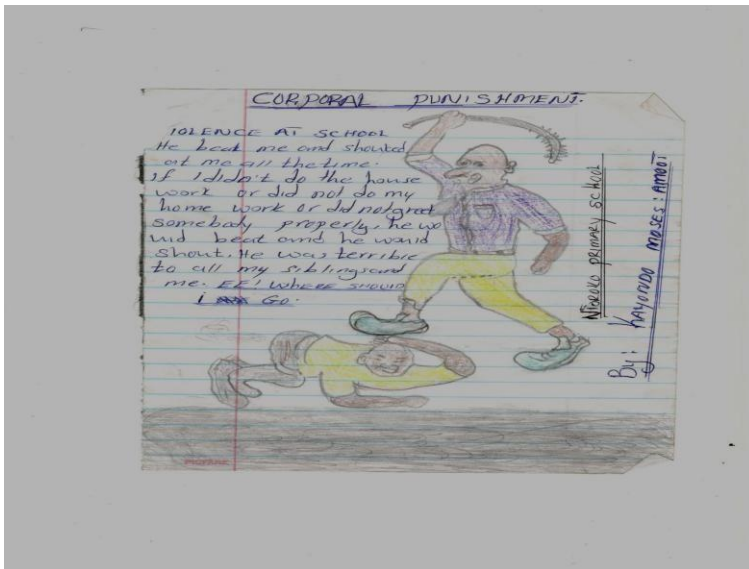


## Establishment of suggestion boxes

FAWEU recognizes the importance of not only getting feedback but also giving stakeholders an opportunity to express their views in ways that are protective of their identity. As a result, FAWEU together with the school administration supported the establishment of suggestion boxes in the 30 project schools as a means of reporting the different cases of violence and they have been fully utilized to collect cases and stories of children expressing issues affecting them in schools and communities. The suggestion boxes are opened weekly and the issues raised attended to by the school administration and others by FAWEU or any other relevant authority.

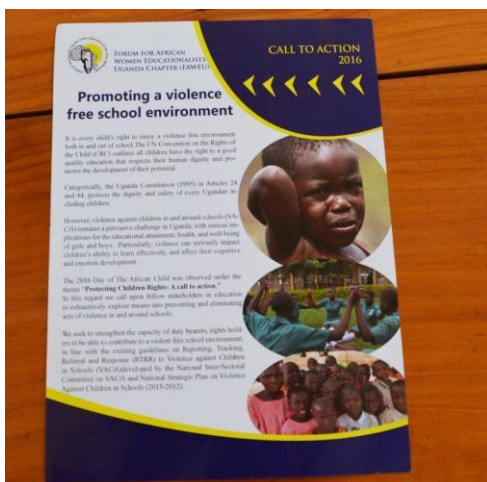
## Printing Children's Magazines

It is important to give the young people an opportunity to express their opinions in a way that can easily understand. FAWEU therefore alongside the schools encouraged the young people right from primary to secondary develop stories of what they understand about violence against children in and around schools. This was done in form of drawings or any other preferred way that would enable the young people understand the messages. The stories will be put together into a magazine and shared with the young people not only as a reference for what they can do but also as a motivation to be more creative and innovative.



An example of the drawing on violence against children in school

## Development of Advocacy materials



Various advocacy materials, factsheets, policy briefs and talking points on VACiS project were developed to create awareness on violence against children in and around schools. These fact sheets impressed a magnitude of the problem of VACiS using baseline findings from the project area districts and they were shared on the different forums for example during the day of the African child/ advocacy day where we targeted the district officials, parents, police fraternity and the children and also other meetings.

During the same period of this reporting, media advocacy activities creating awareness on issues of violence against children including;

- ☐ One infomercial produced and broadcasted for 12 days on NBS television.
- One TV interview with FAWEU's Programmes Manager on the 'Plight of the African Child' conducted on NBS live@9
- ☐ One radio talk show with two primary and secondary school Child Rights Club representatives, two club patrons and FAWEU project officer conducted on community radio station-Radio Guide.
- ☐ 18 radio announcements for the district event broadcasted on two popular community radio stations i.e. Radio Guide and Radio Messiah
- Production of the Executive Director's speech aligned on the call to action 'Protecting children rights'
- ☐ DAC grass root event story covered on six community radio stations and two television stations
- ☐ 60 fact sheets produced and distributed to stakeholders during the DAC procession in Kasese.

Here below are the links to some of the medial advocacy activities for your review and information.

- ❑ Radio talk show: <https://soundcloud.com/user-239576834/radio-talkshow-promoting-a-violence-free-environment-in-schoolsmp3>
- ❑ TV Infomercial: <https://youtu.be/NWARKyZs94E>
- ❑ Prime Time Interview: <https://youtu.be/r78vlo02NVY>
- ❑ Facebook Engagements: [https://www.facebook.com/FAWEUgandaChapter/publishing\\_tools/?refSource=pages\\_manager\\_bar](https://www.facebook.com/FAWEUgandaChapter/publishing_tools/?refSource=pages_manager_bar)

## International Women's day Banquet on the eradication of Gender Based Violence

It was all glitz and glamour at the annual International Women's Day banquet held at Kampala's Serena Hotel on the 3rd of March 2016. The event, that offers the ideal platform for airing of issues surrounding women and girls, attracted women from all walks of life, thereby setting the momentum for International Women's Day celebrations that are nationally marked on 8th March every year. This year's auspicious event was graced by among other high profile guests; Honorable Rebecca Kadaga, Speaker of Uganda's Parliament, Lady Justice Julia Sebutinde judge of the International Court of Justice, Government officials from the Ministry of Gender, Labour and Social Development alongside other esteemed career women and women affairs enthusiasts. Also present to celebrate the woman were key Civil Society Organizations (CSOs), Government institutions, and key Private Sector players. Whilst echoing this year's Women's Day theme; 'Pledge for Parity', the Chief Guest Rt. Hon Rebecca Kadaga stressed the need to sensitize women on the opportunities available for them to explore. FAWEU Executive Director Christine Semambo Sempebwa called for a gender responsive approach to curbing Gender Based Violence, a vice that has seen hundreds of girls across Uganda face detrimental health and social repercussions and in some instances drop out of school. The event also saw FAWE Uganda receive a prestigious accolade for its endless support for Gender Equality in the Education Sector in Uganda. This is the second year in a row that FAWE Uganda has participated in the annualevent.

**Photo 14: FAWEU officials receiving the recognition award for work in supporting the eradication of Gender Based Violence**



## **FAWEU SUPPORTS EDUCATION IN CONFLICT AFFECTED AREAS - a case for re-entry to school of child mothers**

### **SAVE PROJECT**

FAWEU entered into a partnership with MacArthur Foundation to implement and monitor a two year project for war-affected girls in post-conflict Northern Uganda. In turn, FAWEU partnered with Christian Counseling Fellowship (CCF) on this project. It should be noted that Pader Girls' Academy (PGA) is a school situated in Pader district that admits child mothers in a way of giving them another chance to education having started as a reception for child mothers returnees after the LRA war. In PGA, the girls are given an opportunity to come to school with their babies. The babies have caretakers during the day while the girls go to class and concentrate on their education.

One of the activities under the project is provision of chance for vulnerable child mothers to access both formal secondary education and vocational training. In 2016 100 girls were awarded scholarships for secondary education at O'level and 50 were awarded scholarship for vocational training. As a result and in a bid to decongest the school among other activities, FAWEU in 2016 constructed a 3 classrooms block to benefit the additional number of beneficiaries recruited under a scholarship arrangement in the same school. FAWEU went ahead to provide furniture for the new classrooms with twin desks and chairs. In addition, FAWEU provided an assortment of play materials for the children of the young mothers in the kindergarten.



***Some of the girls with their babies at the children's day care centre***

### **PACKARD FOUNDATION**

FAWEU received in partnership with the David and Lucile Packard Foundation implemented a three year Adolescent Sexual Reproductive Health (ASRH) Project under the theme *"Fulfilling African Girls' Rights to delay sexual debut, early marriage and early child bearing"*. This project was a replication of the phase 1 lessons and good practices that were registered in 5 secondary schools in Central and Western Uganda. The project goal was to use education and advocacy to implement a package of interventions that protect the sexual and reproductive health of young people particularly girls by enabling them to access age-appropriate information and services that meet their needs in order to fulfill their right to healthy sexuality as well as reproduction. The Adolescent Sexual Reproductive Health (ASRH) project was implemented in 35 schools (25 secondary, 10

primary schools) and one university (Busitema University, Namasagali Campus) and the five secondary schools under phase one in Central and Western Uganda.

FAWEU jointly with the school administration and the community identified needy but bright girls especially those that had dropped out due to ASRH related reasons and provided them with financial support to enable them access education. 40 girls were supported for 3 years beginning from their 2<sup>nd</sup> year of secondary education.



**Some of the girls as they received their scholastic and basic needs**

The schools were supported to develop work plans and budgets for the funds that were disbursed to the schools for the ASRH project with activities that were addressing ASRH issues. Following discussion and approval of the plans of action, the project schools were provided with grants to implement activities that promote ASRH knowledge and skills among the young people in the schools and communities. Information dissemination was done mainly through messages in school compounds (the talking compound), MDD and talk shows through school assemblies and community outreach activities. Kamuli Girls College, St. Paul S.S Mbulamuti and Balawoli S.S initiated and participated in radio talk shows to advocate for the communities to support girls stay in school until they complete their studies. All the schools formed ASRH clubs and the clubs had elected leaders who spearheaded the implementation of the club activities. *The club leadership comprised of chairperson, vice chairperson, secretary, treasure, publicity, committee members among others. Through the ASRH clubs, the relation between teachers and students was reported to have increased in the schools.*

FAWEU also empowered through training 101 community members (55 male and 56 female). These trained community members also reached out through sensitization to a total of 1508 community members to support girls' education.



The different workshop meetings provided an opportunity for sharing of experiences from the various communities on how they are supporting the project intervention to ensure that adolescent girls and boys' rights are fulfilled. At the end of the meeting, each school community developed action plans on what they must do in support of the intervention and in ensuring that the gains made are maintained. In the last community meeting held in June 2016, community members were urged to continue supporting he a conducive school community relationship and learning environment. The schools were urged to continue incorporating the project activities in the school work plans for continuity.

Health workers were equipped with knowledge and skills to enable them support the young people to seek health services without hesitation or fear. This training was followed by refresher training in 2016 conducted to deepen their understanding of issues pertaining to Adolescent Sexual Reproductive Health in Uganda. Thereafter, FAWEU identified another 8 health workers in 2016 in addition to the 15 identified in 2015 to support in carrying out school visits to meet with the students/pupils and engage them in health education including responding to issues that young people were seeking clarification on.



**Some of the health workers in group work during the training**

PROJECT PROGRESS REPORTING FORMAT

Programme/Project: FAWE-U  
 Reporting Period: OCT/NOV. 2015  
 School Name: GREEN HILL COLLEGE-BULOPA  
 Prepared by: LUTHIMO GEORGE W (SENIOR CLINICAL OFFICER)  
 Submitted to: TEL: 0742867531/0255867530  
 Date: 04/NOV/2015

Progress in the achievement of planned activities

No.	Planned activities	Expected Outputs	Progress/Achievements	Implementation constraints	Remarks on performance
1.	Sensitized groups of students on Reproductive Health	Students sensitized	79 girls were sensitized 5 Boys sensitized to school	→ Early season with bad roads made accessibility difficult. → Poor timing by FAWEU	→ The cultural beliefs among students affects their health seeking behaviour & attitudes. This came out clearly when a girl confessed that she is shy to share information about her private life with her parents.
2.	Identify the Health Challenges of students	Students screened for S.T.I.s	13 girls screened for S.T.I.s 10 Reported for treatment at Bulopa III.	→ Poor timing by FAWEU → Implementation of this activity during Examination time.	→ School Administration is very supportive & appreciative to FAWEU's undertaking. This was confessed by the Head teacher.

### The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) Project

FAWEU in partnership with Plan International Uganda in 2016 embarked on a Project; **"Promoting Girls' Rights through CEDAW"** for a period of 3 years specifically in the districts of Kamuli, Buyende and Tororo. CEDAW is the Convention on the Elimination of all forms of Discrimination Against Women. The project aims to contribute to the realisation of women and girls' rights in Uganda, in particular increasing access, retention and performance in school, improving sexual and reproductive health, and reducing Gender Based Violence among adolescent girls. The project is using the Tuseme Model and Champions of Change approaches to empower and build the young people's life skills to ably speak out about the issues of all forms of discrimination. The project targets adolescent girls; to build their skills, confidence and knowledge of their rights so that they are empowered to claim their rights. The project is also focusing on achievement of the following outcomes;

- **Outcome 1:** Increased understanding, confidence and ability of adolescent girls to exercise their rights
- **Outcome 2:** Improved attitudes and systems at community, sub-county and district level to support adolescent girls' rights to education, sexual and reproductive health and protection in 10 sub-counties across, Tororo Kamuli and Buyende districts
- **Outcome 3:** Increased support and action among civil society for the realization of adolescent girls' rights.
- **Outcome 4:** Improved support for the protection and promotion of women and girls' rights among Parliamentarians, members of the judiciary and senior civil servants

The national project launch took place on 20<sup>th</sup> September, 2016 at Hotel Africana in Kampala and was attended by national level actors and institutions like line ministries of Education, Gender, Labor and Social Development, Parliament, Civil Society Organizations and partner organizations among which was FAWE-Uganda. FAWEU was represented by the Executive Director; Ms. Christine Semambo Sempebwa and a cross-section of staff including the two Project Officers of Kamuli, Buyende and Tororo. Ms. Christine gave some remarks where she called upon all stakeholders present to be part and parcel of the change we need for girls to learn, lead, decide and thrive in Uganda.



**FAWEU ED; Ms. Christine SS holding a placard on stopping sexual exploitation for girls with a team of other officials and girls who attended the Launch at Hotel Africana in Kampala.**

The project was launched at district level attracted various stakeholders including Civil Society Organisations operating in the respective 3 project districts, District Officials, community representatives as well as the girls' representatives.



**The project launch at district level**

FAWEU works closely through the community structures especially not only to implement activities in the communities but also for ownership and sustainability of the project. As a result, committed and enthusiastic community facilitators were selected based on the following agreed criteria; willingness and ready to volunteer, ability to read and write, above 18 years of age and not more than 55 years of age, known women/men role models in the community, passionate about women's rights, socially acceptable in the community and resident within the project community. The community facilitators were selected in confidence by; the community development officers (CDOs), opinion leaders, Sub-county chiefs (SAS), Secretary for gender at sub-counties levels, Parish development committees (PDCS), youth representatives, teachers, community members, Plan International gender awareness Trainers of Trainees, the staff of FAWEU and Plan International Uganda. A total of 40 (20 male and 20 female) community volunteer facilitators were selected for Kamuli, Buyende and Tororo districts. The community facilitators are expected to; spearhead the mobilization of the communities and awareness creation whenever need arises for project related activities, refer project relevant cases that may require follow up and attention beyond them, support in project data

collection as guided by the M&E tools. In addition, they participate in activities for promotion of attitude and behavior change, train and support regular Girls' Rights Club (GRC) activities and also provide monthly, quarterly reports on project related activities being implemented at community level. The community facilitators were selected from 10 sub-counties selected from the three districts and that is to say; 4 sub counties of Merikit, Kisoko, Rubongi, Osukuru in Tororo district, 3 sub-counties of Bugaya, Kagulu and Nkondo in Buyende district and 3 sub counties of Balawoli, Namasagali and Wankole in Kamuli district.



***Some of the community facilitators pose for a photo after the orientation training in October 2016.***

40 (20 females and 20 male) community facilitators attended five days residential training in October, 2016, at Malamu Centre Hotel in Kamuli District. The main objective of the training was to enable community facilitators acquire skills, knowledge and build their capacity and confidence to empower the adolescent girls right clubs in and out of school to know their rights, exercise them and demand for them. In addition, to influence attitude change for boys/men in regards to their perceptions, practices and norms that promote equitable access.



**Community facilitators in a session**

### **School Orientation meetings**

The project is being implemented in both primary and secondary schools selected from 10 subcounties in the districts of Tororo, Buyende and Kamuli (32 schools in Tororo, 24 schools in Kamuli and 24 schools in Buyende). The selection of the schools was done in consultation with stakeholders.

FAWEU organized school orientation visits in October 2016 which preceded the election of the club members for the girls and the boys. The purpose of the orientation visits was to introduce the project to the schools and solicit for their commitment and buy-in of the implementation of the project activities. In all the schools visited, the school administration welcomed the project and were excited saying that it was timely. For example, *“the headteacher of St. Francis comprehensive S.S said that he hopes the project will empower girls and impact on them positively because they face a lot of challenges that affect their education and future lives”*.



*In right is the head teacher Kisoko girl's school discussing with the project visiting team at her office*

### **Formation of GRCs and boys clubs**

These clubs were formed targeting pupils/students selected from S.I and S.2 in secondary schools and P.4 and P.5 for primary schools. The students in these selected classes are within the adolescent age group, are still in the school and have time to interact and participate in the project activities and normally they are not very busy with their learning as compared to S.4 or P.7.

### **Networking and partnership with other stakeholders and partners**

As part of our working strategy, FAWEU has continued to work and partner together with the District Task Force (DTF) that is facilitated to visit the schools and check on progress on a Termly basis. This we found an important inclusion because it helps at the time of joint discussions, both FAWEU officials and the members of the DTF have an idea of on the progress of implementation at school level and are able to discuss from an informed point of view. FAWEU in addition has continued to sit in meetings of the education foras within and outside the Karamoja region where we have shared our experiences and also learnt from other partners.

Meeting with media to discuss and recognize the important role the media plays in advocating for the ASRH rights of the young people. The meeting attracted a total of 51 journalists and these were awarded with certificates of appreciation and recognition for their role in reporting of issues that affect girls' education such as defilement, rape, early marriage, child sacrifice among others. The media shared with us links on cases they have reported on which can be accessed on line.

### **FAWEU VACiC working group meetings**

The FAWEU VACiS Working group was established with representatives from key partners including the Ministry of Education and Sports, Uganda Police, Ministry of Gender, Labour and Social Development, Raising voices, FIDA, Joy for children, ANPPCAN and National Council for Children. 2 meetings took place during the period of reporting; the introductory one was held on April 7<sup>th</sup> 2016 and the follow up one took place on July 27<sup>th</sup> 2016 both at FAWEU Secretariat. The main formation of this working group was to create a national force that with which we would periodically meet and share experiences and learn from each as far as addressing issues of violence against children in and around schools is concerned. The meetings were used as an opportunity for reflection on the project implementation progress sharing the good practices and learning from them how to address the challenges. Also, it was to leverage any opportunity for joint advocacy planning and implementation.

The initial FAWEU VACiS Working group was formed with representatives from key partners including; the Ministry of Education and Sports, Uganda Police – child protection unit, Ministry of Gender, Labour and Social Development, Raising Voices, Federation of Women Lawyers (FIDA), Joy for Children, African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) and National Council for Children. However, the membership over the period has increased to include other partners like Bantwana, Avis, among others.

Three meetings have taken place during this period of reporting; the introductory one was held on April 7<sup>th</sup> 2016, the follow up one took place in July and December 14<sup>th</sup>, all at FAWEU Secretariat. The main reason for forming of this working group is to create a national taskforce that would periodically meet and share experiences and learn from each other as far as addressing issues of violence against children in and around schools is concerned. The meetings were used as an opportunity for reflection on the project implementation progress sharing the good practices and learning how to jointly and severally address the challenges. Also, it was to leverage any opportunity for joint advocacy planning and implementation.



## Lessons learned

- (a) The project has achieved success in establishing school based monitoring committees in the 30 schools of Kasese, Ntoroko and Bundibugyo. These committees are providing monitoring support to the project activities at community and school level. We want to replicate this initiative because its inclusion of key actors like religious leaders, local council leaders, school management committee members and parents who can potentially influence the school and community structures. During the reporting period, they have offered support in following up and reporting of violence cases in the community and the school.
- (b) The school led implementation of project activities has been used as a model during the reporting period. Schools brainstormed non monetary activities that are easily integrated in their day to day activities, and developed their work plans that feed into the project outcomes. We disbursed some funds to the schools to support them in the implementation of other activities at community and school level for example out reaches, sensitization meetings, exchange learning programmes for children. We would like to replicate this model because it gave the schools a sense of ownership. We have learned that successful replication of this model goes through an incremental process of appreciating the differences in the school structures, systems and contextual situations. We have learned that there is need for close mentoring to schools on aligning project activities to the expected project outcomes.
- (c) Advocacy campaigns at all levels were a success in attracting attention of the duty bearers and rights holders. Developments of fact sheets, media advocacy and advocacy day campaigns have demonstrated the magnitude of the VACiS to all the stakeholders. We want to replicate the advocacy campaigns as a direct way of targeting policy makers and key leaders to influence positive changes in the policies at national and community level. We have learned that during these activities there is a lot of knowledge sharing and both vertical and horizontal from both the rights holders and duty bearers.

## Achievements

### Sparked conversations on violence

- On FAWEU Facebook page at least 238 followers reacted to posts uploaded on 16<sup>th</sup> and 30<sup>th</sup> June 2016.

- Listeners called in on radio guide during the Radio talk show making contributions on the prevalence of violence at homes and schools. <https://soundcloud.com/user-239576834/radio-talkshow-promoting-a-violence-free-environment-in-schoolsmp3>
- Awareness has been created on violence against children in and around schools and this is evidenced by the results from the baseline study.
- 28 schools had informative drama, songs, and poems on violence that captured the audience attention at the advocacy day.
- The cultural institutions have been brought on board to further the advocacy aspect of the project. The Minister from the Obusinga BwaRwenzuru cultural institution attended the advocacy function and pledged the cultural institution is working hard to pass out information to the community through their various meetings and functions as VACIS is seen as a critical issue in the Rwenzori region.

## **FAWEU Policy and Advocacy Activities**

### **The launch of the National Policy on Elimination of Gender Based Violence in Uganda on 25<sup>th</sup> Nov 2016 at Royale Hotel -Kampala**

This was a historical event as Ugandans united to say no to gender based violence. It's indeed a landmark, this being the first national policy of its kind to condemn and advocate for total elimination of all forms of gender based violence in Uganda. The policy majorly focuses on five forms of gender based violence, that is to say, physical, sexual, harmful traditional practices, economic as well as emotional and psychosocial violence. The function was attended by Ambassadors, Members of Parliament and Representatives from the line ministries, Civil servants, Development partners, NGO/CSO representatives. The key note address was made by Justice Batema David who appealed to members of Parliament to fast track the process of passing of the Marriage and Divorce Bill which will supplement the GBV policy. The State Minister Hon. Mutuuzo Peace highlighted that according to the Uganda Demographic and Health survey (2011), GBV prevalence rates stands at 56% for physical violence, 27.7% for sexual violence and 42.9% for spousal emotional violence. The majority of GBV victims/ survivors are women and children although the trend of men experiencing violence increased from 20% in 2006 to 22% in 2011. She called upon all development partners, CSO as well as the general public to stand together, create awareness during the 16 days of Activism and eliminate GBV. The launch was officiated by His Excellency the President of the Republic of Uganda, Yoweri Museveni Kagutta. He called upon all stakeholders to rise up and join government in eliminating this vice. The President retaliated that gender based violence has far reaching consequences to an individual affected, family, community and the government's economy.

**The goal of the policy:** To eliminate Gender Based Violence from all societies in the country.

#### **Policy Objectives:**

- 1- To reduce the prevalence of gender based violence and foster a zero tolerance environment.
- 2- To promote comprehensive care and support services to survivors/victims of gender based violence
- 3- To provide a framework for ensuring accountability and elimination of impunity for gender-based violence.

#### **“Girls take-over”**

Plan international Uganda organized the activity of the girls take-over in which FAWEU participated and hosted one of the young girls that took over from the Executive Director during the week of .....



Participation in TEDx Nakasero Women where the Executive Director spoke about girls and pregnancy a case study of Pader Girls Academy and the Programme Manager shared about violence and girls education



## Monitoring Evaluation and Learning

### Research

#### Tracking Study

FAWEU organized and carried out a tracking study to follow up the beneficiaries who dropped off the programme in the seven districts. The tracking study started on 30<sup>th</sup> Oct and was conducted by a team from FAWEU Secretariat supported by the Former University scholarship beneficiaries from the Karamoja region who worked as Assistants during the tracking study.

- Marriage was the leading cause of drop outs. Over 70% of the visited girls had got married and relocated from their original sub counties or districts.
- Some of those who dropped out rejoined school both within Karamoja and out of Karamoja.

- Most of the dropouts now have at least one child regardless of their marital status. Out of the total dropouts met in Nakapiripirit, only nine 33.3% do not have children. Most of them left their husbands due to mistreatment; they are beaten and denied access to basic needs. Some are chased from home by the parents when they get pregnant, leaving them with no place to call home since the husbands are not willing to take responsibility.

In terms of employment, out of all the dropouts who were interviewed in Nakapiripirit, Angolere Hellen Grace, Kibet David and Chesang Monica are the only dropouts who are employed. The rest are in the village with nothing to do and no source of income. Most of them said it's hard to get employed since they did not complete school.

*Angolere Hellen Grace is volunteering at Brac Uganda where she earns between thirty thousand to sixty thousand Uganda shillings (30,000 – 60,000 Ugx) a month. This money is not enough to sustain her and her family. Angolere is satisfied with the kind of work she is doing at Brac. Unfortunately, the education she was receiving while in school is not relevant to what she is doing at Brac. She would like to continue with her education and study Social Works and Administration to enable her perform well at her current job. She is volunteering because she failed to find a job, this is because she does not have the qualifications needed to get a job.*



**Angolere Hellen Grace at the Brac offices in Namalu and Kibet David at Cheptapoyo primary school where he is a teaching assistant during the interview**

Kibet David is a teaching assistant at Cheptapoyo Primary School earning between seventy thousand Uganda shillings (70,000 Ugx) a month. There is a long distance from his home to the school therefore he incurs a lot of transportation costs yet he receives little money. He cannot save any money to help out his parents at home or even cater for his own basic needs. He is not satisfied with the job that he does because of the little pay and also due to the fact that he wants to be a medical doctor and not a teacher. If given a chance to go back to school, he would like to pursue medicine.

In kabong district, the findings there were more female drop outs (85.7%) compared to males 14.3%. The common economic activity done by the drop outs mostly is local brewing of kwete where they earn an average of 30,000 – 60,000/= per month and this is an activity carried by the females. Some few of the drop outs reported to be not doing anything since dropping out of school.

Generally, the experiences of these beneficiaries are bitter, they expressed that life is hard outside school and they regretted having made such a mistake of dropping out of school, which action is haunting their lives.

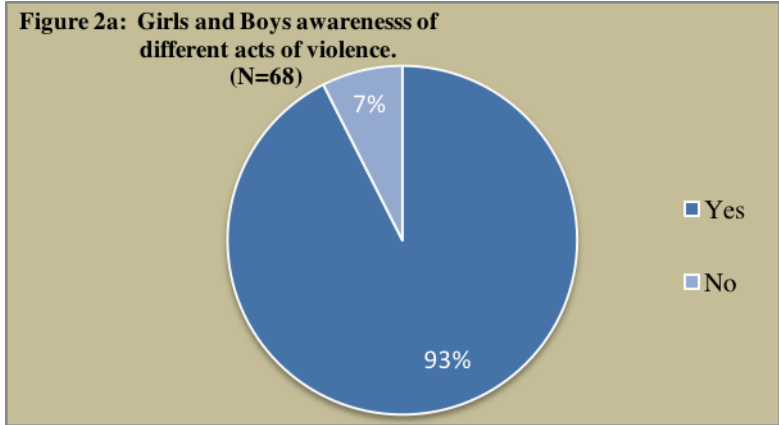
Majority of the students who dropped out of school due to poor academic performance especially after S4 & S6, were never supported to access vocational education. They propose that if at all FAWEU would design a program or make some provisions for those interested in pursuing vocational education to do so. Vocational education equips students with ready to use skills for personal survival. The former beneficiaries pointed out that not every student is academically talented so others, who do not make it at S4 & S6, should be supported to join vocational education.

They also suggested that, having experienced that life out of school has given them a lot of lessons which they would gladly share with their peers. Therefore FAWEU should tap into their experiences and support them to share these stories with other children.

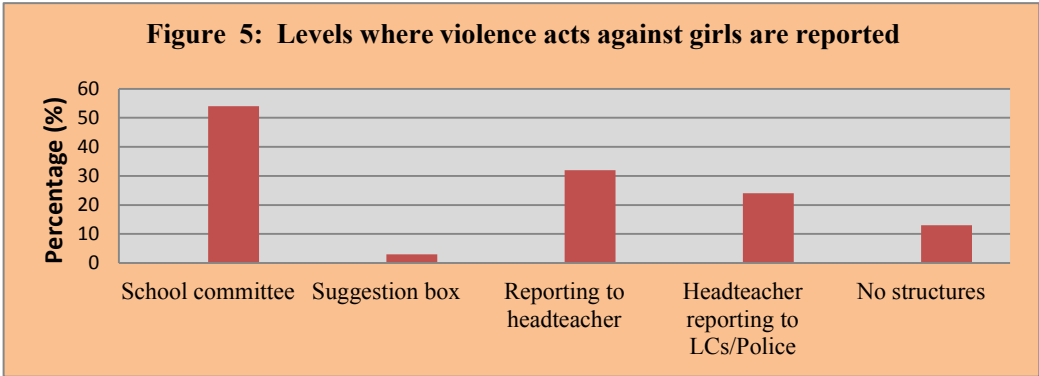
Tides baseline

A baseline survey was carried out in the three districts to establish the level of knowledge and perceptions among the stakeholders. The findings 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 4 below.

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.



However, 31% of girls and boys in the 3 project districts of Kasese, Ntoroko and Bundibugyo 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.

4.0 Registered Challenges identified.

Schools closing much earlier than official dates makes it very difficult to organize for students transport at the end of the term.

Some students have continued to report late to school even after issuing transport money. This results into missing beginning of term exams and not performing well at the end of the term or year because the beginning of term exam results is also considered at the end of the term. This also affects the distribution of the items when some of the beneficiaries have not reported and someone has to receive on their behalf but sometimes does not hand over all the items.

The outbreak of Hepatitis E in most of our core schools affected many of the students and could not complete the term well especially at Moroto high school, Kangole SS and Jubilee 2000 S.S. Some students were referred to bigger hospitals for further management. We suggest that Irish considers immunizing the beneficiaries against some of these known diseases.

Indiscipline cases among the students in form of outing without permission, drinking, dodging lessons, immoral acts among others. As a result the students have fallen victims of suspension, warning letters, punishments where they miss classes.

Cases of students who are on and off in school due to many reasons like sickness, domestic problems, indiscipline and as a result, management of the data base is largely affected because there are varying figures at different times.

There are some head teachers from schools like Namalu, Kotido, Kangole who have personally failed to participate in the DTF activities due to reasons best known to them and yet some times the donors consult them for certain issues and they end up providing wrong report because they have not been following the activities. Thanks to schools like Moroto high school, Jubilee 2000, Abim, Morulem and Pokot whose involvement deserves credit.

Attendance of the DTF by different members at every sitting also affects follow ups and sharing of reports and minutes of the previous meetings.

- (a) The post-election violence and instability in the project area derailed the smooth implementation of the project activities; as a result, some activities were not implemented as per planned schedule. We managed to reschedule most of the activities to happen after the post-election violence.
- (b) Some districts like Ntoroko do not have functional child protection community structures at the community level, we have improvised to establish the school based committee that comprise of community structures like Local council, religious leaders and parents representatives, these will monitor project activities as well as report, track, respond and refer cases.
- (c) Connivance between the perpetrators and the duty bearer's for example between culprits, parents and police. We have coordinated with the national working group key partners to support in following up with victims and perpetrators of violence as well as referrals.
- (d) The Ministry of Education national guidelines on reporting, tracking, responding and referral and the national strategy on VACiS are not yet institutionalised in all the schools, during the visits some schools didn't have the national guidelines, others had shelved them for a long time, an indication that materials and guidelines are not utilized. We intend to train teachers and school based monitoring committees on the national guidelines on Violence and against children by Ministry of Education, science and technology and sports.

