



ANNUAL REPORT: JANUARY – DECEMBER 2018



Professor Openjuru George, Vice Chancellor Gulu University (on a tie) with the Programme participants under the Mastercard Foundation bursary program during the Extended Orientation Programme (EOP) at Gulu University in July 2018

Contact Address

Plot 387 Bukoto- Kyebando Road Zone UCB.

P.O. Box 24117,

Kampala.

Tel. 256-41-236863/ 0772-487299.

E-mail: fawe@faweuganda.org

Website: www.faweuganda.org

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List of Acronyms and Abbreviations

AIDS	: Acquired Immune Deficiency Syndrome
ASRH	: Adolescent Sexual Reproductive Health
CAO	: Chief Administrative Officer
CEDAW	: Convention on Elimination of all forms of Discrimination against Women
DEO	: District Education Officers (DEOs
FAWE RS	: Forum for African Women Educationalists Regional Secretariat
FAWEU	: Forum for African Women Educationalists Uganda
GRC	: Girls' Right Club
HEAP	: Higher Education Access Program
HIV	: Human Immune deficiency Virus
MGLSD	: Ministry of Gender Labour and Social Development
MoES	: Ministry of Education and Sports
NGO	: Non-Governmental Organization
UACE	: Uganda Advanced certificate of Education
UCE	: Uganda Certificate of Education
VACiS	: Violence against Children in and around Schools
PTA	: Parents / Teachers Association
SMC	: School Management Committee
AVSI	: Association of Volunteers in International Service
UNATU	: Uganda National Teachers Union
UNESCO	: United Nations Educational Scientific and Cultural Organization
LGIHE	: Luigi Giussani Institute of Higher Education
UNHCR	: United Nations High Commissioner for Refugees

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Special recognition goes to the Gender Unit of the Ministry of Education and Sports that continued to provide towards development of relevant gender sensitive policy guidelines, and training of stakeholders on gender responsive pedagogy good practices, knowledge, skills and expertise in furthering girls' education. We greatly appreciate your support towards FAWEU's efforts of enabling positive change for girls' education in Uganda.

We would like to acknowledge in an exceptional way the FAWEU Board of Directors for the continued strategic direction and good governance demonstrated during the year 2018. The FAWEU membership, thank you for your availability to support and promote FAWEU's cause in the various areas of FAWEU interventions. To the FAWEU Secretariat, thank you for all your efforts and hard-work that made the year 2018 successful.

Special thanks go out to the FAWE Regional Secretariat which continued to provide technical back-up and capacity building in many ways especially networking and sharing that enabled FAWEU Uganda Chapter to draw lessons for continued learning and improvement.

FAWE Uganda would like to sincerely appreciate our donors, the Mastercard Foundation, Dubai Cares, WellSprings, EU/Oxfam Uganda, Plan International, MTN, Forberg, New Ventures, FK Norway, and Individual contributions (Kadaga Fund) without which FAWE Uganda would not have been able to achieve its strategic objectives in 2018

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

Thank you so much

Susan Tumusiime Opok
Executive Director
FAWE Uganda

Executive Summary

Forum for African Women Educationalists Uganda Chapter (FAWEU), established in 1997 is one of the 34 National chapters of Forum for African Women Educationalists (FAWE). It is a pan African Non Governmental Organization founded in 1992 by five African Women Ministers of Education to promote girls' and women's education in Sub Saharan Africa in line with Education for All.

FAWE Uganda envisions ***“A Uganda in which all girls and women effectively participate in sustainable development”***. This has been and continues to attain in her mission. ***“To enhance gender equality and inclusion in education by influencing policies, nurturing attitudes, practices and implementing interventions that positively influence girl's education”***.

FAWEU's mission is to promote gender equity and equality in education by influencing policies and nurturing positive practices and attitudes towards girls' education. Its vision is “a country in which all girls and women have access to equitable quality education that enables them to effectively participate in development at all levels”.

To achieve this, FAWEUs work is guided by an overall Goal where “Girls across Uganda are able to access quality education” and a number of strategic objectives including;

- (i) To improve the level of gender responsiveness in Education Sector policies for girls and women in Uganda
- (ii) To enhancing the adoption and integration of positive gender pedagogy practices at national, community and school level.
- (iii) To increasing access, retention and completion rates by girls in school and all levels of education
- (iv) To strengthening institutional capacity for efficient and effective service delivery

During this reporting period (January to Dec 2018), FAWEU implemented a number of projects with funding from different partners which include the Master card Foundation, Dubai Cares, Packard Foundation, the European Union through Oxfam Uganda, MTN Uganda, Forberg, Beautiful World Canada, Plan International, Well Springs, New Ventures and own funds

Through this funding, FAWE Uganda was able to significantly achievements its mandate in the years 2018 and thus contributed to its goal of enabling girls across Uganda access quality education.

Under the strategic objective one on, FAWE Uganda successfully engaged policy makers at both direct and national levels enforce gender responsive policies or formulate where they did not exist in favor of girls and women in Uganda, FAWE Uganda engaged the education sector working group of Parliament of Uganda on sexual violence in Ugandan schools which led to retabling of the sexual offences bill in parliament, engaged various local governments in Tororo, Buyende, Kamuli, Kasese and Bundibugyo to formulate district ordinances against child marriages an enforcing education, the efforts led to over 300 child mothers returning to school

Under objective two on adoption and integration of positive gender pedagogy practices, FAWE Uganda successfully changed attitudes among teachers and students through training on Gender Responsive Pedagogy, this efforts has increased interest among girls to take on science subjects, developing innovative projects, stimulated schools to create enabling environment of for girls to stay in school such as providing changing rooms, safe corners, girls taking on leadership roles in their schools as well as pregnant girls being allowed to sit their examinations.

Under objective three on access to higher education, FAWE Uganda facilitated 232 (137 female and 95 male) vulnerable students from economically disadvantaged districts in Uganda to enroll, compete and complete higher education though payment of tuition, basic needs as well as mentoring and psychosocial support, through this effort, all the supported students completed the academic year and progressed to next level of their higher education. Through this support, FAWE Uganda expects that the students under the scholarships will be able to complete their education without any interruption.

Under objective four on strengthening institutional capacity for efficient and effective service delivery, FAWE Uganda was able to streamline coordination and networking with partners through which it was able to share and learn best practices for better implementation such as the Good School Kit model by Raising Voices which has been integrated in to the Community Action to Ending Violence Against Children in the Rwenzori Region Project in which start in 2018-2021, conducted training for the board members on their roles and responsibilities which has resulted to better functioning of the board, Job evaluation which has led to better job descriptions and clarity on job tasks for staff, enhanced the capacity of FAWE on resource mobilization leading, FAWE Uganda was able to submit 11 proposals to donors, 2 of which were funded

Key challenges included failure to reach the target of 70% female for the higher education access programme due to limited capacity among the schools in the targeted district to pass science students, low attitude on sciences by female students, hence few actually offering sciences , delayed approval Higher Education Certificate programme which has affected the planned activity in 2018 as well as Mixed perceptions by stakeholders on sexuality education affected its successful role out and implementation despite the launch of the National Sexuality Education Framework.

To over comes these challenges, FAWE Uganda through the STEM project has targeted to districts where the Higher Education Access Program is being implemented so as to stimulate uptake of sciences among the female students, regarding delayed approval of the curriculum by NCHE, FAWE Uganda continued to engage with the relevant partners such as Gulu and Mbarara University of Science and Technology as well as NCHE to ensure that the curriculum is approved early in 2019

Background

Forum for African Women Educationalists Uganda Chapter (FAWEU) is one of the 34 National Chapters of Forum for African Women Educationalists (FAWE), a pan African Non-governmental Organization (NGO) founded in 1992 by five women ministers of education to promote girls' and women's education in sub-Saharan Africa, in line with Education for All.

FAWEU was established in 1997 with the goal of accelerating female participation in education and closing the gender gap within the education system at all levels in Uganda. FAWE-Uganda envisions ***“A Uganda in which all girls and women effectively participate in sustainable development.”*** This has been and continues to attain in her mission; ***“To enhance gender equity, equality and inclusion in education by influencing policies, nurturing attitudes and practices, and implementing interventions that positively influence girls' education.”***FAWE-Uganda's vision and mission have direct linkages with the current global, regional and national agenda; whereby Education and Gender Equality stand alone as key pillars in attaining economic growth and development at all levels.

FAWE Uganda used a number of high impact approaches in its programming and implementation which include; advocacy coalition formation with likeminded stakeholders aimed at engaging policy makers at local and national levels in key policy provisions, strengthening mentorship especially for girls and boys under the scholarship programmes to ensure that they enroll, compete and complete their studies.

FAWE strengthened its implementation through building partnerships and networking with relevant stakeholders for coordinated implementation. FAWE partnered with Ministry of Education and Sports to develop national guidelines on the Roles and Responsibilities of Senior Women and Men teachers in Uganda, partnered with UNESCO, Makerere University and National Curriculum Development Centre (NCDC) to develop guideline for the integration of Gender Responsive Pedagogy (GRP) into teacher Education Curriculum.

The programmes implemented in 2018 focused on attaining the strategic objectives of FAWE Uganda 2014-2018 which included advocating for adolescent sexual reproductive health and rights, and promoting girls rights through the Convention on Elimination of all forms of Discrimination against Women (CEDAW) strengthening gender responsive pedagogy in teaching and learning through Science, Technology, Engineering and Technology (STEM) for secondary schools, Ending Violence against Children in and around Schools (VACiS), increasing access to Higher Education through scholarships as well enhancing the capacity for partners FAWE Uganda board and staff to be able to execute their roles and responsibilities smoothly

This reporting period saw FAWE Uganda expanding its interventions to focus on refugee emergency operations in Uganda, with support from the European Union through Oxfam Uganda, a project was started in Palabek Refugee Settlement in Lamwo district aimed at improving access to education for refugee children and host communities. The project which is being implemented through a consortium particularly provides a learning to FAWE Uganda in working and implementing through a consortium.

Overview of FAWEU Programmes

This annual report provides information on the progress made against set goals, objectives and targets and the challenges encountered during implementation period. The FAWE Uganda chapter implemented a number of projects with a timeframe ranging from one year to three years. The projects addressed different focus areas that were very critical in the empowerment of women and girls to enable them fully participate in the development at all levels. These focus projects included; direct education bursary projects, the Advocacy component for awareness creation and fostering positive practices and strategies among different stakeholders for learning and development, Adolescent Sexual reproductive health (awareness raising through provision of age appropriate information and advocacy), Violence Against children, mentoring, counseling and career guidance among, promoting Science, Technology, Engineering and Mathematics (STEM) in schools, Building Resilience in Crisis through Education (BRiCE) as well the Convention on Elimination of all forms of Discrimination against Women (CEDAW)

Summary of project 2018

S/N	PROJECT DESCRIPTION	DONAR	Target for 2018	Total amount in 2018	Achieved in 2018
1	The Higher Education Programme				
	Higher Education Access Program (HEAP) for 8 years targeting 300 disadvantaged youth (70% female and 30% male)" (VACiS)	Mastercard foundation	100 (70% female, 30% male)	458,1628,000	102 (63 female, 39 male)
	University and Tertiary scholarships	Beautiful World Canada	2 female students	5,348,000	2 female students completed in 2018
	University Scholarships	Forberg	19 (13f, 6 male)	150,625,000	2 (8 female, 4 male)
	University Scholarships	MTN	9 female	78,254,000	1 graduated in 2018
2	"Advocacy for National Action — Integrating Adolescent Sexual Reproductive Health and Rights in Education systems in Kenya and Uganda". (ASHR)	FAWE Regional Secretariat	Advocate for passing of the sexuality education frame work, Re-entry policy at	Did not receive any funds or 2018	Sexuality education frame work and Re-Entry policy passed by MOES
3	Reduction of Violence Against Children and Women				
	"Promoting Girls' rights through	Plan	Girls and	149,947,000	

	Convention on Elimination of all Forms of Discrimination against girls-(CEDAW) (CEDAW)	International in Uganda	Boys in primary and secondary schools		
	"Reduced Violence against children in and around schools (VACiS) in the districts of Kasese, Ntoroko and	Wellsprings	30 schools in Rwenzori regions	This is a no extension for 2017	30 schools supported
	Community Action to prevent violence against children in the Rwenzori sub region	Wellsprings	60 primary and secondary schools	1,480,125,000	
4	Develop innovative, interesting and girl-friendly approaches to the learning of STEM subjects	Dubai Cares	6000 girls participate in STEM	1,108,558,000	6000 girls engaged in STEM
5	Building Resilience in Crisis through Education (BRiCE) in Lamwo refugee settlement.	Oxfam/European Union	10 primary schools in Palebek refugee settlement	251,676,000	10 primary schools reached by the project



Hon Rose Mary Seninde, Minister of State for Primary Education and Sports
launching the Building Resilience through Education at Mestil Hotel in Kampala

Program Activities:

THEMATIC AREA 1: POLICY INFLUENCE FOR GIRL-CHILD EDUCATION

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

Under this objective, FAWE Uganda continued to engaged policy makers at both district and national level on enforce policies that create an enabling environment for girls and women to access quality education, efforts were made towards advocating for enactment of ordinances at district level, formulation of policies and guidelines that strengthen the role of government as a primary duty bearer to protect and promote the rights of women and girls in Uganda

Contributed to the National Consultative Process investigating cases of sexual violence in institutions of learning in Uganda

FAWE- Uganda Chapter presented a position paper to the Parliamentary Select Committee investigating allegations of Sexual Violence in Institutions of Learning in Uganda. The paper focused on creating awareness on prevalence of sexual violence in Uganda's institutions of learning, factors fuelling it, where and how it happens, who suffers the brunt and the effects of sexual violence on the population; who is the most vulnerable, legal and policy analysis - adequacy and effectiveness of existing laws in addressing the vice



The FAWE Uganda team meeting with the Committee of Parliament

Some of the recommendations submitted to the committee on addressing sexual violence in Institutions of learning include; Parliament to pass school re-entry policy enabling child mothers and other survivors of sexual violence return to school and benefit from current opportunities like free universal education, Strengthening the capacity of duty bearers and rights holders to adhere to guidelines on Reporting, Tracking, Referral and Response (RTRR) on Violence against Children in and around Schools in addition to thoroughly investigating claims of sexual harassment

Through the engagement with the committee of Parliament investigating sexual offences in schools, the recommendations raised by FAWE Uganda have been incorporated into the Sexual Offense Act which parliament is expected to pass into law in 2019.

Advocate for the development and passing of policy guidelines for Senior Women and Men Teachers in Uganda by the MOES

This arose after realization that there still exists precarious disparities hindering access, retention, performance and completion of children especially girls for example the Gender Education Policy (2016) observed that 69% of adolescent girls in Uganda have never accessed secondary education. There also exists biased cultural practices, norms and beliefs that cause girls to drop out prematurely.

FAWE Uganda alongside the Ministry of Education and Sports conducted baseline studies in selected districts in Western, Eastern and central regions of Uganda, regional stakeholder meetings were conducted in Arua and Karamoja

The draft guidelines were presented to the Inter-Sectorial Committee of the Gender in Education Technical Working Work and were approved. The Ministry and FAWE Uganda also held regional validation workshops for the guidelines.

A result of these engagements, the draft guidelines were presented to the Inter-Sectorial Committee of the Gender in Education Technical Working Work and were approved.

Advocate for the development of the Higher Education Access Certificate Programme (HEACP) Curriculum

FAWE Uganda worked with the technical team from the 3 partner Universities of Mbarara, Gulu, Busitema and National Curriculum Development Center (NCDC) to develop for the Higher Education Access Certificate Programme (HEACP) Curriculum which is expected to provide second chance education to students from disadvantaged communities in Uganda as well as international students to transition into higher education, the curriculum was submitted and accredited by National Council for Higher Education (NCHE) in November 2019

Busitema University received accreditation from National Council of Higher Education (NCHE) in November 2018 paving way for the University begin implementing the Higher Education Access Programme in 2019. Gulu and Mbarara University of Science and Technology submitted the draft curriculum to their University councils

Advocacy at district and national level

Sub county and District level Interface meetings in Buyende, Kamuli and Tororo

The interface meeting brought together duty bears and rights holders to dialogue on the magnitude of child abuse in the 3 targeted districts of Buyende, Kamuli and Tororo, the role and responsibilities of the duty bearers and rights holders in the protection of child rights.

A total of 10 Sub County and 03 district level meetings were held in 10 project implementing sub counties in the districts of Buyende, Kamuli and Tororo.

Key issues identified during the dialogue meetings included limited implementation of the existing international and national laws that protect the rights of children, continued drop out of children especially girls from school and teenage pregnancies

As a result of the commitments from the district leaders, Kamuli district passed an Ordinance on Ending Child Marriage and Teenage Pregnancies on the 9th May, 2018. Buyende and Tororo started the process of formulating the ordinance on ending child marriage and teenage pregnancies and are expected to be passed out in March 2019.

In the districts of Kamuli, Buyende and Tororo, at least 200 child mothers were able to return to school due role being played by the stakeholders in enforcing the child protection measures.

National Interface Meetings with CEDAW Project Consortium Partners

Two national level reflection/interface meetings were held with all CEDAW Project Consortium partners including; representatives of the Uganda Women Parliamentary Association (UWOPA), Plan International and FAWE Uganda. The interface meetings created an opportunity for the Girl Rights Club members' to voice out issues that were identified during the district interface meetings especially limited implementation laws that protect the rights of children , increasing child drop out from school and escalating teenage pregnancies.

The children handed a petition to the Speaker of Parliament calling upon the Parliament and Ministry of Education and Sports to re-commit all efforts towards addressing sexual gender based violence against girls in schools and communities. Through this engagement, Parliament of Uganda has re tabled the sexual offences bill which when passed will enforce penalties on sexual offenders in schools.



Fiina Rehema Kenzo, One of the GRC members handing over the National GRC petition to Hon. Rehema Watongola who received it on behalf of the UWOPA Chairperson.

Development of the Gender Responsive Pedagogy (GRP) Guidelines

FAWE Uganda in collaboration with UNESCO, Makerere University Department of Science, Technical and Vocational Education, and the National Curriculum Development Centre engaged in developing GRP guidelines to equip teachers with the knowledge of gender concepts and build their capacity to incorporate practices of gender responsive pedagogy in the teaching and learning process.

The meetings also focused on creating awareness of gender concepts and responsiveness among stakeholders, build consensus on the domains for the development of gender responsive pedagogy and inclusive education guidelines in the STEM education in addition to enriching draft STEM guidelines and implementation strategies.

Consequently GRP draft guidelines were reviewed and validated by key stakeholders. There was urgent call to advocate for the mainstreaming of GRP in teacher training curriculum for sustainability, retooling of existing teachers in order to cascade model into lower levels and create a team of national trainers.

A core team consisting of FAWE Uganda, Makerere University's Department of Science, Technical and Vocational Education and NCDC was constituted to conduct supervisory role and mobilize resources for mainstreaming of GRP in pre-service teacher training. The process of developing the guidelines is on going and is expected to be complete in 2019

Coordination and Networking

Three Working Group Meetings were held and facilitated by FAWE Uganda in 2018 to streamline coordination and networking in 2018. 11 organizations participated in the meetings where they shared their work, successes, challenges, lessons and best practices and recommendations on combating VACiS. They include; the Ministry of Gender Labour and Social Development (MGLSD), African Network for the Prevention and Protection Against Child Abuse and Neglect (ANNPCAN), Joy for Children, National Children Authority, World Education Bantwana, Girl Child Network, Raising Voices, AVSI Foundation, Impact for Innovation Development Center (IIDC), FAWEU Uganda and, Child and Family Protection Unit of the Uganda Police Force.

Through coordination and networking, FAWE Uganda was able to enhance its learning in areas of; understanding social norms in the prevention and response to violence against children, alternatives to Corporal punishment (positive discipline) by Raising Voice, parenting guidelines delivered by the Ministry of Gender Labour and Social Development.

Consequent to the meetings, FAWE Uganda has adopted and integrated the Raising Voices Good School tool Kit model into its new project- the Community Action to Ending Violence against Children in the Rwenzori Region through using the tool kit. Through this engagement, FAWE Uganda expects to enhance its capacity to mobilize communities and other stakeholders in and around schools for the protection of child rights

Through the VACiS working, FAWE Uganda has been able to position its self as a key player in the Ministry of Gender, Labour and Social Development as well as amongst other partners involved in child protection activities in Uganda charged with the responsibility of stirring the VACiS working group. The Ministry of Gender, Labour and Social Development has entrusted FAWE Uganda to coordinate the VACiS Working group.



The National VAC Survey conducted by the MOGLSD being presented at the quarterly meeting.

Advocate for the development and Launch of the Sexuality Education Framework in Uganda

In 2016, the Parliament of Uganda banned Sexuality Education in Ugandan Schools until a policy is passed to guide its delivery. Consequently Civil Society Organizations including FAWE Uganda through the Adolescent Sexual Reproductive Health and Rights Program whose major objective is to advocate for the passing of the Sexuality Education Policy in Uganda joined the ASRHR alliance to advocate for the passing of the Comprehensive Sexuality Education Policy.

Consequently, a number of advocacy initiatives were rolled out including; face to face lobby meetings with the HIV and AIDs/Health Unit in the Ministry of Education and Sports, key departments and agencies to push for the formulation and passing of the policy.

FAWE Uganda partnered with Ministry of Education and Sports to create awareness at national level through stakeholder meetings as well as radio and Television. Two talk shows were held (on KFM radio and NBS TV) and they targeted policy makers calling for the line Ministry of Education and Sports to expedite the process of passing the policy. Both shows were attended by representatives from the Ministry of Education and Sports.

The Ministry of Education and Sports approved the National Sexuality Education Framework which was launched on 11th May, 2018.



***First Lady and the Minister of Education and Sports
Hon. Janet Kataaha Museveni launching
the Sexuality Education framework.***

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

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

Promoting Science, Technology, Engineering and Mathematics (STEM) among girls in Uganda's secondary schools

In an effort to foster positive practices and attitudes for girl's education, FAWE Uganda enhanced uptake of sciences by girls in Uganda through training of teachers and girls in secondary schools on Gender Responsive Pedagogy, created an opportunity for girls to innovate through STEM competitions and well as supporting schools with science and library equipment and materials. Efforts were made toward building the capacity of schools structures such as Teacher- Parents Associations, School Management Committees on their roles and responsibilities in enforcing girl's education.

Training of FAWE Uganda staff, board members and science teachers from the targeted secondary schools on Gender Responsive Pedagogy

FAWE Uganda through the STEM project trained 30 participants (16 female and 14 male) who included teachers, FAWE Uganda staff and board members as national GRP trainers to support FAWEU in cascading the GRP model. The training of Head teachers as part of GRP Trainers (TOT) registered significant success this in itself is an implementation driving force given that the school administration fully understands the importance of the GRP model which makes operationalization of the program easier

Following the GRP trainings remarkable changes in teachers' and students' attitude towards science education especially girls' science education.

A drastic shift in girls' attitudes towards science subjects has been noted; for example some girls interviewed made positive remarks about STEM and shared their testimonies with the FAWEU monitoring team.

A Senior Three club member at Duhaga SS, Atulinda Evelyne said:, ***“ before STEM, I used to think that it is only boys who do innovative work however, after being involved in project work, I developed my interest and I am now able to try out my own innovations”***, Another male club member in Senior Four from the same school Eliya Naturinda) also remarked ***“ Joining STEM clubs has motivated me to do sciences at A' level. , I used to think that science subjects are harder than Arts subjects, however, after joining STEM clubs, I realized that it was an attitude issue and with more attention, I see sciences as passable”***

The mindset change was largely attributed to the change of attitude by teachers who now encourage and speak positively about science subjects, devoting more time to learners, inspirational talks by role model and STEM innovative projects through STEM clubs.

Adoption of positive practices that encourage girls to stay and complete their education. It was established that the use of harsh language by School Management and teachers demoralized girls and kept them out of school.

Case Studies

At Kamuli Girls College in Eastern Uganda, where cases of harsh language that demoralized girls was used, including statements such as *“Muli mu kibasi”*, translated as; *“you are in a public bus, and can leave at will”*. Such statements often affected girls and caused them to lose interest in education

At Dabani Girls’ School, one girl testified that the Physics teachers were very tough and sometimes even slapped girls for failure to participate in class. A female student testified that she was once hit hard by the Physics teacher, causing her to hate Physics, however, with the introduction of STEM club, motivational talks by role models and improved teacher –student interactions

At Biiso War Memorial S.S, a changing room stocked with emergency sanitary pads has been established to handle emergency cases. In the same school, 07 child mothers (former students) had been re-admitted in the school to continue with their education.

Y.Y Okot Memorial Girls School has designated different days of the week for STEM revisions, for example, Saturdays are Math days. Students make prior preparation for the day, hereby improving students’ planning, ultimately contributing to improved performance in Mathematics.

Mount of Olives College introduced a performance based reward in which teachers will be paid an extra allowance depending on how students perform in the science subject they teach. The school also timetabled double practical lessons for each science subject weekly basis with a monitoring system to verify if the teacher carried out the practical lesson or not.

Teachers’ Dress code: At Ikoba Girls Schools, the Head teacher highlighted that as a result of the GRP, the dress code of teachers has greatly improved especially the male teachers. Previously teachers would poorly; however after the GRP training, teachers are cautious about their appearance, attitude and language while at school,



Teachers from northern Uganda on a group discussion during a GRP training at YY Okot Memorial School in Kitgum

Training of Head Teachers and Teachers on Gender Responsive Pedagogy (GRP) in the Rwenzori region

A similar training on Gender Responsive pedagogy was conducted under the Community Action to ending violence against children to empower participants with skills and knowledge on the concepts of gender responsive methodologies for effective teaching and learning. 95 participants, including 65 Teachers (32 female and 33 male) and 30 Head teachers (4 female and 26 male) from the thirty project schools participated in the training, which occurred from 30th January to 2nd February 2018 in Fort portal district.

Core thematic areas emphasized during the training included: planning gender responsive lessons, utilizing gender responsive learning material and supportive classroom interaction, and How to create gender responsive school management systems.

Grace Aligaruka a teacher from Bundimbuga primary school noted that “As a P.5 class teacher, out of 10 learners who put up their hands to answer questions, six should be girls”. This is deliberate because of the knowledge attained during the training.

There is a significant change in attitude towards girl child and women participation in leadership at school level. 20 out of 30 schools have equal representation by male and females, both young and old within the leadership structures, i.e. School Management Committees (SMCs), Boards and Parent’s Teacher Associations (PTAs) and students’ bodies.

The inclusion of female in leadership has enabled the schools to easily appreciate the unique challenges faced by both girls and boys in school and thus design and integrate gender responsive approaches in the school.

Establishment of Safe Corners in targeted primary school

FAWEU with funding from the Build Resilience in Crisis through Education (BRiCE) project in Palabek refugee settlement- Lamwo district supported 10 primary schools of Aywee, Awich, Glory Land, Ogili Hill, Canaan, Unity, World View, Apyetta, Dicwinyi and Lugwar to establish safe corners as a means of to promoting safety and rights of the children at the school. These are separate rooms/ spaces in the school where learners can get access to age appropriate information and education, counseling service. Sanitary pads have been provided to all the 10 schools to promote good menstrual hygiene management and reduce drop out among girls

In all the 10 schools supported with sanitary pads, no cases of female students have been reported staying out of school due to limited access to sanitary pads as a result of menstrual hygiene challenges.

Establishment of children’s safety clubs:

FAWE Uganda with funding from the BRiCE project supported eight schools of Aywee, Awich, Glory Land, Ogili Hill, Canaan, Unity, World View strengthen existing Child Rights Clubs(CRC) started by other partners such as LWF and AVSI and initiated 2 CRCs in two schools of Apyetta and Dicwinyi. The clubs provided a platform for children to voice out child abuse on children, sensitizes other children within their schools and host communities on the referral pathways. A total of 300 children have been registered into the clubs, (174 girls and 126 boys).

Club members are able to employ different mediums like drama, poems, songs, and debates to sensitize the school and its surrounding community. FAWE Uganda trained 20 (10 female, 10 male) club patrons to support the child club activities

The club members conducted 24 awareness sessions in 10 schools, reaching a total of 11,102 (6155 boys and 4927 girls) on child rights, violence against children and child abuse. 4 Children with emotional challenges were provided counseling services by the club patrons. With the introduction of peer to peer counselling by patrons, the schools reported improvement school attendance among orphans. In Dicwinyi primary school, all the 20 orphan children who used not to attend classes on daily basis are now attending classes.

Case Study In world View primary school, Ms. Ayoo Night the matron of child rights club reported that they had challenges of poor performance especially from children with emotional needs. Tracy Amal a primary six pupil at world view who stated thus; *“I am grateful to the club because it has given me an opportunity to realise my potentials by accepting me. I was not promoted to primary seven last year because I failed and I felt bad because all my friends had left me and other children would stigmatize me, this affected me emotionally until Madam night(matron) counselled me together with my parents. I am now able to get even 60% in the exams and I feel happy that I will be promoted to the next class”* Said Tracy

Identification / Training of Child protection committee members:

A total of 42 Child Protection Committee members from Palabek Kal and Ogili sub- counties were trained on Child Protection and specifically focusing on areas of Child Rights, legal Frameworks, child protection mechanisms and referrals pathways.

At the end of the training, CPCs developed action plans on what activities they would conduct to create safe communities for children, 12 awareness sessions were held by the CPCs 10 the project schools and 2 in Padwat, Rock view schools reaching up to 4000 (2135 male 1865 female)

A total of 32 cases of child abuse were identified and referred by the child protection committees members, 29 case of neglect were reported and mediated by the CPCs while 3 cases of defilement were referred to the police.

Training of parents/ teachers Association members:

FAWE Uganda through the Building Resilience in Crisis through Education (BRiCE) project conducted training for the parents- Teacher Association members (PTAs) in Palabek Refugee settlement in Lamwo district which was aimed at equipping the participants with knowledge on their roles and responsibilities, gender responsive governance, gender planning, budgeting and child protection to enable them play a vital role in creation of safe learning environment. A total of 90 (60 male and 30 female) Parents /Teachers association members attended the training.

Action plans were drawn by the participants during the training most especially having regular meetings in schools, monitoring of the school activities, improving child and teachers welfare within the school, organizing parents and teachers meeting to sensitize them about child protection, abuse and rights.

PTA members had the opportunity to update teachers and parents about their training and action plans during the annual general meetings held in all the 10 school, the PTA are now actively involved in mobilizing the community to send their children to school.

As a result of the training, at least 7 refugee schools in the settlements have feeding activities; parents contribute money for payment of the cooks, the PTA members supported in mobilizing the communities.

Training of child rights club members on child protection, reporting and referral pathways

FAWE Uganda through the Convention on Elimination of all forms of Discrimination against Women (CEDAW) project trained 3840 adolescent (33 girls in 80 schools), 2400 adolescent girls out of school, 2400 adolescent boys in 80 schools). The girls (both in and out of school) in Kamuli, Buyende and Tororo were trained on; Being Assertive, Being Gender Aware, Adolescent Sexual Reproductive Health, Living free from Gender Based Violence and Body Confidence.

Through the training, schools have become more responsive to the child safety activities, at least 15 have been able to construct changing rooms, providing emergency sanitary pads, promoting child participation in schools e.g. in leadership, child- led advocacy and allowing pregnant girls to sit exams and re-admitting child mothers to continue with their education.

At least 200 child mothers reporting back into education at different levels i.e. primary, secondary and vocational as a result of community awareness by the club members and child protection committee members.



Girl Rights Club members of Balawoli Secondary and Primary in a meeting at Balawoli sub county in Kamuli

Training of duty bearers on child protection, reporting and management of cases of child abuse

The training targeted duty bearers at both sub county and district level in the 3 districts of Kamuli, Buyende and Tororo A total of 144 duty bearers at district and subcounty levels were trained to enhance their capacity and knowledge on key aspects that relate to the rights of girl children so as to enable planning and mainstreaming such aspects in their organizational work. The participants were; District Political leaders (LCV Chairperson, Resident District Commissioner, and Secretary for Gender, Youths and Children), and Technical leadership (Chief Administrative Officer, District Police Commander, District Community

Development Officer, Probation and Social Welfare Officer, District Health Officer, District Education Officer, District Planner, Child and Family Protection Officer and District Gender Officer.

During the training, participants committed to passing the ordinances to support in enforcing the existing laws for the protection and promotion of women and child rights in their communities

By the end of the reporting year, Kamuli district council had already passed the ordinance on ending violence against children while Tororo and Buyende committed to ensuring that the ordinances are passed by March 2019

Training of Peer Educators on Child protection, Child rights and responsibilities

FAWE Uganda through the Community Action to ending violence against Children project in the Rwenzori region conducted a training of peer educator June 2018, attended by 150 young people (81 girls and 69 boys) from the 3 districts of Kasese, Ntoroko and Bundibugyo. The training aimed at empowering boys and girls with skills and knowledge on how to protect themselves and others, as well as advocate for their rights in and around schools. The peer educators were empowered to advocate for themselves and others on issues affecting them in and around schools. The journey's handbook and the Reporting, tracking, referral and response to violence against children (RTTR) guidelines by Ministry of Education and Sports were used to engage the learners in group discussions, storytelling, role plays and plenary. They developed Action plans to guide them on how to engage in awareness creation activities in schools and communities



Learners engage in group discussions and experience sharing during the training

Men change agents engaged in group discussions and action planning

Training of local council (LCs) chairpersons on child protection

A training of LCS on child Protection was held in Palabek Kal to empower the participant's identification of cases of child abuse, reporting and referral of such cases. A total of 104 (90 males and 14 females) attended the training.

The main topics covered included; Introduction child Protection, roles of key actors in child protection, Legal frameworks in child protection, approaches in child protection, Child friendly communication, case management and referral pathways and strengthening resilience in individual children, families and communities.

Participants came up with action plans which focused on creation of awareness in all villages with support from the LCIII chairperson, working with the probation officer together with the police of the two sub counties to lead in operation against “B 13”- a notorious group of children known for drinking, smoking wheat, way laying people, supporting the villages to come with Bi laws that promotes education for children.

In Padwat Central B the defiled 6 years old girl happened to be the daughter to the LC I chairperson, he was able to report the case to the Community Development Officer of Ogili Sub County despite the fact that the perpetrator was a relative.

A community operation was launched in Palabek Kal against children who were reported for opium smoking, stealing and waylaying of people at night. This was an initiative by the local leaders, police and Probation Officer of Lamwo. 30 children from the notorious group “B 13”were arrested and 9 were taken to Gulu remand home.

The community appreciated FAWEU for this initiative and the chairperson LC II said the place is now peaceful. LCs continues to mobilize the community to send their children to school during meetings and some of the children who have reformed from this behavior have been enrolled for skills training at Don Bosco vocational school.

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

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

FAWEU has continuously supported the efforts for improving access, retention and completion of education. In a bid to enable vulnerable children from disadvantaged backgrounds, As such, the scholarship support was maintained for higher level of learning.

It is important to note that the FAWEU scholarship Programme has enabled the beneficiaries at the different levels to successfully complete their education which has prepared them and built their capacity to participate in development through acquisition of employment. It is also important to note that some of the students have worked hard and excelled and already giving back to their communities. Overall, FAWEU in the year 2018 supported a total of 232 (137 females and 95 males) students under the different programs. FAWEU provides educational support in collaboration with different funders. These include the following.

The Higher Education Programme

a) The Mastercard Foundation Higher Education Access Program

The bursary program now in its second year of implementation recruited a total of 102 (63 girls and 39 boys) as 2nd cohort for 2018. This program is being implemented in collaboration with 5 partner's institution of learning; Mbarara University of science and technology, Gulu university, Busitema University, Jinja school of Nursing and midwifery and Jinja medical laboratory training school. This is in addition to 98 (43 female and 55 male) who enrolled in 2017. The students were supported with tuition, cost for meals and accommodation and other functional fees.

Table 1 showing number of students under the MCF Programme supported at the different Institutions in 2018

Institution	Female	Male	Total
Mbarara University of Science and Technology	14	23	37
Busitema University	35	23	58
Gulu University	36	30	66
Jinja School of Nursing and Midwifery	17	11	28
Jinja Medical Laboratory training school	5	6	11
Total	107	93	200

Training of the students on the Extended Orientation Program (EOP)

The students were taken through the EOP which was held at Gulu University using a manual that was developed by a team of lecturers from the 5 partner institutions implementing the Higher Education Access Program. The EOP aimed at enhancing resilience among the learners to enroll, compete and complete their studies without social challenges. The two week orientation covered modules in the areas of Gender and Human Rights, Higher Education Environment, Life Skills, Peace Building, Financial Literacy, Career mapping and Giving back to the Community

Through the EOP, FAWE Uganda and the partner institutions were able to build the resilience among the students to adapt to new life in their various institutions, FAWE Uganda did not register any case of violence among the learners, students have been able to adequately manage the funds remitted to their bank accounts for personal use and feeding

At least 30% of the students took up leadership roles in the various institutions areas of guild leadership, class coordinators, association leaders as well as students council representatives, the institutions associated high participation among the students to the self esteem built during the EOP training

b) The Forberg Scholarship project

FAWE Uganda through the Forberg project supporting 19 students (12 girls and 7 boys) at the different universities. Out of the 19 students, 12 students (8 girls and 4 boys) completed and graduated with degrees and diplomas in 2018. Tuition and accommodation costs are paid directly to the university accounts upon receiving the invoices from the universities and hostel owners. While funds for upkeep are sent directly to the students accounts to support them buy basic requirements for their studies during the semesters. A total of 15 beneficiaries were provided support during their internships at different organizations for the period June – August, 2018.



FAWEU ED (Centre) posing with new graduates supported by Forberg Foundation to Access Tertiary Education

c) MTN Foundation Uganda Scholarship project

FAWEU entered into partnership with MTN foundation in 2016, in which 10 girls were selected to be supported to pursue Information Technology and communication related courses at different universities. Of the 10 students awarded the scholarship in 2016, one student Tizaru Annet completed and graduated in 2018 with a Bachelor of Science in Information System from Muni University

The program is currently supporting 10 girls at the different universities: Muni (2) students, Kyambogo (2) students, Makerere (2) students, Kampala International University (1) student, and Ndejje University (3) students.

Table 2 showing number of students supported under MTN in 2018

Institution	Female	Male	Total
Muni University	02	00	02
Kyambogo University	02	00	02
Ndejje University	03	00	03
Kampala International University	01	00	01
Makerere University	02	00	02
Total	10	00	10

d) Beautiful World Canada – Higher Education Scholarship project

FAWE Uganda with financial support from Beautiful World Canada continued to support needy but bright girls for higher education with the purpose of increasing chances of vulnerable girls to attain tertiary education. The Programme has supported 2 students (Olowo Brian and Mbabazi Pauline) under Higher education scholarship who completed their studies from Makerere University in May 2018. All the 2 are waiting for their graduation scheduled for January 2019. Currently the secondary program is supporting one student Abbo Fredrick at Mbale school of Nursing and midwifery.

Table 3 showing number of students supported under various donors in 2018.

Programs	Location	Female	Male	Total
MCF Scholarships	Bundibugyo, Kannugu, Bulisa, Ntoroko, Pader, Kaabong, Amudat, Ajumani, Amuru, Katakwi, Bukwo, Mayuge and Buyende districts.	106	94	200
MTN Scholarship	All districts in Uganda	10	00	10
Forberg scholarships	Bugiri, Manafwa, Kumi and Kapchorwa	12	07	19
Beautiful world Canada	Eastern Region	01	02	03
Total		137	95	232

Provide support including school fees, living expenses, scholastic materials, stipend and transportation; academic and psycho-social support

FAWEU paid all the tuition and other related costs for all the 232 (137 female and 95 male) students under the different programs as shown above for the 2 semesters in 2018. FAWE Uganda also provided 102 computer laptops, blankets, mattress, pair of bed sheets and suitcase for the 102 2nd cohort students recruited under the MasterCard foundation scholarship in 2018. The computers have enabled students to easily settle in for their studies because the computers supported access to electronic information provided by the institutions as well as taking notes during classes with the note books provided.



Dean of students Mbarara University handing over the laptop to one of the MCF Programme Participants

THEMATIC AREA 4: FAWEU EMERGES AS A STRONG LEARNING AND GENDER RESPONSIVE ORGANIZATION

Strategic Objective 4.1: To strengthen the institutional capacity of FAWU Uganda for efficient, effective and sustainable delivery of services to stakeholders.

In an effort to strengthen the capacity of FAWU Uganda to execute its mandate, a number of interventions were implemented during the reporting period, this included, strengthening coordination, networking and experience sharing with like minded partners, building capacity of the board and staff through training on various aspects, job evaluations and well and enhancing resource mobilization skills

4.1.1 Project level learning and engagement

A. Higher Education Access Program (HEAP)

Experience sharing meeting.

FAWE Uganda worked with five (5) partner higher education institutions in Uganda that include; Mbarara University of Science and Technology, Gulu and Busitema Universities; Jinja School of Nursing and Midwifery, and Medical Laboratory Training School of Jinja offering courses in the areas of Health Sciences, Agriculture and Education. The experience sharing meeting was convened in Kampala with participation from key stakeholders to review and share lessons, best practices and challenges encountered in 2018.

One of the recommendations from partner to was to review the bursary program to include aspects such as mentoring and annual convening as a means empowering the students on life after campus, this has been included in the 2019 work plan

Partners recommended to FAWU Uganda to introduce the aspect of awarding bursaries to students in their respective districts so as to strengthen transparency, enhance ownership of the program among the district local leadership. Awards at district level enabled the leadership to know the students selected from the districts, verify if they actually come from their areas and therefore reduced chances of those not suitable for the bursaries from benefiting, in the districts of Ntoroko, Kaabong and Pader, district leaders rejected students who were found not to be qualifying for the bursaries

B. Community led action against violence in schools (VACiS) Rwenzori region)

Exchange visits among schools and community

An exchange learning visit was conducted aimed at promoting learning, inspiring and benchmarking best practices was conducted at the six hosting schools of Kamaiba primary school, St Theresa secondary school in Kasese district; Itojo primary school and Rwebisengo Secondary School in Ntoroko district and Bumaddu Seed Secondary and Bubandi Seed Secondary school in Bundibugyo district. The activity involved 540 participants including teachers (67 female and 96 male), Community members (35 female and 85 male) and children (172 girls and 85 boys) in 30 primary and secondary schools

During the visits, participants engaged in different activities including group discussions, experience sharing, breakout sessions, presentation of innovations, plenary sessions and gallery walks. Schools learnt from one another new innovations, ideas and practices that contribute to ending violence against children in school.

At Itojo primary school, participants learnt the innovation of involving parents in village savings so as to access money for child support, engaging children in art and craft especially weaving. Over 10 primary schools in the 3 targeted districts have now adopted the innovation.



Group discussions for learners (L) and for teachers(R) during the exchange visit

Inter-agency coordination meetings

FAWEU participated in the monthly education and protection working group meeting and the Inter Agency Coordination Meetings (IACM) at the field level in Lamwo refugee settlement. During these meetings, partners provide highlights, achievements on activities, challenges and best practices in the implementation. Coordination and networking has been able to support in streamlining implementation in Lamwo, reduced duplication amongst partners.

In Lamwo refugee settlement, FAWE Uganda stands out as a technical advisor to other partners in the field of Gender Responsive Pedagogy, this is after FAWE Uganda shared about the GRP model during the coordination meetings. The GRP model has been incorporated into 2nd year work plan for the Building Resilience in Crisis (BRiCE) a project being implemented under a consortium of 9 national and international organizations.

4.4.2 RESEARCH LEARNING AND KNOWLEDGE MANAGEMENT

FAWE Uganda undertook various studies to inform program and policy decisions.

Violence against Children in school end of project evaluation report

The project undertook an end line study to ascertain the extent to which VAC project had achieved the desired project results. The three year project came to an end hence an evaluation. Results to this study reveal that the project was a success and required consolidation of achievement and scale up on the geographic coverage and program interventions. As a result the project was extended for another 3 years 2018 to 2021

Development of national guidelines on the Roles and Responsibilities of Senior Women and Men Teachers

FAWE Uganda partnered with Ministry of Education and Sports to carry out baselines studies across selected districts in Uganda to documents stakeholder and community views on the roles and responsibilities of senior women and men teachers in Uganda. The findings were validated during regional and nationals stakeholder meeting. The draft guidelines were formulated and presented at a national stakeholder meeting in Kampala and later presented to the Ministry of Education and Sports. FAWE Uganda expects that when passed by Ministry of Education and Sports, the guidelines will be able to streamline the

Knowledge Management and Communication

FAWE Uganda also received a volunteer from Kenya under the FK Norway funding for a period, she supported the chapter in areas of updating the FAWE Uganda website for better communication, development of quarterly newsletter, organization of the day of the African Child as well as documentation of key success on second chance education for the VACiS project for the Rwenzori region.

Through documenting success in the VACiS project, especially the 2nd chance education, FAWE Uganda was able to submit another 3 year proposal (2018-2021) to Well Springs which was approved by the donor. The support from the volunteer supported FAWE Uganda to improve its visibility through sharing good quality photos and success stories about its work on the website and Face Book. A number of partners such as Kisubi University have been able to approach FAWE Uganda about possible partnerships after reading about FAWE Uganda's interventions on the Website and Face Book.

5.1: Institutional Development

5.1.1 Strategic Plan Development

The development of strategic plan 2018-2023 was done through a participatory and consultative meeting with key stake holders which included the FAWE Uganda board members and staff. This was after the strategic plan for 2014-2018 came to an end. The new Strategic Plan was approved by the board in December 2018

5.1.2 Board Training and Evaluation

The Board of Directors received training on their roles and responsibilities as well as Board Functioning. Board Performance was evaluated and areas for improvement identified before the training. *Board functioning has significantly improved and the discussions at Board Meetings are now more strategic than operational, Board Committees were re-structured and now have a more focused role to the functioning of the Board and the organizational*

New Board Committees were set up with clear Terms of Reference and focus on strategic issues as opposed to operational issues

5.1.3 Job Evaluation and Analysis as well as Competency Gap Analysis

This was conducted by the Human Resource Service Centre and a report was presented to the responsible committee of the Board as well as the Board of Directors. The Board discussed and approved the report. In the report, positions were re-defined, Job Descriptions improved upon and the organizational Structure with clear reporting lines was designed. Job Grading was done and new guidelines created making it easier to design a new salary structure. *FAWE Uganda has recorded improved reporting and supervisory lines Clarity of Job Descriptions that easily relate to the day to day work of staff resulting into improved productivity*

5.1.4

Staff Capacity Building

In order to equip the capacity of FAWE Uganda to execute well, several capacities building workshops were organized during the reporting period, these included the leadership training which conducted by CBLI Centre in Tanzania, the training targeted 4 staff who included the Human Resource and Administration Manager and 3 other Programme Officers, the training has improved the capacity of staff to management projects under them, playing supervisory role as well coordinating with partners.

5.1.5 Resource Mobilization

During the reporting period, FAWE Uganda continued to built its capacity in resource mobilization and communication with funding from FK Norway, FAWE Uganda revived two (2) volunteers who supported in resource mobilization and communication

FAWE Uganda received support from a volunteer from Zambia was attached to the chapter on resource mobilization for a period of 1 year, during her attachment, she participated in the development of upto 11 proposals which were submitted to various potential funders, out of which 1 proposal submitted to Well Springs was approved for funding

6.1 CHALLENGES, LESSONS LEARNT & RECOMMENDATIONS

No	CHALLENGES	RECOMMENDATIONS TO ADDRESS THE CHALLENGES
1	<p>Difficulty in enrolling female students on to the Higher Education programme, for the Mastercard Foundation program which targeted 70% female and 30% male, FAWE Uganda only managed to raise 107 out of expected 140 in the last two years.</p> <p>This has been attributed to low uptake of science subjects among female students in Uganda, limited science equipment among the secondary schools in the targeted districts as well as lack of A-level in some of the targeted districts</p>	FAWE Uganda with funding from the Dubai Care initiative the STEM projects in 10 out of the 13 districts targeted by the Mastercard Foundation bursary program, this is aimed at creating interest among the female students to offer sciences through STEM competition, equipping schools laboratories and libraries as well as training teacher on Gender Responsive Pedagogy
2	Delayed approval of the Higher Education Access Certificate Programme (HEACP) by	FAWE Uganda had deliberate engagement with the management of the 3 partner universities of Gulu,

	the partner universities, the HEACP is meant to provide second chance education for vulnerable students across Uganda to access higher education, the program should have started in 2018 and due to failure by the partner universities to submit the curriculum to National Council of Higher Education (NCHE) for accreditation, the programme is now scheduled to start in 2019	Busitema and Mbarara University of Science and Technology to explain the relevance of the program, experience sharing meetings were held in Kampala in which experts from NCHE were invited to share the legality and modalities of the new programme. The interactions led to faster accreditation of the programme for Busitema University
3	Mixed perceptions by stakeholders on sexuality education affected its successful role out and implementation despite the launch of the National Sexuality Education Framework	Ministry of Education and Sports alongside FAWE Uganda conducted regional stakeholder meetings as well as radio talk shows across Uganda to create awareness on the relevance of the framework and well as seeking their opinions on the sexuality education in Uganda's schools. The interactions led to faster approval of the sexuality education framework by

6.1.3 LESSONS LEARNT

- Working in consortia comes along with unique expertise that FAWEU has tapped into to achieve results, build staff capacity and develop new projects. A case in point, when FAWEU worked with Plan International to implement the CEDAW project, provided a lot of learning and led to the development of new projects i.e. BRICE and the Community Led Action to end Violence against children.
- Stakeholder engagement in problem definition, project design and implementation helps in general project acceptance and guarantees ownership and sustainability.
- Adaptation of successful models rather than re-inventing the wheel saves time, and resources in project implementation e.g. use of community volunteers model in CEDAW has been replicated in BRICE and Community Led Action to end Violence against Children in and around school projects.
- Incorporating the school calendar in the project implementation schedules helps in creating smooth and sustained partnerships with schools.
- Diversifying and venturing in interventions in other sectors other than the traditional scholarship programme has opened FAWEU to other funding partners and has widened operation base.
- Use of already existing community structures for project implementation was viewed as cost effective and avoids duplication of work.
- Stakeholder engagement during activity implementation has greatly improved on networking, service delivery and a step towards achieving sustainability, continuity of the project and strengthening partnership

Financial Report for 2018

FAWE Uganda received a total of **8,201,240,128** Uganda shillings 2018, out of this, **5,649,126,418** was spent on direct program activities, administration and personnel costs. A total of **2552,114,510** is a balance that has been carried to 2019

Figure 1 showing total percentage incomes received in 2018

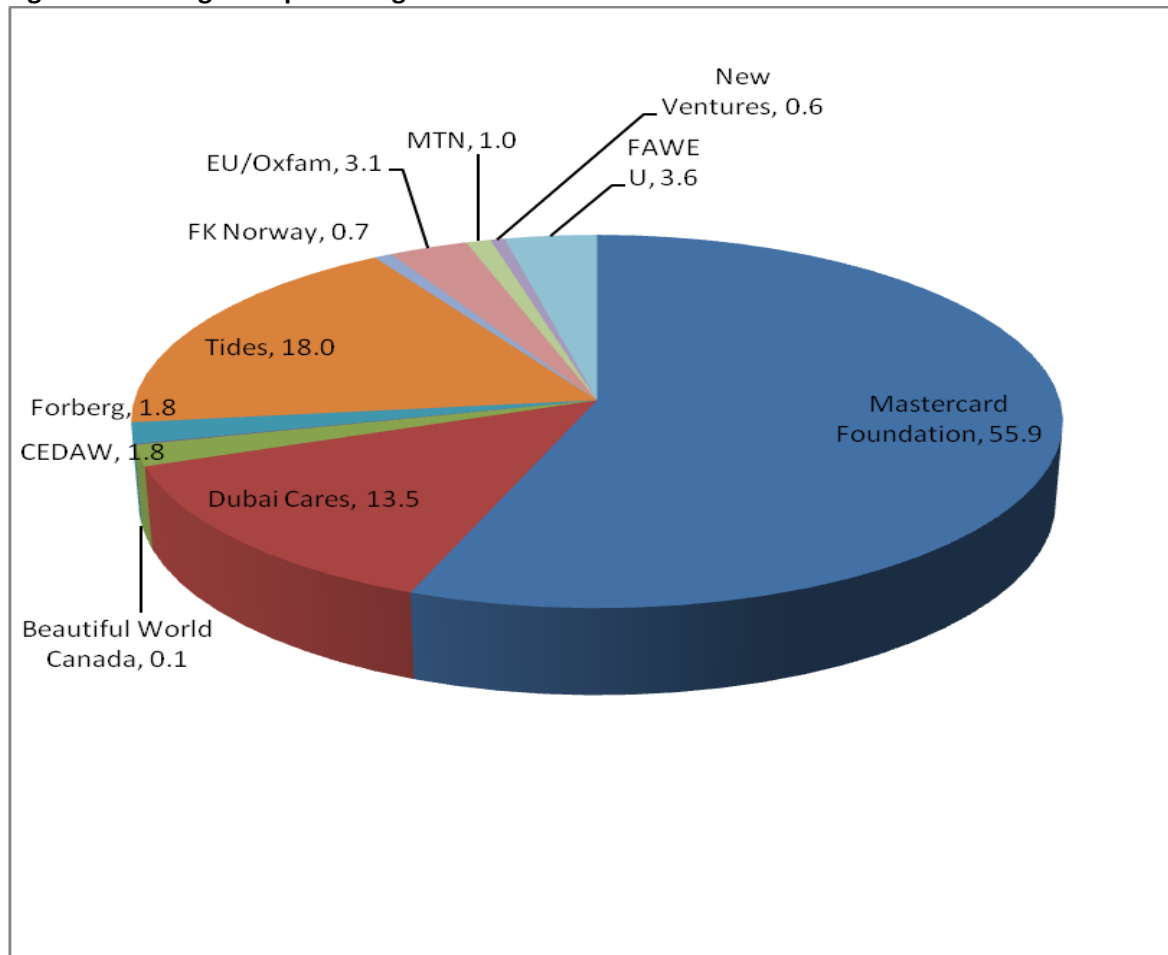
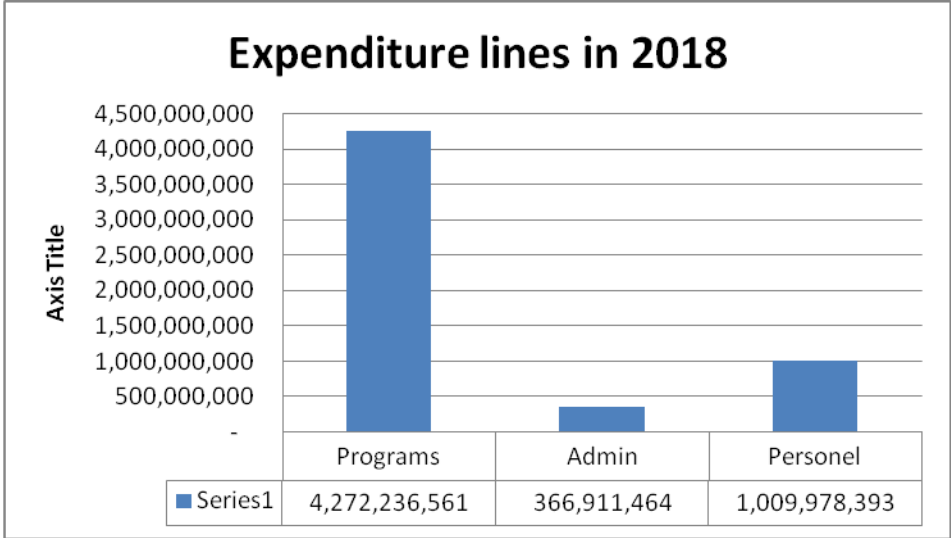


Figure 2 showing expenditure line in 2018



Children of Bamadu Primary school in Bamadu primary in Bundibugyo presenting their school action plan on prevention of child abuse in the school and community after a training on Violence Against children