

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS Uganda Chapter (FAWEU)



Annual Program Activity Report January – November 2012

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1.0 Introduction

This report presents an account of the activities planned to be implemented in 2012. The report is guided by the program activity work plan for the year and the stated milestones of progress included there in the workplan. The report presents planned activities, outputs and intermediate outcomes realised in the implementation of the different program activities during the period under review. It also identifies implementation challenges faced and as well proposes recommendations to overcome these challenges. FAWEU has experienced growth and with increased capacity, we have better positioned our team to serve thousands of girls and boys around the country through our programmes as presented below.

2.0 Activity Quarterly Report January - November 2012

2.1 Empowerment of girls through Scholarships

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

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

2.1.1 ADB/MoES/FAWEU Scholarship

The Ministry of Education & Sports (MoES) with financial support from ADB Education IV project contracted FAWEU to implement a bursary program supporting 750 students through a cycle of 4 years for O'level and 2 years for A' level and BTJET all within the period of 2011 – 2014. The objective of this bursary project is to increase chances of vulnerable girls and boys to attain secondary school education. The bursary scheme is targeted to benefit 750 students (75% girls & 25% boys) at both secondary school level and post-secondary training in select BTJET institutions. This report therefore, provides an update on the progress of the implementation of the activities of the bursary component.

The FAWEU scholarship committee in 2011 selected and awarded 704 bursaries out of the expected 750 to needy children. However some of the students awarded the scholarships did not take them for various reasons including requirement to change to specific schools as well as some later were found not to be very needy. This necessitated selecting more students to realise the targeted number.

In addition the scholarship program paid school fees for the beneficiaries as a uniform figure to the project schools amounting to UGX 267,000 for secondary schools and UGX 237,000 for BTJET institutions. The beneficiaries were given UGX 25,000 for their upkeep expenses (stationery & basic needs). However, during the implementation, FAWEU received grievances from some schools especially those whose school fees is much higher than what the project offered and also considering the high cost of living in the country, that they were finding it difficult to keep the students in school as they should..

As a result, ADB/MoES requested FAWEU to make an analysis of the funds available to determine if the school fees would be revised upwards and as well how many more children would be awarded bursaries. A thorough analysis was made and it was agreed that;

1. School fees be increased by 15% - UGX 307,050 for secondary and UGX 272,550 for BT/VET
2. The students up keep increases by 40% - UGX 35,000
3. New bursaries are awarded to 100 more students only in senior five in 2012 to make a total of 704 beneficiaries.

The FAWEU scholarship committee composed of FAWEU, MoES and ADB officials, came together and carried out the process of selection as follows;

a) Mobilisation of applications

Mobilization of new applications for scholarships from vulnerable girls and boys was done through the Mwalimu pullout of the New Vision of Wednesday 8th February 2012, FAWEU website, notice boards at FAWEU, partner NGOs, local government departments and volunteers (individuals, organizations and FAWEU members). The applicants were given a period of 3 weeks from the time the announcement was made within which to submit the applications. The application requirements included:

- a) Handwritten application by the applicant stating clearly family background and economic status / level of need
- b) A copy of the Uganda Certificate of Education (UCE) slip
- c) Reference letter by school head teacher (current or past if dropped out of school)
- d) Letter from home area (residence) Local council 1 to ascertain locality and used to trace home during verification.
- e) Sketch map to home from the nearest trading centre

All applications were collected at the FAWEU secretariat and summarized to capture the applicants' details including; sex, aggregates obtained, family background, home district, among others. A total of 206 (149 girls 57 boys) applications were received at the time of preliminary short listing. Prior to the start of the selection exercise for new applicants, the committee agreed on the following key issues.

- (a) Given the fact that there were only 100 scholarships for the whole country, they would be equally shared by all the 4 traditional regions (25 scholarships per region).
- (b) The 25 scholarships were to be awarded to 75% girls-19 and 25% boys (6) per region.
- (c) The students (boys) who were supported under one of the FAWEU scholarships that concluded, would also be considered if found still deserving.
- (d) The following areas were scored and used as yard sticks of vulnerability to qualify for consideration.
 1. Orphan
 2. Good Performance
 3. HIV/AIDS affected
 4. Poor family economic status
 5. Participation in co-curricular activities
 6. Special needs

Using the above measures of vulnerability, a total of 110 applicants (65 girls and 45 boys) were shortlisted for verification. However, during the short listing process it was discovered that Eastern and Northern regions had not presented enough candidates from which selections would be done and completed. Members therefore, agreed that the respective FAWEU regional representatives mobilize more applications for considerations from the two regions. The following table shows the number of applications that were mobilized from the two regions.

Region	Girls	Boys
East	6	0
North	17	8

Total	23	8
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b) Verification Exercise

To ensure that scholarships benefit the most vulnerable girls and boys, FAWEU undertook a verification exercise of applicants by visiting their homes. FAWEU extracted applicants' documents and maps to their homes as well as the Local council recommendations ready for verification by different teams. To ease the process of verification, the applicants were grouped according to districts of residence.

A group of 16 members drawn from FAWEU membership, Ministry of Education and FAWEU volunteers embarked on home visits for verification of the applicants'. Using the sketch maps provided at the time of the application, homes of applicants were traced and visited. Using the verification tool, an interview was held with the applicant and or family members as well as assessment of house hold assets; observation of the surrounding was done to help in drawing of conclusions about the families socio- economic status.

Below are some pictures taken during the verification exercise.

Catherine Nalubwama at home



one of the applicants with his mother at home, district



Derrick Kassaga Butambala

On conclusion of the verification exercise, the committee met again on 5th March 2012 to review reports and award scholarships. The following table shows scholarships awarded by region.

scholarship
verification

Region	Girls	Boys	Total
Central	20	12	32
East	16	12	28
North	18	7	25
West	12	8	20

Total	66	39	105
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d) Status of beneficiaries

The current status on total number of the beneficiaries is as follows;

Class in secondary school or Business Technical Vocational Education and Training (BTNET)	Girls	Boys	Total
S2	248	104	352
S3	12	9	21
S4	5	3	8
S5	74	43	117
S6	68	69	137
BTNET	24	45	69
Total	431	273	704

Although the project targeted to benefit 75% girls and 25% boys, the actual beneficiaries were 61% girls and 39% boys. This was because it became difficult to get the required numbers of girls within the required time.. All the selected beneficiaries were placed in the selected project secondary schools and BTNET institutions. Fees and up keep for the beneficiaries were all paid. The beneficiaries were given a termly facilitation of UGX 35,000 to be able to purchase some items of scholastic materials and basic needs.

f) Academic performance

Academic reports for terms 1 and 2, 2012 were received for a total of 420 beneficiaries. Analysis of the performance indicates that the students enrolled in 2011 have improved their performance. This has been evidenced by over 50% of those that were in the third quarter of their respective classes moving to first and second quarters of the class which, means they are performing above average. It should be noted that a total of 139 students (68 girls and 69 boys) undertook their UACE examinations. .

2.1.2 Forberg Scholarship

The three year initiative that started in 2010 concluded in 2012. The project that targeted r girls and boys from rural poor households in East and Northern Uganda with the following objectives:

- To increase the chances of vulnerable girls and boys to attain secondary school education,
- To inspire girls and boys to stay in school and aspire for professional careers, advocate to stakeholders especially at community level for increased investment in girls' education.

The project supported a total of 71 (52 girls and 19 boys) bright girls and boys from poor families to attend secondary education for a period of three years. These beneficiaries were drawn from Northern and Eastern Uganda, The scholarship package included; tuition fees, examination and registration fees for those in S.4 and S.6, boarding fees, scholastic materials and other key basic requirements for those in boarding schools. out of the 71 students awarded the scholarship at the project inception, 62 (44 F & 18M) were in school in 2012. This was as a result of 2 girls completing S.6, 3 joining vocational institutions after S.4 and 1 boy and 3 girls dropped off for various reasons.

A total of 14 government schools were identified in which the beneficiaries were placed for their education. These schools are scattered across 9 districts in these regions and the details are presented below;

S/N	District	School Name	Number of Beneficiaries in the school	
			Girls	Boys
1	Iganga	Iganga S.S	9	0

2	Tororo	Tororo Girls School	7	0
		St. Peters College Tororo	0	4
3	Kapchorwa	Gamatui Girls' School,	6	0
		Sebei College Tegeres	2	3
4	Kumi	Ngora High school	3	0
5	Lira	Dr. Obote SS,	0	3
		Sacred Heart	7	0
		St. Katherine S.S,	9	0
		Lango College	0	1
6	Gulu	St. Joseph College, Layibi	0	5
		St. Thomas Moore	1	0
7	Kitgum	Kitgum Town College	0	1
8	Jinja	Jinja College	0	1
			44	18

Payment of tuition and other school requirements

Tuition including boarding fees and examination charges for a total of 62 scholarship beneficiaries for the year was paid in time to enable the beneficiaries settle in school. Beneficiaries were further provided with assorted items of scholastic materials and basic needs.. A total of 49 students (32 girls and 17 boys) undertook Uganda certificate of Education (UCE) while 02 undertook Uganda Advanced Certificate of Education (UACE) in October/ November 2012.



Candidate beneficiaries at Iganga Secondary School excitedly read their success cards from FAWEU

Below is a summary of beneficiaries by class.

No.	Class/grade	Girls	Boys
1	S.3	1	0
2	S.4	32	17
3	S.5	09	1
4	S.6	02	0
	Total	44	18



Again beneficiaries at Iganga secondary school receiving their scholastic materials and basic needs

2.1.3 KARAMOJA SECONDARY SCHOOL SCHOLARSHIP

The Forum for African Women Educationalists Uganda Chapter (FAWEU) since 2005 and with financial support from the Embassy of Ireland has supported vulnerable Karamojong girls (65%) and boys (35%) to access and complete secondary education cycle in Karamoja region through provision of a comprehensive scholarship program. The Scholarship programme constitutes of payment of school fees and other school requirements, purchase and delivery of scholastic materials and basic needs to the students and distribution of students transport to and from home. The scholarship also includes programs designed to build the capacity of the teachers in mentoring skills to be able to talk to the beneficiaries and help them manage some of the challenges they go through as they grow up. Currently, FAWEU and the Embassy of Ireland have entered into an agreement for the period 2011 – 2014 during which the Embassy of Ireland shall continue to support activities in Karamoja with emphasis on education, gender and HIV/AIDS. To-date, the total current number of students on the secondary bursary programme to 1042. The following activities were accomplished during the year.

Soliciting for Scholarship applicants

As teams visited the districts for the end of term III 2011 meeting, a copy of the application guidelines was shared with the district task force members to be availed to the communities and the vulnerable children to apply. The Regional Coordinator also ensured announcements were made on the local radio stations creating awareness and informing the targeted population about the availability of scholarships and application procedures. Knowing that not all the people in Karamoja region can access a radio, members from the task force were also requested to make further announcements in church and other community gatherings. The application requirements were as follows:

1. Must have obtained grade I, II or III in the National Primary Leaving Examinations in 2011
2. Must be a Karamojong and studying from Karamoja
3. Must be needy (HIV affected, orphaned, with very poor parents/guardians)
4. Priority was also given to those from child headed homes.

Short listing of applicants, verification and final awarding of beneficiaries

Following the release of the National Primary Leaving Examination results, the applicants were given three weeks in which to submit their applications to the office of the Education Officer by 3rd February 2012. Applications were collected by the office of the District Education Officer in each of the districts of the Karamoja region. In consonance with the resolutions from the November 2011 stakeholders' meeting, the FAWEU team jointly with the district task force embarked on the process of selection, verification of potential beneficiaries from 7th – 11th February 2012 thus the awarding of deserving beneficiaries.



Photos from the selection & verification exercise in Moroto and Napak Districts 2012

After the selection and verification exercise, the lists of confirmed and awarded scholarship recipients were shared with the contact persons at the respective districts. The lists were pinned on the District Education Office notice boards for easy access and view by the scholarship applicants. The lists were also shared with the different head teachers of the FAWEU core secondary schools to easy verification as the children reported to school.

Scholarship Slots per District:

As agreed in the November 2011 Stakeholders' meeting, the slots were distributed according to the total number of candidates registered by the district divide by the total number of registered candidates in the region multiply by the 200 available slots for the whole region. Details of the distribution are as shown in the table below.

S/n	District	Female	Male	Total
01	Abim	30	16	46
02	Kotido	17	09	26
03	Kaabong	25	16	41
04	Moroto	12	07	19
05	Napak	20	12	32
06	Amudat	07	04	11
07	Nakapiripirit	17	08	25
	Total	128	72	200

Payment of school fees and other school requirements

Fees for all the terms 2012 has been paid, including PUJAB fees for Senior Six candidates and field work fees for the candidate classes in all schools. The collection of fees bills has greatly improved with the presence of the Regional office in Kotido. This has led to timely payment of fees for all schools, save for term III where the poor state of the roads made it difficult for bills to be accessed from schools.

Payment of fees was also done for students who are attending vocational training at various institutions in and around the Karamoja region. It was agreed with the funder that some children who for one reason or the other cannot afford to continue with secondary education be supported to undertake vocational training to attain a skill. There are currently 24 students (16 girls & 8 boys) receiving training in various skills such as plumbing, teaching, nursing and midwifery. 20 of these students sat O' level in 2010 while 4 sat in 2011. The low numbers for the 2011 sitting are attributed to poor career guidance (most students applied for nursing and failed to secure admission due to poor science grades) and the extension of the scholarship to cover University education (This has inspired many students to stay in school in the hope of benefitting from this extension).

Fees has also been paid for the 9 students (5 boys and 4 girls) who are studying in schools outside Karamoja. It was also agreed with the donor that students who excel in UACE national examinations are given an opportunity to study outside

Karamoja as an opportunity to interact with other but also a motivation to others to work hard. This year, 6 students were selected, 3 boys and 3 girls to study in Kiira College Butiki and Iganga Secondary School respectively.

NAME	SCHOOL	CLASS	Sex
1. LAROK NICHOLAS	TESO COLLEGE ALOET	S.6	M
2. IKONDERE JULIUS	KIIRA COLLEGE BUTIKI	S.5	M
3. LOKAYE GABRIEL AKPOE	KIIRA COLLEGE BUTIKI	S.5	M
4. LEMUKOL AUGUSTINE	KIIRA COLLEGE BUTIKI	S.5	M
5. AKOL ANNA LYDIA	IGANGA S.S	S.5	F
6. ILUKOL MIRIAM	IGANGA S.S	S.5	F
7. ACHIENG CAROLINE	IGANGA S.S	S.5	F
8. ANYANGO EUGINE	MT. ST. MARY'S NAMAGUNGA	S.6	F
9.	MENGO SENIOR SCHOOL		M

The above are in addition to Loiki John Mark who following his good academic performance after S.4 from Kotido S.S in 2008, he was transferred to study from Kiira College Butiki where he scored 21 in PCB/Maths.

Beneficiaries' Academic performance – UCE & UACE 2011

UACE 2011 Summary

Here below is the performance of the beneficiaries that were able to transit to senior five after completion go O'level in 2009

Category	Female	Male	Total
4 principals	00	03	03
3 principals	03	05	08
2 principal	10	07	17
1 principal	11	10	21
Subsidiaries	21	04	25
Total	45	29	74

20 of the 74 who sat UACE national examinations have been supported by Irish for tertiary education.

Here below is the performance by school of the children that sat for UCE national examinations

Project School	DIV1	DIV 2	DIV 3	DIV 4	TOTAL
Abim SS	2	6	10	4	22
Morulem Girls SS	2	9	6	3	20
Kotido SS	3	8	20	12	43
Jubilee SS	1	5	6	3	15
Moroto high school	1	10	3	2	16
Kangole Girls School	5	11	8	0	24
Pokotss	0	0	2	2	4
Namalu Seed School	0	2	0	10	12
General total	14	51	55	36	156

	FEMALE	MALE	TOTAL
DIV 1	8	6	14
DIV 2	25	26	51
DIV 3	31	24	55
DIV 4	25	11	36
TOTAL	91	65	156

Purchase and distribution of students' basic needs

In line with the provisions of the FAWEU procurement and contracts procedures, FAWEU contacted three of the pre-qualified companies for the purchase of the students' scholastic materials and other personal needs. Basing on the prices

quoted, the companies supplied the items. These included; exercise books, counter books, pens, washing soap, sanitary pads, bathing soap, mathematical sets, calculators, knickers/panties, graph books, art books, tooth brushes and tooth paste. Term I items were delivered in February, Term II materials delivered in July and Term III materials delivered in September.



Running of the Coordination Office in Karamoja Region

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

The motor vehicle attached to the Karamoja Coordination office, having been purchased in 2005 was written off by the financial auditors and recommended for disposal. As such, FAWEU provided the Regional office with an alternative vehicle from July 2012 as negotiations with Irish Aid over a new vehicle for the Karamoja office ensue.



District Task Force meetings

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

This year, the members of the DTF, having mentioned that they are occasionally constrained while carrying out their activities, were provided with facilitation of UGX 200,000 per term so as to improve their ability to visit schools and talk to the students as well as share the programme information with the community members. This has increased their presence in schools and communities and thus improved the performance of the programme.



Gender Responsive Pedagogy

From October 5th – 8th 2012, FAWEU organized a training workshop in gender responsive pedagogy in Moroto and Kotido districts. 5 selected teachers including the headteacher and 2 females from each of the 8 project schools were taken through a 2-days training on gender responsive pedagogy for the purpose of preparing them to best handle the issues related to gender concerns at school level. The element of counseling and/or psychosocial support was also emphasized in that there are some children who may be traumatized as a result of gender related problems that desperately require confiding in someone for support. The training in Moroto District drew participants from Moroto High School, Kangole Girls' School, Namalu Seed Secondary School and Pokot Secondary School. The training in Kotido drew participants from Jubilee 2000 Secondary School, Kotido Secondary School, Morulem Girls' School and Abim Secondary School. The training was well attended with facilitators drawn from amongst the FAWEU membership that is well equipped to carry out this training. From the evaluation at the end of the training, it was evident that the participants had found the training very useful to them. The participants were availed a GRP manual as well as IEC material to share with staff and students at school.

Career Guidance and Mentoring

Having discovered that one of the challenges facing the beneficiaries is poor career guidance as they complete candidate classes that finish a level to another, FAWEU organized a Career Guidance and mentoring activity in the partner schools in Karamoja so as to provide relevant and adequate information to the students as they prepared for their end of year examinations. Career guidance sessions were conducted with Senior Four and Senior Six classes while mentoring was done for all classes. This took place from the 12th - 14th of October 2012. The objectives of the sessions included helping the students identify their strengths and thus areas of emphasis. The training was carried out by officials from the Ministry of Education and Sports, Career Guidance department as well as FAWEU members.



A mentoring training was also organized from the 22nd – 24th of April 2012 for existing and new school based mentors under the Karamoja Secondary Scholarship program. The objective of this training was to share experiences on the mentoring program over the years, re-acquaint existing mentors with the core values of the program and qualities of good mentors as well as to train new mentors to replace those that have since left the schools. The training was hosted by

Kotido Secondary School and attracted 40 participants from all the 8 project schools in the region. This was a very good attendance as it reflected 100% attendance. The program for the training included a review of the mentoring program, understanding mentoring, adolescent sexual reproductive health education as well as HIV/AIDS training and guidance and counseling tips. The seminar noted that there was great improvement in the discipline and academic performance of the beneficiaries of this program as opposed to other programs due to the activities of the school based mentors. It was agreed that refresher trainings are organized every 2 years, funds allowing, so that the feedback that is received at each of these training sessions can better inform the quality of the program.

Parents' and Community meetings

Having children especially girls enrolled in school and see them through the O'level and on to A 'level in Karamoja is such an achievement to the parents but also to the community in the Karamoja region. The mentoring component that inspires the students to stay in school until completion without tampering with the traditional and cultural beliefs is a demonstration to the community that formal education is a good investment. However, the component of community support and involvement to education particularly of the girls is still inadequate. This year, parents' meetings were carried out in each of the 7 districts so as to encourage the community to continue to support the programme especially the education of girls. At one of the meetings, a parent is quoted as having said, "I am very blessed that my girl is on the bursary. She comes home and teaches me to read and write." This is evidence that the children's education is beneficial to the parents and the community too.



It is noteworthy that the turn up at these Parents' & Community meetings has greatly improved with up to 147 participants at the Parents' & Community meeting for Kotido Secondary School. This is a demonstration by the community that they view formal education as a good investment and will definitely go a long way to facilitate the students to stay in school until completion without tampering with the traditional and cultural beliefs.

As the teams visited the beneficiaries, it was found out that the beneficiaries need shoes an item that was not earlier on included among the basic needs that are given on a termly basis. Therefore, in consultation with the Embassy of Ireland, FAWEU was able to purchase for the beneficiaries black shoes each one a pair. Below are some of the photos taken after the beneficiaries received the shoes.



Challenges

All the planned activities for the period of January – June 2012 have been accomplished despite a few challenges. These have included;

- Following the need for constant repairs that have depleted the budget allocation for car maintenance, the vehicle allocated to the Karamoja office has been withdrawn from the field office and will be disposed off within the conditions of the memorandum of understanding with Irish Aid as well as FAWEU's assets disposal procedures. In the meantime, a FAWEU pickup has been allocated to the program to ensure activities still go on as planned, as we await information on the purchase of a new vehicle.
- The poor roads in Karamoja have continued to limit our ability to effectively implement all programs. The roads mainly deteriorate during the rainy seasons and this has delayed activity implementation and the budget allocations for car hire (since most companies charge higher for Karamoja trips) and per Diem (Occurs when the team stays in the field longer than planned).
- The District Task Force has been facilitated with a termly contribution of GX 200,000 to promote activities during the term, including mentoring, holding discussions with the school administration on performance and discipline as well as encouraging the community to support education initiatives in the district. The District Task Forces submitted work plans which were approved and we await termly accountability from the committee on activities carried out.
- The fluctuating exchange rate for the Euro to The Uganda Shilling has greatly affected the program this year. This was so mainly because the program funds were remitted in Euros and it led to losses on a number of occasions as we transferred the funds to Uganda Shillings (See Financial Report attached). We have, however, been in touch with Irish Aid and look forward to receiving extra funds to cover the remaining parts of the program for this year.

On a sad note, one of the students on the programme, Longole Carolyn (RIP) passed away on October 26, 2012 from Matany hospital due to complications with her liver. She had been studying at Kangole Girls' School. A condolence message from FAWEU was passed on to her family.

2.1.4 AFRICAN EDUCATION INITIATIVE AMBASSADOR GIRLS SCHOLARSHIP PROGRAMME (AEI/AGSP)

The AEI/AGSP programme funded by USAID since 2000 ended September 2011. The programme that started in 2001 has since supported 4536 girls and enabled them complete secondary school, 250 boys of which 178 had not completed secondary school by the time it concluded.

The programme provided a close out package of the following pedagogical materials to 10 select schools. The selection of schools considered; schools hosting more than 5 AGSP scholars, schools special needs children and schools in hard to reach areas. Schools with more than 5 AGSP scholars and schools in hard to reach areas received the following items;

Biological Science	1
Mathematics for A' level paper 1	3
Mathematics for A' level paper 2	3
Principles of organic chemistry	3
Advanced chemistry	3
Advanced Physics by Mancasta	3
Advanced Physics by Duncan	3

These schools included;

Public schools with more than 5 scholars	Rural Schools
1. Mbale Secondary School with 14 Scholars 2. Mengo Senior School with 12 Scholars 3. Old Kampala Secondary School with 10 Scholars	1. Pajule Secondary School, in Pader District, Northern Region 2. Adwari Secondary school in Otuke District, Northern Region 3. Bukomero SS, Kiboga District- Central Region 4. Mbuye Farm School in Rakai District- Central Region 5. St.Anne SS, Kihane, Ibanda District- Western Uganda



FAWEU official hands over the books to the teachers in Old Kampala and Mengo senior S.S

The schools with special needs received the following items;

Braille paper cartoons	2
Perkins Brailers	1
Goal Ball	1

The schools with special needs included;

1. St. Francis School for the Blind (Visual Impairment)
2. Iganga Secondary School (Visual Impairment)

The materials to all the schools were procured and distributed to the schools between December 2011 and January 2012.

Support to the AGSP boys

Out of the 128 boys that undertook O'level national examinations in 2011, 50 of them who have submitted their results continuously presented to the secretariat their financial difficulties to enable them join another class; notwithstanding the fact that communication regarding project end was made. However, we are happy to report that out of these 50 boys, 20 boys were considered under ADB/MoES scholarship and have been allocated to study in the following schools.

No	Name	School
1	Odongkene Rashid	ST. Joseph's College, Layibi
2	Jonathan Sebunya	Masaka SS
3	Mwesige Jonathan	St.PetersNsambya
4	Ntabazi Steven	St.PetersNsambya

5	SingoSwaliki	Busoga College Mwiri
6	Kafeero Hassan	St.PetersNsambya
7	Opwonya Haggard	Dr.Obote College
8	Akugizibwe Junior	Mbarara High School
9	KibirangoSulaiman	St.PetersNsambya
10	AzaboMorish	Mvara SS
11	Yandu Amos	Mvara SS
12	Ainebyoona Brian	Mbarara High School
13	KasaggaDerick	Gombe SS
14	SewanyanaWaswa Frank	Gombe SS
15	Baijanibeera Donald	Kitara SS
16	Nkundwaruhaga Solomon	Gombe SS
17	Rukundo February	Mbarara High
18	Emalu Emmanuel	St.Peters College Tororo
19	Wangoolo Isaac	Nabumali High School
20	Kutosi Emerson	Nabumali High School

PESTAROZZI PARTNERSHIP

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

The selection process in Uganda took place in December 2011 and had 10 students (7 G & 3 B) out of the total number of 27 applicants under FAWEU participating. From these 27, only 3 students (2G & 1B) have been successful in the selection and they were FAWEU former students. They are Timothy Ogolla, HabibaMalingha and Rachel Nanteza. These 3 applicants sat the International English Language Test which they passed and obtained a student visa to the UK before they were given the unconditional offer of a scholarship. The whole process of getting their passports and visas was completed and they left at the beginning of November to go and pursue their studies.

The process of soliciting for other applicants to benefit in the same way started in October by announcing the availability of the scholarship. 40 applications were received out of which 9 were shortlisted. They were given the pestarozzi forms to fill in and return to the FAWEU Secretariat as they also prepare for the interview on December 3rd 2012.

Individual Sponsors

There are 4 girls supported by individuals at secondary school level. Their sponsors are TerekTaboure and Laura Keihas. The girls have all reported to school and have sat for UACE national examinations. They are;

No	Name	School	Class
1	AciroCredly	Sacred Heart Girls SS	S4
2	Akitenge Evelyn	St. Mary's SS Madera	S4
3	AminaMutesi	St. Kalembe SS, Nazigo	S4
4	Ilomu Margaret	St. Joseph's Girls' Nsambya	S4

2.1.5 HIGHER EDUCATION SCHOLARSHIP PROGRAM

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

a) Those supported through fundraising from the corporate companies

The first group of beneficiaries under this program is the 26 girls that were flagged off during the 11th Annual Sarah Ntiro Lecture & Award celebrations that took place in March 2011. These girls have had their tuition fees paid up to 2nd Semester 2011/2012. Of the 26, 7 girls will be completing during this academic year leaving a total of 19 girls for whom there remains need to raise funds to enable them complete their final year. 3 of the 19 girls have been picked up by the Kenny Family Foundation to be supported for the remaining duration of their studies.

Follow up with MTN Uganda has culminated into a partnership which has provided two (2) scholarships for girls at university valued at UGX 15,000,000 annually. This scholarship is targeting girls studying telecommunication related courses and will provide tuition, accommodation and meals to the beneficiaries. Following FAWEU normal process of identifying beneficiaries, 2 needy but bright girls **Anita Senjala Nakiryowa and Sandra Mukoda** were considered to benefit from the MTN Uganda Scholarship.

b) Busitema University

Busitema University continues to support the FAWEU Higher Education Programme through an annual offer of 2 scholarships to FAWEU. This year they revised their offer to 3 beneficiaries per year. The total number of beneficiaries is now 9 students offering different science courses. The scholarship covers tuition, accommodation and meals.

c) The Kenny Family Foundation

The Kenny Family Foundation has been a partner with FAWE Uganda for over 7 years. The foundation responded to a request to partner under the Higher Education programme by accepting to sponsor 3 of the 26 FAWEU girls through the remaining part of their study. These girls are Hazra Okem and Doreen Asingwire, both at Busitema University and Barbara Akello at Kyambogo University. The sponsorship covers tuition and accommodation fees. This is in addition to support for Grace Nanyonga & Stella Lamwaka for the post graduate studies, both long time FAWEU beneficiary and members of the FAWE Uganda Beneficiaries Alumni Association.



The Kenny family poses for a photo with some of the beneficiaries

NAME	COURSE	INSTITUTION	STATUS
GRACE NANYONGA	BACHELOR OF LIBRARY AND INFORMATION SCIENCE	MUK	2 ND YEAR
HAZRA OKEM	BACHELOR OF NATURAL RESOURCE ECONOMICS	BUSITEMA UNIVERSITY	3 RD YEAR
DOREEN ASINGWIRE	BACHELOR OF AGRICULTURAL MECHANISATION AND IRRIGATION ENGINEERING	BUSITEMA UNIVERSITY	3 RD YEAR

AUMA DAISY	O LEVEL STUDENT	UPHILL COLLEGE MBUYA	S.4
BRIAN RUBANGAKENE	BABY CLASS	NURSARY (TRAIN UP ACHILD NURSARY & PRIMARY SCHOOL)	P.1
NAGUDI MIRIA	DIPLOMA IN MIDWIFERY	MEDICARE HEALTH PROFESSIONALS	FINAL YEAR
BARBARA AKELLO	BACHELORS OF COMMUNITY REHABILITATION	KYAMBOGO UNIVERSITY	FINAL YEAR

d) Lisa Fairbanks

Ms. Fairbank is a lady from the USA who is supporting one of the FAWEU Beneficiaries access tertiary education through a Diploma in Food Processing & Technology at Kyambogo University. The support from Ms. Fairbank extends to tuition and scholastic materials. The tuition fees have already been paid out.

e) Karamoja Higher Education Scholarship

Having seen the first cohort of beneficiaries under the Irish Aid secondary Schools programme sit their Senior 6 examinations in 2010, Irish Aid responded to the FAWEU Uganda call to extend sponsorship to the best performing beneficiaries to see them through their university studies. As such, Irish Aid committed to sponsoring 20 best performing students annually for the next 3 years. This scholarship covers tuition, accommodation and upkeep/basic & scholastic materials and is limited to beneficiaries under the Karamoja Secondary school Scholarship programme. Imperative to note is that the beneficiaries are bonded to return and work in Karamoja after completing their studies. The first group of 14 students (9 girls, 5 boys) was inaugurated and flagged off at the 12th Annual Sarah Ntiro Lecture & Award celebrations on March 29, 2012 by a representative from Irish Aid. Their tuition and accommodation fees for 2nd semester have already been paid.



The awarded beneficiaries under the Karamoja scholarship program pose for a photo as they prepared to go to school.

FAWEU this year through the Scholarship committee awarded another lot of 26 beneficiaries to pursue their studies beyond secondary in different tertiary institutions

HIGHER EDUCATION SCHOLARSHIP – BEAUTIFUL WORLD

FAWEU in 2012 secured funding from Beautiful world to support 20 needy but bright girls for higher education. The process of selection of eligible students was carried out by the FAWEU scholarship committee. The preliminary selected children were verified to ensure that the scholarship is awarded to the most deserving children. The selection in addition to other parameters also considered equal regional representation.



Some of the homes of the applicants during verification

Following the successful completion of the verification exercise, the following students were considered and awarded the scholarship.

Name	Region	Course	University
BabiryeRobinah	Central	Bachelors in Business Computing and Information Management	Ndejje University
Namagga Geraldine	Central	Bachelors in Biomedical Laboratory Technology	Makerere University
Nakitende Millen	Central	Bachelors in Quantitative Economics	Makerere University
NamuyombaZubaidah	Central	Bachelors of office and information management	Makerere Business School
Nakitto Elizabeth	Central	Nursing course	Soroti Comprehensive school of nursing
MbakireScovia	Eastern	Bachelors of Arts in Hospitality Management	Ndejje University
Kantono Mary	Eastern	Bachelors of Arts in Education	Makerere University
Akurut Bridget	Eastern	Bachelors of Arts in Ethics and Human Rights	Makerere University
Nakalimo Esther	Eastern	Bachelor of Arts in Social Sciences	Makerere University
Suubo Brenda	Eastern	Bachelors of Quantity Surveying	Makerere University
Amutuhaire Prize	Western	Bachelors in Management Science	Kyambogo University
Kaitesi Lynn	Western	Bachelors in Management Science	Kyambogo University
Katusiime Maria Goretti	Western	Bachelors in Computer Science	Makerere University
BusingyeMoreeen	Western	Bachelors in community psychology	Makerere University
AtwijukireFionah	Western	Bachelors of Commerce	Makerere University
AumaJackline	Northern		Kyambogo University
Barky Irene	Northern	Bachelors of Arts in Education	Gulu University
Abalo Charity	Northern	Bachelors of Records in Archives Management	Makerere University
Amuge Gloria	Northern	Bachelors in Engineering in Building Economics	Kyambogo University
VikoClementina	Northern	Bachelors in Development Studies	Uganda Christian University



FAWEU/BW scholarship recipients being briefed on what is expected of them as beneficiaries and also a group photo with their scholarship award letters.

2.1.6 FAWEU Mentoring programme

During the scholarship implementation process FAWEU discovered that payment of beneficiaries school fees and other requirements alone could not lead the scholars to remain in school and performing well. As a result, FAWEU found mentoring an important tool for getting scholars to set goals, get focused hence work hard at school. Aware of the impact of mentoring created to the beneficiaries, FAWEU identified and empowered teachers to carry out the mentoring activity at school level. Other mentors were identified from communities and the female professional bodies as well as FAWEU membership. The reason for wide scope for identification for mentors is to ensure that scholars are exposed to a diverse of choice of career paths and professions as well as ensure that mentors are available since they have a tight schedule. Identified mentors were trained and given a resource pack to make use of during mentoring sessions. The mentoring exercise normally takes the following forms; mentoring sessions of beneficiaries and teacher mentors/role models, mentoring sessions of beneficiaries and peer mentors and one to one mentoring sessions.

As such, the mentors' have been carrying out mentoring using a schedule of mentoring programme and topics developed by FAWE Uganda. Also as part of the efforts to reduce drop-out and increase motivation among the beneficiaries, strategies such as recruitment and matching of peer mentors at school to FAWEU beneficiaries was done. In addition, older students at school were identified and assigned as student keepers to support them during holidays especially those who are yet to complete senior four. The "keepers" identified are mature, committed and disciplined students within their schools and communities. These keepers have helped provide information on the beneficiaries as well as ensure that the beneficiaries report to school on time.

Mentoring achievements

Through the mentoring activities, the students have been empowered with the knowledge and skills to address challenges of life and their education. The key areas include managing challenges of growing up, career guidance, goal setting, discipline and teacher support for academic improvement.

The student camp used as an avenue for career guidance and exposure to the beneficiaries has provided opportunity for interaction and sharing of knowledge among the beneficiaries. Peer mentors have played a pivotal role in responding to individual beneficiary's social and academic needs which directly impact on the mentees performance. The teacher mentors have innovated different ways of ensuring that the mentees are able to express their challenges through introduction of secret note writing to the mentors to ask what they would otherwise be uncomfortable sharing in the group mentoring sessions.

The mentoring activities have built beneficiaries self-esteem which has put up their aspirations for advancing to higher levels of education. They are now focused to attain university education as opposed to their earlier plans of diverting to undertake short certificate courses after O level.

The mentoring has enabled the beneficiaries to appreciate what they are and work harder to change their conditions for the better. The mentoring has improved the beneficiaries study plan such as group discussions, peer to peer consultations, and private revision timetables.

Through use of the resource guide and schedule of mentoring activities provided by FAWEU, the mentors and mentees have been able to develop mentoring schedules and topics to be covered on a termly basis. Topics covered during mentoring sessions include adolescent sexual reproductive health, life skills, relationships, Leadership, goal setting, importance of girls' education. Each participating school conducts an average of two group mentoring sessions and as many individual sessions with the beneficiaries as need arises.

Some participating schools like Iganga S.S have outsourced services of professional organizations like Family Life Network to offer guidance and counseling services to the students.

The mentoring has fostered a spirit of togetherness among the beneficiaries. They view each other as members of the same family, care for each other and have responsibility to each other.

Through mentoring, beneficiaries have been empowered to take part in leadership positions at school level as dormitory captain, class councilors, sports captains and peer mentors.

Parental Involvement

The parents of the beneficiaries have demonstrated their support through regular visits to the schools to check on performance and for meetings when called upon, sending their children to school on time, providing some basic materials to the students. The scholarship has strengthened the relationship between the parents and the school.

Problems and challenges encountered and how they were or will be overcome.

- i. Despite the importance of mentoring, the mentors face difficulty in finding adequate time to carry out mentoring for the beneficiaries. *"When I am free to do the mentoring, the students are not free they are either doing science practical or involved in other timetables school activities since the mentoring activities are not integrated into the school programmes"* one of the mentors lamented
- ii. Some parents do not provide any single support to their children. They do not visit them at school and do not provide transport at the start of the term.

A student from Iganga SS had this to say about the scholarship: "My father died in 2004 when I was in primary four, we are five children at home, my mother is a house wife who couldn't raise fees for all of us. Actually, before FAWEU granted me the opportunity, I was always on and off school because of failure to raise school fees. The scholarship now provides me with; school fees and other basic requirements such as soap, sanitary pads, books, pens, pencils, Vaseline, shoe polish and brush and tooth paste. This term III, I have received school fees and the other requirements and I am very grateful to FAWE Uganda. The scholarship has added value to my studies because my academic performance has improved, psychological torture due to my school absenteeism has come to an end". Says Aketch Justine

2.2 ADVOCACY ACTIVITIES FOR SUPPORT TO GIRLS EDUCATION

2.2.1 Solar Lighting Project – Let your Light Shine.

FAWEU in 2010 received financial support from Oxfam Novib under the Let your Light Shine project of installing solar lights in selected 3 secondary schools in each of the districts of Yumbe, Adjumani and Koboko.

Official hand over of the solar lighting project to the schools

Following the successful connection of solar lights to schools, different teams set out to the different districts for the official hand over of the solar lighting systems. In attendance were the Board of Governors, students, teachers and the Education department of the district.



Part of the gathering during the official hand over of the solar lighting in Kuru S.S in Yumbe district

Also, a contribution for maintenance of the solar equivalent to UGX 300,000 was given to the schools as a startup fund as the schools are expected to ensure proper maintenance of the facilities.

After completion of the first phase in 2011, FAWEU received more funds in 2012 for the same project for the purchase, distribution and installation of solar lights in schools with the main objectives of;

- (i) Improving students' performance at schools;
- (ii) Improving security on the school compounds; and,
- (iii) Improving community participation (e.g. through facilitating village meetings, phone charging e.t.c)

As we all may be aware, solar light is critical in increasing literacy among the world's poorest population. Students are able to study and read more easily due to the illumination of an overhead light, rather than a flickering candle or kerosene lamp. Solar energy can also electrify rural schools, not just for lighting, but to power television, overhead projectors and computers. The teachers are able to access the same solar light to prepare their lessons plans for the next day. FAWEU purchased the solar lights directly from Phillips International, distributed and installed them in selected secondary schools in West Nile sub-region.

- (i) A monitoring and Evaluation exercise was therefore organized through school visits from 24th – 26th July 2012 to assess the utilization and functionality of the solar lighting in schools, discussing challenges that the schools may be facing; and also drawing recommendations on the way forward.

The exercise covered all the 9 project schools 3 schools in each of the selected districts as highlighted in the table below;

District	List of Schools
Yumbe	Odravu S.S
	Midingo S.S
	Kuru S.S
Adjumani	Biyaya S.S
	Ofua Seed S.S
	Dzaipi S.S
Koboko	Koboko Girls Parents S.S
	Nyai Secondary School
	Ayume Memorial S.S

The general findings revealed the following;

That all the schools visited were appreciative of the solar intervention and support provided to them and added that the lights had many benefits to the students. Also, many respondents who included Headteachers, teachers as well as students stressed that the lighting had increased the revising time for students and better results were being expected from the students at the end of the year. For example, The Headteacher Biyaya S.S had this to say:

The
Headteacher
- Biyaya S.S

"We appreciate the project and the work done by FAWEU. Before, student revision was a challenge. Before some used to come with lanterns and hide in

The Headteacher, Midigo S.S in Yumbe District also shared with the monitoring team that the school had registered tremendous success due to the solar lighting equipment and that the students' general performance had improved. He added that both the staff and the students were so grateful for the intervention since it had enabled them to proceed with private study and discussions at night which used to be risky and expensive due to the purchase and use of kerosene. He added that the lights have also improved the school security.

One student from Dzaipi Secondary school in Adjumani district also highlighted that the solar lights have not only enabled the girls to be allowed to leave home and study at night but has also allowed them to effectively compete with other schools.

Another student (the Head Girl - Ayume Memorial Secondary School) informed the monitoring team that before the solar lights were provided to their school, students used to be overcrowded in a few classrooms due to inadequate lights which was improved following the solar lights provision. She also added that the solar lights have led to and increased in the school enrolment since many students have been attracted to the school and hence a shifted from other schools.

The monitoring exercise also revealed that students and pupils from neighboring schools have taken up the opportunity and carry outtheir evening reading at the target schools at night. These include both primary and secondary schools.



A monitoring team with children writing their testimonies about the solar project

Ofua Seed SS-Evaluators interacting with the Director of studies

The functionality of the solar lamps at the schools varied from school to school. While most of the schools reported minor faults regarding connectivity and loose wires, others reported concerns relating to the batteries. It was established that

some of the schools with faults relating to batteries had over drained them even after indication of low energy. No school reported failure by the bulbs to light. Monitoring teams were however informed that some of the bulbs were delivered non-functioning probably damaged during transportation.

Many of the bulbs installed in schools were functioning very well except during the rainy season when the lights go off early. Some students interviewed also complained that the lights were a little deem and added that they may affect their eyes especially in classes with very few bulbs.

Some of the picture taken during the exercise



Dzaipi SS- Teacher with well-functioning solar system



Well-functioning solar lights in one of the classes at Buyaya SS



Evaluators do a physical inspection of the solar installation



The FAWEU team, students and head teacher interacting about Solar at Buyaya SS

2.2.2 Community awareness creation for promotion of girl child education project

In 2008, Forum for African Women Educationalists Uganda (FAWEU), with support from Oxfam Novib initiated a 3 year Project whose aim was to support advocacy towards promotion of girls' education in 12 districts located in Northern Uganda, West Nile and Sebei region. This Project ended in 2010 with an external evaluation, whose report showed significant promotion of girls' education as evidenced by; improved education of girls in the project schools in terms of increased enrolment and retention.



Girls of Adjumani district in front of changing room

As a result of the good practices registered, the project was renewed for three years beginning 2012 to 2014 in the same 12 districts of Gulu, Kapchorwa, Amolotar, Dokolo, Pader, Kitgum, Moyo, Yumbe, Adjumani, Nebbi, Nwoya formerly Amuru and Oyam. The second phase continues to target teachers, pupils and community members.

During this year, 12 workshops for each of the project districts were successfully organized and attended by a total of 420 participants including 360 pupils (240 girls and 120 boys) and 60 teachers. The main objective of the workshop was to enhance the capacity of learners in the project schools in order to reach out to the wider community in mobilizing and advocating for support towards girl child education. Key areas covered included; Consensus building (barriers and benefits of girl education), Gender issues and education, Sexual Maturation and Menstruation management, keeping Child Friendly schools, Life Skills, Best practices in mobilizing support for girl child education and Action planning, budgeting and support supervision.

As a result of the training the following was achieved;

- * Each of the 60 project schools formed the ASRHR clubs
- * Workplans were drafted by pupils to guide implementation of school based ASRH activities
- * Girls are part of leadership positions in schools
- * 60 teachers (senior women/men teachers) were part of the training and are supporting the clubs
- * Mensuration management improved as school administrators were re-awakened to facilitate the changing rooms that were constructed in the first phase of the project.

2.2.3 Sexual Reproductive Health project supported by Packard Foundation

The 3 year SRH project supported by Packard and Lucille Foundation is in the second year of implementation in 5 project schools of Kagadi S.S, St. Margaret Mary Girls S.S, Kyenjonjo S.S, Bukomero S.S and Katooke S.S. According to the report of a study conducted under this project (FAWEU 2011), it recommended for youth-focused activities that are led by the young people themselves in order to keep youths informed/ educated about their SRH concerns in an interesting manner. The report further recommended that a supportive conducive environment should be a central focus of any intervention geared towards improving the sexual and reproductive health and rights of young people both at the schools and communities. The following activities were planned and implemented throughout the year;

Conduct refresher training for 40 participants (27 female, 23 men) composed of teachers, community members and students

Refresher training was conducted for 40 participants (27 female, 23 men) composed of 15 teachers, 10 community members and 15 students. Participants' knowledge was built and improved on making reusable and affordable sanitary pads. During the training experiences from schools were shared on progress of menstruation management, showing that girls had learnt how to make the pads and were positively using them. Reports from schools also revealed that absenteeism resulting from menstruation periods had reduced, given the improved school friendly environment. In addition teachers and community members had supported the initiative.



Students of Kyenjojo S.S demonstrating how to make reusable sanitary pads

Organize advocacy campaign on SRH integration in curriculum

As one of the activities in celebration of the FAWEU Girls Education Week Event 2012, a campaign was organized to advocate for mainstreaming of Sexual Reproductive Health into the school curriculum in Kyenjojo district in western Uganda. A total of 500 participants attended the event. The participants included; policy makers, district authorities, religious leaders, opinion leaders, parents and students. As a result of the event it was acknowledged that sexual reproductive health challenges are still rampant in Western Uganda calling for action by all stakeholders. The school authorities re-confirmed their positive response to support SRH in school through its integration in the school curriculum and workplans. On the other hand community members and parents also affirmed their responsibility to support young people, specifically the girls.



Legislators: Hon. TiperuNusura (EALA), Hon. Mike Mukula, Soroti Municipality

The event was attended by legislators including Honorable Members of Parliament who made commitments to advocate for mainstreaming of Sexual Reproductive Health and Rights in the education curriculum.

Payment of tuition for beneficiaries

A total of 54 scholarship beneficiaries have been supported under this project. Within this quarter, school fees were transferred for term 3, 2012. The support also includes support towards scholastic materials. To date, the scholarship support has enabled 54 girls (who have never dropped out) to continue with education.

Transfer of grants to schools as part of capacity building

Another activity implemented was the transfer of grants to schools to facilitate school based SRHR activities. Each of the project schools received UGX 4,650,000. As a result of this financial support, SRHR activities have been effectively carried out by students, teachers and community members.

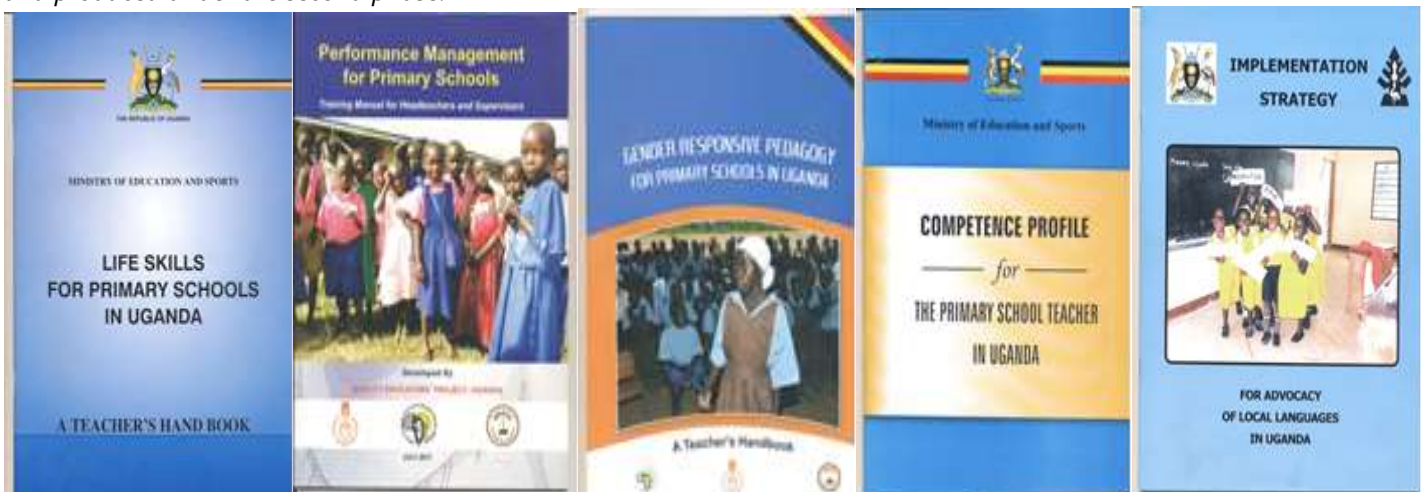
2.2.4 Quality Educators project

The Quality Educators for All project is an initiative of a joint venture between Oxfam Novib and Education International aimed at addressing the major and chronic crisis underlying the problems of access and quality in the public education system. The initiative team composed of Forum for African Women Educationalists (FAWEU), Literacy Adult and Basic Education (LABE) and Uganda National Teachers Union (UNATU) with FAWEU as the focal point organization in collaboration with Education International (EI) and Oxfam Novib (ON) started in 2010, the process of addressing the real crisis underlying the problems of access and quality in education in the North. The initiative team is supported by the Steering Committee that is composed of members from Ministry of Education and Kyambogo University who have been at the forefront in ensuring quality activity implementation. For a stronger link with the Ministry of Education and Sports, in implementation of the QE project, a focal point officer who is also the staff of the Ministry was appointed by the PS. The Quality Educators project is now under phase 3 (QUED 3) of implementation and during this period of reporting, the project documentation was finalized and approved by Oxfam Novib i.e. proposal, budget, opportunity & risk appraisal form, and counterpart descriptions. The main objective under this phase is to contribute towards improved performance of Primary school pupils in 240 primary schools in 4 districts of Amolator, Oyam, Apac and Gulu through improved school management and teaching and learning methodology in schools.

Specific objectives:

- To strengthen the capacity of P1-P3 teachers to develop literacy Skills among the learners.
- To increase the adoption and application of Competence Profile, life skills, MTE, GRP and teacher performance among the education actors including, CCTs, Pre-service Tutors, head teachers, PTAs, SMCs and teachers.
- To support the continuous professional development of head teachers' in performance management
- To improve documentation and sharing of QE best practices with other schools.

Although this phase was scheduled to start by July 2012, there has been a delay because after the approval of the proposal, Oxfam Novib requested for integration of the monitoring framework by EDUKANS in QEUD 3. In addition a baseline survey; supported by Education International to assess the teachers conditions in the 4 project districts, was planned to be carried out in November 2012. The outcome of the study will adequately inform implementation of QUED3. It is now hoped that the activities will start in January 2013. *Here below are some of the QUED project materials developed and produced under the second phase:*



2.2.5 The Mobile Library Project

The one year Mobile Library pilot Project co-funded by Book Aid International (UK) and Forum for African Women Educationalists Uganda Chapter (FAWEU) was officially kicked off this year. The main objective of the project is to complement governments' effort to improve the quality of primary education through accessible provision of relevant curriculum material and additional books. The project serves 8 primary schools located in Manafwa district (P1 to 7) on a rotational basis, targeting both teachers and pupils. The truck for the Mobile Library was delivered to Manafwa district is stocked with a total of 6,723 text books partly donated by Book Aid international (4,962 books) and 1,761 books locally procured by FAWEU in consultation with education stakeholders. The following activities were successfully accomplished.

Training of stakeholders in Manafwa district.

Training was carried out in Manafwa district for the different project stakeholders. The objective of the training was to build the capacity of project stakeholders in understanding the Mobile Library project and to agree on the way forward to the operation of the book library. As planned, two teachers and two pupils attended the training hence a total of 16 participants from project schools. Also in one of the earlier planning meetings in the district, it was agreed that school stockists would attend the training. As such 8 stockists participated. The stockists will support the Librarian in following up borrowed books from the learners. Other key participants included members of the Mobile Library management committee at the district composed of District Education Officer, 2 education officers (inspector and Special Needs), District Planner, Secretary Education and Chief Administrative Officer. A total of 55 participants (35 M, 20 F) were in attendance.

For effective training, FAWEU delivered the Mobile Library Truck from Kampala to Manafwa district prior to the training for practical demonstration on operation of the truck. An expert from Uganda National Libraries carried out the training for the participants to comprehend the Library intervention and come up with an operational workplan.

Some of the key issues highlighted during training include:

1. Pupils need to be motivated and guided to use the books, otherwise they may lose interest in borrowing them.
2. Care and maintenance of books by learners. Books should be dusted regularly and children should be encouraged to wash hands before touching the books. Children should have dry hands –Librarian should provide jerrican of water. Teachers should sensitize users to utilize the books during assembly, classroom time or during any other fora in school.
3. Damaged books should be repaired regularly. Glue materials should be in the library
4. Consider library guidelines rather than strict rules. The language used should be friendly
5. Schools should be creative to source for more books for example they can write to Kyambogo University Library for possible support

The operational workplan of the Mobile Library was developed by all participants during the training and the following were agreed:

1. The truck will work in 8 schools on a rotational basis. It was agreed that in a month, all the 8 schools will be visited, hence 3 days per school. Children will be expected to borrow the books for 3 days, after which they return to the Mobile Library
2. For safety, the truck will return to the district headquarters and pick the books after the 3 days, and proceed to another school.
3. Each child will borrow 1 book per visit.
4. The child who loses the book will be penalized to buy a new one
5. The school management committee will be composed of 7 members including: Head teacher, Director of studies, school stockiest and 4 teachers representing core subjects
6. The district management committee is composed of District Education Officer, 2 education officers (inspector and Special Needs), District Planner, Secretary Education and Chief Administrative Officer. They ensure support supervision and overall management of the project.
7. The above committee will sit every month to assess progress
8. For project sustainability, the school contribution towards the project was agreed to be on quarterly basis. With the influence of the District Education Officer, the Head teachers were requested to utilize the UPE grant on instructional materials as a contribution towards truck maintenance and fuel. However, this is going to formally agreed in the school management committees of each school.

9. The pupils who were in attendance at the workshop will be responsible for library management by ensuring that children return books timely and to encourage them to borrow books. In each school there is a teacher who coordinates use of the library by the students in the school.
10. Community participation; head teachers agreed to call deliberate meetings in schools with parents to sensitize them on the project and to encourage support children's reading. More so, reduced household chores and provision of lighting during evening preps. In addition radio talkshows will be organized by district.

Official Launch of Mobile Library

The Mobile Library Project was officially launched in Manafwa on Friday 2, March 2012. This activity was jointly planned and supported by FAWEU and Manafwa district local government. The project was officially launched by a representative, Mr. Alfred Kyaka of the Ministry of education on behalf of Minister for Education and Sports. The event was attended by district officials, FAWEU Board members, representative from Kyambogo Library, Busitema University and representatives of neighboring district local government as well as a representative from Book Aid International. Others in attendance were school children, teachers, education and other community leaders.

In her remarks, the Minister of Education speech expressed pleasure to receive the first of its kind, a 'Mobile Library' in Uganda. She noted that, the onset of Universal Primary Education caused increased enrollment of learners compromising available reading materials. Therefore, the Mobile Library was timely. She extended her sincere gratitude to Book Aid International and FAWEU for the initiative to be piloted in eight primary schools.

As part of the ceremony, a dummy cheque of 25,209,000 Uganda shillings was handed over to Manafwa district local government. These funds will be utilized in financing the operations of the mobile library in the first year from date of launch. As earlier agreed to disburse funds on a quarterly basis, the cheque for quarter one was also handed over to the Chief Administrative Officer. The rest of the funds for three quarters would be handed over to the local authorities on quarterly basis upon submission of accountability of the previous funds. FAWEU printed fliers on the mobile library which were distributed to the audience as a strategy for sensitization of community members where the mobile library would be operating.

As a contribution in support of quality education, FAWEU recognised and awarded the best performing girl and boy in the Primary Leaving Examinations in Manafwa district for year 2011. FAWEU will routinely carry out regular project visits for support supervision and monitoring to ensure project is on track.

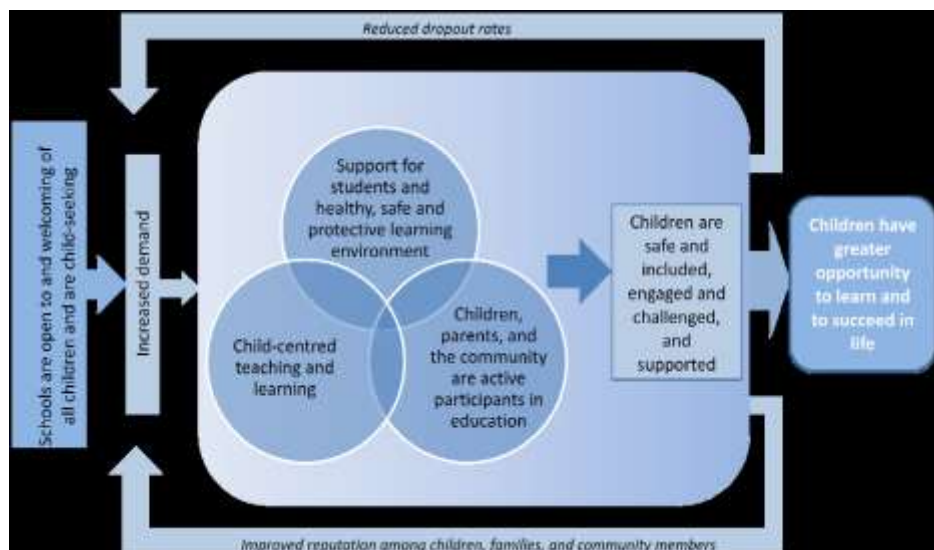
The implementation of the Mobile Library project is ongoing and as agreed, it has been integrated in Manafwa District local government workplan. The Mobile Library Truck continues to benefit selected 8 project primary schools in Manafwa District on rotational basis. Reports from the school show that the books have been useful in improving the reading culture among learners. There was in the budget, funds to facilitate the functioning of the pilot project for 1 year after which, Manafwa District administration was expected to incorporate it in their budget and workplan. FAWEU therefore, releases these funds quarterly upon receipt of accountability of the previous release. Therefore, the second transfer of funds to Manafwa local government was done, and this has enabled effective functioning of the Mobile Library.

2.2.6 Gender Considerations Component – ADB/MoES

The MoES with financial support under the ADB Education IV project also contracted the Forum for African Educationalists Uganda (FAWEU) for implementation of the Gender considerations soft component activities. This was as a result of the vast experience that FAWEU has acquired in implementation of gender related issues over the last 15 years. The activities under the gender considerations component are targeted at addressing the girls related issues in the selected 42 secondary schools centres of excellence and 4 vocational training institutions. The activities aim at: developing a child friendly school environment, building capacity for positive peer initiatives at school level and raising awareness on the role of communities in enhancing girls' education as a way of improving retention and completion of girls in secondary schools.

Development of IEC materials

FAWEU contracted Nana Development Consultants for the development of gender related IEC educative materials on keeping a child friendly school. 3 different kinds of posters were printed and distributed to the schools. The development of the IEC materials was centred on the following Child Friendly School model.



Purchase and distribution of sexual maturation management kit

Kangaroo was identified and given the list of the items to be purchase for the sexual maturation management kits for the schools. Part payment was also made.



Some of the items being sorted for the schools before the teams set off for distribution

Each of the project schools received the following different items of the kit.

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

Mentors Training

FAWEU organized and conducted a 2-days mentors' training from the 27th – 28th January, 2012. Participants of the workshop were career individuals from different professional backgrounds which included teachers from the project schools, FAWEU members and Former FAWEU beneficiaries. The number of participants disaggregated by gender was as follows;

MALE	32
FEMALE	73
TOTAL	105



Some of the participants during group work

The purpose of the 2-days workshop was to;

- Refresh the mentoring skills of those who had done mentoring before
- Train and equip new mentors with skills of being a good mentors and ensuring successful mentoring sessions
- Develop individual work plan for 2012 to ensure success of the program in schools



The participants listening to the FAWEU Chairperson as she delivered closing remarks

Some of the key issues that came out of the mentors training among others were;

- Participants observed the significance of home visits for mentees by the mentors was pointed out as a very important aspect as it helps mentors get to know and understand their mentees beyond school boundaries
- The need for the involvement of parents and guardians of the mentees in mentoring is crucial because it helps them appreciate and value their children especially the girls for who they are.

- Acceptance and understanding of mentees for who they are without being judgmental by the mentors.
- The need for mentors to Identify activities together with the mentees that will interest them to build trust and confidence in mentors.
- Record keeping of the mentoring sessions conducted and individual details of each mentee to help in follow ups.

Meeting with School Administrators

A meeting with the head teachers of all the ADB/MoESproject schools and BTVET institutions was held on April 24, 2012. The meeting was also attended by Chairpersons BoG and Bursar of the all the 39 secondary schools and 3 BTVET Institutions, although all the 46 project schools had been invited and despite early communication and follow up, the following schools did not attend and no apologies were received from any of them.

1. Mary Hill High School
2. Jinja Vocational Institute
3. Nabisunsa Girls' School
4. St.Joseph's College Ombaci



The purpose of the meeting was to; Share with the project schools the progress, discuss some of the emerging issues and come up with a way forward and understand the concept of keeping a child friendly school-for improved retention and performance of the beneficiaries particularly the girls.

During the meeting a number of challenges in the implementation of the program activities were discussed and solutions agreed upon. The challenges mainly were to do with academic performance and discipline of the students, payment of examination fees and parents' involvement in the school activities. Following discussions during the meeting, the emerging issues were identified as thus:

- Repetition and expulsion:** Whereas the project seeks to support academically strong and well-disciplined children, should cases of poor performance arise, the school administrators will undertake actions and make efforts to support the affected children before dismissing him/her or asking him/her to repeat.
- Discipline:** Discipline is key and should be maintained in schools. However, children will be supported, corrected and encouraged to change and follow up actions taken up before they are finally dismissed. There will be a record kept to show that a student has been accorded fair hearing and efforts to support the child to change from bad behaviour into a good upstanding student have been made before any expulsion for indiscipline.
- Payment of examination charges:** It was agreed that the examination charges for secondary schools and BTVET will be met by the program. This includes the recent increment by Uganda National Examinations Board.
- Upkeep for the beneficiaries:** It will be paid to schools and the schools will remit it to students.
- Menstruation management kit:** This is an emergency kit for all the girls in school and not only for the scholarship beneficiaries. Schools also need to consider stocking these menstrual management kit materials in the future to keep it functional.
- Strengthen mentoring to support and encourage the beneficiaries.** The administrators need to support and follow up the trained teacher mentors to ensure that they are mentoring the students and are also supported to overcome any challenges they may encounter.

- vii. **Involving and sensitizing parents:** Schools should make use of the parents' meeting to talk to the guardians and parents of beneficiaries.
- viii. Strengthen guidance and counseling to address issues of HIV/AIDS.
- ix. **Lack of teachers:** It was agreed that for some schools that have inadequate teachers, Ministry of Education should take note and respond appropriately.
- x. **Strengthen record keeping:** Schools should work towards child friendly environment by improving on their physical, social, spiritual and parental approaches to the students.

Facilitation to the project schools

During the meeting with headteachers, FAWEU made a presentation on child friendly school detailing activities involved in keeping a school child friendly with emphasis on girls. This was for the schools to have a common understanding of what is expected of them as they implement the activity. Therefore, to facilitate the implementation process, each of the project school was given UGX 600,000 to implement activities aimed at keeping schools child friendly with emphasis on girls issues. It is our hope that the schools have put the money provided to intended usage as agreed.

Community Sensitisation

In order to create awareness on girls education among the community and make emphasis of their involvement, FAWEU in May 2012 organised radio talk shows that were held on different radio stations representing the different regions including:

1. Radio One in Kampala (English)
2. Akaboozi Radio in Kampala (Luganda)
3. Unity Fm, Lira (Langi)
4. Mega FM
5. Radio West (Runyakitara)
6. Open Gate (Eastern region)
7. Continental FM (Eastern region)
8. Kapchorwa FM
9. Voice of Toro
10. Nile FM
11. Voice of Lango.



FAWEU officials in a radio talk show on Continental FM.

The purpose of the talkshows was to inform the public and engage them on issues regarding education and how best they can be involved to support their children especially girls. The talkshow was interactive in both English and the local languages carried out by FAWEU jointly with the local people. Some of the main areas discussed during the show included;

- Rejuvenating community and cultural values which were used by the parents in grooming and upbringing children like community responsibility, counseling and reporting systems.

- Encouraged parents to sacrifice and ensure that their children attain the possible highest levels of education because one educated child can transform livelihoods of the community.
- Girl child should not be looked at as a source of wealth which results in early marriages but a creator and sustainable source of wealth for the community after education.
- Enabling environment created by the government through its programmes and policies. The programmes emphasized in the context of Eastern Uganda included mainly UPE and USE.
- Role of women and men in the promoting girl child education
- Community role in re-entry of pregnant girls in schools and also their role in prevention of girl child pregnancies in society.
- Community's role in reporting of different malpractices to relevant authorities like police and also mobilizing community action through engaging the police in dialogue to ensure action on related cases.

Some of the responses from the callers included;

- I agree with the presentation that parents who have both boys and girls do not provide for girls, that's why they engage with bodabodas to get what they want.
- Day scholars are the ones who get spoilt most because they are more exposed especially those who live in the hostels without attachment to the schools. This is so because they are not under anyone's care after school and they do what they please.
- Girls mainly engage with men night
- Students and teachers also engage in sexual activities which jeopardize the girl's chances of education
- It's the old men who are spoiling the young girls
- The law takes so long to bring justice to defilement cases
- Money has spoilt the girl child.
- Pregnant girls make parents loose morale for re-entry into school
- The current legal regime has made children become so impossible and un punishable.

d) Group Mentoring

As part of the gender considerations component activities, is mentoring of the beneficiaries as an enrichment initiative for the bursary component. FAWEU for that reason conducted a 2 days group mentoring training in July 2012 in four different regions. Participants of the workshop included the ABD beneficiaries and teacher mentors from the project schools. The purpose of the group mentoring was to bring together beneficiaries so that they are able to benefit from socio-interactions with the mentors and role models from the different fields. The objectives of group mentoring were; to equip the beneficiaries with knowledge on life skills, to demonstrate to the beneficiaries how the home made sanitary pad is made, to inspire the beneficiaries to work hard and to enable beneficiaries from different schools to interact and make friends with their peers.



Students and mentors participating in the mentoring workshop



The project schools were grouped and brought together at the following centers in the different regions for easy access by the beneficiaries. A total of 677 students attended the mentoring workshop with 255 girls and 412 boys. Only St. Peters Nsambya was unable to attend. Below is a table showing the detailed attendance;

CENTER (HOST SCHOOL)	GIRLS	BOYS	TOTAL PARTICIPANTS PER CENTRE
1. Masaka S.S	24	10	34
2. Mary Hill High School	44	16	60
3. Kyebambe Girls S.S	30	12	42
4. Nabisunsa Girls	56	33	89
5. Iganga S.S	56	20	76
6. Mbale S.S	35	18	53
7. Mbale School for the Deaf	24	30	54
8. Teso College	37	36	73
9. St. Joseph Layibi	52	33	85
10. Mvara S.S	34	11	45
11. Kabale S.S	20	36	56
Total	412	255	677



Students doing some role play during the mentoring workshop.

The mentoring sessions covered areas such as lifeskills, sexual maturation management, motivational talk from role models and goal setting in education.

Each of the sessions was carefully discussed in a participatory manner. One thing that came out strongly especially from schools outside the urban areas was that sanitary towels are costly and that during holidays parents and guardians do not provide these. Given this concern, the mentors as earlier planned took the students both girls and boys through the process of making the home made reusable pad. The students were put into groups of three and they had to make the pads. The boys were very much interested and enjoyed making the local pads.



Boys and girls practising how to make a homemade sanitary towels. In a blue shirt is the headteacher of Mbale School for the Deaf



The above are the material used in making home local pad.

Use of homemade pads, manufactured pads and proper hygiene during menstruation were agreed upon. Girls and boys were taught to accept menstruation as one of the body growth changes among girls. Boys pledged to be supportive of the girls during menstruation.

Motivational talk

Different centers had specific role models who gave the motivational talk to participants based on their personal experiences with examples of today's life and encourage d the participants to observe discipline in school, community ,family and everywhere they go in life because it is the pillar of everything including good academic performance which is their ultimate goal right now. At this time the students were asked to set their goals both short and long term goals keeping in mind that for any goal to be achieved, it should be Specific, Measureable Achievable, Realistic and



Mrs. Margret Mwanamoiza and other motivators giving the students a motivational talk

Goal setting in education

Beneficiaries were also introduced to the culture goal setting in education by knowing where, what and how they want to go to the next level in life and studies and achieve what they want to become in future. Beneficiaries were called upon to develop their own potentials and talents and advised not to undermine the practical subjects for it's the way to achieving practical living.

Development and production of a radio skit in 3 different languages

Procurement of the consultant for development and production of the radio skits for awareness creation on the importance of girls education is complete for English, Runyankore, Rukiga, Runyolo, Rutoro and Luganda. Pablo Production Ltd was selected from among others to carry out this activity. The contract has not been signed as we wait to receive funds for implementation of activity.

Great Lakes filming was also selected to execute the documentation of good practices. Implementation of this activity is also waiting for funds to be implemented.

2.2.7 Improving learning outcome through ICT: C4C funded project

ICT today has become a channel and means for effective and efficient information and communication. In the education sector, ICT is being embraced in the teaching and learning process in schools. Therefore, the importance of effective and efficient information and communication for teachers and pupils cannot be over emphasized. Information and communication can provide a range of materials and tools that both pupils and teachers can use for better teaching and learning.

With support from C4C, FAWEU in 2012 started implementing a one year pilot project in 5 primary schools in Apac District with the aim of improving learning outcomes through the use of ICT. The project schools are; Atopi Primary School, Adir Primary School, Alekoli Primary School, Apele Primary School; and Ollepek Primary School. The selection of these primary schools was because they are already benefiting from the Quality Educators' Project and all fall under the catchment area of Atopi Coordinating Centre. This was for the purpose of strengthening the good work that is already ongoing and also for easy monitoring being a pilot. The good practices that will be learnt will be replicated in other schools and districts.

The project objectives were: to train teachers and school administrators in learner centred teaching and learning methodologies that are customized to their school and environment, to facilitate access and utilization of up to date teaching and learning materials in the five project schools and to build capacity of teachers in improved record keeping for better management of continuous assessment of pupils especially girls and other school records. The following activities were accomplished during the year.

Stakeholders Meeting

An introductory meeting was held on 6th March 2012. The meeting was chaired by the District Education Officer and attended by the Centre Coordinating Tutor (CCT), the head teachers and teachers of the 5 project schools as well the School Management Committee (SMC) and Parents Teachers Association (PTA) members. A total of 30 members (07 females and 23 males) participated in the meeting.

The objectives of the meeting were;

- 1) To explain to you the details about the project as key stakeholders of the 5 pilot schools and District officials in Apac
- 2) To discuss and agree on the different roles of each of the key stakeholders in ensuring project implementation success
- 3) To discuss and build consensus on the possibility of inclusion of a small percentage of maintenance fee for the computers in the school budget
- 4) Develop a sensitization plan (agree on the dates, venue, etc)

Activities were clearly spelt out and the responsibilities of each stakeholders were clearly spelt out as follows:

Stakeholder	Responsibilities
District Education office	Support and monitor the schools participating in the project for effective utilization of the equipments by head teachers and teachers in improving the teaching learning processes.

Centre for Coordinating Tutor	Share good practices with other schools Continuously support and supervise the teachers Incorporate support role to these schools in their routine work.
School Management Committees and PTAs	Overseeing the effectiveness of the intervention at school level, by ensuring that the equipment is safe and secure. Ensure that the equipment is utilized.
Head teacher and deputy head teachers	Ensure continuous support to the teachers in applying ICT in lesson preparations as well as the teaching learning processes. Provide for a maintenance fee in the budget. Ensure that the equipments are accessible to the teachers Maintain the computer and solar equipment in good mechanical conditions for purposes of school based management
Primary school teachers	Fully make use of the computers in the teaching-learning process

Discussions

The stakeholders appreciated the project but expressed fears which were majorly as a result of their lack of knowledge on operating computers; however the fears were allayed as they would to be solved through the trainings. The project schools raised issues to do with staffing in their schools and this was particularly with Alekolil Primary school, who did not have a female teacher, however the DEO committed the department to address the personnel challenges in the school.

The issue of maintenance fee was discussed and it was agreed that the DEO issues a circular to the schools to support the head teachers to mobilize funds from parents. He however called upon the head teachers for transparency and accountability for enhanced parental involvement. School management committees were urged to sensitise parents on their roles and responsibilities through different forums including community based radios. He pointed out to the stakeholders that where parents are involved, the quality of education and outcomes from students are improving.

Teachers training

A two day training of teachers was organised with the following objectives:

1. To train teachers and school administrators in Learner-centered teaching and learning methodologies customized to their school and environment.
2. Empowering participants with ICT knowledge and skills for application in performance improvement, monitoring and follow up of pupils especially for girls
3. To facilitate access and utilization of up to date teaching and learning materials in the project school.
4. To equip teachers with knowledge, skills and the positive attitude towards empowering girls with Life skills that can enable them to be assertive, be aware about themselves, develop self esteem and negotiation skills

A total of 41 teachers (11 female and 30 males) were trained by a team of 3 trainers who are ICT experts. The teachers were taken through the different ICT materials to dispel off tendencies of only considering computers as the only ICT tools. The teachers extensively covered the different child centered teaching methodologies, their importance and how to make use of them.

The trainers took teachers through the basics of a computer including starting a computer, using it, saving and creation of folders. This was done both for word and excel. The teachers also covered electronic records management and collaboration and networking between schools. This was key as the schools are expected to share their experiences and materials as they make use of the computer to access on line resources and other materials. The teachers went through the basics of using a computer and especially for them as teachers how they can use the computer to improve their teaching. They had an opportunity to work practically on the computer. The hands on experience was an opportunity for the teachers to understand what it requires as well as experience how they can access the materials. The computers had internet connections and the teachers were able to access on line materials during the training. They were exposed the wide range of opportunities provided by ICT and how the internet resources can facilitate and improve the teaching and learning processes. The only challenge during the training was that there was no power source and the laptops that had been mobilized for the training could only work for 6 hours each day.

Purchase and distribution of computers to schools

Connect for Change (C4C) recommended that FAWEU purchased computers from Computer for schools. It is important however to note that Computer for schools deals in refurbished computers. C4C treasures partnerships and this is the basis upon which they recommended that FAWEU and computer for schools work together. Initially it had been thought that more than one computer would be purchased for each of the 5 schools since the refurbished computers cost less. Whereas this would be possible, the energy requirements for more computers was high and therefore the solar cost involved was out of reach for the project budget. As a result, only one computer was purchased for each of the schools and one computer for the Centre Coordinating Tutor (CCT). The CCT plays a pivotal role in the project because he provides continuous support, coaching and mentoring for the teachers and it is therefore important that she also uses the computer to be able to facilitate the sharing and of materials and promote peer learning. Each of the project schools received a solar system to power the computers. The installed computers were loaded with different teaching materials for the teachers to access. These included Dictionary, Science, Mathematics, Social Science and life skills development content for teachers to impart on pupils.

Training of teachers in record keeping

The role played by proper record keeping cannot be over emphasized. Record management involves storage and retrieval of information. Once this is properly done then information for planning and decision making is therefore easily available. Record keeping is a big challenge in primary schools and the project sought to address this through:

A performance monitoring tool: This tool was developed and customized to the needs of the primary school teacher. Covering subjects taught, marks obtained by the pupil over a period to facilitate trend analysis and teachers' interventions to help the pupil learn. This tool was loaded on the computers to the schools.

Teachers' orientation in the tool: The teachers were oriented on how to use the tool. This took place on 8th September 2012 at Atopi Primary School.

A total of 15 teachers (12 males and 3 females) participated in the training. Each school had 3 teachers oriented.

Training of pupils in life skills

Prior to the project design, a needs assessment carried out revealed that girls do not participate in the teaching and learning activities at school because they are shy, fear to talk and sometimes fear that they will give wrong responses. Therefore it was designed that an empowerment training be carried out to develop life skills especially communication for girls. On this note therefore, training took place from 6th-8th September 2012. A total of 100 students (76 girls and 24 boys) from the 5 project schools were trained. A total of 20 students per school were trained. The trained pupils are expected to orient their peers at school and with guidance of the trained teacher initiate peer led empowerment activities in the schools.

The training covered content to meet the following objectives:

- I. Training pupils on useful life skills in their school and environment.
- II. Equipping pupils with practical ways of putting the knowledge acquired into use in your day to day living.

It is hoped that after the training the pupils, especially girls will be empowered with skills to be able to communicate effectively as well as participate actively in the learning processes.

Sensitisation of School Management Committee (SMCs and Parents Teachers Association (PTA) members

Involvement of SMCs in all school interventions is very important because they are the managers of the schools and also they are the ones charged with the responsibility of mobilizing parents to promote school activities. A total of 25 members (18 males and 7 females) were sensitized. They were taken through consensus building sessions and visioning for their schools, this enabled them to come up with strategies to undertake in order to address barriers to girls' education in their schools. The meeting gave them an opportunity to share good practices in their schools and so sharing and learning from each other was made possible.

2.2.8 Adolescent Sexual and Reproductive Health – Tides Foundation

FAWEU under the TIDES ASRH Program operates in 10 primary schools and 10 secondary schools in the districts of Kumi, Pallisa, Kapchorwa, Butaleja and Manafa. Since inception of the project in 2009, FAWEU has supported school based ASRH Clubs with trainings, provision of adequate information educative and communication materials (IECs) including sensitization Programs. The project has not only benefited schools but also the surrounding communities where the schools are situated. Following the successful completion of the second phase, FAWEU received more funding to strengthen and consolidate the activities already established in the project schools.

Therefore, in October 2011 FAWE Uganda partnered with Naguru Teenage Information and Health Centre (NTIHC) with an objective of increasing access to accurate Adolescent Sexual Reproductive Health (ASRH) Information to young people in the districts of Kapchorwa, Kumi, Pallisa, Manafwa and Butaleja in Eastern Uganda. A Memorandum of Understanding (MOU) was signed on 14/08/2012 stipulating the roles and responsibilities of each partner.

This report is for the period of seven months it shows the number of calls received on the toll free helpline from Kapchorwa district, Kumi district Manafa district and Parisa district during the period of March, April, May, June, July, August and September 2012. It further lists the different issues presented, achievements, lessons learnt, challenges, and way forward.

As part of the planned activities in the partnership, FAWE Uganda while carrying out its activities in the mentioned districts which include conducting educative health talks in selected schools was to promote the toll free helpline (0800-112222) based at NTIHC. The promotion involved informing young people about the toll free helpline service and encouraging them to call and get more information to supplement on what they receive during the sessions by sharing the toll free number.

NTIHC was to receive the calls, carry out appropriate counseling and give appropriate ASRH information from the selected FAWE districts. NTIHC is to submit quarterly reports to FAWE showing the number of calls received from the mentioned districts and the issues presented by the callers.

Report on calls received for the period March 2012 – September 2012

	KAPCHORWA		KUMI		MANAFWA		BUTALEJA		PALLISA		TOTAL	
	F	M	F	M	F	M	F	M	F	M	F	M
MAR 12	2	5	1	4	2	4	1	3	3	6	9	22
APR 12	3	6	4	7	1	4	3	5	2	5	13	27
MAY 12	2	6	2	5	3	6	2	3	1	6	10	26
JUNE 12	2	5	2	4	3	5	2	5	3	7	12	26
JULY 12	3	4	3	6	4	6	2	6	4	7	16	29
AUG 12	3	8	2	8	3	6	4	8	2	7	14	37
SEPT 12	3	9	3	7	1	11	3	11	1	8	11	46
TOTAL	18	43	17	41	17	42	17	41	16	46	85	213
	61		58		59		58		62		298	

- A total of 298 calls were received from the 5 selected districts where FAWE interventions are being implemented.
- The majority of the callers have been males accounting for 71% of the total calls received from the FAWE implementation districts.
- The number of callers have been averagely equal throughout the five districts
- The highest number of callers from FAWE implementation districts was September 2012, while the least number of callers was in the month of March 2012

2.2.9 FAWEU's collaboration and network with other initiatives in girls' education

Forum for Education NGOs In Uganda (FENU)

FENU brings together all education NGOs in Uganda as a strong lobby forum to advance various thematic issues in education. As such FAWEU is one of the active partners in all FENU meetings particularly under the gender thematic

group. This quarter, FAWEU participated in the gender thematic group meeting hosted by Plan Uganda. Key issues discussed included policy on re-entry of pregnant girls in schools now that the study conducted by FAWEU is ready and sexual violence of girls. Others included strategies on how to strongly engage Ministry of Education to mainstream gender in education. The next meeting will be hosted at the FAWEU Secretariat.

Gender Task Force of Ministry of Education and Sports

The Gender task force is a loose network that brings together government and civil society partners to discuss pertinent issues on gender in education and more so girls education. This quarter, FAWEU participated in one meeting and the following were discussed; rolling out of the research report on re-entry of child mothers to school, review of girls education strategy document. Uganda will host the UNGEI global workshop this year scheduled for May 7-12. FAWEU being the co-chair of UNGEI will be actively involved.

Research on re-entry of pregnant girls in school

Last year, FAWEU (under the guidance of Ass. Prof. Josephine Ahikire as the lead researcher) with financial support from UNICEF carried out a research on pregnant girls in school and the report was shared with Ministry of Education and sports top management. This quarter, a copy of the report and letter was submitted to the Office of the Permanent Secretary Ministry of Education and sports as a step towards formulation of the proposed policy.

Sarah Ntiro Lecture and AWard Event

The 12th Sarah Ntiro lecture and award event was successfully accomplished in Nabisunsa Girls school as the host on March 29 2012. It was officiated by H.E Ambassador Jerry Lanier, the US ambassador to Uganda with Prof. Lillian Ekirikubinza as the Keynote speaker for the day. The secretariat would like to appreciate the efforts and guidance of the planning committee under the chairmanship of Ass. Prof. Josephine Ahikire.



Celebration of the Girls Education Week

This year's Girl's Education Week activities took place from September 18th – 21st 2012. FAWEU would like to appreciate the technical guidance and efforts of the committee that organised the event chaired by Eng. Proscovia Njuki – FAWEU Vice Chairperson. The celebration was under the theme: "It's a right; make it a right, education for women and girls now".

- **Press conference:** Took place on September 18th at the FAWEU Secretariat and was attended by Mrs. Rose Izizinga Chairperson FAWEU, Mrs. Christine Semambo Sepmbe Executive Director FAWEU. It was attended by representatives from almost all media houses. The press conference was the official kick off of the other activities in the week.
- **Higher Education Scholarship Fundraising dinner:** This took place at the Imperial Royale Hotel Kampala on the 21st September 2012. It was officiated by the Rt. Hon. Rebecca Kadaga – Speaker of the Parliament of Uganda but

most importantly, FAWEU Woman of Distinction. All proceeds mobilized during this dinner will go towards supporting girls for university education.



- **Girls Regional Conference:** The girls regional conferences took place on the 19th of September 2012 hosted by Mengo S.S for Central region and Kyenjonjo S.S for Western region. The girls conference in Mengo S.S was officiated by Hon. Lydia Wanyoto representing the Rt. Hon. MaragaretZziwa – Speaker of the East African Legislative Assembly. It was attended by over 15 secondary schools from central, northern and eastern regions. The girls conference in the Western region was officiated by Hon. Mike Mukula.

5.0 General Challenges

Despite the accomplishment of all the planned activities and all the achievements registered, the issue of sustainability still stands out as a challenge. The organization has to continuously depend on soliciting for financial support to be able to sustain her activities.

The slow response from members in paying their subscription fees which is expected to support needy girls in cases where we are unable to incorporate them into the ongoing scholarship programs.

6.0 Conclusion

Over the entire secretariat would like to appreciate all the technical support in one way or the other from the Board Members, FAWEU membership that has seen the successful accomplishment of the above activities. We would also like to commend the funders for the financial support without which these activities would not have been implemented. The struggle continues as we strive to achieve the FAWEU mission.