



FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE) UGANDA CHAPTER

Annual Report | January - December 2021



“Breaking Barriers to the Girls’ Future through Education”

List of Acronyms

AVSI	Association of Volunteers in Service Internationally
BriCE	Building Resilience in Crisis through Education
CDI	Community Development Initiative
CDO	Community Development Officer
CPCs	Child Protection Committees
DCDO	District Community Development Officer
DHO	District Health Officer
DEO	District Education Officer
EU	European Union
FAWE U	Forum for African Women Educationalists Uganda
FM	Frequency Modulation
GoU	Government of Uganda
GRP	Gender Responsive Pedagogy
IDGs	International Day of Girls
IWD	International Women's Day
LC	Local Council
OPM	Office of the Prime Minister
ICS	Investing in Children and their Societies
ToT	Training of Trainers
MOU	Memorandum of Understanding
PSS	Psychosocial Support
NCHE	National Council for Higher Education
HEAC	Higher Education Access Certificate
HEAP	Higher Education Access Program
NGO	Non-Governmental Organization
CSO	Civil Society Organization
IIDC	Impact and Innovations Development Centre

Table of Contents

LIST OF ACRONYMS	2
EXECUTIVE SUMMARY.....	6
INTRODUCTION	7
1.1 ABOUT FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (UGANDA).....	7
1.2 Strategic objectives.....	7
1.3 Geographical scope.....	7
1.4 Summary of FAWE Uganda Strategic Focus for 2021.....	8
To contribute to increased access to quality education, retention and completion by girls in school at all levels of education in Uganda	10
STRATEGIC OBJECTIVE 1: TO IMPROVE THE LEVEL OF GENDER RESPONSIVENESS IN EDUCATION SECTOR POLICIES FOR GIRLS AND WOMEN IN UGANDA.....	12
1.1 Strategic Focus.....	12
1.2 Development and dissemination of policy guidelines.....	12
1.3 Awareness campaigns through dialogues, radio and TV talk shows;.....	12
STRATEGIC OBJECTIVE 2: TO ENHANCE THE ADOPTION AND INTEGRATION OF POSITIVE GENDER PEDAGOGY PRACTICES AT NATIONAL, COMMUNITY AND SCHOOL LEVEL.....	14
2.1 Strategic Focused results	14
2.2 The Higher Education Access Certificate (HEAC) Policy engagement	14
2.3 Training stakeholders on prevention and management of teenage pregnancy	15
2.4 Community mobilization on sexual reproductive health rights	15
2.5 Male Engagement initiatives.....	15
2.6 Capacity building on VAC Appropriate interventions in schools and the community.....	15
2.7 Case management.....	16
2.8 COVID-19 Response.....	17
STRATEGIC OBJECTIVE 3: TO CONTRIBUTE TO INCREASED ACCESS TO QUALITY EDUCATION, RETENTION AND COMPLETION BY GIRLS IN SCHOOL AT ALL LEVELS OF EDUCATION IN UGANDA	17
3.1 Strategic Focus:.....	17
3.2 Higher Education	17
3.3 Promoting Second Chance Education	17
3.4 Mentorship program.....	20

STRATEGIC OBJECTIVE 4: STRENGTHEN RESEARCH AND KNOWLEDGE MANAGEMENT SYSTEMS TO INFORM POLICIES, NEW APPROACHES AND SET PACE FOR GIRLS' AGENDA IN UGANDA	21
4.1 Strategic Focus:.....	21
4.2 Dissemination of the study findings on the situation of, and impact of COVID-19 pandemic on school going girls and young women in Uganda.....	21
4.3 Monitoring and Support Supervision visit to GRP implementing partners;.....	21
4.4 Midterm Review (MTR) of the Higher Education Access Program (HEAP)	22
STRATEGIC OBJECTIVE 5: TO STRENGTHEN THE INSTITUTIONAL CAPACITY OF FAWE UGANDA FOR EFFICIENT AND EFFECTIVE DELIVERY OF SERVICES TO STAKEHOLDERS.....	23
5.1 Training of the Board Members on Risk Management.....	23
5.2 Training in Psycho-social Support.....	23
5.3 Advocacy Training.....	23
5.4 Staff Retreat.....	23
5.5 FAWE Uganda Strategic Plan	23
5.6 The Annual General Meeting (AGM) 2021.....	24
Recommendation.....	25
Challenges in 2021	25
Lessons learnt	25

List of Figures

Figure 1.3.1: The CDO and Gender Officer conducting a radio talk show on GBV, Second chance education amidst COVID-19.....	13
Figure 2.8.1: FAWE Uganda team distributing food and non-food items to students at MUBS	16
Figure 3.3.1: Showing number of students who completed ordinary level in 2021:.....	18



Executive Summary



FAWE Uganda 2021 Annual Report stipulates the different programs, projects and Activities implemented between January and December 2021. The Report illustrates achievements, challenges and lessons learned including the Financial Commitments and Supports received during the year 2021.

A number of activities were undertaken through different programs, projects and activities to promote safety and retention of learners, this included radio talk shows to raise and increase awareness on child rights and safety, community dialogues to deepen the understanding of violence against children, partners and communities on positive parenting, follow up meetings with refugee Welfare Council members, Local Council Chairpersons, School Management Committee (SMC) and Parents and Teachers Association (PTA) members, to assess progress towards implementation on action plans.

FAWE Uganda in partnership with Investing in Children and their Societies (ICS) trained staff implementing the VACiS project and key stakeholders in the three targeted districts in Skillful Parenting in a bid to rally the support of parents to safeguard the rights of their children.

FAWE Uganda conducted supporting supervision to the BRiCE partners in South Sudan to assess the implementation of the gender action plans developed during the training of the consortium partners on Gender Responsive Pedagogy (GRP).

FAWE Uganda continued to disseminate the study findings on the Situation of, and Impact of COVID-19 on school going girls in Uganda. A similar study launched during the reporting period on the Impact of COVID-19 on the Education and Employability of Persons with Disabilities in Uganda.

Whereas there were tremendous achievements in 2021, there were also some challenges experienced during the year these include; the closure of education institutions in Uganda due to the outbreak of COVID-19 since March 2020 led to overwhelming number of teenage pregnancies among the young adolescents which could affect their ability to return to school.

A handwritten signature in dark ink, appearing to be 'SO', written in a stylized, cursive manner.

Susan Tumusiime Opok
EXECUTIVE DIRECTOR

1.1 ABOUT FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE) UGANDA

FAWE Uganda was established in February 1997 with the goal of accelerating female participation in education and therefore, close the gender gap at all levels within the education system in Uganda. It's one of the 34 country chapters of the Forum for African Women Educationalists (FAWE) - a pan African NGO founded in 1992 by five women ministers of education to promote girls' and women's education in Africa.

Vision: A Uganda in which all girls and women effectively participate in sustainable development.

Mission: To Enhance Opportunities for Girls to Attain Quality Education and Skills through Sponsorship, Social protection, Institutional Strengthening and Advocacy.

Core Values: Respect, Professionalism, Accountability, Result Oriented and Continuous life learning.

1.2 Strategic objectives

1. To improve the level of Gender responsiveness in Education, Education sector policies for Girls and Women.
2. To enhance the adoption and integration of positive Gender Pedagogy Practices at national, community and school Level.
3. To improve access, retention and completion rates for Girls in schools at all levels of Education.
4. Strengthen research and knowledge management systems to inform policies, new approaches and set pace for Girls' agenda in Uganda in addition to strengthening institutional development to efficiently and effectively deliver her mandate.
5. To strengthen the institutional capacity of FAWE Uganda for efficient and effective delivery of services to stakeholders.

1.3 Geographical scope

Karamoja, Acholi, Toro, Busoga, Teso, West Nile, Elgon, Central regions and Rwenzori region.

Therefore, this annual report focuses on the achievements made in the calendar year 2021 based on the strategic objectives.

1.4 Summary of FAWE Uganda Strategic Focus for 2021.

FAWE Uganda programs are harmonized to the overall objective of seeing girls across Uganda accessing quality education with the aim of improving their livelihood and wellbeing of both their families and communities.

No	Strategic Objective	Achievements	Outputs	Outcomes
1	To Improve the Level Of Gender Responsiveness In Education Sector Policies For Girls and Women In Uganda.	<p>-Disseminated two Policy Guidelines on Prevention and management of Teenage Pregnancy in school setting and the Roles and Responsibilities of Senior Woman and Man Teachers in Uganda.</p> <p>- Influencing budget allocation towards district child protection interventions.</p>	<p>Two Policy Guidelines disseminated in 9 districts in Buganda and Rwenzori sub-regions.</p> <p>10 Radio talk shows and 2 National TV talk shows</p> <p>Two ordinance on child protection in Ntoroko district and Bundibugyo.</p>	<p>Created awareness on the Policy Guidelines on prevention of Teenage pregnancy and the roles of senior women and men teachers.</p> <p>22 child mothers re-integrated back to school.</p> <p>35 child abusers apprehended and tried in courts of law.</p> <p>30 primary schools in Bundibugyo and Ntoroko districts able to provide midday meals to pupils by the end of 2021.</p> <p>Bundibugyo district local council was able to allocate at least 8,000,000 UGX annually towards child protection activities.</p>

2	To enhance the adoption and integration of positive Gender Pedagogy Practices at national, community and school Level.	<p>-Popularized the HEAC program at partner learning institutions.</p> <p>- Trained stakeholders at the partner learning institutions on the adoption and implementation of the HEAC programme.</p> <p>-Trained stakeholders on Mental health and psychosocial-support.</p> <p>-Trained stakeholders on the skillful parenting model.</p> <p>-Trained the stakeholders on the VSLA methodology. Bi-annual review meeting on child protection in Kasese and Ntoroko districts.</p>	<p>4 new partner intuitions (Kabale, Lira, Muni and Mountains of the Moon universities) adopted the HEAC Programme.</p> <p>73 (31 Female and 42 Male) academic and management staff from Mountains of the Moon, Kabale and Lira Universities were trained and equipped with skills to teach and implement Higher Education Access Certificate Programme.</p> <p>61 (28 Female, 33 Male) Child Protection Committee (CPC) and Community Development Officers (CDO) were oriented on the National Child Policy and 22 family care practices to strengthen child safeguarding in September 2021.</p> <p>121 (59 Female and 62 Male) Senior Women and Men teachers from 60 project schools were trained on Mental Health and Psychosocial Support (MHPSS).</p> <p>15 (4 Female and 11 Male) participants were certified as Facilitators and Co facilitators in an award ceremony led by ICS trainers.</p> <p>20 (05 Female and 15 Male) Project staff, partner representatives, representatives of 06 parenting groups and Community Resource Persons from 03 selected Sub counties in Bundibugyo district were trained in the VSLA model and business management.</p>	<p>Memorandum of understanding signed between FAWE Uganda and the 4 new partner institutions formalized. The 4 universities developed action plans for the development of the curriculum to be submitted to NCHE for accreditation</p> <p>-60 students graduated and transited to normal degree programme from the HEAC Programme.</p> <p>- 06 VSLA parental saving for the education and family economic development.</p>
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3	To contribute to increased access to quality education, retention and completion by girls in school at all levels of education in Uganda.	Paid tuition fees for students under the program Mentorship provided to learners.	398 students (275 Female and 121 Male) at higher education and tertiary institutions had their fees and basic requirements paid 657 students under Pro-SEVU were enrolled for vocational courses 247 students under Pro-SEVU were enrolled for secondary and tertiary education.	23 students graduated and are already employed full time or volunteering across the country. 1 student from MUST already secured a scholarship to pursue a masters in Physics at same University, while 1 student from Busitema University got a volunteer position in Germany 104 students under Pro-sevu sat national and tertiary examinations.
4	Strengthen Research and Knowledge Management systems to inform policies, new approaches and set pace for girls' agenda in Uganda.	Disseminated the survey report on the situation of, and impact of COVID-19 pandemic on school-going girls and young women in Uganda. Commissioned a national study on the Impact of COVID-19 on the education and employability of persons with disabilities. Conducted monitoring and support supervision visit to South Sudan to Midterm Review for the Maternal Foundation (MCF) Program was conducted.	-Disseminated the survey report on the situation and impact of COVID-19 pandemic on school going girls in 10 districts, (Kasese, Mubende, Kasanda, Namayingo, Mayuge, Namutumba, Mukono, Koboko, Arua). The meeting was attended by CDOs, Head teachers, learners, DCDOs, DEOs, Sub-county officials, teachers, and police. - 416 (201 Female and 215 Male) stakeholders from the project districts participated at the dissemination meetings. Monitoring report provided. Review report provided.	FAWE Uganda made presentations to UNICEF, and EU with possibility of future partnership Members of Parliament for West Nile invited FAWE Uganda to further disseminate the report in Arua and Koboko district. They committed to pass motions in the flow of Parliament on girl's education. -19 primary schools in South Sudan and Uganda developed gender responsive action plans. -The findings indicated 99% progress rate/transition. All students in cohort two and cohort 3 progressed normally. One student in cohort two at Gulu university passed on. In cohort 1, out of the 98 students selected in 2017.

5	To strengthen the institutional capacity of FAWE Uganda for efficient and effective delivery of services to stakeholders.	<p>Staff trained on psychosocial support and advocacy</p> <p>Staff retreat was held in December 2021 and staff were equipped in various areas in order to improve productivity.</p> <p>An Annual General Meeting was held for FAWE Uganda</p> <p>Strategic Plan 2019-2026 reviewed and revised.</p> <p>Developed the Safeguarding and Advocacy policy for the Organization</p> <p>Developed the mentorship manual.</p>	<p>-26 staff trained on advocacy.</p> <p>- 32 (18 Male, 16 Female) staff and volunteers attended the retreat.</p> <p>-31(30 Female, 1 Male) attended the meeting on September 25th 2021.</p> <p>-Strategic plan reviewed</p> <p>-Safe Guarding, Advocacy and Mentorship manuals developed.</p>	Various organizational policies including the advocacy, strategic plan and mentorship were approved by the board.
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FAWE Uganda Founder - Dr. Jane Mulemwa (middle), Board Chairperson (in red)- Ms. Margaret Atim Mugeni, Executive Director - Mrs. Susan Opok Tumusiime, some FAWE Uganda board members and FAWE Uganda staff members at the 2021 Annual General Meeting at Casa Miltu Hotel.

STRATEGIC OBJECTIVE 1: TO IMPROVE THE LEVEL OF GENDER RESPONSIVENESS IN EDUCATION SECTOR POLICIES FOR GIRLS AND WOMEN IN UGANDA

1.1 Strategic Focus

The focus is on how FAWE Uganda has practically improved the Level of Gender Responsiveness in the Education Sector Policies for Girls and Women in Uganda through engaging policy makers at both district and national level to enact policies that facilitate an enabling environment for girls and women to access quality education.

1.2 Development and dissemination of policy guidelines.

Two policy guidelines on Prevention and management of Teenage Pregnancy and Re-entry of child mothers into school and the Roles and Responsibilities of Senior Woman and Man Teachers were disseminated in 9 districts included Mubende, Kasanda, Mukono, Namutumba, Namayingo, Kasese, Bundibugyo, Ntoroko and Mayuge, reaching a total of 277 (115 Female and 162 Male) stakeholders.

Bundibugyo and Ntoroko district councils developed and passed ordinances on school feeding and child protection, this was after engagement with FAWE Uganda through quarterly coordination meetings.

30 primary schools in Bundibugyo and Ntoroko districts were able to provide midday meals to pupils by the end of 2021
Bundibugyo district local council was able to allocate at least 8,000,000 UGX annually toward child protection activities

1.3 Awareness campaigns through dialogues, radio and TV talk shows;

FAWE Uganda conducted 77 community awareness meetings through the support of the community facilitators and the male champions on GBV and Second Chance Education reaching out to 5841 (3836 Female and 2,005 Male) people. The Communities committed to curbing GBV, pledged to embrace Second Chance Education and committed to providing financial and moral support to their wives when schools re-open.

31 awareness meetings were conducted on guidelines and policies that promote second chance education and school re-entry of child mothers and pregnant girls using cost free channels at burials, churches and reached 1,367 (807 Female, 560 Male) people in Pader, Kaberamaido, Amuria, Nakapiripirit. Leaders resolved to ensure safety of children during the lockdowns. The effect was 22 girls were accepted to return to school by their husbands with support of the LCs and community leaders.

FAWE Uganda participated in 11 radio talk shows on GBV and second chance education, GBV, effects of COVID 19; and on the theme International Women's Day March 2021, This was done at Akica FM=2, Youth FM=1, Dwan Wa FM=2, Heritage FM=1, and Mega FM=1 in partnership with the respective district Gender Officers, DCDO and representatives from the Police Child and Family Protection in Moroto, Amuria, Kaberamaido, Nakapiripirit and Gulu districts.

The CDO and Gender Officer conducting a radio talk show on GBV, Second chance education amidst COVID-19



Figure 1.3.1: The CDO and Gender Officer conducting a radio talk show on GBV, Second chance education amidst COVID-19.

Orientation on the National Child Policy.

61 (28 Female, 33 Male) Child Protection Committees (CPCs) and Community Development Officers (CDO) were oriented on the National Child Policy and 22 family care practices to strengthen child safeguarding in September 2021 in Lamwo district. The CPCs were equipped with knowledge and skills on family care practices and sensitized on their roles supporting government to enforce laws, ordinances and bye-laws that protect children and promote their well-being.



The Guest of Honor (SPWO-Lamwo DLG) Mr. Ocana Geoffrey making closing remarks during the CPC training at Lugwar primary school

STRATEGIC OBJECTIVE 2: TO ENHANCE THE ADOPTION AND INTEGRATION OF POSITIVE GENDER PEDAGOGY PRACTICES AT NATIONAL, COMMUNITY AND SCHOOL LEVEL

2.1 Strategic Focused results

Major achievements include: enhancement and adaptation of positive gender pedagogy practices; FAWE Uganda also popularized the HEAC programme at 7 partner learning institutions; Training of 62 senior men and 59 women teachers on their roles in fostering positive practices and attitudes for girls; orientation of 61 (28 Female, 33 Male) Child Protection Committees (CPC) on the National Child Policy 2020 and family care practices; 120 stakeholders training on Mental health and psycho-support were carried out in 2021; building the capacity of duty bearers on prevention and management of Teenage pregnancies trained On skillful parenting, Village Savings and Loan Association (VSLA) and conducted two bi-annual review meetings on child protection in Kasese and Ntoroko districts.

2.2 The Higher Education Access Certificate (HEAC) Policy engagement

FAWE Uganda ably popularized the HEAC program at the different partners higher learning institutions as a mechanism of creating an opportunity for learners especially female who are not able to join university education through direct, mature or diploma avenues. Four universities of Kabale, Lira, Muni and Mountains of the moon adopted the HEAC during the reporting period. 126 (60 Female and 66 Male) staff from these universities were trained on the strategies of implementing the program.

Kabale and Muni Universities successfully designed and submitted their curriculum to the National Council of Higher Education and are slated to admit the first cohort of learners in the 1st quarter of 2022.



Dr. Sudi Balimutajjo of Mbarara University of Science and Technology (MUST) facilitating a session during the HEAC Curriculum Development training at Kabale University.

2.3 Training stakeholders on prevention and management of teenage pregnancy

FAWE Uganda trained 314 (216 Male, 98 Female) stakeholders in Karamoja, West Nile, Acholi, Rwenzori, Buganda, Teso and Bukedi on prevention and management of teenage pregnancies in schools and communities. These included Community Development Officers (CDOs), Local Councils, Teachers and Child Protection Committee structures.

61 Child Protection Committee (CPC) were trained in Lamwo district on prevention and management of teenage pregnancy, reporting and referral of child abuse cases. A total 356 (133 Male, 223 Female) child abuse cases were reported and referred for redress in Palabek refugee settlement in 2021 with support of the child protection committee structures.

15 (4 Female and 11 Male) staff of FAWE Uganda and from the 3 local governments of Kasese, Bundibugyo and Ntoroko were trained and certified on skillful parenting by Investing in Children and their Society (ICS) an NGO based in Kenya. Participants developed action plans to roll out the training to the targeted communities. 6 parenting groups were formed, and trained on village savings and loan association (VSLA) in Bundibugyo and Ntoroko during the reporting period.

2.4 Community mobilization on Sexual Reproductive Health Rights

26 POWER Clubs were established with 520 women and adolescent girls (400 Refugees, 120 Nationals). Of these 75 are child mothers, 113 Gender Based Violence (GBV) survivors, 88 single mothers, 45 with Disability, 86 People Living with HIV (PLHIV), 25 Sex workers and 88 are others (widows and adolescents heading families). 520 club members underwent a training on VSLA methodology that increased their skills and knowledge on VSLA establishment, enterprise selection and management. In a period of 7 months, 300 POWER club members had established individual enterprises. Mentorship and provision of VSLA tool kits to all the groups, boosted their savings to an accumulative savings of UGX. 43,928 ,000/=.

2.5 Male Engagement initiatives

172 male champions from Karamoja, Teso and Bukedi were trained and equipped with skills, knowledge that promoted gender equality, second chance education and women's rights. Consequently, the male champions conducted 6 community awareness sensitisations reaching out to 238 people (139 Female, 99 Male) on GBV, second chance education and women's rights.

2.6 Capacity building on VAC Appropriate interventions in schools and the community.

A total of 121 (59 Female and 62 Male) Senior Women and Men teachers from 60 project schools were trained on Mental Health and Psychosocial Support (MHPSS) by FAWE Uganda. The training enhanced the teachers' skills in handling psycho-social related challenges among the learners. Participants were also oriented on their roles as provided for by the MoES 2020 Guidelines of Senior Women/ Men Teachers.

2.7 Case Management

With support of the VAC project emergency fund, a total of 741 (481 Female, 260 Male) cases of defilement were reported, tracked, referred and responded to in accordance with the national policy guidelines, of cases, 35 were successfully prosecuted and suspects remanded.

The Government of Uganda declared a 2nd lockdown in the country in June 2021 to curb the spread of COVID-19 in the 2nd wave of the pandemic, closing all learning institutions, places of worship, suspended public transport, curfew, busy business hubs, shopping malls, arcades among others. The lockdown meant that families did not have food and other basics since they were no longer earning any incomes.

400 households in the Rwenzori and Karamoja regions received the food relief items from FAWE Uganda, 767 students under Pro-SEVU, Forberg, Social Initiatives and Cavendish, 75 students at MUBS Nakawa also received food relief items, having been trapped by the lockdown at their hostels.



Figure 2.8.1: FAWE Uganda team distributing food and nonfood items to students at Makerere University Business School (MUBS)

Capacity building on Skillful Parenting

16 staff of FAWE Uganda and representatives from the district local governments of Kasese, Bundinygyo and Ntoroko were trained on Skillful parenting and Investing in Children and their Societies (ICS). Participants were equipped with skills in working with parents to improve the welfare of their communities.



District Officials from Bundibugyo, Kasese and Ntoroko, Staff of FAWE Uganda, Impact and Innovations Development Centre (IIDC) and Investing in Children and their Societies (ICS) with Certificates following the certification ceremony

STRATEGIC OBJECTIVE 3: TO CONTRIBUTE TO INCREASED ACCESS TO QUALITY EDUCATION, RETENTION AND COMPLETION BY GIRLS IN SCHOOL AT ALL LEVELS OF EDUCATION IN UGANDA

3.1 Strategic Focus:

3.2 Higher Education

Through increasing access to quality education, retention and completion of education FAWE Uganda supported 396 students (275 Female and 121 Male) at higher education and tertiary institutions. A total of 23 students (8 Female, 15 Male) graduated in 2021 with degrees and diplomas in various courses, (11) Gulu University, (05) Mbarara University of Science and Technology, (05) Busitema University, (02) Kyambogo University, these are already employed full time or volunteering across the country. 1 student from MUST already secured a scholarship to pursue a masters in Physics at same University, while 1 student from Busitema University got a volunteer position in Germany.

Table 3.2.1: Girl education retention & completion per Project/Program

S/n	Project/Program	Access.	Retention	F	M	Completion
1.	Forberg	00	75	45	28	00
2.	Social Initiative Educate girls	27	27	27	00	00
3.	HEAP	00	271	178	93	21
4.	Staff Bursary	17	17	17	00	00
5.	MUBS Bursary Scheme	00	06	06	00	00
6.	Cavendish university bursary	02	02	02	00	00
7.	Kyambogo University	02	02	02	00	02
	Total	44	398	275	121	23

3.3 Promoting Second Chance Education

FAWE Uganda with support from UN Women supported selected 1500 Vulnerable and marginalized Adolescent girls and young women access Second Chance Education in 2019 across 15 district where the project is being implemented.

A total of 247 students were enrolled to secondary (100) and tertiary (4) education in 2019 out of which 104 completed secondary and tertiary in 2021.

Figure 3.3.1: Showing number of students who completed ordinary level in 2021:

S/N	DISTRICT	DIVISION					Grand Total
		DIV 1	DIV 2	DIV 3	DIV 4	DIV 9	
1.	ABIM		1	1	5	2	9
2.	AMUDAT				3	8	12
3.	AMURIA			1		1	2
4.	GULU		1	1	2	1	5
5.	KABERAMAIDO		1	1	1		3
6.	KARENGA			3	7	2	12
7.	KASESE		3	2	6	2	13
8.	KITGUM	1	2	5	3	1	12
9.	KOTIDO		1	3	4	1	9
10.	MOROTO			1	1		2
11.	NABILATUK		1		3		4
12.	NAKAPIPIRIT			1	2		3
13.	NAPAK				1		1
14.	PADER			1	2		3
15.	TORORO	1		1	2		4
Grand Total		2	10	21	42	18	93

Table 3.3.1: Showing number of students who completed advanced level in 2021

District	No of students	Points scored
Tororo	1	11
Kasese	1	10
Karenga	1	10
Karenga	1	06
Amudat	1	05
Amudat	1	05
Amudat	1	04
Total	7	

4 students completed degree and diploma courses and are currently volunteering in their respective districts as they look for full time jobs. 113 secondary school beneficiaries are expected to resume when schools re-open in January 2022.

A total of 1253 students were enrolled for various vocational courses under the Second Chance Education, however 657 were recruited in the 1st cohort in April 2021 out of which only 515 completed and were assessed by the Directorate of Industrial Training (DIT). 142 students did not return after the second lock down was opened in November 2021.

Figure 3.3.2: Showing the number and course the students were enrolled

No. of students as per course enrolled in 13 vocational training institutions across the country		
No	Course	Number of students
1	Building and Concrete Practice	67
2	Carpentry	20
3	Catering	255
4	Driving	19
5	Electrical Installation	50
6	Electronics	3
7	Motor Vehicle/motorcycle repair	57
8	Plumbing	101
9	Simple Engine Repair	1
10	Tailoring	7
11	Metal Fabrication	52
12	Agriculture	25
	Total	657



Adikini, one of the beneficiaries of FAWE Uganda under pro-SEVU project at her work place in Akapa Tororo District

3.4 Mentorship program.

FAWE Uganda oriented 39 (24 Female and 15 Male) mentors from the 7 partner institutions on the revised mentorship manual and equipped them with skills and knowledge for effective mentoring relationships with the students. This resulted into 180 students (91 Female, 89 Male) received mentorship in leadership and psychosocial support resulting from the efforts of the trained mentors.

56 final year students under MCF attended “School to Work Transition” workshop as part of mentorship and preparing them to transit from school to work environment. The students were equipped with life skills and information to facilitate their transition from school to the competitive job market.

38 out of 56 final year students (13 Female, 25 Male) managed to secure internship and job opportunities (13 teachers, 8 nurses, 4 lab technicians, 6 for agriculture and 7 are self-employed).



Sarah Murungi - Program Coordinator Protection takes FAWE Uganda beneficiaries through a mentorship program training at the head office.

STRATEGIC OBJECTIVE 4: STRENGTHEN RESEARCH AND KNOWLEDGE MANAGEMENT SYSTEMS TO INFORM POLICIES, NEW APPROACHES AND SET PACE FOR GIRLS' AGENDA IN UGANDA

4.1 Strategic Focus:

4.2 Dissemination of the study findings on the situation of, and impact of COVID-19 pandemic on school going girls and young women in Uganda.

In October 2020, FAWE Uganda commissioned a research study on the Situation of, and Impact of COVID-19 on School Going Girls in Uganda. Key findings included a 22.5% increase in pregnancy among girls aged 10-24 seeking 1st Antenatal Care (ANC) from 80,655 to 98,810 respectively between the month of March and June 2020 and 366.5% increase in incidences of teenage pregnancies among girls aged 10-14 years, from 290 in March to 1,353 in September, 2020) compared to those aged 15-19 years (25.5%) and young women aged 20-24 (21.1%).

- Through disseminating the study findings, FAWE Uganda was able to popularize its mandate in the protection of women and child rights.
- Donors such as UNICEF, EU and Irish Aid invited FAWE Uganda to present the findings to them with hope of future partnerships. Members of Parliament from the West Nile Region invited FAWE Uganda to present the findings which was done in Arua and Koboko, this further created an opportunity to lobby and rally the legislators to support advocacy towards girl's education.

FAWE Uganda also commissioned a national study on the Impact of COVID-19 on the Employability and Education of persons with disability with funding from Zizi Afrique, an NGO based in Nairobi –Kenya. The findings shall be disseminated in 2022.

4.3 Monitoring and Support Supervision visit to GRP implementing partners;

Following the training of 8 (3 Sustainable Development Goals (SSD) and 5 Uganda) consortium partners on GRP in 2020, FAWE Uganda conducted support supervision visit to partners in SSD (CDI, AVSI & Oxfam) to assess the uptake of the GRP model among partner organizations, project schools and to discuss how partners in SSD are integrating gender issues into their programming. Reports from the visit indicated that positive progress has been realized towards uptake of GRP since partner staff were trained.

- 19 project schools (9 in SSD and 10 in Ug) were supported by FAWE Uganda to develop gender action plans and budgets to address gender gaps at school. The gender plans and budgets are being used to advocate and lobby for support from partners, government and parents.

4.4 Midterm Review (MTR) of the Higher Education Access Program (HEAP)

The MTR assessed the extent to which the HEAP objectives were achieved, demonstrating the extent to which outputs led to outcomes and the realization of the program objectives. Overall recruitment of student beneficiaries was exceeded by 10.2% of the initial target of 300. However, fewer females (61.7%) than targeted but more males (38.3%) than targeted were recruited and supported. The program exceeded the number of students supported on degree programs by 24.1% from the initial 180 (60%) to 281(84.1%) and students supported on Diploma programs are less by the same proportion (24.1%) from the initial target of 120(40%) to 53(15.9%).

The findings indicated 99% progress rate/transition. All students in cohort two and cohort 3 progressed/ are progressing normally. One student in cohort two at Gulu University passed on. In cohort 1, out of the 98 students selected in 2017.

96.6% of students have participated in the Extended Orientation Program (EOP). Testimonies from students show that the EOP has been successful in equipping students with skills to succeed at school and outside school; business skills, proper use of money/financial literacy, improved self-esteem, leadership.

The bridging programs were accredited as “Higher Education Access Certificate” (HEAC) programs, which exceeds the initial goal of the HEAP in three important ways;



FAWE Uganda Executive Director - Ms. Susan Opok Tumusiime (in black dress) takes a photo with dignitaries during the Women's conference at Skyz Hotel

STRATEGIC OBJECTIVE 5: TO STRENGTHEN THE INSTITUTIONAL CAPACITY OF FAWE UGANDA FOR EFFICIENT AND EFFECTIVE DELIVERY OF SERVICES TO STAKEHOLDERS

5.1 Training of the Board Members on Risk Management

The FAWE Uganda Senior Management team and board members were trained on Risk Management, a process of identifying, assessing and controlling threats to an organization's capital and earnings. These risks stem from a variety of sources including financial uncertainties, legal liabilities, technology issues, strategic management errors, accidents and natural disasters, this involved cascading impact they would have on an organization's strategic goals. Key action point from the training involved developing the Risk Management Framework for FAWE Uganda which was started immediately after the training. A total of 13 (4 Male, 9 Female) participants attended the training.

5.2 Training in Psycho-social Support

FAWE Uganda staff were trained on Psycho-social support by Transcultural Psychosocial Support Organization (TPO), the training equipped participants with self-resilience especially due to COVID-19 outbreak as well as supporting the communities, households and beneficiaries they work with cope with stressful moments of their lives. 26 (12 Female, 14 Male) participants attended the training.

5.3 Advocacy Training

26 FAWE Uganda staff and volunteers were trained on advocacy. The training was conducted virtually at a time; the country was on lockdown due to the escalating numbers of COVID-19. The staff and volunteers were taken through principles of advocacy and how they can influence decisions within political, economic and social systems and institutions. A committee was set up to spearhead the process of developing the FAWE Uganda advocacy policy, this was done and approved by the Board.

5.4 Staff Retreat

FAWE Uganda organized staff retreat to foster team building, orientation on the reviewed strategic work plan, performance review for the year as well as training on various aspects. The retreat was facilitated by both internal stakeholders and external facilitators such as Success Africa LTD an HR Consultancy firm and Mr. Charles Ocici- the Executive Director for Enterprise Uganda. Staff were taken through financial literacy, enterprise development and savings, staff were also provided skills in report writing, responsiveness in work, timely accountability and adherence to organization policy guidelines. A total of 34 (18 Male, 16 Female) staff and volunteers attended the retreat.

5.5 FAWE Uganda Strategic Plan

FAWE Uganda completed the process of reviewing her strategic plan 2019 – 2026 to provide overall guidance and direction to the organization's programming. The Organization took a participatory approach involving beneficiaries and development partners in developing the

new strategic plan. The revised strategic plan was approved by the board and is expected to guide the organization in the next period of 2022-2026.

5.6 The Annual General Meeting (AGM) 2021

The AGM provided an opportunity for FAWE Uganda secretariat to update the assembly on key achievements and challenges realized by the organization in the due course of the year 2021 amidst the challenging effects of the COVID-19 pandemic. In adherence to the COVID-19 protocol, the meeting was hybrid with a few members attending physically while the majority attended on-line. A total of 31(30 Female, 1 Male) members attended the meeting on September 25th 2021.



FAWE Uganda staff during a nature walk at the staff retreat, 2021

Challenges in 2021	Recommendation	Lessons learnt
<p>The COVID-19 pandemic curtailed the pace of implementation of the planned activities in the country, hence the beneficiaries were carried forward.</p> <p>The pandemic forced the program team to resort to virtual strategies of projects and programs implementation affecting quality of the desired outcomes, including schooling, hence resulting into children being exposed to the dangerous risky behaviours in the community such as child marriages, commercial sex, and gambling.</p> <p>Increased cases of pregnant students on the programme especially during the lockdown has affected their access, retention and completion of school since approximately. 5 out of 10 pregnant cases were registered during this lockdown, making the number 18 as per December 2021.</p> <p>Slow contextualization and adoption of the Higher Education Access Certificate by management and staff of Lira and Muni Universities delayed the take off and implementation of the HEAC Program.</p>	<p>FAWE Uganda should strengthen its work relations with government structures especially local government by formalizing its engagement through signing and updating its Memorandum of Understanding (MOUS) and other related stakeholders like Office of the Prime Minister (OPM) for the case of work done in refugees' response.</p> <p>For example, our relationship with district local government structures, made it easy to work with district Covid-19 taskforces during the pandemic.</p> <p>Continuous advocacy meetings in the target district to lobby for budget allocation in the districts we work to achieve projects sustainability.</p>	<p>The COVID-19 pandemic has shifted the learning environment from the 'traditional confines of a school' to homes as the 'new school', yet most parents are illiterate and lack the knowledge to support the learning process.</p> <p>Increased cases of Violence Against Children (VAC) reported at family level has challenged the notion and perceptions that homes are safe havens for children.</p> <p>Need to conceptualize VAC from the community's perspectives through supporting attainment of knowledge, attitudes, practices, systems and structures to address VAC holistically</p> <p>Government laws and policies on VAC cannot work exclusively to end VAC, they must fit and speak to community realities i.e. beliefs, attitudes, norms, practices, systems and structures.</p> <p>The implementation of the HEAC Programme by the partner institutions is attracting students who would have enrolled for diploma course, this is making some institutions to worry that they may not get students enrolling for diploma programs.</p> <p>Involvement and coordination with other stakeholders within the Project implementing areas makes mobilization for other activities easy.</p> <p>1. Male/spouse engagement</p>



FIELD OFFICES

WESTERN REGION RWENZORI

Fort Portal
Plot 19A1 Government Road
Fort Portal
Tel: +256 782 543 257
+256 392 894 901
+256 772 487 299
+256 782 253 605

KARAMOJA SUB REGION

Moroto District
Moroto Local District
Government Offices
Tel: +256 772 487 299
+256 392 894 901




WEST NILE REGION

Adjumani, Yumbe and
Terego District
Tel: +256 799 201 783
+256 392 894 901
+256 772 487 299

HEAD OFFICE

Plot 328, Bukoto - Kisasi Road
P.O. Box 24117, Kampala - Uganda
Tel: +256-392-894901 / +256-772-487299
Email: fawe@faweuganda.org
www.faweuganda.org



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