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The Extended Orientation Program (EOP)



Selection of 500 FAWE Uganda program participants at the awarding ceremony of Extended Orientation Program (EOP) at UTC Elgon, Mbale



FAWE Uganda select staff pose with VIP guests at UTC Elgon, Mbale in UTC Elgon, Mbale.

Following the selection of 500 young women and men for the FAWE Uganda/Mastercard Foundation Phase II Bursary Program, FAWE Uganda conducted a one-week Extended Orientation Program (EOP) from 13-20 August 2024, at Uganda Technical College (UTC) Elgon in Mbale. The participants, representing 51 districts across Uganda, included individuals with disabilities and members of refugee communities. The EOP aimed to equip these participants, aged 15 to 25, with essential life skills necessary for success in Technical and Vocational Education and Training (TVET) and the Higher Education Access Certificate (HEAC) programs.

Throughout the week-long program, participants engaged in sessions covering various key topics, including financial literacy, sexual reproductive health and rights, self esteem and confidence building, and leadership skills. The EOP also facilitated mentorship opportunities and networking sessions, connecting participants with industry professionals and their peers to foster relationships that would support their educational and professional journeys. HEAC participants will enrol in a one-year bridging program to qualify for entry into degree programs at partner universities, while others will join TVET institutions to acquire practical skills.

The program culminated in an award ceremony on 20 August officiated by FAWE Uganda Board Chairperson, Dr. Christine Oryema, with Mr. Henry Ssemakula, Education Officer at the Ministry of Education and Sports, in attendance. The ceremony underscored the importance of partnerships between government and non-governmental organizations in promoting education and ensuring access for marginalized youth across Uganda. The EOP marks the beginning of an exciting journey for the participants, as they embark on their academic and career paths armed with the knowledge and tools gained during the orientation.

VACiS Project Makes Strides in Empowering Girls in Schools



Kyaligonza A. Yahaya, FAWE Uganda Project Assistant, engaging with teachers and student committee members during a supervision visit at Kanara Seed SS on Monday, July 8, 2024.

During the Community Action to End Violence Against Children in the Rwenzori sub-region (VACiS) Project supervision mission, FAWE Uganda continued its efforts to promote girl child empowerment by providing Technical Assistance on the Good School Toolkit (GST) to schools in Kasese, Bundibugyo, and Ntoroko districts. A total of 56 schools including 41 primary and 15 secondary benefitted from this initiative, which seeks to foster child participation and strengthen the protection of children's rights, especially for girls.

Speaking to school administrators and Good School Committees, Byaruhanga David, FAWE Uganda, Project Assistant, emphasized the transformative power of the Good School Toolkit. He noted that creating safe and inclusive school environments is critical in enabling girls to thrive, both academically and socially. "Through the toolkit, we are helping schools create safer spaces where girls can participate in decisions that affect their lives, thereby promoting gender equality and reducing barriers to education," he remarked during a visit to Buganikere Primary School on July 23, 2024.

The Good School Toolkit is designed to support schools in addressing issues like bullying, gender-based violence, and the lack of adequate facilities for girls, ensuring that they can learn in an environment free from fear and discrimination. One of the highlights of the recent interventions was at Kanara Seed Secondary School, where the Good School Student Committee showcased remarkable progress in implementing the toolkit to improve school safety and enhance students' engagement.

During his supervision visit to Kanara Seed SS on July 8, 2024, Kyaligonza Abubakar Yahaya, another FAWE Uganda, Project Assistant, praised the students' leadership and commitment to the toolkit. He added, "We are seeing real change driven by the students themselves. They are taking ownership of their rights and making their schools more inclusive and protective for all."

The Assistant Commandant of the Nyumanzi Settlement, after witnessing the positive impact of the ICT training at the Women Empowerment Centre, expressed his hope for more training sessions and support to make the center self-sustaining. Similarly, FAWE Uganda plans to extend its technical support to more schools in the coming months, reinforcing the Good School Program's mission to empower girls and enhance child protection.

4-Day Refresher on REAL Fathers Model and Safeguarding



Trainers of Trainers participating in a hands-on workshop on creating locally sourced play materials to enhance Early Childhood Development and Play. The session took place at Dreamwood Suites, Mbarara City, on Thursday, 27th June 2024.

As part of FAWE Uganda's commitment to enhancing the capacity of Trainer of Trainers (TOTs), the Catalyzing Responsible, Engaged, and Loving (REAL) Fathers Project conducted a 4-day refresher training that was held from June 25th to 28th, 2024, at Dreamwood Suites in Mbarara City. This training was aimed at identifying gaps the TOTs encountered while interacting with mentorship manuals over the past year and reinforcing their knowledge on safeguarding practices.

The key objectives of the training included:

- Reinforcing the knowledge and skills of both TOTs and FAWE Uganda staff on the REAL Fathers Model and its delivery.
- Developing a roll-out plan to train mentors on the REAL Fathers Model.
- Integrating safeguarding into mentors' training and activities.

A total of 36 participants (10 female, 26 male) from the districts of Ibanda, Isingiro, Mbarara, and Rubirizi took part in the training. The TOTs were equipped with updated knowledge on the REAL Fathers Model, as well as safeguarding practices.

Key outcomes of the training included:

- TOTs gained practical knowledge on how to administer Monitoring Evaluation and Learning (MEL) tools, particularly the Mentorship Observation Tool, which will be used during support supervision by TOTs and district officials to mentors and young fathers.
- A focus on Early Childhood Development (ECD) and Play addressed a previously identified gap during the earlier TOT training held in Bushenyi and Ibanda from September 5th to 9th, 2023.
- Pre-test and post-test evaluations revealed improved understanding among participants: the percentage valuing friendly communication with their spouses and children increased from 95% to 96% (pre-test) and from 75% to 83% (post-test). Additionally, the percentage with a correct understanding of violence rose significantly, from 74% to 91%.
- Four district action plans were developed to roll out the training of mentors.

This refresher training plays a critical role in empowering TOTs with the tools they need to continue their impactful work in mentoring and supporting young fathers, ensuring the sustainability and effectiveness of the REAL Fathers program.

Strengthening Referral Pathways for Gender-Based Violence & SRHR in Buyende



Ms. Margret Mpatogera, the Chief Administrative Officer Representative, delivering her welcoming remarks at the validation meeting for the Referral Pathway in Buyende District Hall on 3rd September 2024.

Significant strides have been made in August 2024 towards updating the Gender-Based Violence (GBV) and Sexual and Reproductive Health Rights (SRHR) referral pathway in Buyende District under the Sexual Health and Reproductive Education (SHARE) project. On 20th August, FAWE Uganda, in collaboration with Right to Play, convened with district leadership and stakeholders to review the existing referral system. This initiative aimed to strengthen and ensure the accessibility of referral mechanisms, enabling GBV survivors to receive the necessary support, protection, and healthcare services.

A follow-up meeting on 22nd August emphasized the importance of harmonizing the referral system, with FAWE Uganda and Right to Play committing both financial and technical support. Plans were set to map service providers, build capacity within local structures, and adopt standardized forms from the Ministry of Gender, Labour, and Social Development (MOGLSD) and the Ministry of Health (MOH). A larger stakeholder meeting involving 50 participants was scheduled for 5th September to finalize the updates.

The meeting allowed participants to assess the current system and identify gaps that hinder the smooth referral of survivors to GBV, health, and legal protection services. Key among these

gaps was the lack of updated and harmonized referral forms across different sectors. Stakeholders agreed that an overhaul was necessary to ensure efficient and timely access to services for GBV survivors.

Key achievements included securing district leadership's commitment to the referral pathway update and strengthening collaboration between partners. However, challenges remain, including the need for standardized forms and the translation of materials into local languages. Despite these, the pathway update is on track, ensuring that GBV survivors and SRHR violations can access the necessary services and support.

Looking Ahead: The Path to a Comprehensive Referral System as part of the efforts to finalize the referral pathway, a larger stakeholder meeting has been scheduled for 5th September 2024, involving 50 participants. This meeting will address emerging issues and ensure that all partners are aligned in their approach to supporting GBV and SRHR cases.

FAWE Uganda remains committed to addressing the psychosocial needs of vulnerable groups through her projects like the SHARE project, ensuring that every individual, especially young girls and women, has access to the health services they deserve.

Shifting from Punishment to Positive Discipline At Nyakatoke SDA Primary



Kobusinge Lukiya, a protagonist teacher sharing the achievements of the good school tool kit at Nyakatoke SDA Primary School, Ntoroko District on Tuesday, 19th September 2024.

My name is Kobusinge Lukiya, a teacher at Nyakatoke SDA Primary School in Ntoroko District. I teach English and Science to Primary Two and Four, and I've been at this school for four years. Before FAWE Uganda introduced the Good School Toolkit, we teachers, myself included, used corporal punishment as the main form of discipline. It was a deeply entrenched practice, and while we thought it was effective, we now see the harm it caused.

Everything changed after we received training on the Good School Toolkit. FAWE Uganda organized a training session at Mugisha's Hall, which lasted three to four days. I, along with my colleague, Teacher Kasima Godfrey, attended the training, and it completely transformed our perspective on discipline. We returned to school as change agents, ready to implement what we had learned. Afterward, we trained our fellow teachers, sharing the knowledge we had gained.

The Good School Toolkit focuses on three key components: the good teacher, the good learning environment, and accountable and transparent administration. These pillars have guided our transformation at Nyakatoke SDA Primary School.

Together, we formed committees involving teachers, pupils, and parents, all working toward fostering positive discipline. This collective effort replaced the use of corporal punishment with more humane, constructive methods of discipline.

Before the implementation of the Toolkit, our school's enrollment was worryingly low, and many pupils dreaded coming to school. Teachers would walk around with sticks, and the atmosphere was one of fear. But now, thanks to the Toolkit, the school environment has shifted dramatically. On the first day of the third term, our enrollment stood at 187 pupils (97 female, 90 male) and 10 teachers (6 female, 4 male). In the past, we would only see around 30 pupils and 2 or 3 teachers during the first week of the term. This drastic improvement is a testament to the success of the Good School Toolkit.

As we continue to implement the Toolkit, we are moving into Step 5, which focuses on creating a good learning environment. In the upcoming term, we plan to emphasize life skills, incorporating them into our daily activities to further enhance the learners' experience.

Our headteacher, Madam Rose, has also played a pivotal role by promoting transparency and accountability. She ensures that all financial records, especially the capitation grant, are available for everyone to see, something that is often unheard of in many schools. This openness has fostered a sense of trust and unity among the staff and the community.

Thanks to FAWE Uganda's Good School Toolkit, we have not only changed how we teach and discipline but also how we view our roles as educators, leaders, and members of the community. The positive impact extends beyond the school, reaching into the families and homes of our pupils. Long live FAWE Uganda! For God and my country.



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