

ANNUAL REPORT

January - December 2021

ACRONYMS

AGENCI	Adolescent Girls' Education in Crisis Initiative
BAI	Book Aid International
CFI	Children Feeding Initiative
CTA	Community Technology Access
DAFI	Albert Einstein Academic Refugee Initiative
ECDs	Early Childhood Development Centres
ECW	Education Cannot Wait
EQUIP	Education Quality Improvement Project
ERP	Education Response Plan
FY	Financial Year
ICT	Information Communication and Technology
ILO	International Labour Organisation
LDS	Latter-Day Saints Charities
MEAL	Monitoring, Evaluation, Accountability and Learning
MoES	Ministry of Education and Sports
MOU	Memorandum of Understanding
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
OPM	Office of the Prime Minister
OVC	Orphans and Vulnerable Children
PDM	Post Distribution Monitoring
PLE	Primary Leaving Examinations
PoCs	Persons of Concern
PPE	Personal Protective Equipment
PPI	Prodigal Preacher International
PSEA	Prevention of Sexual Exploitation and Abuse
PSNs	Persons with Special Needs
RFA	Reading for All
RIDI	Research, Institutional Development, and

ACRONYMS

Innovations

SEP	Skills for Employment Project
SHC	Solar Home Club
SOPs	Standard Operating Procedures
SRP	Student Refugee Program
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VTC	Vocational Training Centre
WASH	Water, Sanitation and Hygiene
WIU	Windle International Uganda
WUSC	World University Services of Canada



Figure 1: UNHCR Representative to Uganda on a visit to Nakivale Secondary School.

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WHO WE ARE

ABOUT WINDLE INTERNATIONAL UGANDA

Windle International Uganda (WIU) is part of Windle International, an international NGO with members based in and operating across Eastern Africa, Europe and North America. Together, we help over a million people to access quality education across Eastern Africa every year. Started in 1977 with the establishment of Windle International Kenya in Nairobi by Dr. Hugh Pilkington, Windle now operates in Kenya, Uganda, Sudan, South Sudan, Somalia and the UK.

WHAT WE DO

WIU is a leading agency in providing quality education and training programmes for refugees and people affected by conflict. We implement programmes across all levels of education, from running early childhood development to primary, secondary, tertiary, university and vocational training.

The organisation also advocates for the rights and needs of refugees and people affected by conflict.

OUR CORE VALUES

- Respect for individuals
- Equity
- Honesty and transparency
- Professional conduct
- Stewardship

Motto

Education Transforms Society.

Vision

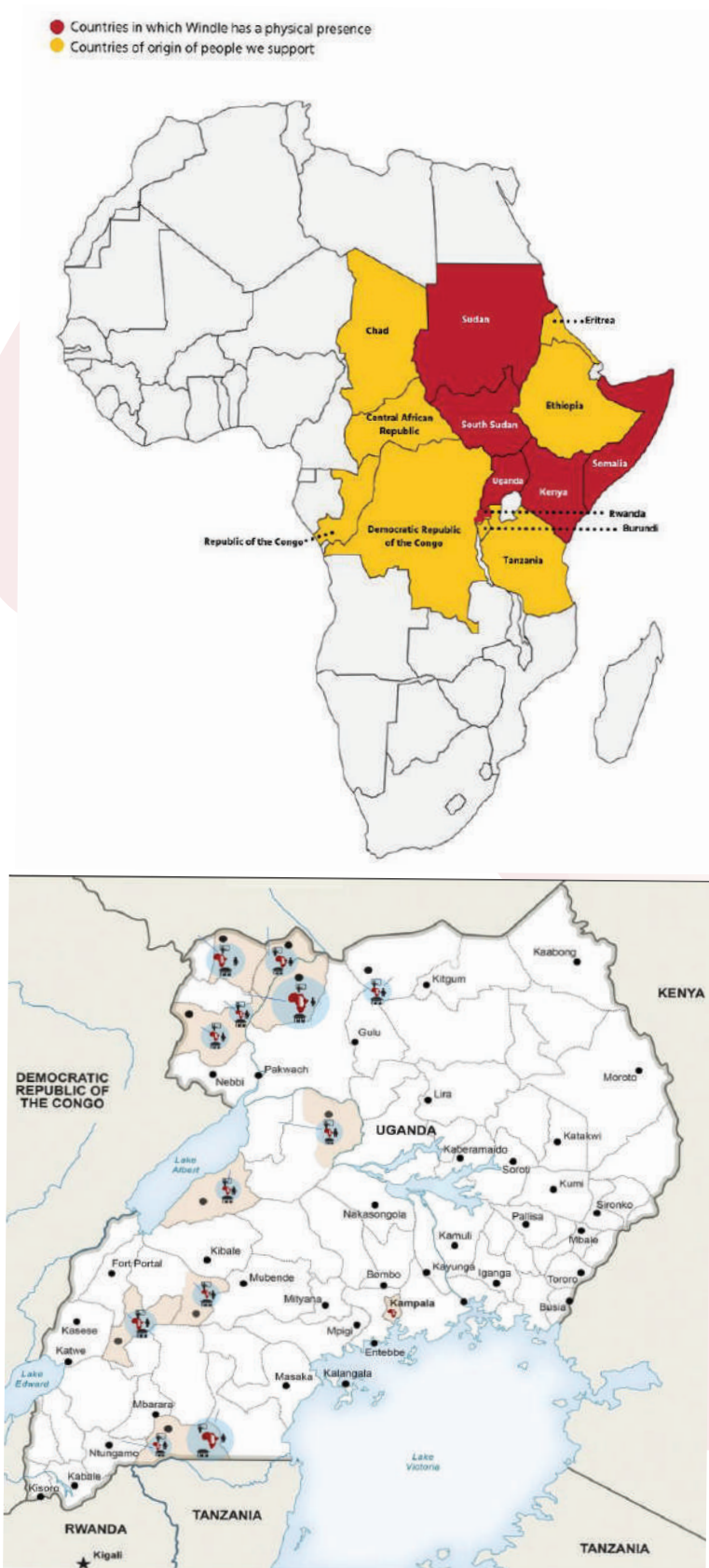
Educated, Empowered, and Inspired Young People.

Mission

To promote peace and development in communities through provision and coordination of education and training for refugees and people affected by conflict.

2021 achievements were realised through effective and efficient programming and quality team reaching persons of concern in 11 refugee settlements in Uganda

WINDLE INTERNATIONAL AND NATIONAL SCOPE



The designations employed in this report are in conformity with United Nations practice. The presentation of maps therein does not imply the expression of any opinion whatsoever on the part of Windle International Uganda concerning and/or detailing the legal status of any country, area, territory and/or of its authorities, concerning the delimitation of its borders. The depiction and use of boundaries, geographical names and related data shown on maps and included in this document – Annual Report 2021 – are not warranted to be error-free nor do they necessarily imply official endorsement or acceptance by WIU.

Board Chairperson



At Windle International Uganda, we believe that education transforms society. In fact, this is our motto. Therefore, for the last 25 years, we have endeavoured to expand educational opportunities for refugees and host communities in Uganda.

In 2021, our mandate was affected adversely by the impact of the COVID-19 crisis which ravaged the entire education sector, reversing the very many years of progress. The year started with uncertainty as schools had been closed in March 2020 to control the spread of COVID-19 among the school community. We also lost our colleague and Executive Director, Mr. James Aryam. May his soul continue to rest in peace.

That notwithstanding, WIU operated in 11 refugee settlements of Imvepi, Rhino Camp, Palorinya, Adjumani, Kiryandongo, Kyangwali, Nakivale, Palabek, Rwamwanja, Kyaka II and Oruchinga.

WIU also marked 25 years of providing quality education and training to refugees and host communities in Uganda. This is no mean feat, and it was only possible through the support of various donors and partners. It is also for this reason that we continue to constantly innovate with focus on delivering quality education and training opportunities for refugees and host communities.

On behalf of the Board of Trustees, I would like to thank all our partners and funders who continue to make it possible for us to fulfil our mission and vision. This would not have been possible without you. I would also like to thank staff for the tremendous job they did during the year despite the COVID-19 pandemic. These achievements would not have been possible without you.

A lot more remains to be done, and we are ready to do it. But, for now, I proudly present to you this report as a record of what we have done in the year and warmly invite you on the journey of transforming society through education.



Nicholas Ecimu
Chairperson, Board of Trustees

Executive Director



The year 2021 was yet another challenging one. The COVID-19 pandemic continued to ravage all sectors. However, beyond the pandemic, work continued in 2021 towards ensuring that refugees and host communities had access to quality education and training.

As schools and other learning institutions were closed, WIU was there to provide a range of remote learning and innovative options, including online delivery of education. WIU adopted the small group learning initiative which adhered to COVID-19 standard operating procedures (SOPs) to ensure continuity of learning in preparation for school reopening. Small group learning is a method of teaching whereby small groups of learners meet on a regular basis with their peers and teachers to engage in learning activities. To support this initiative, WIU procured and distributed home learning materials developed by the Ministry of Education and Sports (MoES) and the National

Curriculum Development Centre (NCDC) to ensure continuity of learning amidst the closure of schools.

The teachers in the supported schools in refugee settlements were trained on effective methodologies of handling small groups, child protection and safeguarding, learner-centred approaches and inclusive education. This was done to ensure that teachers are in a position to conduct follow-up visits and support individual learners to utilise the materials provided while observing SOPs to prevent the spread of COVID-19.

Radio lessons were also delivered. The radio lessons were conducted by trained teachers in the four examinable subjects of Mathematics, English, Science and Social Studies in Primary 4 to Primary 7. All together, 170 hours were utilised to conduct the lessons across the settlements that targeted 37,260 learners (18,393 female and 18,867 male).

Our work would not be possible without the support of donors and our valued local district partners, who help us to understand the local context, provide important advice and guidance, and assist us in engaging the affected communities to ensure that we are meeting their utmost needs.















Going into the new year with the reopening of schools, Windle International Uganda will continue to work with partners to ensure that the gains lost in refugee education due to the pandemic are made up for.

A handwritten signature in dark ink, appearing to read 'Andrew Emmanuel Omara'.

Andrew Emmanuel Omara
Executive Director

Performance Summary

2021 Key Results

Focus Area 1: Education Management	Focus Area 2: Scholarship Management	Focus Area 3: Youth Engagement	Focus Area 4: Child Protection and Safeguarding	Focus Area 5: Auxiliary Projects	Focus Area 6: Research and Policy Advocacy
<p>To ensure quality of teaching and learning outcomes.</p> <p> 94,026 learners supported to access quality teaching and learning during and after the phase-to-phase reopening of schools across the 9 settlements.</p> <p> 42,046 51,980</p> <p> 76,666 learners under gross enrolment with 33,406 female and 43,260 male learners reached in the 11 WIU-supported settlements in Uganda.</p> <p>17,360 host community learners benefited (8,640 female; 8,720 male). At secondary level, 10,291 learners (3,160 female; 7,131 male) were enrolled, with refugees at 7,880 learners (2,271 female and 5,609 male). At secondary level, 2,411 host community learners (889 female and 1,522 male) were enrolled.</p>	<p>To increase access to learning opportunities by the vulnerable persons of concern (PoCs).</p> <p> 2,029 boys and girls were reached with WIU scholarship opportunities, including PSNs, primary school scholarships, secondary school scholarships for orphans and vulnerable children (OVCs), vocational scholarships and teacher training, the DAFI University Scholarship, the Student Refugee Program (SRP), the WIU/UK Postgraduate Programme, WIU Scholarship, Alissa-Nairobi, Madita-German Sponsor and Robin Shawyer.</p> <p>19% of the refugees accessed WIU scholarships through the DAFI Scholarship opportunities.</p>	<p>To enhance profitable employment opportunities for refugee and host community youth through skills training and business development support, by equipping the youth with demand-driven vocational and business skills to help them transition into working life or self-employment.</p> <p> 315 340</p> <p> 655</p> <p>Youth reached through Kiryandongo and Nakivale Vocational Training Centres. Learners engaged in various disciplines, including motor vehicle mechanics, electrical installation, building and construction, agriculture, woodwork technology, fashion and design, ICT, salon and hairdressing.</p>	<p>To protect and safeguard children from all forms of abuse and exploitation.</p> <p>88% adherence to the UN PSEA Standards for partners (7/8).</p> <p> 93 (49 male and 44 female) trained on child protection and safeguarding.</p> <p>200 teachers trained on sexual abuse and exploitation (SEA). Formed and activated 104 child rights clubs, including 15 debating clubs and 11 peace clubs, installed 40 suggestion boxes, including referral pathways.</p>	<p>To strengthen educational management by increasing access to learning outcomes.</p> <p> 73 girls reached and placed for work-based training. 191 life-skills facilitators were trained to support life-skills training. 2,098 girls in Moyo and Obongi were reached by the facilitators with life-skills trainings.</p> <p> 16,981 Supplementary books distributed in schools to enhance access to reading materials. 18 permanent classrooms constructed.</p> <p> Procured 378 desks for the learners.</p>	<p>To enhance partnerships and networks in enriching persons of concern (PoCs).</p> <p> WIU engaged in several partnerships within the year 2021, including:</p> <ul style="list-style-type: none">  SGD Youth, South Korea  ILO, PROSPECT Initiative with the National Council for Higher Education (NCHE) on awareness creation regarding academic recognition and qualifications and equating academic qualifications.  Working with UNICEF to explore cost-effective prototypes which can be easily established to facilitate the reopening of schools amidst the COVID-19 pandemic.

Refugees and Host Community Education Management

1.0 EDUCATION MANAGEMENT

1.1 Strategic Focus Area

Ensure quality of teaching and learning outcomes for the refugees and host communities supported by Windle International Uganda.

The COVID-19 situation changed the entire normal operation of the education sector in Uganda from March 2020 to December 2021. Windle International Uganda focused on ensuring access to education through the provision of home learning materials from the National Curriculum Development Centre (NCDC) to enhance learning continuity.

Key Interventions:

- Community dialogues with parents.
- Recruitment of competent and qualified national and refugee teaching staff.
- Provision of support for continuous professional development of teachers.
- Provision of support in the form of teaching and learning materials to ensure effective home learning.
- Community engagement through meetings and awareness campaigns, training of teachers and community structures, life skills training for adolescent girls and boys on child safeguarding, effective management of scholarships, and maintenance of school infrastructure.
- Distribution of home learning materials.
- Conducting training for senior women and senior men teachers in each settlement, school management structures and Village Education Committees on child protection and safeguarding, mental health and psycho-socio support, teachers' code of conduct, data management and the teachers in crisis context, and identification of physical COVID-19 symptoms.
- Distribution of bicycles to teachers.



Figure 2: Distribution of home learning materials.

Education Management Results Summary



1,948 teachers supported
in 15 primary schools



268 teachers supported in
16 secondary schools

Partial school re-opening enrolment under WIU in 2021 in 9 settlements



94,026 learners



42,046 female



51,980 male

17,360 host community learners benefited (8,640 female; 8,720 male) at primary level. At secondary level, 10,291 learners (3,160 female; 7,131 male) enrolled, including 7,880 refugee learners reaching (2,271 female; 5,609 male) and 2,411 host community learners (889 female and 1,522 male) were enrolled.



(82%) of the PSNs passed exams, notably 39 persons with special needs (PSN) sat for PLE, out of whom 28 passed.

2021 performance for the candidate's classes, including the PLE, UCE, UACE

Level	Registered		Passed		% pass rate	
	2019	2020	2019	2020	2019	2020
PLE	8,785	8,837	8125	7762	92%	88%
UCE	1,122	1,096	999	1,019	89%	93%
UACE	90	149	75	124	83%	83%
Total	9,997	10,082	9,199	8,905	92	88



8,613 candidates registered.



M=5,680







F=2,933

These included Primary Leaving Examinations (PLE) reaching 7,917 (5,207 male; 2,710 female), Uganda Certificate of Education (UCE) reaching 608 (415 male; 193 female) and Uganda Advanced Certificate of Education (UACE) reaching 88 (58 males; 30 females).

WIU strived to reach the most vulnerable persons, including the PoCs. Among the PLE candidates, 36 girls were POCs, with 26 (23 refugees and 3 nationals) being pregnant, while 10 (all refugees) were breastfeeding. This group had a pass rate of 85%, with 3 in Division II.



Figure 3: An ongoing small group learning session supported by teachers.

Small Group Learning for Both Primary and Secondary	Home Learning Materials	Scholastic Materials Distributed	Bicycles Distributed
 <p>94,082 primary learners and 1,308 secondary learners were reached.</p>	 <p>204,078 home learning materials were distributed during phase I while 139,384 were distributed in phase II to all settlements.</p>	 <p>37,009 children reached with scholastic materials in the 5 settlements of Nakivale, Kiryandongo, Kyangwla, Kyaka II and Palorinya.</p> <p>32,898 refugees (15,308 girls; 17,590 boys) and 4,111 nationals (2,171 girls; 1,940 boys).</p> <p>Of the total number of children reached with scholastic materials, 487, including 448 refugees (201 girls; 247 boys) and 39 nationals (20 girls; 19 boys) were children living with various disabilities.</p>	 <p>504 bicycles distributed to teachers to ease their movement to support continuity of learning.</p>

1.2 COVID-19 Adaptive Learning Approaches

COVID-19 awareness materials and personal protection equipment (PPE) were procured and distributed to all settlements for use by both staff and learners. In addition, all settlements were trained on identification and basic management of COVID-19 for administration staff, teachers and support staff.

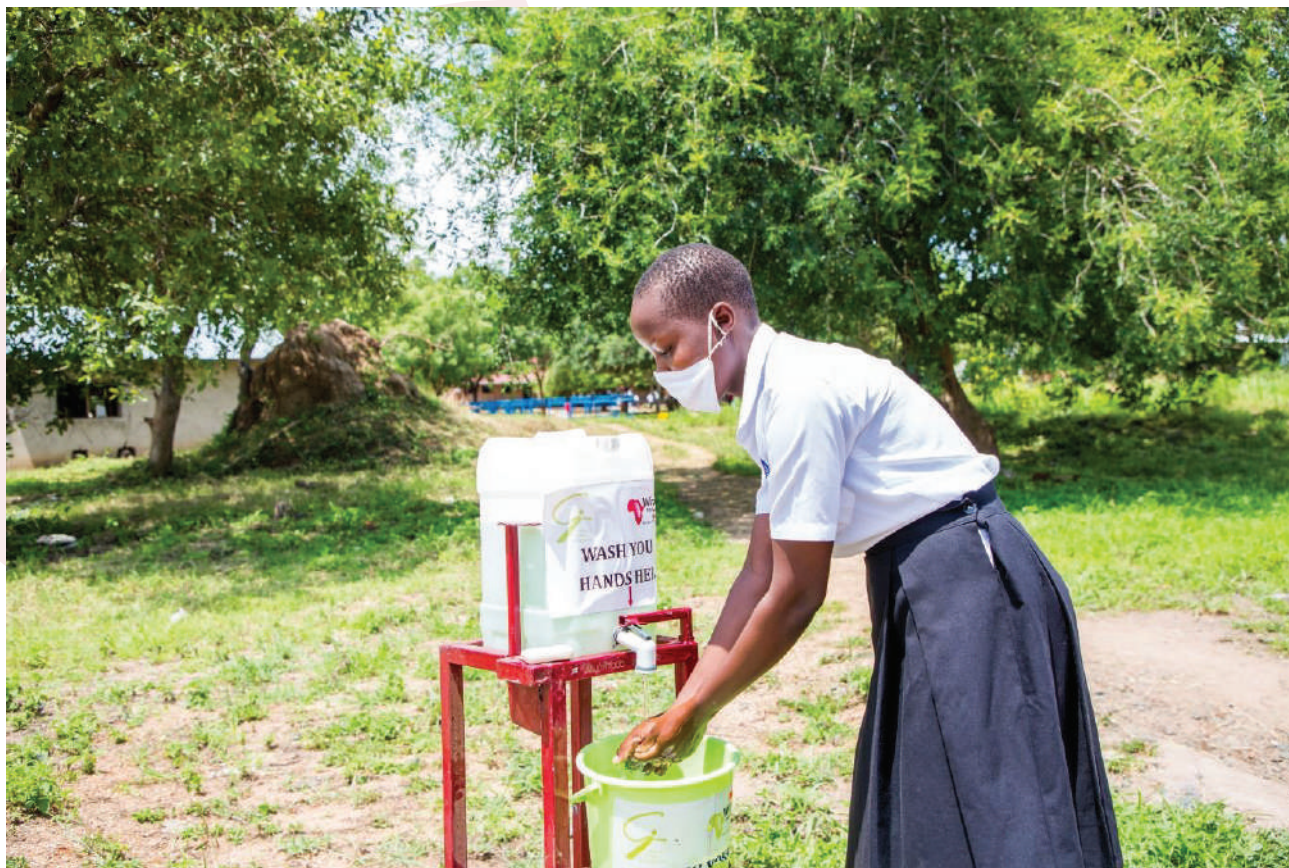


Figure 4: A student using handwashing equipment to prevent the spread of COVID-19.

WIU supported all schools in Kiryandongo, Palorinya, Nakivale, Kyaka II and Kyangwali settlements with handwashing facilities, liquid soap and bar soap, temperature guns and face masks to ensure readiness to fight the spread of COVID-19 and adherence to SOPs.

With the onset of COVID-19 in 2020, WIU has since remained a member of the COVID-19 task force in all districts of operation. All schools were supported to form COVID-19 task teams comprising school staff with support from the health partners in each settlement.

Key Interventions:

- Constituting school COVID-19 task teams.
- Community learning – supported through small group and/or cooperative learning, and door-to-door support.
- Sensitisation, identification and referral of COVID-19 cases.
- Distribution of 204,078 copies of home learning materials (HLM) to learners under phase I.
- ICT supported learning – 1,082 tablets distributed to schools and accessed by learners.
- Distribution of 2,418 radio receivers to learners. The radio lessons were conducted by trained teachers in the four examinable subjects of Mathematics, English, Science and Social Studies in Primary 4 to Primary 7.

- The UN provided vaccination for humanitarian staff both in Kampala and in the field across the settlements and to date over 92% of the teachers have been fully vaccinated.
- Distributed 504 bicycles to teachers easing transport and ensuring continuity of learning, including monitoring of small group learning.



Figure 5: A teacher in Palorinya receiving her bicycle to ease her movements during home learning.



2.0 SCHOLARSHIPS MANAGEMENT

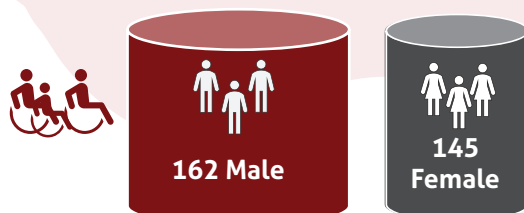
2.1. Strategic Focus Area 2

Increase access to learning opportunities for the vulnerable persons of concern (PoCs) through scholarship opportunities.

With the support of UNHCR and other donors, WIU offers scholarships at early childhood development (ECD), primary, secondary, tertiary and vocational levels. The basic criteria for award of scholarship include academic qualifications, demonstration of financial need and age, among others. Each year, WIU receives an overwhelming number of applications against very limited scholarship opportunities since the funding is limited. This makes the awarding process very competitive.

In 2021, WIU, in collaboration with UNHCR and other partners, provided scholarships targeting all refugees residing in Uganda and their host communities. The beneficiaries of the scholarships are enrolled in primary, secondary and tertiary institutions of learning within and outside Uganda.

2.1.1 Primary school scholarships for children with special needs



307 Children with difficulties were supported in specialised schools in and outside the refugee settlements, including with scholastic materials.



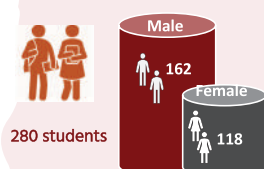
Figure 6: Regional Program Coordinator (RPC) Arua engaging pupils during one of the monitoring visits.

2.1.2 Secondary school scholarships for orphans and other vulnerable children



Secondary school scholarships (partial and full) were provided to **943** orphans and extremely vulnerable children (**364** female; **597** male).

2.3 Vocational scholarships and teacher training



280 students from Nakivale, Kiryandongo and Kyangwali refugee settlements received vocational scholarships. These include students who were enrolled in WIU-supported vocational centres and those studying in vocational schools outside the settlements.

79 teachers (**29** female; **50** male) from Rhino Camp and Nakivale settlements were supported to upgrade at Islamic University in Arua and Bishop Stuart in Mbarara, respectively. These will all pursue diplomas (44) and undergraduate programmes (35). This is to implement the National Teacher Policy that provides a framework to professionalise and standardise the teaching profession and enhance the development and management of teachers.

2..4 DAFI University Scholarship

WIU, in partnership with UNHCR, implemented the DAFI University Scholarship Programme, which targeted all refugees residing in Uganda who are between 18 and 28 years of age. Special consideration was given to persons with different needs above 28 and below 35 years of age. The beneficiaries of the scholarship are enrolled in both public and private universities in Uganda.

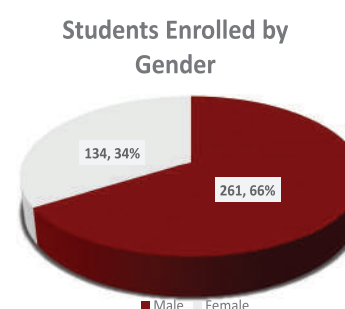
395 scholars



261

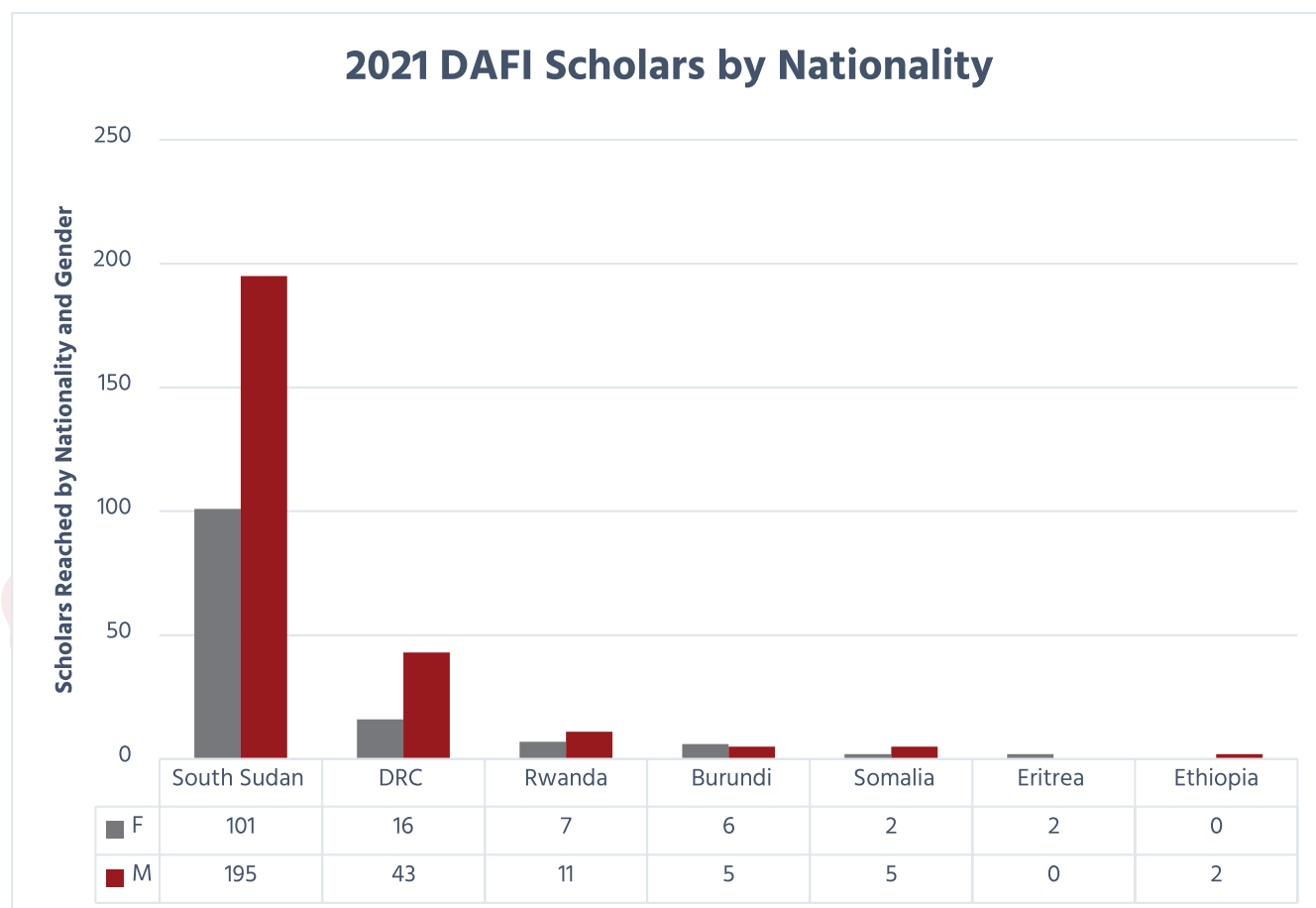


134



395 scholars enrolled on the DAFI Programme. For this, all the scholars were facilitated with tuition, upkeep, accommodation, transport and book allowances.

The programme targeted all nationalities as summarised in the table below.



Summary of DAFI scholars by nationality, 2021@WIU



51% of the scholars completed their course and graduated, and 12 students graduated with first class degrees.



223 students (**109 female; 114 male**) accessed counselling services online and face-to-face. The cases managed ranged from academic challenges, gender-based violence, student-to-student conflicts and substance abuse, as well as health-related cases that were referred for specialised care.



60 (**27 female; 33 male**) new scholarships were provided during the year 2021.

14
vulnerable
females



Extremely vulnerable female students with children were supported with allowances and through the provision of basic needs for their children.

196 students



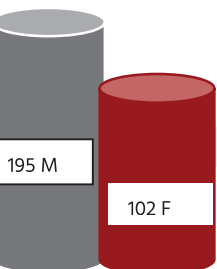
Supported to carry out internship.



297 students, including 102 female and 195 male students, participated in community outreach activities in 7 refugee settlements of Nakivale, Oruchinga, Kyaka II, Kiryandongo, Kyangwali, Palabek, Imvepi and Kampala under the **GIVE BACK TO COMMUNITY PROGRAMME**.



Figure 7: Bugema University students during an outreach activity in Kiryandongo refugee settlement.



Two alumni webinars organised on the **transition to employment- how to stand out.** The alumni from different WIU scholarship program were able to share their experiences on how to successfully transition into employment after graduation

2.5 Student Refugee Program (SRP)

WIU has been working with the World University Service of Canada (WUSC) to implement the Student Refugee Program (SRP) in Uganda since 2018, reaching out to refugee youth aged 18 to 25 living in Kampala and 13 refugee settlements.

WIU has awarded scholarships to **82** students (**31** female; **51** male) who have successfully been resettled in Canada under the SRP.

Project Phase	# of applicants	# Interviewed	# Successful candidates resettled in Canada		
			Female	Male	Totals
2018/2019	1,401	60	6	17	23
2019/2020	509	47	13	22	35
2020/2021	1,387	63	11	13	24
Total	3,297	170	30	52	82

The selection process for the 4th cohort of SRP students for academic year 2021/2022 was successfully done and **91** (**46** male; **45** female) out of **145** students who sat for a preliminary language test were interviewed. **Fifty-four** students who failed the language test were not interviewed. **Forty-four** students (**22** male; **22** female) were successful. All the selected SRP students were supported to complete immigration application process, which was submitted to the Canadian High Commission in Tanzania.

2.6 Other Scholarships

2.6.1 WIU/UK postgraduate programme

Thirteen students have been awarded UK postgraduate scholarships (5 female; 8 male) for the academic year 2021/2022. This includes 3 refugees and 10 nationals from the fragile and fluid environment of Northern and Eastern Uganda.

One WIU staff member (Geoffrey Komakech) benefitted from the UK master's programme and is currently pursuing an MA in Educational Planning Economics and International Development at University College London. He is expected to complete by September 2022. This year, the rotational scholarship support will cater for one staff member from Kenya.

One student from the Acholi sub-region was considered for an online postgraduate scholarship which is implemented by Windle Trust International (WTI)-UK in partnership with the University of London College. This is part of the distance learning programme that WTI introduced in 2021. Three students were expected to benefit but only one was enrolled by the end of 2021. WIU will support the student with allowances and monitoring academic progress.

2.6.2 WIU scholarship



Figure 8: Eric Rwamurenzi in white uniform on the left and with his classmates on the right

“One male student (national) from the Acholi sub-region who was supported through WIU successfully completed his studies and graduated with a Bachelor of Science in Pharmacy at Gulu University. He is currently working at Lacor Hospital,” WIU Scholarship Manager.

2.6.3 Alissa based in Nairobi – supporting through Exposing Hope

“One female secondary school student from Adjumani under individual sponsorship of Alissa of Exposing Hope in Kenya sat for her UCE exams and scored 4th Grade in 2021. She will be supported to join a vocational course of her choice,” WIU Scholarship Manager.

2.6.4 Madita -German sponsor

One secondary school student (male) from Rhino Camp settlement is being supported by Madita Schulte of Germany. The student has resumed his studies at Rhino Camp High and is currently in Senior Three.

2.6.5 Robin Shawyer

Five university students were on this sponsorship under the auspices of Windle International. One graduated from Makerere University in June 2021. Two medical students at Busitema University have completed their studies and are yet to start their internship. The two other students, one at Kampala International University, Ishaka campus, and another at Bugema University, are progressing well with their studies. One female student at Wandi Progressive Secondary School in Arua is being supported and is currently in Senior Six.

“Twelve students (3 female; 9 male) from Bidibidi and Imvepi benefitted from vocational scholarships under the Congregation of Sisters of St. Joseph/the Big Give. The students are studying in institutions in Arua district (2 at Muni NTC, 6 at Arua Technical Institute and 4 at Kuluva School of Nursing and Midwifery),” Scholarship Manager, WIU.

2.6.7 Prodigal Preacher International – Kenya

WIU signed an MOU with Prodigal Preacher International (PPI) - Kenya to support **10 students** (9 female; 1 male) to pursue secondary education at Nakivale Secondary School. **Six** (female) out of the 10 students have enrolled in school while four are being traced in the settlement to enrol.

3.0 YOUTH ENGAGEMENT

3.1 Vocational Education / CTA "lifelong learning"

WIU enhanced profitable employment opportunities for refugee and host community youth through skills training and business development support, by equipping the youth with demand-driven vocational and business skills to help them transition into working life in employment or self-employment.

At Kiryandongo and Nakivale Vocational Training Centres, learners were engaged in formal and non-formal training, which has enabled them to acquire vocational skills in various disciplines, including motor vehicle mechanics, electrical installation, building and construction, agriculture, woodwork technology, fashion and design, ICT, salon and hairdressing. The training reached **655** youth (**315** male; **340** female). The Vocational Training Centres offer an alternative pathway to not only employment but sustainable livelihoods and able populations.



Figure 9: Learners at Panyadoli Self-Help SS engaged in a cooking class as part of vocationalisation of secondary education.

Information and communications technology (ICT) plays an increasingly important role in the provision of education in refugee settings and areas affected by conflict and crises. WIU has embraced innovative, cost-effective and scalable education technology to deliver and enhance access to ICT skills by refugees through Community Technology Access Centres (CTAs) in Kiryandongo and Kyangwali refugee settlements. During the year, **181** youth were trained in ICT essential packages that consist of Introduction to Computing, Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Introduction to the Internet so that the youth can attain computer literacy. The CTAs also offered full-time internet connectivity for research in the café for both PoCs and the host community.



Figure 10: An ongoing computer class at the CTA in Kiryandongo.

The CTA further used “Theatre 4 Development” through brass band training as a tool for youth engagement and as a source of livelihood. This was complemented by talent development events in the community and “Sports for Peace” events that allow young people to enhance their livelihood and career opportunities, and hope for a brighter future.



Figure 11: The Kiryandongo CTA brass band during a practice session.

In Kyangwali CTA centre held a graduation ceremony for **62 youth (44 male; 18 female)** that completed computer training. **Thirty-four youths (28 male; 6 female) registered and completed the online course.** The CTA further held meetings with 15 youth groups that engage in music, dance and drama (MDD) in a bid to boost their engagement, as well as to share challenges and areas they need support in to nurture their talents.

3.2 EU – Skills for Employment Project (SEP)

WIU, with funding from the European Union, is implementing vocational skills training for 1,000 youth (350 from Koboko, 350 from Yumbe and 300 from Obongi) in five different trades. During the year, all the 1,000 refugee and host community youth and young women were selected from the target districts to access vocational skills training in the fields of electrical installation, tailoring, salon, haircutting and crafts-making. The selected youth further received competence-based training conducted by Koboko and Col. Nasur Technical Institutes.



Figure 12: (up) A SEP electrical wiring trainee; (Down) WTI team on a learning visit about SEP in Arua.

4.0 CROSS-CUTTING ISSUES



4.1 Child Protection and Safeguarding

Knowing our increasing role in the humanitarian space, we joined other aid agencies to safeguard those we serve from sexual harassment, exploitation and abuse. We strengthened adherence to child protection and safeguarding.

We have created a comprehensive investigation and reporting mechanism for child protection and safeguarding cases. All partners are now aware of decisions about the investigations and actions taken.

WIU was able to do a self-assessment on safeguarding versus the UN PSEA standards for partners. The self-assessment revealed that WIU meets 7 of the 8 UN PSEA Standards for Partners.

WIU carried out two sessions with the HR Manager Windle South Sudan on the prevention of sexual exploitation and abuse for all staff. This empowered staff with knowledge about their roles and responsibilities in fighting sexual exploitation at work. Additionally, child safeguarding guidelines and a training pack were developed for building the capacity of staff.

Key Interventions:

- Child safeguarding guidelines and a training pack were developed for building the capacity of staff.
- 104 child rights clubs were set up across all settlements to empower children and POCs with skills and knowledge about their rights, roles and responsibilities.
- Child safeguarding awareness campaigns were conducted in Palorinya, Adjumani and Kiryandongo.
- Inspections were conducted to ensure safety of the school environment for learners. Unsafe structures, including classroom blocks and latrines, were identified for renovation or even demolition.
- All staff were taken through three day's training on the prevention of sexual exploitation and abuse.

WIU administration staff were trained on child protection and safeguarding with special emphasis on investigation at settlement level. This was attended by **93 staff (49 male; 44 female)** and facilitated by focal persons in the settlements.

WIU trained over **200 teachers** on grooming and sexual exploitation and abuse. The teachers have been equipped with knowledge of identifying “red flags” of sexual exploitation and abuse.

WIU formed and activated **104 child rights clubs** across all settlements to educate children about their roles and responsibilities. **15 debating clubs were formed in 15 schools** that will help children to discuss issues affecting them both in school and in

communities. Furthermore, **11 peace clubs** were formed in Nakivale, which also help in educating children about their contribution towards child protection and advocating for their rights.

WIU installed **40 suggestion boxes** in Palorinya and referral pathway charts in **5 settlements**. These have strengthened reporting of child protection and safeguarding cases.



5.0 SUPPORT TOWARDS GIRLS, FEEDING, SANITATION, HEALTH AND SAFETY

5.1 Adolescent Girls' Education in Crisis Initiatives Project



Empowering adolescent girls to overcome challenges for a better and Brighter future.

WIU is partnering with World University Services of Canada on a four-year project funded by Global Affairs Canada to empower girls and adolescents in school and out of school.

Under the project, to ensure that life skills training sessions are delivered to the youths, WIU developed a life skills curriculum, training manuals and a readers' journal tailored to the project context. Life skills facilitators were also selected to support the life skills training. These facilitators underwent training in the delivery of life skills to adolescent youths and provided information on the formation of clubs.



70 facilitators for adolescent girls' mentorship selected to facilitate a mentorship programme. These facilitators/role models were trained in the delivery of the mentorship programme.



73 Adolescent girls were also selected and placed for work-based training to benefit from a vocational skills training programme.

5.2 Book Aid International (BAI)



With funding from BAI, WIU implemented two projects in Rhino Camp, i.e. Reading for All (RFA) and Solar Home Club (SHC). The project received a donation of **3,434** supplementary books from the UK, which were delivered to **3** secondary schools in Rhino Camp.



Figure 14: Teachers receiving books in Rhino Camp.

Additionally, **1,671** local curriculum books were procured and delivered to Rhino Camp.

The implementation of reading promotional activities was, however, postponed to 2022 when schools would reopen.

5.3 Education Quality Improvement Project (EQUIP)

WIU constructed 18 permanent classrooms in Nakivale settlement. This has reduced overcrowding in classes.

WIU procured school furniture (378 desks and chairs) to furnish the constructed classrooms. WIU also supplied 20 desktop computers and accessories to Nakivale Secondary School.

WIU installed internet and network at the computer laboratory at Nakivale Secondary School.

WIU procured 1,671 new Lower Secondary School Curriculum textbooks for teachers and learners to improve learning outcomes.

WIU procured vocational training materials for Nakivale VTC to facilitate teaching and learning. The materials facilitated practical lessons at the VTC.



Figure 15: Classrooms constructed in Nakivale settlement.

5.4 Children Feeding Initiative (CFI) – Convoy of Hope

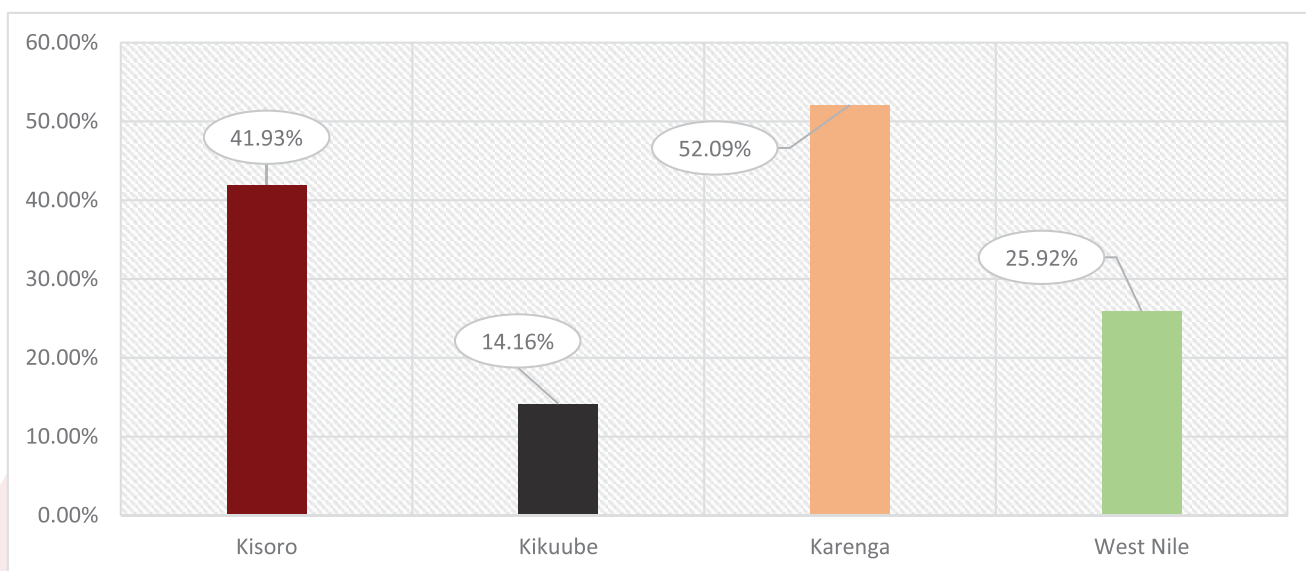
WIU recruited a nutritionist who has been deployed in the field to support the project.

WIU also constructed 21 temporary kitchen shelters to support the preparation of food for children. Also procured was cooking equipment/tableware (cups, spoons, saucepans and mingling sticks) to facilitate the feeding of children in the targeted schools.

5.5 UNICEF

The UNICEF project focuses on the construction of water, sanitation and hygiene (WASH) facilities in schools and health centres in Kisoro, Karenga, Kikuube and West Nile (Arua and Adjumani). The graph below shows progress per location.

UNICEF Implementation progress



Physical work progress per location are as follows:

- Kisoro – Completed, handed over and retention for defect liability paid.
- Kikuube – Completed, handed over and retention for defect liability paid.
- Karenga – Completed, handed over but still within defect liability period.
- West Nile – Progress at 75%; and also new work for drilling of borehole added.

6.0 RESEARCH AND POLICY ADVOCACY

6.1 Research, Institutional Development and Innovations (RIDI)

As a lead Implementing Partner in Refugee Education, WIU recognises her role in advocating for and influencing policy change. WIU has built her capacity in research and innovation to inform programming, resource mobilisation, stakeholder engagement, and overall improvement of access to quality education.

The Directorate of Institutional Development and Quality Assurance has worked to establish partnerships with the following institutions:

SDG Youth, South Korea: WIU signed a partnership agreement with SDG Youth, a South Korea-based organisation to support menstrual hygiene management in schools in Nakivale refugee settlement.

International Labour Organisation (ILO): Under the PROSPECTS initiative, ILO contracted National Council for Higher Education (NCHE), in partnership with WIU, to deliver a project for creating awareness about the recognition and equating of academic qualifications of refugees in Rhino Camp and Nakivale refugee settlements.

UNICEF: WIU is working with UNICEF to explore opportunities for developing cost-effective infrastructure prototypes which can be easily established to facilitate the reopening of schools amidst the COVID-19 pandemic.

6.2 Monitoring, Evaluation and Learning

WIU conducted a labour market assessment in Nakivale refugee settlement and the host community in Isingiro district. The assessment focused on identifying vocational skills training courses that are most relevant and on-demand within the labour market among the youth of the Nakivale refugee settlement. The assessment sought to establish the employment outcomes of the graduates; to identify the key experiences and challenges that graduates face in the market; and to ascertain the views of key stakeholders such as employers or customers regarding graduate competence and the services offered. The study revealed that 82% of the youths have a positive attitude towards vocational skills training. Among the youth interviewed, 82% think thought vocational skills training is very important, while 18% asserted that it is just important.

WIU conducted a post-distribution monitoring (PDM) in Nakivale and Oruchinga refugee settlements to assess the relevance and effectiveness of the initiatives to support home learning during the COVID-19 lockdown with self-learning packs as well as to provide recommendations on how it can be improved. The study results indicated that 97% of the learners received home learning materials while 3% did not receive the materials. This implies that accessibility to home learning materials within the settlements of Nakivale and Oruchinga was achieved, with the majority of learners being reached with materials.

In partnership with British Council, 239 teachers (75 female and 164 male) and school leaders (head teachers and deputies) participated in the three-day workshop on Language for Resilience in Imvepi, Kyangwali, Nakivale and Rhino Camp. The training enhanced the capacity of teachers to effectively teach learners from a multilingual background.

The school leaders were also trained in effective school management and the creation of a conducive learning environment for teachers and learners. The facilitators further engaged with 166 (43 female and 123 male) community leaders to inspire them in their roles of ensuring that learners are encouraged to access education. Additionally, 78 (33 female; 45 male) education partners were engaged in their roles of supporting education for the underprivileged children.

WIU compiled and shared with the ERP secretariat data on the COVID-19 log frame support she extended to refugee communities. This fell under the third phase of home learning and other support to persons of concern.

WIU also coordinated the bridging curriculum training in Imvepi refugee settlement for six trained primary teachers and three WIU staff to monitor the pilot phase of implementation. A consultant, with support from the Consortium Management Unit of ECW, developed the curriculum.

7.0 FINANCIAL OVERVIEW

In FY2021, we adapted to the financial and operational challenges of the COVID-19 pandemic to fulfil existing programme commitments, create impact and preserve our organisational capacity. Below we present a summary of our audited books of account.

Windle International Uganda
Fund accountability statement
For the year ended 31st December 2021

WIU STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 31ST DECEMBER 2021

Details	Note	Restricted Funds	Un-restricted Funds	Total	Total
		2021	2021	2021	2020
Income		UGX	UGX	UGX	UGX
UNHCR Grant Income		33,296,089,347	-	33,296,089,347	34,547,407,000
Other Incomes		9,480,010,960	5,049,707,405	14,529,718,365	15,004,257,559
Total Income		42,776,100,307	5,049,707,405	47,825,807,712	49,551,664,559
Expenditure					
Scholastics and Instructional Material	3.1	2,266,779,389	14,558,210	2,281,337,599	5,476,446,776
Construction & Infrastructure Dev't	3.2	879,305,904	17,444,337	896,750,241	2,631,437,580
Tuition and related Expenses	3.3	3,915,030,197	100,000	3,915,130,197	3,710,406,631
Personnel Expenses	3.4	25,440,827,372	3,468,844,459	28,909,671,831	26,684,456,758
General Administration Costs	3.5	4,604,460,592	178,160,118	4,782,620,710	5,306,842,649
Communication, Awareness, PR & Visibility	3.6	710,138,338	124,200,202	834,338,540	791,901,897
Furniture and Equipment	3.7	1,353,416,876	16,948,503	1,370,365,379	1,492,316,580
Fuel, Logistics, Maintenance & Transport	3.8	670,668,171	210,617,244	881,285,415	418,869,997
Advocacy & Co-curricular Activities	3.9	25,599,596	-	25,599,596	36,376,980
Refund to UNHCR	3.10	839,501,725	-	839,501,725	1,290,377,074
Total		40,705,728,160	4,030,873,073	44,736,601,233	47,839,432,922
Fund Balance		2,070,372,147	1,018,834,332	3,089,206,479	1,712,231,637

The statement of income and expenditure was approved by the Board on 29/07/2022 and signed on its behalf by:

Chairman Board

Chairperson Finance and Audit & Risk

The accounting policies and notes to the financial statements on pages 25 to 42 form an integral part of these financial statements. Report of the independent auditors - pages 18-21

Windle International Uganda
Fund accountability statement
For the year ended 31st December 2021

WIU STATEMENT OF FINANCIAL POSITION AS 31ST DECEMBER 2021

Details	Note	Restricted Funds	Un-restricted Funds	Total	Total
		2021	2021	2021	2020
		UGX	UGX	UGX	UGX
Non-Current Assets					
Property & Equipment	5	206,381,045	913,091,767	1,143,872,812	1,389,598,686
Current Assets					
Receivables & Prepayments	6	707,757,649	1,569,151,114	2,276,908,763	2,888,126,064
Cash and Cash Equivalents	4	5,486,177,889	429,323,589	5,915,501,478	25,267,892,295
		6,193,935,527	1,998,474,703	8,192,410,240	28,156,018,359
Total Assets		6,400,316,572	2,935,966,470	9,336,283,052	29,545,617,045
Financed by:					
Fund balance	8	2,070,372,147	1,018,834,332	3,089,206,479	1,712,231,637
Capital Grant	10	206,381,045	937,491,767	1,143,872,812	1,389,598,686
		2,276,753,192	1,956,326,099	4,233,079,291	3,101,830,323
Current Liabilities					
Payables	7	4,123,563,390	979,640,382	5,103,203,761	26,443,786,722
		4,123,563,390	979,640,371	5,103,203,761	26,443,786,722
Total Liabilities		6,400,316,572	2,935,966,470	9,336,283,052	29,545,617,045

The statement of income and expenditure was approved by the Board on 29/07/2022 and signed on its behalf by:

Chairman Board

Chairperson Finance and Audit & Risk

The accounting policies and notes to the financial statements on pages 25 to 42 form an integral part of these financial statements. Report of the independent auditors - pages 18-21





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