

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS UGANDA CHAPTER- (FAWEU)

Presentation on:

**PRACTICAL APPROACHES FOR ENGAGING DIVERSE CATEGORIES OF
YOUNG PEOPLE**

Presented at the **National Youth Working Group Meeting**

Thursday 26th July, 2018.



About FAWE UGANDA

- ▶ FAWE is a pan African Organization founded in 1992 and has 33 chapters in Africa
- ▶ In Uganda FAWE was founded in 1997
- ▶ We work to address socio-cultural, economic and political barriers that inhibit equal access, retention, performance and completion of education cycle for economically and marginalized girls in Uganda.
- ▶ FAWE-Uganda interventions include:
 - ❑ Education Bursaries which is FAWE's flagship program (MTN Higher Education Program, Beautiful Word Canada, Forberg Program...)
 - ❑ STEM for girls (primary, secondary and tertiary level) currently supported by Dubai Cares
 - ❑ Human Rights/ VAC & CEDAW in schools and communities
 - ❑ Adolescent health - ASRH
 - ❑ Advocacy and policy influence at National level (School Re-entry, Gender in Education, Inclusive Education) policies that impact on girls and young women.
 - ❑ Support to education in emergency (Lamwo) , with bias on girls
 - ❑ Literacy - Mobile Library
 - ❑ Research and documentation around girls education, health and skilling
 - ❑ Mentorship/ Role modelling

Our target / Beneficiaries

- ▶ Education institutions at all levels alongside communities to fully engage all stakeholders and hold them accountable for girls and young women's safety and education
 - ▶ Beneficiaries are from humble backgrounds
 - ▶ Young mothers
 - ▶ Child Headed Homes
 - ▶ Girls and young women with disability
 - ▶ Victims of VAC/GBV
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- ▶ FAWE Uganda programs cover all districts (target varies depending on the region 70:30, 100%, 50:50 ratio of beneficiaries)



Participatory approaches used by FAWE Uganda to engage young people

- ▶ To fully engage the diverse categories of youth and young people FAWE Uganda uses various platforms
 - ❑ Community theatre that is young people designed and led to engage the communities barriers they face, reflect their thoughts, experiences, ideas, perspectives and create awareness for positive attitude change.
 - ❑ Gender Responsive School model
 - ❑ In education institutions FAWEU uses the TUSEME platform/model. “Let’s speak out”. It is an empowerment process for both girls and boys, to enable them understand and overcome problems that hinder their academic and social development.
 - ❑ Peer to Peer Learning and Education
 - ❑ FABA platform for peer mentorship and networking/ exposure
 - ❑ Annual beneficiary camps on STEM, Education
 - ❑ Exchange visits for exposure (this benefits teachers too)



Role Modeling and Mentorship

- ▶ FAWEU engages young people through role models (Women of Distinction, Inspirational Women and Young Role models).
- ▶ This pool of role models includes FAWEU alumni, FAWE members, partners, counselors especially in the Sciences, i.e., Technology, Engineering and Mathematics (STEM), entrepreneurs, and other stakeholders with success stories to inspire girls to achieve in life
- ▶ The mentorship program is both short and long term to enable beneficiaries realize their goals, discover who they are and embrace their potential.

Grace Nanyonga; a FAWEU alumnus sharing her life time experience with young people during the STEM annual camp at Wanyange Girls in Nov, 2017.



Constituency Development

- ▶ Mobilize and build relationships with community members (targeting young people and youth) to address issues of concern e.g. girl child education, teenage pregnancy, sexual gender based violence (SGBV), young people and leadership.
- ▶ District /school Committees are formed, members are identified, sensitized and spear head campaigns as “Champions of Change.”
- ▶ The committees sensitize and build capacity of peers and community stakeholders to promote and defend issue hindering progress.
- ▶ Over time fundamental change has been registered in schools/communities/ districts and at national level on changing negative social norms, attitudes, practices and beliefs.

Conclusion

- ▶ To build strong and sustainable communities young people from different backgrounds need to be engaged, supported and empowered
- ▶ Grow platforms and safe spaces to harness their ideas, experiences and thoughts –engaged on issues that concern them, be part of decision making, and service delivery.
- ▶ Its critical to equip young people with life skills to advocate for their rights and actively participate in development and above all overcome barriers so they realize their life goals.

Thank you

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