



Final Report

# **Blended Learning Solution to Advance Gender Equality in Education in Uganda**

From Kabale, Uganda

By CEED Concordia

In Partnership with:  
Kabale University, ACFODE, CIMC

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### Executive Summary

This project is the result of the partnership between CIMC, CEED Concordia, ACFODE and Kabale University. It is a response to the recently approved National Teacher Policy of the Government of Uganda. Indeed, the new policy requires that teachers who did not manage to receive a degree by 2029 will cease to practice their profession as teachers. We recognize this new policy threatens to exacerbate the gender disparities found in Ugandan society, in particular in the area of higher education where men can much more easily access it while women are expected to stay home and take care of the home and children. Uganda is a traditional patriarchal society.

Throughout this project, we aim to test the following hypothesis: Establishing a blended, decentralized e-learning system, along with targeted sensitization campaigns, will increase the number of women-teachers who can continue their education journey by enrolling in and pursuing their higher education to upgrade their qualification towards completion. Over the eleven (11)-month project period, we will be testing a two-pronged solution that involves; i) widespread sensitization and capacity-building campaigns that highlight the importance of women's socio-economic participation in Uganda; and ii) a cost-effective, blended, and decentralized e-learning program that will allow women to upgrade their teaching certifications without having to travel to universities or access the Internet. The widespread sensitization and capacity-building campaigns that highlight the importance of women's socio-economic participation in their region will include education for men and women to value advanced education for their female relatives, on top of that we will use study centers as a location to gather information from the beneficiaries to monitor progress. The e-learning program will be presented as a solution for women who face barriers to access education due to communities' perceptions on gender roles, distance, home care work and more.

As we made our baseline report, we noticed that the perceptions of higher education for women in the region were quite shared. While higher education has the potential to uplift women, many particularly male figures did not see women's higher education as positive for their household. At the occasion of this baseline report, ACFODE surveyed 162 adults (100 women, 62 men) to understand how the community responded to women's higher education. 98% of women responded positively, while only 20% for the men. However, since our most recent survey done between April and May, we noticed some changes of opinion with communities that have benefited capacity-building campaigns that highlight the importance of women's socio-economic participation in Uganda. At the end of the innovation period the percentage had increased to 100% of all men and women surveyed. The general population sample of 80 for this came from Kabale and Kisoro districts, where our team deployed most of the promotions and awareness programs. There are 62 women teachers and 47 men teachers studying now using the Innovation provided but thanks to the promotions made during the project, Kabale University's new BEP program intake has registered an additional 78 men and 100 women for the

2022/2023 school year (a total of 162 women and 125 men are currently registered into the BEP program to use the innovation ongoing). In fact Kabale University has recorded a 159% increase in registrations compared to the previous annual average of 150 (this year a total of 389 people registered across all education programs) into their education programs with feedback from registrants that they came mostly due to the prospective availability of the innovation for them to study from home.

The target ultimate outcome at the end of this project was to have 10.2% of all men inservice teachers and 9.3% of all women inservice teachers complete or be on the road to complete their BEP in Uganda, closer to gender parity than the baseline numbers of 9.7% and 8.0 at baseline. At the end of the project, we have surpassed the number for men, at 10.5%, and reached a respectable 8.8% for women teachers. Though the target hasn't affected as many women as we wanted, we note that this is an increase of 0.8% for both genders over the duration of the program, indicating parity, which is still very good. Note that we had to make some strong assumptions since the Ministry of Education & Sports remained unresponsive regarding the exact number of teachers in circulation in Uganda and number of BEP students in program or graduated across the country. We therefore based our numbers only on the districts we could get the numbers for and Kabale University itself and the numbers the Ministry had provided prior to our baseline. Therefore, the final percentages may be somewhat off target, with no way to get proper accuracy.

Furthermore, at the beginning of the project we tried to estimate the confidence of teachers to be willing to continue their education. As we made our survey we noticed a particularly important gap between men and women if we asked them if they felt safe to continue their education. Only 13% of the women teachers surveyed felt it safe to continue their education compared to 83% of men due to certain factors such as homecaring, family pressure and more. At mid-term, a balanced 70% of teachers surveyed (men and women equally) felt safe continuing their education with the minority having issues with time or money. At the end of the project, the percentage was 97% for men and 93% for women.

On the hypothesis that we can bridge the gap in gender equality in education using a combination of the technology innovation (ELV production and distribution) and community sensitization, we could show that within less than a year, a region composed of several districts (Kabale, Kisoro and Kasese primarily, among a handful of others in proximity) could transform their attitudes towards women's education and participation in economic endeavors. The strategy created an environment where women could circumvent traditional gender barriers to pursue their education to maintain their careers past 2029. We believe, despite setbacks in production of ELVs (renovation of the studio space), delays in doing some community engagement activities such as the women's forums and low initial registration numbers, this innovation project has been very successful in proving the hypothesis.

## **Update on Context**

Kabale University (KAB) identified that 82% of teachers in the three target districts near KAB, the majority of whom are women, risk losing their jobs in 2029. Despite the urgent need to

obtain a BES/BEP to remain a qualified teacher, KAB's 2021 data revealed that only about a third of enrolled participants in the prerequisite DEP, BES and BEP programmes were women. While the National Teacher Policy (NTP) is considered appropriate and needed to enhance the quality of education in Uganda, it will likely have unintended negative impacts on Ugandan girls and women.

While we had to decrease the target for some constraints we managed to implement this program for 3 districts instead of 6: Kabale, Kisoro and Kasese. While we actively promoted the program within South-Western Uganda, we had the occasion to have a capacity building and sensitization campaign about the role of women engaging in socio-economic activities. The context in which we started was that a large majority of men were not in favor of women continuing their higher education. In a sample of 162 people (75 males, 87 females) surveyed, 80% of men were not in favor and 98% of the women. That is why ACFODE and CEED particularly focused on training male leaders. We trained 32 male leaders in the communities, in Kabale and Kisoro. These trainings were on GBV and the socio economic importance of women in general, and female in service teachers in particular, to pursue higher education. They also included action planning for different activities to take place in the coming months. These activities include sensitization to the community for access to education for girls and women. As a result the male leaders have successfully integrated the learned lessons in their discussions with the male community. They are credited with much of the attitudinal and behavioral changes we have seen in the mid-term outcomes in this report regarding attitude changes. These training not only helped for the promotion of our innovation but also sensitization campaigns and data collection within the communities.

As a result, around 109 in-service teachers (62 females & 47 males) enrolled into the innovative solution. Furthermore, we managed to reach 460 inservice teachers (232 women and 228 men) to understand their perspective about GBV, the use of technology for higher education, and how our innovation can help to continue higher education. Amongst these 460 inservice teachers, 83% of the women said they would really like to register into the program instead of going to school using the traditional method, while only 53% of the men of that sample district preferred the innovation. This is a demonstration that our innovation can specifically benefit women. In the recent Academic Orientation for the year 2022-2023, we reached 389 students (229 women and 160 men) with our innovation who were interested in joining the program.

Early on many women reported that their husbands are key barriers to accessing further education. The women are accused of disrespecting local culture and not taking good care of their homes. 'Studying,' for women, is equated with 'irresponsibility', and this is heightened due to cultural circumstances, distances that women need to travel to study, and cost of university enrolment in person. As seen in the survey results (see Testing Progress for details), men's attitudes and behaviors have changed much faster than anticipated during the test period. Women teachers are much more confident about using technology for their education (5% at baseline, 76% at midterm, 87% at the end, higher than the men's comfort at 83%), and we could not find anyone in our survey efforts who would say it is okay for a husband to discipline their wife if she wants to pursue a higher education, showing improvements in attitudes toward

gender equality. At mid-term the percentage was already low, at 3%. We did not ask this question at the baseline.

Inservice teachers enrolled in the innovation program started receiving the ELV teaching material in mid-April, and benefited from several capacity-building training on how to use the technology prior to officially starting their program. For this first semester, no incidents were reported. We also opened up three study centers in Kabale, Kisoro and Kasese districts. 476 ELVs out 720 were produced. As noted in the mid-term report, Kabale University and its students only needed the first 2 semesters of the BEP program, and Kabale has already started recording the 3rd semester, with definite plans to continue through to the 4th semester, which would be a little over 900 ELVs in total (we budgeted for them to produce 720, which should be completed in approximately 2 months). However, their production has been impacted by unexpected renovation in the campus. We developed a mitigation plan and managed to find an alternative space on campus in the Faculty of Agriculture. However, this event has slowed down the production of ELVs for the second, third and fourth semesters of the BEP program.

Beneficiaries will only be exposed to the first 2 semesters of ELVs, so delays in production, though unfortunate will not impact the school year for inservice teachers registered in our blended learning program at Kabale.

## Testing Progress

### Progress on Targets through a Gender Lens

In this section, we will look at all Performance Measurement Framework targets and how we are reaching established goals at the midpoint goals differentiating between outcomes and impacts on men and women in the chosen districts (6 districts in South-Western Uganda (Kabale, Kanungu, Kasese, Rubanda, Isingiro and Kisoro districts (which typically contain the districts of Rukiga and Sheema for the numbers)) for awareness campaigns and 3 specifically targeted (Kabale, Kisoro and Kasese, which includes Rukiga in data often) based on demand for the innovation (registrations in the program).

**Our hypothesis** is that by establishing a blended, decentralized e-learning system, along with targeted sensitization campaigns we will increase the number of women-teachers who can continue their education journey by enrolling in and pursuing their Bachelors of Education Primary (BEP) towards completion.

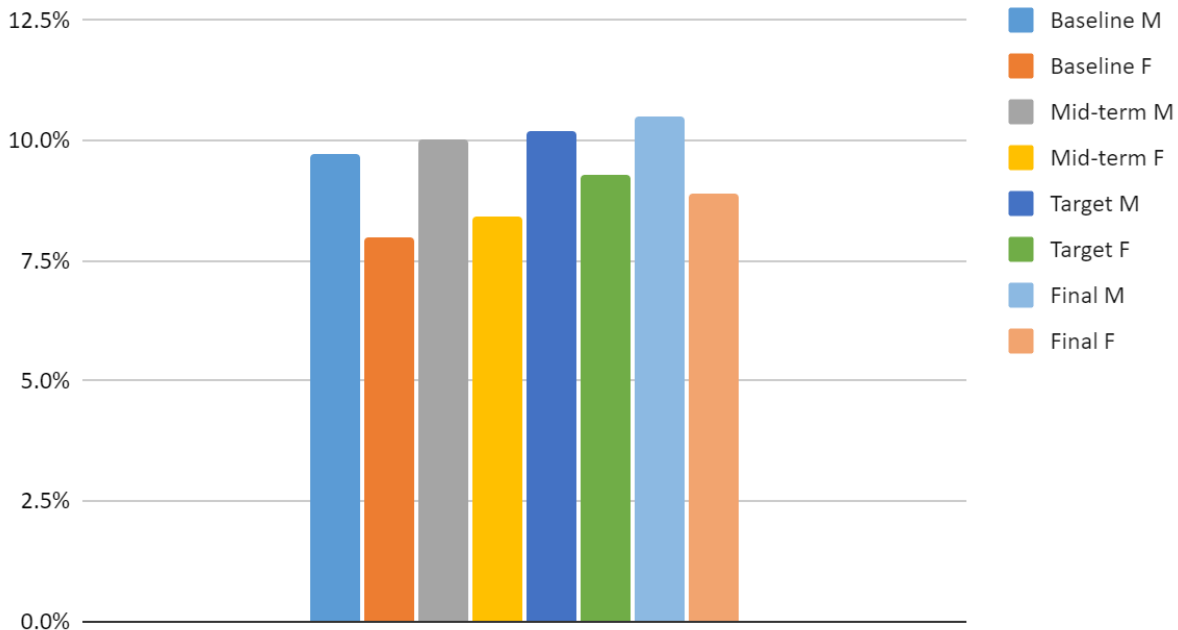
When we first checked how many educators had or were getting their BEP, we found that 9.7% of men teachers and 8.0% of women teachers had their BEP in the districts of Kabale, Kanungu, Kasese, Rubanda, Isingiro and Kisoro districts (which typically contain the districts of Rukiga and Sheema for the numbers). At this time, we can confirm 10.5% of men and 8.8% of women in-service teachers living in these districts either have their BEP or are on their way to getting it. Notice that the percentage of men has increased by 0.8% for both genders. This shows a positive trend based on the combination of Innovation and sensitization campaigns to favor women getting their degrees. We're also counting the number of men and women who have gone back to school with the intention of using the traditional method at Kabale and those participating in the innovation. Using the rest of the information we have gathered, we can say

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that though we wanted to get 0.5% more women involved in taking their BEP, getting an equal increase between genders is definitively a move forward and the very definition of gender parity.

### Percentage of inservice teachers who have or are studying for their BEP in Uganda



Most excitingly, Kabale University has recently reported 389 registrations into the BEP, BES and DEP programs in the 2022/2023 school years. The average number of registration per year into those programs for the past few years has been 150, which means a notable increase (159%) in registrations overall. They report the main request from all inservice teachers is whether or not they will be able to participate in the innovation using the ELVs now or later during their programs, to which the University answers “yes” since they intend to quickly finish the ELV recordings for BEP and move on with their own budget to creating ELVs for the BES and DEP 2 year programs. Kabale will use the equipment provided by the FIT project to record them and support the learners at home with the store of 250 MP4/chargers and 30 computers distributed to the 3 study centers. There is currently a discussion with at least the district of Rukungiri to establish another study center there and possibly more to come. The existing study center equipment would be redistributed according to demand by Kabale University to any emerging study centers to serve inservice teachers in their programs moving forward.

#### The innovation

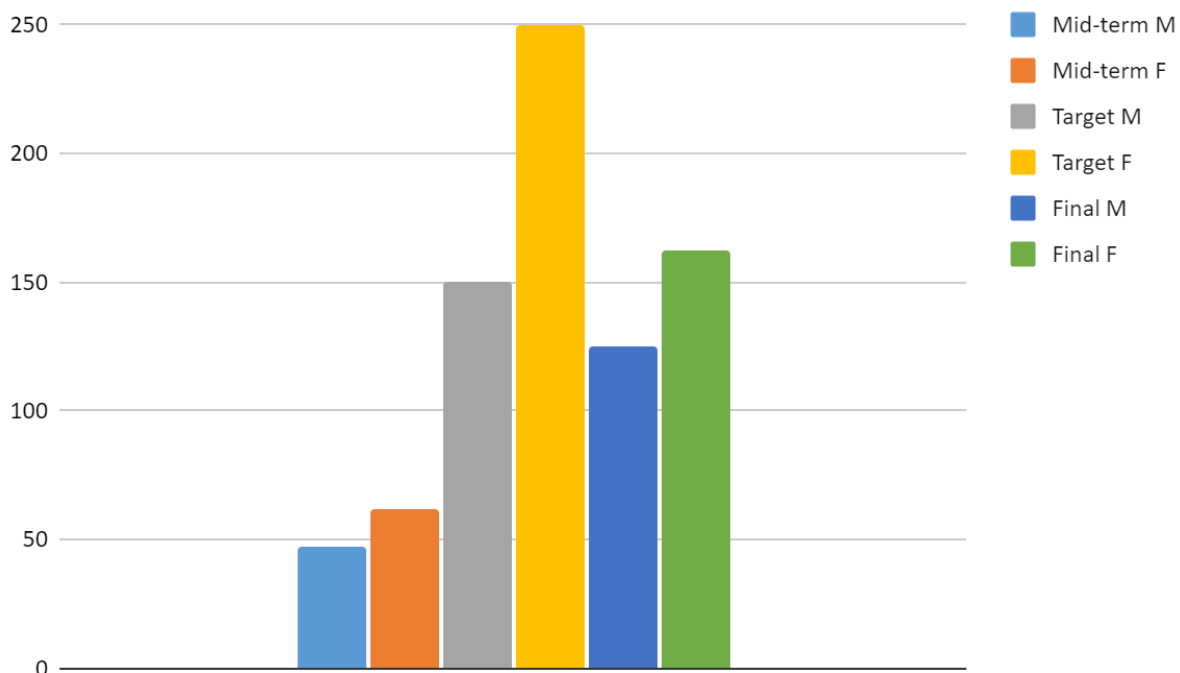
The 3 specific districts where we have decided upon for study centers and equipment are Kabale, Kisoro and Kasese. The vast majority of the 109 in-service teachers (47 men and 62 women) registered for our innovation in the school year 2021/2022 are located near or in Kabale district where Kabale University is located. 28 desktops and accessories went to that location,

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one station went to Kasese and another went to Kisoro to serve as reloading points for the handheld devices (250 units in total). We were pleased to see that 57% of those registered into the program are women. 73 of the 109 were individuals that were already registered at Kabale studying with the traditional method. An additional 100 women and 78 men registered into the BEP program for the 2022/2023 school year recently (56% women) making the number of registered in-service teachers into our program rise to 287 (125 men, 162 women), we were hoping to have at least 300 registered into the program (100 men and 200 women) by the end of the project. We could get plenty of data from these groups and we have an ample amount of devices to serve everyone with an MP4/charger combination of devices (we delivered 250 total). During the 11 month program, we've identified only 3 MP4s and 2 chargers who have stopped functioning. Kabale will fix those that may be fixed and replace those that cannot in due time using their own ICT department budget accordingly.

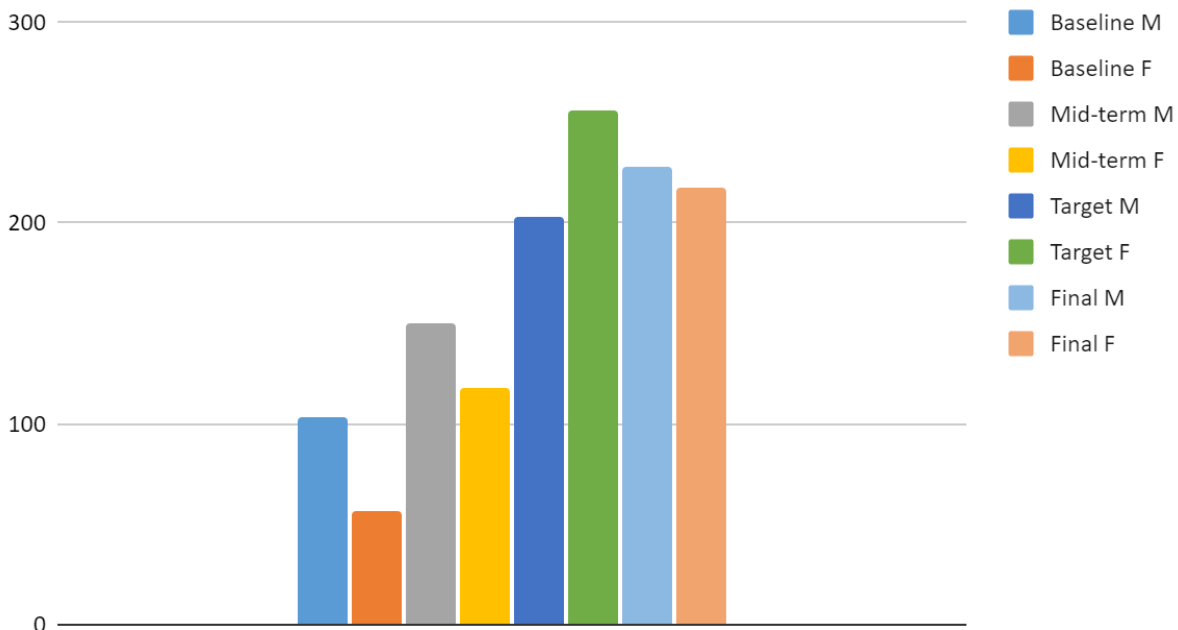
Number of people registered in the BEP innovation program



The total number of in-service teachers that are registered at Kabale University's BEP program combining traditional learners and those in innovation is 228 men and 218 women, including those who were already starting their 2nd year when we started and those in 1st year that chose not to participate in the innovation. These numbers represent near parity in gender at this stage. We had targeted 60% women at the end of the project or more but we're happy with this outcome since at baseline, there were nearly twice as many men registered as women into this program.



### Number of inservice teachers registered in the BEP program at Kabale (Innovation + traditional)



Up to the end of the project, including while Kabale University was doing the 2022/2023 intake recently, many in-service teachers we spoke to reported that they expected us to provide a grant for their program. Since most Ugandans no longer think the government will provide additional funds, many were unphased at paying the university's registration fee. The main feedback as to why they were registering this year was the availability of the Kabale-CEED innovation we have created even though not yet available for all education programs.

Out of the 109 (47 men and 62 women) only 7 men thought traditional education may be a better method. The women were unanimous in their appreciation for the innovation. The main reason most of the students were pleased is that it costs less and saves time. An important detail is that the time comment relates to women's duty to be at home after work to take care of house and children, therefore there was general agreement with both genders that the innovation solved a serious problem for the in-service women teachers in their socio-economic context.

Noone in the innovation has yet to drop out of the program and are continuing with their education unabated and confident.

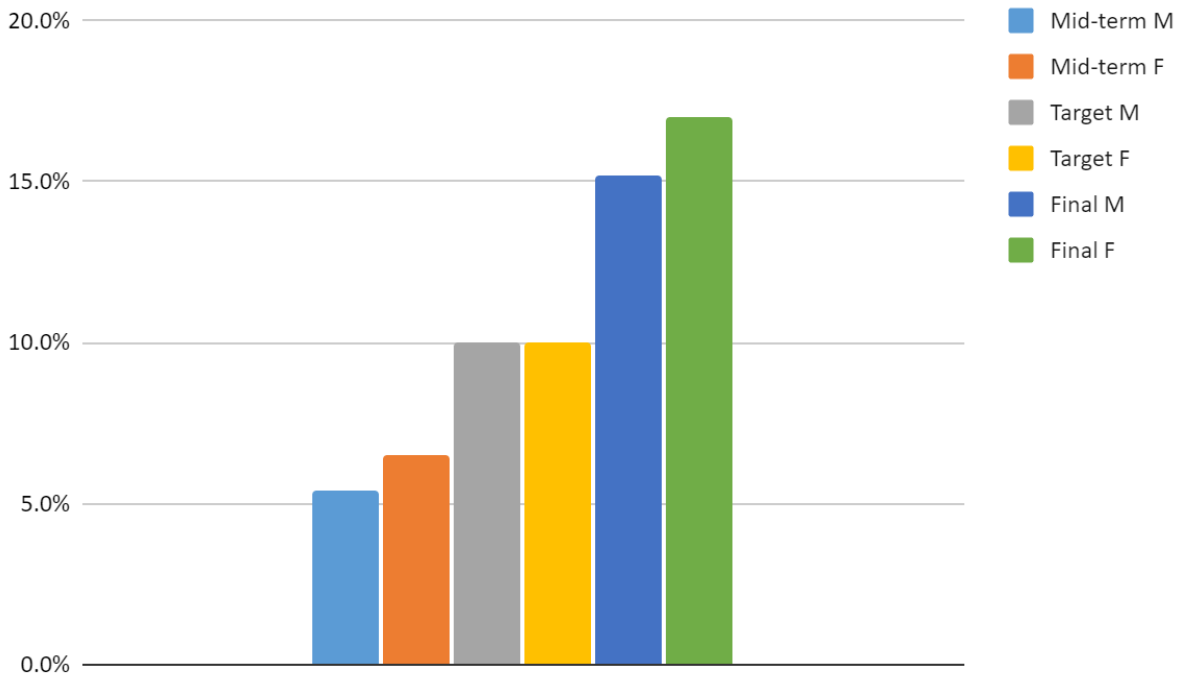
Another interesting piece of information borne out of the changes in desire to register, in the core districts of interest, Kisoro, Kasese and Kabale, the percentage of teachers who can now access the innovation either because they have completed their DEP and are registered at Kabale already to receive a device and the ELVs has risen from 5.4% of men teachers and 6.5% of women teachers to 15.3% and 17.0% respectively. This surprising increase is due to

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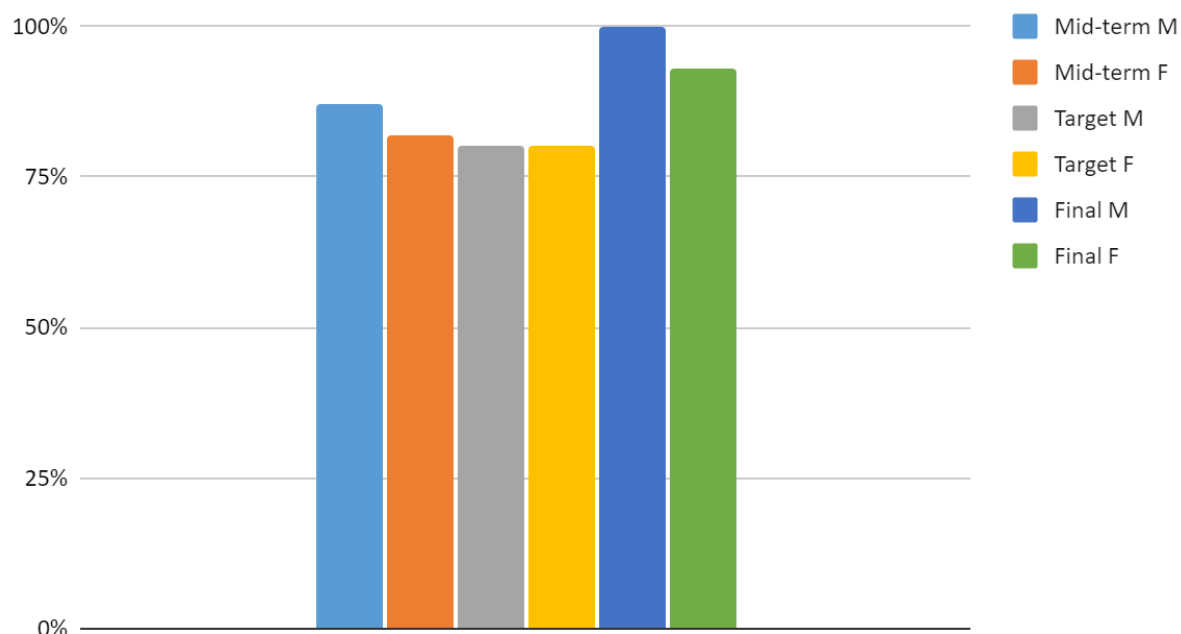
the popularity of the innovation at Kabale right now and the effectiveness of the promotion. The remainder of the population must either complete prerequisites or be reached by additional outreach and register between now and 2029 to maintain their status as professional educators in the primary school system..

### Percentage of teachers who can access the innovation as designed



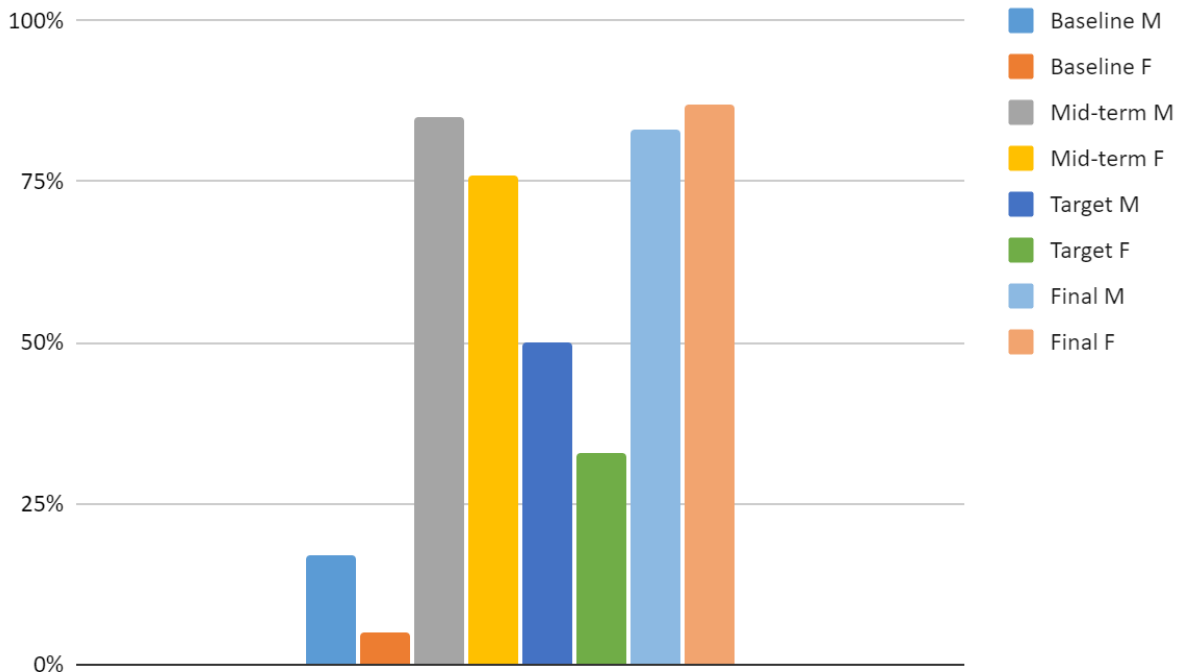
We surveyed 80 in-service teachers (not participating in the innovation), 32 of which live in Kabale district, and 34 in Kisoro district, with the remaining 14 distributed evenly between Rubanda, Rubanda, Rukungiri and Kanungu districts to get impressions and comments on the innovation. Out of the group, 35 were men and 45 were women. When asking these in-service teachers however, the percentage of men in-service teachers who thought the innovation was a good solution to satisfy the government's requirement was 100% while the figure for women teachers was 93%. The combination of both data points means that the innovation is definitively appealing for the target audience.

### Percentage of inservice teachers who think innovation is a good solution for 2029 employment



We were pleased that more women than men sought to use ICT now to finish their education to satisfy the government requirements (83% of the men, 87% of the women). Originally, we anticipated only 50% of men and 30% of women would look to make that choice. A baseline, these numbers were 17% and 5% respectively.

### Percentage of inservice teachers who use ICT to complete BEP



Regarding the production of Electronic Learning Videos (ELVs), once we set up the new studio, we were able to resume the recording of ELVs (as of writing the original studio is still under construction/renovation, sadly), we have produced 476 1-hour ELVs out of the anticipated 720. Kabale University's staff we have trained and professors are producing ELVs at a rate of 100-120 ELVs per month in the new location so we anticipate they will finish the series in approximately 2 more months then continue under Kabale's budget with the exact same staff. The ELV recording equipment has been well taken care of and all elements are still in good condition.

We started distributing lessons to the study centers in Kabale, Kisoro and Kasese in mid-April and have maintained the 3 study centers since. On average the study centers, with Kabale district's location being by far the most frequented as it is located on campus, see 173 men teachers and 248 women teachers putting them to good use. These numbers far surpass the number of inservice teachers registered in our innovation since Kabale University lets other students from the Faculty of Education use the computers for different educational purposes, as they have deployed their own website to present the ELVs to educators in programs. The Study Centers finally serve as the nexus for ELV distribution in the districts where they are located, and at least one other institution in Rukungiri district has expressed an interest in opening their own Kabale study center. Kabale has therefore started discussions to deploy some of the project computers to that district and has trained another 2 study center coordinators too.

At this time, there are only 3 MP4s and 2 solar chargers which have come back defective, nothing stolen or missing, which bodes well for the future.

### Capacity building

We had two main goals in this project: 1. Distribute the innovation to bridge an important gap in gender equality related to the specific situation of inservice women teachers in South-Western Uganda. 2. Change the attitudes and behaviors of the men in those areas so that women would feel comfortable and safe going back to school to get their BEP.

To do this, and make it sustainable, engaging as many women as possible in the sustainability of this project past its completion, we engaged local people involved in both processes.

Regarding the innovation, in the beginning, we successfully trained 22 professors from the Faculty of Education at Kabale University (4 women, 18 men) on how to record video with the equipment we provided and left in Kabale's good hands. There were very few women professors in the Faculty at Kabale, but we intentionally chose as many as were willing and supplemented in numbers with some men. We also trained a total of 8 ICT members (3 women and 5 men) to maintain the equipment, the recording equipment, and to record the ELVs. We also trained a total of 6 women study center coordinators to support inservice teachers who would come to the study centers to use the desktops and to maintain a tally of handheld devices for distribution. All trained personnel remain in activity as of this writing and those who have been trained are sufficiently capable to train others as needed, given their experiences over the past few months.

Up until the mid-term report, we implemented some planned activities: 2(two) radio shows, 200 radio spot messages, 25 radio announcements and trained 20 male community leaders in the districts targeted, to disseminate the idea that it was not only a good thing to have women continue their education in a higher education institution, for a BEP or otherwise. To achieve our data collection and community activity goals, our teams with CEED and ACFODE in Uganda have trained 5 researchers to collect and make sense out of research data and to engage with community leaders, radio hosts and the like. These skills remain with the people on the ground for years to come.

Since the mid-term, no further radio shows or spot messages/announcements were organized although we plan to have one radio show on September 21st with three panelists. However, we have distributed another 600 posters at churches, community centers and schools to promote safe communities and adult education. These posters were meant to engage inservice teachers and other community members in conversations and were part of the strategy of engagement for male activities with the trained community leaders we have engaged with early on, and the women's forums. The total number of people engaged in these new activities is 130 individuals (mixed groups of men and women).

We have conducted 2 women's forums so far, with more planned every month ongoing. The forums are conducted by CEED and ACFODE personnel for now with plans for doing more as funds allow.

We wanted to do more radio shows and women's forums but travel costs in part due to incorrect initial travel assumptions and in part due to skyrocketing gas prices, but it is unlikely we will do more radio shows, as they were most useful to promote the registrations and are expensive to

run. Instead, we will settle with the less expensive continuation of the women's forums and male engagement activities.

When asked where inservice teachers learned about the innovation, of the sample of 80 inservice teachers mentioned in the previous section, 32 heard about it on the radio (20 women, 12 men), 15 from Colleagues (8 women, 7 men), 11 from the University (6 women, 5 men), 8 from their church (4 women and 4 men), and the remainder learned about it from other media, friends and the general community spaces. We think that since many inservice teachers are already aware or registered in the area, using fundamental community approaches to promote the innovation and societal messaging like gender-based violence and community safety/respect would be more sustainable.

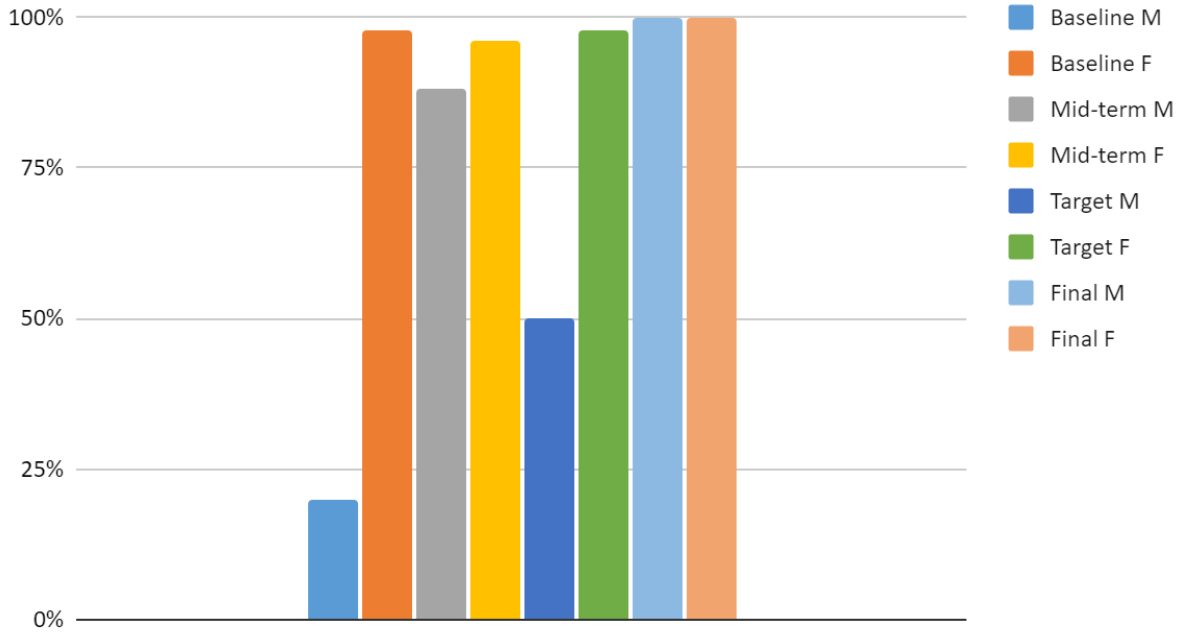
### **Community Attitudes and Behavior Changes**

In previous calculations, we estimated having the potential to reach approximately 96.9% of the population in Kabale, Kanungu and Kisoro 18 years of age and above through two radio shows and spot messages on three radio stations located in these three districts. These messages were running for two weeks, three times daily and talking about the innovation and how women can and will benefit from it. This method may have reached as many as 255,000 Ugandan adult men in those three districts. We distributed five thousand six hundred (5600) messaging fliers and trained 32 male community leaders to communicate these ideas on their daily routines. The fliers contained messages about the innovation and encouragement for women to enroll, and for society to respect and even encourage their decision to do so. The most recent flyers distribution focused more on gender-based violence, safety in the community and the advantages of women completing a higher education. Most of these activities started in January 2022 and continued up to the month of August 2022.

There is a stark difference in the feedback after a few months of messaging compared to the baseline. For our mid-term analysis, we gathered survey data from 220 individuals in this case (145 men, 75 women) the vast majority of which lived in Kisoro, Rukiga and Kabale districts (other districts represent less than 5% of the group each). For the final analysis we surveyed 79 individuals from the general population who answered questions, 29 men and 50 women from Kisoro (13 men and 50 women) and Kabale (16 men, no women) to assess how much attitudes have changed since the start of the project.

At midterm, the percentage of people who actively support women getting a higher education was 88% of the men and 96% of the women (compared to 20% of the men and 98% of women at baseline). The final percentages were a neat 100% for both genders. All interviewed were actively engaged and expressive. We expected at the end of the project to see only 50% of men actively supporting women in this way, but we had crossed that line already at the mid-term, so the final tally only confirms what we already had achieved earlier in the year.

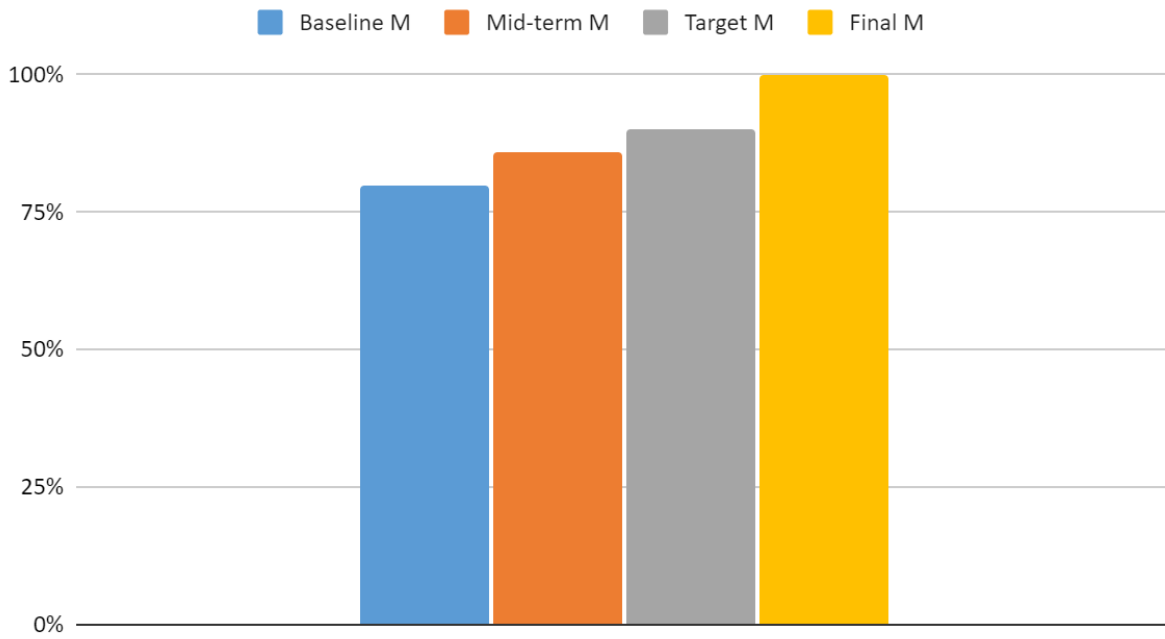
### Percentage of community adults who actively support women in higher education



The reason given for why this was important was universal: it is a good project because it saves time (and therefore money) for all involved. We did not do a deep analysis of the reasons this time, relying on general comments.

The percentage of men who support women teachers participating in our program went from the baseline value of 80% all the way up to 100% from the community survey. Our target was 90% of the men.

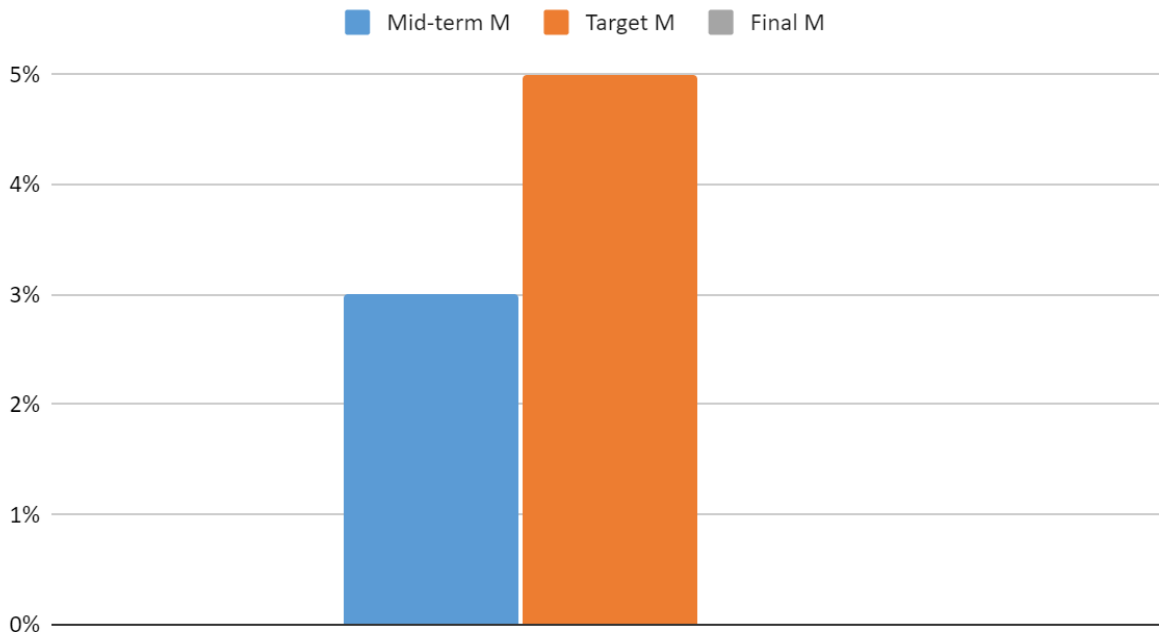
### Percentage of men supporting women teachers participating in our program



Finally, we asked this cohort whether it was “ok” for a husband to beat his wife if she wants to continue her education (like her BEP). Unlike the few outliers in the mid-term (3% total) that thought it was normal, none (0%) among those surveyed at the end of the project thought it was appropriate.



### Percentage of people who think it is ok for a husband to beat his wife because she wants to pursue a higher education



Given the sample size of only 80 community members, it is possible we could still find some outliers with a bigger group. Nonetheless, it seems like the idea of “disciplining” one’s spouse on the premise of getting a better education, with alternative means available, was a very unpopular suggestion. Since this was not a question we asked for the baseline, we cannot fully compare the initial attitudes to where we stand today in these districts.

The team needs to make sure we keep moving on the ELV production, and keep supporting the inservice teachers in the program to maintain its reputation as a solid solution. Kabale University and its trained staff will be key to ensuring this happens. They have already taken steps to popularize the videos by putting up the videos produced online on their website and have plans to ask their government for funds based on feedback and innovation success to produce ELVs for all programs for all students who prefer this, focusing of course on encouraging women to save time and money this way, and thus helping to solve this gender-based issue in this region of Uganda. Link: <https://www.kab.ac.ug/elv/>

### Risks Occurred or on the Verge of Occurring and Mitigation Measures

- *Reopening of schools:* We anticipated inservice teachers may go back to their schools after many schools were closed for about 2 years due to Covid. We knew we had to distribute information about our innovation to the schools directly on top of community gathering places, like churches. We executed this plan but the timing of teachers going back to school at the same time as we were doing the student intake for the innovation

made it more challenging than if the timing wasn't simultaneous. To mitigate this issue, we used the relationship between Kabale University and the regional schools to distribute the information to the schools more effectively.

- *Lack of understanding of technology:* initially, inservice teachers were apprehensive in using our technological innovation to complete their degrees because most of them didn't have their own smartphones and rarely used computers or the Internet. This was anticipated so during our community campaigns, we made sure to educate them on the innovation, the fact that the devices would be provided and that Internet or access to power wasn't necessary. Looking at the reasons why inservice teachers didn't register in the registration period, it was almost exclusively financial, about the tuition fee, and to a lesser degree students not completely understanding how the innovation worked compared to traditional university learning. Based on collected data in Kisoro and Kabale districts, inservice teachers were now comfortable with ICT technology and a large percentage were using it by the end of our project.
- *Slow administration processes at Kabale:* We knew that Kabale University had administration that was terribly slow to act and required pressure. We didn't anticipate how long it would take them to disburse funds from the Kabale fund (provided by FIT through CEED) to the Faculty of Education where it could get expensed. We noticed that from request at Kabale to expense, it could take over 2 months of calendar time. The only mitigation measure we found worked was consistent pressure from within the Faculty of Education and to have our direct partner, Dean Dr. Francis Adyanga request money for disbursement at Kabale as soon as humanly possible. These administration delays have caused frustrations within Kabale that have caused some major delays in starting the ELV production and to select and establish the Study Centers in Kisoro and Kasese. Since the mid-term, these difficulties were still there but less consequential since all approved activities were already approved and ongoing.
- *Late enrolment of inservice teachers:* due delay in fund release in a previous bullet (Slow administration processes at Kabale), we couldn't spend as much money as we liked early on to line up with the registration deadlines established by the University (January 2022). We mitigated this by negotiating a much later deadline, allowing for funds to be released for promotional radio shows, pamphlet distribution and other promotional activities up until the end of February 2022. This allowed the word to spread and for inservice teachers time to understand the innovation and register. We also internally shifted additional project budget to promotion by Kabale and partners to ensure we'd have enough students in time in the program. This effort required the university to also agree to start educating students using the innovation to a later date than normal to match the extension of enrolment period. For the school year 2022/2023, there were no such issues and we've received an amazing amount of registrations (159% increase).
- *Misinformation about government subsidy:* many inservice teachers noted the government's discussion about subsidizing inservice teachers to pursue their Bachelor's Degree in Primary and Secondary education by 2029, so they chose to wait and see if the government would provide. Covid has been difficult for them so they held hope, waiting for the following year to register in the innovation then, funded by the government. This is only a discussion at the government level with no timeline to execution, nonetheless many teachers chose to take that route anyway. Though we knew many inservice teachers would not be able to fund their education this year, we hypothesized that men and women teachers would realize our innovation would be much cheaper to register for than the traditional method. In a way, this was a proof of

concept in disguise because Kabale University has committed to continue producing ELVs for BEP, then BES and the other programs necessary for students to register under their own steam after the FIT project is finished. Hearing this, inservice students could make the choice of taking a chance for a subsidy opportunity, or benefit from the cheaper, more mature innovation in 2023 anyway. Near the end of the project, this was no longer a concern as the government hadn't implemented a strategy yet and as far as we know, there was no plan to deploy subsidies (though the government still encourages the universities to deploy digital learning solutions).

- *Renovations to the ELV production studio:* This was not a risk we anticipated. We made sure ahead of time the university would set aside a place for ELV production, they did. We shipped the equipment for the Kabale study center and for the production studio without much trouble. It was set up completely and operated for a few weeks after the production teams were trained. Then the university received an outside opportunity from an European funder to complete another project whose requirements necessitated specific infrastructure for production. Without much notice, even to the Dean of the Faculty, Dr. Francis Adyanga, construction crews and the ICT team emptied the space, stopped production and started renovations without an alternate room to continue. This cost us over a month of production looking for an alternative space that wouldn't cost additional project funds (everything was earmarked as essential or spent already). Thankfully, as we write this, the renovations are about to finish and we can resume production of ELVs at a faster rate while renovation is completed in and around the production facility. Kabale will complete the remaining ELVs, if any are outstanding, after the project is completed, which still allows us to test our hypothesis. We don't need all 720 ELVs produced to prove it. We have recently requested an extension of another month to give us a bit more runway monitoring inservice innovation users and to make more ELVs within the timeline of the program to get more quality data and lower error margins. The extension was denied but we still managed to produce semester 1 and 2 plus some of semester 3 operating from an alternate location in the Faculty of Agriculture. We have produced so far 476 out of the 720 ELVs and are on track to finish the series by the end of November 2022. Kabale University intends to continue production of the set and start on the DEP and BES programs using the same trained staff on their own budget this year.

### **Pivots and Iterations to Testing Workplan**

- Extended student enrollment and started classes later than normal to accommodate the initial low enrollment rates and allow for more promotion for registrations to occur.
- Budget was adjusted (yet to be approved by FIT) to accommodate efforts to register more inservice students into the program.
- The ELV production studio renovation threw us off schedule quite a bit and unexpectedly and we were unable to quickly find an alternate room for the equipment and space for production on campus. All other Faculty of Education rooms were occupied and unusable, and other rooms elsewhere on campus would have cost the project money it does not have. We have asked for a month extension to help get more data gathered with innovation users and produce more ELVs, since renovation, class start and setup delays for production has students starting using the innovation near the end of April, instead of the anticipated early March 2022. Kabale University has established a new studio in the Faculty of Agriculture and the team is producing between 100-120 ELVs per month.

- Our teams changed methods for data collection from going into communities in general to meeting community members in natural gathering places where the audience was captivated (inservice teacher workshops, community events, church gatherings to name a few). This lowered costs for the data collection efforts with our trained researchers and volunteers and saved time too.
- We reduced the scope of interviews since we did reduce the scope of the targeted districts from 6 to 3 to focus on in South-Western Uganda. This changed the total number of respondents on the ground from an anticipated 1000 (different cohorts), to a total closer to 500. For the final report, we reduced the number of respondents needed to a bare minimum due to lack of funds, with the 3rd disbursement being very tardy and organizations on the ground not having the resources to do more at this time.
- We had originally planned to register 200 women and 100 men in the innovation at Kabale but only managed to register 62 women and 47 men. This only changes the effort in collecting impressions and data from less innovation program users, and every single participant can use an MP4 handheld player instead of only the women. However, since our project ends in September, we were able to collect impressions and data about 178 new registered individuals into the innovation (78 men, 100 women), showing that the innovation became finally popular and is an indicator of success.

### Lessons Learned and Actions Taken

- Based on feedback from our teams on the ground conversing with men and women in the community, it seems like the most effective way to change men's attitudes towards women's rights to taking part in decision-making, higher education and the workforce in general was through the selected male community leaders and us working with them to change men's mindsets. It seems like they were quickly influential in changing broad social views in the districts where we have established such relationships. The data gathered so far clearly shows the effectiveness of the strategy, combined with other strategies like radios shows. Given this result we have shifted more efforts towards dialog with these and other community leaders, and potentially organizing gatherings with them to disseminate the idea of equal economic/education rights with them.
- We anticipated the level of interest from the women inservice teachers in our innovation for the exact reasons they have provided (save time and money). What we did not anticipate was their reluctance to pay for the tuition fee this year due to their impression that their tuition would be paid for either by the Ugandan government or by FIT (in some cases). For the 2022/2023 school year, the concerns were the same but because they had many months to think things over, and heard about colleagues or on radio about the innovation and its benefits, Kabale saw their 159% surge in registration and 78 men and 100 women registered directly into the innovation, device in hand, ready to go.
- 57% of the inservice teachers that registered in the innovation this year were women, a pleasing result and a good start. Based on the respondents, 221 women and 163 inservice teachers said they would register next year or the year after to the innovation now that they have a good idea of how it works (many may still wait for a subsidy from the government and have other blockers to register then, but that falls outside of the scope of this test). As described above, Kabale got 389 new registrations (229 women and 160 men in total, all programs) this year, compared to an average of 150 per year in the same programs.
- Remunerating Kabale project managers and other stakeholders would have generated more efficiencies in the project. We have garnered the commitment of some individuals

without additional remuneration and the teams that produce ELVs, but more attention should have been taken from all that were necessary to make this project a success. Ugandans involved in ELV production are content but not happy with the compensation provided for their efforts and thus are unwilling to be flexible with few exceptions if we need to pivot. Due to the limited funds, we will work with what we have currently, and we will complete the project accordingly.

- We had no significant issues in distributing or installing equipment for the inservice teachers registered in the innovation to use. Even the distribution of the MP4 has been successful and the learners are taking good care of their free device (lent to them by Kabale University).
- We have had plenty of uncalculated feedback from churchgoers and other people in the community as we gathered survey answers from the population. General feedback even from people who are not teachers is that this is a true solution to the realities of the Ugandan family and of particular help to the women teachers who still have to complete their duties at home.
- The remaining blocker to the project was indeed the cost of the tuition, which remained a burden, intentionally, to keep costs reasonable, and to test the hypothesis where our innovation would increase women inservice teacher enrolment by removing societal, and time/distance barriers. Offering a subsidy would have tarnished the results somewhat since teachers usually would need to pay tuition for their education. Nonetheless, thinking purely of registration, having thought of a way to subsidize the students would have significantly increased registrations. We do have 109 inservice teachers in the program, however, which is sufficient sample size to gather good data. The expectation to pay for the tuition remains in the minds of the inservice teachers that come to Kabale. Their expectations come from the fact that they know it is a project from Canada, and therefore think there is an affluence of money available for them. When they are told there is none budgeted, near the end of the project they did not insist.

We have gathered comments and feedbacks, uncensored, from the students using the innovation. The responses have been generally positive, with some suggestions for tactical improvements that could be handled by Kabale this school year or the near future, if funds are available from the government of Uganda. Here below are selected voices of participants reported verbatim

- The flexible nature of the study gave me enough time to attend lectures any time of the day. Sometimes, I attend my classes in between work activities at my place of work. It is a wonderful program – **a female teacher from Rukungiri District.**
- I love the hybrid learning model which makes learning take place at my convenience. However, the examination timetable was too tight. This should be spread out to allow for time off between different exams – **a male teacher from Kanungu district.**
- The gadgets [MP4 players & solar chargers] distributed enabled learning while on public transit because they are portable. I want to thank the government of Canada for funding such a unique innovation – **a female teacher from Kasese district.**
- With this project which has enabled me to return to the university and upgrade my qualification to the Bachelor of Education Primary (BEP), I am very sure that my job

security is guaranteed when the National Teacher Policy enforcement begins. I am now studying while working full time and taking care of my children and husband. This is truly a life changing project. I thank the government of Canada for funding it – **a female teacher from Kabale district.**

- It is a wonderful project, there is no doubt. But I am disappointed because I expected that the project would have scholarship since Covid-19 has economically disempowered our society. Please appeal to the government of Canada to consider giving partial scholarship, it is not yet too late. For example, if they can cover tuition fees, we will take care of functional fees – **a female teacher from Kisoro district.**
- I am very pleased with this project because it will now enable me to meet the National Teacher Policy that our government came up with since I am now studying my degree while working full time. I hope that the project will be extended to benefit thousands of teachers in the country – **a female teacher from Kabale district.**
- Although the travel cost to Kabale University for physical lectures is cut off, the blended learning module is still expensive. This is because, I am required by the Lecturers to print the course materials like notes, coursework, sending coursework online needed data, searching for some key words from the video [ELVs]. If there was scholarship provided, it would make a difference. But all in all, I applaud the government of Canada for sacrificing their taxpayer money to fund this relevant project. This is something that our own government would never give us – **male teacher from Rubanda district.**
- Not seeing a Lecturer face-to-face is not a good idea. Even after coming to campus for a week, some Lecturers were not seen. Face-to-face interaction is still very important. The Lecturers need to improve on their approach. But generally, I am happy to have enrolled in the project – **a female teacher from Kisoro district.**
- All along, I thought that there was going to be tuition fee fully covered. After enrolling, I realize there was no scholarship. I am now stuck and considering dropping out. This is not a good project since they don't provide scholarship. We teachers are paid very little money in salary in private schools which cannot even meet our basic need – **a male teacher from Rukiiga district.**
- A good project by Kabale University. However, when I came to campus, I could not find a designated office for the project and hence I had to move from one place to another looking for information. The university could provide a project office for easy access to information – **a male student from Rukungiri district.**
- A unique and inspiring project that brought learning right into my house and workplace. I have never seen or heard of such innovation in Uganda before. I am glad to be among the pioneer beneficiaries. However, the sound volume on the MP4 player does not come out unless you put on the headset. Next time, the project funder could buy devices that give out sound even without the headsets – **a female teacher from Kabale district.**

- Given that the study center is far from my village, the MP4 player should be enhanced to accept internet connection so that I can send coursework directly online to the Lecturers without having to regularly visit the study center – **a female teacher from Kanungu district.**
- I am pleased with the project and the project management team from Kabale University. My MP4 player malfunctioned in the second month after it was given to me. I brought it back to the University and I was given a new one – **a female student from Kisoro district.**
- The one thing I like about this project is that the ability to learn off campus is made easy and only having to come to campus for face-to-face examination. The project team at Kabale University Faculty of Education knows their stuff and have been very supportive to us. I am happy with the decision to join this project – **a female teacher from Kasese district.**
- I greatly appreciate the government of Canada for funding this unique project. However, I request Kabale University to reduce the functional fees since we are not always on campus and we don't use most of the services such as medicals, sports & games, students guild, laboratories etc. – **a female teacher from Rukungiri district.**
- Well, although this is a good project, there is no opportunity for one to ask questions where one did not understand while listening to video lecture materials. So, there is an interaction problem – **a male teacher from Rubanda district.**
- A good project, really a good one and I mean it. However, the orientation on using the MP4 player was not sufficiently conducted. I did not understand everything, and I was also afraid to ask questions. Since the University made me sign a form that I would pay for the gadgets when I lose them, I have not been using them for fear of losing or breaking them. What if the gadget breaks down? So, I have been using only the lecture notes. Such information could be made clear – **a female student from Rukiiga district.**

### Gender Equality Strategy Implementation and Updates

To summarize our Gender Equality Strategy: we are implementing an innovation to make remote education accessible as we estimate that it can be a solution to overcome barriers that women face to access education. This solution is also strengthened with community engagement via off-line and online campaign awareness, workshops, data collection and forum. The gender issues that have been identified are mainly GBV but also access to equitable education. To address these issues, we hold monthly women forums where women can share their experiences and get advice on legal pathways to follow when violence is done to them. We have already seen changes since the beginning as we have trained 6 women leaders and 32 male champions who have already spread the message in their communities. By the endline, we expect people we trained to come back and explain to us that they have spoken to other groups of people. 20 of the male leaders spoke to 384 people (237 females and 147 males).

The women leaders who were trained have spoken to an average of 30 to 50 people about Gender equality concepts.

In the GES, we will specifically address Gender-Based Violence, violence against children and legal referral pathways to guide women on resources and approaches to take when violence is done against them. The approaches we use focus primarily on experience sharing, both personal experiences and those identified in different communities; and developing solutions. Actions taken have included trained women leaders creating awareness in their communities through public lectures and one on one interactions with victims of GBV. They are all detailed below.

- *Women-led spaces (women forums):* we created safe spaces where women can meet every month according to our timetable. These are women-led events where women can talk about their experiences, and share ideas about how to overcome barriers in education and in their lives in general. These spaces allowed us and women in the community to find solutions to the immediate education problem between them. They can also share their academic progress and give each other feedback on their assignments. This is also a time where they can meet up with their lecturers to ask them questions. There was some sharing of information between inservice teachers at churches and in their schools where they congregate. Up to now, we have had 2 forums in Kabale and Kisoro, and we intend to have 1 in Kasese (Scheduled for September 17), where the third study center is set up. The last one that we will have will be on September 24th in Kabale. The reason why we will be having 4 women forums instead of 6 is because our extension proposal has not been accepted. Otherwise, we would have been able to hold 3 more, one in each study center. Through these forums, we have not only been able to train community members on GBV but also show them referral pathways for when violence does occur. We were also able to talk about the innovation and how it could help them achieve higher education. Previously trained women leaders took lead roles during these forums and explained to their colleagues in detail about how the innovation works.
- *Involvement of women in the innovation:* women have been trained to plan and supervise the study centers and as many as possible have been trained to take part in the creation of the ELVs (professors and technicians). The research and data collection teams are composed of a good mix of men and women, prioritizing women. The main reason why we mixed genders in the research team is that in some cases men are needed to ask other men some questions to get an accurate answer for data collection purposes. Women researchers on the ground were not always respected so we needed to have a mix involved to be productive.
- *Integration of gender-based violence messaging:* integrating GBV messaging allowed us to get other stakeholders in the media (for example), involved with us to promote the innovation. This approach allowed us to promote gender equality since GBV was one of the identified fears during our baseline report and context when we designed the innovation. To counter that fear and reality in Uganda based on pre-innovation data, we prepared a GBV campaign to educate the men and reduce likelihood of violence. Men do not suffer from that fear, so reducing the fear of violence from husbands and male



family members is a way to promote GE. We also printed and distributed posters about GBV and access to higher education for women. These posters were given out to community members during the forums and the male engagement activities. They all promised to hang them in their communities, in the classrooms and other public places. You can see these posters in the photo's folder in the annex. .

- *Establishment of ELV production studio at KAB:* we successfully did this despite time-related challenges and renovations delaying production, while involving as many women as possible (3 out of the 8 ICT staff trained, and 4 out of the 22 professors are women). Up to date, we have successfully produced 476 ELV's, enough materials to cover the first, second and third semester. The ELV's provided the women with a decentralized e-learning platform where they can study while staying at home, without the use of internet or electricity. This is very empowering for women as they are able to access higher education while tending to their tasks at home. Out of the 109 in-service teachers enrolled in the program, 62 are females & 47 are males. To make this study material accessible to the 3 districts we target, we had to set up 3 study centers *to serve inservice teachers:* we set up 30 computers and accessories and have 250 MP4 (handheld devices) available to our students in Kabale, Kisoro and Kasese districts, the three areas where we have registered students. We estimated the long distance can be a barrier for our beneficiaries to access education. Having study centers dispatched geographically reduces these barriers particularly for women. Furthermore, gender inequalities are addressed by the deployment of our ELV solution into homes, as well as the engagement in the communities to support the rights of women to pursue their education. Both activities must be deployed simultaneously to more quickly bridge the inequality gap: education helps men realize women have rights equal to theirs. The ELV distribution makes it more convenient for women to get their education and easier for the men to accept women will spend time completing their education (removal of barriers). For the ELV recording, the studio renovation is now almost finished so that the production can take place on a much larger scale. Furthermore, the head teacher of the Faculty of Agriculture, where we temporarily set up our studio, gave us some great feedback. He mentioned that their Faculty should also invest in ELV production to divert funds away from maintenance of facilities for theoretical classes and rather invest in practical courses in the field for students. As for the Faculty of Education at Kabale, there aren't many female professors. In total, the 7 women Kabale staff are actively involved in the ELV production. They are continually involved in adjustments to the process. Feedback and inputs from women beneficiaries (in-service teachers) are being continually monitored and reported by ACFODE, CEED and Kabale at our Study Centers and in the community. We mostly receive feedback from the Whatsapp group, from the women forums, and from the women leaders. They went in the community and collected feedback about the innovation from other in-service teachers in their community.
- *Set up study centers with equipment to serve inservice teachers:* we set up 30 computers and accessories and have 250 MP4 (handheld devices) available to our students in Kabale, Kisoro and Kasese districts, the three areas where we have registered students. All the equipment has been accounted for. Since we only have 109 inservice teachers, we have distributed MP4s to both men and women in the cohort. All learners were trained on how to use the devices. As you can see above, we have received both positive and negative feedback from the learners. Some say that this

device has changed their life and that they learn well from it and others say that they are afraid to break it for fear of paying for it if it breaks. Some would also require more training on how to use them and how to properly care for them. You can find a detailed list of feedback we had from the learners in Annex 5.

- *Advertising for the program:* within a period of only a few weeks, we have promoted the innovation to encourage women inservice teachers to register in the innovation through radio shows, pamphlets in community centers like churches and schools where they started to work again. Blended in the promotion as consistent messaging about the importance of women being encouraged to complete a high education degree. For example our team emphasized on the socio-economic impact that the household could have if women were encouraged to continue their education. We also took the occasion to survey the people who were engaging with our team while we promoted the program. It helped us to adjust our message when our team promoted the program. We also took some specific measures to help assess the effectiveness of the program. We looked mainly at the number of women registered in the program vs men, social changes in attitudes of men towards women getting higher education, community engagements and women's forums, data gathering on how women feel about the innovation and their rights to continue their education. All of these are measured according to the PMF. We also incorporated deliberate efforts into the radio and church/school/community center flyer distribution campaigns where female in-service teachers' were encouraged to apply and benefit from this innovation. The incentives to register are the benefits of the innovation (save time traveling and costs associated, and avoid trouble from husband/community accordingly). The women-only led spaces (women forums) will be encouraged to create safe space for interaction, discussions and experience sharing for overcoming barriers in education. As a result, we got 36 registrations from outside of Kabale (not pre-registered in the traditional program 1st semester since October/Sept 2021), mostly in Kabale district, with a handful inservice new registrations from Kasese and Kisoro. Furthermore, Kabale got 389 new registrations (229 women and 160 men in total, all programs) this year, compared to an average of 150 per year in the same programs. Part of our advertising also included the posters that we handed out to community members.
- *Capacity building for the future:* we have trained women leaders for forums, many women researchers for data gathering (5 in total), others in the ICT unit at Kabale University, and a few female professors on how to create lessons, and support the testing program to best effect. When the program is over, Kabale University and the local organization in our collaboration, Action for Development (ACFODE) will be able to continue to use the built assets and equipment to pursue the creation of ELVs, its distribution, and to support the women in the community who need it. Indeed, Kabale University has now agreed to maintain the study centers with the equipment provided, and produce ELVs for the second year. Kabale told us that the government committed to providing them with funds to maintain the programs, as well as expand to all other required programs (BES, CEP etc...) using the equipment FIT has provided. More about this will be explained in our Sustainable Exit Strategy. We also complemented our promotion and community engagement by capacity building within the community. We particularly targeted male leaders knowing the influence they can have on households (men and women). 32 of them participated in our educational activities. We held workshops to sensitize them about the importance of the continuation of education for

women and prevention against GBV towards women. Raising awareness within, and training of, male leaders is crucial because these communities are patriarchal. The men are the decision makers and the ones in charge of wealth/assets. Therefore, the goal is to change their mindset about both Gender Equality, the role of women in socio economic development and why women should be given the opportunity to pursue higher education if they so desire. Since the trainings, ACFODE has followed up with these male champions and found that 10 of them have since spoken with 384 people (237 females and 147 males). During the recent male engagement activities, we got feedback from those who had been trained initially. They have been sharing the message using different platforms, churches, radio talk shows and clan meetings. They discussed, and created awareness, on the importance of the girl child's education, the new teacher policy, and GBV).

To conclude, while we have positive feedbacks, we regularly consult the community and direct beneficiaries with surveys, and group conversations (ie. WhatsApp group, church) to understand how the innovation is impacting them or could impact them. We have also been able to collect more data thanks to the monthly women forums. According to the questionnaires that we have shared during the forums, they have mentioned that:

- Access to the internet is still unstable
- Information about the project was mostly spread on a person to person basis, that is, through colleagues
- They would encourage colleagues to opt for this innovation rather than the traditional because it is cheaper and more convenient as they get to study at home
- They feel safe enough to pursue higher education
- Women leaders have been sharing the information they got during their training with other people in their communities
- There are still some husbands attempting to stop their wives from pursuing higher education. However, this is now a frowned upon notion and so men are scared about the public knowing that they are doing it. This means that there are fewer cases

### **Prevention of Sexual Exploitation and Abuse**

- Internally at CEED, prior to start their position, new staff receive an onboarding that includes information about our Policy for Prevention of sexual exploitation and abuse. We expect from each staff that we engage with volunteers and present our PSEA policy. In the context of this project 1 employee has been employed in Uganda and 5 volunteers-researchers.
- Outside of CEED, all partners in this project signed an internal partnership agreement that engages each partner of this project to ensure the application of the PSEA policy under this project. As a result, staff and volunteers, involved in this project are required to read the PSEA policy
- As we are engaging with the communities, an important part about our sensitization and capacity-building campaigns is focused on prevention of gender based violence. All trainings and awareness campaigns ensure to cover this section. Such training has included a two day training of in-service teachers, a two day training for model couples

and a two day training of male champions, all organized by ACFODE with the participation of CEED.

- An important aspect of prevention of sexual abuse is to provide women with legal referral pathways so they know who to turn to if such cases do occur.
- To date, there have been no reported cases.

### **Capacity Building Needs from FIT**

We have attended one or two coffee chats but right after the start of the project, we mostly stopped using the Slack channel for information. We found Slack to be a good discussion medium but in our case most of what we needed was questions answered and when asking questions in Slack, the answer was usually to check one stream or the other and we had to search through dozens of messages to find what we referred to. Sometimes we could not find the answer that we were pointed towards. Slack, as a tool for discussion seems great, but as a repository for Q&A, didn't seem to work out so well for us.

The Coffee Chats were a fun way to get a sense from other project leaders about their challenges and share experiences, give and take insights and so on. For capacity-building, we have found those engaging and useful. We wish we would have been able to connect with other groups operating either with similar projects or in the same region or stage of the project much earlier in the project. We could have shared resources, offered each other support and suggestions to similar problems instead of operating in isolation and getting feedback/questions only from our FIT representative.

Perhaps in the future, FIT could set up work groups between projects on a bi-monthly basis, in which we could share experiences at different stages and support each other that way. These would be an opportunity for FIT to share information to all project leaders at the same time, instead or in addition to doing regular meetings with projects individually.

### **Sustainable Exit Strategy**

In terms of our Exit Strategy, beneficiaries and the staff trained (8 ICT staff and 22 professors) were involved from the start, which indicates that they were already going to take over the project at the end. They were extensively trained to be able to handle the material and the production. Regarding the production studio, it is currently being worked on and should be fully functional by the end of September or early October. Until now, ELV production has been happening in a room in the Faculty of Agriculture. As for the study materials, they are all in good use and dispatched in the 3 study centers. Kabale is looking at additional funding to purchase more since the enrollment number has now reached 287 students. Finally, the furniture that was purchased by CEED through the FIT funding to allow for the Project Assistant to closely work with University members will stay within the premises and will be passed on to Kabale University as in kind contributions. Kabale University will also accommodate the Field Visit from FIT officials since the project with all partners will be done at that time, although Kabale will continue the production of ELV's and supervision of in-service teachers enrolled in the program.

Finally, Kabale university is committed to completing the Bachelor of Education primary (BEP) education lecture video production for all the remaining semesters. The university is in negotiation with Rukungiri Primary Teachers College to create a new Study Centre in Rukungiri district. This move will enable the university to take the project to new communities outside the three study centers initially established. The university will take up all the costs associated with continuity of the project after FIT pulls out in September 2022.

To sustain our Gender Equality Strategy, we plan to continue having the monthly forums at each study center. These will be facilitated by the women leaders that we have trained on GBV and on the use of our innovation. There are 2 women leaders in each study center. These monthly forums will also be monitored and followed up by ACFODE who has an office in Kisoro. ACFODE will also integrate the project structures that are already in place - such as women leaders and male gender champions - in their actions and will be able to follow up with them on the grounds and check on their progress, best practices and lessons learned. ACFODE will continue to be present on the ground to advance higher education for women and learning.

### Financial Narrative

As of September 23rd, 2022, we have spent \$138,051.37, which is equivalent to 96% of the total amount that was disbursed to us (\$144,520.44). While a large majority of budget lines have been used within budget, we encountered some challenges regarding the approval of the budget we amended in February. Since it has not yet been approved, we had to work within financial constraints and adapt ourselves as best we could. Here is our financial narrative summary:

- As mentioned above, we had to modify our budget to make space for more promotional funds for Kabale University. We also had a misunderstanding with the University whereby they had agreed to provide us with an office space for free for our Program Assistant (who runs the project on the grounds), which would include utilities and electricity. However, we had to accommodate the purchase of furniture so that she could coordinate the project, as well as receive visits from our partners on the ground (Acfode and Kabale University). The total of these expenses represent less than 1% of the total budget requested. As part of our Sustainable Exit Strategy, the furniture will remain in possession of Kabale University and will be used solely for the production of ELV's at the Faculty of Education.
- Regarding the budget for CEED Concordia in terms of remuneration, we still have salaries that have yet to be paid for September and October, until the closing of the project. The remaining of the funds will be used for that. In terms of activities, we will be closing the project with one last activity that will take place tomorrow (Saturday the 24th of September, 2022) in Kabale. This will exhaust our budget for the women forums.
- For the production of ELVs, our project has budgeted \$7,500 for on-site direct training (direct involvement in the creation of 45 1-hour ELVs with a seasoned professional educator from the Canadian Institute of Mass Communication) and another \$8,000 to supervise the production of the ELVs remotely to ensure pace, scheduling and quality. We also made sure to train the Kabale ICT staff and nearly two dozen professors (costing \$13,500) to ensure Kabale could continue creating ELVs into the future with the

equipment we provided (\$2,481.83 for ELV production equipment). We also adapted the BEP courses for ELV production ahead of time in Nov-Dec 2021 and designed/tested a Learning Management System for the distribution of the ELVs to the Study Centers (costing \$7,500 and \$5,500 respectively). This capacity building and supervisory effort bore fruit with the staff at Kabale being quite independent, with the University having plans to continue the BEP ELV production and extending the innovation to CEP and BES programs in the coming years.

- In terms of the funds budgeted for Kabale University, (14,164\$), there is a total of 6060\$ remaining in Kabale's account to pay for the professors and IT staff for the production of ELV's. The request for funds from the University has been done, and hence, the payment will be processed next week. The remaining 8,105.05\$ will be paid out while we are finishing the ELV's and to pay for the rest of the production of ELV's, IT staff, electricity at the study centers, salary for professors and salary for project coordinator.
- For ACFODE, all the funds have been exhausted and projected expenses include the final disbursement of salary for staff for September.
- We have not encountered overspent budget lines, except for two budget lines. For travel, in the budget line 3.3, we allocated a budget for Inter-regional travel for CEED's staff from Gulu to Kabale. CEED Concordia has had an office in Gulu since its inception. And the senior staff makes bi-monthly visits to monitor the progress of the project and the new staff employed at Kabale. Unfortunately, since our van is not working and gas prices have greatly increased since we submitted our budget, this budget line had to be overspent. However, the budget allocated for regional travels (within south-western Uganda) is understated because we reduced the number of districts we will be working with. The second overspent budget line is for bank charges (budget line 5.2). Prices have also skyrocketed since we have submitted the original budget.
- In terms of accountability internally, we all submit our expenses on a monthly basis with a customized financial reporting system. Updating ourselves on a monthly basis allows us to adjust our financial decisions promptly.

### Explanation for Projected Expenses :

1. ELV Production:
  - As stated above, ELV production is still ongoing for Kabale University, until we reach the total of 720 ELV's produced. They are also being supervised by CIMC which will provide guidance and support when needed. However, the staff at Kabale University is overall independent with the ELV production.
2. Women Forum:
  - We still have one women's forum that is planned for September 24th in Kabale. It will be the last planned activity and will allow us to fully hand-off the project to the women leaders so they can then successfully lead the monthly women's forum, with minimal supervision and support from ACFODE.
3. Reporting
  - This represents payment for ongoing work and reporting purposes on the side of CIMC. Please note that for CEED Concordia, we have been providing in-kind contributions in terms of salaries.
4. Bank Charges

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- As we are still waiting for the third and fourth disbursement, we can predict that bank charges will occur.

## ANNEXES

### Annex 1 - Performance Measurement Framework

Results	Indicators	Dissagregation (women -men)	Baseline*	Mid Term Progress	Final - Cumulative Achievements	Innovation Target*	Collection Method	Data Source	Organization/ Position responsible
<b>Ultimate Outcome: A larger proportion of women educators will be on their way to finish their BEP, and feel empowered to maintain their school employment</b>	Percentage of inservice teachers who have or are studying for their BEP	Gender	9.7% men teachers and 8.0% women teachers	10.0% men teachers and 8.4% women teachers	10.5% men teachers and 8.8% women teachers	10.2% men teachers and 9.3% women teachers	Registrations at Kabale	Kabale University Academic Registrar & Ministry of Education	Kabale University/Francis Adyanga
	Percentage of inservice teachers who register in the program but drop out	Gender	0%	0%	0%	10% men / 10% women	Kabale University reports	Faculty of Education, Kabale University	Kabale University/Francis Adyanga
	Percentage of inservice teachers who think the Innovation is a good solution without which they would not be able to maintain their employment past 2029	Gender	To be collected	87% men / 82% women	100% men / 93% women	80%	Survey	Teachers in the target districts	CEED-ACFODE/Luke Ofungi
<b>Intermediate Outcome 1: The gender gap in South Western Uganda will shrink and</b>	Number of inservice teachers registered in BEP program at Kabale	Gender	103 men / 56 women	150 men / 118 women	228 men / 218 women	203 men / 256 women	Registrations at Kabale	Kabale University Academic Registrar	Kabale University/Francis Adyanga

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<b>communities will be more receptive to women pursuing higher education objectives</b>	Percentage of adults in the community who actively support women pursuing a higher education	Gender	20% men / 98% women	88% men / 96% women	100% men / 100% women	50% men / 98% women	Survey	Adult members of the community	CEED-ACFODE/H appy Ainomugisha
<b>Intermediate Outcome 2: More inservice teachers will feel comfortable using technology to finish their bachelor's degrees</b>	Percentage of inservice teachers who use ICT to complete their education	Gender	22% men / 15% women	43% men / 38% women	54% men / 62% women	30% men / 25% women	Survey	Inservice teachers	CEED-ACFODE/H appy Ainomugisha
	Percentage of inservice teachers who say they are comfortable using ICT for education	Gender	17% men / 5% women	85% men / 76% women	83% men / 87% women	50% men / 35% women	Survey	Inservice teachers	CEED-ACFODE/H appy Ainomugisha
<b>Immediate Outcome 1.1: Women inservice teachers will feel safe enrolling, pursuing their BEP and eventually complete their BEP/BES</b>	Percentage of inservice teachers who consider it safe pursuing their education career to meet the mandatory qualification	Gender	83% men / 13% women	70% men / 71% women	97% men / 93% women	90% men / 50% women	Survey	Beneficiary	CEED-ACFODE/H appy Ainomugisha
<b>Immediate Outcome 1.2: More Ugandan men will support women teachers in pursuing their education towards BEP completion</b>	Percentage of men supporting the idea of women teachers participating in the program	Adult men only, no categories	80%	86%	100%	90%	Survey	Ugandan men in target districts	CEED-ACFODE/Luke Ofungi
<b>Immediate Outcome 1.3: More men feel it is inappropriate to be aggressive towards women who want to get a higher education</b>	Percentage of people who think it is ok for a husband to beat his wife because she want to pursue higher education	Men	To be Collected	3%	0%	5%	Survey	Ugandan men in target districts	CEED-ACFODE/Luke Ofungi



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<b>Immediate Outcome 2.1: Women educators will have access and want to use Kabale's new ICT infrastructure in the target districts</b>	Percentage of teachers who can access the innovation as designed.	Gender	To be Collected	5.4% men / 6.5% women	15.2% men / 17.0% women	10%	Survey	Inservice teachers	CEED-ACFODE/Happy Ainomugisha
<b>Output 1.1.1: Women will appreciate the benefits of the innovation program</b>	Number of beneficiary women confirming that the innovation has provided positive outcome on the continuation of their education	Women only, inservice teachers	To be Collected	To be Collected	62 (all those in the program)	200 women	Survey	Women living in the target districts	Kabale University/D r Conrad Mubarata
<b>Output 1.1.2: More women will register to and work on their BEP</b>	Number of people that register in Innovation BEP program	Gender	To be Collected	47 men / 62 women	125 men / 162 women	100 men / 200 women	Kabale University Registrar records	Kabale University Registrar	Kabale University/D r Conrad Mubarata
<b>Output 1.2.2: Development, production and dissemination of radio programming and community outreach campaign to sensitize men about the advantages of women participating directly in decision-making</b>	Number of men reached by the radio/media campaign to provide support for the continuation of education for women	Gender	0	255,000 adult men	255,000 adult men	50,000	Social media, traditional media, distribution reach	Radio station stats, Social media stats, number of materials distributed etc.	CEED-ACFODE /Luke Ofungi
<b>Output 1.3.1: Development, production, and distribution of IEC materials on gender and Gender-Based Violence (GBV)</b>	Number of people reached by GBV messaging	Gender	0	5000	5600	5000	Social media, traditional media, distribution reach	Radio station stats, Social media stats, number of materials distributed etc.	CEED-ACFODE /Luke Ofungi

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<b>Output 2.1.1:</b> <b>Kabale University has a distributable BEP course designed in video format</b>	Number of 1 hour ELVs produced	Program	0	157	476	720	Count in system	Kabale University staff and system	Kabale University/D r. Conrad Mubarata
<b>Output 2.1.2:</b> <b>Kabale University and three regional study centers have trained staff that can distribute the new BEP program</b>	Number of women Study Center staff trained	Gender	0	4 women, 0 men	6 women, 0 men	6 women, 0 men	Count at the time of training	CIMC Trainer	CIMC/Santo sh Shail
<b>Output 2.1.3:</b> <b>Kabale University gains software distribution system designed to empower as many women inservice teachers as possible to finish their teacher's degrees</b>	Number of computers and devices distributed in the community tied to Kabale University programs	None	0	109 handheld devices + 30 desktops	109 handheld devices + 30 desktops (3 broken Mp4 + 2 broken solar chargers, took spares)	250 handheld devices + 30 desktops	Count of devices by Kabale Study Center coordinators	Kabale University Study center coordinators	Kabale University/D r Conrad Mubarata
<b>Output 2.1.4:</b> <b>Kabale University staff will be trained to produce and distribute ELVs for regional distribution</b>	Number of Kabale ICT and educator staff trained	Gender, Professor specialty	0	8 ICT staff (3 F/ 5M) and 22 professors (4 F/ 18 M)	8 ICT staff (3 F/ 5M) and 22 professors (4 F/ 18 M)	14 ICT staff and 21 professors	Count at end of training workshops	Kabale University	CIMC/Santo sh Shail
<b>Output 2.2.1:</b> <b>Study centers will become focal points for women inservice teachers to access their BEP courses and from home (options)</b>	Number of people using the Study Centers per month	Gender, purpose of visit, participation in Innovation test	0 (closed)	Study Centers In renovation /construction	421 (248 women + 173 men)	300 (200 women + 100 men)	Tracking sheet at Study Centers	Kabale University Study Centers	Kabale University/D r Conrad Mubarata
<b>Output 2.2.2:</b> <b>Kabale University will have necessary equipment and software to produce BEP ELVs</b>	Amount of equipment provided to Kabale for ELV production purposes	None	0	2 laptops, lights, monitor, SD cards, 2 microphones, editing software	2 laptops, lights, monitor, SD cards, 2 microphones, editing	2 laptops, lights, monitor, SD cards, 2 microphones,	Count of devices during the testing period	Kabale University ICT team	Kabale University/D r Conrad Mubarata

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					software	editing software			
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### Annex 2 - Workplan

FIT Testing Workplan														
Outcome C1: CEED-Concordia will determine if the hypothesis is correct and to assess changes to the innovation that can help women teachers most to complete their DEP, then BEP/BES														
	2022													
	N o v	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	1	2	3	4	5	6	7	8	9	10	11			
Output D1: Collection of all data necessary to adjust testing ongoing and to determine validity of hypothesis														
Kabale University registrations into the program														
Beneficiaries engaged in the program														

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Test data collection relative to VMA, LMS, study center computers and ELV production process/participants														
Test data collection from beneficiaries before, during and after completion of the testing period														
Production of final report to FIT														
Outcome C2: Women teachers will feel safe enrolling, pursuing their BEP and eventually complete their deP/BEP/BES														
		2022												
	N o v	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Output D2: Communities of the three target districts will be sensitized towards the benefits of having women teachers pursue higher education and retain their teaching jobs														
Community needs assessment regarding gender, community leaders, media, and community communications channels														

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Nine radio talk shows with messaging in local dialect asserting benefits of the program to the family and community													
Engage 20 influential leaders per community to advocate for gender equality in the targeted community to declare the benefits of social change and empowerment of our program													
Output D3: Researchers, CEED and ACFODE will reinforce the benefits of the program to women in the community													
Social media posts sent consistently reiterating project messaging													
Radio airtime with women researchers establishing the benefits of the program													
Promotional material distribution for women's events and onsite promotion (study centers, schools, other)													

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3 experiential women's forums once a month per study center														
Output D4: Development and production of IEC materials on gender and Gender-Based Violence (GBV) by CEED and ACFODE														
Develop and translate messages (into local Runyakore/Rukiga ) that promote and protect rights of women.														
Production of stickers, posters and banners carrying the message in communities (10,000 copies anticipated)														
Production of advertisements, letters and other messaging materials targeting the community.														
<b>Outcome C3: Kabale University gains a DEP program and a media production process (capacity building) to deploy more courses to women teachers that need to complete their BEP or BES by 2029</b>														
		2022												
	N o v	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

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<b>Output D5: Kabale University has a distributable BEP course designed in video format</b>													
Instructional design of 720 ELVs, adapted for gender bias													
Video production of 720 ELVs at Kabale University													
<b>Output D6: Kabale University and three regional study centers has trained staff that can distribute the new BEP program to three districts in the area</b>													
ICT Training workshops for 12 trainees (LMS/VMA)													
Video instructor training workshop for Kab instructors													
Media production training workshops for 12 videography trainees													
Study Center Coordinator workshops for 2 x 6 study center coordinators (use of LMS/VMA, guidance)													

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On-site training of video production staff for the amount of 45 BEP course ELVs														
<b>Output D7: Kabale University gains software distribution system designed to empower as many female teachers as possible to finish their advanced teacher's degree</b>														
Design & development of Video Management System (VMA) for mobile devices														
Testing and installation of VMA on mobile devices														
Learning Management System (LMS) for study center computers														
LMS installation and testing on study center computers														
<b>Outcome C4: The Kabale district and surrounding area will have access to additional ICT infrastructure to build and deploy programs helping women access education.</b>														
2022														
	N o v	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec



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<b>Output D8: Study centers will become focal points for women teachers to access their BEP courses, and from home (options)</b>													
Distribution of 250 tablets and solar chargers for women teachers for take-home (lent from study centers)													
Donation of 30 computers to study centers who will serve as ELV shared education and distribution points													
<b>Output D9: Kabale University will have necessary equipment and software to produce BEP ELVs and then the DEP/BEP/BES after testing period as desired</b>													
Donation of video production equipment for ELVs and backups to last the duration of test and beyond													
Donation of necessary software licenses for video production of BEP program ELVs and beyond													

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## Annex 3 - Budget vs Actuals

<u>Organization Name:</u>		<u>CEED Concordia</u>	<u>Financial Report</u>	<u>3</u>				
<u>Project Title:</u>		<u>Blended Learning Solution to Advance Gender Equality in Education in Uganda</u>	<u>For the period starting:</u>					
<u>Project Number:</u>			<u>For the period ending:</u>	<u>9/26/2022</u>				
				<u>9/30/2022</u>				
FIT Budget Amendment Request								
#	<u>Budget Categories</u>	<u>Description</u>	<u>Budget Amended</u>	<u>Actual Expense to Date</u>	<u>Variance Actual VS Budget</u>	<u>Projected Expense</u>	<u>%Variance</u>	<u>Explanation for Projected Expenses</u>
1	<u>Remuneration - Organization's Employees</u>							
1.1	<u>Overseas personnel</u>	Executive Director, CEED Concordia	-	\$0.00	\$0.00	\$0.00	0%	
1.2	<u>Other employees of the organization</u>	Salaries or portion of salaries for employees working in Canada	4,084.00	\$3,956.30	-\$127.70	\$0.00	3%	
1.3	<u>Remuneration - local employees</u>	Employees hired locally (in Uganda) by CEED	7,003.00	\$4,413.10	-\$1,509.14	\$1,080.76	22%	Salary for Project Assistant in September and October
<u>SUBTOTAL - Remuneration</u>			11,087.00	\$8,369.40	-\$1,636.84	\$1,080.76	15%	
2	<u>Subcontractor Fees</u>							
2.1	<u>Canadian and International Subcontract</u>	Canadian Institute of Mass Communication (CIMC)	7,500.00	\$7,500.00	\$0.00	\$0.00	0%	

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	<u>tors</u>		5,500.00	\$5,500.00	\$0.00	\$0.00	0%	
			13,500.00	\$13,500.00	\$0.00	\$0.00	0%	
			7,500.00	\$7,500.00	\$0.00	\$0.00	0%	
			8,000.00	\$2,000.00	\$0.00	\$6,000.00	0%	Supervision of media production for the remaining ELV's that have yet to be produced
			8,504.00	\$3,853.92	-\$150.73	\$4,650.08	2%	Expenses related to report writing, providing feedback, finalization of the project.
<b>2.2</b>	<b><u>Local subcontractors</u></b>	<i>Action for Development (ACFODE)</i>	14,058.00	\$13,155.12	\$39.97	\$942.85	0%	Salary for Project Staff in September that has yet to be spent

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<b>2.3</b>	<b><u>Local subcontractors</u></b>	<i>Kabale University</i>	25,431.00	\$11,265.40	-\$1.00	\$14,164.60	0%	- 6060\$ remaining in Kabale's account to pay for the professors and IT staff for the production of ELV's. The request for funds from the University has been done, and hence, the payment will be processed next week. - - - 8,105.05\$ will be paid out while we are finishing the ELV's and to pay for the rest of the production of ELV's, IT staff, electricity at the study centers, salary for professors and salary for project coordinator.
<b><u>SUBTOTAL - Subcontractor Fees</u></b>			<b><u>89,993.00</u></b>	<b><u>\$64,274.44</u></b>	<b><u>-\$111.76</u></b>	<b><u>\$25,606.80</u></b>	<b><u>0%</u></b>	
<b>3</b>	<b><u>Travel Costs</u></b>							
<b>3.1</b>	<b><u>CIMC</u></b>	<i>International travel + per diem</i>	7,800.00	\$7,960.02	\$160.02	\$0.00	-2%	
<b>3.2</b>	<b><u>Regional travels CEED-Concordia</u></b>	<i>Travels and allowances for the field research</i>	4,932.00	\$6,298.72	\$1,366.72	\$0.00	-28%	This budget line is overspent because we have not taken into account the inflation regarding the van hire, fuel cost, as well as accounting for the long distances from Gulu to Kabale
<b>3.3</b>	<b><u>Inter-regional travels CEED-Concordia</u></b>	<i>Travel + per diem</i>	3,570.00	\$3,098.17	-\$471.83	\$0.00	13%	
<b><u>SUBTOTAL- Travel Costs</u></b>			<b><u>16,302.00</u></b>	<b><u>\$17,356.91</u></b>	<b><u>\$1,054.91</u></b>	<b><u>\$0.00</u></b>	<b><u>-6%</u></b>	
<b>4</b>	<b><u>Program Supplies/Office Supplies/Project Supplies</u></b> <i>(please explain what is needed and why—list and describe in notes)</i>							
<b>4.1</b>	<b><u>Covid-related supplies</u></b>	<i>Masks, hand sanitizer and other</i>	1,186.00	\$0.00	-\$1,186.00	\$0.00	100%	We have received a donation for all COVID related supplies

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<b>4.2</b>	<b><u>Office supplies</u></b>	<i>Stationary</i>	4,698.00	\$2,952.00	-\$1,746.00	\$0.00	37%	
<b>4.3</b>	<b><u>Audiovisual</u></b>	<i>Data collection through interviews</i>	286.00	\$180.13	-\$105.87	\$0.00	37%	
<b><u>SUBTOTAL - Program Supplies</u></b>			<b>6,170.00</b>	<b>\$3,132.13</b>	<b>-\$3,037.87</b>	<b>\$0.00</b>	<b>49%</b>	
<b>5</b>	<b><u>Administration Costs Directly Related to Project</u></b> (May include local office space, work site, telephone and internet access. Only applicable in project country. List and describe in notes)							
<b>5.1</b>	<b><u>Recruitment</u></b>	<i>Recruiting researchers &amp; local staff</i>	179.00	\$72.05	-\$106.95	\$0.00	60%	
<b>5.2</b>	<b><u>Bank Charges</u></b>	<i>Receipt and transfer of funds</i>	161.00	\$275.13	\$189.13	\$75.00	-117%	This accounts for the bank charges of the last 2 disbursements
<b><u>SUBTOTAL - Project Admin Costs</u></b>			340.00	\$347.18	\$82.18	\$75.00	-24%	
<b>6</b>	<b><u>Other direct costs identified under the project not identified above.</u></b> (Please do not include overhead i.e. rent for Canadian office and related expenses. List and describe in notes)							
<b>6.1</b>	<b><u>E-Learning content creation</u></b>	<i>Video production hardware and software</i>	3,000.00	\$2,483.85	-\$516.15	\$0.00	17%	
<b>6.2</b>	<b><u>Learning management system</u></b>	<i>Desktop computers + computer tablets, software and accesories for beneficiary use</i>	27,040.00	\$28,749.79	\$1,709.79	\$0.00	-6%	
<b>6.3</b>	<b><u>International shipping</u></b>	<i>Shipping of computing hardware from Canada</i>	6,800.00	\$5,635.64	-\$1,164.36	\$0.00	17%	
<b>6.4</b>	<b><u>Community outreach &amp; promotion</u></b>	<i>Radio talk show, press and outreach media</i>	3,753.00	\$2,499.36	-\$1,253.64	\$0.00	33%	

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<b>6.5</b>	<b><u>Community consultation</u></b>	<i>Women forum to collect data for the project</i>	4,483.00	\$2,953.96	-\$812.04	\$717.00	18%	That will be for the last women forum that is to be held on september 24th
<b>6.6</b>	<b><u>Leaders consultation</u></b>	<i>Consult community leaders</i>	3,034.00	\$2,248.71	-\$785.29	\$0.00	26%	
<b><u>SUBTOTAL - Other Direct Costs</u></b>			<b>48,110.00</b>	<b>\$44,571.31</b>	<b>-\$2,821.69</b>	<b>\$717.00</b>	<b>6%</b>	
<b><u>TOTAL BUDGET FOR INITIATIVE</u></b>			<b>172,002.00</b>	<b>\$138,051.37</b>	<b>-\$6,471.07</b>	<b>\$27,479.56</b>	<b>4%</b>	
<b><u>BUDGET RECEIVED</u></b>			<b>144,520.44</b>					

### Annex 4 - Communications and Pictures



Project Orientation of KAB's academic & ICT staff by Santosh Shail, CIMC ED (January 2022)



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Capacity Building Training by CIMC at KAB for ELV Production (January 2022)



Recording of Educational Lecture Videos (ELVs) supervised by CIMC (February 2022)



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Delivery of ELVs on computers and mobile devices at KAB Study Centre (February 2022)



Sensitization campaign for in-service teachers by CIMC and KAB (February 2022)



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Project promotion on local FM radio stations (February 2022)



Group photo at the completion of the women forum in Kisoro (10 September 2022)



Participants at CEED-ACFODE's male engagement activity in Kabale (13 September 2022)



Samita Mandjee (CEED ED) and Julian Sabiiti (Program Assistant) distributing IEC materials at the Kisoro Women Forum





Some of the participants in the Male Engagement Activity in Kisoro during Action planning

*For more photos, please see this Google Drive with all our photos from the activities:*

<https://drive.google.com/drive/folders/1tCC1pf0c4OxKcpUnyrn3g1qHbMFvdYCu?usp=sharing>

### **Annex 5: Stories of Change**

#### **Kyarikunda Joyce's Story**

Kyarikunda Joyce is one of the female in service teachers who have enrolled with us and adjusted to using Information Technology. She has been part of awareness campaigns conducted by CEED and ACFODE that focused on Gender Equality Concepts and been trained as one of the two women leaders in charge of the Kabale study center.

Before hearing about the innovation, Joyce was teaching actively, but not yet pursuing her BEP for different reasons. Financial constraints, long distances to the closest university; and the belief in her community that a woman committing to full time education means she's neglecting familial duties. She says even though she was close to the university, her husband disagreed with the idea of her enrolling for full time education because he believed that would mean her children "raising themselves".

Joyce heard about this innovation over the radio and realized she could pursue her degree in a much more convenient way. While giving feedback from her colleagues, she said that although initially they found the technology burdensome, they have started to appreciate it as easy to use and much more convenient as opposed to traditional ways of studying.

Joyce believes that these teachings also influenced her daughter. She shared a story in which her daughter noticed that a friend was having “love affairs” with boys from a neighboring school. Her daughter wrote a letter to said friend advising her to change her behavior and shared it with Joyce for approval. “I realized that the things I had learned through ACFODE workshops and shared with her had had an impact because the letter was well written.”

### **Kyomuhangi Jane’s Story**

Kyomuhangi Jane, one of the students enrolled on our innovation and also a trained woman leader in charge of the Kisoro study center shared with us how this innovation and the teachings about Gender Equality Concepts have impacted both her personal and family life.

Jane says some of the obstacles she faced the most were the long distance to Kabale University (the closest university to her) and the perceived position of a woman in society. “Even educated men still think that a woman is supposed to stay at home and take care of the family.” She says, also, that the best way to travel from Kisoro to Kasese is night time and that the vehicles move fast enough for one to go, study, and then return home. While going through the same challenges as most of the other female in-service teachers, Jane heard about the innovation through colleagues and decided to join and pursue her BEP.

During an interview with Jane, she mentioned that she had had a smartphone for close to a year but never used it because she worried that maybe she would ruin it somehow. However, after the E learning orientation, she is now more comfortable with her smartphone and the MP4 player.

Through ACFODE workshops, Jane learned that women can be as hardworking as men. She says she understood that a woman staying at home and letting the man do all the work can lead to disrespect/disregard, one of the possible root causes of GBV. She now believes a woman going out there and improving her education and thus employment stability, gains her husband’s respect and directly or indirectly reduces chances of GBV.

### **Annex 6: Feedback from In-service teachers enrolled in the FIT project**

#### **FEEDBACK OF STUDENTS UNDER FIT PROJECT.**

The following are the messages from the teachers enrolled in the FIT funded project.

The flexible nature of the study gave me enough time to attend lectures any time of the day. Sometimes, I attend my classes in between work activities at my place of work. It is a wonderful program – **a female teacher from Rukungiri District.**

I love the hybrid learning model which makes learning take place at my convenience. However, the examination timetable was too tight. This should be spread out to allow for time off between different exams – **a male teacher from Kanungu district.**

The gadgets [MP4 players & solar chargers] distributed enabled learning while on public transit because they are portable. I want to thank the government of Canada for funding such a unique innovation – **a female teacher from Kasese district.**

With this project which has enabled me to return to the university and upgrade my qualification to the Bachelor of Education Primary (BEP), I am very sure that my job security is guaranteed when the National Teacher Policy enforcement begin. I am now studying while working full time and taking care of my children and husband. This is truly a life changing project. I thank the government of Canada for funding it – **a female teacher from Kabale district.**

It is a wonderful project, there is no doubt. But I am disappointed because I expected that the project would have scholarship since Covid-19 has economically disempowered our society. please appeal to the government of Canada to consider giving partial scholarship, it is not yet too late. For example, if they can cover tuition fee, we will take care of functional fees – **a female teacher from Kisoro district.**

I am very pleased with this project because it will now enable me to meet the National Teacher Policy that our government came up with since I am now studying my degree while working full time. I hope that the project will be extended to benefit thousands of teachers in the country – **a female teacher from Kabale district.**

Although the travel cost to Kabale University for physical lectures is cut off, the blended learning module is still expensive. This is because, I am required by the Lecturers to print the course materials like notes, coursework, sending coursework online needed data, searching for some key words from the video [ELVs]. If there was scholarship provided, it would make a difference. But all in all, I applaud the government of Canada for sacrificing their taxpayer money to fund this relevant project. This is something that our own government would never give us – **male teacher from Rubanda district.**

Not seeing Lecturer face-to-face is not a good idea. Even after coming to campus for a week, some Lecturers were not seen. Face-to-face interaction is still very important. The Lecturers need to improve on their approach. But generally, I am happy to have enrolled in the project – **a female teacher from Kisoro district.**

All along, I thought that there was going to be tuition fee fully covered. After enrolling, I realize there was no scholarship. I am now stuck and considering dropping out. This is not a good project since they don't provide scholarship. We teachers are paid very little money in salary in private schools which cannot even meet our basic need – **a male teacher from Rukiiga district.**

A good project by Kabale University. However, when I came to campus, I could not find a designated office for the project and hence I had to move from one place to another looking for information. The university could provide a project office for easy access to information – **a male student from Rukungiri district.**

A unique and inspiring project that brought learning right into my house and workplace. I have never seen or heard of such innovation in Uganda before. I am glad to be among the pioneer

beneficiary. However, the sound volume on the MP4 player does not come out unless you put headset. Next time, the project funder could buy devices that gives out sound even without the headsets – **a female teacher from Kabale district.**

Given that the study center is far from my village, the MP4 player should be enhanced to accept internet connection so that I can sent coursework directly online to the Lecturers without having to regularly visit the study center – **a female teacher from Kanungu District.**

I am pleased with the project and the project management team from Kabale University. My MP4 player malfunctioned in the second month after it was given to me. I brought it back to the University and I was given a new one – **a female students from Kisoro District.**

The one thing I like about this project is that ability to learn off campus is made easy and only having to come to campus for face-to-face examination. The project team at Kabale University Faculty of Education knows their stuff and have been very supportive to us. I am happy with the decision to join this project – **a female teacher from Kasese District.**

I greatly appreciate the government of Canada for funding this unique project. However, I request Kabale University to reduce the functional fees since we are not always on campus and we don't use most of the services such as medicals, sports & games, students guild, laboratories etc. – **a female teacher from Rukungiri District.**

Well, I although this is a good project, there is no opportunity for one to ask question where one did not understand while listening to video lecture materials. So, there is an interaction problem – **a male teacher from Rubanda district.**

A good project, really a good one and I mean it. However, the orientation on using the MP4 player was not sufficiently conducted. I did not understand everything, and I was also afraid to ask question. Since the University made me to sign a form that I would pay for the gadgets when I lose them, I have not been using them for fear of losing or breaking them. What if the gadget breaks down? So, I have been using only the lecture notes. Such information could be made clear – **a female student from Rukiiga district.**

### **Message from Dr. Francis Akena Adyanga, Dean Faculty of Education at Kabale University**

The project “*blended learning solution to promote gender equality in education in Uganda*” has come at the right time given the immense pressure on teachers to obtain their degree as a National Teacher Policy requirement to remain employed by the year 2029. This project has led to a surge in number of students enrolled in the Recess program in the Faculty of Education at Kabale University. This year alone, the enrollment in the different Recess programs such as the DEP, BEP & BES rose sharply from the combined average of 150 students (per year) in the last five years to 389 students (229 females & 160 males) in academic year 2022/2023. Most of the newly admitted students are bidding to study using the innovative solution. This is a testament to the relevancy, acceptance, and embracement of the project by the community. I am grateful to our project partners such as CEED Concordia, Canadian Institute for Mass Communication (CIMC), Action for Development (ACFODE) for their invaluable professional inputs that led to

the successful project implementation in the last 11 months. Most importantly, Kabale University remain beholden to Global Affairs Canada for funding this contextually and culturally relevant community transformative project with a huge potential for enhancing gender parity in Uganda's education sector.