Windle International Uganda

Education Transforms Society



ANNUAL REPORT 2023

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List of Acronyms

AEP	Accelerated Education Program
AGENCI	Adolescent Girls' Education in Crisis Initiative
AGFY	Adolescent, Girls and Female Youth
BAI	Book Aid International
BREW	Building Resilience for Emotional Wellbeing
CFI	Children Feeding Initiative
COH	Convoy of Hope
CTA	Community Technology Access
DAFI	Albert Einstein Academic Refugee Initiative
DIT	Directorate of Industrial Training
DSSS	Double Shift School System
ECD	Early Childhood Development Centre
ECW	Education Cannot Wait
ERP	Education Response Plan
EQUATE	Equitable Access to Quality and Transformative Education
FY	Financial Year
GAC	Global Affairs Canada
HIV	Human Immunodeficiency Virus
IASC	Inter-Agency Standing Committee
ICT	Information and Communication Technologies
ILO	International Labour Organisation
IPT-G	Inter-Personal Therapy for Groups
MEAL	Monitoring, Evaluation, Accountability and Learning
MHM	Menstrual Hygiene Management
MoES	Ministry of Education and Sports
MOU	Memorandum of Understanding
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
OPM	Office of the Prime Minister
OVC	Orphans and Vulnerable Children
PDM	Post-Distribution Monitoring
PLE	Primary Leaving Examinations

PPI	Prodigal Preacher International
PSEA	Prevention of Sexual Exploitation and Abuse
PSNs	Persons with Special Needs
PWS	Persons We Serve
RFA	Reading for All
RIDI	Research, Institutional Development, and Innovations
SGBV	Sexual and Gender-Based Violence
STEP	Skills Training for Employment Promotion Project
SHC	Solar Home Club
SOPs	Standard Operating Procedures
SRP	Student Refugee Program
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UK	United Kingdom
UNEB	Uganda National Examinations Board
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNIK	University of Kisubi
VTC	Vocational Training Centre
WASH	Water, Sanitation and Hygiene
WBL	Work-Based Learning
WIU	Windle International Uganda
WUSC	World University Services of Canada
YWCA	Young Women's Christian Association


/ECHO

Who We Are

ABOUT WINDLE INTERNATIONAL UGANDA

Windle International Uganda (WIU) is part of Windle International, an international NGO with members based in and operating across Eastern Africa, Europe and North America. Together, we support over a million people to access quality education across Eastern Africa every year. Founded in 1977 by Dr. Hugh Pilkington who established Windle International in Nairobi, Kenya, the organization has grown to include independent chapters in Uganda, Kenya, Somalia, South Sudan, Sudan, and the United Kingdom(UK).

WHAT WE DO

WIU is dedicated to providing inclusive, equitable, and quality education for refugees and host communities

WHERE WE WORK

Twelve (12) refugee settlements of Adjumani, Bidi-Bidi, Imvepi, Kiryandongo, Kyangwali, Lobule, Nakivale, Oruchinga, Palabek, Palorinya, Rhino Camp and Urban Kampala.

PARTNERS

Government of Uganda through Office of the Prime Minister (OPM), with education and development actors, to make education accessible to refugees and host communities in Uganda.

WIU believes that, Education Transforms Society and aims to facilitate access to quality education and skills training for refugees and individuals in need of humanitarian assistance. By doing so, we strive to reduce inequality and poverty among refugees, people affected by conflict, and host communities.

OUR CORE VALUES

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

Vision

All young people are empowered, resilient and inspired through education and training to transform society

Mission

To provide opportunities and access, influence and advocate for quality education and training for refugees, the marginalised and conflict affected communities to create lasting change in their lives and society

Tagline

Education Transforms Society

The achievements realised in 2023 are attributed to the effective and efficient programming by an experienced, competent and dedicated quality team delivering interventions to people we serve in 11 refugee settlements in Uganda and urban Kampala.

Message

Board Chairperson



In 2023, Windle International Uganda remained steadfast in its commitment to promote access to quality education for equity and empowerment, particularly among refugee and host community learners. Through strategic initiatives and collaborative partnerships, we have worked tirelessly to create opportunities for growth, learning, and transformation.

The focus on innovation and sustainability has been key to our success. WIU maintained its priority on refugee education and on the entire continuum of interventions to make learning safe and of quality. As detailed in our strategic plan, Windle's new focus on WASH interventions, skilling for work and mental health continued to compound the impact of holistic education. This year, through effective implementation of 10 projects education was made accessible to 371,633 learners. Through efficient management of this portfolio, Windle has remained afloat in the refugee education sector.

I am proud of the dedication and resilience demonstrated by our partners, whose steadfast commitment has been instrumental in driving our mission forward. Together, we have overcome challenges and embraced opportunities to make a meaningful impact in the lives of those we serve.

With renewed purpose and determination, WIU remained focused to deliver on the five strategic pillars of i.) access to quality education, ii.) access to scholarships, iii.) youth empowerment and engagement through skilling, iv.) interventions in other crisis-affected communities, and v.), supporting research for evidence-based programming, advocacy and institutional development. By leveraging our collective strengths and staying true to WIU core values, we will seek more partnerships as we venture into extending support to the most deserving learners even beyond the refugee community settings in 2024.

As we embark on this journey together, I extend my sincere gratitude to each of you for the continued support and dedication to our shared vision. Together, we continue to see education transform lives.

Richard Caesar Obonyo
Chairperson, Board of Trustees

Executive Director



As we reflect on the achievements, challenges, and opportunities of 2023, I am grateful for the dedication and resilience demonstrated by every technical team member for unreservedly playing their roles diligently. Despite the unprecedented circumstances of continuous new refugee arrivals, WIU remained steadfast and committed to making education accessible for the vulnerable communities.

We continued to strive to attain our medium- and long-term goals of increasing our interventions in areas critical to refugee students. These include education, skilling, lifelong education, and successful integration into society and the mainstream economy. WIU provided ECD, primary, secondary, university and vocational education, widened scholarship opportunities for refugees and host communities, enhanced livelihoods, strengthened youth empowerment through skilling, and facilitated research for evidence-based programming to inform interventions implemented in the refugee and host communities. As a result of WIU interventions aimed at Strengthening Refugee and Host Community Learner Retention, provision of scholarships and support for children with special needs, our collective efforts have made a tangible difference in the lives of over 370,000 individuals.

This report summarizes our interventions in the West Nile and South-Western refugee camps and settlements in the 11 districts of Adjumani (Adjumani), Isingiro (Nakivale, Oruchinga), Kamwenge (Rwamwanja), Kikuube (Kyangwali), Kiryandongo (Kiryandongo), Kyegegwa (Kyaka II), Lamwo (Palabek), Madi-Okollo and Terego (Rhino Camp), Moyo (Palorinya), and Terego (Imvepi). I am particularly proud of the progress made in addressing the unique challenges faced ranging from the shortage of learning space to lack of scholastic provisions and limited technical staff. These were mitigated by enhancing teacher capacity, providing psycho-social support and promoting mental health awareness. Through collaborative approaches and commitment to quality, opportunities were created for growth, learning, and transformation in the communities we serve. The structure of the annual report follows WIU's institutional objectives and I trust it will make for insightful reading of our achievements, challenges faced, and aspirations for the country portfolio.

As we look to the future, pursuit for equity and social justice through education will grow. Together, we have the power to create positive change and build a brighter tomorrow for generations to come.

Thank you for your continued support and dedication to our shared vision as you share in the insightful reading of the 2023 interventions.

Andrew Emmanuel Omara
Executive Director

Overview

During this reporting period, WIU registered significant achievements towards meeting its five institutional objectives as outlined below.

1 *Increased access to quality education for refugees and people affected by conflict in Uganda*

WIU strives to increase access to inclusive, equitable and quality education for the refugees and host communities it supports. In 2023, WIU registered an eight percent increase in the enrolment of students from 280,000 in 2022 to 302,586 learners (139,424 F: 163,162M). Of these, refugees accounted for 240,708 students and 61,878 were nationals. The enrolment was distributed among different outputs: 27,921 in Early Childhood Development (ECD), 259,071 in Primary education, 14,571 in Secondary education, 614 learners enrolled in AEP centres in Imvepi, Palabek and Rhino camp, 598 in Vocational Training Centres (VTC), and 425 in Community Technology Access centre (CTA).

The growth trend in enrolment in 2023 showed a steady progress in providing access to quality and equitable education for refugee and host community children. The analysis indicates that across the four outputs in education listed above, WIU increased enrolment by 5% adding additional new 14,322 learners in school from term one (288264) to (302586) in term III. This achievement is attributed to sustained awareness creation on importance of education through community meetings, involvement of community structures and new arrivals of refugees, the majority of whom were children of school going age.

Early Childhood Development (ECD)

The organization supported 79 ECD centres with 27,921 refugees and national learners enrolled and facilitated by 378 Caregivers. Community involvement through Centre Management Committees (CMC) was central to enhancing their participation in management of the ECDs. The capacities of these committees in school administration and financing were enhanced through training. Interventions at ECD faced challenges with play materials and limited space which impede learning progress, however, these challenges were mitigated by adjusting play time timetables to avoid congestion.

Primary Education

WIU's comprehensive approach to Primary education does not focus on only the academic components, but also addresses the immediate nutritional needs, fosters community engagement and sustainable agricultural practices, all of which contribute to the overall well-being and development of children in refugee and host communities.

Learners participated in both academic and co-curricular activities. Among 259,071 refugees who accessed education within the refugee settlements, additional 256 were children with special needs facilitated to attend special needs schools outside the settlements.

During the year 11,318 candidates were facilitated to sit for National examinations where a pass rate of 84% was recorded. To address the challenges of overcrowding, 13 classrooms were renovated and used for learning.



Students attending lessons at Kabahinda Primary School, Nakivale Refugee Settlement

Children Feeding Initiative (CFI): In collaboration with Convoy of Hope (CoH), WIU implemented the Children Feeding Initiative (CFI) project in three refugee settlements of Imvepi, Palorinya, and Rhino Camp. This initiative, which targeted learners in lower primary school classes (P.1 to P.3), aimed to enhance the nutrition status and cognitive abilities of children in both refugee and host communities in Uganda.



Children Feeding Initiative

WIU surpassed the target of learners supported by supporting 105 percent (26,398) against the target of 25,128 learners in 22 primary schools in the three refugee settlements of Imvepi, Palorinya and Rhino Camp. Of these learners supported, 48 percent were female and 51 percent were male. This WIU intervention adhered to the recommendation of 70 percent beneficiaries being refugees and 30 percent nationals. School attendance significantly improved as a result of the school feeding with monthly attendance rates rising from 64% to 79% in Term II and further increasing to 85% by the end of the year.

Additionally, WIU conducted nutritional screenings for 2,036 learners in lower primary classes, identifying malnourished children who received double portions of meals at school. Severely malnourished learners were referred to nearby health centres for additional medical support.

Agriculture programming: Cognizant of the vital contribution of school feeding and agriculture in education, WIU partnered with Convoy of Hope (COH) to train 245 (140F: 105M) community volunteers who actively participated in planting, weeding, and harvesting crops from the school garden. Of these, 176 volunteers remained engaged in the project until its completion.

A total of 35.15 acres of land for school gardening was prepared, with 15 acres in Palorinya and 20.15 acres in Imvepi refugee camp. During the first season, food production yielded a total of 8,182 kilograms of crops, including 7,310 kilograms of cereals and 872 kilograms of vegetables. Some of the harvested food was distributed to community volunteers, while the remainder was stored in school facilities for children's consumption. This improved the dietary diversity of the learners.

To enhance food production further, pilot irrigation schemes were installed on two acres of land each at Imvepi Primary School and Bongilo Primary School in Imvepi and Palorinya Settlements, respectively. This initiative is expected to increase food production by approximately 75% in the respective plots of land.

Furthermore, WIU constructed a food storage facility at the Palorinya base camp to support the storage of harvested food from the 7 school gardens. This infrastructure will facilitate the storage of both procured and locally produced food in 2024, ensuring adequate provisions for the project's ongoing activities.





Farming and crop production in gardens at Palorinya settlement schools.

Strengthening Refugee and Host Community Learner Retention: In partnership with the British Council, WIU is Strengthening Refugee and Host Community Learner Retention in Schools in Adjumani, Rhino Camp, Imvepi, Palabek and Kyangwali settlements to ensure that girls and boys affected by conflict have access to quality education. In 2023, 970 teachers and school leaders were successfully trained to employ language-supportive strategies for children facing English language barriers or challenges, as well as to utilize more effective English teaching methods to assist children in catching up with their peers. Eight hundred ninety teachers and 80 school leaders benefitted from this training. Of these, 42% were female compared to 58 percent male.

Secondary Education

WIU reached 14,571 students (4,812 F: 9,759M) across 16 schools in the refugee and host communities. Sixty-seven percent of these were refugees (3,023F: 6,885M) and 32 percent were nationals (1,789F: 2,874M). Six classrooms were constructed, 15 upgraded and renovated and 473 teachers reached (166F: 307M).

Out of 1,931 candidates who registered for O'level examinations administered by the National Examinations Board, 1,888 sat for the same, indicating a completion rate of 98 percent. This is an improvement from 97% in the previous year. Absence from national exams is a result of refugees returning to their countries of origin, change of settlements, and resettlement.

Two hundred sixty-seven candidates (28% female) were supported to register for Uganda Advanced Certificate of Education (UACE), highlighting a 70 percent increase in candidates from 157 in 2022 to 267 in 2023. The increase was partly due to additional 3 A 'level centres among the secondary schools. Over half (51%) of the candidates who sat for UACE qualified to join higher education institutions having attained at least two principle passes. Details are shown in table 1 below.

14,571



No. of Sec. Sch. Students reached by WIU in the host and refugees communities

98%



Percentage of registered O'Level candidates who sat for the final exams

Table 1: **Uganda Advance Certificate of Education (UACE) results 2023.**

Grade	Number of candidates	Percent
3Ps	63	24%
2Ps	74	28%
1 Ps	82	31%
Subsidiary	42	8%
X	6	1%
	267	100%

Complementary support to secondary education

Equitable Access to Quality and Transformational Education for refugees and host communities in West Nile Uganda (EQUATE): Windle International Uganda, in collaboration with World Vision Uganda, implemented the "Equitable Access to Quality and Transformational Education for refugees and host communities in West Nile Uganda" (EQUATE) project. This initiative aimed at increasing access to equitable, inclusive, and quality formal and non-formal education services, particularly in primary and secondary schools for vulnerable conflict-affected children from refugee settlements and host communities in Rhino Camp, Imvepi, and Palabek refugee settlements.

Throughout the year, the project achieved significant milestones:

- **Infrastructure Development:** Two blocks of six classrooms in Rhino Camp, eight units of teachers' accommodation with two latrine stances in Imvepi, and three units of breastfeeding shades in Rhino and Palabek were constructed and commissioned. Additionally, 28 classrooms and 10 blocks of learners' latrine stances for both girls and boys were renovated in Palabek, Rhino Camp, and Imvepi. These enhanced the teaching and learning environment in targeted schools and provided protection for learners, babies, and breastfeeding mothers.



Newly Constructed Teachers' accommodation units at Yikuru Secondary School, Imvepi Refugee Settlement

- **Teacher Recruitment and Training:** Through this project, fifty-six (20F: 36M) trained secondary school teachers were recruited and remunerated in 2023. These teachers facilitated teaching and learning processes in both Accelerated Education Program (AEP) and mainstream education, significantly contributing to learners' academic achievements.
- **Accelerated Education Program (AEP):** AEP was implemented at five AEP centres where 614 learners (243F 371M) were enrolled. Out of these 125 students (56F :69M) were registered and sat for the 2023 Uganda Certificate of Education examinations.
- **Bridging Curriculum Language Course**: The project implemented a language course to support learners aged 10 –18 years old from Francophone backgrounds in learning basic English which is the language of instruction in Uganda. A total of 1,007 learners (498 F: 509M) were enrolled, and 18 local instructors were recruited and trained to deliver the course. This intervention facilitated learners' transition into Uganda education system equipped with essential language skills.
- **Menstrual Hygiene Management (MHM) Support:** Female learners of reproductive age were supported with MHM materials, and 348 learners were trained in making reusable sanitary pads, 16% of these were boys. This initiative aimed to empower learners to become agents of change in their communities. As a result, 2,364 girls (1,586 refugees and 778 nationals) accessed and utilized sanitary pads, leading to increased school retention, reduced absenteeism, and improved academic performance.

Building Resilience for Emotional Wellbeing (BREW): In partnership with Strong Minds Uganda, WIU implemented the Building Resilience for Emotional Well-being (BREW) project in Adjumani and Palabek settlements, aimed at creating sustainable social change by enhancing resilience and emotional well-being among adolescent girls, boys, and young women.

The key achievements of the BREW project this reporting period include:

- One hundred fifty-nine teachers (67 F: 92M) were trained in Inter-Personal Therapy for Groups (IPT-G) to enhance their capacity to address and treat depression among learners.
- Psychotherapy Sessions: Teachers and Project Assistants provided psychotherapy through Interpersonal psychotherapy for groups (IPT-G) to 12,166 individuals (6,927 F: 5,239M) in Adjumani and Palabek settlements. This represented 89.4% of the overall target, with a depression-free rate of 78.14% surpassing the target of 75%.
- Ninety-four facilitators, including 54 teacher facilitators (22F: 32M) 40 community facilitators (29Female; 11Male), and school administrators, were supported to mobilize clients through psycho-education and direct engagement for therapy sessions.
- Windle International Uganda actively participated in World Mental Health Day, observed annually on October 10th, to raise awareness, combat social stigma, and promote positive change for individual well-being.



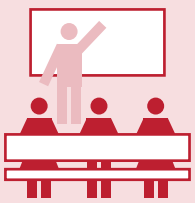
A trainer on Building Resilience for Emotional Wellbeing (BREW) training students from Akanyo Primary school in Palabek Refugee settlement.

Overall, the BREW project significantly improved the quality of life and learning outcomes for all treated clients, reflecting its impact in promoting emotional resilience and well-being in the targeted communities.

Reading for All (RFA): With funding from Book Aid International, WIU implemented Reading for All (RFA) project in 27 supported ECD, primary and secondary schools in Kyangwali settlement. The overall goal of this project is to provide quality education to refugees and host communities through provision of local recommended curricula books for learners to access quality materials.

- Baseline survey was successfully conducted in Kyangwali settlement in six primary schools, six ECD centres and 1 secondary school.
- Eighty-one teachers were trained in library management. Of these, 34 were ECD caregivers (30F: 4 M), 39 (9F: 30M) Primary and eight (2F: 6M) were secondary school teachers. This improved their skills in Library management and supporting reading promotional activities.
- Supported schools received and distributed 14,449 copies of readers and textbooks. These were for the 13 supported ECD Centres, 13 Primary schools and 1 secondary school.
- The project procured and distributed 1,002 local curriculum text books to 913 primary schools and 89 secondary schools.
- The project procured and distributed bookshelves, book trunk and plastic boxes to 27 schools (14 bookshelves; 13 for primary schools and 01 for secondary school, 13 book trunks for ECD). Also 26 plastic boxes were procured and distributed a piece per ECD Centre and primary schools

81



No. of teachers trained in library management

1,002



No. of 1,002 local curriculum text books distributed to 913 primary and 89 seconday schools

Success Stories

Despite the odds stacked against them, 120 candidates in Kashojwa Common Primary School in Nakivale Refugee settlement approached their studies with unwavering determination and resilience. The young achievers consist of 89 refugees and 31 host community learners. In classrooms that are often overcrowded, with limited resources, learners devoted themselves to hard work, guided by dedicated teachers who understood the transformative power of education.

Igiraneza Shalome

Igiraneza Shalome, a Burundian scored 5 aggregates making him the top most performer at the School, and in the whole Nakivale Refugee Settlement. "I made a self-revision timetable which made me revise with purpose and intention to pass highly. I would follow my timetable while at home, in the night, and also during my free time while at school," Shalome shared.

Shalome is grateful to UNHCR and WIU for paying his UNEB registration fees and providing him with scholastic materials like exercise books, pens, pencils, rubbers and mathematical sets. Shalome needs to proceed to secondary school to fulfil his dream of becoming a medical doctor.



Rita Kwizera, a Rwandan national is not just a regular pupil; she is a beacon of hope in a sea of uncertainty. Despite the challenges she faced as a refugee including shortage of scholastic materials, she approached her studies with determination and resilience.

With the support of her family and the guidance of her teachers, Rita excelled in her studies and emerged as the best female candidate in the Nakivale settlement with 8 aggregates. She was always the first to arrive at school and the last to leave, pouring over her books late into the night.

Just like Shalome, Kwizera wants to become a medical doctor and is appreciative of the support by UNHCR and WIU. Apart from scholastics materials, Kwizera further noted that "WIU and UNHCR staff regularly talked to us at school which encouraged us to read hard. Those encouraging words enabled me to pass highly. I also revised PLE past papers which enabled me pass." she excitedly said.



Rita Kwizera

Andrew E. Omara, Executive Director, Windle International Uganda noted that "The success of these learners is more than just an academic achievement; it is a testament to the resilience of human spirit and the power of education to transcend barriers. It speaks volumes about the potential that lies within every child, regardless of their circumstances, and underscores the importance of investing in education as a pathway to a brighter future."

These results speak of how WIU has been a key partner in supporting the district achieve its sector goals according to Ms. Sarah Arinda, the Isingiro District Inspector of Schools. "WIU has enhanced the capacity of district officials and teachers. This I believe is the reason we are seeing some of this success. Additionally, WIU distributed instructional materials, supported in distribution of exams. We also do joint monitoring and supervision of schools to ensure they are up to standards" she revealed. "All this, I believe is the reason we are seeing this success," Arinda added.

Best UCE Candidate Awarded Full Scholarship by WIU

Thon Makuach Malek, a young man from South Sudan, found himself at Maaji Seed Secondary School in Adjumani Refugee Settlement, Uganda. Despite facing life challenges, he was determined to succeed. His dream of becoming a doctor fuelled his ambition, and he knew that excelling in his exams was crucial to achieving that dream.

Malek's dedication paid off when he achieved an impressive score of 15 aggregates in his Uganda Certificate of Education (UCE) exams. He notes that this success was not just for himself but also for those who have supported him along the way. WIU/UNHCR were instrumental in his journey, providing financial assistance for school fees and essential materials.

Thon Makuach Malek



With his worries eased by the support he received, Malek saw his role as one of gratitude and responsibility. He felt a strong desire to repay the trust placed in him by WIU and UNHCR by excelling in his studies so that he can ultimately transform his family's circumstances in the future. For Malek, success means more than just personal achievement; it is a way to honour the opportunities given to him and the need to inspire others in similar situations.

As a result of his outstanding performance, Malek was awarded a full scholarship by WIU. This is an initiative by the Executive Director to reward and motivate best performing students. He reported to school at St. Joseph's College Layibi for his UACE where he is studying Biology, Chemistry, Mathematics and Information and Communications Technology.

2 Promoted Scholarship Education and Training for refugees and people affected by conflict in Uganda

This strategic objective is aimed at increasing access to learning opportunities for the vulnerable People We Serve (PWS) through scholarship opportunities and training. WIU understands the enabling role scholarships play in promoting access to education for vulnerable and marginalized students, particularly refugees. It therefore remains committed to this cause by extending scholarships to such students across primary, secondary, and tertiary education levels.



DAFI Students graduation ceremony at Ndejje University in 2023

WIU awards competitive **University scholarships** to the most deserving and academically qualified students. WIU is indebted to the partners such as the Germany government through UNHCR, the Prodigal Preacher, Student Refugee Programme (SRP), University of Kisubi (UNIK), and Windle Trust International among others who extended scholarships to students. Table 2 below shows the details.

Table 2: Assorted scholarships administered in 2023

Scholarship	Number
DAFI	369
SRP	35
James Aryam	12
Prodigal Preacher	10
UNIK	19
WIU/UK postgraduate programme	12
Total	475

Albert Einstein German Academic Refugee Initiative (DAFI) Scholarship Programme is specifically tailored to refugees aged between 18 and 35. As of December 2023, a total of 369 individuals (comprising 153 female and 216 male) were enrolled on the programme. Of these scholarship beneficiaries, 50 graduated in December 2023.



Recipients of the DAFI scholarship program during their graduation at Ndejje University in 2023.

Support for more vulnerable Students: Additionally, the programme extends its support to individuals with unique and diverse needs that would have dropped out of study programmes. These include persons with disabilities, vulnerable female students with children, survivors of Sexual and Gender-Based Violence (SGBV), persons living with HIV, and others facing vulnerabilities. Currently, 40 individuals (15 female and 25 male) from this category are benefiting from the scholarship program.

Highlights of scholarship-related activities.

i) **DAFI Students' Sports Gala:** A youth-led event themed around investing in refugee youth self-resilience. It promoted peaceful co-existence, advocated for DAFI scholarships, and raised awareness about Protection from Sexual Exploitation and Abuse (PSEA) and mental health.

ii) **Stakeholder Engagement Study** focused on collating feedback from students and alumni to inform future programming and have recipient voices heard.

iii) **Youth-Driven Career Trade Fair:** Students and alumni actively participated, establishing strong and sustainable career networks.



WIU supported students participating at the career trade fair at Uganda Manufacturers' Association (UMA) show grounds in November 2023

Student Refugee Program (SRP): From 2018 to-date, Windle International Uganda (WIU) in partnership with the World University Service of Canada (WUSC) implements the Student Refugee Program (SRP) in Uganda. The program targets refugee youths aged between 18-25 years, residing in any of the 13 refugee settlements in Uganda and Kampala. This is a youth-to-youth sponsorship model, providing access to higher education and resettlement in Canada, hence offering opportunities for employment and empowerment of refugee youths after the completion of their studies. In 2023, WIU supported 35 students (15F: 20M) comprising two cohorts through the pre-departure process and preparation for resettlement to Canada.

Other Scholarships

i) **Scholarships for persons with special needs (PSNs) and orphans and vulnerable children (OVCs).** In 2023 and in partnership with UNHCR, WIU in its commitment to inclusive education, provided scholarships to support the educational aspirations of 278 persons with special needs (PSNs) and orphans and vulnerable children (OVCs).

   A total of 214 scholarships were awarded to PSNs who were enrolled in specialised schools within and outside the settlements where they had the necessary resources and support to access education. Additionally, 64 scholarships were granted to OVCs, addressing their unique challenges and vulnerabilities. By removing financial barriers and providing targeted assistance, WIU facilitated access to quality education for these marginalized groups, empowering them to reach their full potential.



Recipients of the Student Refugee Program attend a pre-departure briefing.

ii) **Individual and Institutional sponsorships.** In addition to the scholarship initiatives mentioned above, WIU manages family and institutional-based scholarships. This embodies our dedication to inclusivity and excellence. Presently, these scholarships are transforming the lives of 20 refugee students, receiving secondary and university level education.

3 Strengthened youth engagement for improved skills and knowledge for refugees and people affected by conflict

In 2023, WIU contributed to livelihood enhancement with a strong focus on youth empowerment for participation and involvement in community transformation. Windle demonstrated commitment to fostering inclusive and equitable access to lifelong learning opportunities for out-of-school youth through vocational and computer skilling programs. A total of 789 youth (482 refugees and 307 nationals) benefited from these initiatives implemented in partnership with different partners under the following complementary projects highlighted below.

Adolescent Girls' Education in Crisis Initiatives (AGENCI) Project: The project aimed at empowering adolescent girls and female youth (AGFY) to pursue educational pathways in crisis affected areas of South Sudan, Uganda and Syria. In Uganda, it is implemented in partnership with World University Service of Canada (WUSC) and Aga Khan Foundation Canada (AKFC), with support from Global Affairs Canada (GAC) in Moyo and Obongi districts.

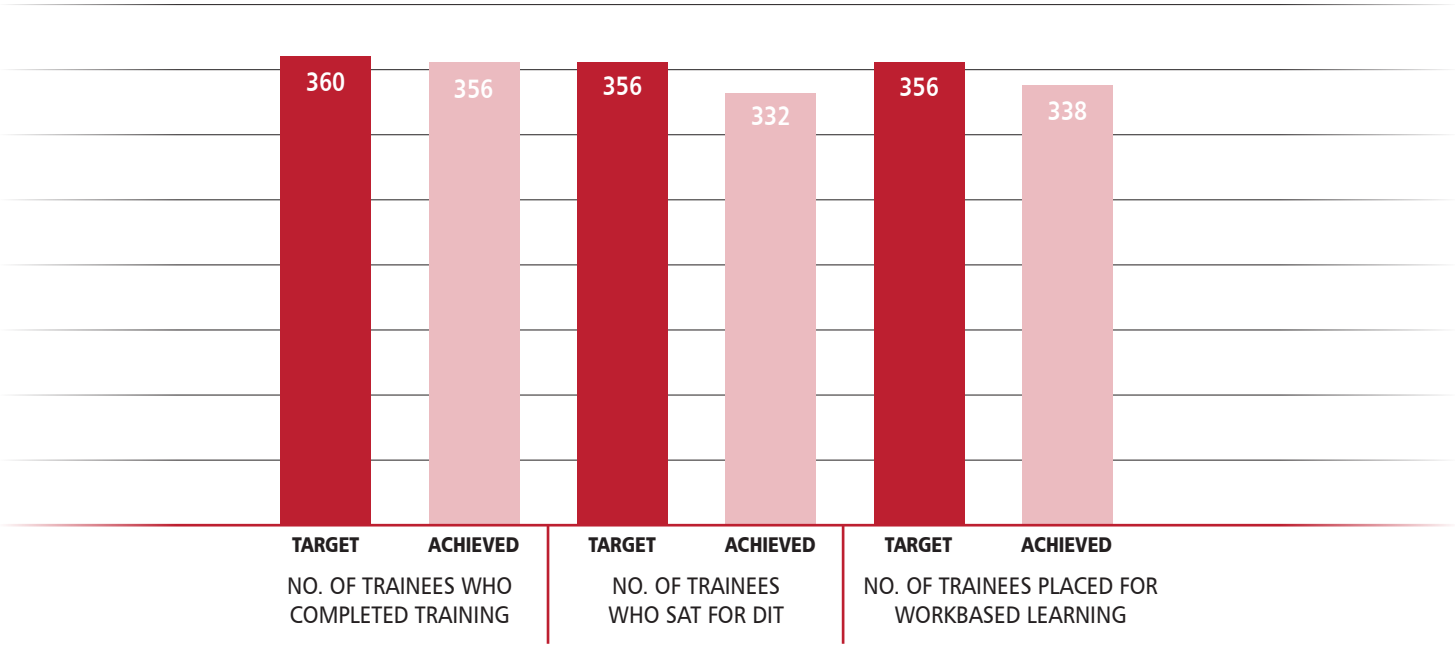


Learners of Lomunga Primary School, Palorinya Refugee Settlement after attending a life skills session.

The project established Life Skills clubs in 105 schools which engaged 2,100 girls. WIU prioritized the reintegration of 133 out-of-school youth (93 F: 40M) by providing them with vocational skills training and individual start-up kits.

Skills Training for Employment Promotion (STEP): WIU in partnership with Young Women Christian Association (YWCA) with funding from Enabel, WIU implemented the 'Skills Training for Employment Promotion (STEP)' project in Kiryandongo and Adjumani districts. The overall goal of the project was; youth, women and girls in Adjumani and Kiryandongo are, economically, and socially empowered with skills to sustain their livelihoods. The specific objective of the action was to increase opportunities for skills acquisition among 360 vulnerable Ugandan and refugee youths in Adjumani and Kiryandongo refugee settlements. Informed by a survey, the project trained youth, especially young women in welding, baking and catering, hair dressing, motorcycle repair and electrical and electronics.

Trainees supported with training, DIT certification and Work based learning



The beneficiaries were trained for 4 months and 356 (99%) completed, were assessed and certified by the Directorate of Industrial Training (DIT). The trainees were later placed with private enterprises for Workplace based learning (WBL) which strengthened their learned skills and also linked them to the job market.

Three hundred thirty-nine registered for DIT assessment for certification. Of these, 332 (98%) sat for DIT, while 7 (2%) were absent and were not assessed by DIT. WIU obtained placements for 95 percent (338 of the 356) of the trained beneficiaries for Work-Based Learning (WBL). The placements run for a three-months' period from 15 August – 15 November 2023.

Start-up kits were procured and distributed to the beneficiaries for starting gainful enterprises. By the end of 2023, 17 youths in Adjumani and 9 in Kiryandongo were already gainfully employed.

4 Support to research and policy advocacy engagement at national and international levels

WIU facilitated Programme-based research to support interventions in other crisis-affected communities within and outside settlements

Monitoring, Evaluation, Accountability and Learning

WIU conducted mid-term and end line in evaluation of Reading for All Project in Palabek to assess if the project met its aims and objectives. It examined the outcomes, lessons and changes that occurred as a result of project activities. These were conducted in Q1 and Q4 respectively.

An assessment of the Double Shift Schools' Systems (DSSS) in Imvepi, Palabek and Rhino camp settlements was conducted. The results indicate that DSSS has effectively addressed the challenge of limited class structures and alleviated congestion in schools through a strategic scheduling approach.

Conducted a research on the implementation of Bridging curriculum. Finding indicates that, transition to mainstream was successfully achieved by 55% of the learners enrolled in the programme, while 45% faced challenges that hindered their progression to the next educational tier. However, there was a slow pace of transitioning of learners to other levels. Over 68% of the learners stayed in the same class/level from the time of placement beyond six months

5 *Strengthen and support to planning, policies and resource mobilisation for institutional growth*

Child Protection and Safeguarding: WIU remains committed to safeguarding initiatives for both children and the adults. Necessary steps were taken to prevent, respond to and create awareness to minimize and protect the beneficiaries from any deliberate or unintended actions that place them at risk of child abuse, sexual abuse, exploitation, discrimination and any other harm.



With guidance from the WIU Board of Trustees and partners, policies, procedures and general standards were improved to see to it that safeguarding is everyone's responsibility.

Environmental protection: Schools were involved in environment activities through environmental clubs. Working in partnership with environment partners, WIU acquired and planted seedlings for 15,000 different tree species in 2023. The ambitious plan for 2024 is to plant 75,000 trees.

15,000



No. of tree seedlings planted by WIU in 2023

6 Financial Overview

In FY 2023, we adapted to the financial and operational challenges of the post-COVID-19 pandemic with a decrease in resources to fulfil existing program commitments, create impact, and preserve our organizational capacity. Below we present a summary of our audited books of account.

WINDLE INTERNATIONAL UGANDA
REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023

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STATEMENT OF COMPREHENSIVE INCOME

	Notes	2023 UGX	2022 UGX
Income			
Grant Income	5	51,656,859,598	52,196,052,947
Sundry income	6	195,756,890	-
		51,852,616,488	52,196,052,947
Expenditure			
FY 2022 CLASSIFIED EXPENDITURES		-	49,903,104,993
BARNABAS		28,241,500	-
BIG GIVE PROJECTS		22,240,300	-
BOOK AID INT'L		89,630,701	-
BRITISH COUNCIL		498,230,947	-
CONVOY OF HOPE		1,676,243,647	-
CREDIL		2,223,120	-
DAFI		3,214,774,247	-
ECHO-EQUATE		2,593,150,409	-
ECW - SAVE THE CHILDREN		103,611,633	-
ENABEL-STEP		978,809,045	-
EXPOSING HOPE		612,840	-
GAC/AGENCI		1,424,737,558	-
I-UPSHIFT ILO		86,585,720	-
JASP		98,028,536	-
LATTER-DAY SAINTS CHARITIES (LDS)		172,500	-
MADITA SCHULTE		297,000	-
MENYHERT		11,856,750	-
NAKIVALE VTC		433,176,035	-
NAKIVALE SS		316,899,210	-
NATIONAL COUNCIL HIGHER EDUC (NCHE)		26,229,881	-
PRODIGAL PREACHER INT'L		8,080,690	-
SMU - BREW		533,176,422	-
UNHCR EDUC. MGT		33,263,029,747	-
UNICEF		258,358,789	-
IRENE AYO SCHOLARSHIP		8,170,202	-
WINDLE GENERAL FUNDS		5,446,729,514	-
WUSC-SRP		149,044,860	-
Total expenditure		51,272,341,803	49,903,104,993
Surplus for the period		580,274,685	2,292,947,954

Baker Tilly Hem llp
P.O. Box 25898, Kampala
Certified Public Accountants

STATEMENT OF FINANCIAL POSITION

Assets	Notes	2023 UGX	2022 UGX
Non-Current Assets			
Property, Plant and Equipment	7	1,310,637,502	1,440,140,482
		1,310,637,502	1,440,140,482
Current Assets			
Grants receivable	8	522,235,654	-
Other Receivables	8b	1,093,812,545	1,737,558,980
Working Floats /Deposits	8c	324,955,656	-
Pre-Financed Activities	9	1,015,034,710	-
Cash and cash equivalents	12	5,663,484,570	4,083,471,446
		8,619,523,134	5,821,030,425
Total Assets		**9,930,160,637**	**7,261,170,908**
Fund Balances and Liabilities			
Fund Balances			
Accumulated fund		4,881,217,580	3,733,088,436
Total Fund Balance		4,881,217,580	3,733,088,436
Current Liabilities			
Payables	11	5,048,943,057	3,528,082,472
		5,048,943,057	3,528,082,472
Total Equity, Reserves and Liabilities		**9,930,160,636**	**7,261,170,908**

The financial statements on pages 6 to 18 were authorised for issue by the Board of Trustees on 14/06/2024 and were signed on its behalf by:

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Chairperson - Finance, Audit & Risk

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