

FIELDS OF DREAMS UGANDA



2022 ASSESSMENT

COMPLETED BY MADISON KIM BPH

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EXECUTIVE SUMMARY

INTRODUCTION

To better achieve its mission of providing hope, empowerment and a future to the vulnerable children of Uganda through the vehicles of soccer and education, Fields of Dreams Uganda (FoDU) conducted a number of assessments at its partner institutions.

BACKGROUND

FoDU has 10 partner schools. Five are located in Wakiso District: Bbanda Church of Uganda Primary School (Bbanda CU), Kaababbi Bulondo Primary School (Kaababbi), Nabukalu Primary School, New Kabaale Busega Primary School and St. Kizito Primary School. The other half are located in Gulu District: Coopil Primary School, Koro Primary School, Laroo Primary School, Pageya Primary School and St. Martin's Primary School.

Four of these institutions were added as partner schools in 2022. Before signing a memorandum of understanding or beginning programming on these campuses, FoDU sought to better evaluate these schools. June of 2022 also marked the 10 year anniversary of FoDU's establishment. With this notable milestone and a growing student population, FoDU leadership deemed it an opportune time to quantify their work.

PURPOSE

The assessment had two main goals: to gather baseline data at new schools and objectively measure programmatic impact at existing schools.

The overall objective of FoDU's programming is to increase opportunities for the children they serve. FoDU believes educational advancement is the best tool to achieve this. Thus, all initiatives seek to further education and help students achieve their fullest potential. Surveys conducted at existing partner schools sought to capture and analyze the overall implementation and effectiveness of such initiatives. The programs examined were: information and communications technology (ICT), football (soccer) and girl empowerment.

Baseline data at new schools came in the forms of demographic information, ICT exposure, football involvement and access to menstrual resources.

EXECUTIVE SUMMARY (cont.)

METHODOLOGY

All data presented in this report was gathered between March 28 - July 19 of 2022. Nine of ten partner schools were canvassed. New Kabaale Busega was not included in this assessment. Three types of surveys were utilized for data collection: demographic, ICT/sport and girl empowerment. These surveys were created by FoDU board and staff members.

Assessments were conducted by way of interview. To maintain consistency in data collection between regions, all assessments were conducted by one project leader. FoDU staff members served as translators. All schools and students provided written consent prior to the assessment.

The primary challenges of data collection were time and fluctuating student population. Term holidays and a national teacher strike shortened the number of available working days. In addition to school fees, these factors led to shifting school numbers. Other challenges were local dialects outside of Luganda and Acholi.

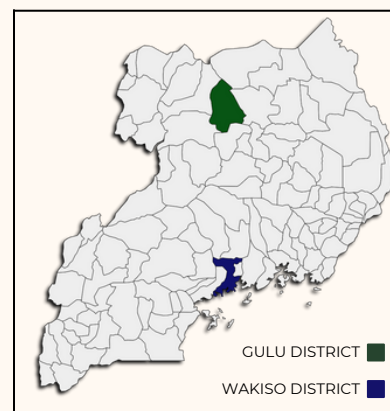
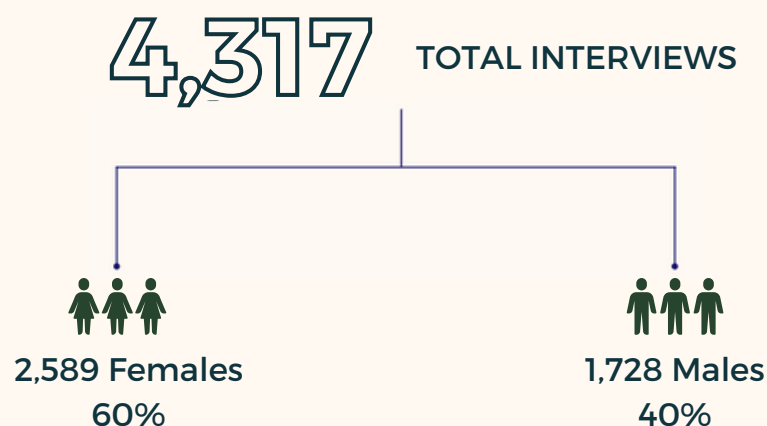
FINDINGS

Findings show that students face a number of barriers to education. Proximity to school and inability to pay school fees are two main challenges. A general lack of resources such as proximity to clean water, quality nutrition and access to reliable electricity were also prevalent.

Students at existing partner schools reported lower than anticipated levels of ICT and football participation. However, levels of ICT exposure and educational advancement through football were higher at existing schools than new schools. Children actively involved in FoDU's program reported high levels of satisfaction.

Girl empowerment initiatives showed the greatest impact. Most notably, campus changing rooms and access to menstrual materials led to lower numbers of girls missing school as a result of their periods.

ASSESSMENT STATISTICS

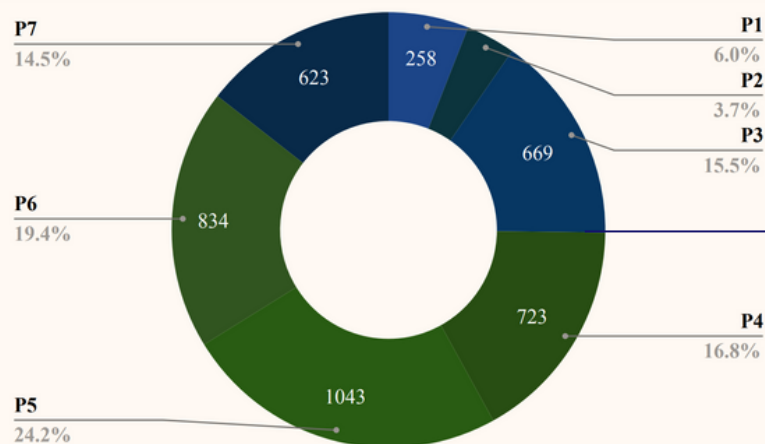


2 DISTRICTS

WAKISO 1,381 32%

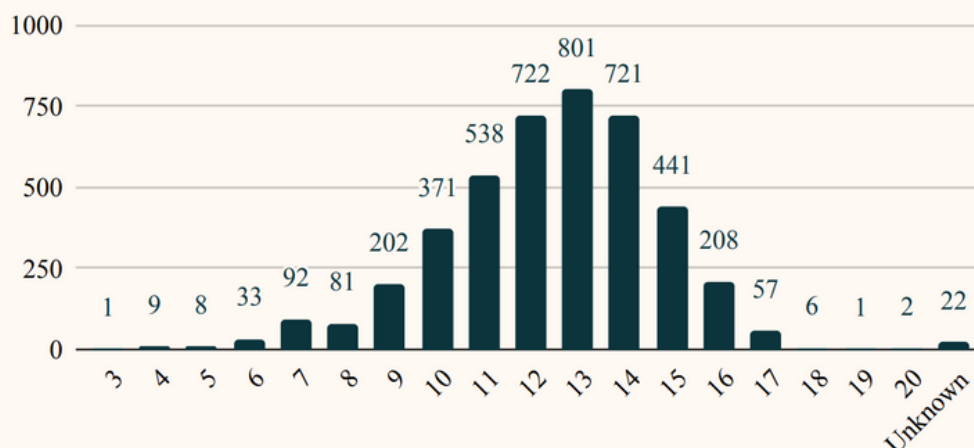
GULU 2,936 68%

TOTAL CLASS DISTRIBUTION



9 SCHOOLS SURVEYED

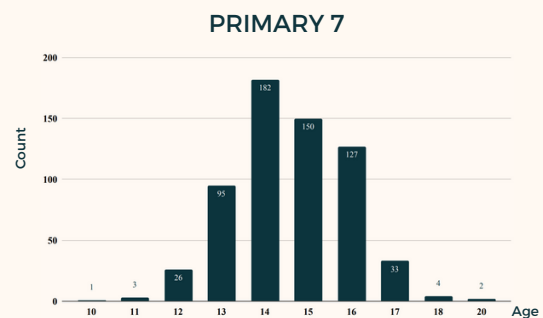
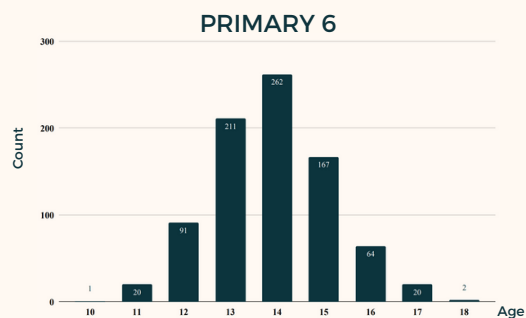
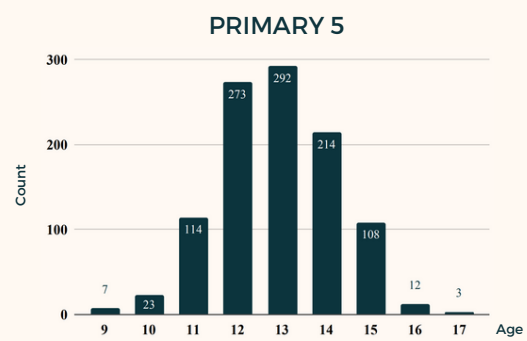
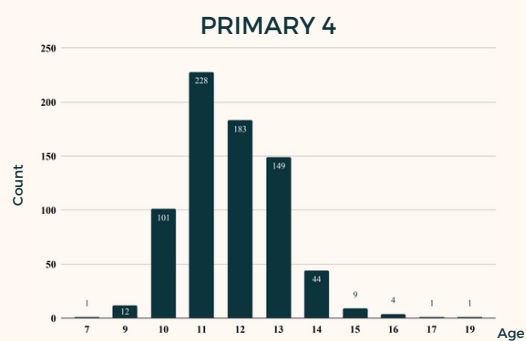
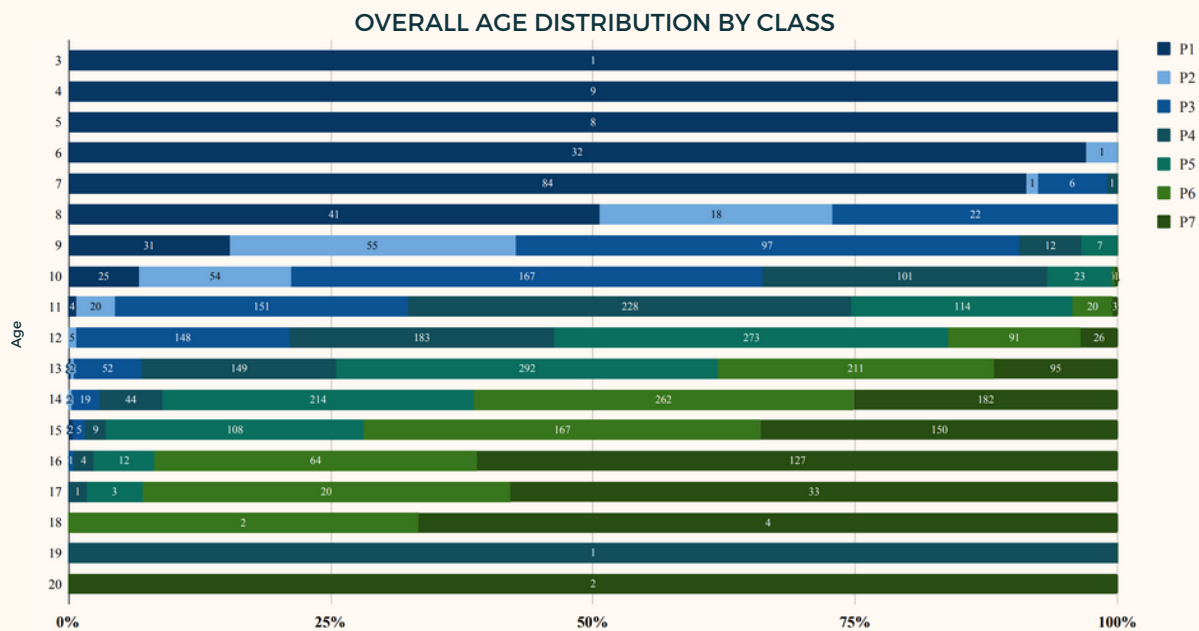
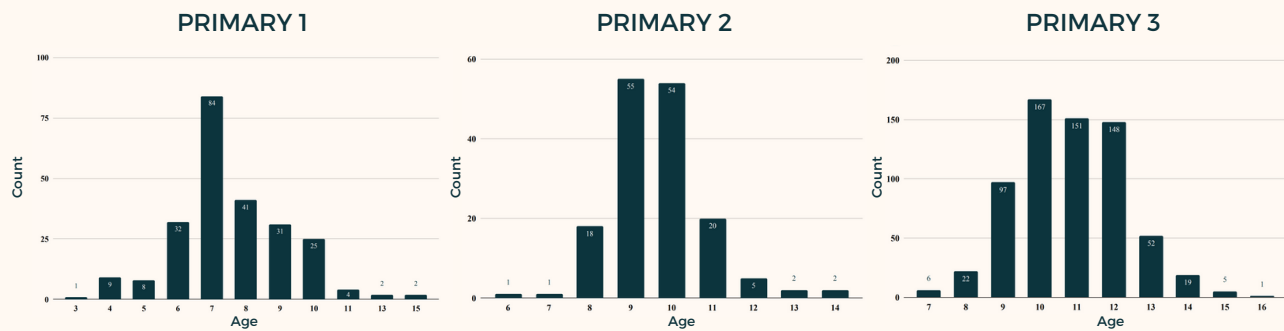
TOTAL AGE DISTRIBUTION



MEDIAN
AGE

11.5

TOTAL AGE DISTRIBUTION BY CLASS

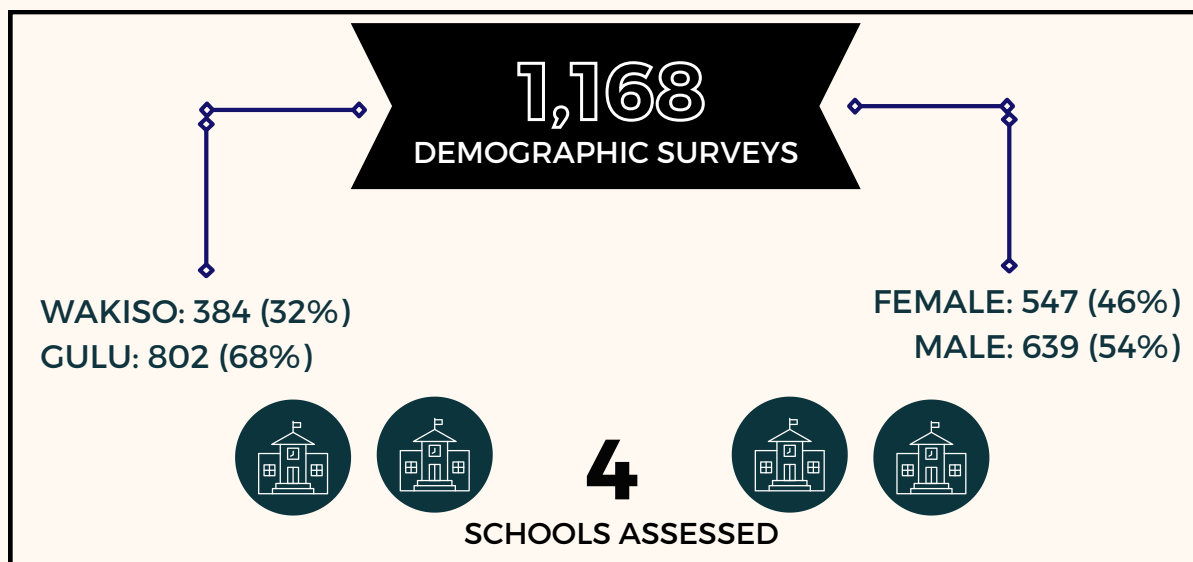


DEMOGRAPHIC ASSESSMENT

The Demographic Assessment was conducted at the new partner schools. It consists of 24 questions that seek to better understand the home-life, resources and barriers to education of our primary students.

To improve the accuracy and consistency of data collection, some definitions were established. When asking about water access, the question states, "Do you have access to clean water near your home." In this survey, "near" has been defined as "less than or equal to a 15 minute walk from the student's home to the water source." This is based off of United Nations Resolution 64/292 which recognizes the human right to water and the World Health Organization's guidelines for drinking water. According to WHO, the water source has to be within 1,000 meters of the home and (total) collection time should not exceed 30 minutes.¹

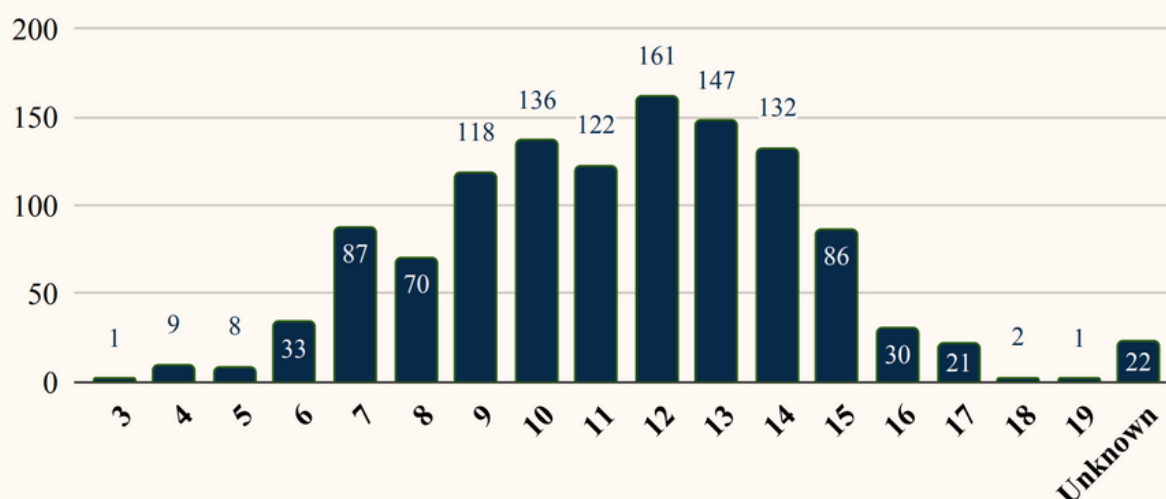
When asking about footwear, the questions states, "How many pairs of shoes do you have?" In most cases, respondents recorded as having zero shoes were barefoot at the time of assessment. However, in some cases, interviewees reported having footwear that did not satisfy our eligibility as a shoe. Such footwear that did not meet our qualifications were flip flops and tattered shoes. For example, if a student was wearing a pair of sneakers but his toes were sticking out of the front due to significant tears or the sole was only attached to half of the shoe, this was not recorded as a pair of shoes in the following findings.



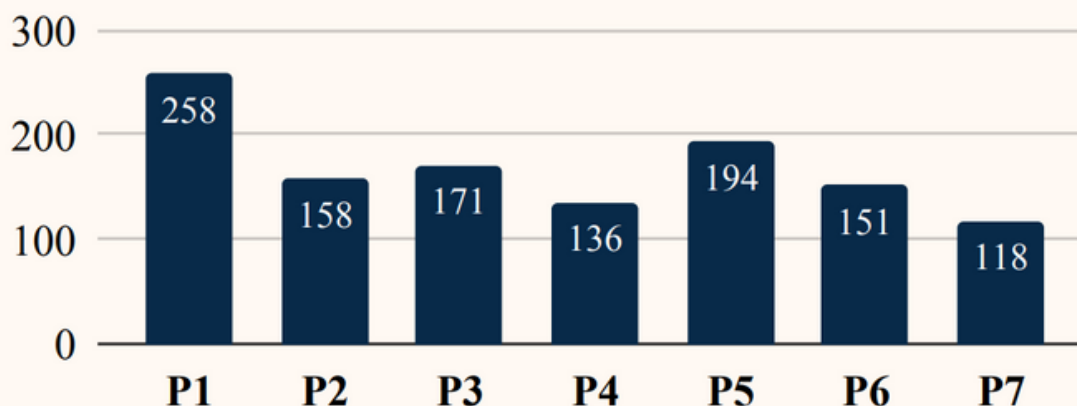
DEMOGRAPHIC ASSESSMENT (cont.)

The Demographic Assessment provides the best insight into overall class, sex and age populations. This is because it is the only survey that was given to both males and females across all seven primary levels. The class distribution below is consistent with the overall assessment findings. Trends show a large P1 class followed by a secondary peak in P5. The median age for the Demographic Assessment is 11 years.

AGE DISTRIBUTION

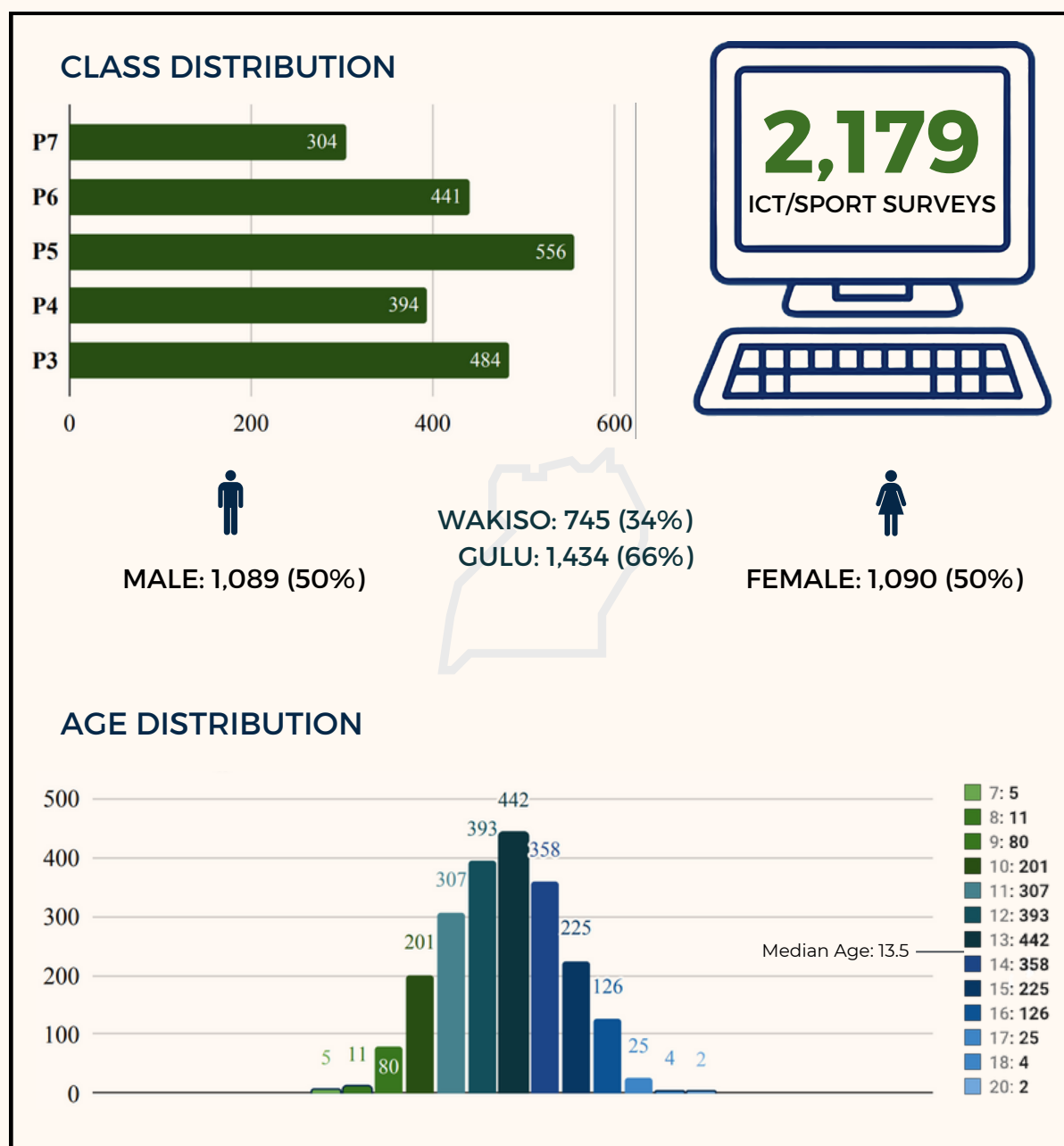


CLASS DISTRIBUTION



ICT/SPORT ASSESSMENT

The ICT/Sport Assessment was conducted across all nine institutions from P3-P7. There were two versions of this survey, one for the new partner schools and one for the existing partner schools. The prior is used to gather baseline data on technology exposure, football (soccer) participation and career goals. The later is a tool to measure student involvement in FoDU's ICT and Football programs. It also evaluates the effectiveness of FoDU's initiatives to foster gender equality, promote educational advancement and expand career goals.

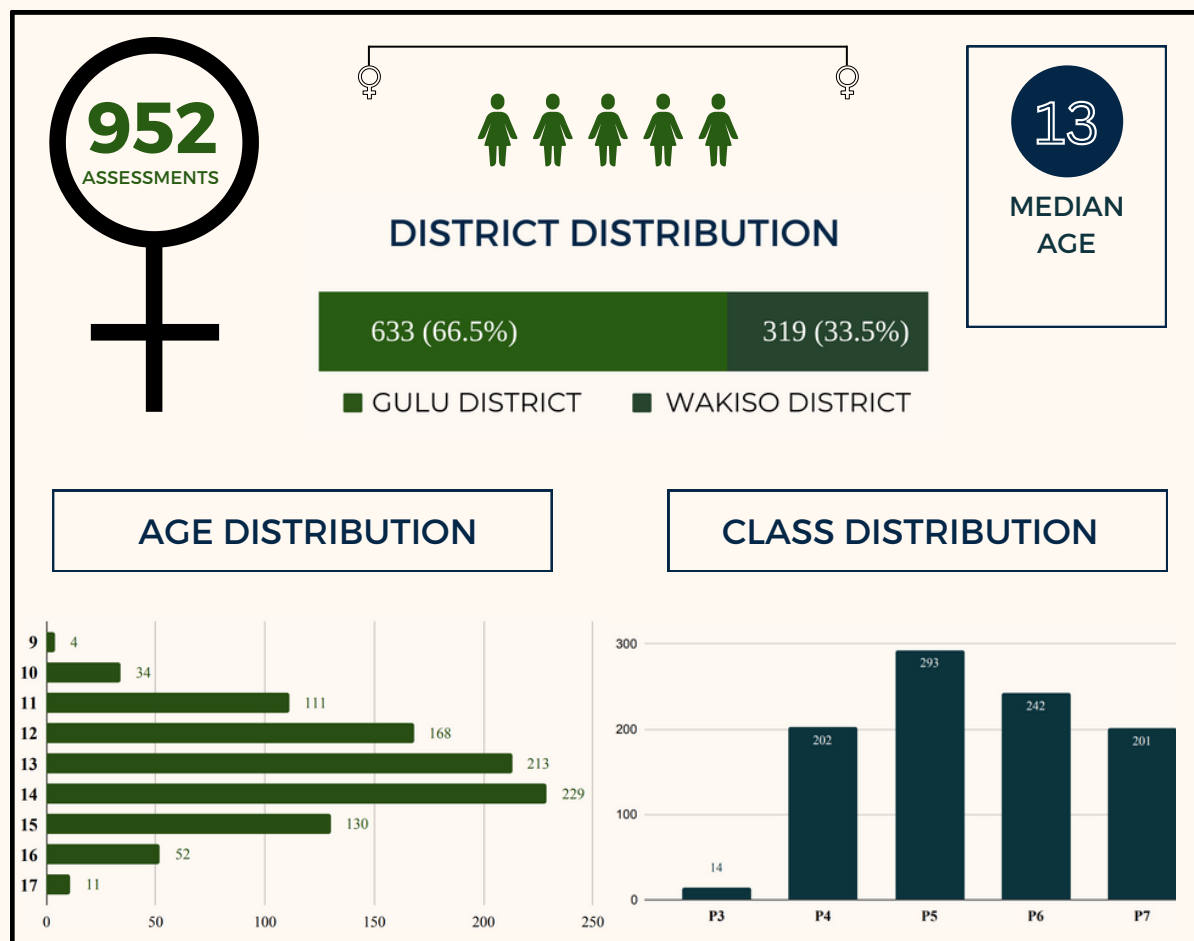


GIRL EMPOWERMENT ASSESSMENT

The Girl Empowerment Assessment was administered at all nine primary schools. Every female from P4-P7 was interviewed. Menstruating girls in P3 were also canvassed. This survey consists of 20 questions that assess the educational impact of menstruation on the girl child. It inquires about menstrual knowledge, resources and facilities.

One version of this survey was used for both new and existing partner schools. Because of this, it serves as a very valuable comparison tool to track the impact of FoDU's female-focused initiatives.

When asking students what type of sanitary napkins they use, "cloth" is broadly defined as any cloth based item. This could consist of socks, pieces of old clothing, parts of towels, etc. When students selected "cotton" this is not a tampon, rather the cotton here is similar to a gauze. Lastly, "knickers" refer to underwear that is folded and placed inside of another piece of underwear like a pad.



NEW PARTNER SCHOOLS

The following results are the data collected from FoDU's four new partner schools. Two schools, Kaababbi and Bbanda CU are located in the Central Region. Coopil and St. Martin Primary School are located in the Northern Region. They were completed between April 28 and June 1.

All assessments at these institutions were administered prior to FoDU's official partnership with them. Thus, statistics in the "New Partner Schools" section serve as baseline indicators for education, football, ICT and girl empowerment initiatives because they were collected before the implementation of FoDU's programming on such campuses.

In total, 2,191 assessments were conducted. Interviewees were from both regions, 65% schooling in Gulu District and 35% in Wakiso District. Of these participants, 47% were male and 53% were female. The median age was 11, and the class with the most respondents was P5, recording 463 surveys.

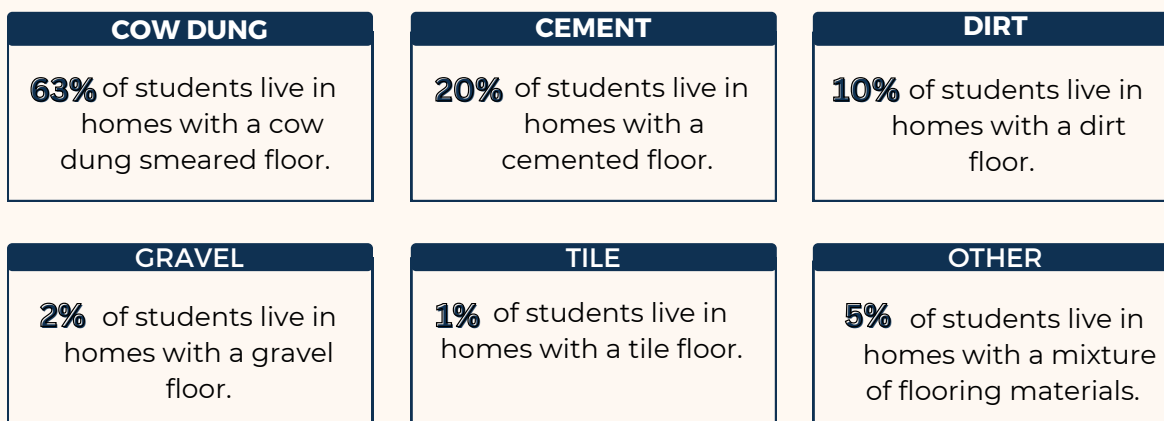
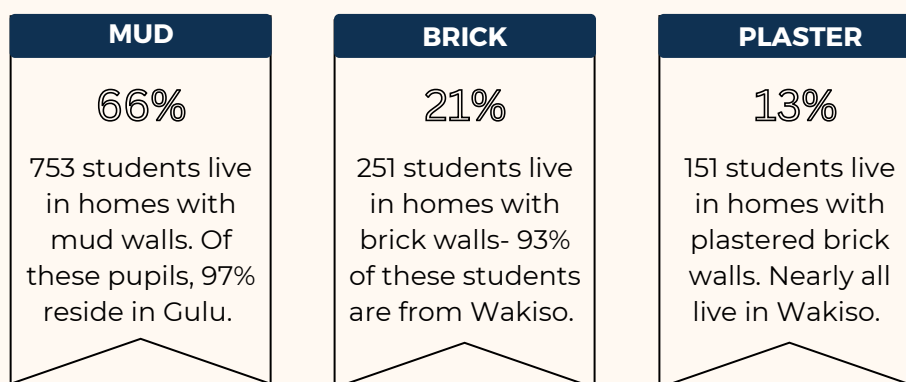
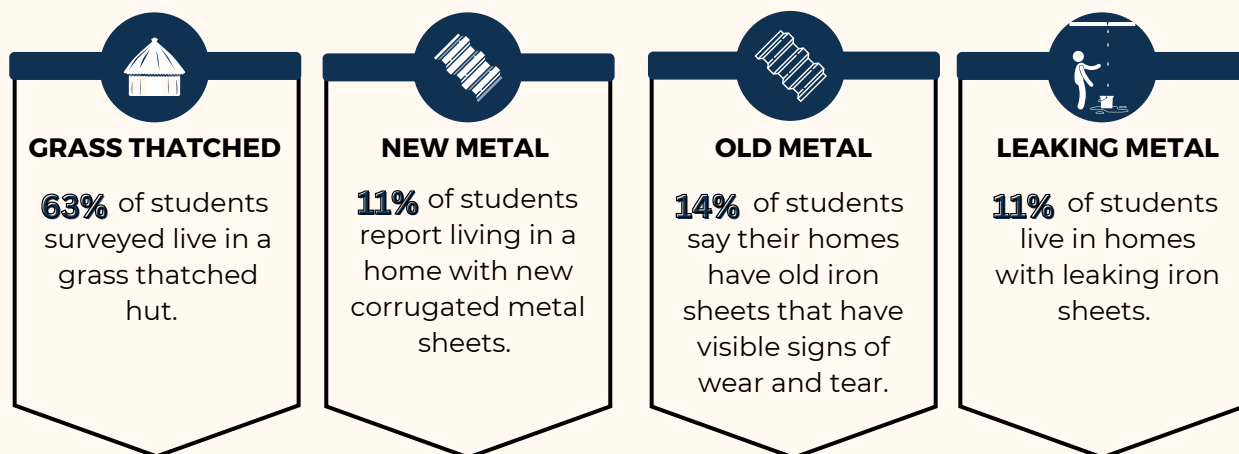
DEMOGRAPHIC ASSESSMENT

The Demographic Assessment gathered 1,186 responses. Gulu District reported 68% of these responses with a total of 802 students surveyed. Wakiso District had 384 participants, accounting for 32% of the surveyed population. Distribution of respondents by school were: Kaabababi (140), Bbanda CU (244), Coopil (354) and St. Martin (448).

By sex, males constituted 639 (54%) of the assessment population and females composed 547 (46%). The ages of interviewees ranged from 3 - 19 years old. The median age was 11 and the mode was 12. At the time of assessment, 22 students did not know their age and were recorded as unknown. The class with the largest number of surveys was P1 (258) and the smallest was P7 (118).

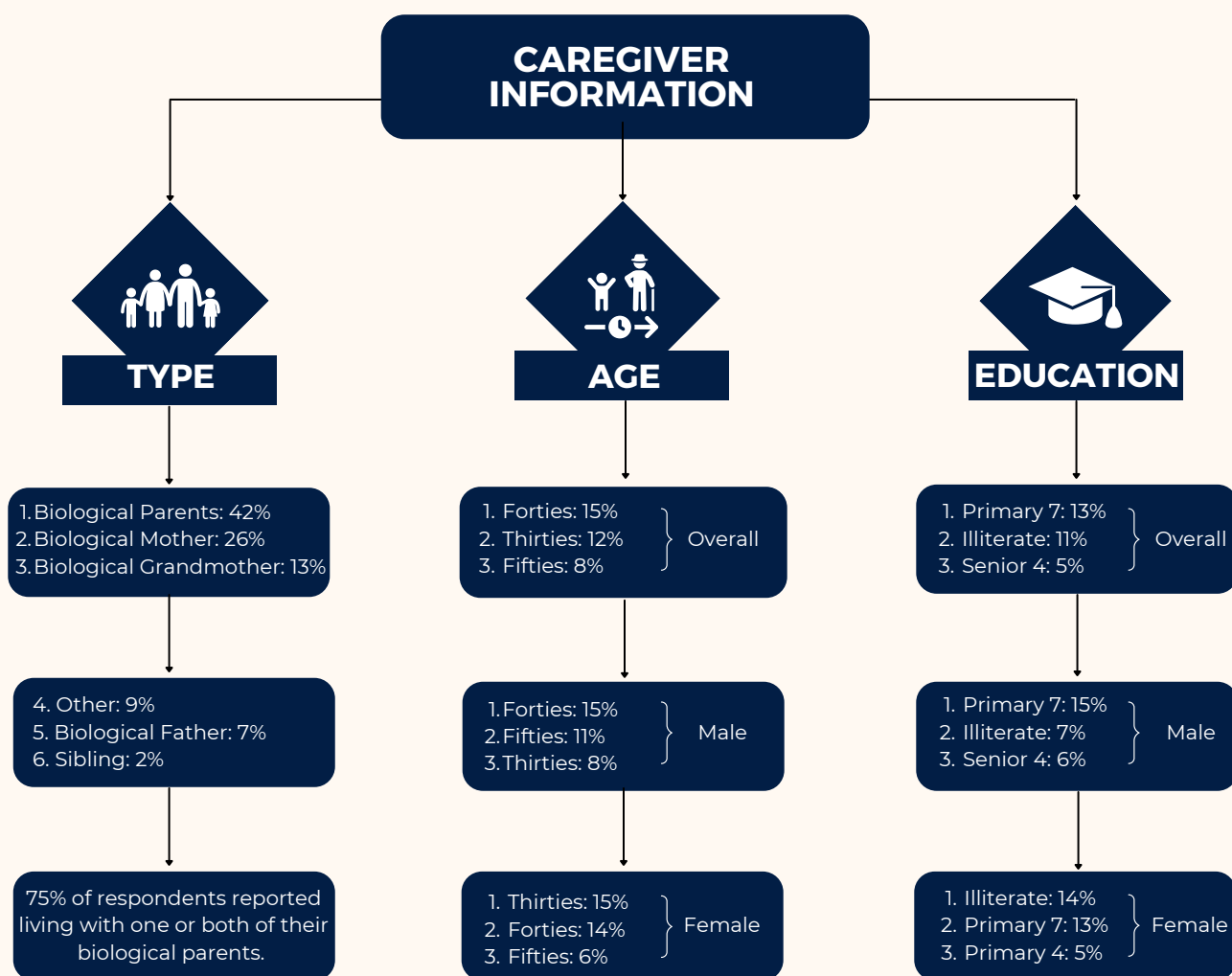
DEMOGRAPHIC ASSESSMENT: HOUSING

Findings in the housing section reflect the overall geographic distribution of assessment participants. For example, nearly all students in the Central Region live in a home with a metal roof. These students equate to approximately 32% of the respondent population. The 1% not documented in the housing section reported having no permanent home at the time of assessment.



DEMOGRAPHIC ASSESSMENT: CAREGIVERS

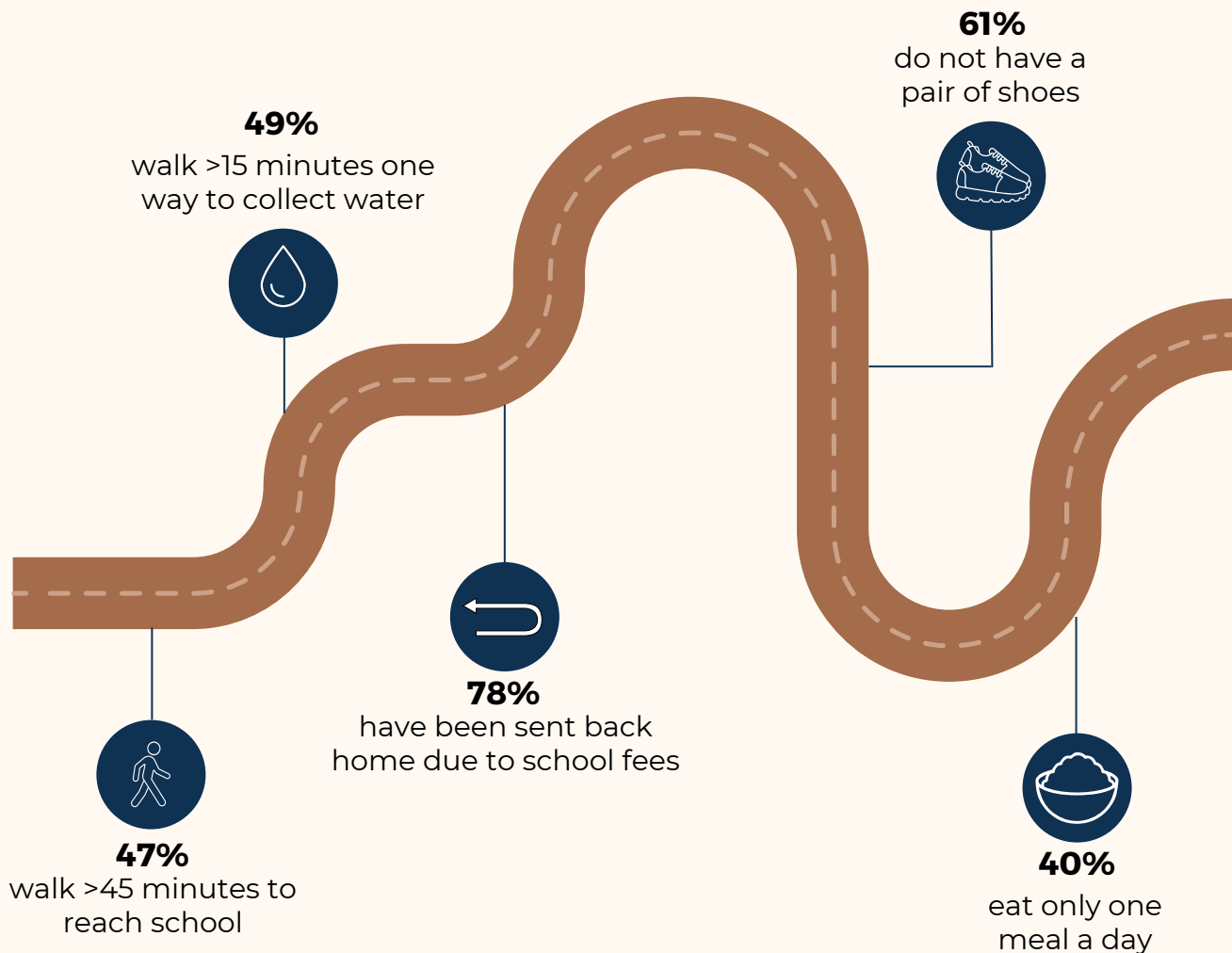
Students surveyed reported a total of 1,790 caregivers. Sixty-two percent of these caregivers are female and 38% are male. When asking about age and education, many students were unable to provide such information. In total, 54% of caregiver age has been reported as unknown along with 42% of caregiver education. The 1% not documented in the caregivers section is from the students reporting no caregivers at the time of assessment.



Caregivers ranged in age from teens - 90s. Results show that reported female caregivers were, on average, younger than those of male caregivers. They also found that the highest level of schooling completed by female caregivers was lower than male caregivers. Education level ranged from illiterate - university. Of the 16 university graduates documented, 11 were male and 5 were female.

DEMOGRAPHIC ASSESSMENT: RESOURCES & BARRIERS

Students face a number of barriers when seeking an education. Money is one of the largest obstacles. Of the 22% of students who have not been sent home, 55% come from P1 and P2. This means that 84% of students P3 and above have been sent home due to inability to pay school fees. Proximity is another obstructing factor as 72% of students walk over 15 minutes to reach school. Multiple students in the >45 min category reported walks to school timing 2 hours.



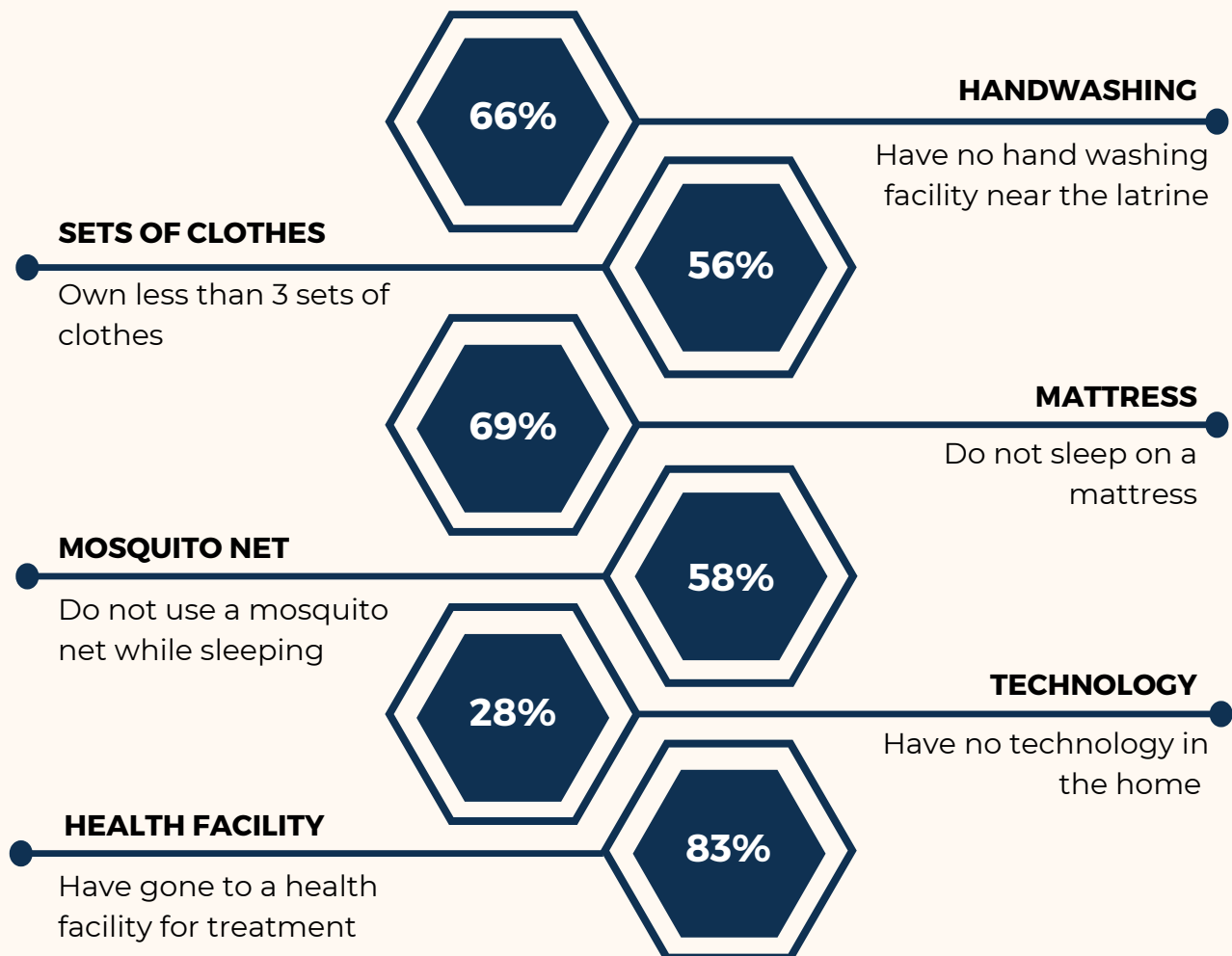
Fifty-one percent of students have access <15 from their home. Water is obtained primarily from boreholes (48%) and wells (29%). Two percent of students collect water from streams, ponds and other open sources. For students owning shoes, 29% have only one pair. A mere 8% of students eat three meals a day. Most of these meals are primarily starch based: rice, cassava, maize, beans. Malnutrition is a concern with 92% of students eating two meals or less a day. Furthermore, 4% of those students reported frequent days of zero meals.

DEMOGRAPHIC ASSESSMENT: RESOURCES & BARRIERS

Of the 663 students owning less than three sets of clothes, 12% have only one set. The other 44% have four or more sets of clothing, of varying conditions. Only 31% of interviewees sleep on a mattress. The most common mattress alternative is a papyrus mat (77%). Forty percent of all respondents share their form of bed with two or more people while 25% sleep alone.

The main source of technology in students homes is a mobile phone (65%). One-third of student homes also have a radio, however, only 1% possessed a computer/laptop. Ninety-two percent of respondents did not have a steady source of electricity. However, many students reported having some form of solar light/charger. Lanterns are another common source of light.

For those students who have not visited a health facility for treatment, the main forms of care are herbal/traditional medicine and Village Health Teams (VHTs). VHTs were established by the Ministry of Health in 2001 and aim to link communities to health services.²

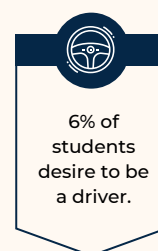
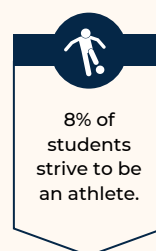
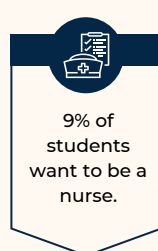
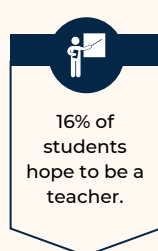
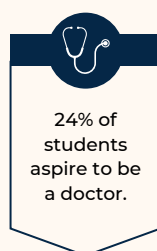


ICT/SPORT ASSESSMENT

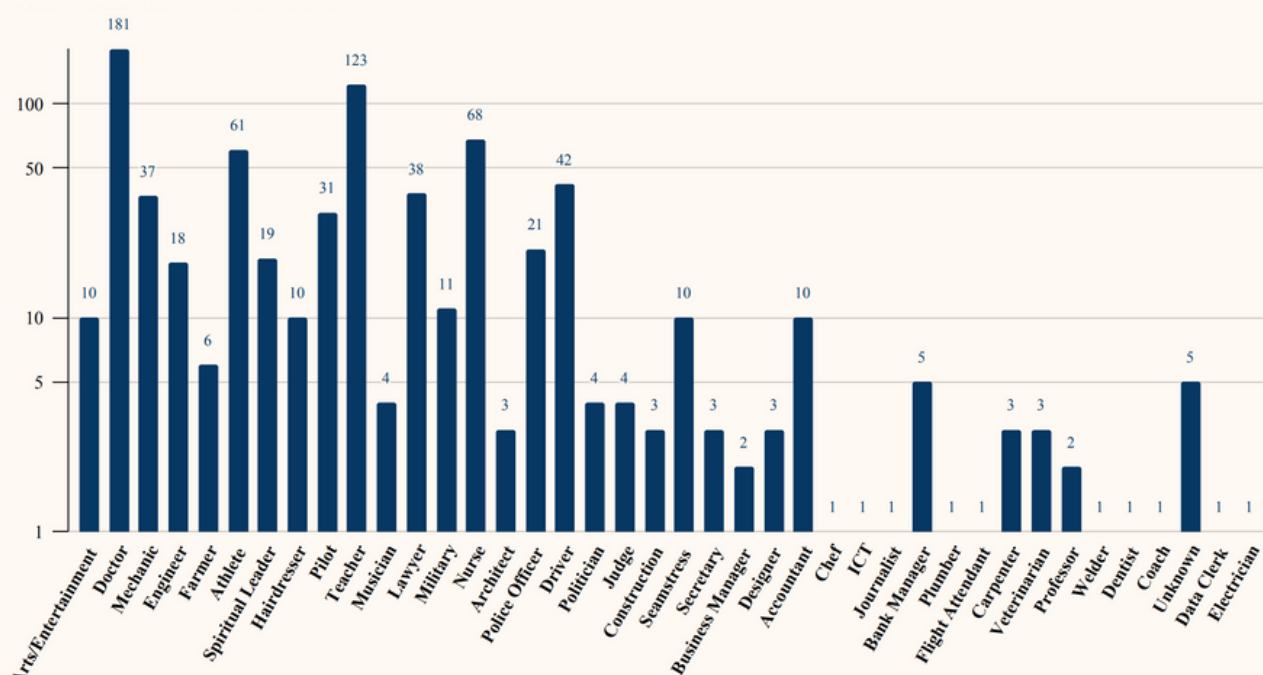
The ICT/Sport Assessment gathered 745 responses. Gulu District reported 63% of these responses with a total of 469 students surveyed. Wakiso District had 276 participants, accounting for 37% of the surveyed population. Distribution of respondents by school were: Kaababbi (97), Bbanda CU (179), Coopil (217) and St. Martin (252).

By sex, males constituted 391 (52%) of the assessment and females composed 354 (48%). The ages of interviewees ranged from 7 - 18 years old. The median age was 12.5 and the mode was 13. The class with the largest number of surveys was P5 (174) and the smallest was P7 (106).

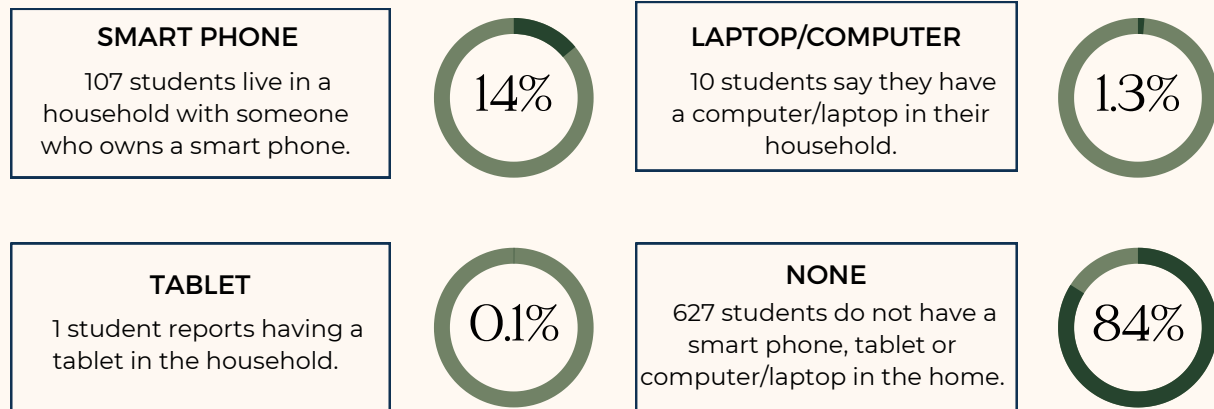
ICT/SPORT ASSESSMENT: TOP 5 DREAMS



DREAMS FOR THE FUTURE

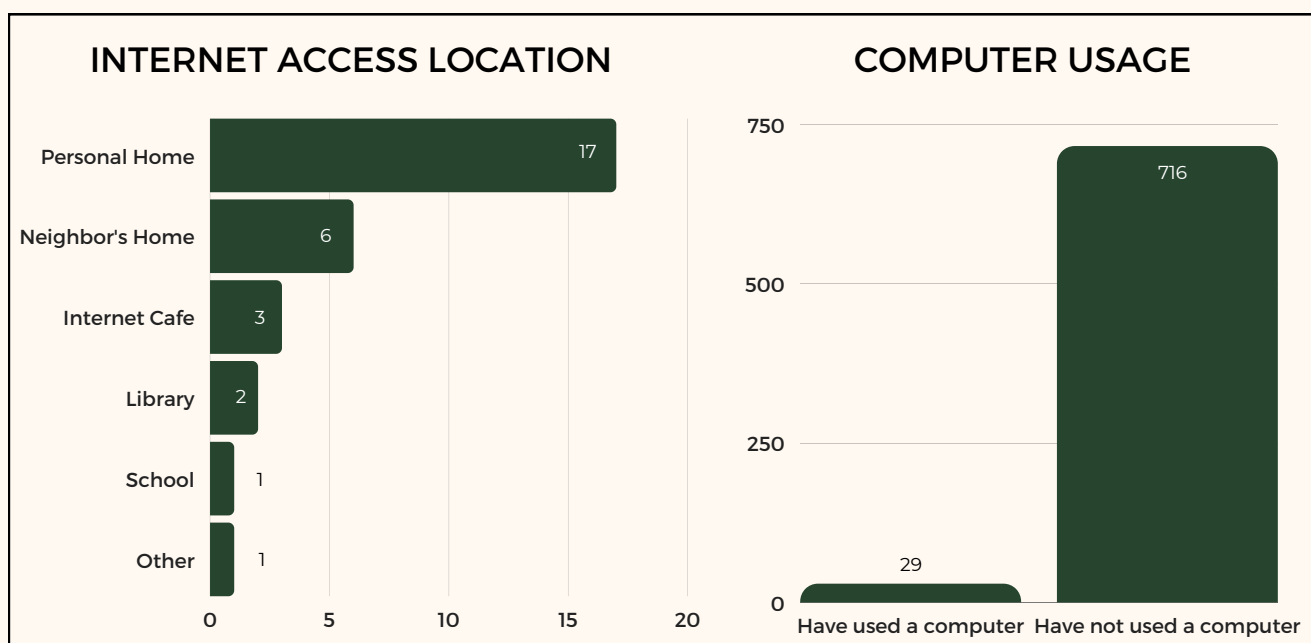


ICT/SPORT ASSESSMENT: TECHNOLOGY IN THE HOME



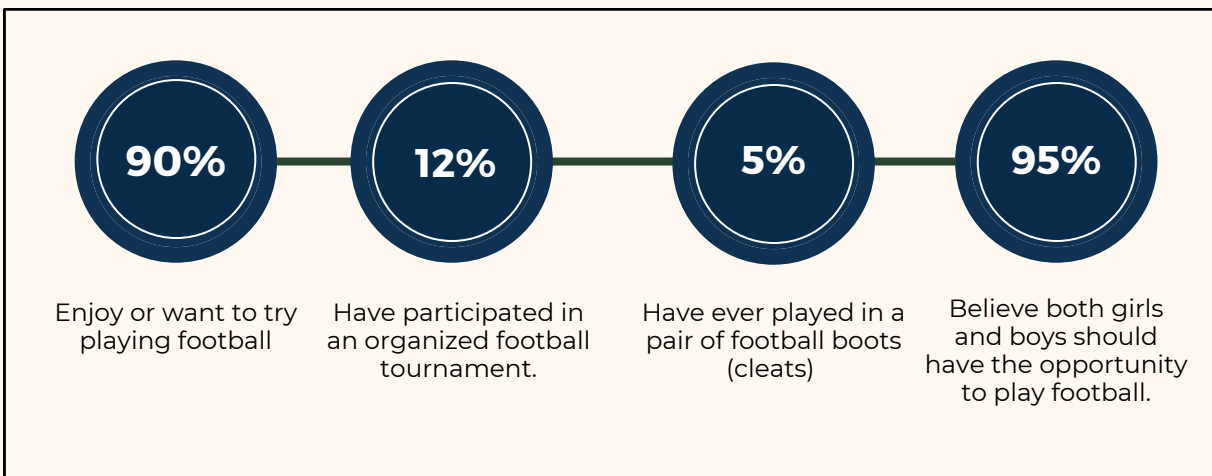
ICT/SPORT ASSESSMENT: TECHNOLOGY EXPERIENCE

The ICT/Sport Assessment highlights the minimal technological exposure of FoDU's newest primary students. The large majority of students surveyed do not have access to technology in the home or at school. Only 4% of these children have used a computer/laptop. Of these students, 14% (4 pupils) have a general level of comfort when operating such device. Internet usage is also very low. Four percent of the survey participants have accessed the internet. Of these 30 respondents, 57% accessed the internet from their homes.



ICT/SPORT ASSESSMENT: FOOTBALL

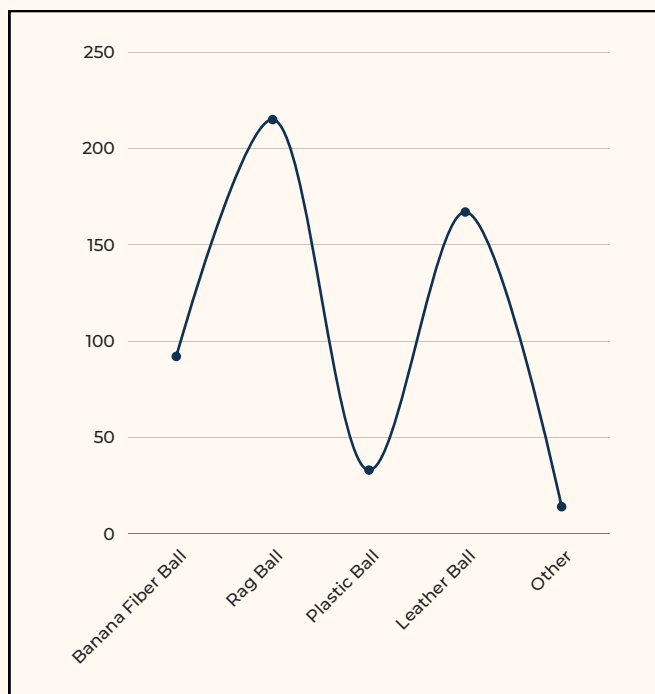
Ninety-three percent of respondents say that access to quality football equipment and an active football program at their institutions would encourage them to attend school more regularly. Forty percent of participants play the sport because it is fun, and 41% use a rag ball. Only a 3% have traveled outside of their district because of football. If a competitive football team formed at their school, 93% of interviewees would like to play on it.



FAVORITE PART



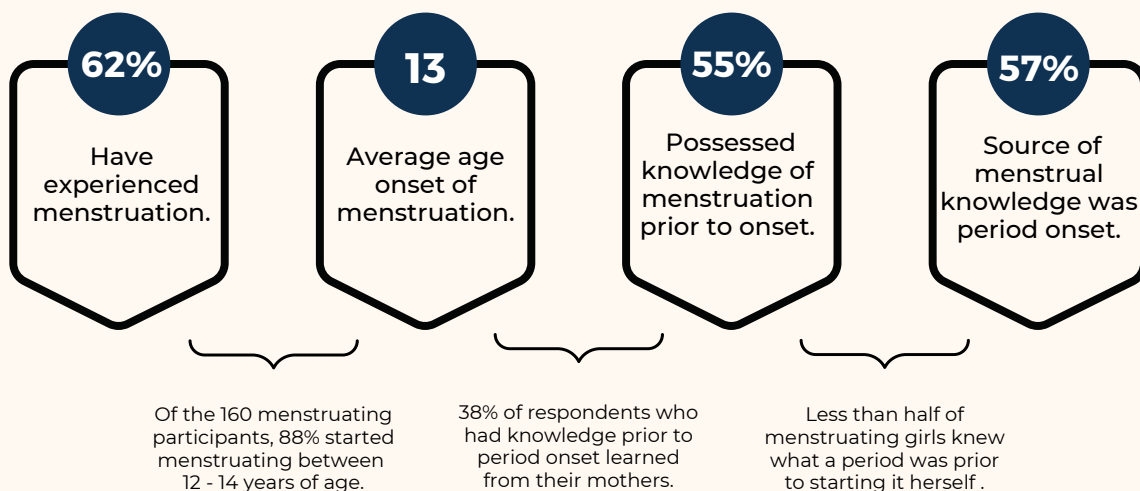
TYPE OF FOOTBALL



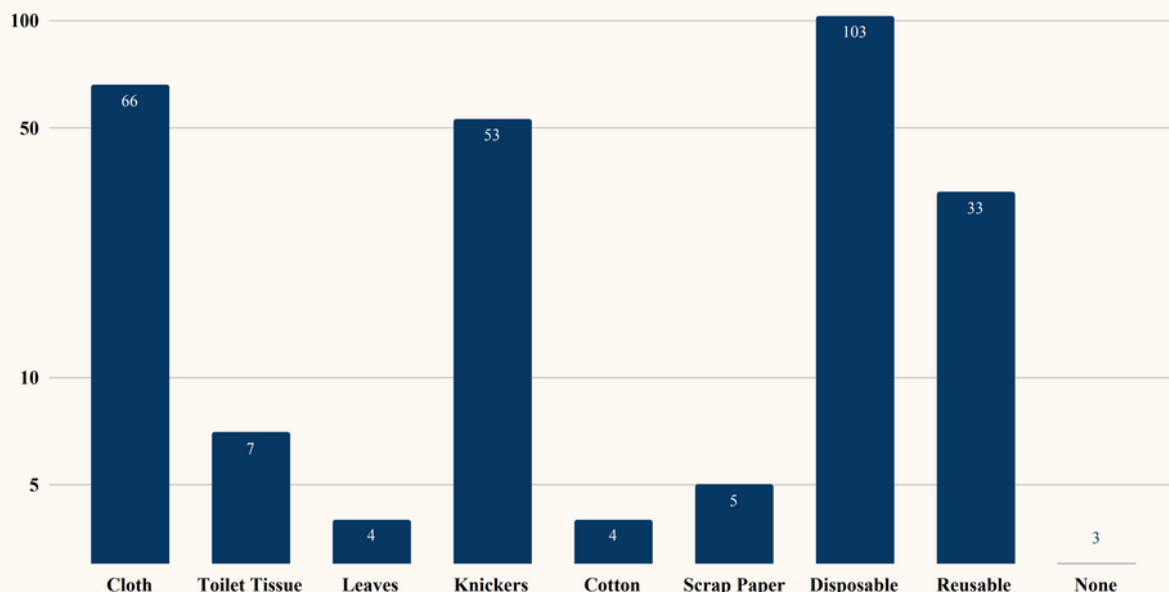
GIRL EMPOWERMENT ASSESSMENT

The Girl Empowerment Assessment collected 260 responses. Gulu District reported 57% of these responses with a total of 148 students surveyed. Wakiso District had 112 participants, accounting for 43% of the surveyed population. Distribution of respondents by school were: Kaababbi (32), Bbanda CU (80), Coopil (58) and St. Martin (90).

The ages of interviewees ranged from 10 - 17 years old. The median age was 13.5 and the mode was 13. The class with the largest number of surveys was P5 (95) and the smallest was P3 (9).



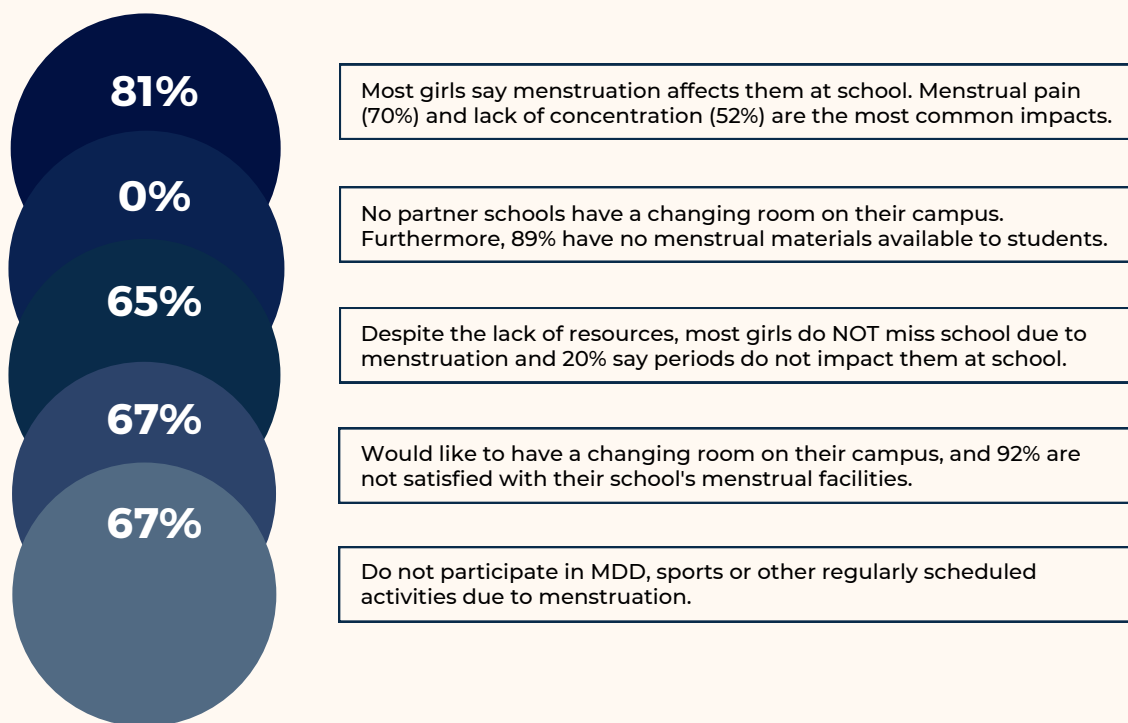
TYPE OF SANITARY NAPKIN



GIRL EMPOWERMENT ASSESSMENT: SCHOOL IMPACT

The majority of surveyed girls do not miss school due to menstruation. For those who do miss school (35%), pain (29%), fear of staining (24%) and lack of pads (23%) were the most frequent causes. Of the 57 who do miss, 39% miss 1-2 days, 47% miss 3-4 days and 14% miss 5 or more days.

Fifty-five percent of girls say they cannot walk far on their periods. Ninety-six percent of surveyed students are not employed. However, 67% of the girls who are cite missing work due to menstruation.



Half of the students had purchased pads within the last 6 months. They report having knickers (98%), disposable pads (59%) and reusable pads (22%) at home. Less than 5% had a cot/mattress, pain relief pills or extra uniform.

Menstrual facilities do not meet student standards. Most prominently, girls would like to see a changing room. They would also like to have a clean latrine (18%), knickers (17%) and washroom (13%) on their campuses. As a changing room alternative, 59% of girls use the latrine. For those who do not miss school, the second most prevalent alternative is to go without changing menstrual materials all day.

EXISTING PARTNER SCHOOLS

The following results are the data collected from five of FoDU's existing partner schools. Two schools, St. Kizito and Nabukalu are located in the Central Region. Koro, Pageya and Laroo Primary Schools are located in the Northern Region. Assessments at these schools were conducted between June 27 and July 19.

These findings serve as a gauge for programmatic implementation and effectiveness. In total, 2,126 assessments were conducted. Interviewees were from both regions, 71% schooling in Gulu District and 29% in Wakiso District. Of these participants, 33% were male and 67% were female. The median age was 12.5 and the class with the most respondents was P5, recoding 580 surveys.

ICT/SPORT ASSESSMENT

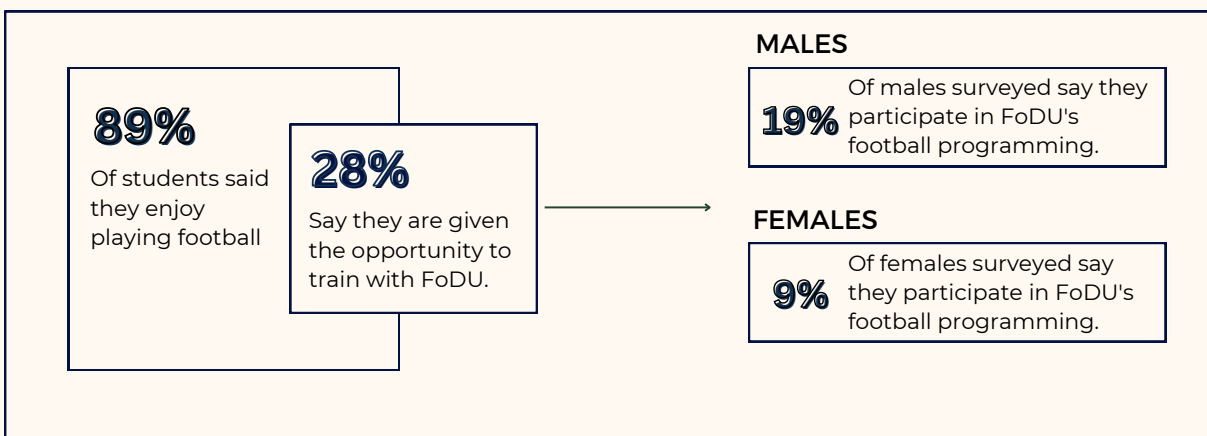
The ICT/Sport Assessment gathered 1,434 responses. Gulu District reported 72% of these with a total of 1,032 students surveyed. Wakiso District had 402 participants, accounting for 28% of the surveyed population. Distribution of respondents by school were: St. Kizito (166), Nabukalu (236), Koro (429), Pageya (360) and Laroo (243).

By sex, males constituted 698 (49%) of the assessment population and females composed 736 (51%). The ages of interviewees ranged from 7 - 20 years old. The median age was 12.5 and the mode was 13. The class with the largest number of surveys was P5 (382) and the smallest was P7 (198).

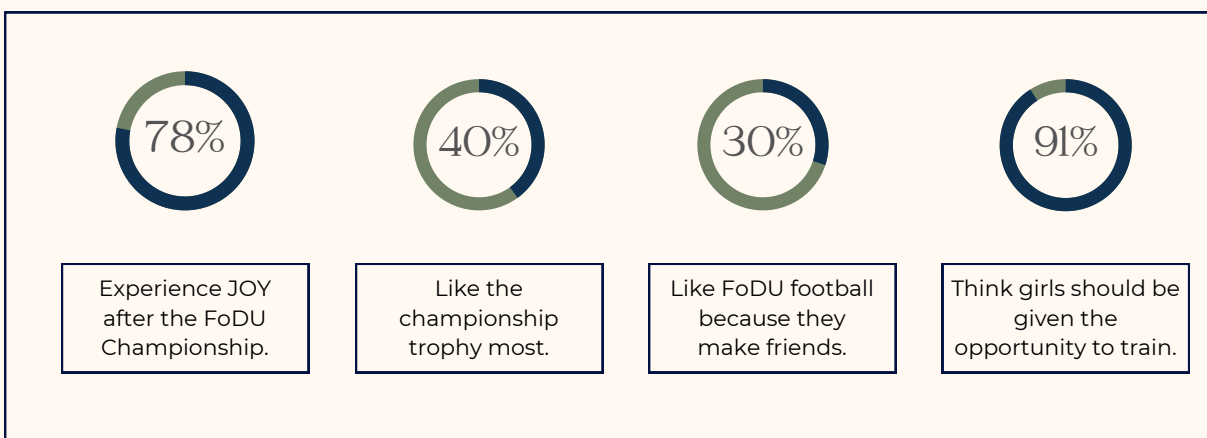
ICT/SPORT ASSESSMENT: FOOTBALL PARTICIPANTS

The majority (89%) of students at existing partner schools report enjoying football. At the time of assessment, 413 students were training in FoDU's program, 67% male and 33% female. The students who are participating in the football program report high levels of satisfaction. Ninety-six percent say that their skill level has increased as the result of training with FoDU coaches. Similarly, 95% say access to quality equipment has improved their game. Ninety-five percent also report that the football program has increased their school attendance and future educational ambitions. Eighty-nine percent of participants would play for the FoDU club team when they are older.

ICT/SPORT ASSESSMENT: FOOTBALL PROGRAMMING



Most males (94.6%) and females (84%) report enjoying football (1,278). However, only 28% say they are given the opportunity to train with FoDU. Females reported lower levels of football participation than males. Of females who enjoy football (618), 21% have access to FoDU's coaches and equipment. This reported opportunity is half that of their male counterparts. Forty-two percent of males who enjoy football (660) say they are given the chance to train with FoDU.

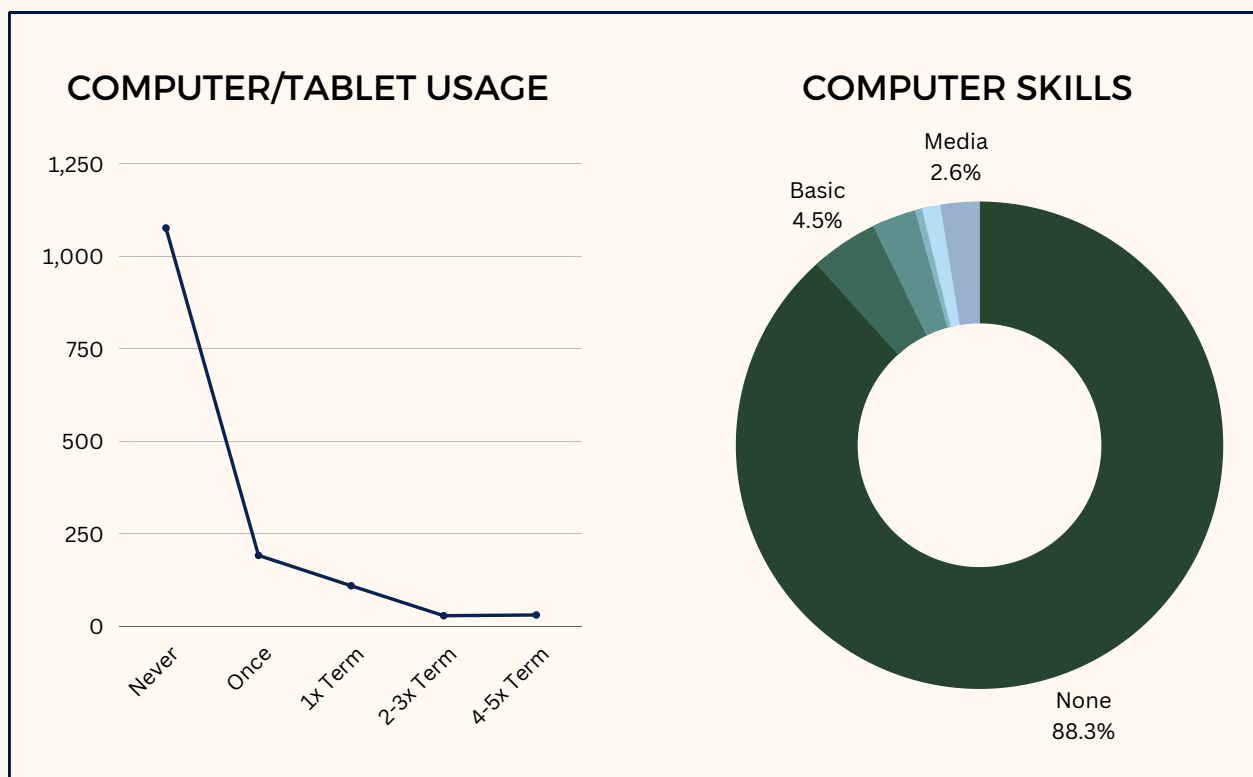


Hope and joy are key components of FoDU's football programming. Students reported their favorite part of the program to be friendship (30%), confidence (28%), forgetting their troubles (22%) and fun (16%). Of these participants, half have participated in the FoDU Championship. They cite the best parts are winning a trophy for their schools (40%) and friendship (32%). One percent of students have also had the opportunity to travel outside of their district because of FoDU's football program.

ICT/SPORT ASSESSMENT: ICT PROGRAMMING

Twenty-nine percent (412) of respondents say they have participated in at least one ICT lesson with FoDU. Three percent of students cite access to devices, exam preparation and videos as their favorite portion of FoDU's ICT program. The other 1,374 (96%) say they have not participated in enough lessons to know.

At the time of this assessment, 75% of students at partner schools had not been given the opportunity to use a computer. Of the 360 students who have used a computer one or more times, 47% were male and 53% were female. Ninety-one percent do not yet have any computer skills. However, 5% report having basic computer knowledge, 3% can make a document, 1% can conduct research online, 0.4% can make a presentation and 3% are comfortable using some form of media. Ninety-nine percent of survey participants state that they have never used a Rachel+ Device.

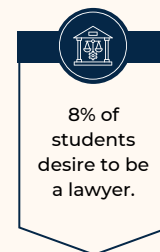
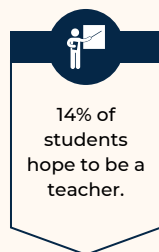


FoDU aims to empower their partner schools as a whole. One way to do so is to equip partner school teachers. As a result, FoDU has introduced ICT equipment and programs. The goal is that teachers will be more informed in their lessons and ability to quickly answer questions. Eleven percent of students believe such initiatives have achieved that.

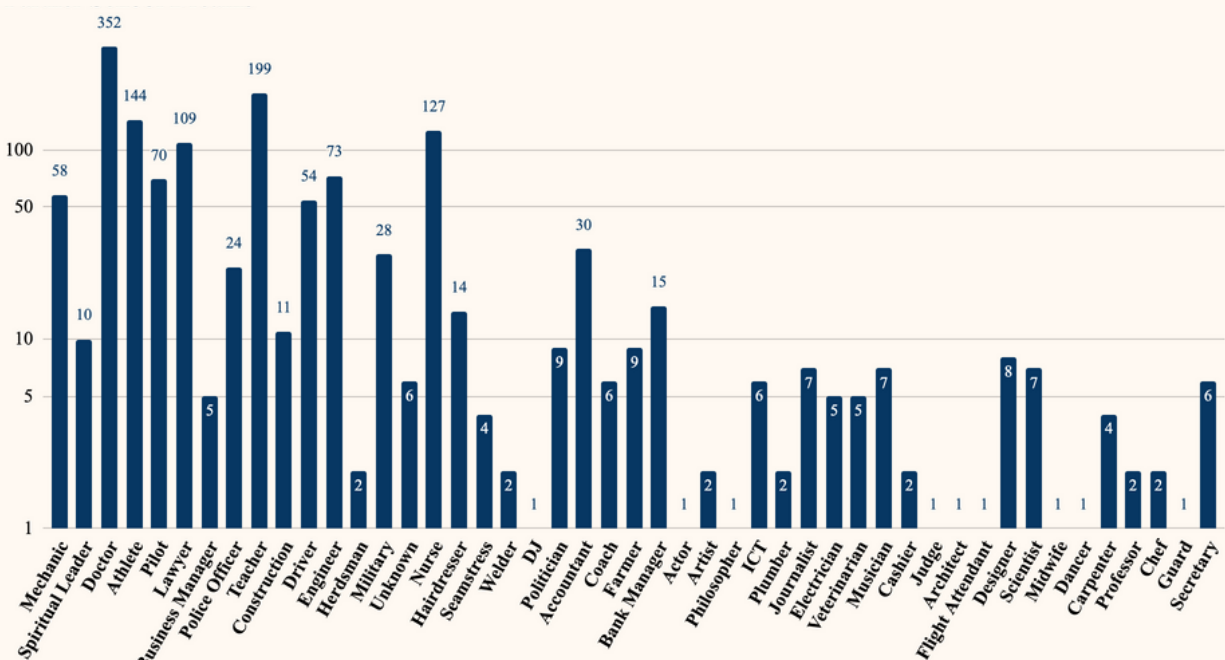
ICT/SPORT ASSESSMENT: DREAMS FOR THE FUTURE

The ICT/Sport Assessment found that one quarter of FoDU's students aim to be a physician. One aspect of this survey looked at the relationship between FoDU programming and the expansion of student career goals. Most students reported that their dreams had not changed as a result of FoDU's ICT program. For those students (2%) who say their dream has changed as a result of FoDU's ICT program, 80% now have aspirations of becoming a professional footballer.

ICT/SPORT ASSESSMENT: TOP 5 DREAMS



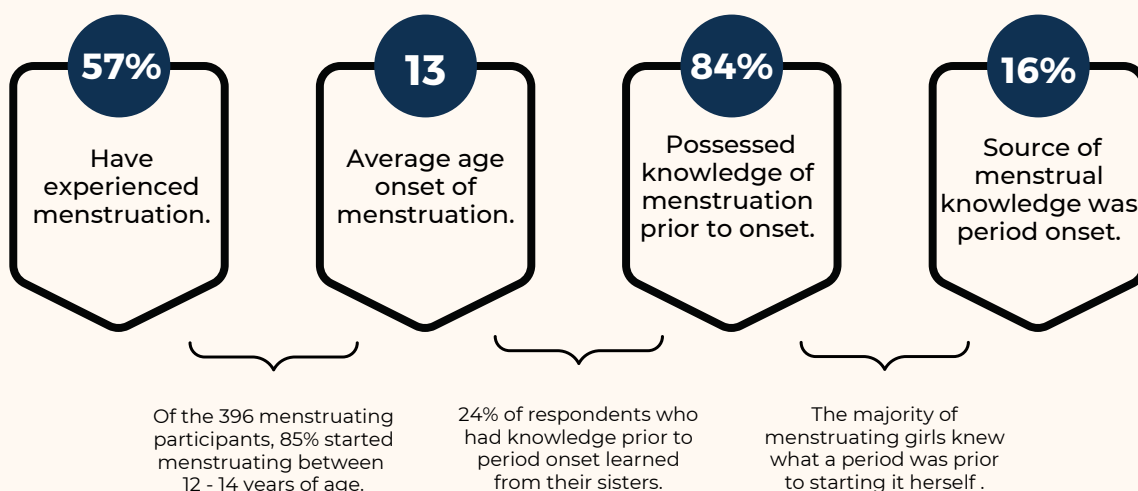
DREAMS FOR THE FUTURE



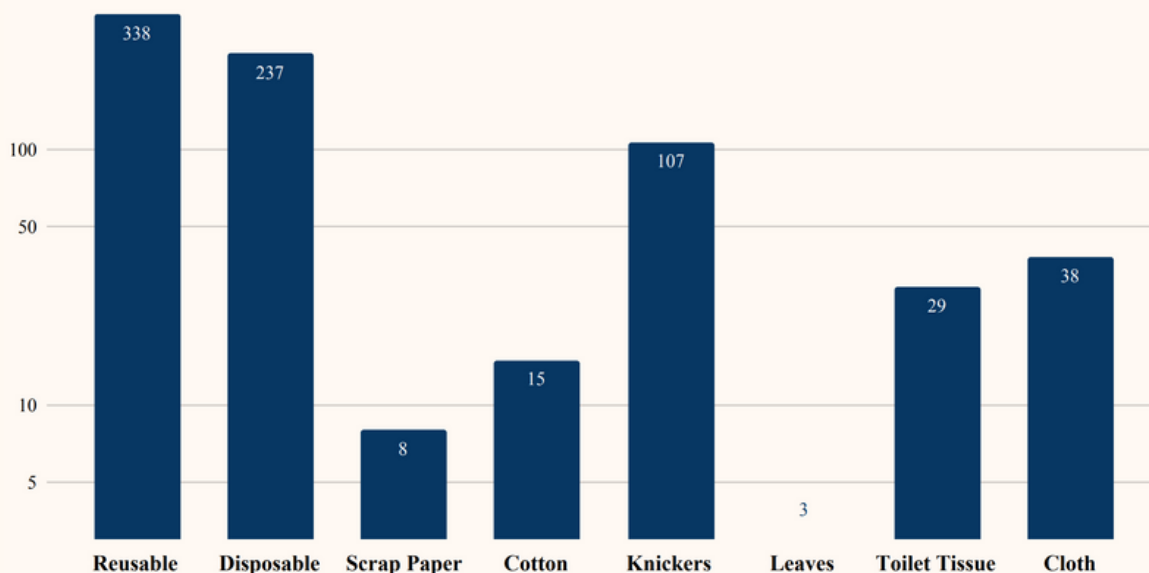
GIRL EMPOWERMENT ASSESSMENT

The Girl Empowerment Assessment collected 692 responses. Gulu District reported 70% of these responses with a total of 485 students surveyed. Wakiso District had 207 participants, accounting for 30% of the surveyed population. Distribution of respondents by school were: St. Kizito (107), Nabukalu (100), Koro (157), Pageya (174) and Laroo (154).

The ages of interviewees ranged from 9 - 19 years old. The median age was 13 and the mode was 14. The class with the largest number of surveys was P5 (198) and the smallest was P3 (5).



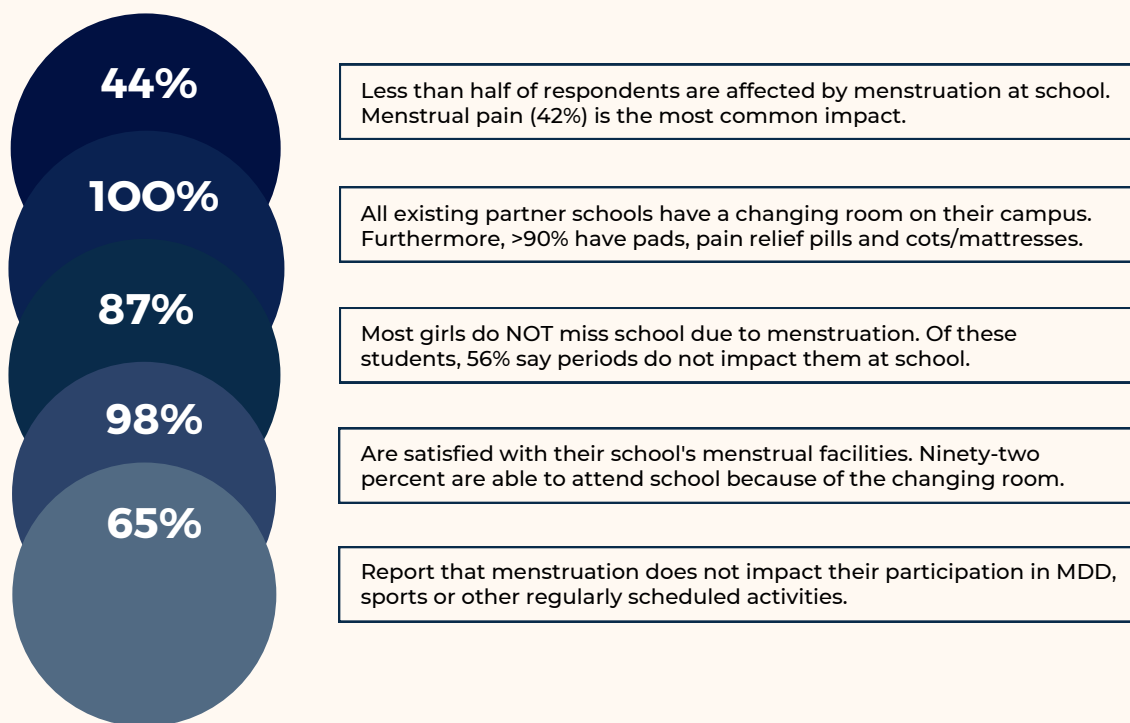
TYPE OF SANITARY NAPKIN



GIRL EMPOWERMENT ASSESSMENT: SCHOOL IMPACT

The majority of surveyed girls do not miss school due to menstruation. For those who do miss school (13%), pain (10%), fear of staining (1.3%) and fear of being made fun of (1.3%) were the most frequent causes. Of the 50 who do miss, 9% miss 1-2 days, 3% miss 3-4 days and 1% miss 5 or more days.

Twenty-five percent of girls say they cannot walk far on their periods. Zero participants at current partner school cited missing work due to menstruation.









Menstrual facilities meet student standards. Suggestions were made to replace changing room curtains with doors, add a private latrine and conduct menstrual education in small groups. Menstrual materials offered at schools were: emergency pads (96%), extra uniform (65%), emergency knickers (28%), pain relief pills (99%) and cots/mattresses (99%).

Thirty-one percent of students had purchased pads within the last 6 months. They report having knickers (98%), reusable pads (87%), disposable pads (57%), cot/mattress (73%), pain relief pills (46%) at home.

FINDINGS BY DISTRICT

The assessments highlight some regional differences between FoDU's two districts of operation. Understanding these differences is valuable when examining data findings and seeking to better understand the students FoDU aims to empower. Of the 4,317 assessments completed, 2,936 (68%) came from Gulu and 1,381 (32%) came from Wakiso. In Gulu, the age distribution was: mean 12.5, median 13, minimum 3 and maximum 20. In Wakiso, the age distribution was: mean 12.1, median 12, minimum 5 and maximum 17.

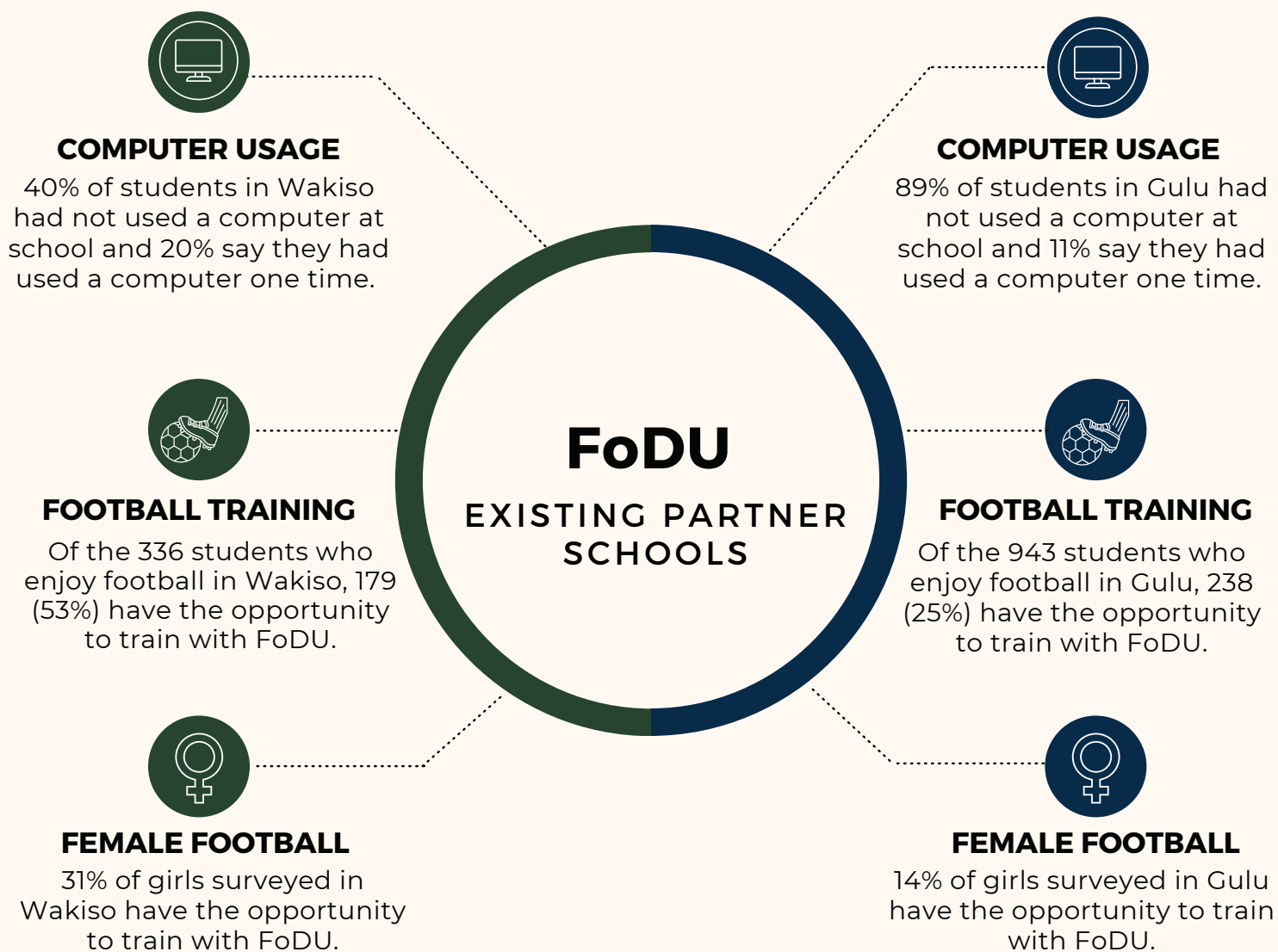
WAKISO	VS	GULU
74% have at least one pair of shoes		78% do not have any shoes
99% live in a home with an iron roof		94% live in a grass thatched hut
76% sleep on a mattress		78% sleep on a papyrus mat
29% live with both biological parents		52% live with both biological parents
64% have been sent home because of school fees		84% have been sent home because of school fees
The banana leaf ball is the most frequently used football		The rag ball is the most frequently used football

Access to water was similar with both regions reporting approximately 50% having a water source near the home. Walk time to school also fairly even with 45% walking >45 minutes in Wakiso and 48% in Gulu. In terms of technology, 78% of Wakiso students had a mobile phone in the home compared to 60% in Gulu. Of those reporting "no technology in the home," 85% came from Gulu. Differences between food were also present. Most notably, 92% of the students who selected "some days none" as their meals per day came from Gulu.

FINDINGS BY DISTRICT

FoDU aims to provide equitable and consistent programming to all students in both regions. Some differences at the time of assessment were found. While 57% of the 416 students participating in the football program come from Gulu, the ratio of students who enjoy football to student participation is half that of Wakiso. The same is true for female involvement in FoDU football. In total, 18 students had traveled outside of their district because of FoDU's football program. All 18 came from Wakiso District.

In terms of ICT programming, results also found that 27% of Wakiso students used a computer once a term (once every 3 months), 7% used it 2 - 3 times a term and 7% used it 4 - 5 times a term. Those using computers 4 - 5 times used them during the holiday program.



NEW vs. EXISTING PARTNER SCHOOLS

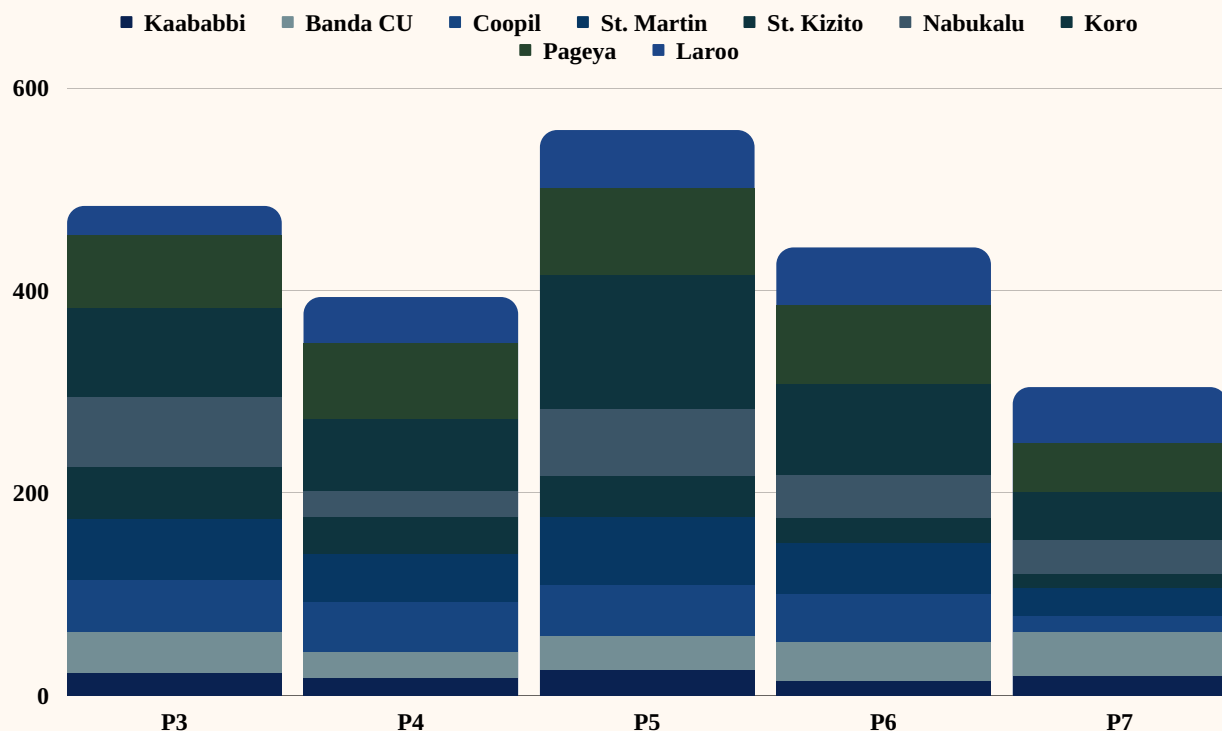
The assessments act as a tool to measure program outcomes and evaluate general effectiveness. Examining similarities and differences between new and existing partner schools also helps to do this.

The distribution of surveys was nearly even with 51% coming from new partner schools and 49% from existing partner schools.

One trend across both new and partner schools is a steady decline in student population from P5 - P7. Overall, there is a 46% decline in population between these two classes. New partner schools show a 40% decrease and existing partner schools show a 48% decrease in class size from P5 - P7.

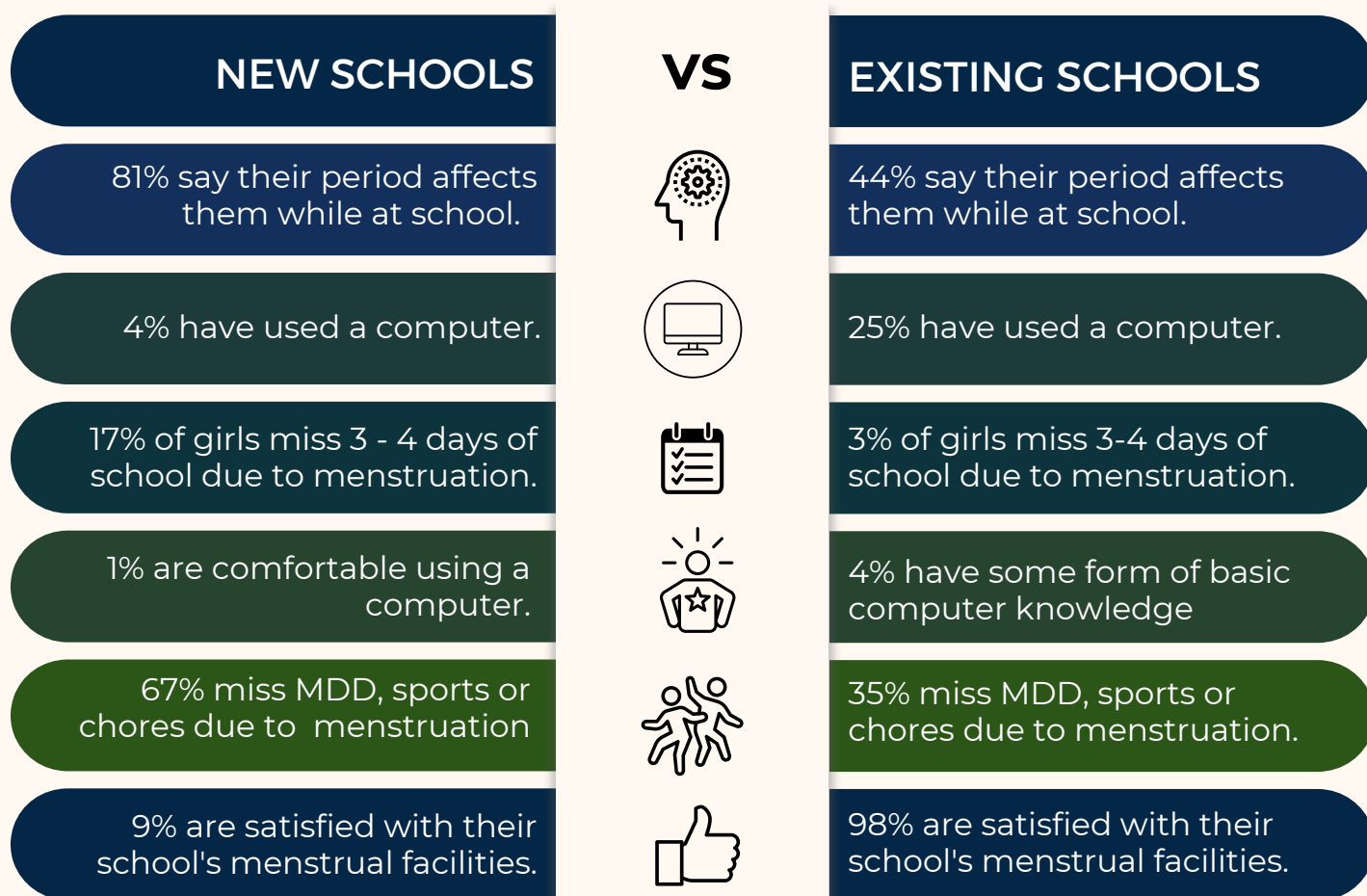
In terms of female retention from P5 - P7, new schools show a retention rate of 57%. Existing partner schools logged a 54% retention rate. Estimated female enrollment among new partner schools was 48% and 51% at existing partner schools.

SCHOOL ENROLLMENT



NEW vs. EXISTING PARTNER SCHOOLS

The most notable differences between new and existing partner schools were found within the Girl Empowerment Assessment. While the majority of students do not miss school due to menstruation, 36% of girls at new partner schools miss one or more days compared to just 13% at existing partner institutions. Menstrual materials available at new schools are scarce with 89% reporting none offered. This is a stark contrast to the 96% of menstruating respondents at existing schools who report having emergency pads, pain relief pills and cots/mattress available.



Although the majority of students at existing partner schools had not used a computer at the time of assessment, overall exposure to ICT equipment is higher and 20% more students have used a computer. Three percent of students at new schools had traveled outside of their district because of football vs. 1% of existing students. Dreams for the future were also similar. The top two aspirations are doctor and teacher. New students then hope to become a nurse, athlete or driver whereas existing students strive to be a footballer, nurse or lawyer.

KEY FINDINGS

DISTRICT DIFFERENCES: Findings show that nearly 70% of surveyed primary students are located in Gulu District. When factoring in the estimated population for New Kabaale Busega, this number is around 65%. At the time of assessment, staff distribution placed 35% in Gulu and 65% in Wakiso. Of executive team members, all but one are based in the Central Region.

When looking at the regional comparisons, data suggests that Gulu programming lags behind Wakiso in many areas. With approximately 1,300 more primary students based in the Northern Region, improving the equitable execution of services is supported by survey results.

RETENTION RATES: In regard to school population, trends between new and existing partner institutions were the same. On average, P1 registers the most students and P7 the least. These surveys also found that a secondary peak tends to occur in P5. However, students reaching P7 total just over 50% of the P5 enrollment. Based on assessment results, the P5 to P7 dropout rate was 8% higher at existing partner institutions.

PROGRAM PARTICIPATION: The ICT/Sport assessment estimates a 70% gap between students wanting to participate in FoDu's football program vs. students given the opportunity to train. However, 95% of students training with FoDU report increased school attendance and higher education goals. Regarding ICT involvement, students were asked "what two portions of FoDU's ICT program do you most enjoy?" In total, 96% selected "I have not participated in enough lessons to say."

GIRL EMPOWERMENT: Surveys found equal ICT participation between males and females. Results also suggest females are half as likely as their male peers to be involved with FoDU's football program. Assessment statistics report a 78% gap between girls wanting to participate in football and girls who are given the opportunity to train with FoDU.

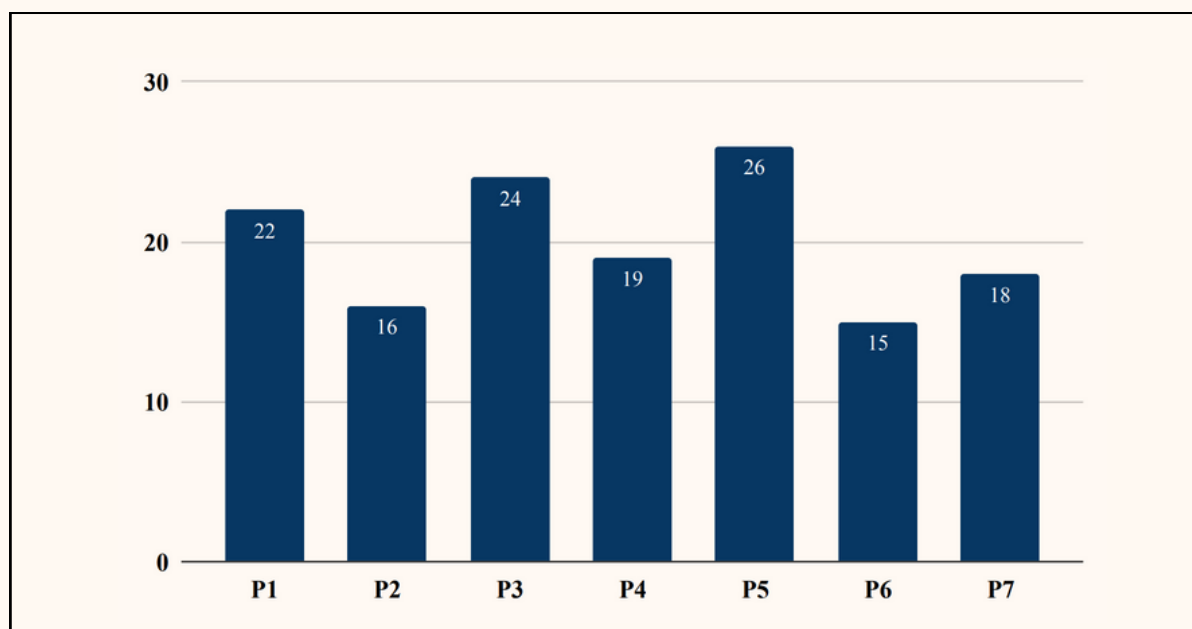
The majority of females across new and existing partner schools report that they do not miss school due to menstruation. However, girls at existing partner schools are 23% less likely to miss one or more days of school. Students at existing partner institutions also report high levels of satisfaction with their menstrual materials. Ninety-two percent report that they are able to attend school because of the changing room provided by FoDU.

*New Partner School***KAABABBI**

Kaababbi Bulondo Primary School is the smallest of all partner institutions. Its actual population is around 140 pupils. It is located in a rural area of Wakiso District. While Kaababbi lacks many resources, it has a great pitch and an eager student base.

269*total assessments***6%***of assessment total*

CLASS DISTRIBUTION

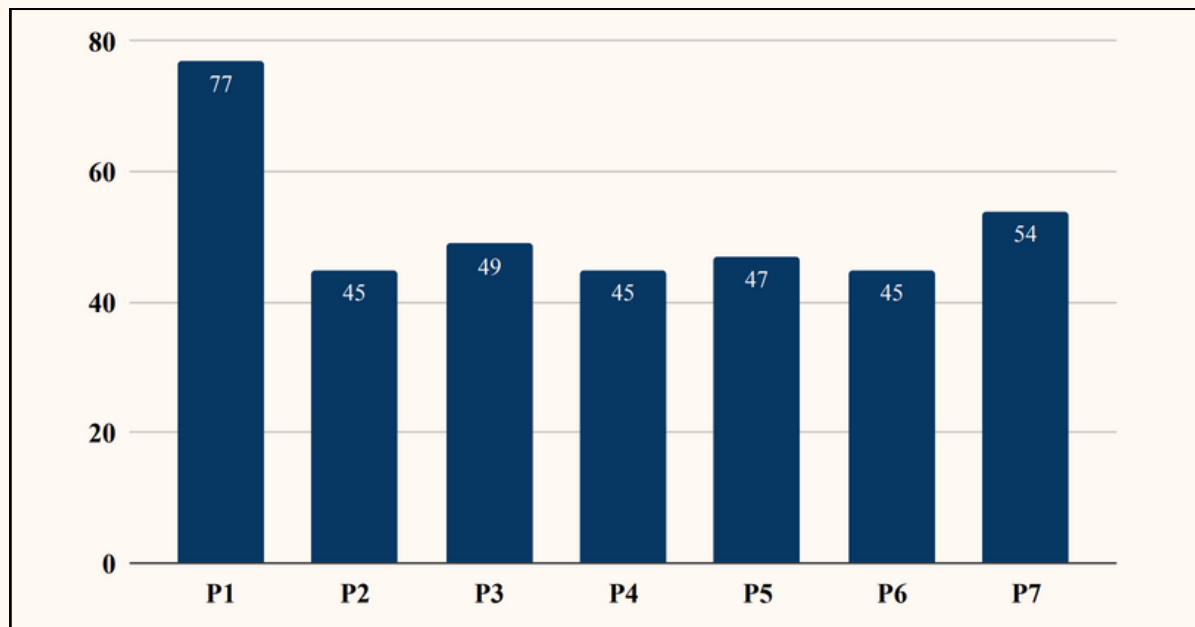


Kaababbi's student population is about 58% male and 42% female. Just over 50% walk over 45 minutes to reach school. Many walk through a small forest as a shortcut. This poses various dangers. Seventy-seven percent of these children have been sent home due to school fees. Eighty-two percent of Kaababbi students have a hand washing station near their latrine, and 57% have a water source near their home.

Nearly all girls report that their school does not provide any emergency menstrual materials. Thirty-eight percent of girls miss one or more days of school because of menstruation, and 67% miss MDD/sports. Fifty-eight percent of girls did not know about menstruation until onset. Seven percent have used a computer and 8% have accessed the internet. Seventy-nine percent come from a household that has some form of mobile phone.

*New Partner School***BBANDA CU**

Bbanda Church of Uganda Primary School is one of FoDU's new partner schools. It has a population around 244 pupils and it sits right next door to the Hope Empowerment Center. If you stand at FoDU's headquarters, you can see Bbanda CU shining on the mountain.

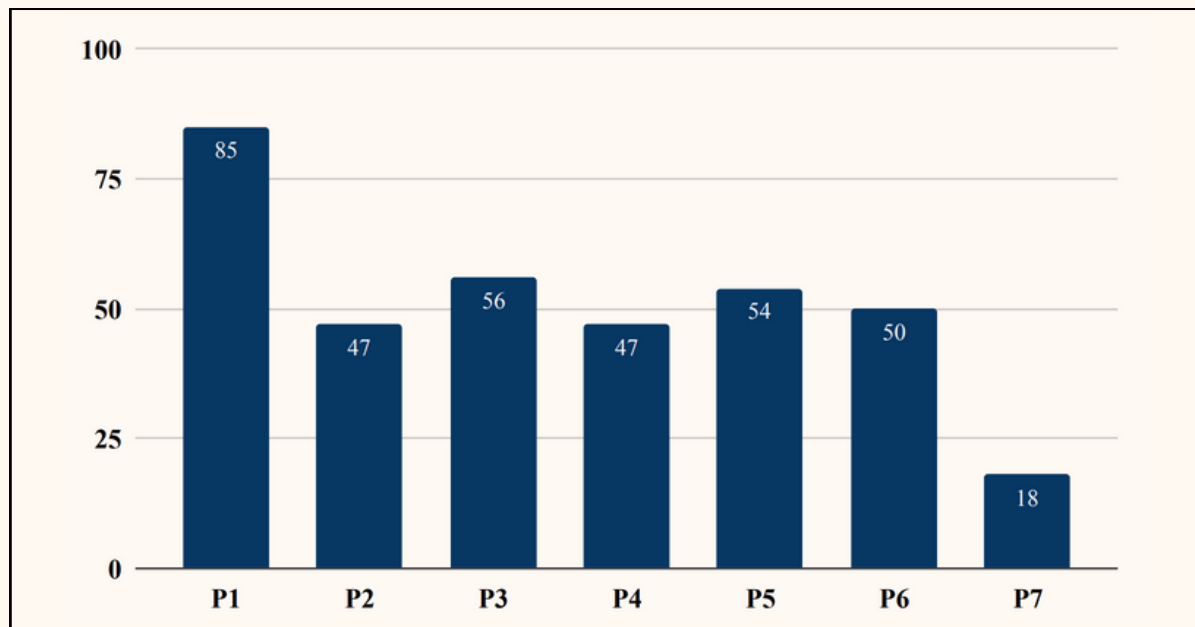
503*total assessments***12%***of assessment total***CLASS DISTRIBUTION**

Bbanda's student population is about 49% male and 51% female. Twenty-six percent of students report living with both biological parents. Thirty-nine percent of students walk over 45 minutes to reach school. Fifty-eight percent have been sent home for inability to pay school fees. Thirty-seven percent eat only one meal a day. Less than half of students have access to clean water near their home.

Five percent of students have ever used a computer and 96% enjoy or want to try playing football. Six percent have played in an organized football tournament and 2% have played in a pair of boots (cleats). Seventy percent of girls do not miss school due to menstruation, but are not satisfied with menstrual facilities or materials. Thirty-five percent report that the school has emergency pads, but all cited that public shaming by the Sr. Woman Teacher occurs if they are used.

*New Partner School***COOPIL**

Coopil Primary School is one of FoDU's newest partners. It has a population of around 357 pupils. It is nestled deep in the bush of Gulu District and has an active parent, teacher and student body. With two open grass areas on their campus, both girls and boys can be found actively playing football during breaks.

629*total assessments***15%***of assessment total***CLASS DISTRIBUTION**

Coopil's population is about 52% male and 48% female. Forty-eight percent report living with their biological parents. Thirty-eight percent walk over 45 minutes to reach school and 65% have been sent home because of school fees. Forty-two percent eat only one meal a day and 31% have never visited a health facility for treatment. Seventy-four percent of students do not own a pair of shoes.

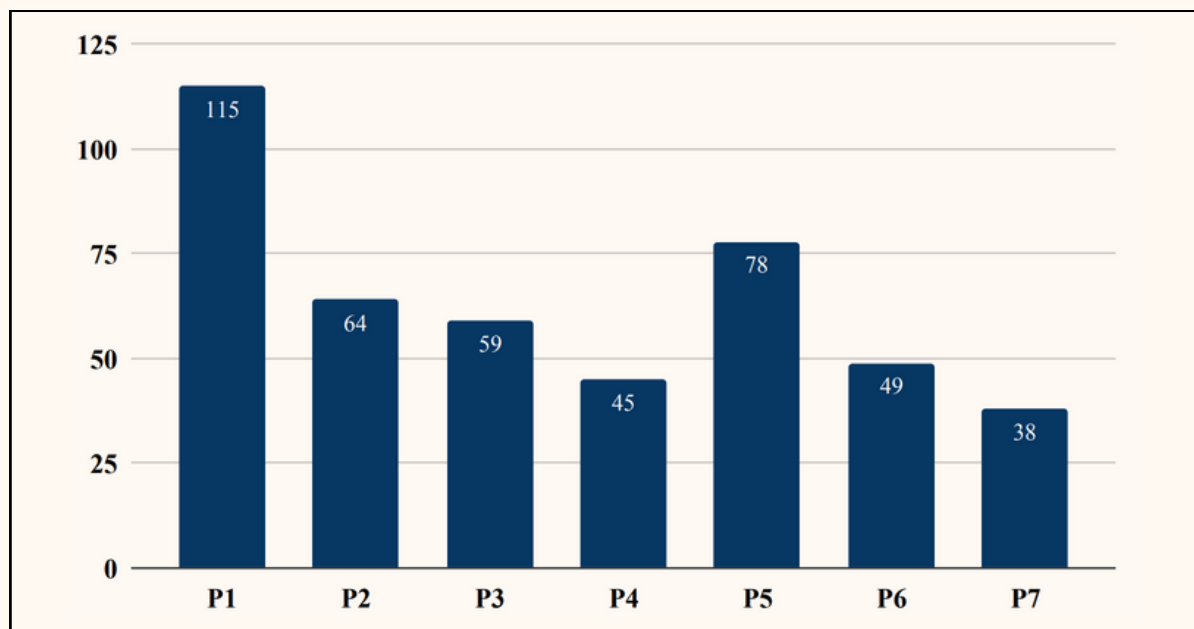
No students reported ever having used a computer. Only 1% have accessed the internet. Thirteen percent of students have played in an organized football tournament and 7% have played in a pair of boots. Fifty-eight percent do not miss school due to menstruation, despite dissatisfaction with the school's lack of menstrual materials.

*New Partner School***ST. MARTIN**

Located in Gulu District, St. Martin's Primary School is the largest of the new institution. It has an estimated population of 448 pupils. St. Martin is located in an area with a dark past. Despite its history with the LRA, committed staff and eager students are forging a brighter future alongside FoDU.

790*total assessments***18%***of assessment total*

CLASS DISTRIBUTION



St. Martin's population is approximately 56% male and 44% female. Fifty-six percent walk over 45 minutes to reach school and 81% do not own a pair of shoes. Eighty-three percent of students have been sent home for inability to pay for school fees and 44% eat only one meal a day. Eighty-three percent do not have a hand washing station near their toilet, but 96% have visited a health facility for treatment.

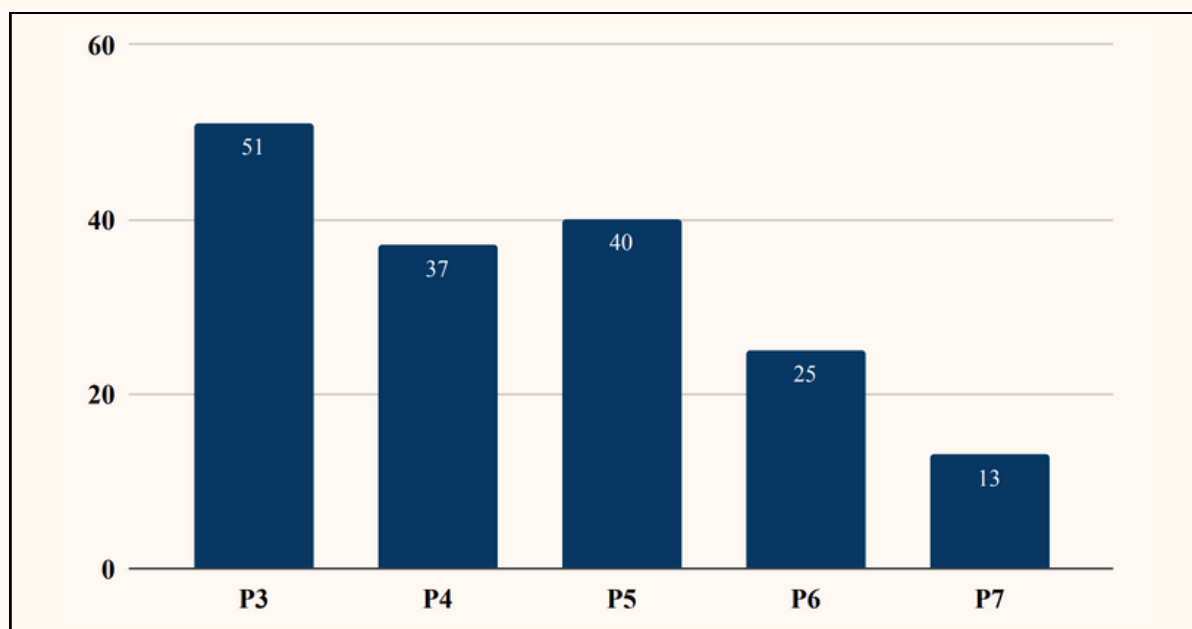
Despite having a nice pitch, 53% of girls have not played football. This pitch is used by males from their peers, secondary boys down the road and Catholic brothers from the corresponding church. Regarding menstruation, 74% of girls learned about it upon period onset. Eight percent of students have played in an organized football tournament and 4% have used a computer and played in a pair of boots.

*Existing Partner School***ST. KIZITO**

St. Kizito Primary School has been a partner institution since 2017. Located in the Central Region, has a student population of around 300 pupils who participate in actively in FoDU's quiz competitions, football program, Youth Council and more.

273*total assessments***6%***of assessments total*

CLASS DISTRIBUTION

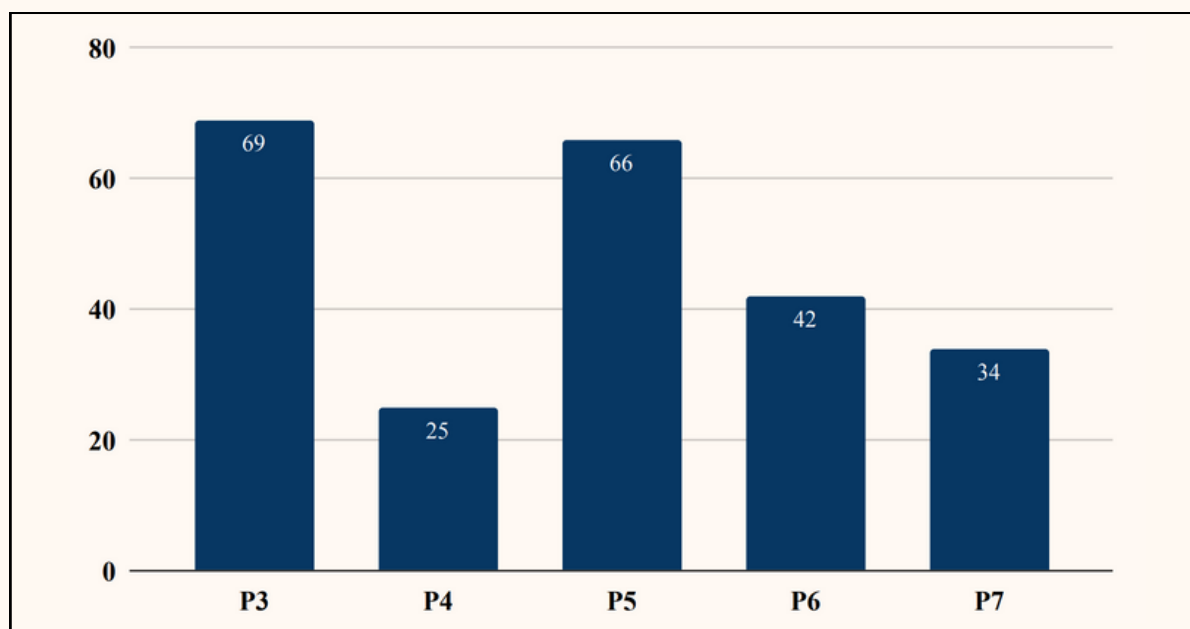


St. Kizito's population was around 57% male and 42% female. Eight-eight percent of students have participated in an ICT lesson, but 34% say they have never used a computer at school, 19% once, 36% once a term, 2% 2 - 3 times a term and 9% 4 - 5 times a term. Eighty-three percent report having no computer skills and 75% have not participated in enough lessons to identify their favorite aspect of ICT training.

Fifty-one percent of respondents participate in FoDU's football program. Sixty percent are male and 40% female. Half of participants have played in the FoDU's championship. Only 17% of females miss school due to menstruation. Forty percent miss MDD, sports or regularly scheduled activities because of their periods. One-third have purchased pads in the last 6 months, and all are satisfied with the menstrual facilities.

*Existing Partner School***NABUKALU**

Nabukalu Primary School is located in Wakiso District and has been a partner institution since 2018. Students total around 336 and they are vibrant members of FoDU's work. They recently hosted FoDU's MDD competition and are receive support from the Youth Council to improve their pitch.

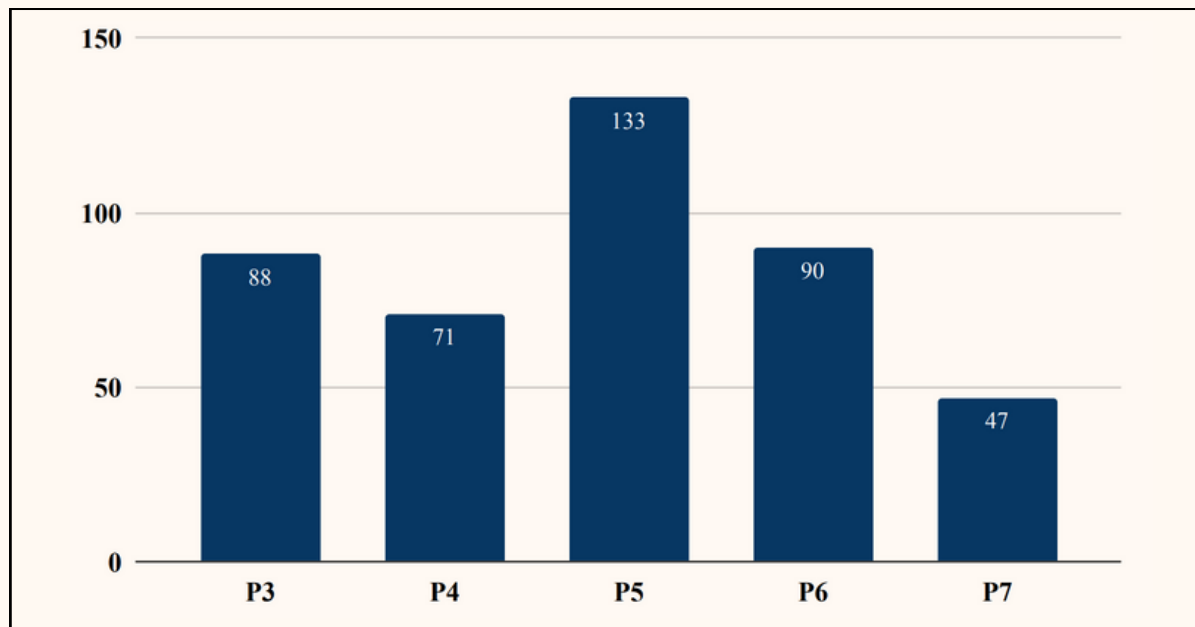
336*total assessments***8%***of assessments total***CLASS DISTRIBUTION**

Nabukalu's population is 48% male and 52% female. Seventy-two percent have participated in an ICT lesson with FoDU. Forty-one percent have never used a computer, 21% once, 21% once per term, 11% 2 - 3 times a term and 6% 4 - 5 per term. Sixty-eight percent say they have no computer skills, but 18% can make a document. Fifty-six percent have not participated in enough lessons to identify their favorite aspects.

Thirty-nine percent are given the opportunity to participate in FoDU's football program. Of those participants, 72% are male and 28% are female. Thirty-nine percent of these athletes cite fun as their favorite part of the program and 45% have played in FoDU's championship. Forty-two percent are affected by menstruation at school, but only 14% miss school because of their periods.

*Existing Partner School***KORO**

Just down the street from FoDU's Gulu office is one of FoDU's founding partner schools, Koro Primary School. They joined FoDU in 2014. With an estimated population of 580 student, they are FoDU's largest partner school.

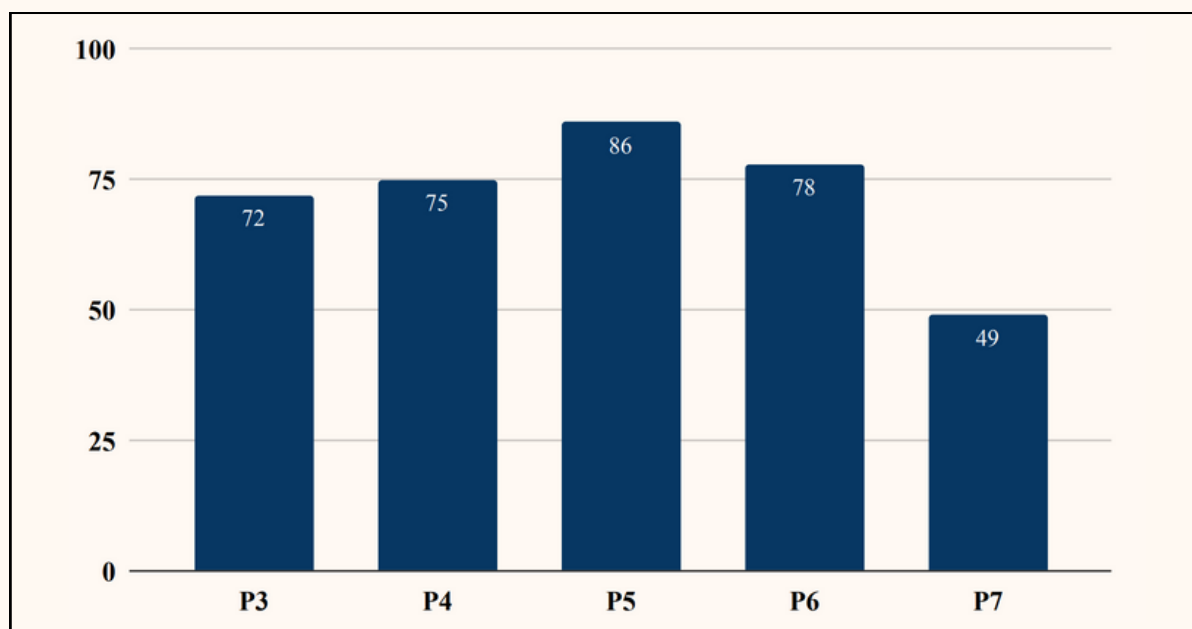
586*total assessments***14%***of assessments total***CLASS DISTRIBUTION**

Koro's population is split 50/50 male and female. At the time of assessment, no students had yet participated in ICT lessons. The majority of students enjoy football (91%). Surveys found 22% are participating in FoDU's football program. Of these participants, 72% are male and 28% are female. Seventy-three percent were from P5 and P6. Fifty percent of participants have played in a FoDU football championship.

Athletes competing in the championship cite winning a trophy for their school as their favorite part (47%). Sixty-eight percent experience joy after a championship. Ten percent say they have not received access to football equipment. Thirty-two percent of girls miss MDD, sports or other activities because of their period, but 92% percent do not miss school due to menstruation.

*Existing Partner School***PAGEYA**

Pageya Primary Schools has been a partner since 2014. They are located in Gulu District and have an estimated population of 475. They are a talented group of students and are consistently standout performers in MDD competitions.

534*total assessments***12%***of assessments total***CLASS DISTRIBUTION**

Pageya's population is around 46% male and 54% female. At the time of assessment, 13% had used a computer one time. Ninety-two percent enjoy playing football and 23% are participating in FoDU's program. Sixty-eight percent of these participants are male and 32% are female. Forty percent say they most enjoy the program because it help them forget about their troubles.

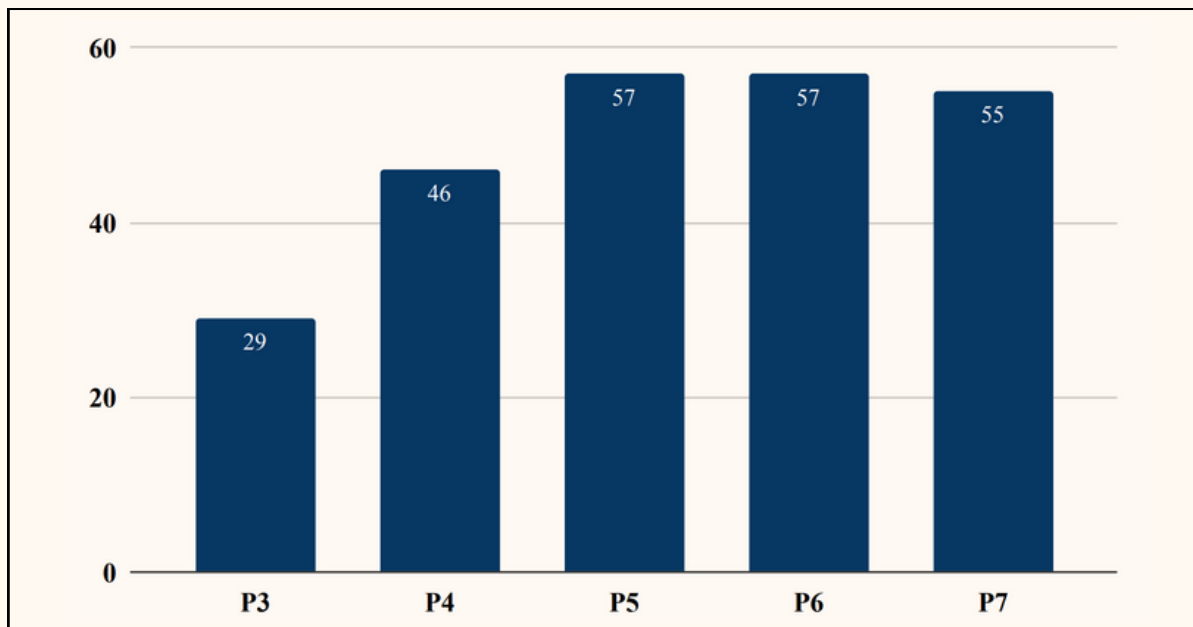
Fifty percent of the 82 athletes have participated in a FoDU championship. Forty-one percent cite friendship as their favorite part and 63% experience joy after competing. Twenty-two percent of menstruating girls report their period affects them at school, but 97% say it does not make them miss school. Ninety-four percent are satisfied with the menstrual facilities on their campus.

*Existing Partner School***LAROO**

Laroo Primary School is a founding partner school and joined FoDU in 2014. They are located in Gulu District and have a population around 350 pupils. Laroo also has a hearing impaired population of around 50 students.

397*total assessments***9%***of assessments total*

CLASS DISTRIBUTION



Laroo consists of 46% males and 54% females. At the time of assessment, 26% had used a computer. Ninety-two percent enjoy playing football, and 26% are given the chance to train with FoDU. Of the 36 hearing impaired students surveyed, 35 want to train and 2 are given the opportunity. Both are male and have played in the championship. One plays for friendship and the other for confidence.

Job goals for the hearing impaired students differed slightly from their hearing peers. The #1 dream is a driver followed by secretary and teacher. None of these students had yet participated in ICT training, but there is great potential for them in it. Regarding menstruation, 47% of girls are affected at school, but 84% do not miss class because of their periods.

CITATIONS

1. (The) Right to Water, Fact Sheet No. 35. United Nations, OHCHR, UN-HABITAT, WHO, 2010.
2. MOH. (2015). National Village Health Teams (VHT) Assessment in Uganda. Ministry of Health: Republic of Uganda.